



# Year 10

## Core Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



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## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small, made of wattle and daub, with thatch roofs and open fires and animals stalked inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

7. Write on **every line** to the bottom of the page.

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small houses, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Communicable diseases		
1	What is a communicable disease?	A disease that can be transmitted from person to person
2	What is a pathogen?	A microorganism that causes a disease
3	What are the four types of pathogens?	Viruses, bacteria, protists, and fungi
4	What are the three ways pathogens can spread?	Direct contact, by water, or by air
5	How do bacteria cause illness?	They reproduce rapidly inside the body and produce toxins that damage tissues
6	How do viruses cause illness?	They live and reproduce inside cells, causing cell damage
Viral diseases		
7	What are the symptoms of measles?	Fever and a red skin rash
8	Why is measles a serious disease?	Can be fatal if complications arise
9	How is measles prevented?	Most young children are vaccinated against measles
10	How does measles spread?	By inhalation of droplets from sneezes and coughs
11	What are the initial symptoms of HIV?	Flu-like illness
12	What does HIV attack?	The body's immune cells
13	What happens in the late stage of HIV?	AIDS occurs when the immune system is so damaged it can no longer deal with other infections or cancers
14	How does HIV spread?	By sexual contact or exchange of body fluids
15	What does TMV stand for?	Tobacco mosaic virus
16	What does TMV affect?	Many plant species, including tomatoes
17	What are the symptoms of TMV?	Distinctive 'mosaic' pattern of discolouration on leaves
18	How does TMV affect plants?	It affects growth due to lack of photosynthesis

Instructions. You need to learn the answers to these 23 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A disease that can be transmitted from person to person. ✓
2. A bacteria that causes disease X
3. A microorganism that causes disease ✓

Bacterial diseases		
19	How does salmonella food poisoning spread?	By bacteria ingested in food, or on food prepared in unhygienic conditions
20	How is salmonella controlled in the UK?	Poultry are vaccinated against salmonella
21	What are the symptoms of salmonella food poisoning?	Fever, abdominal cramps, vomiting, and diarrhoea
22	What type of disease is gonorrhoea?	A sexually transmitted disease (STD)
23	What are the symptoms of gonorrhoea?	Thick yellow or green discharge from the vagina or penis and pain on urinating

<b>Science Week 3</b>	<b>15/9/25</b>
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Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Fungal + protist disease		
1	What is rose black spot?	A fungal disease that affects plants
2	What are the symptoms of rose black spot?	Purple or black spots develop on leaves, which often turn yellow and drop early
3	How does rose black spot affect plant growth?	It affects growth as photosynthesis is reduced
4	How can rose black spot be treated?	By using fungicides and/or removing and destroying the affected leaves
5	What type of pathogens cause malaria?	Protists
6	What does malaria cause?	Recurrent episodes of fever and can be fatal
7	What are mosquitos called in relation to malaria?	Vectors
Human defence systems		
8	What are the four non-specific defence systems of the human body against pathogens?	Skin, nose, trachea and bronchi, stomach
9	What does the immune system try to do if a pathogen enters the body?	Destroy the pathogen
10	What are the three ways white blood cells help defend against pathogens?	Phagocytosis, producing specific antibodies, antitoxin production
11	What is phagocytosis	When the white blood cell engulfs the pathogen
12	What do antitoxins do?	Counteract the toxin produced by a bacteria

Instructions. You need to learn the answers to these 13 questions

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practice them BY:

Writing out the answers only

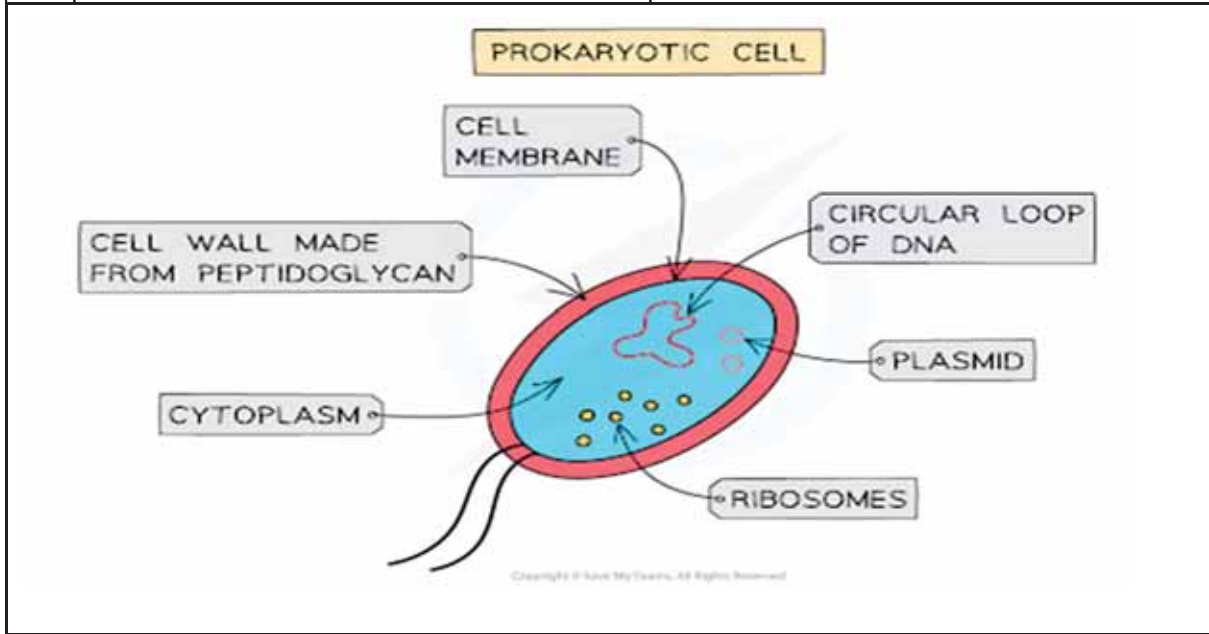
E.g.

4. A disease that can be transmitted from person to person. ✓

5. A bacteria that causes disease X

6. A microorganism that causes disease ✓

13	What are the stages of the immune response?	White blood cells detect pathogens White blood cells produce specific antibodies Specific antibodies destroy the specific pathogen by binding to specific antigens Memory cells are formed
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Instructions. You need to learn the labels to this diagram.

Practise it as often as you need in your self quizzing book until you definitely know the diagram.

Practise it by

1. Copying the diagram
2. Covering the knowledge organiser and adding the labels to your diagram
3. Check your labels and repeat the steps if any labels are incorrect

**Science Week 4** **22/9/25**

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>Vaccination and immune response</b>		
1	What is a vaccine?	Dead or weakened form of a pathogen
2	What does vaccination involve?	Introducing small quantities of dead or inactive forms of a pathogen into the body
3	What does vaccination stimulate white blood cells to do?	Produce specific antibodies, produce memory cells
4	What do memory cells do?	Recognise specific pathogens when they re-enter the body
5	What happens if the same pathogen re-enters the body after vaccination?	The white blood cell produce a higher concentration of antibodies, more quickly.
6	How does vaccination prevent illness in an individual?	It stimulates antibody production so the immune system can respond quickly to prevent infection
<b>Antibiotics</b>		
7	What are antibiotics?	Medicines that help to cure bacterial disease by killing infective bacteria inside the body
8	Give an example of an antibiotic	Penicillin

Instructions. You need to learn the answers to these 12 questions.

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practise them **BY:**

Writing out the answers only

E.g.

7. A disease that can be transmitted from person to person. ✓
8. A bacteria that causes disease X
9. A microorganism that causes disease ✓

9	What is important about treating bacteria with antibiotics?	Specific bacteria should be treated by specific antibiotics		
10	What is the risk of antibiotic overuse ?	Antibiotic resistance		
11	Can antibiotics kill viral pathogens?	No		
12	What are painkillers and other medicines used for?	To treat the symptoms of disease but do not kill pathogens		
			<ul style="list-style-type: none"> <li>• After the vaccination the antibodies slowly increase, peak and then gradually decrease.</li> <li>• This primary infection results in the production of memory cells that remain in the bloodstream.</li> <li>• After exposure to the real pathogen the white blood cells recognise the pathogen, respond quickly to produce lots of the correct antibodies, which prevents infection.</li> <li>• The antibodies are produced so quickly by the memory cells that the pathogen is killed off before it can make the person ill. This is called being immune.</li> </ul>	<p>Instructions. You need to learn the labels to this diagram.</p> <p>Practise it as often as you need in your self quizzing book until you definitely know the diagram.</p> <p>Practise it by</p> <p>Copy the graph</p> <p>Cover the knowledge and explain the graphs shape</p> <p>Check the explanation and repeat any incorrect statements</p>


**Science Week 5** **29/9/25**

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.


<b>Drug development</b>			<p>Instructions. You need to learn the answers to these 25 questions.</p> <p>Practise them as often as you need in your self quizzing book until you definitely know the <u>answers</u>.</p> <p>Practice them BY:</p> <p>1. A disease that can be transmitted from person to person. ✓</p> <p>2. A bacteria that causes disease X</p> <p>3. A microorganism that causes disease ✓</p>
1	Where were drugs traditionally extracted from?	Plants and microorganisms	
2	What plant does the heart drug digitalis originate from?	Foxgloves	
3	What does the painkiller aspirin originate from?	Willow bark	
4	Who discovered penicillin?	Alexander Fleming	
5	What did Alexander Fleming discover penicillin from?	The Penicillium mould	
6	Where are most new drugs synthesised?	By chemists in the pharmaceutical industry	
7	What may still be the starting point for new drugs?	A chemical extracted from a plant	

8	Why do new medical drugs have to be tested and trialled?	To check that they are safe and effective
9	What are new drugs extensively tested for?	Toxicity, efficacy and dose
10	Where is preclinical testing done?	In a laboratory using cells, tissues and live animals
11	Who do clinical trials use?	Healthy volunteers and patients
12	What doses are given at the start of clinical trials?	Very low doses
13	What happens if the drug is found to be safe in clinical trials?	Further clinical trials are carried out to find the optimum dose
14	When are the results of testing and trials published?	Only after scrutiny by peer review

**DISCOVERY & PRE-CLINICAL**




**ANIMAL TESTING**




**CLINICAL TRIAL**


PHASE 1




SMALL NUMBER OF HEALTHY INDIVIDUALS




PHASE 2



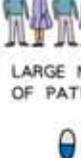
SMALL NUMBER OF PATIENTS



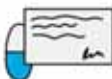
PHASE 3



LARGE NUMBER OF PATIENTS



**APPROVAL & LICENCING**



**STAGE 1: COMPUTER ANALYSIS** → **STAGE 2: ANIMAL TESTING** → **STAGE 3: CLINICAL TRIALS ON PROGRESSIVELY LARGER GROUPS** → **STAGE 4: APPROVAL**

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Instructions. You need to learn the stages to this diagram.

Practise it as often as you need in your self quizzing book until you definitely know the diagram.

Practise it by

Copying the diagram

Covering the knowledge organiser and adding the stages to your diagram

Check your labels and repeat the steps if any labels are incorrect

**Science Week 6** 6/10/25

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>Formula</b>		<p>Instructions. You need to learn the answers to these 23 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p>	
1	What is the formula of an ammonium ion		$\text{NH}_4^+$
2	What is the formula of a hydroxide ion		$\text{OH}^-$
3	What is the formula of a sulphate ion		$\text{SO}_4^{-2}$

4	What is the formula of a carbonate ion	$\text{CO}_3^{-2}$	<b>Practice them BY:</b> 1. A disease that can be transmitted from person to person. ✓ 2. A bacteria that causes disease X 3. A microorganism that causes disease ✓
5	What is the formula of a nitrate ion	$\text{NO}_3^-$	
6	Which ions are in NaCl	$\text{Na}^+$ and $\text{Cl}^-$	
7	Which ions are in $\text{CaCO}_3$	$\text{Ca}^{2+}$ and $\text{CO}_3^{2-}$	
8	Which ions are in $\text{Mg}(\text{OH})_2$	$\text{Mg}^{2+}$ and 2 ions of $\text{OH}^-$	
9	Which ions are in $\text{H}_2\text{SO}_4$	2 ions of $\text{H}^+$ and one $\text{SO}_4^{2-}$	
10	Which ions are in $\text{NH}_4\text{OH}$	$\text{NH}_4^+$ and $\text{OH}^-$	
11	Which ions are in $(\text{NH}_4)_2\text{O}$	2 ions of $\text{NH}_4^+$ and one $\text{O}^{2-}$	
12	What is the formula of calcium chloride?	$\text{CaCl}_2$	
13	What is the formula of sodium sulphate?	$\text{Na}_2\text{SO}_4$	
<b>Metals and oxygen</b>			
14	What happens when metals react with oxygen?	They produce metal oxides	
15	What type of reaction occurs when metals react with oxygen?	Oxidation reactions	
16	Why are reactions of metals with oxygen called oxidation reactions?	Because the metals gain oxygen	
17	What is oxidation in terms of oxygen?	The gain of oxygen	
18	What is reduction in terms of oxygen?	The loss of oxygen	
<b>Metals and acid</b>			
19	What is the general equation for metal + acid reactions?	$\text{Metal} + \text{acid} \rightarrow \text{salt} + \text{hydrogen}$	
20	Which two non-metals are often included in the reactivity series?	Hydrogen and carbon	
21	What can a more reactive metal do to a less reactive metal?	Displace it from a compound	
22	How is the reactivity of metals determined experimentally?	From their reactions with water and dilute acids	
23	Why is a metal that reacts vigorously with water more reactive?	Because it has a greater tendency to form positive ions	

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Metal extraction		
1	How are unreactive metals like gold found in the Earth?	As the metal itself
2	How are most metals found in the Earth?	As compounds
3	Which kinds of metal can be extracted from their oxides by reduction with carbon?	Those less reactive than carbon
4	Which kinds of metal cannot be extracted from their oxides by reduction with carbon?	Those more reactive than carbon
5	Explain why gold and silver can be found as the metal themselves in the Earth's crust	They are very unreactive
6	What process is used to extract metals more reactive than carbon from their ores?	Electrolysis
Salts + Neutralisation		
7	What type of salts are formed by the three main acids?	Hydrochloric acid produces chlorides Sulfuric acid produces sulphates Nitric acid produces nitrates
8	Which ions always react together in a neutralisation reaction between acids and alkalis?	H <sup>+</sup> and OH <sup>-</sup>
9	Write the equation showing the reaction between H <sup>+</sup> and OH <sup>-</sup> ions	H <sup>+</sup> + OH <sup>-</sup> → H <sub>2</sub> O
10	Complete the equation: metal + acid →	→ salt + hydrogen gas
11	Complete the equation: metal hydroxide + acid →	→ salt + water
12	Complete the equation: metal carbonate + acid →	→ salt + water + carbon dioxide

Instructions. You need to learn the answers to these 12 questions.

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practice them BY:

1. A disease that can be transmitted from person to person. ✓
2. A bacteria that causes disease X
3. A microorganism that causes disease ✓

Metal	Reaction with cold water	Reaction with dilute acids	Reactivity
Potassium	Violent	Violent	
Sodium			
Lithium			
Calcium	Fast	Rapid	
Magnesium			
(Carbon)			
Zinc	Usually no reaction	Slow	
Iron			
(Hydrogen)			
Copper	No reaction	No reaction	
Gold			

Instructions. You need to learn the labels to this diagram.

Practise it as often as you need in your self quizzing book until you definitely know the diagram.

Practise it by

Copying the table  
Covering the knowledge organiser and write information into the table  
Check your answers and repeat the steps if any information is incorrect

**Science Week 8** **20/10/25**

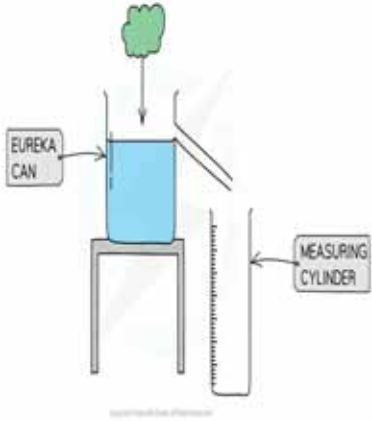
Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Density			<p>Instructions. You need to learn the answers to these 17 questions.</p> <p>Practise them as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p>Practice them BY:</p> <p>1. A disease that can be transmitted from person to person. ✓</p> <p>2. A bacteria that causes disease X</p> <p>3. A microorganism that causes disease ✓</p>
1	What is density?	Mass per unit volume	
2	What is the equation for density?	density = mass ÷ volume	
3	What is the symbol equation for density?	$\rho = m/V$	
4	What are the units for density?	kg/m <sup>3</sup> (kilograms per metre cubed)	
5	What are the units for mass in the density equation?	kg (kilograms)	
6	What are the units for volume in the density equation?	m <sup>3</sup> (metres cubed)	
7	In which state of matter are particles most tightly packed?	Solid	
8	In which state of matter are particles most spread out?	Gas	
9	Why do solids have the highest density?	Because particles are most tightly packed together	
10	Why do gases have the lowest density?	Because particles are most spread out	

State changes		
11	What are the six changes of state?	Melt, freeze, boil, evaporate, condense, sublimate
12	What happens to mass during changes of state?	Mass is conserved
13	What type of changes are changes of state?	Physical changes
14	How do physical changes differ from chemical changes?	The material recovers its original properties if the change is reversed
15	What happens to the particles during melting?	They gain energy and move more freely
16	What happens to the particles during freezing?	They lose energy and become more ordered
17	What is sublimation?	Direct change from solid to gas

**Method: Finding the density of an irregular object**

- Place the object on a digital balance and record its mass
- Fill the eureka can with water up to a point just below the spout
- Place an empty measuring cylinder below its spout
- Carefully lower the object into the eureka can
- Measure the volume of the displaced water in the measuring cylinder
- Repeat these measurements and calculate mean volume
- Calculate the density using formula:  $\rho = m/V$



**Instructions.** You need to learn the method for this diagram.

**Practise it as often as you need in your self quizzing book until you definitely know the method**

**Practise it by**

Read the method  
Cover the knowledge organiser and the method and write out the method  
Check your method and repeat any steps until they are correct

**Science Holiday** **27/10/25**

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Revision questions		
1	What is a communicable disease?	A disease that can be transmitted from person to person
2	What is a pathogen?	A microorganism that causes a disease
3	What are the four types of pathogens?	Viruses, bacteria, protists, and fungi
4	What are the symptoms of measles?	Fever and a red skin rash

**Instructions.** You need to learn the answers to these 25 questions.

**Practise them as often as you need in your self quizzing book until you definitely know the answers.**

**Practice them BY:**

5	How does HIV spread?	By sexual contact or exchange of body fluids	1. A disease that can be transmitted from person to person. ✓ 2. A bacteria that causes disease X 3. A microorganism that causes disease ✓
6	What does TMV stand for?	Tobacco mosaic virus	
7	How can gonorrhoea be controlled?	By antibiotic treatment or barrier methods of contraception	
8	What is rose black spot?	A fungal disease that affects plants	
9	What type of pathogens cause malaria?	Protists	
10	What are mosquitos called in relation to malaria?	Vectors	
11	What is a vaccine?	Dead or weakened form of a pathogen	
12	What does the immune system try to do if a pathogen enters the body?	Destroy the pathogen	
13	What are the three ways white blood cells help defend against pathogens?	Phagocytosis, producing specific antibodies, antitoxin production	
14	What is phagocytosis	When the white blood cell engulfs the pathogen	
15	What is the formula of a hydroxide ion	OH <sup>-</sup>	
16	Which ions are in NaCl	Na <sup>+</sup> and Cl <sup>-</sup>	
17	What is the general equation for metal + acid reactions?	Metal + acid → salt + hydrogen	
18	Complete the equation: metal hydroxide + acid →	→ salt + water	
19	Complete the equation: metal carbonate + acid →	→ salt + water + carbon dioxide	
20	Write the equation showing the reaction between H <sup>+</sup> and OH <sup>-</sup> ions	H <sup>+</sup> + OH <sup>-</sup> → H <sub>2</sub> O	
21	Which kinds of metal can be extracted from their oxides by reduction with carbon?	Those less reactive than carbon	
22	What process is used to extract metals more reactive than carbon from their ores?	Electrolysis	
23	What is the symbol equation for density?	$\rho = m/V$	
24	Why do gases have the lowest density?	Because particles are most spread out	
25	What are the six changes of state?	Melt, freeze, boil, evaporate, condense, sublimate	

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Internal energy		
1	What type of energy do moving particles have?	Kinetic energy
2	What type of energy do particles have due to their positions?	Potential energy
3	What is internal energy?	Energy stored inside a system by the particles that make up the system
4	What does internal energy consist of?	The total kinetic energy and potential energy of all particles in a system
5	What does heating do to a system?	Changes the energy stored within the system by increasing the energy of the particles
6	What two things can happen when you heat a system?	The temperature rises OR a change of state occurs
Latent heat		
7	What is latent heat?	The energy needed for a substance to change state
8	What happens to temperature during a change of state?	It stays constant
9	What happens to internal energy during a change of state?	It increases (energy is being stored)
10	What is specific latent heat?	The amount of energy required to change the state of one kilogram of a substance with no change in temperature
11	What is the equation for energy needed for a change of state?	energy = mass × specific latent heat
12	What is the symbol equation for energy in change of state?	$E = mL$
13	What are the units for specific latent heat?	J/kg (joules per kilogram)
14	What is specific latent heat of fusion?	Energy needed to change from solid to liquid
15	What is specific latent heat of vaporisation?	Energy needed to change from liquid to vapour
16	During melting, what happens to the energy input?	It breaks bonds/forces between particles
17	What is the difference between specific heat capacity and specific latent heat?	Specific heat capacity changes temperature, specific latent heat changes state

Instructions. You need to learn the answers to these 21 questions.

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practice them BY:

Writing out the answers only

E.g.

- 1.A disease that can be transmitted from person to person. ✓
- 2.A bacteria that causes disease X
- 3.A microorganism that causes disease ✓

Gas pressure		
18	How do gas molecules move?	In constant random motion
19	What is the temperature of a gas related to?	The average kinetic energy of the molecules
20	What happens to pressure when you increase the temperature of a gas at constant volume?	Pressure increases
21	What causes pressure in a gas?	Gas molecules colliding with the walls of the container

<b>Science Week 10</b>	<b>10/11/25</b>
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Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Electrical circuits			<p>Instructions. You need to learn the answers to these 14 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p><b>Practice them BY:</b></p> <p>Writing out the answers only</p> <p>E.g.</p> <p>1.A disease that can be transmitted from person to person. ✓</p> <p>2.A bacteria that causes disease X</p> <p>3.A microorganism that causes disease ✓</p>
1	In a fixed resistor, what is the effect of increasing the potential difference on resistance?	No effect	
2	In a fixed resistor, what is the relationship between potential difference and current?	Current is directly proportional to current	
3	In a bulb, what is the effect of increasing the potential difference on the resistance?	Resistance increases	
4	In a bulb, what is the relationship between current and potential difference	The higher the potential difference, the less current increases	
5	In a diode, what is the effect of a negative potential difference?	Resistance is very high so current cannot flow	
6	In a diode what is the effect of increasing the positive potential difference?	As the positive potential difference increases, current increases	
7	What does 'connected in series' mean?	Components are in the same loop	
8	What does 'connected in parallel' mean?	Components are in different loops	
9	Why does increasing the potential difference increase the current?	The push on the electrons is greater so the electrons move faster	
10	Why does increasing resistance decrease the current?	The flow of electrons is being obstructed	
11	State the rule for current in parallel	Current is split between loops	
12	State the rule for potential difference in parallel	Potential difference is the same across all loops	

13	How is the resistance of a thermistor affected by temperature	As the temperature increases, the resistance decreases	
14	How is the resistance of an LDR affected by temperature	As the light intensity increases, the resistance decreases	
15			

**Science Week 11** **17/11/25**

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>Organisation - Digestion</b>			<p>Instructions. You need to learn the answers to these 21 questions.</p> <p>Practise them as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p>Practice them BY:</p> <p>Writing out the answers only</p> <p>E.g.</p> <p>1.A disease that can be transmitted from person to person. ✓</p> <p>2.A bacteria that causes disease X</p> <p>3.A microorganism that causes disease ✓</p>
1	What are the five levels of organisation from smallest to largest?	Cells, tissue, organ, organ system, organism	
2	State the organs in the digestive system	Mouth, salivary gland, oesophagus, stomach, liver, gallbladder, pancreas, small intestine, large intestine, rectum, anus	
3	What is the role of enzymes in the digestive system?	Breakdown of large, insoluble molecules into smaller, soluble ones.	
4	What do carbohydrase enzymes digest?	Carbohydrates into sugars	
5	Name the carbohydrase that breaks down starch	Amylase	
6	What do protease enzymes digest?	Proteins into amino acids	
7	What do lipase enzymes digest?	Lipids into three fatty acids and glycerol	
8	Where is amylase produced?	Salivary glands, pancreas, small intestine	
9	Where does amylase work?	Mouth, small intestine	

10	Where is protease produced?	Stomach, small intestine, pancreas
11	Where does protease work?	Stomach, small intestine
12	Where is lipase produced?	Small intestine and pancreas
13	Where does lipase work?	Small intestine
14	How does temperature affects the rate of an enzyme controlled reaction	Increases then decreases
15	What is the 'optimum temperature' of an enzyme controlled reaction?	The temperature at which the rate is the highest
16	Why does increasing temperature increase the rate of reaction?	Particles have more kinetic energy so they collide more frequently
17	What does it mean if an enzyme has denatured?	The active site has changed shape and the substrate can no longer bind
18	Why does increasing temperature above the optimum decrease the rate of reaction?	The enzyme becomes denatured
19	How does pH affect the rate of an enzyme controlled reaction	Increases then decreases
20	What is the optimum pH	The pH at which enzyme activity is the highest
21	What happens to the enzyme above and below the optimum pH?	at pH values above or below the optimum the shape of active site is changed

## Science Week 12

24/12/25

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>Respiration</b>			<p>Instructions. You need to learn the answers to these 21 questions.</p> <p>Practise them as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p><b>Practice them BY:</b></p> <p>Writing out the answers only</p>
1	What is respiration?	An exothermic reaction that is continuously occurring in all living cells	
2	What type of reaction is respiration?	An exothermic reaction	
3	What does exothermic mean?	It releases energy to the surroundings	
4	What are the three main uses of energy from respiration?	Chemical reactions to build larger molecules, movement, and keeping warm	
5	What is aerobic respiration?	Respiration that occurs with oxygen	

6	What is the word equation for aerobic respiration?	Glucose + oxygen → carbon dioxide + water	E.g. 1.A disease that can be transmitted from person to person. ✓ 2.A bacteria that causes disease X 3.A microorganism that causes disease ✓
7	What are the chemical symbols for glucose, oxygen, carbon dioxide, and water?	C <sub>6</sub> H <sub>12</sub> O <sub>6</sub> , O <sub>2</sub> , CO <sub>2</sub> , and H <sub>2</sub> O	
8	Is aerobic respiration more or less efficient than anaerobic respiration?	More efficient	
9	What is anaerobic respiration?	Respiration that takes place without oxygen	
10	Does anaerobic respiration transfer more or less energy than aerobic respiration?	Much less energy	
11	Why does anaerobic respiration transfer less energy?	Because the oxidation of glucose is incomplete	
12	What is the equation for anaerobic respiration in muscles?	Glucose → lactic acid	
13	What is anaerobic respiration called in plant and yeast cells?	Fermentation	
14	What is the equation for fermentation?	Glucose → ethanol + carbon dioxide	
15	What is fermentation economically important for?	The manufacture of bread and alcoholic drinks	
16	What three things increase during exercise?	Heart rate, breathing rate, and breath volume	
17	Why do heart rate, breathing rate, and breath volume increase during exercise?	To supply the muscles with more oxygenated blood and remove more carbon dioxide	
18	When does the body switch to anaerobic respiration during exercise?	If the oxygen supply to muscles is insufficient	
19	What builds up in muscles during anaerobic respiration?	Lactic acid	
20	What is oxygen debt?	The extra oxygen the body needs to react with the lactic acid and remove it from the cells	
21	What happens to muscles when there is a build up of lactic acid?	They can become fatigued and stop contracting efficiently	

## Science Week 13

1/12/25

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

### Coronary Heart disease

1	What do the coronary arteries do?	Supply oxygen and glucose to the heart muscle	Instructions. You need to learn the answers to these

2	Where are the coronary arteries?	On the outside surface of the heart and connected to the aorta	<p>18 questions.</p> <p>Practise them as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p>Practice them BY:</p> <p>Writing out the answers only</p> <p>E.g.</p> <p>1. A disease that can be transmitted from person to person. ✓</p> <p>2. A bacteria that causes disease X</p> <p>3. A microorganism that causes disease ✓</p>
3	Why does the heart muscle require oxygen and glucose?	To release energy from respiration	
4	What is cholesterol?	a type of lipid, found in the blood	
5	What narrows coronary arteries?	Build up of fatty material	
6	What does CHD stand for?	Coronary heart disease	
7	What causes CHD?	Narrowing of coronary arteries	
8	What happens to blood flow to the heart muscle in CHD?	blood flow is reduced	
9	What is the result of decreased blood flow to the heart muscle in CHD?	less oxygen and glucose is supplied to the heart muscle	
10	What can happen as a result of CHD?	Heart attack	
11	What is a factor that increases your risk of disease called?	Risk factor	
12	What are the risk factors for CHD?	age, smoking, high blood cholesterol levels, obesity, physical inactivity, high fat diet .	
13	What are the two methods of treating CHD?	stents and statins	
14	What are the advantages of statins?	decrease blood cholesterol, slows down build up of fatty material in arteries (meaning blood can flow to heart muscle cells)	
15	What are the disadvantages of statins?	has to be taken regularly and long term, side effects, takes time to work	
16	What is a stent?	a metal mesh placed in an artery to hold the blood vessel open	
17	What are the advantages of a stent?	blocked artery is held open (meaning blood can flow to heart muscle cells), remains in place and works for a long time, recovery time is rapid	
18	What are the disadvantages of a stent?	risk of infection from procedure, risks from surgery e.g. heart attack, bleeding, risk of blood clots	

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Health		
1	What is health?	The state of physical and mental well-being
2	What is a disease?	A condition that causes ill health
3	What are the two main types of disease?	Communicable diseases and non-communicable diseases
4	What is a non-communicable disease?	A disease that cannot be passed from one organism to another
5	What are the major causes of ill health?	Communicable diseases and non-communicable diseases
Risk factors		
6	What is a risk factor?	Something that is linked to an increased rate of a disease
7	What is a causal mechanism?	A proven link between a risk factor and an increased risk of a disease
8	Has a causal mechanism been proven for all risk factors?	No, a causal mechanism has been proven for some risk factors, but not others
9	What lifestyle factors affect cardiovascular disease?	Diet, smoking and exercise
10	What is obesity a risk factor for?	Type 2 diabetes
11	What does alcohol affect in the body?	The liver and brain function
12	What diseases does smoking cause?	Lung disease and lung cancer
13	Why should pregnant women avoid smoking and alcohol?	Can harm the unborn baby
14	What are carcinogens?	Risk factors for cancer
15	Give an example of a carcinogen	Ionising radiation
Cancer		
16	What is cancer?	The result of changes in cells that lead to uncontrolled growth and division
17	What is a tumour?	A growth of abnormal cells

Instructions. You need to learn the answers to these 23 questions.

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practice them BY:

- 1. A disease that can be transmitted from person to person. ✓
- 2. A bacteria that causes disease X
- 3. A microorganism that causes disease ✓

18	What are the two types of tumour?	Benign tumours and malignant tumours
19	What is a benign tumour?	A growth of abnormal cells which are contained in one area, usually within a membrane
20	What is a malignant tumour?	A cancer that is not contained in a membrane, so invades neighbouring tissues and spreads to different parts of the body
21	How do malignant tumours spread?	They spread to different parts of the body in the blood where they form secondary tumours
22	Name three lifestyle risk factors for cancer	Smoking, diet, and alcohol
23	What are genetic risk factors for cancer?	Inherited faulty genes that increase cancer risk

<b>Science Week 15</b>	<b>15/12/25</b>
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Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>pH</b>			<p>Instructions. You need to learn the answers to these 14 questions.</p> <p><b>Practise them as often as you need in your self quizzing book until you <u>definitely know the answers.</u></b></p> <p><b>Practice them BY:</b></p> <p>1. A disease that can be transmitted from person to person. ✓</p> <p>2. A bacteria that causes disease X</p> <p>3. A microorganism that causes disease ✓</p>
1	Define acids in terms of pH	A substance with a pH of less than 7	
2	Define alkali in terms of pH	A substance with a pH of greater than 7	
3	Define acids in terms of ions	A substance which releases H <sup>+</sup> ions in solution	
4	Define alkali in terms of ions	A substance which releases OH <sup>-</sup> ions in solution	
5	State the three common acids and give their formulae	Hydrochloric acid, HCl(aq) Sulfuric acid, H <sub>2</sub> SO <sub>4</sub> (aq) Nitric acid, HNO <sub>3</sub> (aq)	
6	What is a neutral solution?	A solution with a pH of 7.	
7	Give an example of a base	Calcium oxide	
8	Give an example of an alkali	Sodium hydroxide	
9	Which ions are always present in a solution of an alkali?	OH <sup>-</sup>	
10	What is a salt?	A compound formed when the hydrogen from an acid is replaced by a metal	
<b>Making soluble salts</b>			
11	How do you make a soluble salt from an acid?	React the acid with a base.	

12	Why is the base added in excess?	To ensure all the acid reacts
13	When producing copper sulfate, what process is used to separate the excess copper oxide from the product?	Filtration
14	When producing copper sulfate, what process is used to separate the copper sulfate from the copper sulfate solution?	Crystallisation

Instructions. You need to learn the method for this diagram.

Practise it as often as you need in your self quizzing book until you definitely know the method

Practise it by

Read the method Cover the knowledge organiser and the method and write out the method Check your method and repeat any steps until they are correct

## Science holiday HW

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

1	What do antitoxins do?	Counteract the toxin produced by a bacteria	<p>Instructions. You need to learn the answers to these 24 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p><b>Practice them BY:</b></p> <p>1. A disease that can be transmitted from person to person. ✓</p> <p>2. A bacteria that causes disease X</p> <p>3. A microorganism that causes disease ✓</p>
2	What are the stages of the immune response?	White blood cells detect pathogens White blood cells produce specific antibodies Specific antibodies destroy the specific pathogen by binding to specific antigens Memory cells are formed	
3	What are antibiotics?	Medicines that help to cure bacterial disease by killing infective bacteria inside the body	
4	What is important about treating bacteria with antibiotics?	Specific bacteria should be treated by specific antibiotics	
5	What is the risk of antibiotic overuse ?	Antibiotic resistance	
6	What are new drugs extensively tested for?	Toxicity, efficacy and dose	
7	Where is preclinical testing done?	In a laboratory using cells, tissues and live animals	

8	Who do clinical trials use?	Healthy volunteers and patients	
9	What doses are given at the start of clinical trials?	Very low doses	
10	Complete the equation: metal + acid →	→ salt + hydrogen gas	
11	Complete the equation: metal hydroxide + acid →	→ salt + water	
12	Complete the equation: metal carbonate + acid →	→ salt + water + carbon dioxide	
13	What are the six changes of state?	Melt, freeze, boil, evaporate, condense, sublimate	
14	What happens to mass during changes of state?	Mass is conserved	
15	What type of changes are changes of state?	Physical changes	
16	What does CHD stand for?	Coronary heart disease	
17	What causes CHD?	Narrowing of coronary arteries	
18	What is aerobic respiration?	Respiration that occurs with oxygen	
19	What is the word equation for aerobic respiration?	Glucose + oxygen → carbon dioxide + water	
20	What are the chemical symbols for glucose, oxygen, carbon dioxide, and water?	C <sub>6</sub> H <sub>12</sub> O <sub>6</sub> , O <sub>2</sub> , CO <sub>2</sub> , and H <sub>2</sub> O	
21	How do gas molecules move?	In constant random motion	
22	What is the temperature of a gas related to?	The average kinetic energy of the molecules	
23	What happens to pressure when you increase the temperature of a gas at constant volume?	Pressure increases	
24	What causes pressure in a gas?	Gas molecules colliding with the walls of the container	

**English Week 1 - Friday 5.9.25 - Practice self-quizzing, due on Monday 8.9.25**

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Fiction	An invented narrative or story
Tension	Mental or emotional strain
Denotation	The literal meaning of a word
Lexical choice	The word or words a writer has chosen to use
Connotation	A feeling or idea that is suggested by a particular word beyond its literal meaning
Novel	A long fictional narrative
Extract	A small section of a bigger text
Concrete Noun	The name of a real physical thing or person..
Abstract Noun	The name of an idea, feeling, concept or belief. The name of a non-physical thing
Adjective	A word that describes or modifies a noun or pronoun

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word that describes a noun ✓

2. Adjective - word that describes a noun X

Text in Focus: <b>Anthology Poetry - Charge of the Light Brigade</b>	
“Half a league, half a league”	
The cavalry’s advance into battle during the charge.	What is being described in this quotation?
Repetition and dactylic rhythm	What method is being used?
To mimic the sound and momentum of galloping horses, creating a sense of urgency and relentless forward movement	Why does Tennyson use this method?
“Into the jaws of Death, into the mouth of Hell”	
The soldiers riding into the valley and extreme danger	What is being described here?
Metaphor	What method is being used?
To highlight the pain, inescapable horror of battle in order to emphasise the bravery of the soldiers.	Why does Tennyson use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. “Half a league, half a league” describes the distance the soldiers are traveling ✓

2. Describes the distance the soldiers are traveling X

## English Week 2 - 8.9.26

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Fiction	An invented narrative or story
Tension	Mental or emotional strain
Denotation	The literal meaning of a word
Lexical choice	The word or words a writer has chosen to use
Connotation	A feeling or idea that is suggested by a particular word beyond its literal meaning
Novel	A long fictional narrative
Extract	A small section of a bigger text
Concrete Noun	The name of a real physical thing or person..
Abstract Noun	The name of an idea, feeling, concept or belief. The name of a non-physical thing
Adjective	A word that describes or modifies a noun or pronoun

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>Anthology Poetry - Charge of the Light Brigade</b>	
“Half a league, half a league”	
The cavalry’s advance into battle during the charge.	What is being described in this quotation?
Repetition and dactylic rhythm	What method is being used?
To mimic the sound and momentum of galloping horses, creating a sense of urgency and relentless forward movement	Why does Tennyson use this method?
“Into the jaws of Death, into the mouth of Hell”	
The soldiers riding into the valley and extreme danger	What is being described here?
Metaphor	What method is being used?
To highlight the pain, inescapable horror of battle in order to emphasise the bravery of the soldiers.	Why does Tennyson use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. “Half a league, half a league” describes the distance the soldiers are

## English Week 3 - 15.9.26

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Narrative	A story or description of events.
Narrator	The character who tells you what is happening.
Narrative perspective	The point of view a story is told from
Imagery	Language used to appeal to the senses or to create a picture in the reader's mind
1st person perspective	Writing from the perspective of the person talking, e.g. 'I walked' 'we walked'
2nd person perspective	Writing directed at the reader, e.g. 'you walked'
3rd person perspective	Writing about someone else, e.g. 'he walked', 'she walked'
Dialogue	A conversation between two or more people
Imperative verb	A verb that gives a command
Structure	The way a text has been put together

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>Anthology Poetry: Exposure</b>	
"The merciless iced east winds that knife us"	
The harsh, freezing wind attacking the soldiers in the trenches	What is being described here?
Personification and violent metaphor	What method is being used?
To present nature as a deadly enemy, emphasising the physical and psychological torment soldiers faced - not just from the war, but from the environment	Why does Owen use this method?
"But nothing happens"	
The soldiers' sense of boredom as they wait in the trenches.	What is being described here?
To make the monotony feel repetitive and endless, almost inescapable. Also, to highlight the futility of war - nothing happens or changes.	Why does Owen repeat this refrain?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## English Week 4

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Appositive	A noun or noun phrase that renames another noun in the sentence, e.g. 'Macbeth, <u>a brave soldier</u> , fought the enemy.'
Declarative sentence	A sentence that makes a statement.
Imperative sentence	A sentence that gives a command.
Interrogative sentence	A sentence that asks a question.
Exclamatory sentence	A sentence that expresses excitement or emotion.
Adverb	A word that describes or modifies another word, usually a verb
Conjunction	A word used to join clauses or phrases
Structure	The ordering of events or ideas in a text.
Syntactic choice	The writer's decision about the order of words in a sentence
Metaphor	A direct comparison of two unlike things

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>Bayonet Charge</b>	
"Bullets smacking the belly out of the air"	
The impact of bullets violently cutting through the air during battle	What is being described here?
Violent metaphor and onomatopoeia ("smacking")	What method(s) are used?
To create a visceral, intense image of warfare, emphasising its brutality and chaos	Why does Hughes use this method?
"His terror's touchy dynamite"	
The soldier's overwhelming fear and its volatile, dangerous nature	What is being described here?
Metaphor and alliteration	What method(s) are used?
To suggest that fear has transformed the soldier into a weapon - unpredictable and explosive - highlighting the dehumanising effects of war	Why does Hughes use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## English Week 5

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Setting	The location a story takes place in
Ominous	Giving the worrying impression that something bad is going to happen.
Symbol	A thing that represents or stands for something else
Foreshadow	A warning or indication of (a future event).
Overwhelmed	Feeling very stressed or unable to cope due to too many demands or emotions.
Nostalgic	Feeling a longing or affection for the past.
Perplexed	Feeling confused and unable to understand something.
Remorseful	Feeling regret or guilt for something wrong or bad you have done.
Hesitant	Being unsure or slow to act or decide because of uncertainty or lack of confidence.
Nauseated	Feeling sick to your stomach, as if you might vomit.

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <i>A Christmas Carol Stave 1</i>	
Answer	Question
It is foggy and bitterly cold.	What is the weather like on Christmas Eve?
They pull their owners away from him to avoid crossing his path.	What do blind men's dogs do when they see Scrooge?
His cheerful nephew, Fred.	Who visits Scrooge at his office to invite him to dinner?
He says they should be boiled in their own pudding and buried with a stake of holly through their heart.	What does Scrooge say about people who celebrate Christmas?
He blames indigestion, saying it might be "a bit of undigested beef."	What does Scrooge think has caused his vision of Marley?
A long, heavy chain made of cash-boxes, keys, padlocks, ledgers, and purses.	What is Marley's Ghost wearing?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 6

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Chronological	Happening in time order.
Non-linear	Not arranged in order.
Cyclical	Where the events at the end of a text are the same as those at the beginning
Stanza	A verse of poetry
Ballad	A song or poem that tells a story
Refrain	A verse or phrase repeated at intervals throughout a poem
Disillusioned	Feeling disappointed and having lost faith or trust because something or someone is not as good as you had believed
Patriotic	Showing devotion and love for your country.
Jingoistic	Extreme and aggressive patriotism
Critical	Pointing out the problems with something

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>A Christmas Carol Stave 2</b>	
Answer	Question
A bright, strange figure with a glowing head and a cap	What does the Ghost of Christmas Past look like?
Reading a book near a feeble fire	What is Scrooge's younger self doing at boarding school?
His younger sister, Fan.	Who visits Scrooge at boarding school?
Scrooge's kind, generous and happy former boss	Who is Fezziwig?
That you can be wealthy and generous.	What does Scrooge learn from Fezziwig?
A long, heavy chain made of cash-boxes, keys, padlocks, ledgers, and purses.	What is Marley's Ghost wearing?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 7

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Enjambment	A line of poetry that runs into the next without a break or punctuation
End-stopped line	A line of a poetry that ends with punctuation that forces the reader to pause
Caesura	A pause, marked by punctuation, in the middle of a line of poetry
Volta	The turning point of a poem, where there is a change in thought, feeling or argument
Propaganda	Biased or misleading information, used to promote a particular idea or view
Conjunction	Words used to link other words or phrases
Asyndetic list	A list of words without conjunctions, e.g. shocks, shoes, hat
Polysyndetic list	A list of words all connected with a conjunction e.g. socks and shoes and a hat
Anonymous	Made or done by someone whose name is not known
Cavalry	Soldiers on horses

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol <i>Stave 2</i>	
Answer	Question
Scrooge's former fiancée	Who is Belle?
She realises that he prioritises money over their relationship.	Why does Belle end her relationship with Scrooge?
A daughter of his own.	When Scrooge sees Belle's husband and family, what does he wish for?
Regretful and distressed as he realises what he could have had.	How does Scrooge feel after seeing these visions?
Extinguish the Ghost's light	What does Scrooge try to do to the Ghost of Christmas Past?
The light represents self-discovery and Scrooge is not yet willing to change.	Why does Scrooge try to extinguish the Ghost's light?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 8

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Tone	The author's attitude towards something, shown through the words they choose
Miserly	Being unwilling to share with others
Misanthropic	Showing hatred or dislike for other people
Allusion	An indirect reference to a thing, person or event without saying its name
Interjection	A sudden remark, usually used as an interruption
Pathetic Fallacy	A type of personification, where human feelings are given to something non-human, especially the weather
Narrator	The person telling the story
Omniscient Narrator	A narrator who knows everything
Foil	A character who is used to contrast another, an opposite character
Workhouse	In Victorian England, a place where poor people had to live in order to receive money and food in exchange for work

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>A Christmas Carol Stave 2</b>	
Answer	Question
a large, jolly figure surrounded by a feast and greenery	What does the Ghost of Christmas Present look like?
a mountain of food and drink	What is the Ghost sitting on?
different groups celebrating Christmas: miners, sailors and townspeople.	What does the Ghost take Scrooge to see?
Bob Cratchit, Scrooge's employee	Whose family Christmas does the Ghost take Scrooge to see?
Despite their hardships, they are optimistic and deviated to each other.	What does Scrooge learn about the Cratchits?
Tiny Tim is Bob's ill, weak but positive son	Who is Tiny Tim?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 9

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Poverty	Not having enough money to meet basic needs, such as food or housing
Purgatory	In Christianity, a place of suffering and punishment for sinners before they can be allowed into heaven
Generous	Being willing and happy to share with others
Deprivation	Hardship, distress, ruin
Squalid	Extremely dirty, unpleasant
Setting	The place or type of surroundings where an event takes place.
Implore	To beg someone to do something
Repressed	Something kept hidden away in your mind
Symbol	A thing that represents or stands for something else
Overwhelmed	Feeling very stressed or unable to cope due to too many demands or emotions.

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <b>A Christmas Carol Stave 3</b>	
Answer	Question
Ignorance and Want	At the end of the Stave, what does the Ghost reveal from under his robe?
Two ragged, miserable children	Who are Ignorance and Want?
Ragged, thin, sick and aggressive	What do the children look like?
Not having education	What does 'Ignorance' mean?
Not having basic necessities, such as food, shelter and relationships.	What does 'Want' mean?
that Ignorance and Want are dangers that threaten society's future.	What warning does the Ghost give about these children

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 10

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Simile	A comparison of two unlike things using 'like' or 'as'
Solitary	Being separated or alone
Motif	A symbol or thing that is repeated throughout a text
Altruistic	Helping other people without wanting anything in return
Malthusian Trap	The idea that if a population increases quicker than food production, it will lead to mass starvation and death
Redemption	Being saved from sin or evil
Neglected	Suffering or a lack of proper care
Avarice	Extreme greed
Idol	Something that is worshipped
Displaced	Replaced by something else

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol	
"Hard and sharp as flint"	
Scrooge's personality and emotional coldness.	What is being described here?
Simile	What method(s) are used?
To suggest Scrooge is unfeeling and potentially dangerous, but also hinting at the possibility of change - flint can produce fire (warmth) if struck	Why does Dickens use this method?
"I wear the chains I forged in life"	
Marley's punishment after death	What is being described here?
symbolism	What method(s) are used?
To show that Marley's greed and selfishness in life have consequences. Marley is trapped by his previous selfishness. It is warning Scrooge about the dangers of a similar path	Why does Dickens use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## English Week 11

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Ephemeral	Lasting a very short time
Embodiment	An idea made physical
Empathy	Understanding of someone else's feelings or situation
Sympathy	Feeling sorry for someone else
Optimistic	Showing hope for the future
Idealised	Presented as perfect or better than it truly is
Characterisation	The methods a writer uses to bring a character to life
Desolate	Uninhabited, far away from civilisation
Affable	Friendly, kind, easy to talk to
Contagious	Easily spread

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol	
"A lonely boy reading near a feeble fire"	
Scrooge as a neglected, isolated child spending time alone reading by a weak, small fire	What is being described here?
Imagery	What method(s) are used?
To evoke sympathy for young Scrooge and highlight his early loneliness, showing how his cold upbringing shaped his cold nature	Why does Dickens use this method?
"He wept to see his poor forgotten self"	
Scrooge's emotional reaction to seeing his lonely, neglected childhood self	What is being described here?
emotional language	What method(s) are used?
to highlight Scrooge's vulnerability and capacity for change	Why does Dickens use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are


## English Week 12

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Oxymoron	Two contradictory words placed directly next to each other
Juxtaposition	Two ideas placed near each other, to emphasise their similarity or difference
Narrative	A story or description of events.
Narrator	The character who tells you what is happening.
Narrative perspective	The point of view a story is told from
Imagery	Language used to appeal to the senses or to create a picture in the reader's mind
Philanthropy	The desire to help others, especially through donating money
Benevolent	Well-meaning and kind
Stave	Five parallel lines on which musical notes are written 
Symbol	A thing that represents or stands for something else

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: <i>A Christmas Carol Stave 4</i>	
Answer	Question
a silent, hooded, mysterious figure dressed in black	What does the Ghost of Christmas Yet to Come look like?
to show Scrooge's hypothetical future if he doesn't change	What is the purpose of this Ghost?
he encourages Scrooge to take responsibility for his own change	Why doesn't the Ghost speak?
people steal and disrespect the dead man's belongings	The Ghost shows Scrooge a dead man. How do others treat his possessions?
he has died of an unknown illness	What has happened to Tiny Tim?
Scrooge is deeply upset and regrets his past attitudes and actions.	How does Scrooge react to Tiny Tim's death?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the answers. Learn them. Cover them.

Answer the questions as a full sentence.

1. The weather on Christmas Eve is foggy and bitterly cold ✓

2. Foggy and bitterly cold X

## English Week 13

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Nostalgic	Feeling a longing or affection for the past.
Perplexed	Feeling confused and unable to understand something.
Remorseful	Feeling regret or guilt for something wrong or bad you have done.
Hesitant	Being unsure or slow to act or decide because of uncertainty or lack of confidence.
Nauseated	Feeling sick to your stomach, as if you might vomit.
Appositive	A noun or noun phrase that renames another noun in the sentence, e.g. 'Macbeth, <u>a brave soldier</u> , fought the enemy.'
Declarative sentence	A sentence that makes a statement.
Imperative sentence	A sentence that gives a command.
Interrogative sentence	A sentence that asks a question.
Exclamatory sentence	A sentence that expresses excitement or emotion.

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol	
"If he be like to die, he had better do it, and decrease the surplus population"	
The Ghost echoes Scrooge's cruel view that the poor and sick are expendable, especially referring to Tiny Tim	What is being described here?
Repetition	What method(s) are used?
To force Scrooge to confront the consequences of his harsh beliefs and provoke self-reflection leading to change	Why does Dickens use this method?
"God bless us, every one!"	
Tiny Tim's hopeful and inclusive blessing for everyone	What is being described here?
Direct speech and religious allusion	What method(s) are used?
To symbolise innocence, kindness, and the true spirit of Christmas, contrasting with Scrooge's earlier cynicism	Why does Dickens use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## English Week 14

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Ignorance	Not having knowledge
Want	Not having something you need
Animalistic	Behaving or looking like an animal
Bildungsroman	A text that focuses on the psychological and moral growth of a character
Fate	Events outside of a person's control
Doom	Death, destruction or another terrible fate
Ominous	Giving the worrying impression that something bad is going to happen
Macabre	Disturbing, connected to death
Laconic	(Of a person), using very few words
Didactic	Intended to teach, especially a moral lesson

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol Stave 5	
Answer	Question
Scrooge wakes up joyful and full of energy on Christmas morning	How does Scrooge feel when he wakes up on Christmas Day?
He buys a prize turkey and anonymously sends it to the Cratchits	What is the first action Scrooge takes to show he has changed?
He whispers them an anonymous, generous donation	What does Scrooge say to the charity men?
He becomes a second father	How does Scrooge's relationship with Tiny Tim change?
The story ends with Scrooge embodying the spirit of Christmas - generosity and goodwill.	What message does the ending of the story convey?
To encourage wealthy Victorian readers to embrace the qualities of generosity and social responsibility.	Why did Dickens write this novella?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## English Week 15

Use look, cover, write, check to self-quiz the knowledge on this page.

When written out into your self-quizzing book, it should take up at least two pages. You should start on line 2 of each page, and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in green ✓ and blue X

Piece of knowledge	Definition
Hypothetical future	A later event that may or may not happen
Hyperbole	Exaggerated statements
Catalyst	An event that causes a great change
Epiphany	A moment of sudden realisation
Pivotal	Central and important
Sceptical	Having doubts towards something
Self-serving	Only doing something because it benefits you
Reluctant	Not wanting to do something
Encourage	Support someone to do something
Expose	Reveal something

Instructions:

Use **look, cover, write, check** to learn these words and definitions.

Cover the **piece of knowledge** and the **definition**.

Write **both together** as a **full sentence**.

1. An adjective is a word

Text in Focus: A Christmas Carol Stave 4	
The Ghost of Christmas Yet to Come "slowly, gravely, silently, approached"	
The ghost's movement as it comes toward Scrooge	What is being described here?
Adverbs	What method(s) are used?
To create a sense of dread and suspense, highlighting the ghost's ominous and serious nature	Why does Dickens use this method?
<b>"Tell me I may sponge away the writing on this stone"</b>	
Scrooge's desperate plea to erase the fate that the ghost has shown him - his own death and legacy	What is being described here?
Metaphor and imperative	What method(s) are used?
To show Scrooge's desperation and willingness to erase or clean away his past mistakes. He wants to remove the permanent consequences of his actions.	Why does Dickens use this method?

Instructions:

Use **look, cover, write, check** to learn the simple interpretation of each quote.

Read the three answers. Cover them.

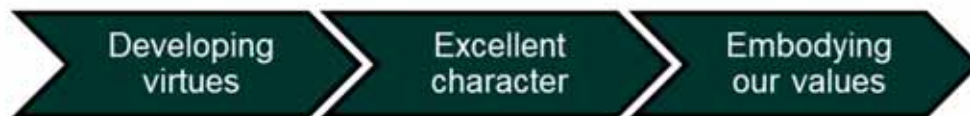
Answer the questions as a full sentence.

1. "Half a league, half a league" describes the distance the soldiers are

## Character Education Log:

At Blaise High School we recognise that qualifications and results will open doors for you to access the very best universities in the country or careers of your choosing. However, we also understand that in order for you to make the most of these opportunities you must develop the strength of character required to take on the obstacles that will face you on your climb up your mountain to the very best universities in the country or careers of your choosing. At Blaise High School you will access a comprehensive, explicitly taught character education programme, a high quality enrichment programme, a rich careers and raising aspirations programme and a consistent focus on rewarding good character. At Blaise we care deeply about your character and work hard to develop your character so that you flourish and fulfil your potential. You will use these pages in your Knowledge Organiser to log evidence of completion of each task.

### Values and Virtues:



Our school VALUES of **aspiration, integrity and pride** are embedded into everything we do here at Blaise High School. By the time you leave Blaise High School in year 11 we want you to embody these values and be able to articulate why they are so important. In order for you to be able to demonstrate these values, through your school career you will be taught about the VIRTUES someone must DEMONSTRATE to reach those end goals.

### How to earn and record your badges:

- For each badge challenge you complete you will need to have them signed off by the member of staff you have completed this with / shown.
- Remember for some of your badges you will need to provide evidence. These are marked with \*.
- Your Head of Year will then present you with your Bronze badge on completion in assembly.
- Silver and Gold badges will be awarded at the 'Evening of Character' presentation event.
- You must track your progress in the allocated badge sections on these pages, you will then transfer this information to your Character booklet each half term.
- You will need to achieve each badge before being awarded the next, for example; you cannot achieve gold if you have not completed the bronze or silver in that badge category.

Aspiration - Integrity - Pride

## Aspiration

**Have a strong desire to achieve something great**  
**“100% first time, every time”**

<i>Curiosity</i>	You have a strong desire to know or learn something.
<i>Courage</i>	You try things that you are unsure of.
<i>Teamwork</i>	You work with others towards a common goal.

## Integrity

**We do what is right, because it is right, especially when it is hard.**  
**“Do the right thing, even when no-one is watching”**

<i>Reflection</i>	You recognise strengths, weaknesses, achievements and how to improve.
<i>Honesty</i>	You always tell the truth to reach the best outcome.
<i>Resilience</i>	You successfully adapt to challenging experiences.

## Pride

**Take pride in yourself, your school, your community and everything you do.**  
**“When one succeeds, we all succeed”**

<i>Humility</i>	You are selfless not selfish in your actions so that everyone belongs.
<i>Service</i>	You actively seek to improve your community by helping others.
<i>Confidence</i>	You are sure of yourself and your abilities due to a feeling of belonging.







## UNIT 1 ASSESSMENT SCORES

Unit 1 assessments are from Monday 24<sup>th</sup> November – Friday 5<sup>th</sup> December.

Attending every day, working hard in every lesson and revising with integrity, by using your Knowledge Organiser and Revision Resource, will all set you up to be successful in your assessments.

Use the table below to record your scores as you complete each assessment.

Take Pride in what you have achieved and share with your family at home.

Subject	Score / 30	Percentage Score



# Attendance Tokens

## Unit 1

Stamps carried forward from Unit 3: \_\_\_\_\_

Signed by tutor: \_\_\_\_\_

Print name \_\_\_\_\_

<u>Prize</u>	<u>Tokens Needed</u>
Pen	1
Erasers	2
Pencil	2
6 x Mini Colouring Pencil Tube	3
Flexible Ruler	3
Drawstring Bag	4
Pencil & Crayon Set	4
Tote Bag	4
Sports Bottle	4
Flower Highlighter Set	5
Post it holder	5
Notebook	5
Vending Cup	6
Straw Sports Bottle	8
Teddy Bear Keyring	9
Foldable Umbrella	10
Lunchbox	11
Waffle Bear with Sash	12
Chess Set	12
Blaise Cushion	13
Full Art Set	14
Whiteboard Pen	3
Frisbee	5
Jenga	10
Piggy Bank	6
Leather bookmark	5
Card bookmark	4
Wallet	8
Colouring book	5
Playing cards	5
Football	9
Caps	7



# Attendance Tokens

## Unit 1

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20



### Knowledge Organiser Homework

Knowledge Organiser homework is based on self-quizzing. It is expected that you complete a minimum of one page of self-quizzing, every day in your practice book. This should take around 30 minutes as a minimum. You need to self-quiz on the correct segment, based on your homework timetable. You should not leave blank lines on the page, including in between pieces of information. The information you self-quiz should be numbered in your practice book with the same numbers used on the Knowledge Organiser. Tutors will be looking for a full page of self-quizzing on the correct numbers of the Knowledge Organiser, as well as for green pen ticks/corrections and good presentation. On the top line of the page, you should write the subject which you are completing, the set and the date on the right hand side. Underline everything with a ruler. Your writing needs to be neat and legible. Tutors will check your practice book each morning. If we feel that any of these elements are not up to standard, you will be issued with a 30 minute, same day, detention. The knowledge that your teachers have selected directly correlates with the knowledge you are learning in class. You will be tested on this. The harder that you work, the more successful you will be.

## The guide to excellent self quizzing.

<b>GET READY</b>	Open your Knowledge Organiser, find the subject and right set of 10 pieces of core knowledge. Open up your self quizzing book and, on the top line, write the subject which you are completing, the set which you are completing and the date on the right hand side. Underline everything with a ruler.
<b>LOOK</b>	<b>LOOK</b> and memorise the piece of information and definition. Repeat this process several times, until you are confident enough to use your practice book to write the knowledge down.
<b>COVER</b>	<b>COVER</b> your Knowledge Organiser with your whiteboard.
<b>WRITE</b>	<b>WRITE</b> the correct number from the Knowledge Organiser, the piece of information and definition from memory in your self quizzing book. There are to be no blank lines in your self quizzing book.
<b>CHECK</b>	<b>CHECK</b> the piece of information and definition. Using a green pen tick if both are correct.
<b>REPEAT</b>	<b>REPEAT</b> the steps above until you have recalled and written down all 10 pieces of information and definition within the set correctly (word for word). You may find that you need to complete a few green pen attempts before you recall the knowledge word for word. If this has not filled one full page of your practice book, go back and repeat the process again.



# Y10 Computer

# Science

# Knowledge

# Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

## KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention.**

## SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention.**

## HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

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## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic.
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals stalked inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

**Year 10 - Computer Science - Week 2**

<b>1 - The structure of the CPU</b>		
<b>No.</b>	<b>Question</b>	<b>Answer</b>
1	What is the purpose of the CPU?	The purpose of the CPU is to process instructions by completing the fetch, decode, execute cycle.
2	What are the actions that occur at each stage of the fetch-decode-execute cycle?	The CPU fetches instructions from the main memory, decodes the instructions, and then executes them. This process is repeated continuously.
3	State the 4 components in the CPU.	The four components in the CPU are the Register, the Arithmetic Logic Unit (ALU), the Cache, and the Control Unit.
4	What is a register?	A register is a fast, short-term memory location within the CPU.
5	What is the function of the arithmetic logic unit?	The Arithmetic Logic Unit carries out arithmetic calculations and logical operations.
6	What is cache?	Cache is a small, fast memory that stores frequently used data.
7	What is the function of the control unit?	The Control Unit controls the flow of data and sends timing signals to manage the CPU's activities.
8	State the 4 registers in order.	The four registers in order are the Program Counter, Memory Address Register, Memory Data Register, and Accumulator.
9	What is the function of the Program Counter?	The Program Counter stores the address of the next instruction to be fetched.
10	What is the function of the Memory Address Register?	The Memory Address Register stores the address of the next instruction to be fetched from the main memory.
11	What is the function of the Memory Data Register?	The Memory Data Register stores the data that has been fetched from the main memory.
12	What is the function of the Accumulator?	The Accumulator stores the results from the Arithmetic Logic Unit.
13	Which registers store an address?	The Program Counter and the Memory Address Register store addresses.
14	Which registers store data?	The Memory Data Register and the Accumulator store data.

2 - CPU performance		
	Question	Answer
1	What are the three characteristics affecting CPU performance?	The three characteristics affecting CPU performance are clock speed, number of cores, and cache size.
2	What is meant by clock speed?	Clock speed is the number of fetch-decode-execute cycles per second.
3	What is meant by cache?	Cache is a small amount of memory that stores frequently used data.
4	What is meant by number of cores?	The number of cores is the number of CPUs
5	What is the effect of increased clock speed?	Increasing the clock speed means the CPU can complete more fetch-decode-execute cycles per second.
6	What is the effect of increased cache?	Increasing the cache allows more frequently used data to be stored closer to the CPU, which makes processing faster.
7	What is the effect of increased number of cores?	Increasing the number of cores allows the CPU to perform more tasks at the same time, improving multitasking.
8	What is an embedded system?	An embedded system is a computer in a device that performs a specific task.
9	What is a characteristic of an embedded system?	A characteristic of an embedded system is that the program is stored in ROM and cannot be changed.
10	Give three examples of embedded systems.	Three examples are a microwave, a sat nav, and a dishwasher.
11	Why does a faster clock speed improve CPU performance?	A faster clock speed improves CPU performance because it allows more instructions to be processed each second.
12	Why does a larger cache improve CPU performance?	A larger cache improves CPU performance because it stores more frequently used data, which reduces the need to access slower RAM.
13	Why does having more cores improve CPU performance?	Having more cores improves CPU performance because more tasks can be processed at the same time.
14	What is stored in cache memory?	Cache memory stores frequently used data and instructions so they can be quickly accessed by the CPU.
15	Why is cache faster than RAM?	Cache is faster than RAM because it is located closer to the CPU.
16	Can most embedded systems be reprogrammed?	Most embedded systems cannot be reprogrammed because their software is stored in ROM.
17	What is an advantage of an embedded system?	An advantage of an embedded system is that it is efficient, reliable, and designed for a specific task.

Year 10 - Computer Science - Week 4

3 - Primary Memory - RAM, ROM. Virtual Memory		
	Question	Answer
1	What does RAM store?	RAM stores programs and data in use.
2	Why is RAM important for running programs?	RAM is important because it provides fast access to the data and instructions that the CPU needs to run programs quickly.
3	What is meant by RAM being volatile?	RAM is volatile, which means that all the data stored in RAM is lost when the computer is turned off.
4	What is ROM?	ROM is a type of memory that permanently stores instructions needed to start up the computer.
5	What does ROM contain?	ROM stores the boot up sequence to start the operating system.
6	Why is ROM important when a computer is switched on?	ROM is important because it stores the instructions the computer needs to start when it is switched on.
7	What is meant by ROM being non-volatile?	ROM is non-volatile, which means the data stored in it is kept even when the computer is turned off.
8	What is the difference between volatile and non-volatile memory?	Volatile memory loses its data when the power is off, but non-volatile memory keeps its data when the power is off.
9	What does it mean when we say ROM stores programs and data permanently?	It means ROM keeps important startup programs and data forever, even when the computer is turned off.
10	What is virtual memory?	Virtual memory is a part of the hard drive that is used as extra memory when RAM is full.
11	Why does a computer use virtual memory?	A computer uses virtual memory when there isn't enough space in RAM to hold all the running programs and data.
12	What happens when the RAM is full and the computer uses virtual memory?	When RAM is full, the computer moves less important data to virtual memory on the hard drive to free up space in RAM.
13	Why is using virtual memory slower than using RAM?	Virtual memory is slower because data needs to be transferred back from the hard drive to RAM to be used.
14	How can adding more RAM improve a computer's performance instead of using virtual memory?	Adding more RAM means the computer can store more data in fast memory, reducing the need for slower virtual memory and making the system faster.

Year 10 - Computer Science - Week 5

4 -Secondary Storage		
	Question	Answer
1	Why do we need secondary storage?	We need secondary storage for long-term storage of files because it is non-volatile and saves data when the computer is turned off.
2	What are the three types of secondary storage?	The three types of secondary storage are magnetic, solid state, and optical.
3	Name two devices that use magnetic secondary storage.	Two devices that use magnetic secondary storage are hard disk drives and magnetic tapes.
4	Name two devices that use optical secondary storage.	Two devices that use optical secondary storage are CDs and DVDs.
5	Name two devices that use solid state secondary storage.	Two devices that use solid state secondary storage are solid state drives and USB sticks.
6	Which type of secondary storage is the most expensive?	Solid state storage is the most expensive type of secondary storage.
7	Which type of secondary storage is the fastest?	Solid state storage is the fastest type of secondary storage.
8	Which type of secondary storage can store the most data?	Magnetic storage can store the most data.
9	Which type of secondary storage lasts the longest?	Magnetic storage lasts the longest.
10	Charlie is taking his coursework to school. What storage device should he use?	Charlie should use a USB stick to take his coursework to school because it is portable and durable.
11	What is the best type of secondary storage to back up lots of data in an office?	The best type of secondary storage to back up lots of data in an office is magnetic storage.
12	What is one disadvantage of magnetic storage?	One disadvantage of magnetic storage is that it has moving parts that can break.
13	What is one disadvantage of solid state storage?	One disadvantage of solid state storage is that it is expensive.
14	Why is solid state storage good for portable devices?	Solid state storage is good for portable devices because it is durable, fast, and easy to carry.

**Year 10 - Computer Science - Week 6**

5- Unit conversion		
	Question	Answer with Working
1	Convert 8 bits to bytes.	$8 \text{ bits} \div 8 = 1 \text{ byte}$ . Therefore, 8 bits is equal to 1 byte.
2	Convert 2,000 bytes to kilobytes.	$2,000 \text{ bytes} \div 1,000 = 2 \text{ kilobytes}$ . Therefore, 2,000 bytes is equal to 2 kilobytes.
3	Convert 5,000 kilobytes to megabytes.	$5,000 \text{ KB} \div 1,000 = 5 \text{ MB}$ . Therefore, 5,000 kilobytes is equal to 5 megabytes.
4	Convert 12,000 megabytes to gigabytes.	$12,000 \text{ MB} \div 1,000 = 12 \text{ GB}$ . Therefore, 12,000 megabytes is equal to 12 gigabytes.
5	Convert 3,000 gigabytes to terabytes.	$3,000 \text{ GB} \div 1,000 = 3 \text{ TB}$ . Therefore, 3,000 gigabytes is equal to 3 terabytes.
6	Convert 1,000,000 bytes to megabytes.	$1,000,000 \text{ bytes} \div 1,000 = 1,000 \text{ KB}$ ; $1,000 \text{ KB} \div 1,000 = 1 \text{ MB}$ . Therefore, 1,000,000 bytes is equal to 1 megabyte.
7	Convert 120,000,000 bytes to gigabytes.	$120,000,000 \text{ bytes} \div 1,000 = 120,000 \text{ KB}$ ; $120,000 \text{ KB} \div 1,000 = 120 \text{ MB}$ ; $120 \text{ MB} \div 1,000 = 0.12 \text{ GB}$ . Therefore, 120,000,000 bytes is 0.12 gigabytes.
8	Convert 4,500,000 kilobytes to terabytes.	$4,500,000 \text{ KB} \div 1,000 = 4,500 \text{ MB}$ ; $4,500 \text{ MB} \div 1,000 = 4.5 \text{ GB}$ ; $4.5 \text{ GB} \div 1,000 = 0.0045 \text{ TB}$ . Therefore, 4,500,000 kilobytes is 0.0045 terabytes.
9	Convert 900,000,000 megabytes to petabytes.	$900,000,000 \text{ MB} \div 1,000 = 900,000 \text{ GB}$ ; $900,000 \text{ GB} \div 1,000 = 900 \text{ TB}$ ; $900 \text{ TB} \div 1,000 = 0.9 \text{ PB}$ . Therefore, 900,000,000 megabytes is 0.9 petabytes.
10	Convert 1 byte to bits.	$1 \text{ byte} \times 8 = 8 \text{ bits}$ . Therefore, 1 byte is equal to 8 bits.
11	Convert 3 kilobytes to bytes.	$3 \text{ KB} \times 1,000 = 3,000 \text{ bytes}$ . Therefore, 3 kilobytes is equal to 3,000 bytes.
12	Convert 7 megabytes to kilobytes.	$7 \text{ MB} \times 1,000 = 7,000 \text{ KB}$ . Therefore, 7 megabytes is equal to 7,000 kilobytes.
13	Convert 10 gigabytes to megabytes.	$10 \text{ GB} \times 1,000 = 10,000 \text{ MB}$ . Therefore, 10 gigabytes is equal to 10,000 megabytes.
14	Convert 4 terabytes to gigabytes.	$4 \text{ TB} \times 1,000 = 4,000 \text{ GB}$ . Therefore, 4 terabytes is equal to 4,000 gigabytes.
15	Convert 0.5 petabytes to terabytes.	$0.5 \text{ PB} \times 1,000 = 500 \text{ TB}$ . Therefore, 0.5 petabytes is equal to 500 terabytes.
16	Why does data need to be stored in binary?	Data must be stored in binary because computers use electrical signals that have two states - 0 and 1 or on or off.

Year 10 - Computer Science - Week 7

6- Character sets		
	Question	Answer
1	What is meant by a character set?	A character set is the collection of characters that a computer can understand and use.
2	What are the two main character sets?	The two main character sets are ASCII and UNICODE.
3	How many bits does ASCII use per character?	ASCII uses 8 bits per character.
4	How many characters can ASCII represent?	ASCII can represent 128 characters.
5	What type of characters does ASCII mainly store?	ASCII mainly stores European languages and symbols.
6	How many bits does UNICODE use per character?	UNICODE uses 16 bits per character.
7	How many characters can UNICODE represent?	UNICODE can represent 65,536 characters.
8	What is the main advantage of UNICODE compared to ASCII?	UNICODE can store every character in every language, making it more versatile than ASCII.
9	How are characters represented in binary?	Characters are represented in binary by assigning a unique binary number (code) to each character in a character set.
10	What is the relationship between bits per character and the number of characters represented?	The number of bits per character determines how many unique characters can be represented; more bits allow more characters.
11	The binary code for uppercase letter A in ASCII is 01000001. What is the binary code for the uppercase letter B?	The binary code for uppercase letter B in ASCII is 01000010, which is one more than A.
12	What is the effect of increasing the number of bits in a character set.	Increasing the number of bits mean more characters can be represented.

**Year 10 - Computer Science - Week 8**

7- Calculating file sizes		
	Question	Answer
1	What is the formula to calculate the file size of a sound file?	The file size of a sound file is calculated by multiplying the sample rate by the duration (in seconds) and the bit depth.
2	Calculate the file size of a sound file with sample rate 44,100 Hz, duration 5 seconds, and bit depth 16 bits.	File size = $44,100 \times 5 \times 16 = 3,528,000$ bits. Therefore, the sound file size is 3,528,000 bits.
3	How do you calculate the file size of an image?	The file size of an image is calculated by multiplying the colour depth by the image height (in pixels) and the image width (in pixels).
4	Calculate the file size of an image with colour depth 24 bits, height 800 px, and width 600 px.	File size = $24 \times 800 \times 600 = 11,520,000$ bits. Therefore, the image file size is 11,520,000 bits.
5	What is the formula to calculate the file size of a text file?	The file size of a text file is calculated by multiplying the bits per character by the number of characters.
6	Calculate the file size of a text file with 8 bits per character and 1,000 characters.	File size = $8 \times 1,000 = 8,000$ bits. Therefore, the text file size is 8,000 bits.
7	What happens to the sound file size if the duration doubles?	If the duration doubles, the sound file size also doubles because file size is directly proportional to duration.
8	How does increasing the sample rate affect the sound file size?	Increasing the sample rate increases the number of samples per second, which increases the sound file size.
9	If the bit depth is increased, what is the effect on the sound file size?	Increasing the bit depth means more bits per sample, so the sound file size increases.
10	How does increasing colour depth affect the image file size?	Increasing the colour depth increases the number of bits per pixel, which increases the image file size.
11	How do you calculate the total number of pixels in an image?	Multiply the image width by the image height to get the total number of pixels.
12	What is the bit depth for a black and white image?	The bit depth for a black and white image is typically 1 bit per pixel.
13	Calculate the file size for a 1000 character text file using 7 bits per character.	File size = $7 \times 1,000 = 7,000$ bits. Therefore, the text file size is 7,000 bits.
14	Calculate the file size of a 1024×768 image with 16 bits colour depth.	File size = $16 \times 1024 \times 768 = 12,582,912$ bits. Therefore, the image file size is 12,582,912 bits.

Year 10 - Computer Science - Week 9

8 - Number conversion		
	Question	Answer
1	Convert the denary number 45 into an 8-bit binary number.	The denary number 45 converted to binary is 00101101.
2	How do you convert an 8-bit binary number to denary?	To convert binary to denary, multiply each bit by 2 raised to its position power and add all the results together.
3	Convert the binary number 11001010 to denary.	The binary number 11001010 converted to denary is 202.
4	What is an overflow error in binary addition?	An overflow error occurs when the result of binary addition requires more bits than the system can store, causing the leftmost bits to be lost.
5	Add the binary numbers 10110101 and 01011110 and state if overflow occurs.	Adding 10110101 and 01011110 results in 100110011; since this is 9 bits, overflow occurs in 8-bit storage.
6	How do you convert a positive denary number into a 2-digit hexadecimal number?	Divide the denary number by 16, use the quotient and remainder to find the two hexadecimal digits.
7	Convert the denary number 254 into a 2-digit hexadecimal number.	The denary number 254 converted to hexadecimal is FE.
8	How do you convert a binary number to its hexadecimal equivalent?	Group the binary number into 4-bit sections, then convert each group into its hexadecimal digit.
9	Convert the binary number 11011111 to hexadecimal.	The binary number 11011111 converts to DF in hexadecimal.
10	How do you convert a hexadecimal number to binary?	Convert each hexadecimal digit to its 4-bit binary equivalent and join the results together.
11	Convert the hexadecimal number 3A to binary.	The hexadecimal number 3A converts to 00111010 in binary.
12	What effect does a binary left shift have on a number?	A binary left shift multiplies the number by 2 for each position shifted.
13	Perform a 2-bit left binary shift on the number 00011011.	After a 2-bit left shift, 00011011 becomes 01101100.
14	What effect does a binary right shift have on a number?	A binary right shift divides the number by 2 for each position shifted, discarding bits on the right.
15	Perform a 3-bit right binary shift on the number 11110000.	After a 3-bit right shift, 11110000 becomes 00011110.

**Year 10 - Computer Science - Week 10**

9 - Images		
	Question	Answer
1	What is an image made up of?	An image is made up of pixels, where each pixel is a different coloured element stored in binary.
2	Give an example of metadata stored with an image.	An example of metadata is the date the image was taken or the camera settings used to capture the image.
3	What are the two main factors that affect the quality of an image?	The two main factors that affect the quality of an image are resolution and colour depth.
4	What are the two main factors that affect the size of an image?	Resolution and colour depth also affect the size of an image file.
5	What is meant by colour depth in an image?	Colour depth refers to the number of bits used to represent the colour of each pixel in the image.
6	What happens to an image if the colour depth is increased?	Increasing the colour depth results in a more accurate image with more colours but increases the file size.
7	What is resolution in terms of an image?	Resolution is the total number of pixels in an image, usually expressed as width by height.
8	How does increasing the resolution affect the image file size and quality?	Increasing the resolution increases the number of pixels, which improves image quality but also increases file size.
9	What is metadata in relation to an image?	Metadata is data stored about an image, such as the date it was created or last modified.
10	Why is metadata useful for images?	Metadata helps manage and organise images by storing useful information like dates and camera settings.
11	How does resolution affect the file size of an image?	Higher resolution means more pixels, which increases the file size because more data must be stored.
12	How does colour depth affect the file size of an image?	Higher colour depth means more bits per pixel, which increases the overall file size of the image.
13	Can an image have high resolution but low colour depth?	Yes, an image can have high resolution with many pixels but low colour depth, resulting in fewer colours.
14	What does each pixel represent?	Each pixel represents a single colour or shade in the image.
15	What is the relationship between colour depth and the number of colours in an image?	Colour depth determines how many colours an image can display; more bits allow more colours.

Year 10 - Computer Science - Week 11

10 - Sound		
	Question	Answer
1	Why must sound be sampled to be stored on a computer?	Sound must be sampled to change it from the original analogue into digital form so the computer can understand it.
2	What is a sample in sound recording?	A sample is a single measurement of the height (amplitude) of the sound wave at a set interval.
3	How are samples stored in a computer?	Samples are stored as binary numbers.
4	What does sample rate mean?	Sample rate means how many samples are taken per second.
5	In what unit is sample rate measured?	Sample rate is measured in Hertz (Hz), where 1 Hertz is 1 sample per second.
6	How does increasing sample rate affect playback quality?	Increasing sample rate makes the sound quality better because the digital wave is closer to the original.
7	How does increasing sample rate affect file size?	Increasing sample rate makes the file bigger because there are more samples stored each second.
8	What is bit depth in sound sampling?	Bit depth is how many bits are used to store each sample.
9	How does increasing bit depth affect playback quality?	Increasing bit depth improves sound quality by allowing more precise volume levels to be stored.
10	How does increasing bit depth affect file size?	Increasing bit depth makes the file bigger because each sample needs more bits to store its value.
11	What role does duration play in sound file size?	Duration is how long the sound is, and the longer it is, the bigger the file because more samples are stored.
12	How is the digital sound wave created from samples?	The digital sound wave is made by joining the sample values to copy the original sound wave shape.
13	What happens if the sample rate is reduced?	If the sample rate is reduced, fewer samples are taken per second, so it sounds less like the original.
14	How do sample rate and bit depth together affect sound quality?	Higher sample rate and bit depth together make sound quality better by copying the original sound more exactly.
15	How do sample rate and bit depth together affect file size?	Higher sample rate and bit depth together make the file size bigger because more data is stored per second.
16	Clive believes that increasing duration improves sound quality. Do you agree?	Increasing duration doesn't change sound quality, it only makes the file longer and bigger.

Year 10 - Computer Science - Week 12

11 -Compression		
	Question	Answer
1	Why do we use compression?	We use compression to make files smaller so they take up less space and send faster.
2	What are the two types of compression?	The two types of compression are lossy compression and lossless compression.
3	What is the effect of lossy compression on a file?	Lossy compression makes files smaller by permanently deleting some data, which lowers quality.
4	What is the effect of lossless compression on a file?	Lossless compression makes files smaller by temporarily removing data and can rebuild the exact original file.
5	When is lossy compression commonly used?	Lossy compression is commonly used for images, videos, and audio where some quality loss is okay.
6	When is lossless compression commonly used?	Lossless compression is commonly used for text files and software where no data loss is allowed.
7	What is one advantage of lossy compression?	One advantage of lossy compression is that it makes files much smaller than lossless compression.
8	What is one disadvantage of lossy compression?	One disadvantage of lossy compression is that data deleted cannot be recovered, causing permanent quality loss.
9	What is one advantage of lossless compression?	One advantage of lossless compression is that the original data can be perfectly restored.
10	What is one disadvantage of lossless compression?	One disadvantage of lossless compression is that files don't get as small as with lossy compression.
11	How does compression help with internet data transmission?	Compression helps by making files smaller, so they send faster and use less bandwidth.
12	What happens to image quality when using lossy compression?	Image quality decreases when using lossy compression because some image data is permanently removed.
13	Why might you choose lossless compression for software files?	You choose lossless compression for software because it doesn't delete data permanently, so the program still works.
14	How does lossy compression reduce file size?	Lossy compression reduces file size by permanently deleting some data from the file.
15	How does lossless compression reduce file size?	Lossless compression reduces file size by temporarily removing data that can be restored later.

**Year 10 - Computer Science - Week 13**

12 -Types of network and factors that affect network performance		
	Question	Answer
1	What is a LAN?	A LAN is a local area network that connects devices within one building using internal hardware.
2	What is a WAN?	A WAN is a wide area network that connects devices over a large geographical area using external hardware.
3	What is bandwidth in a network?	Bandwidth is the amount of data that can be sent and received at once on a network.
4	How does the number of devices affect network performance?	More devices on the network share the available bandwidth, which can slow down performance.
5	How can interference affect a Wi-Fi network?	Interference, such as walls or other devices, can cause the Wi-Fi signal to drop and reduce network speed.
6	Why might a LAN be faster than a WAN?	Because a LAN covers a small area with direct connections, so data travels faster with less delay.
7	What hardware is typically used in a LAN?	Internal hardware such as switches, routers, and Ethernet cables are typically used in a LAN.
8	What hardware is typically used in a WAN?	WANs use external hardware like routers connected to telephone lines, satellites, or fiber optic cables.
9	Charlie's office has many devices slowing down the network. What could improve performance?	Increasing bandwidth or limiting the number of devices connected can improve network performance.
10	How can a business reduce Wi-Fi interference?	By positioning routers away from thick walls and electronic devices that cause interference.
11	What is an example of a WAN?	The internet is an example of a WAN connecting millions of devices worldwide.
12	What is an example of a LAN?	A school's internal network connecting computers in classrooms is an example of a LAN.
13	Why is bandwidth important for network speed?	Higher bandwidth allows more data to be transferred at once, improving network speed.

Year 10 - Computer Science - Week 14

13 -The roles of computers in a client server and peer-to-peer network		
	Question	Answer
1	What is a client in a client-server network?	A client is a computer that <b>sends requests</b> to a server for data or services.
2	What is a server in a client-server network?	A server is a computer that <b>receives requests</b> from clients and sends back the data or services.
3	What job does the client do in a client-server network?	The client <b>sends requests</b> to the server and waits for the server to send the data or services back.
4	What is a peer-to-peer network?	A peer-to-peer network is where all computers are equal and <b>share data directly</b> with each other, without a server.
5	What job do computers have in a peer-to-peer network?	Each computer <b>can send and receive data</b> directly from other computers. There is no main server.
6	Where is data stored in a peer-to-peer network?	Each computer stores its own data and <b>shares it directly</b> with other computers.
7	What is one advantage of a client-server network?	It's easier to <b>manage and control</b> data and security in one place on the server.
8	What is one advantage of a peer-to-peer network?	It's <b>cheaper and quicker to set up</b> because you don't need a special server.
9	Why might a business choose a client-server network?	It's more secure, easier to control, and can handle lots of users at the same time.
10	Why might a small group use a peer-to-peer network?	It's simple to set up and great for sharing files quickly without needing extra equipment.
11	What is one disadvantage of a peer-to-peer network?	It can be <b>less secure and harder to manage</b> because there is no central control.
12	What happens if one computer breaks in a peer-to-peer network?	Only the data on that one computer is lost. The rest of the network still works.
13	How does a client ask for data in a client-server network?	The client <b>sends a request</b> to the server and the server <b>sends back</b> the correct data or service.
14	Can a server handle many client requests at once?	Yes, servers can <b>deal with lots of requests</b> from many clients at the same time.
15	How is data shared in a peer-to-peer network?	Computers <b>share data directly</b> with each other without needing to go through a server.

**Year 10 - Computer Science - Week 15**

<b>14 - The hardware needed to connect stand-alone computers into a Local Area Network</b>		
	<b>Question</b>	<b>Answer</b>
1	What are the five main pieces of hardware needed for a LAN?	Wireless access point, router, switch, network interface card (NIC), and cables.
2	What is the role of a wireless access point?	The wireless access point connects devices to the network using radio waves.
3	What is the role of a router?	The router sends data between different networks, like your LAN and the internet.
4	What is the role of a switch?	The switch sends data between devices inside the LAN quickly.
5	What is the role of a network interface card (NIC)?	The NIC connects a device to the network to send and receive data.
6	What is transmission media?	Transmission media are cables that connect devices, like ethernet, coaxial, or fibre optic.
7	What does an ethernet cable do?	The ethernet cable connects computers in a LAN using wires.
8	What does a coaxial cable do?	The coaxial cable carries high-frequency signals, like for TVs.
9	What do fibre optic cables do?	Fibre optic cables send data fast over long distances without interference.
10	How does a wireless access point send data?	The wireless access point sends data using radio waves for wireless connections.
11	Why is a router important?	The router directs data between your network and other networks, like the internet.
12	What does a switch do inside a LAN?	The switch directs data between devices to make communication faster.
13	How does a Network interface card help a device?	The NIC allows the device to connect to the network and exchange data.
14	Name three types of cables used in networks.	The three types of cables are ethernet, coaxial, and fibre optic.
15	Which hardware allows wireless connections?	The wireless access point allows wireless connections.



# Y10 Drama

# Knowledge Organiser

## Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with **a 30 minute, same day, detention.**

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention.**

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Drama Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals stalked inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

Week 2 8/9/25

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.  
When written out into your self-quizzing book, it should take up at least 2 pages.  
Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The physical skills		Is used to describe...
1.	Posture	How straight you are standing
2.	Gesture	Movement of the hands or head
3.	Body Language	How your body looks
4.	Eye Line	Where you are looking
5.	Gait	The way you walk
6.	Mannerisms	Small habitual movements
7.	Use of space (proxemics)	Where you are in the space
8.	Facial Expressions	The emotion on your face

Instructions: First you need to look, cover, write and check these 8 key physical skills. An example of how this should be laid out is as below.

The physical skill of 'posture' is used to describe how straight you are standing.

It's important you can use these words in complete sentences so you are able to write your coursework.

Physical Skills	Ways to describe the skill	What it can show about your character
Posture	I will use a straight/ hunched posture to show...	Straight = Alert/ Confident Hunched = Tired / Apathetic/ Nervous
Gesture	I will use strong/ weak gestures to show...	Strong = Confident/ Assertive/ Aggressive Weak = Lazy/ Tired/ Scared
Body Language	I will use an open/ close body language to show...	Open = Power/ Confidence/ Bravery Closed = Scared/ Shyness/ Uncertainty
Eye Line	I will look at/ avoid the audience's eyeline to show...	Looking at audience = confident speaker/ leadership Avoiding the audience = uncomfortable/ scared
Gait	I will have a large / small gait to show...	Large = Confident/ Energetic/ Brave Small = Nervous / Unsure / Tired
Mannerisms	My mannerism will be to play with my hair/ crack my knuckles to show...	Playing with hair = Nervous/ Girly/ Nonplussed Cracking knuckles = Aggressive / Bored / Distracted
Use of space (proxemics)	I will use the space/ stay still to show...	Use the space = Confident/ Comfortable/ Energetic Staying still = Low energy/ nervous / bored
Facial Expressions	I will use an annoyed/ angry facial expression to show...	Annoyed = frustrated/ irritated/ exasperated Angry = vexed/ displeased/ resentful

Instructions: First, highlight how you intend to use your physical skills and what it shows about your character as follows.

I will use strong/ weak gestures to show...

Strong = Confident/ Assertive/ Aggressive

Weak = Lazy/ Tired/ Scared

Write in your books how you will use all 8 physical skills and what you will show the audience through this skill. See below for an example.

I will use strong gestures in my performance to show I am being assertive in my arguments.

Week 3 15/9/25

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.  
When written out into your self-quizzing book, it should take up at least 2 pages.  
Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The vocal skills		Is used to describe...
1.	Pitch	How high or low your voice is
2.	Pause	Moments of silence in between or before speaking
3.	Pace	The speed of your dialogue
4.	Emphasis	Putting stress on the most important words
5.	Tone	The emotion in your voice
6.	Clarity	Speaking clearly

Instructions: First you need to look, cover, write and check these 6 key vocal skills. An example of how this should be laid out is as below.

The vocal skills of 'pace' is used to describe how high or low your voice is.

It's important you can use these words in complete sentences so you are able to write your coursework.

Vocal Skills	Ways to describe the skill	What it can show about your character
Pitch	I will use a high/ low pitch to show...	High = Nervous/ Girly/ Shocked Low = Threatening/ Bored/ Worried
Pause	I will use pauses/ avoid pauses to show...	Use pauses = Dramatic/ Nervous/ Uncertain Avoid pauses = Confident/ Prepared/ Stressed
Pace	I will use a fast/ slow pace to show...	Fast = Worried/ Excited/ Nervous Slow = Uncertain/ Tired/ Disinterested
Emphasis	I will use emphasis on the line [insert line] to show... William: You really think that? Jack: And there's only twenty of them making the world's supply of chocolate. Eva: She's in her school uniform Emily: And what would Britney say?	Shock/ Surprise/ Disbelief Annoyed/ Raising Awareness/ Campaigning Disgusted/ Insulting/ Annoyed Goading/ Patronising/ Questioning
Tone	I will use a bored/ angry tone to show...	Bored = Uninterested/ Burnt out/ Irritated Angry = Furious/ Passionate/ Resentful
Clarity	I will use strong/ poor quality to show...	Strong = Angry/ Educated/ Prepared Poor = Infuriated/ Tired/ Relaxed

Instructions: First, highlight how you intend to use your physical skills and what it shows about your character as follows.

I will use a fast/ **slow** pace to show...

Fast = Worried/ Excited/ Nervous

Slow = Uncertain/ Tired/ **Disinterested**

Write in your books how you will use your all 6 vocal skills and what you will show the audience through this skill. See below for an example.

I will use a slow pace to show my character is disinterested in what is being said to me.

Week 4 22/9/25

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages.

Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Friendship	The theme for our assessment
Chatroom	The play our C2 extracts are from
Edna Walsh	The playwright of Chatroom
Naturalism	A style of theatre that portrays life as it truly is, with realistic emotions and reactions
Stanislavski	The practitioner who created Naturalism
Intention	What you want to achieve with your performance
Raising Awareness	Making the audience aware of a very specific issue/ experience people may face
Representing real life	Showing the audience an authentic view of different people's experiences

Instructions: First you need to look, cover, write and check these 8 key words. This will help your foundational knowledge of the play and the intention behind it.

1. Chatroom is the name of the play where our extracts are from.
2. Edna Walsh is the playwright for Chatroom.
3. etc

## Intention of My Performance

1. The intention of the play is...	2. Example of this intention from the play	3. Analysis of the use of this feature	4. How this shows the theme of friendship
Raise awareness of the darker side of the internet	Conversations quickly shift into darker tones: <u>William and Jack:</u> Encouragement of hate speech and death wishes towards celebrities <u>Eva and Emily:</u> Jovial conversations of Britney Spears' decline turns to murder very quickly	The quick shift between more 'jokey' conversations contrasts with the hatefulness that the characters are encouraging.	How people use chat rooms and other forms of social media to befriend and manipulate others to their extreme beliefs.
Represent real life through realistic characters	The dialogue and characters are realistic: William: Conspiracy theorist Jack: Bored kid Eva: Judgy mean girl Emily: People pleaser	By having realistic characters, it helps to show the audience the realistic risks young people pose on the internet.	How strangers on the internet can try to befriend people, and how quickly young people can be expected to shift their behaviour to meet these extremist views.

Using the grid, and the appropriate sections for your character, look, cover, write and check to create a deconstructed paragraph on your intentions of the performance and how they link to the theme of 'friendship'. Please ensure you are only referring to your character/ scene, and are completing these in full sentences. You are not allowed to use sentence structures in your written work, so I encourage you to follow my structure, but write these deconstructed paragraphs in a way that feels natural for you. An example of how you may write this can be found below.

1. The intention of the play is to represent real life through realistic characters.
2. The dialogue and characters are realistic, for example Eva is a judgy mean girl, whereas Emily is a people pleaser.
3. By having these realistic characters, it helps to show the audience the real life risks they face online when talking to others.
4. This shows 'friendship' as it shows how strangers on the internet can befriend others through extreme views, and how quickly young people may follow this behaviour.

Week 5 29/9/25

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages.

Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Naturalism	A style of theatre that portrays life as it truly is, with realistic emotions and reactions
Stanislavski	The practitioner who created Naturalism
Convention	The right way to perform a style of theatre
Chatroom	The play our C2 extracts are from
Edna Walsh	The playwright of Chatroom
Friendship	The theme for our assessment

Instructions: First you need to look, cover, write and check these 5 key words. This will help your foundational knowledge of the play.

1. The practitioner who created Naturalism was named Stanislavski.
2. The right way to perform a style of theatre is referred to as the 'convention'
3. etc.

## Naturalism

1. Naturalistic features of the play	2. Evidence from the play	3. Analysis of the use of this feature	4. How this shows the theme of friendship
Authentic Dialogue	William: "There's a difference?" Jack: "What are who telling us?" Eva: "You wanted to be her, didn't ya?" Emily: "It was for the older boys"	Natural and informal dialogue reflects how teenagers talk to each other	It shows the audience how teenagers talk to, and make friends, in chat rooms
Realistic Characters	William: Conspiracy theorist Jack: Bored kid Eva: Judgy mean girl Emily: People pleaser	The characters have believable personalities and problems	It shows believably how different people engage with one another
Everyday Issues	<u>William and Jack:</u> William is trying to peer pressure Jack into his view of Rowling's morality, but information dumping on him. <u>Eva and Emily:</u> Eva is trying to encourage Emily to bully Britney Spears and have a more depressed and angsty view on life.	Tackles real life issues, such as peer pressure and morality	It shows issues that people have within friendships
Moral Ambiguity	<u>William and Jack:</u> They represent how anonymity can aid in radicalising others for hateful acts <u>Eva and Emily:</u> They represent how people come together to leave hateful speech about others within social media anonymity.	The conversations and characters show the messiness of human behaviour and how quickly people can shift their moral stance, to fit others' negativity.	It shows how young people make friendships in the digital age and how quickly peer pressure can be introduced to online friendships in chat rooms.

Using the grid, and the appropriate sections for your character, look, cover, write and check to create a deconstructed paragraph on how the Naturalistic qualities of the play link to the theme of 'friendship'. Please ensure you are only referring to your character/ scene, and are completing these in full sentences.

1. A key feature of the play is the authentic dialogue.
2. An example of this is Eva saying to Emily "You wanted to be her, didn't ya?".
3. The natural and informal dialogue reflects how teenagers talk to each other.
4. This shows the audience how teenagers really talk to, and make friends, in chat rooms.

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

## Section 1: Physical Skills

**William** You're depressing me now.

**Jack** Really?

**William** You see you've lost me. At the beginning I was with you. But not now. I'm a little disappointed.

**Jack** Sorry.

**William** You really think that? You've thought it over, came to an opinion, you believe that?

**Jack** It is popular.

**William** Well, so is body piercing but that isn't a good thing, is it?

**Jack** I suppose.

**William** So let's look at the facts. A single man lives in a castle in the middle of ... Where is it set again?

**Jack** Film or book?

**William** There's a difference?

**Jack** Both films changed some details. It doesn't really matter.

**William** Well in the book it's set wherever it's set — and this man lives in his big house in the middle of the town. He lives with dwarfs. Nothing wrong with that. But they're orange. Orange dwarfs with green hair.

**Jack** And there's only twenty of them making the world's supply of chocolate ... None of this is meant to be realistic.

**William** But why make them dwarfs? Why the green hair? Why make them orange in the first place? Can you see where I'm going with this?

**Jack** Kind of.

**William** What's wrong with the ordinary?

**Jack** It's for children. Ordinary's boring, maybe?

**Eva** And the video with her at school in her school uniform and pigtails ...

**Emily** She looked lovely.

**Eva** You wanted to be her, didn't ya?

**Emily** She didn't have her <sup>boobs</sup> done then?

**Eva** That was much later.

**Emily** But even then they were a decent size. Certainly a B-Cup.

**Eva** But at six you wanted to be her. And that video — wasn't it a bit creepy — in hindsight — but that thing she was doing with her tongue — it was very sexual.

**Emily** We didn't notice.

**Eva** It wasn't for the kiddies.

**Emily** It was for the older boys and the daddies.

**Eva** She's in her school uniform with her pigtails and sticking out her tongue but it's subtle. Flicking it in and out like a little parrot.

**Emily** It was a bit seedy.

**Eva** So I'm watching that video after not seeing it since I was six — and I have to say I felt betrayed by Britney. You know how her songs and videos were all about that journey from girl to woman ...

**Emily** Yeah.

**Eva** And it sort of felt good, didn't it? Like Britney Spears was a part of your puberty.

**Emily** I remember having my first period and listening to *I'm Not a Girl, Not Yet a Woman* and thinking, "Thanks Britney. My sentiments exactly!"

**Eva** She felt like a spokeswoman.

**Emily** Oh, definitely.

**Eva** But as I watched *Hit Me Baby One More Time* and all that sexual stuff with her tongue and just how cropped that crop-top was ...

**Emily** Was her belly-button pierced back then?

**Eva** Probably.

**Emily** Sorry, go on.

**Eva** I got really angry over that betrayal. It's no longer Britney who's talking to us but some pervert record producer who's got this vision, this plan of turning every six-year-old girl in the western world into a tongue-flicking, crop-topped-belly-button-pierced temptress.

Task 1: Number your lines for your character only.

- 1. William** You're depressing me now.  
**Jack** Really?
- 2. William** You see you've lost me. At the beginning I was with you. But not now. I'm a little disappointed.

Task 2: In your book, write out your dialogue for this part of your scene, using the look, cover, write, check to ensure you are accurate with your dialogue. It's important to know your dialogue without needing your cue line (the one before yours) so you can continue the scene if your partner forgets their line in your performance.

Eg (for William), 1. You're depressing me now

2. You've see you've lost me. At the beginning I was with you. But not now. I'm a little disappointed.

Task 2: Using the skills: posture, gesture, body language and eye line, write in your self quizzing book for each line how you may use one of these skills. You work must include:

1. The number of the line
2. The line of dialogue itself
3. The chosen skill (posture/ gesture/ body language or eye line) and how you are using it
4. What you are showing with the use of this skill

Definitions for these skills and how to use them are in your Week 2 Drama Homework. if you need that reminder!

For example (for the character of Emily):

1. On the line "She looked lovely" I will use open body language to show I am agreeing with Eva.
2. On the line "She didn't have her boobs done then?" I will look at the audience to show I am questioning myself
3. Etc

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

## Section 1: Vocal Skills

**William** You're depressing me now.

**Jack** Really?

**William** You see you've lost me. At the beginning I was with you. But not now. I'm a little disappointed.

**Jack** Sorry.

**William** You really think that? You've thought it over, came to an opinion, you believe that?

**Jack** It is popular.

**William** Well, so is body piercing but that isn't a good thing, is it?

**Jack** I suppose.

**William** So let's look at the facts. A single man lives in a castle in the middle of ... Where is it set again?

**Jack** Film or book?

**William** There's a difference?

**Jack** Both films changed some details. It doesn't really matter.

**William** Well in the book it's set wherever it's set — and this man lives in his big house in the middle of the town. He lives with dwarfs. Nothing wrong with that. But they're orange. Orange dwarfs with green hair.

**Jack** And there's only twenty of them making the world's supply of chocolate ... None of this is meant to be realistic.

**William** But why make them dwarfs? Why the green hair? Why make them orange in the first place? Can you see where I'm going with this?

**Jack** Kind of.

**William** What's wrong with the ordinary?

**Jack** It's for children. Ordinary's boring, maybe?

**Eva** And the video with her at school in her school uniform and pigtails ...

**Emily** She looked lovely.

**Eva** You wanted to be her, didn't ya?

**Emily** She didn't have her <sup>lovely</sup> done then?

**Eva** That was much later.

**Emily** But even then they were a decent size. Certainly a B-Cup.

**Eva** But at six you wanted to be her. And that video — wasn't it a bit creepy — in hindsight — but that thing she was doing with her tongue — it was very sexual.

**Emily** We didn't notice.

**Eva** It wasn't for the kiddies.

**Emily** It was for the older boys and the daddies.

**Eva** She's in her school uniform with her pigtails and sticking out her tongue but it's subtle. Flicking it in and out like a little parrot.

**Emily** It was a bit seedy.

**Eva** So I'm watching that video after not seeing it since I was six — and I have to say I felt betrayed by Britney. You know how her songs and videos were all about that journey from girl to woman ...

**Emily** Yeah.

**Eva** And it sort of felt good, didn't it? Like Britney Spears was a part of your puberty.

**Emily** I remember having my first period and listening to *I'm Not a Girl, Not Yet a Woman* and thinking, "Thanks Britney. My sentiments exactly!"

**Eva** She felt like a spokeswoman.

**Emily** Oh, definitely.

**Eva** But as I watched *Hit Me Baby One More Time* and all that sexual stuff with her tongue and just how cropped that crop-top was ...

**Emily** Was her belly-button pierced back then?

**Eva** Probably.

**Emily** Sorry, go on.

**Eva** I got really angry over that betrayal. It's no longer Britney who's talking to us but some pervert record producer who's got this vision, this plan of turning every six-year-old girl in the western world into a tongue-flicking, crop-topped-belly-button-pierced temptress.

Task 1: Number your lines for your character only.

1. **William** You're depressing me now.

**Jack** Really?

2. **William** You see you've lost me. At the beginning I was with you. But not now. I'm a little disappointed.

Task 2: In your book, write out your dialogue for this part of your scene, using the look, cover, write, check to ensure you are accurate with your dialogue. It's important to know your dialogue without needing your cue line (the one before yours) so you can continue the scene if your partner forgets their line in your performance.

Eg, 1. You're depressing me now.

2. You see you've lost me. At the beginning I was with you. But now I'm not. I'm a little disappointed.

Task 3: Using the skills: pitch, pace, tone, emphasis, write in your self-quizzing book for each line how you may use one of these skills. You work must include:

1. The number of the line
2. The line of dialogue itself
3. The chosen skill (gait, mannerisms, proxemics or facial expressions) and how you are using it
4. What you are showing with the use of this skill

Definitions for these skills and how to use them are in your Week 3 Drama Homework. if you need that reminder!

For example (for the character of William):

1. On the line "You're depressing me now" I will use a bored tone to show I don't care about what he's saying.
2. On the line "You see you've lost me" I will use a slower pace to show I really don't understand.

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages.

Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

## Section 2: Physical Skills

**Jack** (*groaning*) Yeah.

**William** You know in the real world it would have been that fat German boy who falls into the chocolate lake at the beginning of the tour. In the real world he's the winner.

**Jack** I think I might have to ...

**William** This is how it really ends. He falls in. His father gets these big time lawyers to sue the hell out of Willy Wonka.

He's dragged through the tabloids with paedophilia ringing in his ears. They'd wreck him! Willy Wonka is no more. He's done. He's doing twenty-five years in a high security prison being passed around his fellow prisoners like the proverbial box of Quality Street. In the outside, the Germans win, 'cause let's face it the Germans always win. The fat German kiddy —

**Jack** His name is Augustus.

**William** Right, Augustus ... Well, he inherits everything as part of his settlement. He gets it all. And because he's a fat glutton he can't stop eating all this chocolate. The more the Oompa Loompas make the more Augustus eats. He's eighteen years old and forty stone. One day he wakes up, stretches for the television remote and dies of a massive coronary sclerosis. That is the real world. Do you understand this? Where exactly are you getting confused?

**Jack** It's only a children's story.

**William** It's a lie! What's the point? What are they telling us?

**Jack** What are who telling us?

**William** The writers! Our parents! Harry Potter? In the real world he's still under the stairs. He's a thirty-year-old who's developed his own under-the-stairs language!

**Jack** The point is ...

**William** Yes?

**Jack** The point is — is that children don't want to read the true stories. What child wants to read the news?! It's just escape. It's important that we dream of other things.

**Emily** Have you got your belly-button pierced?

**Eva** Yeah, of course.

**Emily** Did it hurt?

**Eva** It's not as bad as you hear. But anyway Britney, Britney ... !

**Emily** Yeah, Britney.

**Eva** Don't you think a lot of young girls began to feel that betrayal?

**Emily** Both of us did.

**Eva** And maybe that's why her career died a slow death. She lied to us.

**Emily** You don't think it has to do with her music being trash?

**Eva** A little bit —

**Emily** And that she's essentially a poor girl with no respect for money and that's why she's an unmarried mother with fluctuating weight problems.

**Eva** But don't you think the fans realized that they were being manipulated — that they made a stand against that pervert record producer ...

**Emily** Britney got burnt.

**Eva** Britney was thick.

**Emily** She made her money.

**Eva** She lost our respect. If I met Britney Spears tomorrow I would gently pull her to one side, place my arms around her shoulders like I'm going to hug her, move my face towards her like I'm going to kiss her — and whisper in her ear, "Britney Spears, you sold my childhood soul."

**Emily** Oh, that's cruel.

**Eva** "You sold my childhood soul." Then I'd smash her in the face.

**Emily** And what would Britney say?

**Eva** *Hit Me Baby One More Time.*

**Emily** Of course.

**Eva** (*seriously*) Her day of judgement will come when some teenage girl will stop her outside Burger King and say, "You sold my childhood soul."

Task 1: Number your lines for your character only.

1. **Jack** (*groaning*) Yeah.

**William** You know in the real world it would have been that fat German boy who falls into the chocolate lake at the beginning of the tour. In the real world he's the winner.

2. **Jack** I think I might have to ...

Task 2: In your book, write out your dialogue for this part of your scene, using the look, cover, write, check to ensure you are accurate with your dialogue. It's important to know your dialogue without needing your cue line (the one before yours) so you can continue the scene if your partner forgets their line in your performance.

Eg. 1. Yeah

2. I might have to...

Task 3: Using the skills: posture, gesture, body language and eye line, write in your self quizzing book for each line how you may use one of these skills. You work must include:

1. The number of the line
2. The line of dialogue itself
3. The chosen skill (posture/ gesture/ body language or eye line) and how you are using it
4. What you are showing with the use of this skill

Definitions for these skills and how to use them are in your Week 2 Drama Homework. if you need that reminder!

For example (for the character of Jack):

1. On the line "Yeah" I will close my body language to show I don't really want him to continue talking.
2. On the line "I think I might have to..." I will use an awkward gesture to show I'm trying to get out of this conversation.

## Drama

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# Section 2: Vocal Skills

**Jack** (*groaning*) Yeah.

**William** You know in the real world it would have been that fat German boy who falls into the chocolate lake at the beginning of the tour. In the real world he's the winner.

**Jack** I think I might have to ...

**William** This is how it really ends. He falls in. His father gets these big time lawyers to sue the hell out of Willy Wonka.

He's dragged through the tabloids with paedophilia ringing in his ears. They'd wreck him! Willy Wonka is no more. He's done. He's doing twenty-five years in a high security prison being passed around his fellow prisoners like the proverbial box of Quality Street. In the outside, the Germans win, 'cause let's face it the Germans always win. The fat German kiddy —

**Jack** His name is Augustus.

**William** Right, Augustus ... Well, he inherits everything as part of his settlement. He gets it all. And because he's a fat glutton he can't stop eating all this chocolate. The more the Oompa Loompas make the more Augustus eats. He's eighteen years old and forty stone. One day he wakes up, stretches for the television remote and dies of a massive coronary sclerosis. That is the real world. Do you understand this? Where exactly are you getting confused?

**Jack** It's only a children's story.

**William** It's a lie! What's the point? What are they telling us?

**Jack** What are you telling us?

**William** The writers! Our parents! Harry Potter? In the real world he's still under the stairs. He's a thirty-year-old loser who's developed his own under-the-stairs language!

**Jack** The point is ...

**William** Yes?

**Jack** The point is — is that children don't want to read the true stories. What child wants to read the news?! It's just escape. It's important that we dream of other things.

**Emily** Have you got your belly-button pierced?

**Eva** Yeah, of course.

**Emily** Did it hurt?

**Eva** It's not as bad as you hear. But anyway Britney, Britney ... !

**Emily** Yeah, Britney.

**Eva** Don't you think a lot of young girls began to feel that betrayal?

**Emily** Both of us did.

**Eva** And maybe that's why her career died a slow death. She lied to us.

**Emily** You don't think it has to do with her music being trash?

**Eva** A little bit —

**Emily** And that she's essentially a poor girl with no respect for money and that's why she's an unmarried mother with fluctuating weight problems.

**Eva** But don't you think the fans realized that they were being manipulated — that they made a stand against that pervert record producer ...

**Emily** Britney got burnt.

**Eva** Britney was thick.

**Emily** She made her money.

**Eva** She lost our respect. If I met Britney Spears tomorrow I would gently pull her to one side, place my arms around her shoulders like I'm going to hug her, move my face towards her like I'm going to kiss her — and whisper in her ear, "Britney Spears, you sold my childhood soul."

**Emily** Oh, that's cruel.

**Eva** "You sold my childhood soul." Then I'd smash her in the face.

**Emily** And what would Britney say?

**Eva** *Hit Me Baby One More Time.*

**Emily** Of course.

**Eva** (*seriously*) Her day of judgement will come when some teenage girl will stop her outside Burger King and say, "You sold my childhood soul"

Task 1: Number your lines for your character only.

1. **Jack** (*groaning*) Yeah.  
**William** You know in the real world it would have been that fat German boy who falls into the chocolate lake at the beginning of the tour. In the real world he's the winner.  
2. **Jack** I think I might have to ...

Task 2: In your book, write out your dialogue for this part of your scene, using the look, cover, write, check to ensure you are accurate with your dialogue. It's important to know your dialogue without needing your cue line (the one before yours) so you can continue the scene if your partner forgets their line in your performance.

Eg, 1. You're depressing me now.

2. You see you've lost me. At the beginning I was with you. But now I'm not. I'm a little disappointed.

Task 3: Using the skills: pitch, pace, tone, emphasis, write in your self quizzing book for each line how you may use one of these skills. You work must include:

1. The number of the line
2. The line of dialogue itself
3. The chosen skill (gait, mannerisms, proxemics or facial expressions) and how you are using it
4. What you are showing with the use of this skill

Definitions for these skills and how to use them are in your Week 3 Drama Homework. if you need that reminder!

For example (for the character of Jack):

1. On the line "Yeah" I will use a bored tone to show I don't care about what he's saying.
2. On the line "I think I might have to..." I will use a slower pace to show I'm feeling awkward about trying to leave this conversation.

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

# Naturalistic Rehearsal Technique: Given Circumstances

Given Circumstance	This refers to...	This can help the actor to understand...
1 Who	Who are they as a person	How they might be treated and treat other people
2 What	What they are doing currently	How engaged they are in the task they are doing
3 Where	Where they are currently	How comfortable they are in the space around them
4 When	Time of day / era	How they respond to conversations and issues
5 Why	Why they are involved in the conversation they are in	How engaged they may be in conversations

First, read through the row for each Given Circumstance. Once you can, in your head, describe what the Given Circumstances are and how they help an actor, write a deconstructed paragraph in your books. See below for an example of this paragraph.

1. The first Given Circumstance is 'Who'
2. This refers to the actor knowing who they are as a person.
3. This can help the actor understand how they may be treated and how they treat other people.

You should have three lines per Given Circumstance, so 15 lines in total describing and expanding on the Given Circumstances.

Given Circumstance	William	Jack	Eva	Emily
1 Who	A conspiracy theorist	A bored kid	A judgy mean girl	A people pleaser
2 What	Trying to encourage others to hate against J K Rowling and other children's authors	Trying to find someone fun to talk to in a chat room	Illicit negativity and hatred from others	To make friends by conforming to others
3 Where	In his bedroom	In his bedroom	In her bedroom	In her bedroom
4 When	2004	2004	2004	2004
5 Why	To gather a group of potential extremists	To make new friends	To manipulate others into committing crimes	To make new friends.

Secondly, write full and complete sentences expanding on your Given Circumstances for your character. You will write one version for the character you play, and a second version for the other character in your scene. In total, you will have ten lines of Given Circumstances. One set of five for your character, and a second set of five for your scene partner. This is important so you know not just who you are, but also who you are engaging with online.

Example:

1. William is a conspiracy theorist.
2. He is trying to encourage others to hate against JK Rowling and other children's authors.
3. Etc

## Drama

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## Laban's Eight Efforts

Effort	Time	Space	Weight	
1	Gliding	Sustained	Direct	Light
2	Pressing	Sustained	Direct	Strong
3	Floating	Sustained	Indirect	Light
4	Wringing	Sustained	Indirect	Strong
5	Dabbing	Quick	Direct	Light
6	Punching	Quick	Direct	Strong
7	Flicking	Quick	Indirect	Light
8	Slashing	Quick	Indirect	Strong

Reading through each individual effort, along the row, until you can recall:

- the effort itself
- how long the movement is
- the space it takes up
- and the weight of it.

When you are able to do that without referring to the table, please write this out in your books. See below for an example of how to use the sentence structure.

[Effort] is a [time] movement. The movement itself is [space] and [weight].

1. Gliding is a sustained movement. The movement is direct and light.
2. Pressing is a sustained movement. The movement is direct and strong.

	What it could show about your character	This could/ wouldn't work for my character because...	
1	Gliding	Graceful/ Gentle/ Calm	This could/ wouldn't work for my character because...
2	Pressing	Stressed/ Persistent/ Controlling	This could/ wouldn't work for my character because...
3	Floating	Creative/ Composed/ Vacant	This could/ wouldn't work for my character because...
4	Wringing	Stressed/ Sorrowful/ Anxious	This could/ wouldn't work for my character because...
5	Dabbing	Nervous/ Impulsive/ Efficient	This could/ wouldn't work for my character because...
6	Punching	Aggressive/ Urgent/ Confrontational	This could/ wouldn't work for my character because...
7	Flicking	Playful/ Nervous/ Distractible	This could/ wouldn't work for my character because...
8	Slashing	Reckless/ Chaotic/ Disrespectful	This could/ wouldn't work for my character because...

Looking through the different interpretations this Effort may have for your character, evaluate whether this effort may be useful for you. Once you have evaluated this, in your book and writing from memory, follow the sentence structure below to rationalise whether the Effort may work for your character.

The effort '[insert effort here]' **could** / **wouldn't** work for [insert character name] because...

The effort 'Gliding' wouldn't work for William because he is not a gentle, graceful or calm character.

You may find that some of the descriptors may fit your character, but not all of them. Focus your sentence on specifically what works and what wouldn't work. This may mean you write more than one sentence for an effort. See below for an example.

The effort 'Dabbing' may not work for William because he is not an efficient or nervous character. However, the effort 'Dabbing' may work for William because he is an impulsive character.

## Drama

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# Final Evaluation Write Up: What Went Well

### High Level Example:

As part of Component 2, you need to write an evaluation on what you did well in your final performance. Below is a high scoring example of a 'What went well', provided by the exam board. Please read this to give yourself context on what you will be expected to say.

Something that I believe went successfully in my final performance was that my performance looked realistic, many different factors went into making into look realistic such as staying in character the whole time, voice projection, articulation and many more. Some examples of when I used these techniques were on the lines "...6 months.." for this line I used articulation so the audience would see how long that one though erected judy. A line I used voice projection on was "Look what you've done to my face!" Although I didn't shout this line like some of my classmates who were playing judy did I made sure that I was speaking from my diaphragm so the audience would be able to hear me.

1. What skill did you use well:	2. Where specifically was it a strength	3. What did that moment look like?	4. What did it show the audience about your character
Authentic Emotion	William: "You really think that" Jack: "What are who telling us?" Eva:"You stole my childhood soul" Emily: "It was a bit seedy"	William: I performed with genuine disbelief Jack: I performed that line with genuine frustration Eva: I performed that line with genuine irritation Emily: I performed that line with genuine judgement	Williams: That I couldn't understand how Jack didn't see the seriousness of it all. Jack: That I couldn't follow along with William's ramblings Eva: That I felt, and encouraged, hatred towards Britney Spears Emily: I was following the trend of shaming other girls.
Tone of voice	William: "So let's look at the facts" Jack: Ordinary's boring, maybe? Eva: "It wasn't for the kiddies" Emily: It was for the older boys"	William: Commanding tone Jack: Curious tone Eva: Judgemental Emily: Chastising	William: I'm trying to be assertive Jack: I'm trying to find a reason to stay engaged Eva: I'm spearheading hate campaign Emily: I'm following along with a hate campaign
Pace	William: "You really think that" Jack: "What are who telling us?" Eva:"You stole my childhood soul" Emily: "It was a bit seedy"	William: Slow Jack: Fast Eva: Slow Emily: Emily	William: I'm trying to assert dominance Jack: I'm confused and frustrated Eva: I'm being threatening Emily: I'm matching energy with a bully
Facial Expression	William: "So let's look at the facts" Jack: Ordinary's boring, maybe? Eva: "It wasn't for the kiddies" Emily: It was for the older boys"	William: Frantic Jack: Confused Eva: Disgusted Emily: Judgy	William: My character is feeling emotionally charged Jack: My character doesn't understand what's happening Eva: My character is being cruel Emily: My character is being mean

Read through each individual row until you can recall what a particular strength is, where in your performance it occurred, and what it showed about your character. You are expected to write each section in full sentences, so please ensure you are writing these sentences out clearly. See below for an example on how this four part structure should be used in your work.

1. I performed with authentic emotion.
2. On the line "You really think that"
3. I performed with genuine disbelief on my face
4. This showed the audience that I couldn't understand how Jack didn't see how serious the situation was.

You will not be given any writing structure when completing your coursework, due to exam rules, so this is your time to ensure you are writing with enough detail in your review. These skills may not be relevant to you in your current work, but you will be practicing your sentence structure ready for completion of your coursework in lessons.

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

# Final Evaluation Write Up: Areas for Improvement

### High Level Example:

As part of Component 2, you need to write an evaluation on what you would do differently if you were to perform again.. Below is a high scoring example of a 'Area for improvement', provided by the exam board. Please read this to give yourself context on what you will be expected to say.

Something I would do differently in my performance next time is to be more confident when shouting certain lines. For example the line "Look what you've done to my face" I felt quite embarrassed shouting to get around this problem I changed it so I raised my voice and looked directly at the camera, this made it so it would have a similar effect on the audience also saying this directly to an audience member would have directly shocked them and therefore put the message across more which is important as it then encourages the audience to not drink drive.

	Key Words	Definition
1	Clarity	Speaking clearly
2	Blocking	Where you are standing and moving on stage
3	Characterisation	The vocal and physical skills you select to represent your character
4	Emotional Authenticity	Using genuine emotion in your performance

Following the look, cover, write, check method, copy out these key skills into your book to ensure you are confident with your knowledge of these skills.

E.g. 1. Clarity means speaking clearly

1. Area that needs improvement	2. This was an issue because	3. To work on this I would	4. This would help because
Clarity	The audience cannot hear you	Tongue twisters: I saw a kitten eating chicken in the kitchen	Ensure you were warmed up and able to articulate the words better
Clearer understanding of blocking	You do not look confident on stage	Annotated on your script where you move and focus on 'blocking' rehearsals	More confidence and better stage presence
Stronger Characterisation	Your character is too similar to yourself	Laban's Eight Efforts	Helped to create a unique and more expressive character
Lack Emotional Authenticity	Not fulfilling the Naturalistic style of the play	Emotional Memory	To create a more Naturalistic and authentic character

Read through each individual row until you can recall what specifically needs improving, why it is an issue, how you would work on this and how it would improve your work. You are expected to write each section in full sentences, so please ensure you are writing these sentences out clearly. See below for an example on how this four part structure should be used in your work.

1. If I were to perform again, I would focus on my clarity.
2. This was an issue in my performance because the audience couldn't hear me very clearly.
3. To work on this, I would make sure I practiced some tongue twisters before going on stage, like 'I saw a kitten eating chicken in the kitchen'.
4. This would help me when performing to ensure I was warmed up and can articulate the words better for the audience to understand.

You will not be given any writing structure when completing your coursework, due to exam rules, so this is your time to ensure you are writing with enough detail in your review. These skills may not be relevant to you in your current work, but you will be practicing your sentence structure ready for completion of your coursework in lessons.

Week 13 24/11/25

## Drama

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

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# Melodrama

Melodrama is characterised by...		This is seen through...
1	Exaggerated emotions	Characters expressing their emotions in over the top ways, with dramatic gestures and speeches
2	Heightened situations	Plots often include suspenseful conflicts and improbable coincidences
3	Clear Morality	The narrative usually ending with good triumphing over evil
4	Stereotypical Characters	stock characters: characters who are less realistic and complex than characters in other styles
5	Audience Engagement	directly addressing the audience through the use of asides and breaking the fourth wall

Instructions: First you need to look, cover, write and check these 5 key ways that Melodrama is characterised by. An example of how this should be laid out is as below.

1. Melodrama is characterised by exaggerated emotions. This is seen through characters expressing their emotions in over the top ways, with dramatic gestures and speeches

It's important you can use these words in complete sentences so you are able to write your coursework.

# Techniques to develop Melodrama

1. Rehearsal Technique	2. How it works in rehearsal	3. What it helps to develop
Ministry of Silly Walks	Actors walk about the space in ways the director instructs, i.e. small steps/ strut/ biggest steps you can	This helps to develop our physical comedy skills and to build intention through our walks
Stock Character Improvisation	Without planning what to say, perform a scene as a stock character (Hero/ Damsel/ Villain). You cannot break character.	This helps to develop our versatility as actors and helps to develop our understanding of how characters respond to each other
Freeze Frames	Actors are creating freeze frames of specific plot moments in a stylised and dramatic way	This helps to identify the key parts of the story and exaggerate the humour in them
Levels of Exaggeration	Moving from low effort (1) to the highest amount of effort (10) you can do whilst rehearsing a scene	This helps to identify areas of lower energy and weakness in a rehearsal, as well as workshop ways to make moments bigger
Gesture - Voice Matching	Matching a specific line to a gesture, for example you can clutch at your chest on the line "How could you do this to me"	This helps to reinforce the intention of a line, and can help to bring the humour to a scene if done in a dramatic way.

Instructions: Next, you need to look, cover, write and check these 5 rehearsal techniques for Melodrama, how they work, and what they help to develop. An example of how this should be laid out is as below. You will complete five sets of three bullet points, as below:

1. The 'Ministry of Silly Walks' is a rehearsal technique.

2. It works by actors walking around the space in ways the director instructs. For example, taking small steps or strutting.

3. This helps to develop our physical comedy skills and helps to build intention through our walks.

## Drama

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To gain an understanding of the potential plays for your assessments, look, cover, write, and check the following information for all of the plays.

### [The Play That Goes Wrong.](#)

1. It is a 'play within a play'. The play itself is about university students putting on a performance.
2. It has slapstick humour. Mistakes and errors, that the characters experience, are key parts of the humour of the play.

### The Play That Goes Wrong: Key Points

1	Play within a play	The play itself is about university students putting on a performance
2	Slapstick Humour	Mistakes and errors, that the characters experience, are key parts of the humour of the play
3	Mock Seriousness	The cast are 'seriously' trying to perform a murder mystery, despite everything going wrong
4	The character of Robert	Plays the character of 'Thomas Colleymore', brother to Sandra. He is best friends with the murdered man.
5	The character of Dennis	Plays the character of Perkins, the butler of Haversham House
6	The character of Sandra	Plays the character of 'Florence Colleymore', sister to Thomas and fiancée of the murdered man
7	The character of Max	Plays the character of 'Cecil Haversham', brother of the murdered man

### The Thirty Nine Steps: Key Points

8	Fast Paced Parody	It is an intentional spoof (comic rip off) of the spy genre
9	Period Style	Set in the 1930's, with accents and references of the era
10	Slapstick Humour	Use of puns and chase sequences occur to entertain the audience
11	Richard Hannay	A suave man who takes over a secret spy mission
12	Annabella Schmidt	A mysterious foreign spy who passes on the mission to Hannay in her dying moments
13	Pamela	A traditional Englishwoman who reluctantly agrees to help Hannay in his spy mission

### One Man Two Guvnors: Key Points

16	Commedia dell'arte	Inspired by commedia, the play uses exaggerated physicality and humour
17	Breaking the fourth wall	The characters directly talk to the audience as part of the humour and plot progression
18	Mistaken Identity	Francis often makes confuses his employers, leading to mischief and trouble occurring
19	Francis	The main character of the story, who often makes mistakes between his two different bosses
20	Rachel	A woman disguised as her dead brother, Roscoe, to get money that was owed to him
21	Charlie	The older gentleman who owes money to Roscoe
22	Pauline	The daughter of Charlie, an idiotic woman who has forgotten she is engaged to Roscoe

Week 15 15/12/25

## Drama

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2. It has slapstick humour. Mistakes and errors, that the characters experience, are key parts of the humour of the play.

### **The Play That Goes Wrong: Key Points**

1	Play within a play	The play itself is about university students putting on a performance
2	Slapstick Humour	Mistakes and errors, that the characters experience, are key parts of the humour of the play
3	Mock Seriousness	The cast are 'seriously' trying to perform a murder mystery, despite everything going wrong
4	The character of Robert	Plays the character of 'Thomas Colleymore', brother to Sandra. He is best friends with the murdered man.
5	The character of Dennis	Plays the character of Perkins, the butler of Haversham House
6	The character of Sandra	Plays the character of 'Florence Colleymore', sister to Thomas and fiancée of the murdered man
7	The character of Max	Plays the character of 'Cecil Haversham', brother of the murdered man

### **The Thirty Nine Steps: Key Points**

8	Fast Paced Parody	It is an intentional spoof (comic rip off) of the spy genre
9	Period Style	Set in the 1930's, with accents and references of the era
10	Slapstick Humour	Use of puns and chase sequences occur to entertain the audience
11	Richard Hannay	A suave man who takes over a secret spy mission
12	Annabella Schmidt	A mysterious foreign spy who passes on the mission to Hannay in her dying moments
13	Pamela	A traditional Englishwoman who reluctantly agrees to help Hannay in his spy mission

### **One Man Two Guvnors: Key Points**

16	Commedia dell'arte	Inspired by commedia, the play uses exaggerated physicality and humour
17	Breaking the fourth wall	The characters directly talk to the audience as part of the humour and plot progression
18	Mistaken Identity	Francis often makes confuses his employers, leading to mischief and trouble occurring
19	Francis	The main character of the story, who often makes mistakes between his two different bosses
20	Rachel	A woman disguised as her dead brother, Roscoe, to get money that was owed to him
21	Charlie	The older gentleman who owes money to Roscoe
22	Pauline	The daughter of Charlie, an idiotic woman who has forgotten she is engaged to Roscoe



# Y10 Engineering

## Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention.**

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention.**

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Engineering Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) ~~Cesspits~~ were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic.
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals stalked inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Types of engineering		
1	Which type of engineer would work on designing cleaning products?	A chemical engineer designs and manufactures cleaning products
2	What type of engineer would work on a mobile phone network	A telecommunications engineer would design and produce a mobile phone network
3	What type of engineer would work on a power station?	An electrical engineer would work on a power station
4	What type of engineer designs and manufactures cars?	An automotive engineer designs and manufactures all types of land-based vehicles including cars
5	State two ways that engineering has improved the modern world	Engineering has improved the modern world in many ways including medical diagnosis and treatment that allow people to live longer and roads that connect communities
6	What does a mechanical engineer do?	Mechanical engineers work on hydraulic systems as well as gears and pulleys
Electrical and Electronic engineering		
1	What is alternating current?	In alternating current (AC) the direction of the flow of current changes back and forth
2	List three household appliances that use AC current	Household appliances that use A.C. include fridges, televisions and microwaves
3	What is a semiconductor?	Semiconductors are made from material like silicon and can control how much current is conducted
4	What is an integrated circuit (IC)?	An integrated circuit (IC) is also called a chip or microchip and is a small circuit containing several semiconductors
5	What is a PCB?	A PCB is a Printed Circuit Board is the board components and integrated circuits are attached to
6	What is the difference between an electrical engineer and an electronics engineer?	Electronics engineers are a subset of electrical engineering who work with components that can alter electric current flow (like semiconductors)
Telecommunications Engineering		
1	What is a telecommunications engineer?	A telecommunications engineer designs, installs, maintains and repairs systems that enable communication over various networks. This includes mobile, fixed and data networks.
2	How do fibre optics transmit data?	Fibre optics are bundles of cables what transmit a lot of data very quickly. The data travels as light signals
3	How does GPS work?	Global Positioning Satellites (GPS) use a network of satellites to accurately work out a location on Earth using the distance from each satellite
4	What is an artificial satellite?	An artificial satellite is an object put into orbit around a planet or moon by humans
5	How have satellites improved modern life?	Satellites enable us to communicate instantaneously around the world. Weather satellites help us prepare for bad weather such as hurricanes

Instructions. You need to learn the answers to these 17 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Aerospace engineering		
1	What are the two different branches of aerospace engineering?	Aerospace engineering involved aeronautical engineering and astronautical engineering
2	What is aeronautical engineering?	Aeronautical engineering is how aircraft are designed, constructed and powered.
3	What is astronautical engineering?	Astronautical engineering is the design of spacecraft (a vehicle or machine designed to operate in outer space)
4	Why do space environments challenge engineering designs?	Space environments have extremes of both hot and cold temperatures and increased radiation which challenged astronautical engineering
5	What is a space rover?	A rover is a spacecraft design to move on the ground, to sample and explore moons and planets
6	What is human life-support in space?	Human life support in space are the systems to keep astronauts alive whilst in space
Civil engineering		
1	Define civil engineering	Civil engineers design and manufacture infrastructure
2	What is infrastructure?	Infrastructure are the systems that enable society to function and economies to thrive
3	Give four examples of infrastructure that civil engineers would work on	Civil engineers work on infrastructures like roads, hospitals, bridges and schools
4	What types of materials would civil engineers often work with?	Civil engineering projects often use concrete and steel
5	State one way civil engineers have improved modern life	One way civil engineering has improved modern life is that bridges and roads help more people access services such as hospitals and schools
Chemical engineering		
1	Which branch of engineering produces pharmaceuticals?	Chemical engineers design and produce pharmaceuticals
2	Define pharmaceuticals	Pharmaceuticals are medicinal drugs
3	What is a fossil fuel?	Fossil fuels are naturally occurring but non-renewable fuels formed from the remains of living organisms. Coal, oil and natural gas are fossil fuels.
4	How have chemical engineers improved farming productivity?	Chemical engineers have produced artificial fertilizers which farmers can add to the soil to provide nutrients for crops
5	What type of material is created by chemical engineering?	Plastics are produced by chemical engineers to have different properties
6	Give an example of how chemical engineering improved our modern world	Chemical engineers produced covid vaccinations to protect populations from the covid-19 pandemic

Instructions. You need to learn the answers to these 17 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Health and Safety at Work		
1	What does HASWA stand for and when did it become law?	The Health and Safety at Work Act (HASWA) became law in 1974
2	Where do accidents at work need to be recorded?	All accidents in the workplace need to be recorded in the Accident Book
3	Give three responsibilities of employers from the HASWA	Under HASWA (1974) employers must provide suitable training, complete risk assessments and provide suitable personal protective equipment (PPE)
4	What is RIDDOR?	RIDDOR is the law for reporting and recording serious work-related accidents from 2013. It stands for: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations
5	What does COSHH stand for and when did it become law?	Control of Substances Hazardous to Health (COSHH) became law in the UK in 2002
6	When should PPE for hands and arms be worn?	PPE for hands and arms should be worn when there is risk of skin absorption of harmful substances, burns, abrasions, cuts or impacts
7	What PPE should be worn when welding	When welding you need to wear PPE including a face shield, ear plugs, flame resistant clothing and apron and insulated gloves
8	Why would a construction worker need to wear ear defenders?	Construction workers need to wear ear defenders if there is loud noises because this can cause hearing loss or deafness
9	What does MHOR stand for?	MHOR stands for 'Manual Handling Operations Regulations'
10	Describe safe lifting techniques	Safe lifting technique means keeping your back straight and bending through the knees

Instructions. You need to learn the answers to these 10 questions.

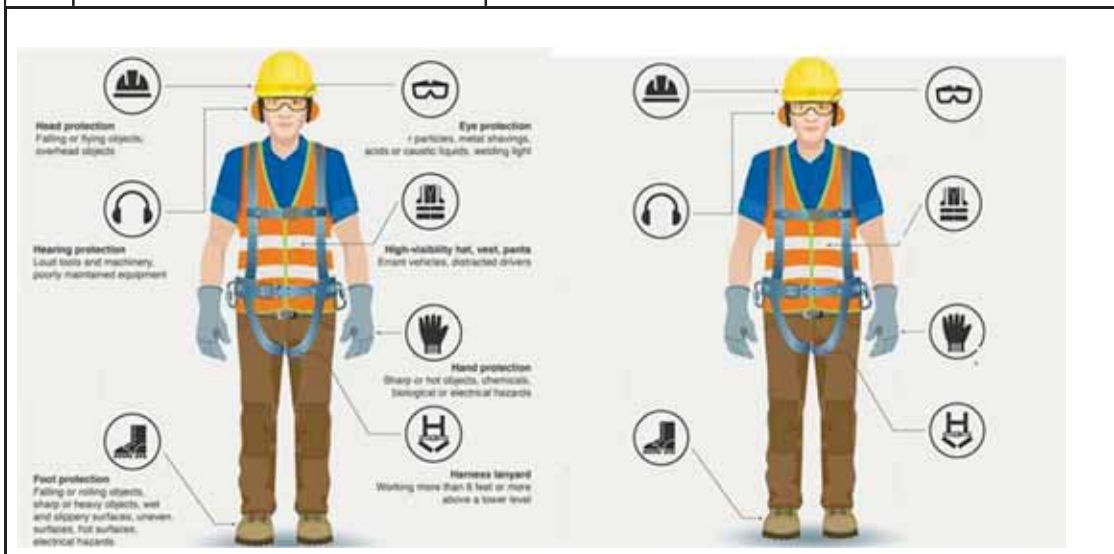
**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practise them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓



Instructions. You need to learn the PPE descriptors from the diagram on the left

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

Then use the blank diagram to write out what you know

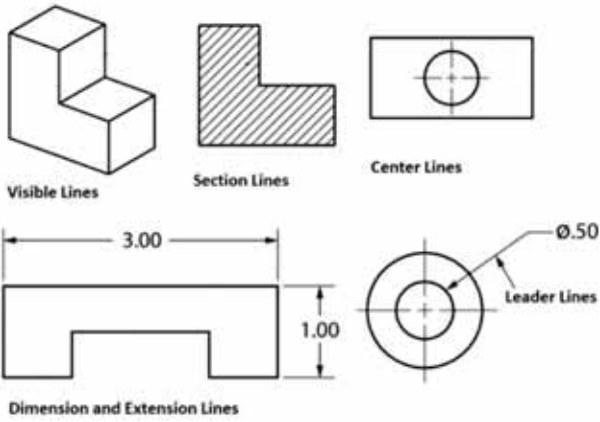
Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

<b>Biomedical and mechanical engineering</b>			<p>Instructions. You need to learn the answers to these 17 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p><b>Practice them BY:</b></p> <p>Writing out the answers only</p> <p>E.g.</p> <ol style="list-style-type: none"> <li>1. A chemical engineer designs and manufactures clearing products. ✓</li> <li>2. A electronics engineer would design and produce a mobile phone network X</li> <li>3. A telecommunications engineer would design and produce a mobile phone network ✓</li> </ol>
1	What is radiotherapy?	Radiotherapy is used in the treatment of cancer to kill malignant cells	
2	What are prosthetics?	Prosthetics are artificial limbs that replace a missing body part	
3	How have prosthetics advanced through the use of technology?	New technology such as 3D printing and composite materials are making prosthetics stronger, lighter and more usable	
4	What are hydraulics?	Hydraulics use liquid (example oil) to transmit a force and cause motion	
5	Give an example of when hydraulics are used?	Hydraulic brakes are used to transmit the force from pressing the brake lever to pressing the brake pads onto a wheel	
6	What are gears?	Gears are round devices with a set of teeth that interlock. Gears are used to control speed or torque	
7	Describe a pulley	A pulley consists of a rope and one or more round wheels with a groove for the rope to it it	
<b>SI units</b>			
1	What SI unit would you use to record electrical current?	The SI unit for current is the Ampere (A)	
2	What is the SI unit for the amount of substance?	The SI unit for amount of substance is the Mole (mol)	
3	What is meant by a 'derived unit'?	A derived unit is one that is made from combining several SI units. A good example of a derived unit is the Newton (N) for force as this is kgm/s so uses kilograms, meters and seconds	
4	Give an example of a derived unit	An example of a derived unit is the Newton (N) for force as this is kgm/s so uses kilograms, meters and seconds	
<b>Review</b>			
1	List 3 pieces of PPE to protect eyes or face	Personal protective equipment for the eyes and face include goggles, safety glasses and a face shield	
2	What is direct current?	In direct current (DC) the direction of the flow of current remains the same	
3	What is a PCB?	A PCB is a Printed Circuit Board is the board components and integrated circuits are attached to	
4	What does HASWA stand for and when did it become law?	The Health and Safety at Work Act (HASWA) became law in 1974	
5	What is astronautical engineering?	Astronautical engineering is the design of spacecraft (a vehicle or machine designed to operate in outer space)	
6	What is infrastructure?	Infrastructure are the systems that enable society to function and economies to thrive	

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Health and Safety in the Workplace			<p>Instructions. You need to learn the answers to these 18 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers</u>.</p> <p><b>Practice them BY:</b></p> <p>Writing out the answers only</p> <p>E.g.</p> <ol style="list-style-type: none"> <li>1. A chemical engineer designs and manufactures clearing products. ✓</li> <li>2. A electronics engineer would design and produce a mobile phone network X</li> <li>3. A telecommunicationns engineer would design and produce a mobile phone network ✓</li> </ol>
1	What should you do before lifting a heavy object?	Before lifting or moving a heavy object you should complete a risk assessment	
2	How can someone safely lift a heavy object	You can safely lift a heavy object by working with another person or using a mechanical aid (for example, a hoist)	
3	What are gauntlets?	Gauntlets are gloves with longer sleeves and made from metal, leather or rubber and designed to protect the hands and arms	
4	What are safety gaiters?	Safety gaiters protect the gap between boots and trousers to protect the leg from splashes	
5	What are safety spats?	Safety spats protect the ankle and instep from molten liquid and heat. They are used in welding.	
6	What are face screens?	Face screens protect the face from debris and fluids	
7	What is the difference between a hazard and a risk?	A hazard is something that can cause harm whilst the risk is how likely it is that the hazard will cause harm	
8	When would a full face respirator be needed?	A full face respirator purifies the air to protect against fumes and gases	
<b>Review</b>			
1	What is an integrated circuit (IC)?	An integrated circuit (IC) is also called a chip or microchip and is a small circuit containing several semiconductors	
2	Describe a pulley	A pulley consists of a rope and one or more round wheels with a groove for the rope to it it	
3	How have prosthetics advanced through the use of technology?	New technology such as 3D printing and composite materials are making prosthetics stronger, lighter and more usable	
4	What is the SI unit for time?	The SI unit for time is seconds (s)	
5	What is RIDDOR?	RIDDOR is the law for reporting and recording serious work-related accidents from 2013. It stands for: Reporting of Injuries, Diseases and Dangerous Occurrences Regulations	
6	What type of engineer would work on a computer program?	A software engineer works on computer programs	
7	What does HASWA stand for and when did it become law?	The Health and Safety at Work Act (HASWA) became law in 1974	
8	State one way civil engineers have improved modern life	One way civil engineering has improved modern life is that bridges and roads help more people access services such as hospitals and schools	
9	What does COSHH stand for and when did it become law?	Control of Substances Hazardous to Health (COSHH) became law in the UK in 2002	
10	Define pharmaceuticals	Pharmaceuticals are medicinal drugs	

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Technical drawings			<p>Instructions. You need to learn the answers to these 12 questions.</p> <p><b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers.</u></p> <p><b>Practice them BY:</b></p> <p>Writing out the answers only</p> <p>E.g.</p> <ol style="list-style-type: none"> <li>1. A chemical engineer designs and manufactures clearing products. ✓</li> <li>2. A electronics engineer would design and produce a mobile phone network X</li> <li>3. A telecommunications engineer would design and produce a mobile phone network ✓</li> </ol>
1	What is BS8888?	BS8888 is the British Standards for technical drawings	
2	What is the purpose of BS8888?	BS8888 ensures consistency in technical drawings so they can be understood easily in all aspects of design and construction and so reduce the risk of errors	
3	What is included in BS8888?	BS8888 sets out what line types, layouts and angles are used as well as what is included within a title block	
4	What are hidden lines on a technical drawing?	Hidden lines are a series of equally sized and spaced dashed lines used to show parts of a drawing that cannot be seen.	
5	When are construction lines used?	Construction lines are faint lines used to help set out and align a drawing before visible lines are added	
6	What do centre lines show?	Centre lines show the centre point of an object by dash-	
7	What do visible lines show?	Visible lines show the outline or outside edges of an object.	
8	What does scale tell an engineer?	The scale tells an engineer the amount by which a drawing is reduced or enlarged in relation to the actual object	
9	Where is the imperial system used?	The imperial measurement system is used in America, Liberia and Myanmar	
10	What is tolerance?	Tolerance is what we use to explain how much inaccuracy we are willing to accept on a finished product, written as a +/- value	
11	What are the advantages of the metric system?	The metric system is a worldwide standard so widely used. It is a decimal system so easy to calculate with and avoid errors	
12	How do you convert inches to millimeters?	To convert inches to millimeters you multiply by 25.4	
			<p>Instructions. You need to learn this diagram.</p> <p><b>Practise it</b> as often as you need in your self quizzing book until you <u>definitely know the diagram.</u></p>

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Technical drawings		
1	Where is the title block located?	The title block is located in the bottom right corner of a technical drawing
2	What are orthographic projections?	An orthographic projection are a way of representing a 3D object by projecting it into several 2D views
3	In a technical drawing, what is a 'face'?	Faces are the flat surfaces of an object
4	In a technical drawing, what is an 'edge'?	Edges are the straight lines where the faces come together
5	In a technical drawing, what are 'vertices'?	Vertices are the points where the edges come together
6	What projection is used in America and CAD software?	Third angle orthographic projection is used in America and CAD software
7	Where does the front elevation go in third angle projection?	In third angle projection the front elevation goes into the bottom left quadrant
8	What are the two different systems of measurement?	The two systems of measurement are metric (for example, meters) and imperial (inches)
9	What does a scale of 2:1 mean?	A scale of 2:1 means that the drawing is twice the size of the object
10	What does a scale of 1:100	A scale of 1:100 means that the drawing is 100 times smaller than the object
11	What would be a good scale for a model of a house?	A scale of 1:200 would be good for a model of a house or building so it can be easily visualised and fit on a table
12	What is a leader line?	A leader line is used to show the start and end point of a dimension line

<b>Date of Production:</b>	<b>Author:</b>	
<b>System of Measurement:</b>	<b>Title:</b>	
<b>Scale:</b>		
<b>Projection:</b>	<b>Drawing Number:</b>	<b>Sheet Number:</b>
	<b>Material:</b>	<b>Surface Finish:</b>

Instructions. You need to learn the answers to these 12 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**  
Writing out the answers only  
E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓


Instructions. You need to learn the labels to this diagram.

**Practise it** as often as you need in your self quizzing book until you definitely know the diagram.

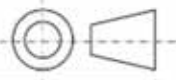
Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.


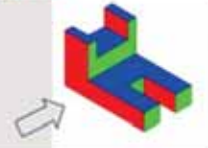
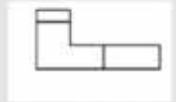

Review			Instructions. You need to learn the answers to these 10 questions.  <b>Practise them</b> as often as you need in your self quizzing book until you <u>definitely know the answers</u> .  <b>Practise them BY:</b>  Writing out the answers only  E.g. 1. A chemical engineer designs and manufactures clearing products. ✓ 2. A electronics engineer would design and produce a mobile phone network X 3. A telecommunications engineer would design and produce a mobile phone network ✓
1	What are gauntlets?	Gauntlets are gloves with longer sleeves and made from metal, leather or rubber and designed to protect the hands and arms	
2	What are orthographic projections?	An orthographic projection are a way of representing a 3D object by projecting it into several 2D views	
3	What are hydraulics?	Hydraulics use liquid (for example oil) to transmit a force to cause a movement	
4	What does HASWA stand for and when did it become law?	The Health and Safety at Work Act (HASWA) became law in 1974	
5	How do fibre optics transmit data?	Fibre optics are bundles of cables what transmit a lot of data very quickly. The data travels as light signals	
6	What is tolerance?	Tolerance is what we use to explain how much inaccuracy we are willing to accept on a finished product, written as a +/- value	
7	What is the purpose of BS8888?	BS8888 ensures consistency in technical drawings so they can be understood easily in all aspects of design and construction and so reduce the risk of errors	
8	What is an integrated circuit (IC)?	An integrated circuit (IC) is also called a chip or microchip and is a small circuit containing several semiconductors	
9	What is the SI unit for luminosity?	The SI unit for luminous intensity is the Candela (Cd)	
10	What substances are covered by COSHH regulations?	COSHH regulations cover substances that are hazardous to health. This includes chemicals, dust, fumes, gases and nanotechnology	


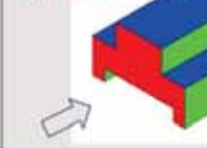


**Third Angle Orthographic Projection**



**Third Angle Orthographic Projection**



<p>Top view <span style="float: right;">2</span></p> 	<p>Object being drawn goes here <span style="float: right;">1</span></p> 
<p>Front view <span style="float: right;">3</span></p> 	<p>Right side view <span style="float: right;">4</span></p> 

<p>Top view <span style="float: right;">2</span></p> 	<p>Object being drawn goes here <span style="float: right;">1</span></p> 
<p>Front view <span style="float: right;">3</span></p> 	<p>Right side view <span style="float: right;">4</span></p> 

Instructions. You need to learn how to draw the third angle orthographic projections of these two shapes  
**Practise it as often as you need in your self quizzing book until you definitely know the diagrams**  
 Then complete the right image on this page

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Material properties		
1	What are the three main chemical properties of materials?	The three main chemical properties of materials are the heat of combustion, toxicity and oxidation state
2	What is meant by combustion?	Combustion means burning. Heat, fuel and oxygen are needed for combustion and thermal energy is released
3	What is a toxic material?	A toxic material releases enough chemicals to kill cells
4	What is oxidation?	Oxidation is when a material combines with oxygen. Rusting is an oxidative reaction
5	What is meant by a 'mechanical property'?	A mechanical property is how a material reacts when an external force of load is applied
6	Define durability	Durability is the ability of a material to withstand damage or wear. Bricks and stone are durable materials.
7	Define ductility and give an example	Ductility is the ability of a material to deform (change shape) by bending, twisting or stretching. Most metals including copper, gold and silver are ductile.
8	Define strength and give an example	Strength is the ability of a material to withstand forces without breaking. Examples include titanium and kevlar
9	Define hardness and give an example	Hardness is a material's ability to withstand deformation. Examples of hard materials are ceramic and silicon
10	Define malleability and give an example	Malleability is the ability to change a material's shape without it breaking under stress. Metals and (some) thermoplastics are malleable materials
11	Define toughness and give an example	Toughness is a material's ability to withstand force. Diamond is a very tough material
12	Define elasticity and give two examples	Elasticity is a material's ability to return to its original shape. Rubber bands and neoprene (wetsuits) are good examples.
13	Define plasticity	Plasticity is how well a material changes its shape when forces are applied
14	Why is rusting <b>not</b> a mechanical property?	Mechanical properties refer to when forces are applied to a material. In rusting there is no force applied. Instead rusting is a chemical property
15	What is electrical conductivity?	Electrical conductivity refers to how easily an electric current can pass through a material. Copper is a good conductor.
16	What is meant by an electrical insulator? Provide two examples of insulators	An electrical insulator is a poor conductor of electricity. Glass and plastic are insulators.
17	What is resistance and what unit is it measured in?	Resistance is how much a material resists the flow of current and is measured in Ohms
18	Why do electrical engineers need to think about resistance?	Electrical engineers use resistance to ensure components are not damaged by too much electricity flowing through them

Instructions. You need to learn the answers to these 18 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Optical properties of materials		
1	What is meant by the 'optical properties' of a material?	Optical properties refer to how a material interacts with light
2	What are the two optical properties of materials	The two optical properties of materials are reflectivity and photosensitivity
3	What is reflectivity?	Reflectivity is how much radiant energy (or heat) is reflected from the surface of a material
4	What is reflectivity used for in material testing?	Reflectivity can be used to test a surface for damage by shining light on it. This identifies damage without causing any harm to the material
5	What is photosensitivity?	Photosensitivity is how a material reacts to light
6	Give two examples of a photosensitive material?	Two examples of photosensitive materials are Light dependent resistors change their resistance when light shines on them and photographic films which develop when light shines on them
Thermal properties of materials		
1	Name the three thermal properties of materials	The three thermal properties of materials are flammability, thermal conductivity and melting point
2	Define melting point	The melting point is the temperature at which a solid material becomes a molten liquid
3	Define flammability	Flammability is how easily a material catches fire. Wood and paper are flammable materials
4	Define thermal conductivity	Thermal conductivity is how easily a material allows heat to travel through. Metals have a high thermal conductivity whilst wood has a lower thermal conductivity
Aesthetics		
1	What does aesthetics mean?	Aesthetics means how a product looks at appeals to the senses
2	What aesthetic characteristics do engineers consider?	The aesthetic characteristics that engineers think about include colour, surface texture and finish effect
3	Why is the colour of a product important?	The colour of a product can make a product visually appealing
4	How can the colour of a product be altered?	The colour of a product can be altered by painting, varnishing or dip coating
5	How can the surface texture of a product be altered?	The surface texture of a product can be altered by sanding or polishing
6	List three finishing techniques for working with wood	Three finishing techniques for working with wood include staining, painting or varnishing
7	What surface texture would be better for the handle of a tool?	The handle of a tool should have a grippy surface texture to avoid slipping

Instructions. You need to learn the answers to these 17 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

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Properties of materials: Metals		
1	What is an alloy?	An alloy is a metallic material that contains a combination of two or more elements
2	What is a ferrous alloy?	Ferrous alloys contain iron and one or more other elements. They are likely to rust
3	Name three ferrous alloys	Three ferrous alloys are mild steel, cast iron and stainless steel
4	What are the properties and uses of stainless steel?	Stainless steel is a corrosion-resistant ferrous alloy made of iron, chromium and nickel. Used in kitchen utensils and in structures like handrails.
5	What is a pure non-ferrous metal?	Pure non-ferrous metals contain only one element and are not iron.
6	Name three pure non-ferrous metals	Three pure non-ferrous metals are aluminium, lead and copper
7	What are the properties and uses of aluminium?	Aluminium is a pure non-ferrous metal. Aluminium is silvery, soft, lightweight and malleable. Aluminium is used for many things including car bodies and drink cans
8	What is a non-ferrous alloy?	Non-ferrous alloys contain two or more elements and do not contain iron. They are unlikely to rust or corrode
9	Name four non-ferrous alloys	Four non-ferrous alloys include brass, bronze, solder and silver solder
10	What are the properties and uses of brass?	Brass is a non-ferrous alloy of copper and zinc. It is used for light fittings, screws and bolts
11	What is meant by 'natural materials'	Natural materials are not man-made but are found naturally. Examples include wood from trees or metals extracted from the Earth
Sustainability		
1	What is meant by carbon footprint?	The carbon footprint is the total amount of greenhouse gases generated
2	Define sustainability	Sustainability means using materials that are needed now in a way that does not impact on future generations
3	What is meant by 'finite resources'?	Resources that cannot easily be replaced once used and will eventually run out are called finite resources
4	What is meant by Greenhouse gases?	Greenhouse gases contribute to global warming and climate change
5	Name three Greenhouse gases	Three greenhouse gases are carbon dioxide, nitrous oxide and methane

Instructions. You need to learn the answers to these 16 questions.

Practise them as often as you need in your self quizzing book until you definitely know the answers.

Practice them BY:

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓

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Properties of materials: Woods		
1	What is a hardwood?	Hardwoods come from deciduous trees (trees that lose their leaves every year)
2	What are the properties of hardwoods?	Hardwood trees grow slowly so they take a long time. Hardwoods are a lot denser than softwood trees
3	Name 5 hardwoods	Five hardwoods are Oak, Ash, Beech, Sycamore and Balsa
4	What are the properties of Beech	Beech is a reddish-brown hardwood. Beech is hard-wearing and strong with good bending capabilities. Beech is used for making furniture and doors
5	What are softwoods?	Softwoods come from coniferous (evergreen) trees
6	Name 3 softwoods	Three softwoods are Pine, Cedar and Spruce
7	What are the properties and uses of Cedar?	Cedar is a softwood with good aesthetic appeal. It is used for roof tiles, decking and fencing
8	What are manufactured boards?	Manufactured boards are man-made materials produced from wood and fibre layers glued together with adhesive or resin
9	Name three manufactured boards	Three manufactured boards are plywood, MDF and chipboard
10	How is chipboard made?	Chipboard is made by combining wood chippings or shavings and holding them together with resin
Properties of materials: Polymers part 1		
1	What are polymers made from?	The raw material for polymers is crude oil
2	What are the three categories of polymers?	The three categories of polymers are thermoset polymers, thermoplastics and elastomers
3	Describe what thermoset polymers are	Thermoset polymers cannot change their shape once they have been cooled
4	Name three thermoset polymers	Three thermoset polymers are epoxy resin, urea formaldehyde and polyester resin
5	What is urea formaldehyde and how is it used?	Urea formaldehyde is a resin made by combining urea and formaldehyde. It is used in glues, coatings and insulation
6	What is polyester resin and how is it used?	Polyester resin is a transparent and strong high-density polymer. It is used for flat roofing due to its strength and water resistance

Instructions. You need to learn the answers to these 16 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practise them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
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Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Properties of materials: Polymers part 2		
1	Describe a thermoplastic	Thermoplastics are materials that can be moulded (and re-moulded) into shape when heat is applied to them
2	Name three thermoplastics	Three thermoplastics are acrylic, polypropylene and high-impact polystyrene
3	Describe acrylic	Acrylic is a transparent thermoplastic with good strength and stiffness. It is made in lots of different colours and thicknesses
4	What is acrylic used for?	Acrylic is used for wall and furniture finishes due to it's hard wearing surface
5	What is an elastomer?	An elastomer is a polymer that can stretch but returns to its original shape
6	Name three elastomers	Three elastomers include rubber, neoprene and silicone
7	What are the two ways of making rubber?	Rubber is made from the latex of a tropical plant or it can be man-made chemically
8	What is silicone used for?	Silicone is used in bathrooms and kitchens as a sealant to stop water entering gaps
Properties of materials: Ceramics		
1	What are ceramics?	Ceramics are materials that are not metallic nor organic. Ceramics are made by heating up materials until they become hard.
2	Name 5 ceramics	Five ceramics are glass, cement, brisk, diamond and pottery
3	What are the properties of brick?	Brick is a hard wearing ceramic. It is brittle if dropped
4	Describe cement	Cement is used as a binder in construction to join materials. Cement adheres to other materials and forms a hard substance when it dries.
5	How is pottery produced?	Pottery is produced when clay is heated at high temperatures until it hardens. Pottery is used for plates and dishes
6	Describe glass	Glass is a ceramic and is a transparent, solid material that is hard and brittle
7	Describe the properties and uses of diamond	Diamond is a ceramic that is a solid form of carbon with atoms arranged in a crystal structure. Diamond is extremely hard and strong. It is used in jewellery and in drill bits

Instructions. You need to learn the answers to these 15 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓

Use the look, cover, write, check process to self quiz the knowledge on this full A4 page. When written out in your self quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no line should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn.

Properties of materials: Composites		
1	What are composites?	Composites are mixtures of different materials that combine to form a new material
2	Name 5 different composites	Five composites are reinforced concrete, glass fibre reinforced concrete, glass reinforced plastic (fibreglass), carbon fibre reinforced polymers (CFRP) and natural fibre composite (NFC)
3	What is reinforced concrete and how is it used?	Reinforced concrete is a composite where other materials are added to concrete producing a new and stronger material. It is used in the foundations for houses and buildings
4	What is carbon fibre reinforced polymers (CFRP) and how is it used?	Carbon fibre reinforced polymers are lightweight plastics made much stronger with carbon fibres. CFRP are used in bicycles and the aerospace industry
5	Why is reinforced concrete used when building bridges?	Reinforced concrete is used to build bridges because it has greater strength than concrete meaning the lifespan of the bridge will be increased, the bridge can span a bigger distance and will be more resistant to lateral forces
Review		
1	What is included in BS8888?	BS8888 sets out what line types, layouts and angles are used as well as what is included within a title block
2	What are hidden lines on a technical drawing?	Hidden lines are a series of equally sized and spaced dashed lines used to show parts of a drawing that cannot be seen.
3	Describe what thermoset polymers are	Thermoset polymers cannot change their shape once they have been cooled
4	What type of material is created by chemical engineering?	Plastics are produced by chemical engineers to have different properties
5	What is tolerance?	Tolerance is what we use to explain how much inaccuracy we are willing to accept on a finished product, written as a +/- value
6	What are hydraulics?	Hydraulics use liquid (example oil) to transmit a force and cause motion
7	What are safety gaiters?	Safety gaiters protect the gap between boots and trousers to protect the leg from splashes
8	What does HASWA stand for and when did it become law?	The Health and Safety at Work Act (HASWA) became law in 1974
9	How do you convert inches to millimeters?	To convert inches to millimeters you multiply by 25.4
10	Where do accidents at work need to be recorded?	All accidents in the workplace need to be recorded in the Accident Book

Instructions. You need to learn the answers to these 15 questions.

**Practise them** as often as you need in your self quizzing book until you definitely know the answers.

**Practice them BY:**

Writing out the answers only

E.g.

1. A chemical engineer designs and manufactures clearing products. ✓
2. A electronics engineer would design and produce a mobile phone network X
3. A telecommunications engineer would design and produce a mobile phone network ✓



# Y10 French

# Knowledge

# Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

## KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention.**

## SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention.**

## HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
French Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) ~~Cesspits~~ were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals stalked inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

**SUBJECT Week 2 8/9/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

acheter	to buy	une console	a console
télécharger	to download	un portable	a phone
envoyer	to send	l'écran (m)	screen
partager	to share	un joueur	a player
charger	to load / charge	le commentaire	comment / remark
enregistrer	to record	la compétence	competence / skill / ability
les écouteurs	headphones	un site	a site
un mot de passe	a password	un appareil	a device
un ordinateur portable	a laptop	un concours	a competition
la tablette	a tablet	les données (fpl)	data

**KEY GRAMMAR**

J'aime J'adore Je n'aime pas Je déteste	le / la / le / l' NOUN
	INFINITIVE VERB (-er / -ir / -re)

e.g. I love basketball = j'adore **le** basket  
e.g. I love playing basketball = j'adore **jouer** au basket

J'aime J'adore Je n'aime pas Je déteste	___ / ___ / ___ / ___ NOUN
	_____ VERB (- / - / - )

e.g. I love basketball = \_\_\_\_\_  
e.g. I love playing basketball = \_\_\_\_\_

There are many regular -er verbs in French. They work like this in the present tense:

jouer (to play)	
je joue	I play
tu joues	you (singular) play
il/elle/on joue	he/she plays / we play
nous jouons	we play
vous jouez	you (plural or polite) play
ils/elles jouent	they play

envoyer (to send) changes y to ie in these forms:  
j'envoie tu envoies il/elle/on envoie ils/elles envoient

Regular -er verbs follow this pattern:

Je jou\_\_  
Tu jou\_\_  
Il / elle / on jou\_\_  
Nous jou\_\_  
Vous jou\_\_  
Ils / elles jou\_\_

Read the two green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 3 15/9/25**

Use the look, cover, write, check process to self-quizz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

chercher	to search for	gratuit	free
écouter	to listen	malsain	unhealthy
passer (du temps)	to spend (time)	le vol d'identité	identity theft
parler	to speak	des applis	apps
gagner	to win	un personnage	a character
commander	to order	une tendance	a trend / tendency
coûter	to cost	le lien	the link
en ligne	online	un réseau social	a social network
formidable	terrific	le risque (de)	the risk (of)
inquiétant	worrying	la sécurité	safety

**KEY GRAMMAR**

The following key verbs are irregular in the present tense.

<b>aller (to go)</b>	<b>avoir (to have)</b>	<b>être (to be)</b>	<b>faire (to do/make)</b>
je vais	j'ai	je suis	je fais
tu vas	tu as	tu es	tu fais
il/elle/on va	il/elle/on a	il/elle/on est	il/elle/on fait
nous allons	nous avons	nous sommes	nous faisons
vous allez	vous avez	vous êtes	vous faites
ils/elles vont	ils/elles ont	ils/elles sont	ils/elles font

On means 'one', but can also mean 'we'. It takes the same part of the verb as il/elle.

**Aller (to \_\_)**  
Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

**Avoir (to \_\_\_\_)**  
Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

**Etre (to \_\_)**  
Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

**Faire (to \_\_)**  
Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

Read the green box and memorise it by covering them with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 4 22/9/25**

Use the look, cover, write, check process to self-quizz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

regarder	to watch	ensemble	together
choisir	to choose	cependant	however
payer	to pay	pourtant	nonetheless
durer	to last	même si	even if
recommander	to recommend	de temps en temps	from time to time
s’amuser	to enjoy oneself	souvent	often
ennuyeux / ennuyeuse	boring	tous les jours	every day
affreux / affreuse	awful	parfois	sometimes
sportif / sportive	sporty	tous les soirs	every evening
actif / active	active	d’habitude	usually

**KEY GRAMMAR**

There are many regular -er verbs in French. They work like this in the present tense:

<b>jouer (to play)</b>	
je joue	I play
tu joues	you (singular) play
il/elle/on joue	he/she plays / we play
nous jouons	we play
vous jouez	you (plural or polite) play
ils/elles jouent	they play

Regular -ir verbs like *finir* (to finish) and *choisir* (to choose) work like this in the present tense:

**je finis**  
**tu finis**  
**il/elle/on finit**  
**nous finissons**  
**vous finissez**  
**ils/elles finissent**

Regular -re verbs like 'attendre' (to wait) work like this in the present tense:

J'attends  
 Tu attends  
 Il / elle on attend  
 Nous attendons  
 vous attendez  
 ils / elles attendent

Regular present **-er** verbs  
 E.g. 'parler' - to \_\_\_\_

Je parl\_\_  
 Tu parl\_\_  
 Il / elle / on parl\_\_  
 Nous parl\_\_  
 Vous parl\_\_  
 Ils / elles parl\_\_

Regular present **-ir** verbs  
 E.g. 'finir'- to \_\_\_\_

Je fin\_\_  
 Tu fin\_\_  
 Il / elle / on fin\_\_  
 Nous fin\_\_  
 Vous fin\_\_  
 Ils / elles fin\_\_

Regular present **-re** verbs  
 E.g. 'attendre'- to \_\_\_\_

J'attend\_\_  
 Tu attend\_\_  
 Il / elle / on attend\_\_  
 Nous attend\_\_  
 Vous attend\_\_  
 Ils / elles attend\_\_

Read the three green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 5 29/9/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

rencontrer	to meet up	des émissions	programmes
manquer	to miss (public transport)	tout(e) seul(e)	alone
inviter	to invite	combien?	how much
réunir	to gather / meet / reunite	Est-ce que (tu) .... ?	Do (you) ...?
monter	to go up	Qu'est-ce que (tu) ... ?	What do (you) ...?
marcher	to walk / function	Qui?	Who?
voyager	to travel	quand?	when?
téléphoner	to travel	à quel heure?	at what time?
faire la fête	to party / have fun	quel?	which?
une chaîne	a channel	où?	where?

**KEY GRAMMAR**

Negative structures are made up of 2 parts in French, these wrap around the verb.

Ne... pas = not

Ne... rien = nothing

Ne ... jamais = never

Ne ... plus = no longer

Ne ... ni... ni... = neither ...nor

Ne ... que = only

Ne ... pas encore = not yet

e.g. I am not sporty = je **ne** suis **pas** sportif

e.g. I never play rugby = je **ne** joue **jamais** au rugby

e.g. I do nothing = je **ne** fais **rien**

Negative structures are made up of \_\_\_ parts in French, these wrap around the \_\_\_\_.

Ne... \_\_\_\_ = not

Ne... \_\_\_\_ = nothing

Ne ... \_\_\_\_ = never

Ne ... \_\_\_\_ = no longer

Ne ... \_\_\_\_ = neither ...nor

Ne ... \_\_\_\_ = only

Ne ... \_\_\_\_ = not yet

e.g. I am not sporty = \_\_\_\_\_

e.g. I never play rugby = \_\_\_\_\_

e.g. I do nothing = \_\_\_\_\_

Read the green box and memorise it by covering them with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

## SUBJECT Week 6 6/10/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

### KEY VOCABULARY

Aujourd'hui	Today	à l'avenir	In the future
Demain	Tomorrow	Dans le future	In the future
Ce matin	This morning	Je vais aller au parc	I am going to go to the park
Demain matin	Tomorrow morning	Je vais visiter le musée	I am going to visit the museum
Demain après-midi	Tomorrow afternoon	Je vais partir	I am going to leave
Ce soir	This evening	Je vais voir un spectacle	I am going to see a show
Demain soir	Tomorrow evening	Je vais acheter une jupe	I am going to buy a skirt
Le mois prochain	Next month	Je vais prendre le bus	I am going to get the bus
L'année prochaine	Next year	Je vais regarder un film	I am going to watch a film
La semaine prochaine	Next week	Je vais faire les magasins	I am going to go shopping

### KEY GRAMMAR

You can use the present tense of *aller* (to go) + an infinitive to refer to the future. This is called the near future tense.

je vais	aller au parc / à la piscine
tu vas	faire les magasins
il/elle/on va	jouer au football
nous allons	visiter le musée
vous allez	voir un spectacle
ils/elles vont	partir à midi

The near future tense is formed with the present tense of \_\_\_\_\_ (to go) and an \_\_\_\_\_ verb.

The present tense of *aller* is as follows:

Je \_\_\_\_\_

Tu \_\_\_\_\_

Il / elle / on \_\_\_\_\_

Nous \_\_\_\_\_

Vous \_\_\_\_\_

Ils / elles \_\_\_\_\_

To say you are **not** going to do something in the future you wrap the negative structure around the **first** part of the verb.

e.g. I am not going to play football = je ne vais pas jouer au foot.

e.g. he is not going to go to the park = il ne va pas aller au parc.

To say you are \_\_\_ going to do something in the future you wrap the negative structure around the \_\_\_ part of the verb.

e.g. I am not going to play football = \_\_\_\_\_

e.g. he is not going to go to the park = \_\_\_\_\_

**SUBJECT Week 7 13/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Le weekend dernier	Last weekend	Nous avons mangé	We ate
La semaine dernière	Last week	J'ai chanté	I sang
L'année dernière	Last year	J'ai lu	I read
D'abord	Firstly	Nous avons écouté	We listened
Ensuite	Next	Nous avons fait	We did
Après	After	J'ai joué	I played
Puis	Then	Nous avons passé (du temps)	We spent (time)
Plus tard	Later	J'ai pris	I took
Enfin	Finally	Nous avons vu	We saw
J'ai acheté	I bought	Je suis allé(e)	I went
J'ai bu	I drank	Je suis resté(e)	I stayed

**KEY GRAMMAR**

**PAST TENSE**

**Present tense of avoir / être + past participle**

J'ai  
Tu as  
Il / elle / on a  
Nous avons  
Vous avez  
Ils / elles ont

Je suis  
Tu es  
Il / elle / on est  
Nous sommes  
Vous êtes  
Ils / elles sont

-er → é  
-ir → i  
-re → u

**PAST TENSE**

**Present tense of avoir / être + past participle**

J' \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / ells \_\_\_\_

-er → \_  
-ir → \_  
-re → \_

Read the green box and memorise it by covering them with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely

**SUBJECT Week 8 20/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Je suis	I am	Je vais faire	I am going to do
Je vais être	I am going to be	J'ai fait	I did
J'étais	I was	Je joue	I play
Je vais	I go	Je vais jouer	I am going to play
Je vais aller	I am going to go	J'ai joué	I played
Je suis allé(e)	I went	Je finis	I finish
J'ai	I have	Je vais finir	I am going to finish
Je vais avoir	I am going to have	J'ai fini	I finished
J'ai eu	I had	J'entends	I hear
Je fais	I do	J'ai entendu	I heard

**KEY GRAMMAR**

**FUTURE TENSE**

Present tense of **aller** + infinitive verb

Je vais  
Tu vas  
Il / elle / on va  
Nous allons  
Vous allez  
Ils / elles vont

-er  
-ir  
-re

**FUTURE TENSE**

Present tense of \_\_\_\_\_ + \_\_\_\_\_ verb

Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

(if diagram of past tense is too small, use last week's)

**PAST TENSE**

Present tense of **avoir / être** + past participle

J'ai  
Tu as  
Il / elle / on a  
Nous avons  
Vous avez  
Ils / elles ont

Je suis  
Tu es  
Il / elle / on est  
Nous sommes  
Vous êtes  
Ils / elles sont

-er → é  
-ir → i  
-re → u

**PAST TENSE**

Present tense of avoir / être + past participle

J' \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elle \_\_\_\_

-er → \_  
-ir → \_  
-re → \_

Read the two green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 9 3/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Je me lève	I get up	Le vendredi soir	On Friday evenings
Je me lave	I wash	Le samedi	On Saturdays
Je m'amuse	I have fun	Le dimanche	On Sundays
Je me couche	I go to bed	à ___ heures	At ___ o'clock
Je m'habille	I get dressed	Plus tard	Later
Je me repose	I relax	Mon frère aîné	My older brother
Je m'entraîne	I train	Ma petite soeur	My little sister
Je m'occupe de	I look after	Ma belle mère	My step-mum
Chez moi	At my house	Mon beau-père	My step-dad
Chez nous	At our house	Ma tante	My aunt

**KEY GRAMMAR**

Possessive adjectives are words such as 'our', 'your', 'his' and 'her'.

	masculine	feminine	plural
my	<b>mon</b>	<b>ma</b>	mes
your (singular)	<b>ton</b>	<b>ta</b>	tes
his/her/one's	<b>son</b>	<b>sa</b>	ses
our	notre		nos
your (formal/plural)	votre		vos
their	leur		leurs

The possessive adjective must agree with the noun that follows it: **son** frère (his/her brother)

When used with a singular noun that starts with a vowel or h, you always use **mon**, **ton** or **son**  
**une amie** → **ton amie**

Possessive adjectives are words such as 'our', 'your', 'his', and 'her'

	masculine	feminine	Plural
My			
Your (s)			
His / her			
Our			
Your (pl)			
their			

Possessive adjectives must agree with the noun that \_\_\_\_\_ it.

e.g. son frère = \_\_\_\_\_ / \_\_\_\_\_ brother

Read the green box and memorise it by covering it with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue box as a prompt to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue box as a prompt to try again until you get it completely correct.

**SUBJECT Week 10 10/11/25**

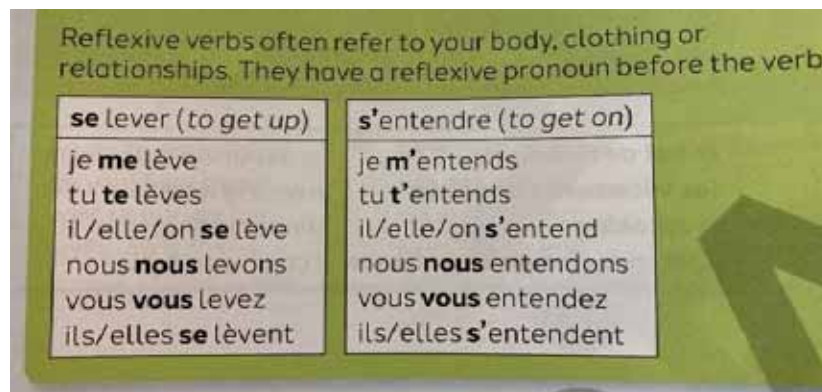
Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Mon jumeau	My twin brother	J'ai besoin de	I need
Ma jumelle	My twin sister	Je suis en colère	I am angry
Ma meilleure amie	My best friend (f)	Donc	So
Mon meilleur ami	My best friend (m)	Comme	Like
Je m'entends bien avec	I get on well with	Mais	But
Je ne m'entends pas bien avec	I don't get on well with	Cependant	However
On s'ennuie	We get bored	Car	Because
On s'amuse	We get on well	Si	If
On se dispute	We argue	Ou	Or
Un ami proche	A close friend	Cependant	however

**KEY GRAMMAR**

Reflexive pronouns have a reflexive pronoun between the pronoun and the verb.

Se lever (to get up)	S'entendre (to get on)
Je __ lève	Je _'entends
Tu __ lèves	Tu _'entends
Il / elle / on __ lève	Il / elle / on _'entend
Nous _____ nous levons	Nous _____ entendons
Vous _____ levez	Vous _____ entendez
Ils / elle __ lèvent	Ils / elle _'entendent

Read the green box and memorise it by covering it with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue box as a prompt to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue box as a prompt to try again until you get it completely correct.

**SUBJECT Week 11 17/11/25 -- REVISION OF MODULE 1**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Je suis	I am	Je vais faire	I am going to do
Je vais être	I am going to be	J'ai fait	I did
J'étais	I was	Je joue	I play
Je vais	I go	Je vais jouer	I am going to play
Je vais aller	I am going to go	J'ai joué	I played
Je suis allé(e)	I went	Je finis	I finish
J'ai	I have	Je vais finir	I am going to finish
Je vais avoir	I am going to have	J'ai fini	I finished
J'ai eu	I had	J'entends	I hear
Je fais	I do	J'ai entendu	I heard

**KEY GRAMMAR**

There are many regular -er verbs in French. They work like this in the present tense:

<b>jouer (to play)</b>	
je joue	I play
tu joues	you (singular) play
il/elle/on joue	he/she plays / we play
nous jouons	we play
vous jouez	you (plural or polite) play
ils/elles jouent	they play

Regular -ir verbs like **finir** (to finish) and **choisir** (to choose) work like this in the present tense:

je finis  
tu finis  
il/elle/on finit  
nous finissons  
vous finissez  
ils/elles finissent

Regular -re verbs like **'attendre'** (to wait) work like this in the present tense:

J'attends  
Tu attends  
Il / elle on attend  
Nous attendons  
vous attendez  
ils / elles attendent

Regular present **-er** verbs  
E.g. 'parler' - to \_\_\_\_

Je parl\_\_  
Tu parl\_\_  
Il / elle / on parl\_\_  
Nous parl\_\_  
Vous parl\_\_  
Ils / elles parl\_\_

Regular present **-ir** verbs  
E.g. 'finir' - to \_\_\_\_

Je fin\_\_  
Tu fin\_\_  
Il / elle / on fin\_\_  
Nous fin\_\_  
Vous fin\_\_  
Ils / elles fin\_\_

Regular present **-re** verbs  
E.g. 'attendre' - to \_\_\_\_

J'attend\_\_  
Tu attend\_\_  
Il / elle / on attend\_\_  
Nous attend\_\_  
Vous attend\_\_  
Ils / elles attend\_\_

Read the three green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 12 24/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

\* see below for how they agree

riche(s)	rich	Beau*	Beautiful
Fort(e)(s)	strong	Joli(e)(s)	Pretty
préfér(e)(s)	favourite	Jeune(s)	Young
intéressant(e)(s)	interesting	Vieux*	Old
Faible(s)	weak	Bon(ne)(s)	Good
Occupé(e)(s)	Busy	Mauvais(e)(s)	Bad
important(e)(s)	important	Grand(e)(s)	Big / tall
Rapide(s)	quick	Petit(e)(s)	Small
différent(e)(s)	Different	Haut(e)(s)	Tall
court(e)(s)	short	Nouveau*	new

**KEY GRAMMAR**

Adjectives are used to describe nouns, including people. They agree with the gender of the noun they are describing and whether it is singular or plural.

Most adjectives follow this pattern.

masculine	feminine	masc plural	fem plural
amusant	amusant <b>e</b>	amusant <b>s</b>	amusant <b>es</b>

Some adjectives follow different patterns. Here are some examples.

ending	masculine	feminine	masc plural	fem plural
-e	fidèle	fidèle	fidèles	fidèles
-eux/-eur	sérieu <b>x</b>	sérieu <b>se</b>	sérieu <b>x</b>	sérieu <b>ses</b>
-f	acti <b>f</b>	acti <b>ve</b>	acti <b>fs</b>	acti <b>ves</b>
-il/-el	gentil	genti <b>lle</b>	genti <b>ls</b>	genti <b>lles</b>
-en/-on	bon	bon <b>ne</b>	bon <b>s</b>	bon <b>nes</b>
-al/-ial	géné <b>ral</b>	géné <b>rale</b>	géné <b>raux</b>	géné <b>rales</b>
-er	fier	fiè <b>re</b>	fier <b>s</b>	fiè <b>res</b>

Adjectives agree with the gender of the noun they are describing (masculine or feminine) and whether it is singular or plural.

Most adjectives follow this pattern:

MASCULINE SINGULAR	FEMININE SINGULAR	MASCULINE PLURAL	FEMININE PLURAL

Some adjectives follow different patterns:

ending	Masc. sing.	Fem. sing.	Masc. pl.	Fem. pl.
-e				
-eux / -eur				
-f				
-il / -el				
-en / -on				
-al / -ial				
-er				

**SUBJECT Week 13 1/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Populaire(s)	Popular	Passionnant(e)(s)	Exciting
Privé(e)(s)	Private	Bisexuel(le)(s)	bisexual
idéal(e)(s)	Ideal	Gay(s)	Gay
agaçant(e)(s)	annoying	Hétéro(sexuel)(le)	Straight
parfait(e)(s)	Perfect	Lesbien	Lesbian
Étonnant(e)(s)	Surprising	Non-binaire	Non-binary
Calme(s)	Calm	Tendance	Trendy
Célèbre(s)	famous	Transgenre	Transgender
Sain(e)(s)	Healthy	Vegan	Vegan
génial	great	Végétarien	vegetarian

Some adjectives follow their own special pattern.

masculine	feminine	masc plural	fem plural
vieux*	vieille	vieux	vieilles
beau*	belle	beaux	belles
nouveau*	nouvelle	nouveaux	nouvelles

\* Before a masculine singular noun beginning with a vowel or h, the masculine adjective becomes **vieil**, **bel** or **nouvel**.

un **vieil** homme (an old man); un **bel** arbre (a beautiful tree); un **nouvel** ami (a new friend).

**KEY GRAMMAR**

Masculine singular	Feminine singular	Masculine plural	Feminine plural
Vieux			
	Belle		
			nouvelles

Most adjectives come **after** the noun, e.g. *les yeux marron*. However, these common adjectives go **in front of** the noun:  
*beau, joli, jeune, vieux, bon, mauvais, grand, petit, haut, nouveau*.

When there is an adjective in front of a plural noun, *des* changes to *de/d'*:  
*des lunettes* → *de jolies lunettes*

Most adjectives go \_\_\_\_\_ the noun, however there are some common adjectives that go in front of the noun. These are:

Beautiful		Bad	
Pretty		big	
Young		Small	
Old		Tall	
good		new	

Read the two green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.

**SUBJECT Week 14 8/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Il / elle est...	He / she is...	Il a les yeux gris	He has grey eyes
Ils / elles sont...	They (masc/fem) are...	Il a un joli sourire	He has a nice smile
Il / elle semble...	He / she seems...	Il a l'air heureux	He seems happy
Ils / elles semblent...	They (masc/fem) seem...	Elle a l'air triste	She seems sad
De taille moyenne	Average height	Il porte des lunettes	He is wearing glasses
Elle a les cheveux blonds	She has blonde hair	Elle porte un chapeau	She is wearing a hat
Il a les cheveux noirs	He has black hair	Sur la photo il y a un homme	On the photo there is a man
Elle a les cheveux roux	She has red hair	Dans la photo je vois une femme	In the photo I see a woman
Il a les cheveux châains	He has brown hair	Au premier plan...	In the foreground...
Elle a les yeux bleus	She has blue eyes	À l'arrière-plan...	In the background...

**KEY GRAMMAR**

A **direct object pronoun** replaces a noun that is the object in a sentence. It comes directly before the verb.

masculine ('he'/'it')	<b>le</b>	Je suis Yannis. → Je <b>le</b> suis. I follow Yannis. → I follow <b>him</b> .
feminine ('she'/'it')	<b>la</b>	Je suis Léna. → Je <b>la</b> suis. I follow Léna. → I follow <b>her</b> .
plural ('them')	<b>les</b>	Je suis Aïssa et Magaajyia. → Je <b>les</b> suis. I follow Aïssa and Magaajyia. → I follow <b>them</b> .

In front of a verb that begins with a vowel, **le** and **la** change to **l'**.

a direct object pronoun replaces a noun that is the object in a sentence. It comes directly \_\_\_\_\_ the verb.

Masculine (he / it)	
Feminine (her / it)	
Plural (them)	

e.g. 'I follow him' = \_\_\_\_\_  
e.g. 'I follow her' = \_\_\_\_\_  
e.g. 'I follow them' = \_\_\_\_\_

Read the green box and memorise it by covering it with your hand and testing yourself. Once you are sure you know it, cover it with your whiteboard and use the blue box as a prompt to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green box. If it is not correct, re-memorise, cover, and use the blue box as a prompt to try again until you get it completely correct.

**SUBJECT Week 15 15/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Examples of how to lay out your work will be shown in blue and green.

**KEY VOCABULARY**

Fêter un anniversaire	To celebrate a birthday	Donner un cadeau	To give a present
On fête...	We celebrate...	Inviter des amis	Invite friends
On a fêté...	We celebrated...	Preparer les plats	Prepare the food
On va fêter...	We are going to celebrate...	Louer un restaurant	To hire a restaurant
La naissance de	The birth of	Porter des vêtements spéciaux	To wear special clothes
L'anniversaire de	The birthday of	Prendre les photos	To take photos
Monger un grand repas	To eat a big meal	Rencontrer des amis	To meet up with friends
Faire un gâteau	To make a cake	Échanger des cadeaux	To exchange gifts
Aller au cinema	To go to the cinema	Téléphoner ma famille	To call my family
Recevoir des cartes	To receive cards	Faire la fête	To party, have fun

**KEY GRAMMAR**

FUTURE TENSE

Present tense of **aller** + infinitive verb

Je vais  
Tu vas  
Il / elle / on va  
Nous allons  
Vous allez  
Ils / elles vont

-er  
-ir  
-re

FUTURE TENSE

Present tense of \_\_\_\_\_ + \_\_\_\_\_ verb

Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

PAST TENSE

Present tense of **avoir / être** + past participle

J'ai  
Tu as  
Il / elle / on a  
Nous avons  
Vous avez  
Ils / elles ont

-er → é  
-ir → i  
-re → u

Je suis  
Tu es  
Il / elle / on est  
Nous sommes  
Vous êtes  
Ils / elles sont

(If past tense diagram too small, use week 7)

PAST TENSE

Present tense of avoir / être + past participle

J' \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / elles \_\_\_\_

-er → \_  
-ir → \_  
-re → \_

Je \_\_\_\_  
Tu \_\_\_\_  
Il / elle / on \_\_\_\_  
Nous \_\_\_\_  
Vous \_\_\_\_  
Ils / ells \_\_\_\_

Read the two green boxes and memorise them by covering them with your hand and testing yourself. Once you are sure you know them, cover them with your whiteboard and use the blue boxes as prompts to write out this key grammatical knowledge into your self-quizzing book. Then check your answers using the green boxes. If they are not correct, re-memorise, cover, and use the blue boxes as prompts to try again until you get it completely correct.



# Y10 Geography

## Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Geography Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) ~~Cesspits~~ were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with thatch roofs and open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in cesspits often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

**Geography Week 2- 8.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

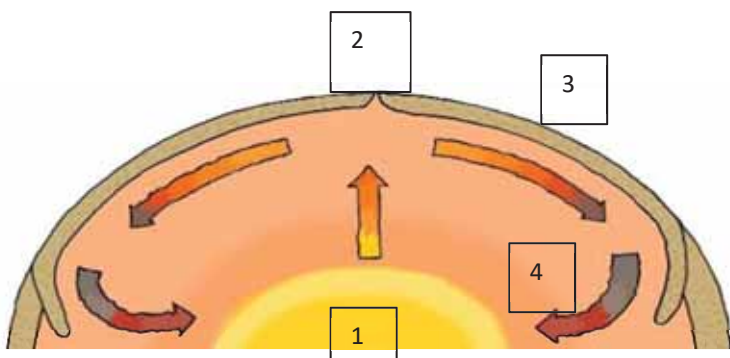
Examples of how to lay out your work will be shown in blue and green.

	Key question	Answer
1	What is hazard risk?	The chance of being affected by a natural hazard.
2	What is the distribution (spread) of tectonic hazards?	Along plate margins, majority around the Pacific plate.
3	What are the two types of crust called?	Continental Oceanic
4	What process causes the plates to move?	Convection currents
5	Where does this process happen?	The mantle

Instructions: You need to learn the answers to these 5 key questions on tectonic plates. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Hazard risk is the chance of being affected by a natural hazard ✓
2. The distribution of tectonic plates is along the plates, the majority around the specific plate. ✗
2. The distribution of tectonic plates is along the plate margins, the majority around the Pacific plate. ✓



1. Magma rises from the outer core.

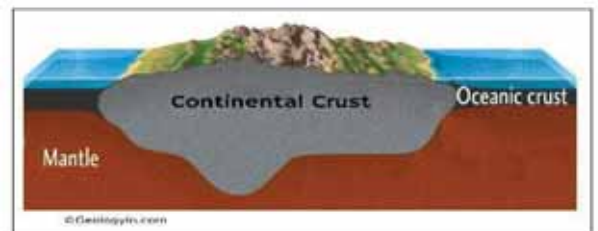
2. The hot magma is trapped under the crust and starts to cool.

3. Due to the hot magma rising, the cooling magma gets moved around under the crust.

4. The magma cools and sinks back towards the outer core.

Learning Table of crust characteristics

Oceanic Crust	Continental Crust
Dense	Less Dense
Newer	Older
Thinner	Thicker
Mainly granite	Mainly Basalt



Instructions: You need to learn the sequence of events for convection currents and the characteristics of the 2 crust types. You need to repeat until you definitely know them.

Format: **cover the sequence** and write out steps 1-4 for convection currents and the 2 types of crust in full sentences as follows:

Stage 1 is hot lava rises from the core through the mantle. ✗

Stage 1 is hot magma rises from the outer core. ✓

**Geography Week 3- 15.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

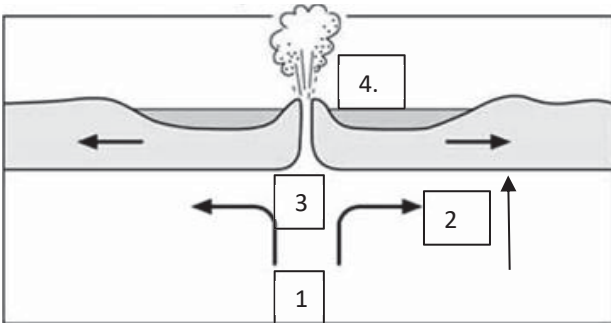
	Key Question	Answer
1	Name the 3 main plate margins.	Destructive, Constructive, Conservative
2	Describe the movement of plates at a constructive plate margin	Moving apart
3	What type of hazards do we get at constructive plate margins?	Shield volcanoes
4	Which plate subducts at a destructive plate margin?	Oceanic subducts under the continental
5	What type of hazards do we get at a destructive plate margin?	Earthquakes and composite volcanoes.

Instructions: You need to learn the answers to these key questions on tectonic plates. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. The 3 main plate margins are destructive, constructive and conservative. ✓
2. The movement of the plates at constructive is they move towards each other. ✗
2. The movement of the plates at constructive is they move apart. ✓

Learning map for constructive plate margins



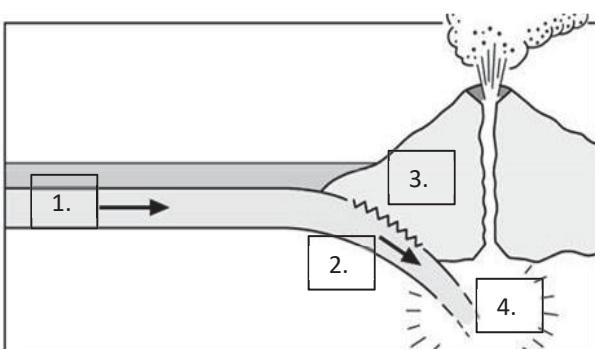
Magma rises from the mantle by convection currents.

2. The plates move away from each other.

3. Magma fills in the gap created in the crust and solidifies.

4. Over time, layers of lava build up to create shield volcanoes.

Learning map for destructive plate margins



1. The Oceanic plate moves towards the continent plate by convection currents.

2. The oceanic plate subducts under the continental plate.

3. The plates build up friction which results in pressure.

4. When the pressure releases it sends out seismic waves causing an earthquake.

Instructions: You need to learn the sequence of events for convection currents and plate margins (constructive and destructive). You need to repeat until you definitely know them.

Format: **cover the steps and** write out steps 1-4 for constructive and destructive plate margins in full sentences as follows:

Stage 1 is magma rises from the core by convection. ✗

Stage 1 is magma rises from the mantle by convection currents. ✓

### Geography Week 4- 22.09.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

	Key question	Answer
1	What is the focus of an earthquake?	The area of pressure release within the crust sending out seismic waves.
2	What is an epicentre of an earthquake?	The area directly above the focus on the surface.
3	What is our example of an earthquake in a HIC? What year did the event happen?	Chile 2010
4	What type of plate margin is Chile located on?	Destructive plate
5	What is the definition of a primary effect?	An effect which happens directly because of an event.
6	What is the definition of a secondary effect?	An effect that happens because of a primary effect.
7	What is our LIC comparison earthquake?	Nepal 2015
8	What type of plate margin is Nepal on?	Collision

Instructions: You need to learn the answers to these 8 key questions on earthquake impacts.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. The focus of an earthquake is the area of pressure released within the crust sending out seismic waves ✓
2. The epicentre of an earthquake is the area directly in the crust. ✗
2. The epicentre of an earthquake is the area directly above the focus on the surface. ✓

### Learning table for the Chile earthquake

Primary effects	Secondary effects
500 people died	Tsunami wave devastated several coastal towns
56 hospitals destroyed	Landslides destroyed 1500km of roads.
Cost of earthquake was \$30 billion	

### Learning table for the Nepal Earthquake

Primary effects	Secondary effects
9000 people died	Avalanche killed 19 people
3 million homeless	Landslides blocked a river increasing the risk of flooding.
50% of shops destroyed	Rice crop ruined causing food shortages.
Cost of earthquake \$5 billion	

Instructions: You need to learn the primary and secondary effects of the Chilean and Nepal earthquakes. You need to repeat until you definitely know them.

Format: **cover your answers** write out the primary and secondary effects for each event in full sentences as follows:

A primary effect of the Chile earthquake was 1000 people died. ✗

A primary effect of the Chile earthquake was 500 people died ✓

### Geography Week 5- 29.09.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

	Key question	Answer
1	Give an effect of the Chilean earthquake.	500 killed
2	What is our LIC comparison earthquake?	Nepal 2015
3	State a primary effect of the Nepal earthquake	9000 killed
4	What support (responses) was given after the Nepal earthquake?	International aid
5	State 1 event that slowed Nepal's recovery	Indian border blockade stopped fuel, medicine and construction materials from reaching Nepal.

Instructions: You need to learn the answers to these 5 key questions on earthquake responses.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. One immediate response to the earthquake in Chile was they repaired the North-South highway within 24 hours. ✓
2. The LIC comparison earthquake was Chile. ✗
2. The LIC comparison earthquake is Nepal 2015 ✓

### Learning table for the Chile earthquake

Immediate responses	Long-term responses
Within 24 hours the North-South Highway was repaired and accessible.	One month after the earthquake, the Chilean government has started a reconstruction plan.
Within 10 days 90% of homes had power and water restored.	Chilean's strong economy recovered quickly because of income from copper mining.
National appeal raised \$60 million, which funded 30,000 emergency shelters.	

### Learning table for the Nepal Earthquake

Immediate responses	Long-term responses
India and China provided over \$1 billion in international aid.	Stricter building codes were introduced.
UK provided over 100 search and rescue responders, medics and 3 helicopters.	A blockade at the Indian border stopped fuel, medicines and construction materials.
500,000 tents to provide emergency shelter.	
Field hospitals were set up to support the hospitals.	

Instructions: You need to learn the immediate and long-term responses of the Chilean and Nepal earthquakes. You need to repeat until you definitely know them.

Format: **cover your answers** write out the immediate and long-term responses for each event in full sentences as follows:

An immediate response to the Chile earthquake was within 24 hours the North- West Highway was repaired. ✗

An immediate response to the Chile earthquake was within 24 hours the North-South Highway was repaired. ✓

## Geography Week 6- 06.10.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

	Key Question	Answer
1	Give 3 reasons why people continue to live in areas at risk of tectonic hazards	<ul style="list-style-type: none"><li>● Geothermal energy</li><li>● Tourism</li><li>● Fertile soil</li><li>● Minerals</li></ul>
2	Where uses geothermal energy for 90% of its buildings?	Iceland
3	What do the 3Ps and M stand for when thinking about reducing the risk of tectonic hazards?	<ul style="list-style-type: none"><li>● Prediction</li><li>● Protection</li><li>● Planning</li><li>● Monitoring</li></ul>
4	State 2 ways we can monitor for volcanic eruptions	<ul style="list-style-type: none"><li>● Change in temperature</li><li>● Change in shape</li><li>● Release of gases</li><li>● Small earthquakes</li></ul>
5	What can be used to try and predict areas at risk of future earthquakes?	Historical records.

Instructions: You need to learn the answers to these 5 key questions on the 3P's. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. The 3 main reasons why people live in at risk areas is because of geothermal, tourism and fertile soil ✓
2. The country that uses geothermal for 90% of its buildings is the UK. ✗
2. The country that uses geothermal for 90% of its buildings is Iceland. ✓

### Prediction/monitoring

1. Thermal imaging cameras and satellites are used to detect heat changes in volcanoes.
2. Using seismographs to record seismic wave movements in the crust.
3. Gas monitoring stations to detect gases released when there is an increase in magma.
4. Historical records can be used to assess the location of potential future earthquakes.

### Protection- Earthquake proof buildings

1. Cross bracing to strengthen the walls to withstand the seismic waves.
2. Shock absorbers at the bottom of the building to absorb tremors.
3. Automatic shutters over windows to prevent falling glass.

### Planning

1. Earthquake drills to practice what to do in an earthquake. Drop, cover hold on
2. Planning an evacuation route away from the danger areas.
3. Having an earthquake disaster kit with emergency supplies.

Instructions: You need to learn the features of each of the 3Ps. You need to repeat until you definitely know them.

Format: **cover your answers** write out the immediate and long-term responses for each event in full sentences as follows:

Protection is when we use satellites to detect the changes in the earth's crust. ✗

Prediction is when we use seismographs to detect seismic wave movements in the crust. ✓

## Geography Week 7- 13.10.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

	Key question	Answer
1	What is a resource?	A stock or supply of something that has value or purpose.
2	What are the 3 most important resources?	Food, water and energy
3	Give one reason why food is so significant	A poorly balanced diet can cause illness and disease or led to a lack of economic productivity Obesity is a problem in HICs
4	Give one reason why water is so significant is terms of economic productivity	Vital for growing crops Used to produce energy
5.	How should we structure an answer for a describe the pattern	T-Trend E- Evidence A- Anomaly
6.	What is resource security?	When there is enough of a resource to meet the demands of the population.
7.	What is resource insecurity?	When there is not enough of a resource to meet the demands of the population.
8.	What is resource deficit?	When there is a lack of a resource.
9.	What is resource surplus.	When there is additional supply of a resource.

Instructions: You need to learn the answers to these 10 key questions on resources.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. A resource is a stock or supply of something that has value or purpose. ✓
2. The most important resources are water and energy. ✗
2. The 3 most important resources are food, water and energy. ✓

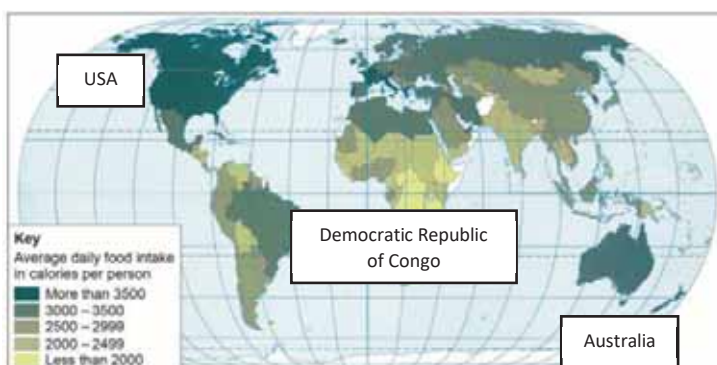
Instructions: You need to learn global distribution of food. You need to repeat until you definitely know them.

Format: **cover your answers** write out the global distribution of food using the TEA structure in full sentences as follows:

The distribution of food is higher in the southern hemisphere and lower in the northern hemisphere. ✗

The distribution of food is higher in the northern hemisphere and lower in the southern hemisphere. ✓

Learning Map of global food distribution



**Trend-** The distribution of **calories is higher in the northern hemisphere and lower in the southern hemisphere.**

**Evidence-** A country with more than 3500 calories intake is the **USA**. A country with less than 2000 calories a day is **Democratic Republic of Congo**.

**Anomaly-** However, **Australia** is in the southern hemisphere but has over 3000 calories.

## Geography Week 8- 20.10.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

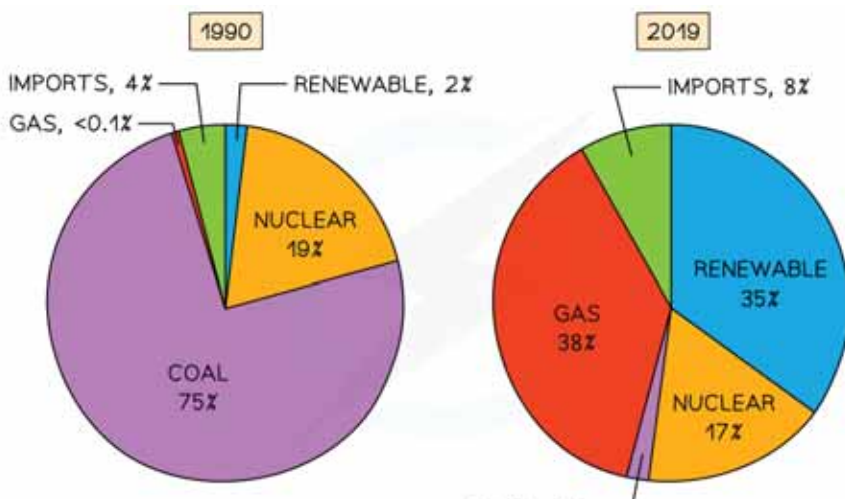
	Key Question	Answer
1	Why has the demand in the UK for water gone up?	We have more houses (population increases and divorce) and more water intensive appliances like dishwashers, increased demand for irrigation
2	What is a water surplus? Where in the UK is there a surplus?	When supply exceeds demand The north and west
3	What is a water deficit? Where in the UK is there a deficit?	When demand exceeds supply The south and east
4	How has the UK's energy mix changed over time?	Moved from burning fossil fuels to renewable energy
5	What is one issue with fossil fuels?	Produced CO <sub>2</sub> adding to the greenhouse effect increasing the threat of climate change.

Instructions: You need to learn the answers to these 10 key questions on resources. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Water demand affects the UK because there are more houses (population decrease and divorce) and more energy intensive appliances like dishwashers. ✗
1. Water demand affects the UK because there are more houses (population increases and divorce) and more water intensive appliances like dishwashers, increased demand for irrigation. ✓
2. Water surplus is when supply exceeds demand. ✓

Learning pie chart and TEA structured answer.



**Trend:** The overall trend of energy mix in the UK is the use of **non-renewable energy** has **decreased** and **renewable energy** has **increased** since 1990.

**Evidence:** The use of **coal** has **decreased** from **75% in 1990** to **2% in 2019**. Whereas, **renewable energy** has risen from **2% to 35%**

**Anomaly:** However, **gas** has increased by **27.9%** from **0.1% in 1990** to **28% in 2019**

Instructions: You need to learn change in the UK's energy mix over time, following the TEA structure. You need to repeat until you definitely know them.

Format: **cover the TEA answer**, write out answer in full sentences as follows:

**Trend-**The overall trend of energy mix in the UK is the use of renewables have decreased and non-renewable energy has increased since 1990. ✗

**Trend-**The overall trend of energy mix in the UK is the use of non- renewables have decreased and renewable energy has increased since 1990 ✓

### Geography Week 9- 3.11.25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

	Key question	Answer
1	What is nuclear power?	The energy released by a nuclear reaction using uranium to make steam and generate electricity
2	What is fracking?	An energy extraction method where high powered water, sand and chemicals are forced into rock extracting natural gas from the rock shale
3	Give 2 economic impacts (positive and negative) of using nuclear energy.	<ol style="list-style-type: none"> <li>1. It is costly to build nuclear power stations</li> <li>2. It is very efficient and produces lots of energy</li> </ol>
4	Give 2 environmental impacts (positive and negative) of using nuclear energy.	<ol style="list-style-type: none"> <li>1. It is difficult to safely store and process the radioactive waste</li> <li>2. It produces no Co2 emissions</li> </ol>
5	What is renewable energy?	A resource that is not diminished when it is used. It cannot be exhausted such as wind and tidal.

Instructions: You need to learn the answers to these 5 key questions on resources.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Nuclear power is an extraction method where high powered water, sand and chemicals are forced into rock extracting natural gas from the rock shale. ✗
1. Nuclear power is the energy released by a nuclear reaction using uranium to make steam and generate electricity. ✓
2. One environmental impact of nuclear energy is that it is difficult to safely store and process the radioactive waste. Another environmental impact of nuclear energy is that it produces no Co2 emissions ✓

### Economic and environmental issues associated with exploitation of energy sources

	Economic issues with it	Environmental issues with it
Fracking	<ol style="list-style-type: none"> <li>1. The initial set up cost of the infrastructure is high</li> <li>2. Jobs are created in the fracking industry</li> </ol>	<ol style="list-style-type: none"> <li>1. Potential contamination of water supplies due to use of chemicals</li> <li>2. High risk of minor earthquakes due to the high-pressure water injection</li> </ol>
Renewable	<ol style="list-style-type: none"> <li>1. Electricity produced can be variable</li> <li>2. Cost of installation is falling significantly</li> </ol>	<ol style="list-style-type: none"> <li>1. Visual impact on the landscape and can be intrusive to people</li> <li>2. After infrastructure is in place, the energy produced creates zero Co2 emissions</li> </ol>

Instructions: You need to learn the economic and environmental issues of renewable energy and fracking. You need to repeat until you definitely know them.

Format: **cover your answers** write out the economic and environmental issues in full sentences as follows:

One economic issue with fracking is that the initial set up cost of the infrastructure is low. ✗

One economic issue with fracking is that the initial set up cost of the infrastructure is high. ✓

## Geography Week 10- 10.11.25 UK food changes in demand/supply Food security factors and impacts

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

Key Question	Answer
1. State 2 ways that the demand for food has changed in the UK?	<ol style="list-style-type: none"> <li>1 We demand more exotic food all year round that can't be grown in the UK leading to higher food miles and Co2 emissions</li> <li>2 Although some are preferring more locally grown food because it is fresher and more nutritious</li> </ol>
2. What is the link between increasing economic development and rising food consumption?	<ol style="list-style-type: none"> <li>1. As countries get wealthier, they buy and import more food.</li> <li>2. Their diet will also change to include more meat (expensive) and more calorific food</li> </ol>
3. What is famine?	A widespread shortage of food
4. What is food insecurity	Not being able to access safe and nutritious food
5. What is undernutrition?	When people cannot access enough nutrients to cover their needs for energy and growth
6. Name the 6 factors that affect food supply?	Climate, technology, pest and diseases, water stress, conflict and poverty

Instructions: You need to learn the answers to these 6 key questions on resources.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. **The link between increasing economic development rising food consumption is that as countries get wealthier, they buy and import more food. They will also eat more expensive food such as meat which has more calories. ✓**
1. **As countries get wealthier, they buy less and export more food. ✗**
2. **As a country gets wealthier, they buy and import more food. ✓**

### **Social and economic impacts of food insecurity**

Impacts of food insecurity	Social issues	Economic issues
1. Famine and undernutrition	This may lead to death through starvation	People suffering from undernutrition and malnutrition may lack energy to work and therefore struggle to earn money or farm for themselves
2. Soil erosion	Food cannot be grown and this will lead to undernutrition	Soil becomes useless and farmers cannot make a profit from growing crops
3. Rising prices and social unrest	People will start protests following food price rises leading to violence and anger. Communities won't feel safe	The poorest will be hit the hardest as food prices rises. Farmers may be able to make more a profit as they can charge higher prices

Instructions: You need to learn the social and economic impacts/issues of food insecurity. You need to repeat until you definitely know them.

Format: **cover your answers** write out the social and economic issues for each impact in full sentences as follows:

**One impact of food insecurity is starvation, this is an economic issue. ✗**

**One impact of food insecurity is famine and undernutrition, this could lead to social issues such as death through starvation and it could also lead to economic issues because people suffering from undernutrition may lack energy to work and therefore struggle to earn money or farm for themselves. ✓**

## Geography Week 11- 17.11.25 Tropical storms formation and Typhoon Haiyan

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

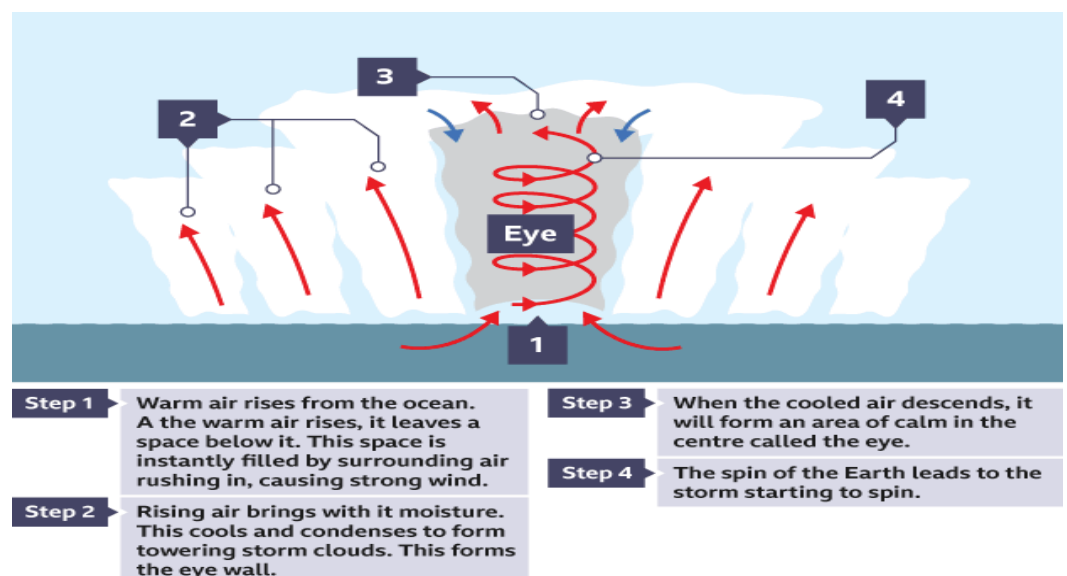
Key Question	Answer
1. Where did Typhoon Haiyan hit? In what year?	The Philippines, Asia 2013
2. How many people died in Typhoon Haiyan	6300
3. How many fishing boats were destroyed in Typhoon Haiyan?	30,000
4. Is this an immediate or long-term response to Typhoon Haiyan – ‘a cash for work programme gave people money to help clear debris and rebuild the city of the Typhoon	Long term response because it happened in the weeks and months after the disaster
5. What was the name of the major city in the Philippines that was devastated by the Typhoon	Tacloban
6. Name 3 ingredients needed for a Tropical Storm to form?	27oC warm oceans Low pressure areas Winds are 74mph or higher

Instructions: You need to learn the answers to these 6 key questions on resources. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Typhoon Haiyan hit the Philippines in 2013. ✓
2. 30,000 people died in Typhoon Haiyan. ✗
2. 6,300 people died in Typhoon Haiyan ✓

### Formation of a Tropical Storm



Instructions: You need to learn the stages in the formation of a Tropical storm.

Format: **cover the answers below the diagram** write out each **full** stage in the formation from step 1 to step 4.

The first step is warm air rises from the ocean. ✗

The first step in the formation of a Tropical storm is warm air rises from the ocean, As the warm air rises it leaves a space below it. This space is instantly filled by surrounding air rushing in causing strong wind. ✓

## Geography Week 12- 24.11.25 Strategies to improve food supply

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

Key Question	Answer
1. What is irrigation?	Applying water to the land in order to supply crops and other plants with necessary water
2. What is the difference between hydroponics and aeroponics?	Hydroponics – plants are grown in nutrient rich water Aeroponics – plants are sprayed with a fine mist containing nutrients Both can be grown vertically and without soil
3. What is the New Green Revolution?	This refers to efforts to increase food production in LICs through developing high yield crops, improving irrigation and adopting sustainable farming practices
4. What is biotechnology?	The manipulation (through genetic engineering) or living organisms to produce useful commercial products (such as pest resistant crops and new bacterial strains)
5. What is appropriate technology?	Simple, easily learned and easily maintained technology suited to the needs, skills and knowledge of local people in LICs

Instructions: You need to learn the answers to these 5 key questions on resources.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Irrigation is when water is applied to the land in order to supply crops.
2. **One difference between hydroponic and aeroponics is they both can be grown vertically** ✗  
**2. Hydroponics are different to aeroponics because hydroponics uses nutrient rich spray whereas aeroponics uses nutrient rich water** ✓

### Strategies to increase food supply

Strategy to increase food supply	How does it increase food supply	Any issues?
1. Irrigation	Expands agricultural areas even with unreliable rainfall	In hot countries, there can be issues with evaporation of water and salinisation (when salt is left behind)
2. Aeroponics and hydroponics	Farmers can get a larger yield from their farm area because there is no need for soil or space (plants can be grown vertically)	They are often grown in greenhouses which means operating costs are high
3. The new Green Revolution	Using high yield crops will produce more food and considering the environment will also mean more food produced in the long term	More intensive farming could lead to soil exhaustion and degradation.
4. Use of biotechnology	Genetically modified crops often produce higher yields that don't get destroyed by pests so crops don't fail	Environmentalists are worried about the impact that biotechnology has on the environment and ecosystems
5. Appropriate technology	Increases agricultural output without putting people out of work. Perfect for people in LICs	Usually quite small scale

Instructions: You need to learn how the 5 strategies to increase food supply work and any issues linked to them. You need to repeat until you definitely know them.

Format: **look, cover and write out** answer in full sentences as follows:

**One strategy to increase food supply is irrigation – it works because there can be issues with evaporation.** ✗  
**One strategy to increase food supply is irrigation, this work because it expands agricultural areas even with unreliable rainfall. However, in hot countries there can be issues with evaporation of water.** ✓

### Geography Week 13- 1.12.25 Sustainable food supply and IBIS

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

Key Question	Answer
1. Name the 5 sustainable food supply strategies.	Organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption and reducing food waste and losses
2. What is organic farming?	Farming that makes food using environmentally and animal friendly methods where chemicals are banned
3. What is permaculture?	A system of agriculture which is based on using pattern and features observed in natural ecosystems
4. What is urban initiative farming?	The growing of fruits, herbs, vegetables and raising animals in towns and cities often on abandoned wasteland.
5. What is a sustainable food supply?	Food that is produced in ways that avoid damaging natural resources, provide social benefits and contribute to local economies.
6. How many large dams were built in the Indus Basin Irrigation Scheme?	3 large dams

Instructions: You need to learn the answers to these 5 key questions on resources.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

1. Organic farming, permaculture, urban farming initiatives, fish and meat from sustainable sources, seasonal food consumption and reducing food waste and losses ✗
1. Organic farming is farming that makes food using environmentally and animal friendly methods where chemicals are banned ✓

### Example of a LARGE scale agricultural development that has increased food supply is Indus Basin Irrigation Scheme - Pakistan and India

Advantages	Disadvantages
HEP (hydroelectric power) can now be generated by the 3 large dams	High temperatures means that there is high evaporation and lots of water is lost
Crop yields have increased. Wheat has increased by 36%	Evaporation leaves behind salt on the soil (known as salinisation), this makes the soil useless
40% more land can be cultivated now due to irrigation which means there is greater food security	Some farmers take an unfair share of water upstream leaving less for those downstream

Instructions: You need to learn change in the advantages and disadvantages of the Indus Basin Irrigation Scheme. You need to repeat until you definitely know them.

Format: **cover the TEA answer**, write out answer in full sentences as follows:

One advantage of the Indus basin irrigation scheme is it generates electricity and has 6 large dams. ✗

One advantage of the Indus Basin Irrigation Scheme is it generates Hydroelectric power and has 3 large dams. ✓

**Geography Week 14- 8.12.25 Small scale agriculture – Rice fish farming and mitigation**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

Key Question	Answer
1. Where in the world is the local scheme in a LIC to increase sustainable supplies of food based?	Bangladesh
2. What is the project called?	Rice Fish Farming
3. How is rice fishing farming seen as socially sustainable?	Diets have improved because rice is a good source of carbohydrate and fish is a good source of protein so people will be healthier
4. How is rice fishing farming seen as economically sustainable?	The rice and the fish give the farmers two sources of income so if one fails they will have a back up.
5. How is rice fish farming seen as environmentally sustainable?	The fish act as a natural pesticide for the pests on the rice. The fish droppings will also naturally fertilise the soil to help the rice grow stronger.
6. What is mitigation in relation to climate change?	When people reduce the causes of climate change eg reduce Co2 emissions

Instructions: You need to learn the answers to these 6 key questions on resources. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

- The local scheme in a LIC to increase sustainable food supplies is Bangladesh. ✓
- The project is called Fish farming and Rice. ✗
- The project is called Rice fish farming. ✓

Instructions: You need to write out the 4 types of mitigation with the information about how it mitigates. You need to repeat until you definitely know them.

Format: **cover the answer**, write out answer in full sentences as follows:

A type of mitigation is carbon capture this is when carbon is captured. ✗

A type of mitigation is carbon capture this is when carbon emissions are captured before they reach the greenhouse layer and compressed, transported and injected into a well It is costly but very effective ✓

**What are the 4 different types of mitigation and what do they do?**

Type of mitigation	How does it mitigate?
Carbon capture and storage	Carbon emissions are captured before they reach the greenhouse layer and compressed, transported and injected into a well. It is costly but very effective
Alternative energy production	Using other sources of energy production rather than burning fossil fuels which produce Co2 when burnt. Included in the list are renewables (solar, tidal, wind etc) and nuclear energy. Nuclear is very efficient but has risks and is expensive and it takes time to build. Renewables need initial set up costs and aren't that efficient yet.
Planting trees	Trees are a carbon sink and take in the CO2 rather than letting it into the greenhouse layer. They also release moisture and can cool the planet. They do take time to establish when planted.
International agreements	A global solution when countries meet every year to agree global targets to reduce Co2 emissions. Particularly important that the HICs (who produce most of the emissions) support the LICs (who are affected most by climate change - storms, flooding etc). Although sometimes countries opt out (USA) or don't meet the targets. They need to be legally binding

**Geography Week 15- 15.12.25 Climate change adaptation and Typhoon Haiyan responses**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

Key Question	Answer
1. What is adaptation in relation to climate change?	Actions taken to adjust to climate change to limit its impacts
2. What are the 3 strategies that can help us adapt to climate change?	Change in agricultural systems, Managing water supply and reducing risk from rising sea levels
3. What does changes in agricultural systems mean in terms of adaptation?	It includes such things as developing and planting drought resistant crops to cope with less precipitation
4. What does managing water supply mean in terms of adaptation?	It includes increasing irrigation in drier areas
5. What does reducing the risk from rising sea levels mean in terms of adaptation?	It includes building houses on stilts to cope, building barrages and sea walls to cope with more instances of flooding.

Instructions: You need to learn the answers to these 5 key questions on climate change. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

Format: **cover the answers** and write the answers out in full sentences as follows:

- Adaptation is when we take action to adjust to climate change to limit its impacts. ✓
- The 3 strategies for adapting to climate change are change in agricultural systems and managing water supply ✗
- The 3 strategies for adapting to climate change are change in agricultural systems, managing water supply and reducing risk from rising sea levels. ✓

**Responses to Typhoon Haiyan**

Immediate responses	Long term responses
US aircraft carrier (George Washington) and helicopters assisted with the search and rescue and delivery of aid	'Cash for work' programmes – people paid to help clear debris and rebuild the city
Over 1200 evacuation centres were set up to help the homeless.	Aid agencies such as Oxfam supported the replacement of fishing boats
The UK government sent shelter kits, each one able to provide emergency shelter for a family.	Thousands of new homes have been built away from areas at risk of flooding or the storm surge

Instructions: You need to learn the immediate and long term responses for Typhoon Haiyan. You need to repeat until you definitely know them.

Format: **cover the responses** and then write out answer in full sentences as follows:

One immediate response to Typhoon Haiyan is aid agencies such as Oxfam supported the replacement of fishing boats ✗

One long term response to Typhoon Haiyan is aid agencies such as Oxfam supported the replacement of fishing boats ✓



# Y10 Health + Social

# Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

## KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with **a 30 minute, same day, detention.**

## SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention.**

## HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Health and Social Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

## BTEC Health and Social Care Week 2 DATE 08/09/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Infant	A child under 1 year
Component 1	Adolescent	A young person between the ages of 9 and 18
Component 1	Adult	Any individual over the age of 18
Component 1	Fine motor skills	Small and intricate movements that are difficult e.g. threading beads
Component 1	Gross motor skills	Abilities that allow us to move our whole bodies, using large muscle groups in the arms, legs, and torso e.g. running

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Infant – a child under 1 year old.

✓

2. Gross motor skills – Abilities that allow us to move small muscles in our bodies. X

2. Gross motor skills - Abilities that allow us to move our whole bodies, using large muscle groups in the arms, legs, and torso e.g. running ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What are the PIES?	Physical, intellectual, emotional and social
Component 1	2. The two types of motor skills are...	Gross and fine motor skills
Component 1	3. Give two examples of gross motor development	Running and jumping are examples of gross motor development.
Component 1	4. Give two examples of fine motor development	Writing and threading beads are examples of fine motor development.
Component 1	5. What is the average weight of an infant at birth?	A baby's average weight at birth is 7-8 pounds.

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Running and jumping are examples of gross motor development. ✓

2. Running and jumping are examples of fine motor development. X

2. Writings and threading beads are examples of fine motor development. ✓

## BTEC Health and Social Care Week 3 DATE 15/09/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Bonding and attachment	These describe the emotional ties an individual forms with others
Component 1	Security	is mainly the feeling of being cared for, being safe and loved
Component 1	Adult	is the emotional state when infants and children feel happy in their environment
Component 1	Fine motor skills	is about reaching a stage of development that enables individuals to care for themselves and make their own decisions
Component 1	Social development	is a process called socialisation

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Bonding and attachment - These describe the emotional ties an individual forms with others. ✓

2. Security – Feeling safe and loved. X

2. Security - is mainly the feeling of being cared for, being safe and loved ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What ages do infants usually begin to walk?	Infants begin to walk at approximately 13 months
Component 1	2. Abstract thinking is...	Finding new ways of looking at things and imagining things that have not been observed
Component 1	3. How many words would a typical infant know by their first birthday?	15/20 words
Component 1	4. What is solitary play?	Solitary play is when the infant plays by themselves even if they are surrounded by others
Component 1	5. What is cooperative play?	When infants play together in unison

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Infants will commonly start to walk when they are 13 months old. ✓

2. Looking at things differently. X

2. Finding new ways of looking at things and imagining things that have not been observed. ✓

## BTEC Health and Social Care Week 4 DATE 22/09/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Physical Development	Changes over time within the body, fitness, illness, diet, sleep, exercise, addiction.
Component 1	Intellectual Development	Changes over time within the brain, learning, skill set, qualifications, education, creative thinking, problem solving.
Component 1	Emotional Development	Changes surrounding mental health, self esteem, confidence, feelings, recognising feelings and sharing own feelings with others.
Component 1	Social development	Changes over time around interactions and relationships with others.
Component 1	Characteristic	Something that is typical of people at a particular life stage

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Physical development - Changes over time within the body, fitness, illness, diet, sleep, exercise, addiction. ✓

2. Intellectual development - the use of the brain. X

2. Intellectual development - Changes over time within the brain, learning, skill set, qualifications.

### Task 2

Topic	Key question	Answer
Component 1	1. What might inhibit some children from developing physically?	It may be that a child has a health or genetic condition that stunts their growth
Component 1	2. A child developing their intellect starts off with a more 'hands-on' approach, an example of this might be...	Using an abacus to count or a writing frame
Component 1	3. How many words do most children speak by the time they reach early childhood?	50 words
Component 1	4. How might a young person in early childhood express their independence?	Choosing their own clothes or making themselves breakfast
Component 1	5. What is empathy?	Empathy is considering other people's feelings

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. A health or genetic condition may stunt an infant's growth. ✓

2. Abacus. X

2. Using an abacus to count or a

**BTEC Health and Social Care Week 5 DATE 29/09/25**

Use the look, cover, write, check process to self-quizz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Health and well-being	Events that cause changes to the body, physical or mental health or mobility
Component 1	Self Esteem	Confidence in one's own worth, abilities and self respect.
Component 1	Resilience	A person's ability to come to terms with, and adapt to, events that happen in life
Component 1	Anxiety	The feeling of worry or nervousness
Component 1	Discrimination	Treating a person or group of people differently from others

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Health & wellbeing - Events that cause changes to the body, physical or mental health or mobility ✓

2. Self-esteem - how we feel X

2. Self-esteem - Confidence in one's own worth, abilities and self respect. ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What is puberty	The body's preparation for adulthood
Component 1	2. What is a primary sexual characteristic?	Sex organs that are present at birth
Component 1	3. What is a secondary sexual characteristic?	Anatomy that are part of the sexual process, but not present at birth
Component 1	4. At what stage of life are humans the most fertile?	Early adulthood
Component 1	5. The three most common types of relationships during adulthood are...	Formal Informal Intimate

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. The body's preparation for adulthood. ✓

2. Sex organs X

**BTEC Health and Social Care Week 6 DATE 06/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Development	Involves gaining new skills and abilities
Component 1	Bonding and attachment	The emotional ties an individual forms with others
Component 1	Factors	Physical, emotional, social and cultural aspects of an individual's life that affect overall health and well-being.
Component 1	Stress	Stress occurs when you have to respond to demands made on you. It causes the body to secrete hormones, the main one being adrenaline.
Component 1	Financial resources	Financial resources are affected by employment status, wealth, occupation, social class and material possessions.

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Development - Involves gaining new skills and abilities ✓

2. Bonding and attachment - The emotional bonds X

2. Bonding and attachment - The emotional ties an individual forms with others ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What physiological adaptations will be expected as infants develop?	Strength, flexibility and endurance
Component 1	2. Being physically active in infancy will also help avoid...	Being unwell or susceptible to illness
Component 1	3. What weight condition is linked to inactivity during infancy and childhood?	Obesity
Component 1	4. How many hours of physical activity per day should a child take part in?	Three hours
Component 1	5. Sleeping patterns will improve/worsen* with a consistent amount of physical activity	Improve

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Strength, flexibility and endurance. ✓

2. illness X

2. Being unwell or susceptible to illness ✓

**BTEC Health and Social Care Week 7 DATE 13/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Genetic inheritance	The genes a person inherits from their parents.
Component 1	Life circumstances	Impacts on day -to day life and the choices you make.
Component 1	Social interactions	Relationships and communications with others.
Component 1	Inherited conditions	Conditions that are passed down from previous generations
Component 1	Home environment	Our surroundings and the conditions in which we live

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Genetic inheritance- The genes a person inherits from their parents ✓

2. Life circumstances- what happens in lifei X

2. Life circumstances- Impacts on day -to day life and the choices you make ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. Being active makes it easier for children to learn as it contributes to healthy...	Brain cells
Component 1	2. Exercise improves resilience. Resilience is...	The ability to carry on even when confronted with difficulty
Component 1	3. Regular physical activity in childhood reduces anxiety. Anxiety is...	The level of nervousness or worry someone experiences
Component 1	4. Exercise promotes the release of what feel good hormone?	Endorphins
Component 1	5. A lack of physical activity in childhood may harm what academic outcomes?	This will affect academic performance (school)

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Brain cells. ✓

2. Keeping going X

2. The ability to carry on even when confronted with difficulty ✓

**BTEC Health and Social Care Week 8 DATE 20/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Chronic illness	Comes on gradually, is long term (more than 3 months) generally can be treated but not cured
Component 1	Acute illness	Comes on quickly, is short-term and can be cured.
Component 1	Diet	Intake of food and drink.
Component 1	Genetic inheritance	The genes a person inherits from their parents.
Component 1	Predisposition	An already predicted medical outcome based on genetic inheritance.

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Chronic illness- Comes on gradually, is long term (more than 3 months) generally can be treated but not cured ✓

2. Acute illness- Short illness X

2. Acute illness- Comes on quickly, is short-term and can be cured ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What emotional benefits are there for infants taking part in physical activity?	Boosts self-esteem and confidence
Component 1	2. How might taking part in physical activity improve the social health of an infant?	Meet new friends and learn social skills
Component 1	3. How many hours of physical activity should an adult be taking part in?	30 mins
Component 1	4. What does BMI stand for?	Body mass index
Component 1	5. An adult completing regular physical activity will reduce the chances of developing a health condition that affects blood sugar levels - what is the name of this condition?	Type 2 diabetes

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Boosts self-esteem and confidence. ✓

2. Socialise X

2. Meet new friends and learn social skills ✓

**BTEC Health and Social Care Week 9 DATE 03/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Primary Services	First point of referral/ first contact within health and social care.
Component 1	Secondary services	Services referred to by primary services.
Component 1	Inherited conditions	Conditions that are passed down from previous generations
Component 1	Gender identity	How someone feels internally about their gender
Component 1	Sexual orientation	The emotional, romantic or sexual attraction a person feels towards another person

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Primary services- First point of referral/ first contact within health and social care. ✓

2. Secondary services - Services referred to by primary services X

2. Secondary services - Services referred to by primary services ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What is blood pressure?	The force exerted from the blood onto that walls of the blood vessels
Component 1	2. What is a kcal (calorie)	A form of energy we consume
Component 1	3. What substance builds up in the artery as a result of inactivity?	Cholesterol
Component 1	4. Regular physical activity can improve memory - what are the two types of memory we possess?	Short and long-term memory
Component 1	5. What is the difference between self-image and self-esteem?	Self-image is how we view ourselves or how we think others view us. Self-esteem is how good or bad we feel about ourselves

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. The force exerted from the blood onto that walls of the blood vessels. ✓

2. Energy X

2. A form of energy we consume ✓

**BTEC Health and Social Care Week 10 DATE 10/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Infant	A child under 1 year
Component 1	Adolescent	A young person between the ages of 9 and 18
Component 1	Adult	Any individual over the age of 18
Component 1	Fine motor skills	Small and intricate movements that are difficult e.g. threading beads
Component 1	Gross motor skills	Abilities that allow us to move our whole bodies, using large muscle groups in the arms, legs, and torso e.g. running

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Infant – a child under 1 year old. ✓

2. Gross motor skills – Abilities that allow us to move small muscles in our bodies. X

2. Gross motor skills - Abilities that allow us to move our whole bodies, using large muscle groups in the arms, legs, and torso e.g.

**Task 2**

Topic	Key question	Answer
Component 1	1. Periods of our lives that are significant are called...	Life events
Component 1	2. An individual's economic and accommodation status can be commonly called...	Standard of living
Component 1	3. Opportunities to meet others and form friendships and relationships, are what of the PIES?	Social
Component 1	4. The amount of money available to someone after all bills and invoices have been paid is called...	Disposable income
Component 1	5. What is self-confidence?	Is a positive belief in oneself

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Life events. ✓

2. Our money. X

2. Standard of living. ✓

## BTEC Health and Social Care Week 11 DATE 17/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Bonding and attachment	These describe the emotional ties an individual forms with others
Component 1	Security	is mainly the feeling of being cared for, being safe and loved
Component 1	Adult	is the emotional state when infants and children feel happy in their environment
Component 1	Fine motor skills	is about reaching a stage of development that enables individuals to care for themselves and make their own decisions
Component 1	Social development	is a process called socialisation

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Bonding and attachment - These describe the emotional ties an individual forms with others. ✓

2. Security – Feeling safe and loved. X

2. Security - is mainly the feeling of being cared for, being safe and loved ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What ages do infants usually begin to walk?	Infants begin to walk at approximately 13 months
Component 1	2. Abstract thinking is...	Finding new ways of looking at things and imagining things that have not been observed
Component 1	3. How many words would a typical infant know by their first birthday?	15/20 words
Component 1	4. What is solitary play?	Solitary play is when the infant plays by themselves even if they are surrounded by others
Component 1	5. What is cooperative play?	When infants play together in unison

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Infants will commonly start to walk when they are 13 months old. ✓

2. Looking at things differently. X

2. Finding new ways of looking at things and imagining things that have not been observed. ✓

**BTEC Health and Social Care Week 12 DATE 24/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Physical Development	Changes over time within the body, fitness, illness, diet, sleep, exercise, addiction.
Component 1	Intellectual Development	Changes over time within the brain, learning, skill set, qualifications, education, creative thinking, problem solving.
Component 1	Emotional Development	Changes surrounding mental health, self esteem, confidence, feelings, recognising feelings and sharing own feelings with others.
Component 1	Social development	Changes over time around interactions and relationships with others.
Component 1	Characteristic	Something that is typical of people at a particular life stage

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Physical development - Changes over time within the body, fitness, illness, diet, sleep, exercise, addiction. ✓

2. Intellectual development - the use of the brain. X

2. Intellectual development - Changes over time within the brain, learning, skill set, qualifications, education, creative thinking, problem solving. ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What might inhibit some children from developing physically?	It may be that a child has a health or genetic condition that stunts their growth
Component 1	2. A child developing their intellect starts off with a more 'hands-on' approach, an example of this might be...	Using an abacus to count or a writing frame
Component 1	3. How many words do most children speak by the time they reach early childhood?	50 words
Component 1	4. How might a young person in early childhood express their independence?	Choosing their own clothes or making themselves breakfast
Component 1	5. What is empathy?	Empathy is considering other people's feelings

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. A health or genetic condition may stunt an infant's growth. ✓

2. Abacus. X

2. Using an abacus to count or a writing frame ✓

**BTEC Health and Social Care Week 13 DATE 01/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Health and well-being	Events that cause changes to the body, physical or mental health or mobility
Component 1	Self Esteem	Confidence in one's own worth, abilities and self respect.
Component 1	Resilience	A person's ability to come to terms with, and adapt to, events that happen in life
Component 1	Anxiety	The feeling of worry or nervousness
Component 1	Discrimination	Treating a person or group of people differently from others

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Health & wellbeing - Events that cause changes to the body, physical or mental health or mobility ✓

2. Self-esteem - how we feel X

2. Self-esteem - Confidence in one's own worth, abilities and self respect. ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What is puberty	The body's preparation for adulthood
Component 1	2. What is a primary sexual characteristic?	Sex organs that are present at birth
Component 1	3. What is a secondary sexual characteristic?	Anatomy that are part of the sexual process, but not present at birth
Component 1	4. At what stage of life are humans the most fertile?	Early adulthood
Component 1	5. The three most common types of relationships during adulthood are...	Formal Informal Intimate

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. The body's preparation for adulthood. ✓

2. Sex organs X

2. Sex organs that are present at birth ✓

**BTEC Health and Social Care Week 14 DATE 08/12/25**

Use the look, cover, write, check process to self-quizz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Development	Involves gaining new skills and abilities
Component 1	Bonding and attachment	The emotional ties an individual forms with others
Component 1	Factors	Physical, emotional, social and cultural aspects of an individual's life that affect overall health and well-being.
Component 1	Stress	Stress occurs when you have to respond to demands made on you. It causes the body to secrete hormones, the main one being adrenaline.
Component 1	Financial resources	Financial resources are affected by employment status, wealth, occupation, social class and material possessions.

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Development - Involves gaining new skills and abilities ✓

2. Bonding and attachment - The emotional bonds X

2. Bonding and attachment - The emotional ties an individual forms with others ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What physiological adaptations will be expected as infants develop?	Strength, flexibility and endurance
Component 1	2. Being physically active in infancy will also help avoid...	Being unwell or susceptible to illness
Component 1	3. What weight condition is linked to inactivity during infancy and childhood?	Obesity
Component 1	4. How many hours of physical activity per day should a child take part in?	Three hours
Component 1	5. Sleeping patterns will improve/worsen* with a consistent amount of physical activity	Improve

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Strength, flexibility and endurance. ✓

2. illness X

2. Being unwell or susceptible to illness ✓

**BTEC Health and Social Care Week 15 DATE 15/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Genetic inheritance	The genes a person inherits from their parents.
Component 1	Life circumstances	Impacts on day -to day life and the choices you make.
Component 1	Social interactions	Relationships and communications with others.
Component 1	Inherited conditions	Conditions that are passed down from previous generations
	environment	Our surroundings and the conditions in

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Genetic inheritance- The genes a person inherits from their parents ✓

2. Life circumstances- what happens in life X

2. Life circumstances- Impacts on day -to day life and the choices you make ✓

**Task 2**

Component 1	1. Being active makes it easier for children to learn as it contributes to healthy...	Brain cells
Component 1	2. Exercise improves resilience.	
Component 1	3. Regular physical activity in childhood reduces anxiety. Anxiety is...	difficulty The level of nervousness or worry someone experiences
Component 1	4. Exercise promotes the release of what feel good hormone?	Endorphins
Component 1	5. A lack of physical activity in childhood may harm what academic outcomes?	This will affect academic performance (school)

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Brain cells. ✓

2. Keeping going X

2. The ability to carry on even when confronted with difficulty?



# Y10 History

# Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

## KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

## SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

## HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
History Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic.
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with thatch and open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells.
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent. ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

## History Week 2 - 8/9/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Name the four periods and give their dates:	The four periods are Medieval Britain (1250-1500). Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today).
2	In what period was the 19th century?	The 19 <sup>th</sup> century was during the Industrial Period.
3	In what period was the 20th century?	The 20 <sup>th</sup> century was during the period called Britain since 1900.

Instructions: You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

*The year 2025 is in the 21<sup>st</sup> century. This means that we are currently living through the 21<sup>st</sup> century since the year 0. The year 50 was in the 1<sup>st</sup> century since the year 0. The year 100 was the first year of the 2<sup>nd</sup> century. The year 250 is therefore in the 3<sup>rd</sup> century. Further forward, the 1500s is the 16<sup>th</sup> century, the 18<sup>th</sup> century is the 1700s and the 1900s is the 20<sup>th</sup> century.*

Use the text above to help you answer the following questions in your self-quizzing books. Make sure you cover up the answers in the bottom right of the page. Your answers should be written in full sentences: 'The year 1550 was in the 16<sup>th</sup> century.'

Testing table	
1	What century was the year 1910 in?
2	What century was the year 1250 in?
3	What century was the year 1599 in?
4	What century was the year 2002 in?
5	Which 100 years would we call the 15 <sup>th</sup> century?
6	Which 100 years would we call the 19 <sup>th</sup> century?
7	Which 100 years would we call the 17 <sup>th</sup> century?
8	Which 100 years would we call the 11 <sup>th</sup> century?

Answers	
1	The year 1910 was in the 20 <sup>th</sup> century.
2	The year 1250 was in the 13 <sup>th</sup> century.
3	The year 1599 was in the 16 <sup>th</sup> century.
4	The year 2002 was in the 21 <sup>st</sup> century.
5	The 15 <sup>th</sup> century means the 1400s.
6	The 19 <sup>th</sup> century means the 1800s.
7	The 17 <sup>th</sup> century means the 1600s.
8	The 11 <sup>th</sup> century means the 1000s.

### History Week 3 - 15/9/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Why were cesspits a risk to health in the Medieval countryside?	Cesspits were a risk to health because they contaminated streams and wells.
2	Give TWO features of a Medieval peasants' diet:	Features of a Medieval peasants' diet included fruit and vegetables, pottage and they relied on a good harvest.
3	What does unsanitary mean?	Unsanitary means dirty, unclean and unhygienic.
4	Give TWO features of homes in the countryside during the Middle Ages:	Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside.
5	What was the theory of four humours?	The Theory of the Four Humours was the idea that that illness occurred when the body's humours were out of balance.
6	Name the four periods and give their dates:	The periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today)

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Medieval	1) In the countryside waste was stored in cesspits often close to wells/streams	->	2) Human waste leaks into rivers/wells contaminating them	->	3) People collected water contaminated rivers/wells	->	4) <b>Dysentery</b> was prevalent
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Medieval	1) The rural labouring poor lived in cramped conditions – one family to a one room, windowless cottage	->	2) There was a lack of ventilation in people's homes	->	3) When a person coughed their water droplets did not disperse but were breathed in by other residents	->	4) Diseases like <b>tuberculosis</b> were easily spread throughout a home, so were prevalent
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You need to learn the two flow charts above explaining why dysentery and tuberculosis were prevalent in the Medieval Countryside. Look, cover, write, check for each step of the flow chart. For example: '1) *In the countryside waste was stored in cesspits often close to wells and streams.*'

## History Week 4 - 22/9/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give TWO ways in which people in Medieval towns got water:	People in Medieval towns got water from the conduit or from a water seller
2	What job did rakers do?	Rakers would clean filth from the streets
3	Give ONE feature of homes in Medieval towns:	Homes in Medieval towns were packed together, cramped and overcrowded
4	Why were drovers a risk to health in the Medieval town?	Drovers were a risk to health because they brought livestock into town to be slaughtered, filling the streets with dung and blood
5	What job did gongfarmers do?	Gongfarmers would remove waste from cesspits
6	How did people who lived in Medieval towns get their food?	People in Medieval towns got their food from a weekly market
7	Name the four periods and give their dates:	The periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today)

Instructions: You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Medieval	1) People threw waste into streets and drovers left animal waste on streets	->	2) Streets were the ideal home for rats, carrying fleas with Yersinia Pestis	->	3) People were frequently bitten by fleas carrying Yersinia Pestis	->	4) Outbreaks of <b>plague</b> were common
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Medieval	1) In towns people's waste was stored in cesspits or thrown onto streets, or dumped into rivers	->	2) Rivers contaminated with human waste	->	3) People collected water contaminated rivers/wells	->	4) <b>Dysentery</b> was prevalent
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You need to learn the two flow charts above explaining why dysentery and plague were prevalent in the Medieval Towns. Look, cover, write, check for each step of the flow chart. For example: '1) In Medieval towns people threw their waste into the streets and drovers left animal waste on the streets.'

## History Week 5 - 29/9/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Name THREE diseases that were prevalent in Medieval Britain:	Three prevalent diseases in Medieval Britain were dysentery, tuberculosis and the Bubonic Plague
2	What year did the Black Death hit England?	The Black Death hit England in 1348
3	Give THREE Medieval beliefs about the causes of the Black Death:	Medieval beliefs about the causes of the Black Death included that it was a punishment from God, Miasma and the movement of the planets
4	Give THREE unhelpful cures for the Black Death:	Three unhelpful cures for the Black Death included: whipping yourself (flagellants), prayer, bloodletting and carrying posies
5	What actually caused the Black Death?	The Black Death was caused by the Yersinia Pestis pathogen living in fleas carried on rats
6	What % of the population were killed by the Black Death?	50% of the population was killed by the Black Death
7	Why were cesspits a risk to health in the Medieval countryside?	Cesspits were a risk to health because they contaminated streams and wells.
8	Name the four periods and give their dates:	The periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today)

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Medieval	1) People believed that God or miasma were the main causes of disease	->	2) When plague struck they either tried prayer or sweet smelling posies of flowers	->	3) Rats carrying fleas with Yersinia Pestis were not removed	->	4) Outbreaks of <b>plague</b> were not prevented
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Medieval	1) People threw waste into streets and drovers left animal waste on streets	->	2) Streets were the ideal home for rats, carrying fleas with Yersinia Pestis	->	3) People were frequently bitten by fleas carrying Yersinia Pestis	->	4) Outbreaks of <b>plague</b> were common
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You need to learn the two flow charts above explaining why plague was prevalent in the Medieval Towns. Look, cover, write, check for each step of the flow chart. For example: '1) In Medieval towns people believed that God or miasma were the main causes of disease.'

## History Week 6 - 6/10/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give TWO reasons why monasteries needed clean water:	Monasteries needed clean water for baptisms and caring for the sick in the infirmary
2	How did town authorities improve public health in the Middle Ages?	Town authorities in the Middle Ages tried to improve public health by employing rakers and gongfarmers and building conduits
3	How did monasteries improve public health in the Middle Ages?	Monasteries built water pipes and conduits to bring in fresh water from the surrounding hills
4	Give TWO ways in which the gentry improved their living conditions in the Early Modern period:	The gentry in the Early Modern Period could afford a more varied diet, they built houses from brick, had piped water and a flushing toilet
5	Give TWO Early Modern beliefs about the causes of Plague:	Early Modern beliefs about the causes of plague included: miasma, that it was a punishment from God and that it was due to the humours being out of balance
6	Give TWO features of housing for the urban labouring poor in the Early Modern period:	Housing for the urban labouring poor in the Early Modern period remained unchanged. They lived in overcrowded housing in garden sheds and attics, wooden houses were jutting over the street, and water was from water sellers and conduits
7	Give TWO features of living conditions for the rural labouring poor in the Early Modern period:	Living conditions for the rural labouring poor in the early Modern period remained unchanged. They still relied on the harvest, collected water from wells and streams and stored waste in cesspits

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Early Modern	1) In towns, drovers would bring cattle into the centre for the weekly market	->	2) Cattle blood and dung would spill on to the streets	->	3) Rats, carrying fleas with Yersinia Pestis, found unsanitary streets a perfect habitat	->	4) <b>Plague</b> was prevalent
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Early Modern	1) The urban labouring poor lived in cramped conditions in small shared wooden houses	->	2) There was a lack of ventilation in people's homes	->	3) When a person coughed their water droplets did not disperse but were breathed in by other residents	->	4) Diseases like <b>tuberculosis</b> were easily spread throughout a home, so were prevalent
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You need to learn the two flow charts above explaining why plague and tuberculosis were prevalent in Early Modern towns. Look, cover, write, check for each step of the flow chart. For example: '1) In Early Modern towns, drovers would bring cattle into the centre for the weekly market.'

## History Week 7 - 13/10/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	When did the Early Modern period begin and end?	The Early Modern period began in 1500 and ended in 1750
2	How often did the Plague hit England in the Early Modern period?	The Plague hit England roughly every 20 years during the Early Modern Period
3	Give TWO features of Elizabeth I's 1578 Plague Orders:	The 1578 Plague Orders involved: keeping cats and dogs kept off the streets, placing infected houses in quarantine, burning clothes of victims and saying special prayers in church
4	Describe the 1604 Plague Act:	The 1604 Plague Act introduced harsh punishments - such as hanging - for anyone breaking quarantine
5	What is quarantine?	Quarantine means staying away from other people to stop disease spreading
6	When was the Great Plague?	The Great Plague was in 1665
7	Give THREE ways in which the Bristol city council tried to stop the spread of the Plague:	Bristol city council tried to stop the spread of Plague by: building the Forlorn Hope Pesthouse, ordering a quarantine on goods coming from London, placing guards on the city gates, cancelling fairs and raising taxes to pay poor people in quarantine
8	Describe the change in population in the Early Modern period:	The population increased rapidly to 6 million during the Early Modern period

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Early Modern	1) In the countryside waste was stored in cesspits often close to wells/streams	->	2) Human waste leaks into rivers/wells contaminating them	->	3) People collected water contaminated rivers/wells	->	4) <b>Dysentery</b> was prevalent
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Early Modern	1) The rural labouring poor lived in cramped conditions – one family to a one room, windowless cottage	->	2) There was a lack of ventilation in people's homes	->	3) When a person coughed their water droplets did not disperse but were breathed in by other residents	->	4) Diseases like <b>tuberculosis</b> were easily spread throughout a home, so were prevalent
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You need to learn the two flow charts above explaining why dysentery and tuberculosis were prevalent in the Early Modern countryside. Look, cover, write, check for each step of the flow chart. For example: '1) *In the Early Modern countryside waste was stored in cesspits often close to wells and streams.*'

## History Week 8 - 20/10/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	In what century was the Gin Craze?	The Gin Craze happened in the 18th Century
2	Give TWO problems caused by the Gin Craze:	Problems caused by the Gin Craze included: drunkenness, an increase in crime, health problems and abandoned children
3	Give TWO methods that the early Gin Acts used to control drinking:	The early Gin Acts increased taxes and introduced licences for selling gin
4	Which Gin Act was finally effective?	The 1751 Gin Act was effective
5	Describe the 1751 Gin Act:	The 1751 Gin Act introduced harsh punishments for selling illegal gin, including whipping and transportation
6	Name THREE diseases that were prevalent in Early Modern Britain:	Three prevalent diseases in Early Modern Britain were dysentery, tuberculosis and the Bubonic Plague
7	Name ONE attempt by the town authorities in Bristol to improve the urban environment:	The town authorities in Bristol improved the urban environment by building Queen Square
8	Give THREE ways in which the urban environment was improved in Queen Square:	Queen Square included: streets paved with stone, large stone houses built to strict rules and regulations, a large green space and a system of conduits

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Early Modern	1) The Gin Craze caused health problems and an increase in crime	->	2) The government increased taxes on gin and introduced licences to sell gin	->	3) The rules were not strictly enforced	->	4) People continued to drink Gin and the Gin Craze continued in the 18 <sup>th</sup> century
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Early Modern	1) Licences and increased taxes did not stop the Gin Craze	->	2) The government introduced the 1751 Gin Act	->	3) The Act introduced harsh punishments for selling illegal gin	->	4) The Gin Craze stopped in the second half of the 18 <sup>th</sup> century
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You need to learn the two flow charts above which give details about the Gin Craze the Early Modern period. Look, cover, write, check for each step of the flow chart. For example: '1) *The Gin Craze caused health problems and an increase in crime.*'

### History Half-Term Holiday Homework - 27/10/25

Use the look, cover, write, check process to self-quizz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Name the four periods and give their dates:	The periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today)
2	Give TWO features of homes in the countryside during the Middle Ages:	Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside.
3	Why were drovers a risk to health in the Medieval town?	Drovers were a risk to health because they brought livestock into town to be slaughtered, filling the streets with dung and blood
4	What year did the Black Death hit England?	The Black Death hit England in 1348
5	What actually caused the Black Death?	The Black Death was caused by the Yersinia Pestis pathogen living in fleas carried on rats
6	Give THREE unhelpful cures for the Black Death:	Three unhelpful cures for the Black Death included: whipping yourself (flagellants), prayer, bloodletting and carrying posies
7	How did monasteries improve public health in the Middle Ages?	Monasteries built water pipes and conduits to bring in fresh water from the surrounding hills
8	Give TWO features of Elizabeth I's 1578 Plague Orders:	The 1578 Plague Orders involved: keeping cats and dogs kept off the streets, placing infected houses in quarantine, burning clothes of victims and saying special prayers in church
9	Describe the 1604 Plague Act:	The 1604 Plague Act introduced harsh punishments - such as hanging - for anyone breaking quarantine
10	Give THREE ways in which the Bristol city council tried to stop the spread of the Plague:	Bristol city council tried to stop the spread of Plague by: building the Forlorn Hope Pesthouse, ordering a quarantine on goods coming from London, placing guards on the city gates, cancelling fairs and raising taxes to pay poor people in quarantine

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Early Modern	1) People believed that God or miasma were the main causes of disease	->	2) When plague struck they either tried prayer or sweet smelling posies of flowers	->	3) Rats carrying fleas with Yersinia Pestis were not removed	->	4) Outbreaks of <b>plague</b> were not prevented
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You need to learn the flow chart above explaining why outbreaks of plague were not prevented in the Early Modern period. Look, cover, write, check for each step of the flow chart. For example: '1) People believed that God or miasma were the main causes of disease.'

### History Week 9 - 3/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Define industrialisation:	Industrialisation means the change from an agricultural to an industrial country
2	When does the Industrial period begin and end?	The Industrial Period began in 1750 and ended in 1900
3	Define urbanisation:	Urbanisation is the change from a rural society into an urban society
4	Name a new industrial city:	An industrial city is Manchester
5	Give TWO features of the diet of the urban poor:	The urban poor in the industrial period ate potatoes, bread and butter, no fresh food and adulterated food
6	Give TWO features of access to fresh water in the Industrial city:	In industrial cities, water was provided by water companies which charged high prices. Water supplies were often contaminated and whole streets shared one pump
7	Give TWO features of housing in the Industrial cities:	Features of housing in industrial cities included that there were: slums, they were overcrowded, there were back to backs and lodging houses
8	In what period was the 19th century?	The 19 <sup>th</sup> century was during the Industrial Period.

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Industrial	1) The urban poor ate a diet of bread and potatoes	->	2) Bread was often adulterated with sawdust, lowering nutrients	->	3) People had a lack of vitamin D in their diets	->	4) Rickets was prevalent
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Industrial	1) People's waste was stored in cesspits or pumped into the river Thames	->	2) Water companies pumped water from the Thames into local water pumps	->	3) People drank contaminated water	->	4) Outbreaks of cholera/typhoid were frequent
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You need to learn the two flow charts above explaining why rickets, cholera and typhoid were prevalent in industrial cities. Look, cover, write, check for each step of the flow chart. For example: '1) The Urban poor ate a diet of bread and potatoes.'

## History Week 10 - 10/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	What did Edwin Chadwick's 1842 report reveal about the life expectancy of the urban poor?	Chadwick's 1842 report revealed that the life expectancy of a poor worker was just 15
2	What is a laissez-faire policy?	A laissez-faire policy is a government policy that does not interfere with the economy or in people's lives
3	Give TWO features of the 1848 Public Health Act:	The 1848 Public Health Act involved local authorities could set up Boards of Health to build sewers and provide clean water. However, this was not compulsory so impact was limited
4	Give THREE diseases that were prevalent in Industrial Britain:	Diseases that were prevalent in Industrial Britain were cholera, diphtheria, tuberculosis, rickets and typhoid
5	Give TWO features of how waste was disposed of in the Industrial city:	In industrial cities, neighbours shared privies so cesspits contaminated water supplies, whereas the rich had flushing toilets
6	How was the cholera bacteria spread?	Cholera was carried in contaminated drinking water
7	Give TWO inaccurate ideas about the spread of cholera:	Inaccurate ideas about the spread of cholera included: miasma, punishment from God, or passed by touch
8	In what period did cholera arrive in Britain?	Cholera arrived in Britain during the Industrial Period

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

<b>Industrial</b>	1) In industrial cities, people lived in slums, including back-to-backs and lodging houses	->	2) There was a lack of ventilation in people's homes	->	3) When a person coughed their water droplets did not disperse but were breathed in by other residents	->	4) Disease like <b>tuberculosis</b> and <b>diphtheria</b> were easily spread throughout a slum, so were prevalent
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<b>Industrial</b>	1) The government of the Industrial Period believed in laissez faire	->	2) The action they took to tackle cholera was not compulsory (e.g. 1848 Public Health Act)	->	3) Local councils did not raise taxes to build sewers and clean water pipes	->	4) Outbreaks of <b>cholera</b> continued to occur
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You need to learn the two flow charts above explaining why tuberculosis and diphtheria were prevalent in the Industrial Period, but also why cholera outbreaks continued to happen. Look, cover, write, check for each step of the flow chart. For example: '1) In industrial cities, people lived in slums, including back-to-backs and lodging houses.'

## History Week 11 - 17/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Name TWO years in which there were cholera epidemics in England?	Cholera epidemics hit England in: 1831, 1848, 1854 and 1866
2	Give TWO inaccurate ideas about the spread of cholera:	Inaccurate ideas about the spread of cholera included: miasma, punishment from God, or passed by touch
3	Give THREE government responses to the 1831 cholera epidemic:	The government responded to the 1831 cholera epidemic by burning barrels of tar in the street to remove miasma, placing infected patients in quarantine and organising a National Day of Prayer
4	Give ONE reason why John Snow was significant in the fight against cholera:	John Snow proved that cholera was carried in contaminated water
5	Give TWO features of Bazalgette's sewers:	Bazalgette was given £3 million from Parliament to build 1300 miles of sewers following the Great Stink in 1858. They allowed sewage to be taken out on the tide
6	How was the cholera bacteria spread?	Cholera was carried in contaminated drinking water
7	Give TWO inaccurate ideas about the spread of cholera:	Inaccurate ideas about the spread of cholera included: miasma, punishment from God, or passed by touch
8	How did Bazalgette's sewers prevent cholera in London?	Bazalgette's sewers allowed waste to be taken out on the tide

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Industrial	1) In the early industrial period, people believed that God or miasma were the main causes of disease	->	2) National Prayer Days and barrels of tar were ordered in response to cholera	->	3) People were still drinking contaminated water	->	4) Outbreaks of cholera/typhoid were not stopped
Industrial	1) People's waste was stored in cesspits or pumped into the river Thames	->	2) Water companies pumped water from the Thames into local water pumps	->	3) People drank contaminated water	->	4) Outbreaks of cholera/typhoid were frequent

You need to learn the two flow charts above explaining why cholera and typhoid remained prevalent in the industrial period. Look, cover, write, check for each step of the flow chart. For example: '1) In the early industrial period, people believed that God or miasma were the main causes of disease.'

## History Week 12 - 24/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give ONE feature of the 1875 Public Health Act:	The 1875 Public Health Act forced local authorities to set up Boards of Health	<p><b>Instructions:</b> You need to learn the answers to these three questions from your People's Health 100 questions.</p> <p>Repeat them as often as you need in your self-quizzing book until you definitely know the answers.</p> <p>Cover the answers and the answers out in full sentences each time.</p>
2	Name TWO 19th Century public health acts:	Two 19th century public health acts were the 1848 Public Health Act and the 1875 Public Health Act	
3	Give THREE reasons why the government abandoned laissez-faire in the 19th Century:	The government abandoned laissez-faire policies by the end of the 19th century because of: Edwin Chadwick's research, most working-men could vote, and Pasteur's germ theory showed that unhygienic conditions caused disease	
4	Name a new scientific theory that improved medical knowledge in the Industrial Period:	Pasteur's Germ Theory improved medical knowledge in the Industrial Period	
5	Why did the government have to pay attention to the health of ordinary people by the end of the 19th Century?	The government had to pay attention to the health of ordinary people by the end of the 19th century because most working men could vote	
6	Food was often adulterated in industrial cities. What does this mean?	Food was adulterated meaning it was made cheaper and less healthy by adding another substance	
7	What is a laissez-faire policy?	A laissez-faire policy is a government policy that does not interfere with the economy or in people's lives	
8	Name TWO years in which there were cholera epidemics in England?	Cholera epidemics hit England in: 1831, 1848, 1854 and 1866	

<b>Industrial</b>	1) The urban poor ate a diet of bread and potatoes	->	2) Bread was often adulterated with sawdust, lowering nutrients	->	3) People had a lack of vitamin D in their diets	->	<b>4) Rickets</b> was prevalent
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<b>Industrial</b>	1) The government of the Industrial Period believed in laissez faire	->	2) The action they took to tackle cholera was not compulsory (e.g. 1848 Public Health Act)	->	3) Local councils did not raise taxes to build sewers and clean water pipes	->	4) Outbreaks of <b>cholera</b> continued to occur
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You need to learn the two flow charts above explaining why rickets was prevalent, and why cholera epidemics continued to happen in the 19th century. Look, cover, write, check for each step of the flowchart. For example: '1) *The urban poor ate a diet of bread and potatoes.*'

## History Week 13 - 01/12/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give THREE features of changes to life in Britain since 1900:	Changes to life in Britain in the 20 <sup>th</sup> century included: changes to people's work, the government had played a much larger role in people's health, people in Britain have become wealthier and science made medical treatments more effective
2	How did the type of work people did change in the 20 <sup>th</sup> century?	Most British people in the 20 <sup>th</sup> century were no longer manual workers but worked in the service industries
3	Why was a poor diet more of a problem for the poor than the rich in the 20 <sup>th</sup> century?	In the 20 <sup>th</sup> century healthier food had become much more expensive than cheap unhealthy food
4	Give THREE developments that changed diets in the 20 <sup>th</sup> Century:	Diets changed in the 20 <sup>th</sup> century thanks to refrigeration, canning, supermarkets and Fast food
5	Give TWO new challenges to public health in the 20 <sup>th</sup> Century:	Challenges to public health in the 20 <sup>th</sup> century included bad air quality and inactivity
6	Give TWO causes of the obesity crisis:	The obesity crisis has been caused by sedentary lifestyles, inactivity, increased car ownership and fast food
7	Give TWO causes of poor air quality:	Poor air quality was caused by pollution from factories, coal smoke from homes and increased car ownership
8	Describe the 1919 Housing Act:	The 1919 Housing Act ordered local councils to build council houses

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Since 1900	1) Factories and cars pump smoke into the atmosphere	->	2) Air becomes polluted with CO2 and other pollutants	->	3) People breathe in polluted air	->	4) <b>Asthma</b> is triggered and remains prevalent
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Since 1900	1) People travel to work in cars, and sit down at work all day in offices	->	2) People are leading sedentary lifestyles with little exercise	->	3) Levels of <b>obesity</b> have increased	->	4) Type 2 <b>diabetes</b> and <b>heart disease</b> have become more common
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You need to learn the two flow charts above explaining why asthma, type 2 diabetes and heart disease have remained prevalent in Britain since 1900. Look, cover, write, check for each step of the flowchart. For example: '1) *Factories and cars pump smoke into the atmosphere.*'

## History Week 14 - 08/12/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give TWO 20th Century epidemics:	Two 20 <sup>th</sup> century epidemics were Spanish Flu and AIDS
2	Give THREE diseases that were prevalent in 20th Century Britain:	Prevalent 20 <sup>th</sup> century diseases included diabetes, heart disease, lung cancer and asthma
3	Give TWO features of the Spanish Flu:	Spanish Flu took place in 1918-19, it killed 50 million worldwide and was spread by soldiers returning from First World War
4	Give TWO problems with the government's response to the Spanish Flu:	Problems with the government response to Spanish Flu included: issuing advice too late, being distracted by war, leaving important decisions such as closing schools to local authorities and they didn't make enough copies of Dr Wise on Influenza
5	Give TWO features of the Dr Wise on Influenza film:	The Dr Wise on Influenza film explained precautions such as making face masks, but not enough copies were made
6	Give THREE ways in which the HIV virus can be spread:	The HIV virus was spread through unprotected sex, sharing hypodermic needles and could be passed on in pregnancy
7	Give TWO features of the panic and prejudice around AIDS in the early 1980s:	In the early 1980s, newspapers called it 'the Gay Plague', meaning gay men and drug users were blamed. The government issued incorrect advice
8	Give THREE ways in which the response to AIDS improved in the later 1980s:	In the later 1980s, the government made the Don't Die of Ignorance information leaflet, introduced NHS free testing and Princess Diana was photographed with AIDS victims

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Since 1900	1) Fresh food is more expensive than heavily processed food, and fast food is common	->	2) People eat more calories than they need, with fewer nutrients and vitamins	->	3) Levels of <b>obesity</b> have increased	->	4) Type 2 <b>diabetes</b> and <b>heart disease</b> have become more common
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Since 1900	1) The government banned smoking in public places in 2007, and made all cigarette packages blank in 2016	->	2) Fewer people choose to smoke	->	3) Fewer people are inhaling smoke from their own cigarette or through second hand smoke	->	4) Rates of <b>lung cancer</b> are falling, so fewer deaths
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You need to learn the two flow charts above explaining why type 2 diabetes and heart disease have remained prevalent in Britain since 1900, and why lung cancer rates have fallen. Look, cover, write, check for each step of the flowchart. For example: '1) *Fresh food is more expensive than heavily processed food, and fast food is common.*'

### History Week 15 - 15/12/25

Use the look, cover, write, check process to self-quiz the knowledge on this A4 page. When written into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blanks. Grey boxes like this one give you specific instructions.

1	Give TWO features of council houses:	Council houses included running water, indoor toilets and gardens
2	Give ONE impact of the New Towns:	New Towns reduced overcrowding and provided healthier places to live
3	Give THREE ways in which the government became more involved in improving public health after 1945:	After 1945, the government became more involved by setting up the NHS, introducing controls on pollution, issuing anti-smoking laws and healthy living campaigns
4	Give THREE government attempts to reduce smoking:	Government attempts to reduce smoking have included the ban on TV adverts for cigarettes, the 2007 smoking ban and in 2016 blank packaging was introduced
5	Give THREE features of care under the NHS:	The NHS provided free medical care, including hospital care, prescriptions, dental treatment, and GP visits
6	Name ONE law introduced to control pollution:	A law introduced to control pollution was the 1956 Clean Air Act
7	Name TWO government healthy living campaigns:	Two healthy living campaigns are Five-a-Day and Couch to 5k
8	In what period was the 20th century?	The 20 <sup>th</sup> century was in the period called Britain since 1900.

**Instructions:**  
You need to learn the answers to these three questions from your People's Health 100 questions.

Repeat them as often as you need in your self-quizzing book until you definitely know the answers.

Cover the answers and the answers out in full sentences each time.

Since 1900	1) The government launched the 5 a day campaign and couch to 5K app	->	2) These are not compulsory, so very few people actually do them	->	3) Obesity rates are still rising	->	4) Type 2 <b>diabetes</b> and <b>heart disease</b> are still common
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Since 1900	1) People travel to work in cars, and sit down at work all day in offices	->	2) People are leading sedentary lifestyles with little exercise	->	3) Levels of <b>obesity</b> have increased	->	4) Type 2 <b>diabetes</b> and <b>heart disease</b> have become more common
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You need to learn the two flow charts above explaining why type 2 diabetes and heart disease have remained prevalent in Britain since 1900, despite some government interventions. Look, cover, write, check for each step of the flowchart. For example: '1) The government launched the 5 a day campaign and couch to 5k app.'



# Y10 Media

# Knowledge Organiser

## Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Media Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

**MEDIA Week 2 DATE 08.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

Question	Answer
What is a convention?	A convention is a recurring element on or in a magazine.
What are some examples of magazine front cover conventions?	Conventions of magazine front covers are a main cover image, coverlines, main coverline, masthead, date, price, issue number, barcode and puff.
What is a puff?	A puff is a coloured circular shape on the front cover of a magazine that contains some text.
What is the purpose of a puff?	A puff is used to advertise what is inside the magazine and helps to further sell it to readers.
What is the term for the name of the magazine on the front cover?	The name of the magazine on the front cover is the masthead.
What is a coverline?	Coverlines are the stories on the front of a magazine.

**Instructions:**

You need to learn the answers to these 6 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What is a convention? **A convention is a recurring element on or in a magazine.** ✓

What is a convention? **Convention = what's usually done.** X



Part	Convention
A	Masthead
B	Main coverline
C	Coverline
D	Main cover image
E	Puff
F	Barcode



You need to learn the conventions of magazine front covers. Look at the magazine front cover and look at the conventions labelled with a letter. Cover the convention column to test yourself and write out the convention in your book.

**MEDIA Week 3 DATE 15.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

**2A Knowledge: Media pre-production processes and practices**

Question	Answer	<p>Instructions:</p> <p>You need to learn the answers to these 9 key questions in the 2 different tables on this page.</p> <p>Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.</p> <p><b>Cover the answers</b> and write the answers out in your book in full sentences as follows:</p> <p>Good example:</p> <p>What is a moodboard? <b>A moodboard is a way of thinking visually about a product.</b> ✓</p> <p>Poor example</p> <p>What is a moodboard? <b>Moodboard - thinking visually.</b> X</p>
What is a mood board?	A moodboard is a way of thinking visually about a product	
What does a moodboard contain?	A moodboard will contain images, colours and fonts.	
What is a house style?	A house style is what makes an organisation recognisable.	
How is a house style established?	The house style is established through the choice of colour, the layout and design, the font style and the content of products.	
What is a mindmap?	A mind map is a diagram in which information is represented visually, usually with a central idea placed in the middle and associated ideas arranged around it.	
What happens during the pre-production stage of a magazine?	The pre-production stage of a magazine mainly involves research and planning.	

	<b>Question</b>	<b>Answer</b>
	How is the house style established on this magazine front cover?	The house style is established through the colour green, the xbox logo, the layout which includes a central main cover image and the clear capital fonts used.
	What is the purpose of the house style?	This purpose of the house style is to make xbox magazine easily recognisable.
	What is included in this moodboard?	Included in this moodboard are a colour scheme, an organised grid layout, fonts and relevant images. Creating this moodboard has helped the producer to start thinking visually about a product.

**MEDIA Week 4 DATE 22.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge:**



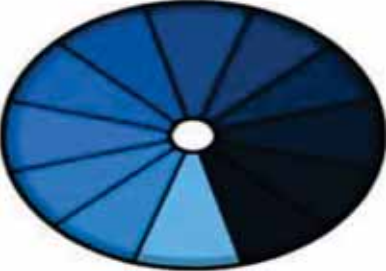
**Media**

**production**

**skills**

You need to learn the colour harmonies. Look at the images of colour harmonies. Read the descriptions of the colour harmonies. Cover the descriptions of the colour harmonies whilst looking at the images. Write the descriptions out until you know them. Check your work.

Colour harmonies are colours that work well together. Learn the 3 colour harmonies shown below. Write out their descriptions until you know them.

Colour Harmony: Complementary	Description
	Complementary colours are colours that are opposite each other on the colour wheel. For example Blues and yellows, pinks and greens.
	Analogous colours are next to each other on the colour wheel. For example blues and greens, red and oranges.
	Monochromatic colours are 1 colour but different shades and tints. Shades are darker and tints are lighter. For example an image made up of shades and tints of blue would be using a monochromatic colour harmony.

**MEDIA Week 5 DATE 29.09.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media****production skills****Instructions:**









You need to learn the answers to these 12 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What does the colour red represent? The colour red represents danger and love..✓

What does the colour red represent? Danger. X

	Question	Answer
	What does the colour red represent?	The colour red represents danger and love.
	What does the colour orange represent?	The colour orange represents creativity and energy.
	What does the colour yellow represent?	The colour yellow represents happiness and activity.
	What does the colour black represent?	The colour black represents death and power.
	What does the colour green represent?	The colour green represents nature and healing.
	What does the colour blue represent?	The colour blue represents calmness and wisdom.
	What does the colour purple represent?	The colour purple represents wealth and ambition.
	What does the colour white represent?	The colour white represents purity and peace.
	How can colours be used to enhance the design of a magazine?	Colours in a magazine can be used to create a mood or evoke a feeling. They can also make the image appear to recede or advance towards us.

**White Space**

Question	Answer
What is white space?	White space is the area between design elements. It is also the space within individual design elements, including the space between characters.
Why do magazines need to ensure a good use of white space?	Good use of white space ensures a quality user experience.
Is white space always white?	Despite its name, white space does not need to be white. It can be any colour, texture, pattern, or even a background image.

**MEDIA Week 6 DATE 06.10.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

Question	Answer
What are some examples of conventions from magazine inside pages?	Examples of conventions from magazine inside pages are text presented in columns, drop caps, images, graphics, a running head and images.
What is a drop cap?	A drop cap is a large capital letter at the start of an article that drops down a few lines.
What is the purpose of a drop cap?	The purpose of a drop cap is to guide the reader's eye to where they should start reading.
What is a running head?	A running head is a heading at the top of a magazine page that appears the same in every single edition.
What is the purpose of a running head?	A running head creates familiarity for the reader as it is a regular section in the magazine.
What are graphics?	Graphics are simple images that can be used to fill space or improve the appearance of a page.

Instructions:

You need to learn the answers to these 6 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What is a drop cap? A drop cap is a large capital letter at the start of an article that drops down a few lines. ✓

What is a drop cap? Drop cap = big letter. X

You need to learn the conventions of magazine inside pages. Look at the magazine inside page and look at the conventions labelled with a letter. Cover the conventions and test yourself. Write out the conventions in your book.

Part	Convention
A	Drop cap
B	Running head
C	Columns
D	Graphics



**MEDIA Week 7 DATE 3.10.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

Question	Answer
What is a pull quote?	A pull quote is a quote from the magazine article pulled out and made larger.
What is the purpose of a pull quote?	The purpose of a pull quote is to draw the attention of the reader to something interesting someone has said in the article.
What is a byline?	A byline tells you who the article is written by.
What is an image caption?	An image caption is a very small piece of text on an image with details of either the photographer or what the image shows.
What is text wrapping?	Text wrapping means the text follows the shape of an image, rather than being in a straight column.

Instructions:

You need to learn the answers to these 5 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What is a pull quote? A pull quote is a quote from the magazine article pulled out and made larger. ✓

What is a pull quote? Pull quote =big quote. X

You need to learn design features of magazine inside pages.. Look at the design features labelled with a letter. Cover the design feature column and test yourself. Write out the design features in your book.



Part	Design feature
A	Image caption
B	Byline
C	Pull quote
D	Text wrapping



**MEDIA Week 8 DATE 20.10.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.











Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

You need to learn what the tools in Photopea do and what they look like so that you can create your magazine without wasting any time.

Look at the tool name, use and icon. Cover the tool name and use and then test yourself. Write out the tool name and use in your book.

Tool name - use this to ..	Photopea icon
<b>Move.</b> Use this to move objects around the page.	
<b>Rectangle select.</b> Use this to select rectangular parts of an image.	
<b>Lasso select.</b> Use this to select any shaped part of an image.	
<b>Magic wand.</b> Use this to select areas of an image based on colour similarity.	
<b>Crop.</b> Use this to crop out parts of an image.	
<b>Eye dropper.</b> Use this to sample a colour from your image and use it elsewhere.	
<b>Spot healing brush.</b> Use this to remove imperfections from an image.	
<b>Brush.</b> Use this to paint strokes of colour onto an image.	
<b>Clone.</b> Use this to copy pixels from one part of an image and paste them onto another area.	
<b>Eraser.</b> Use this to remove pixels from a layer, effectively making them transparent.	
<b>Paint bucket.</b> Use this to fill enclosed areas with the colour.	

**MEDIA Week 9 DATE 27.10.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.







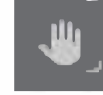




Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

You need to learn what the tools in Photopea do and what they look like so that you can create your magazine without wasting any time.

Look at the tool name, use and icon. Cover it and test yourself.

Write out the names of the tool and what it is used for in your book.

Tool name - use this to ..	Photopea icon
<b>Blur.</b> Use this to make parts of an image blurry.	
<b>Dodge.</b> Use this to lighten specific areas of an image.	
<b>Type.</b> Use this to write text.	
<b>Pen.</b> Use this to add and remove anchor points to and from paths and shapes.	
<b>Path select.</b> Use this to select and manipulate paths within a shape.	
<b>Rectangle.</b> Use this to draw a rectangle.	
<b>Hand.</b> Use this to move your page up and down on the screen.	
<b>Zoom.</b> Use this to zoom in and out of your work.	
<b>Colour picker.</b> Use this to select a colour you want to use.	
<b>Quick mask mode.</b> Use this to create and edit selections using a semi-transparent red overlay on the image.	
<b>Virtual keys.</b> Use this to simulate keyboard keys. Makes Photopea easier to use on a tablet or phone.	

**MEDIA Week 10 DATE 03.11.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

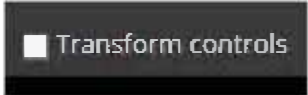
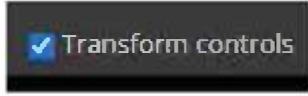
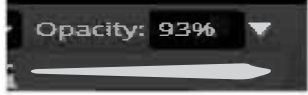

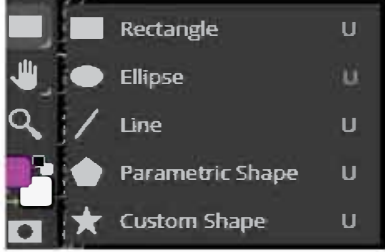

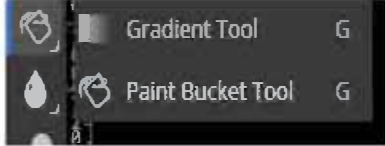

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

You need to learn what the tools in Photopea do and what they look like so that you can create your magazine without wasting any time.

Look at the tool name, use and icon. Cover it and test yourself.

Write out the names of the tool and what it is used for in your book.

Tool name - use this to ..	Photopea icon
<b>Untick transform controls.</b> Use unticked transform controls to move something around your page.	
<b>Transform controls.</b> Use this ticked to change the size of something.	
<b>Opacity.</b> Use this to adjust how see-through (transparent) you want a shape or image.	
<b>Adjustment layer.</b> Use this to add adjustment layers to images, like filters.	
<b>Rectangle tool.</b> Use this to see all the other available shapes in Photopea. Including hundreds of custom shapes.	
<b>Dodge tool.</b> Use this to see the burn and sponge tool. The sponge tool allows you to either increase (saturate) or decrease (desaturate) the intensity of colours.	
<b>Paint bucket tool.</b> Use this to see the gradient tool. The gradient tool enables you to colour something with more than 1 colour.	
<b>All padlock.</b> Use this to lock all the following aspects of a layer: transparency, pixels, and position.	

**MEDIA Week 11 DATE 10.11.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

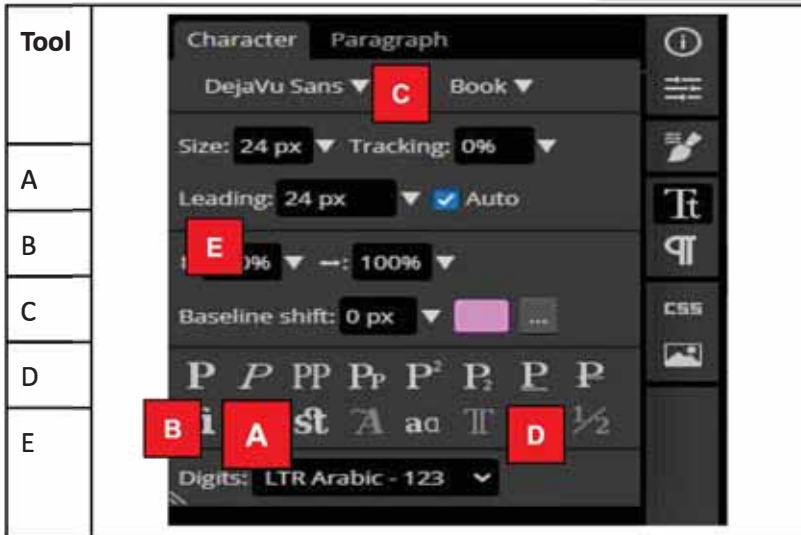
When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

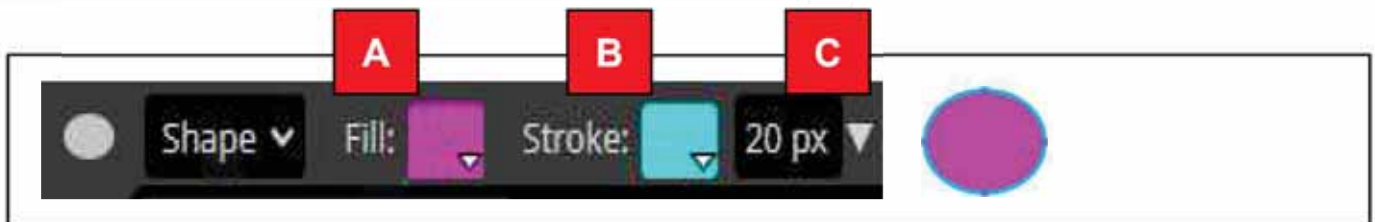
**2B Knowledge: Media production skills**

You need to learn what the tools in Photopea do and what they look like so that you can create your magazine without wasting any time. Look at the 'what is it and what does it do' section. Cover the 'what is it and what does it do' section and test yourself. Write out the descriptions of the tools and what they do in your book.

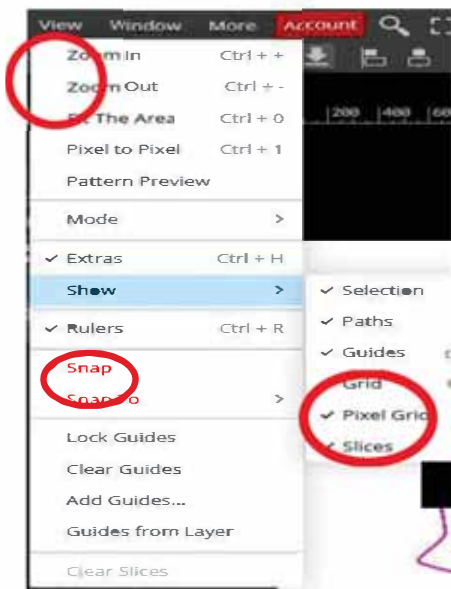


What is it and what does it do?

- A - Italic makes letters italic.
- B - Bold makes letters bold.
- C - Tracking adjusts the space between letters.
- D - Underline puts a line under words.
- E - Leading adjusts space between lines.



Part	What is it and what does it do?
A	<b>Colour fill.</b> Use this to choose what colour you want the shape.
B	<b>Stroke.</b> This is the outline of an image.
C	<b>Stroke width.</b> Use this to adjust the thickness of the stroke (outline).



You need to learn some of the menus in Photopea and what they contain so that you can create your magazine without wasting any time. Look at the question and answer. Cover the answer and test yourself. Write out the question and answer in your book.

**Question:** What is under the **View** menu?

**Answer:** Under the View menu you will find:

- ★ **Rulers.** These will appear at the top and side of your screen and can be used to pull guide lines down.
- ★ **Guide lines.** These will help you position elements on your screen correctly.
- ★ **Show, Grid.** This places a grid on your screen so you can position elements precisely where they need to go.

**MEDIA Week 12 DATE 17.11..25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.




When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

You need to learn the steps involved in adding effects to your work to make your magazine look more professional. Look at the examples. Look at the steps involved. Learn the steps involved. Write out the steps involved, in your book, until you know them.

<b>Steps involved:</b>	<b>Example: Adding a drop shadow to text or an image.</b>
These are the steps involved: <ol style="list-style-type: none"><li>1. Ensure you have an image or some text on your page</li><li>2. Highlight it</li><li>3. Go to: Layer on the top toolbar</li><li>4. Select: Layer style</li><li>5. Select: Drop shadow</li><li>6. Adjust the angle</li><li>7. Adjust the distance</li></ol>	
<b>Steps involved:</b>	<b>Example: Changing the shape of the image.</b>
These are the steps involved: <ol style="list-style-type: none"><li>1. Choose and draw a shape</li><li>2. Go to File on the top toolbar</li><li>3. Select: Open &amp; Place</li><li>4. Find your image</li><li>5. Place your image on top of the shape, so you can no longer see the shape.</li><li>6. In the layers, right click on the image layer</li><li>7. Select: Clipping Mask</li></ol>	
<b>Steps involved:</b>	<b>Example: Adding a multi coloured background to your page.</b>
<ol style="list-style-type: none"><li>1. Ensure your background layer is selected</li><li>2. Click on the Gradient fill icon</li><li>3. Choose the colours you would like</li><li>4. Click at the top of your page and drag down to the bottom</li><li>5. When you let go the colours will appear</li></ol>	

**MEDIA Week 12 DATE 24.11.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

Instructions:

You need to learn the answers to these 15 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What is typography? **Typography is the arrangement of text.** ✓

What is typography? **Text.** X

Question	Answer
What is typography?	Typography is the arrangement of text.
What is a thumbnail?	A thumbnail is a small sketch to show the layout of a product.
What is a sketch?	A sketch is a full size drawing and contains details of what a product will look like.
What is a serif font?	A font with 'feet' that aims to guide the reader's eye.
What is a sans serif font?	A font without 'feet' that is used in more informal products.
What is a banner?	A banner is a strip across the front cover with small additional images and text to help sell the content of the magazine.
What does resolution mean?	Resolution refers to the quality of the image.
What is PPI?	PPI stands for Pixels Per Inch.
What is magic cut in Photopea?	Magic cut is a quick way of removing the background from an image.
What are the 3 media sectors?	The 3 media sectors are audio/moving image, publishing and interactive.
What type of products are audio?	Audio products can be listened to. For example songs, radio shows and podcasts.
What type of products are moving images?	Moving image products can be watched. For example films, series and animations.
What type of products are interactive?	Interactive products require the user to make selections and choices. For example computer games, apps and websites.
What type of products are published?	Published products are printed for us. For example posters, magazines, computer game covers and leaflets.
What does proofreading mean?	Proofreading means reading through your work to identify and correct any mistakes.

**MEDIA Week 14 DATE 1.12.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge: Media production skills**

Question	Answer
What is a PNG?	A PNG is a Portable Network Graphic. It enables you to save an image with no background
What is writing on a path?	When writing on a path the text is not in a straight line, it follows your curve.
What can you do with the pen tool?	The pen tool enables you to draw a shape to copy and paste text into it.
What is a PSD?	PSD is a photoshop document. It enables you to continue editing your work.
What is the content aware move tool?	The content aware move tool enables you to move objects within an image to elsewhere in the image.
What does the warp tool do?	The warp tool enables you to bend the text, shape or image.
What does applying threshold do?	Threshold is an adjustment layer that turns an image into black and white.
What does applying posterise do?	Posterise is an adjustment layer that makes an image look like a poster.
What is a text hierarchy?	A text hierarchy is a structure within the text that makes important text stand out the most.
What is magic cut?	Magic cut is a quick way of removing the background from an image in Photopea.
What is the spot healing brush?	The spot healing brush is a tool to remove imperfections from an image.
What can you do with the zoom tool?	The zoom tool enables you to zoom in or out on part of a page.
What can you do with the lasso select tool?	The lasso select tool enables you to select part of an image.

**Instructions:**

You need to learn the answers to these 13 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

What does the warp tool do? [The warp tool enables you to bend the text, shape or image.](#) ✓

What is warp? [Bending.](#) X

**MEDIA Week 15 DATE 08.12.25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**2B Knowledge:****Media****production skills**

Instructions:

You need to learn the answers to these 10 key questions from the Component 2 content.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

How can you review your magazine? You can review your own magazine by checking the design is consistent, there is continuity across the pages, it communicates its ideas clearly and it is accessible for the target audience. Typography is the arrangement of text. ✓

How can you review your magazine? You can review your own magazine by checking it. X

Question	Answer
How can you review your own magazine?	You can review your own magazine by checking the design is consistent, there is continuity across the pages, it communicates its ideas clearly and it is accessible for the target audience.
How can you review the content of your magazine?	You can review the content of your magazine by carefully considering the amount, quality, relevance and accuracy of the content you have included.
What should I consider when writing an article for my magazine?	When writing your article you should consider which mode of address you should use, what persuasive devices you can use and its readability.
What does mode of address mean?	The mode of address refers to the tone and style a media text uses to communicate with the audience.
What are persuasive devices?	Persuasive devices are language techniques used to convince an audience of a particular viewpoint.
What does readability mean?	Readability is the ease with which a reader can understand a written text.
What should you consider when taking photographs for your magazine?	When taking photographs for your magazine you should consider composition, camera angle and lighting.
What does composition mean?	In photography, composition refers to the arrangement of visual elements within the frame of an image. It's how the photographer chooses to position the subject, background, and other elements to create a visually appealing and meaningful photograph.
What does camera angle mean?	In photography, camera angle refers to the specific position from which a photograph is taken, relative to the subject. Different angles can create various visual effects and evoke different emotions.
What does 'rule of thirds' mean?	In photography, the rule of thirds is a composition guideline that suggests dividing an image into nine equal parts using two equally spaced horizontal and two equally spaced vertical lines.



# Y10 Music

## Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Music Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

Week 2 8/9/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Musical Features of Rock n Roll	
Feature	Description of Feature
Rhythmic drive and energy	Where the rhythm section powers the song forward with a consistent beat, upbeat tempo, and infectious groove.
Swing or boogie woogie rhythm	Swing is a way of playing quavers so they are in an uneven, long-short pattern. Boogie woogie is a Blues piano style that is a repetitive, swung bassline often played in 8 beats per bar.
Emphasis on primary chords	Rock 'n' Roll songs often use the three primary chords (I, IV, V), creating simple but strong harmonic progressions.
12-bar blues chord structure	Many Rock 'n' Roll songs follow a 12-bar blues pattern, using I, IV, and V chords over a set 12-bar sequence.
Walking bassline	A walking bassline moves steadily up and down the scale, giving the music drive and rhythmic momentum.
Instrumental solo section	Rock 'n' Roll songs often include a short solo (usually on guitar, piano, or saxophone) to show off improvisation and energy.
Beats 2 and 4 emphasised by the snare drum	The snare drum hits on beats 2 and 4 create a strong backbeat that adds to the music's danceable rhythm.
Rock 'n' Roll Instrumentation	Typical Rock 'n' Roll bands include vocals, electric guitar, double bass or bass guitar, piano, drums, and sometimes saxophone.

**Cover the table above.**

Write each feature of Rock n Roll and its description using the following format:

A feature of Rock and Roll is rhythmic drive and energy. This is where the rhythm section powers the song forward with a consistent beat, upbeat tempo, and infectious groove.

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages.

Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Key of C major/  
Metre of 4  
beats in a bar

Moderate  
tempo for  
dancing

E flat is a blues note  
often used in rock n  
roll

12 bar blues  
chord  
progression

Instrumentation  
typical of Rock n  
Roll; also  
includes electric  
guitar

♩ = 68

C

b

C

All quavers in a swing  
rhythm

Bassline is  
syncopated and uses  
notes from the chord

Voice Lead

You ain't noth-ing but a hound dog

Electric Bass

Drum Kit

Backbeat: Drums  
emphasise beats 2  
and 4

2

3

4

5

6

7

1

♩ = 68

C

b

C

Voice Lead

You ain't noth-ing but a hound dog

Electric Bass

Drum Kit

8

**Hound Dog by Elvis Presley: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1. Instrumentation, typical of rock n roll... etc.

Week 4 22/9/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

### Musical Features of Rock Anthems of the 1970s and 1980s

Feature	Description of Feature
4/4 time, with a heavy backbeat	Rock Anthems are typically written in 4/4 time, with a strong emphasis on beats 2 and 4, often played by the snare drum to create a driving rhythm.
Instrumentation	Common instruments include electric guitar, bass guitar, drum kit, keyboards, and powerful vocals, often played at high volume to create anthemic energy.
Distorted electric guitars with additional effects such as delay, chorus, and wah-wah	Guitars are heavily distorted to produce a gritty, aggressive sound, with effects like delay for echo, chorus for a fuller tone, and wah-wah for expressive pitch shaping.
Rise of the guitar hero	The genre often spotlighted virtuosic guitarists who became iconic for their technical skill and flamboyant solos.
Verse-chorus structure	Songs typically follow a verse-chorus format, where the chorus is repeated and more memorable, helping to create a strong sing-along hook.
Instrumental section	Many Rock Anthems feature a prominent instrumental break, often a guitar solo, showcasing musicianship and providing dynamic contrast.
Lyrics have a darker mood	Lyrical themes often explore serious or rebellious topics such as war, alienation, politics, or inner turmoil, adding emotional depth to the music.

#### Cover the table above.

Write each feature of Rock Anthems and its description using the following format:

A feature of Rock Anthems is 4/4 time with a heavy backbeat. This is where there is a strong emphasis on beats 2 and 4, often played by the snare drum to create a driving rhythm.

# Music

Use the look, cover, write, check process to self-quizz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Annotations for the musical score:

- Fast rock tempo
- Key of E minor  
Metre is 4 beats in a bar
- Melisma: multiple notes for one syllable (docks)
- Vocal melody is very high for the male range
- All other instruments play the chord of E minor
- Iconic opening riff is performed on a guitar talk box
- Drums has a heavy backbeat (emphasising beats 2 and 4)

Numbered annotations for the musical score:

- 1
- 2
- 3
- 4
- 5
- 6
- 7

Livin' on a Prayer by Bon Jovi: Learn the annotations on the score above and cover.

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1. Vocal melody is very high for the male range... etc.

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages.

Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Musical Features of Pop Ballads of the 1970s, 1980s, and 1990s	
Feature	Description of Feature
Usually in 4/4 metre and a slow tempo	Pop ballads are typically written in 4/4 time and move at a slow, expressive pace to allow for emotional delivery.
Verse - Chorus structure	These songs usually follow a clear verse–chorus format, helping to build emotional intensity toward the repeated chorus.
Often includes piano or electric piano	The piano or electric piano provides a soft, expressive foundation, often playing sustained chords or melodic fills.
Sustained ‘lush’ chords in the instrumental accompaniment	Accompaniments often use rich, sustained harmonies to create a warm and full texture.
Drum pattern usually accents beats 2 and 4 on the snare drum	Even at slower tempos, the backbeat is maintained with snare drum hits on beats 2 and 4, providing structure and momentum.
Opportunities for the vocalist to express emotion through <b>rubato</b> , ornamentation, and melisma.	Singers often stretch the timing (rubato), add expressive flourishes (ornamentation), and use multiple notes per syllable (melisma) to convey deep emotion.
Harmonic language strays a little beyond the primary chords but it remains firmly in the key.	While mostly diatonic, ballads often include added chords like sevenths or suspensions for colour without losing tonal clarity.
<b>Inversions</b> of chords are popular, often creating descending and rising bass lines by step	Chord inversions are used to shape smooth bass movements, giving a flowing, connected feel to the harmony.
Climax with a ‘big’ chorus	Ballads often build toward an emotional high point in the final chorus, with fuller instrumentation and more powerful vocals.
Sentimental or romantic lyrics	The lyrics typically focus on love, heartbreak, longing, or emotional reflection, aiming to connect with the listener’s feelings.
Often a lot of reverb added to the lead and backing vocals.	Reverb is heavily applied to vocals to create a spacious, ethereal sound that enhances emotional impact.

### Cover the table above.

Write each feature of Pop Ballads and its description using the following format: A feature of Pop Ballads is 4/4 time with a slow tempo. This is where there are 4 beats in a bar and the music moves at a slow and expressive pace.

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page.  
When written out into your self-quizzing book, it should take up at least 2 pages.  
Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The image displays a musical score for the song "Wind Beneath my Wings" by Bette Midler. It is divided into three sections: electric piano accompaniment, voice lead, and a numbered key for the electric piano part.

**Electric Piano Section:**

- Key of Bb major:** Indicated by a grey box pointing to the key signature.
- Common instrumentation: electric piano:** A grey box pointing to the instrument name.
- electric piano:** The instrument name is circled in red.
- Cut common time: Pulse is 2 minims in a bar:** A grey box pointing to the 2/4 time signature.
- Tempo:**  $\text{♩} = 124$  is written above the staff.
- Chords:**  $B\flat^2$ ,  $E\flat^2$ , and  $F/A$  are circled in red. Grey boxes above the staff describe them: "Lush' chord extension: Bb major with an added C", "Lush' chord extension: Eb major with an added F", and "Chord inversion: F major chord with an A in the bass".
- Rhythm:** A grey box points to the piano part with the text "Syncopated rhythm on the electric piano".

**Voice Lead Section:**

- Vocals with added reverb:** A grey box pointing to the vocal line.
- Legato (smooth) melody line. Low for a female range:** A grey box pointing to the vocal line.
- Lyrics:** "It must have been cold there in my shadow" are written below the notes.

**Numbered Key:**

- Grey boxes numbered 1 through 9 point to specific notes and chords in the electric piano part.
- Box 1 points to the first note of the piano part.
- Box 2 points to the first chord ( $B\flat^2$ ).
- Box 3 points to the second chord ( $E\flat^2$ ).
- Box 4 points to the third chord ( $F/A$ ).
- Box 5 points to the bass line.
- Box 6 points to the second note of the piano part.
- Box 7 points to the first note of the vocal line.
- Box 8 points to the first note of the vocal line.
- Box 9 points to the first note of the vocal line.

**Wind Beneath my Wings by Bette Midler: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1. Key of Bb major... etc.

Week 8 20/10/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

### Musical Features of Solo Artists from the 1990s to the present day

Technological Feature	Description of Feature
Sampling	Artists often incorporate short extracts of existing recordings—such as vocals, instruments, or beats—repurposed creatively within a new track.
Drum loops	Repeated, programmed drum patterns are commonly used to provide a consistent rhythmic foundation throughout a track.
Reverb/echo	These effects are applied to vocals or instruments to create a sense of space, depth, or atmosphere in the mix.
Overdubbing	Multiple vocal or instrumental layers are recorded separately and combined to create a fuller, more polished sound.
Filters, such as the telephone filter	Filters are used to alter the tone of a sound by adjusting its frequency content; for example, the telephone filter removes high and low frequencies to create a narrow, 'lo-fi' effect often used on vocals.
Auto-tune	Auto-tune corrects pitch in vocal performances and is sometimes used stylistically to create a robotic or futuristic vocal effect.
Music Videos	Visual storytelling is a key feature of modern solo artists, with music videos used to enhance the song's message and promote the artist's brand.
Computer sequencers (such as Pro Tools or Cubase)	Digital Audio Workstations (DAWs) like Pro Tools and Cubase allow artists to record, edit, and produce music with precision and flexibility, often from home studios.

#### Cover the table above.

Write each feature of Solo Artists and its description using the following format:

A feature of Solo artists are filters, such as the telephone filter. This is when....

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

Annotations for the first system of the score:

- Key signature is G minor. Metre is 4 beats in a bar
- Tempo is fast to get people to dance
- Backing singers with reverb and a filter effect
- Melody has a relatively narrow range
- Synthesizers are used
- Inverted D major chord where F# is in the bass
- Melody is often syncopated
- Four chord progression where each chord lasts for 1 bar.

Chords: Gm, Cm, D/F#, Gm

Lyrics: (Boy, Boy,) let me keep freak-ing a-round I wan-na  
get down I'm a red-blood-ed wo-man, what's the point in hang-in'

Numbered annotations for the first system of the score:

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8

Chords: Gm, Cm, D/F#, Gm

Lyrics: (Boy, Boy,) let me keep freak-ing a-round I wan-na  
get down I'm a red-blood-ed wo-man, what's the point in hang-in'

**Red Blooded Woman by Kylie Minogue: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1. Key of G minor and metre is 4 beats in a bar... etc.

Week 10 10/11/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

### Musical Features of Indian Classical Music & Traditional Punjabi Bhangra

Feature	Description of Feature
Raga	A raga is a melodic framework made up of a specific set of notes, used as the basis for improvisation and composition, each associated with particular moods or times of day.
Drone	A continuous sustained note or notes (usually the tonic and dominant) that provide a tonal foundation for the melody; commonly played by the <b>tanpura</b> box.
Tala	Tala refers to the rhythmic cycle in Indian music, made up of a fixed number of beats that repeat throughout a piece, often performed by the tabla.
Alap	The slow, unmeasured introduction of a raga, where the performer explores the notes and mood of the raga without rhythm or percussion.
Gat	A fixed composition within a raga, set to a specific tala, where the tabla joins and the music becomes more rhythmic and structured.
Jhala	A fast-paced, rhythmic section that typically concludes a performance, showcasing virtuosic playing and energetic improvisation.
Chaal	A rhythmic pattern often used in Bhangra music, typically played on the dhol drum; it gives the genre its characteristic lively and danceable feel.
Bhangra	A lively, energetic style of Punjabi folk music and dance, often featuring the dhol, tumbi, and modern elements like synths and drum machines.
Sitar	A plucked string instrument with a long neck and sympathetic strings, known for its distinctive twangy sound and used to play melodic lines in classical music.
Tabla	A pair of hand-played drums used to play complex rhythmic patterns and cycles in Indian classical and popular music.

Cover the 'description of feature' column and write a sentence for each feature that details the feature. Use the following format:

A Raga is a melodic framework made up of a....

A drone is a continuous sustained note or notes....

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The image displays a musical score for Greek Folk Music in G minor, 7/8 time. The score is annotated with various features and includes numbered boxes for self-quizzing.

**Annotations:**

- Key of G minor
- Irregular time signature of 7 quaver beats in a bar
- Chords move from tonic (1) to subdominant (4)
- Melody emphasises beats 1 and 4 which is common for Greek music
- Melody is conjunct (moves by step)
- Music briefly modulates into the relative major key
- Melody has a narrow range so that it is easy to sing
- All chords are diatonic

**Numbered Boxes:**

- 1: Points to the first measure of the first staff.
- 2: Points to the first measure of the second staff.
- 3: Points to the second measure of the first staff.
- 4: Points to the third measure of the first staff.
- 5: Points to the fourth measure of the first staff.
- 6: Points to the first measure of the second staff.
- 7: Points to the second measure of the second staff.
- 8: Points to the third measure of the second staff.

**Greek Folk Music: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1. Key of G minor etc.

Week 12 24/11/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

### Musical Features of Israeli and Palestinian Folk Music

Feature	Description of Feature
Oud	A pear-shaped, fretless string instrument with a deep, resonant tone, used for melodic playing and central to traditional Middle Eastern music.
Modes	A system of scales or tonal frameworks used to structure melodies, often differing from Western major/minor scales and allowing microtonal intervals.
Maqam	A melodic mode used in Middle Eastern music that includes a specific scale, characteristic phrases, and emotional or cultural associations.
Doumbek/ Darbuka	A goblet-shaped hand drum that produces high 'tek' and low 'doum' sounds, used to play intricate rhythms in folk and classical music.
Wazn	A rhythmic pattern or cycle used in Arabic music, similar to the Indian concept of tala, often repeated and varied throughout a piece.
Maqsum	A common 4/4 wazn (rhythmic pattern) in Arabic music, often used in folk dances and characterised by a "doum-tek-tek-doum-tek" feel.
Saidi	A 4/4 rhythm from Upper Egypt frequently used in Palestinian and regional folk music and dance, giving a strong, earthy character to the beat.

Cover the 'description of feature' column and write a sentence for each feature that details the feature. Use the following format:

The oud is a pear-shaped, fretless string instrument with a deep, resonant tone... etc.

Week 13 1/12/25

## Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

### Musical Features of African Drumming

Feature	Description of Feature
Djembe	A goblet-shaped hand drum from West Africa, played with bare hands and capable of producing a wide range of tones (bass, tone, and slap).
Dunun	A cylindrical bass drum played with sticks, often alongside the djembe, providing the rhythmic foundation in an ensemble.
Agogo	A pitched, double-bell percussion instrument of African origin, producing high and low tones that add rhythmic variety and syncopation.
Polyrhythm	The layering of two or more contrasting rhythms played at the same time, a key feature of African drumming that creates complex textures.
Cross rhythms	A type of polyrhythm where conflicting rhythmic patterns (e.g. 3 against 2) are played simultaneously, creating tension and rhythmic interest.
Call & Response	A musical conversation where a leader (call) plays or sings a phrase and the group (response) answers, often used to structure drumming pieces and engage performers.

Cover the 'description of feature' column and write a sentence for each feature that details the feature. Use the following format:

The oud is a pear-shaped, fretless string instrument with a deep, resonant tone... etc.

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The image shows a musical score for Samba in 2/4 time, featuring five instruments: Surdo (High/Med/Low), Caixa/Repinique, Agogô, Tambourim, and Ganzá. The score is annotated with various boxes and arrows pointing to specific rhythmic elements.

**Annotations for the top score:**

- 2 crotchet beats in a bar (pointing to the first two notes of the Surdo line)
- 2 crotchet beats in a bar (pointing to the next two notes of the Surdo line)
- Emphasis on beat 2 (pointing to the second note of the Surdo line)
- Off-beat rhythms (syncopation) (pointing to a note on the Surdo line that occurs between beats)
- Large drum that plays basic rhythmic pulse (pointing to the Surdo instrument name)
- A snare drum providing constant rhythm (pointing to the Caixa/Repinique instrument name)
- A metallic bell that produces two different pitches (pointing to the Agogô instrument name)
- A small drum frame - tuned very high (pointing to the Tambourim instrument name)
- A shaker-like instrument that plays a constant pattern (pointing to the Ganzá instrument name)
- Quaver rest - (pointing to a rest in the Tambourim line)
- Accents - (pointing to an accent mark in the Ganzá line)

**Annotations for the bottom score:**

- 1 (pointing to the first note of the Surdo line)
- 2 (pointing to the second note of the Surdo line)
- 3 (pointing to the third note of the Surdo line)
- 4 (pointing to the fourth note of the Surdo line)
- 5 (pointing to the first note of the Ganzá line)
- 6 (pointing to the second note of the Ganzá line)
- 7 (pointing to the first note of the Surdo line)
- 8 (pointing to the second note of the Surdo line)
- 9 (pointing to the first note of the Agogô line)
- 10 (pointing to the second note of the Agogô line)
- 11 (pointing to the first note of the Tambourim line)

**Samba: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1 2 crotchet beats in a bar etc.

# Music

Use the look, cover, write, check process to self-quiz the content on this full A4 page.  
 When written out into your self-quizzing book, it should take up at least 2 pages.  
 Grey boxes like this one will give you specific instructions about what your self-quizzing should look like, if needed.

The image shows a musical score for Samba in 2/4 time, featuring five instruments: Surdo, Caixa/Repinique, Agogô, Tambourim, and Ganzá. The score is annotated with various boxes and arrows pointing to specific rhythmic elements.

**Annotations:**

- 2 crotchet beats in a bar:** Two boxes, one pointing to the first two notes of the Surdo staff and another pointing to the first two notes of the Caixa/Repinique staff.
- Emphasis on beat 2:** A box pointing to the second note of the Surdo staff.
- Off-beat rhythms (syncopation):** A box pointing to the eighth notes in the Agogô staff.
- Quaver rest -** and **Accents -**: Labels pointing to specific notes in the Tambourim and Ganzá staves.
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11:** A series of numbered boxes pointing to various notes and rests across the different staves.

**Instrument Descriptions (Left Side):**

- Large drum that plays basic rhythmic pulse → Surdo (High/Med/Low)
- A snare drum providing constant rhythm → Caixa/Repinique
- A metallic bell that produces two different pitches → Agogô
- A small drum frame - tuned very high → Tambourim
- A shaker-like instrument that plays a constant pattern → Ganzá

**Samba: Learn the annotations on the score above and cover.**

In your self - quizzing book and using the score at the bottom of the page, write out the annotations. e.g. 1 2 crotchet beats in a bar etc.



# Y10 RS

## Knowledge Organiser

Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
RS Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic were a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 2 W/C 08/09.25**

Key Question	
1. Give THREE Abrahamic religions?	The three Abrahamic religions are Judaism, Islam and Christianity
2. What is the Trinity in Christianity?	The idea that one God is divided into three persons
3. What are the three persons in the Trinity?	The three persons in the Trinity are the father, the Son and the Holy Spirit
4. What is a monotheistic religion?	A religion that believes there is one God
5. What is a polytheistic religion?	A religion that believes there are multiple Gods
6. Give one key difference between Christianity and Islam?	Both believe in one God however Muslims believe that God cannot be divided whilst Christians believe in the Trinity
7. Give two similar qualities between the Islamic and Christian God	Omnipotent which means all powerful and benevolent which means loving
8. What are the three Holy Books in the Abrahamic Religions?	The Christian holy book is the Bible, the Jewish holy book is the Tanakh and the Islamic holy book is the Qur'an
9. Who was the Islamic prophet who received the revelation of the Qur'an?	The prophet Muhammad had the Qur'an revealed to him by the Angel Jibri
10. Who is the Christian Messiah?	Jesus is the Christian Messiah and also the third person in the Trinity known as the Son of God
11. What is the difference between secular and theistic worldviews?	Theists believe in a god or Gods and secular worldviews rely on science and human agency to understand the world
12. Give two secular worldviews?	Naturalism and Humanism
13. What are the four ways of knowing?	The four ways of knowing are Revelation, Testimony, Empiricism and Personal Experience
14. The Holy books are an example of which ways of knowing?	Revelation and Testimony

**Instructions: You need to learn these 14 facts about the Origins of Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

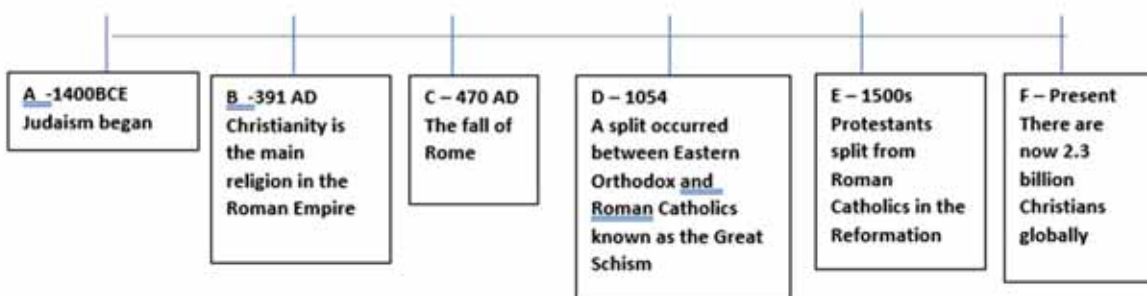
**Week 3 W/C 15/09/25**

Key Question	Answer
1. When and where did Christianity begin?	Christianity began 2000 years ago in Judea which is modern day Palestine
2. What is an Abrahamic Religion?	A monotheistic religion in which the prophet Abraham is a key figure
3. Give THREE Abrahamic religions?	The three Abrahamic religions are Judaism, Islam and Christianity
4. Give ONE main difference between Christianity and Judaism?	Christians believe that Jesus is their Messiah. Jews believe their Messiah is yet to return
5. What is meant by the Messiah?	The 'Anointed One' in Hebrew
6. Who was the first Christian Roman Emperor?	The first Roman emperor was Emperor Constantine
7. What was the Great Schism?	A split in the Church where Eastern Orthodox Christians split from the Roman Catholic Church
8. When and why did the Protestant Church begin?	In the 1500s where Martin Luther had 95 criticisms of the Roman Catholic Church leading to the reformation
9. Give THREE main denominations of Christianity?	The three main denominations are Eastern Orthodox, Protestant & Roman Catholic
10. How many Christians are there in the world today?	There are 2.3 billion globally at present

**Instructions: You need to learn these 10 facts about the Origins of Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:



Instructions: Memorise the key events in the Christian timeline. Read as often as you need to check that you definitely know the, Cover the timeline and write out the answers in full sentences in your book

1. In 1054, the Great Schism led to a split between Roman Catholics and Eastern Orthodox ✓

2. Rome fell in the 1500s x

2. Rome fell in 470 AD ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 4- W/C 22/09/25**

Key Question	Answer
1 Give TWO beliefs about the Trinity	There is one person divided into three persons. The three persons in the Trinity are the father, the Son and the Holy Spirit.
2 Give TWO beliefs about God the Father	The father is the creator, he is omnipotent and omnibenevolent
3 Define omnipotent	A quality of God, all-powerful
4 Define omnibenevolent	A quality of God, all-loving
5 Define Omniscient	A quality of God, all knowing
6 Define Omnipresent	A quality of God, all present
5. Give TWO beliefs about God the Son	God is incarnate through Jesus and fully human and divine
6. Give TWO beliefs about God the Holy Spirit	It is the unseen power of God in the world and influences guides and sustains life on earth
9. Give TWO arguments for why God cannot be both omnibenevolent and omnipotent?	If God is all powerful and loving then why has he not stopped suffering/ why did God create natural hazards which cause unnecessary suffering
10. Give THREE arguments for why omnibenevolent and omnipotent God may allow suffering?	Suffering was caused by Original sin/ God has given us free will which then has brought about suffering/ suffering may be a test which decided who goes to heaven and hell depending on how we respond

**Instructions: You need to learn these 10 facts about the Origins of Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus is a central figure\_ x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓
3. etc.

Relevance to the course	Scripture or Religious Teaching	This scripture may influence Christians to....
The Qualities of God	<b>Bible: For God so loved the world he gave his one and only son'</b>	understand that God is benevolent so we should act in his image by being loving to other people
Why is there evil in the world?	<b>Bible: 'God why have you forsaken me'</b>	Jesus suffered on the cross showing that God has also felt suffering like humans
The Trinity	Nicene Creed: We believe in one God, the Father the Almighty ... We believe in one Lord Jesus Christ, the only Son of God ... We believe in the Holy Spirit, the Lord and giver of life.	understand that God is divided into three persons which each have their own role

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians** Cover The answers and write them in full sentences in your book as follows:

- 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓
2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X
3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

**Week 5- W/C 06/10/25**

Key Question	Answer
1 Give THREE beliefs about the Trinity	There is one person divided into three persons. The three persons in the Trinity are the father, the Son and the Holy Spirit.
2. Give TWO ways belief in the Trinity influences Christians	Christians should try to follow Jesus' example because he is the Son of God. Christians are encouraged to love their neighbour because Trinity is a relationship of love
3. What is creation?	The act by which God brought the universe into being
4. Give THREE Christian beliefs about Creation	God brought the universe into being over 6 days and rested on 7 <sup>th</sup> Some Christians see Genesis as literally true / Some Christians believe Genesis contains religious truth
5. Give ONE teaching about Creation	Genesis, the Bible "In the beginning, God created the heavens and the earth... and the Spirit of God was hovering over the waters."
6. Give ONE teaching that shows the Son of God was involved in creation:	John, the Bible "In the beginning was the Word, and the Word was with God, and the Word was God"
7. Give TWO ways belief in creation influences Christians	Belief in God's power so pray to God / respect the planet because it is God's creation
8. Give ONE scientific theory that challenges the Christian creation story	Big Bang Theory

Relevance to the course	2 Scripture	3 This scripture may influence Christians to....
The Trinity	Baptism 'In the name of the father, son and holy spirit'	..understand that when they are welcomed into the Church that this is done in their presence of all the persons of the Trinity, highlighting their importance
Creation	'All scripture is inspired by God and profitable for teaching' 2 Timothy 3:16	This will influence fundamentalist Christians to believe that the Bible should be taken literally and therefore the creation story in Genesis is true
Creation	'All scripture is inspired by God and profitable for teaching' 2 Timothy 3:16	This will influence liberal Christians to believe that although the Bible is the word of God, some parts of the Bible act as inspiration and may be open to interpretation, therefore the Big Bang theory is possible
Creation	"In the beginning was the Word, and the Word was with God, and the Word was God"	...Jesus (the son of God) was the word and he was present at creation along with the Father and the Holy Spirit

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**  
 Cover The answers and write them in full sentences in your book as follows:  
 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓  
 2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X  
 3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

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Examples of how to lay out your work will be shown in blue and green.

## Week 6 W/C 06/10/25

Key Question	Answer
1.. Give THREE Christian beliefs about Creation	God brought the universe into being over 6 days and rested on 7 <sup>th</sup> Some Christians see Genesis as literally true / Some Christians believe Genesis contains religious truth
2.. Give ONE teaching that shows the Son of God was involved in creation:	John, the Bible "In the beginning was the Word, and the Word was with God, and the Word was God"
3.. Give TWO ways belief in creation influences Christians	Belief in God's power so pray to God / respect the planet because it is God's creation
4.. Give ONE scientific theory that challenges the Christian creation story	Big Bang Theory
5. What does incarnation mean?	God becoming flesh, taking human form (Jesus)
6. Give THREE Christian beliefs about the incarnation	There was a virgin conception and an angel appeared to Mary and Joseph . God showed himself as human (Jesus) for around 30 years
7. Give THREE Christian beliefs about Jesus	Jesus is fully God and fully human Christians believe Jesus is the Messiah and the Son of God. Jews do not believe Jesus was the Messiah
8. Give ONE teaching about the incarnation	John, the Bible "The Word became flesh and made his dwelling among us"
9. Give ONE teaching that shows the power of the Holy Spirit	Matthew, the Bible "She [Mary] was found to be pregnant through the Holy Spirit"
10. Give TWO reasons why Christians believe Jesus is the Son of God	Performed miracles e.g. rose from the dead / when baptised a voice from heaven said 'You are my Son'

**Instructions: You need to learn these 8 facts about the Origins of Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓

2. An Abrahamic religion is when Jesus is a central figure\_ x

2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

3. etc.

Relevance to the course	Scripture or Religious Teaching	This scripture may influence Christians to....
Incarnation	<b>Bible- "She was found to be with child of the Holy Spirit" (Matt 1:18).</b>	...understand that Mary was pregnant with the son of God through immaculate conception
Incarnation Trinity	<b>Bible 'The word becoming flesh and making his dwelling amongst him'</b>	..understand that Jesus was the word and became human whilst also remaining divine
Creation Trinity	<b>Bible "In the beginning was the Word, and the Word was with God, and the Word was God"</b>	...Jesus (the son of God) was the word and he was present at creation along with the Father and the Holy Spirit

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**

Cover The answers and write them in full sentences in your book as follows:

1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓

2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X

3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

**Week 7- W/C 13/10/25**

Key Question	Answer
1.What does crucifixion mean?	Jesus' death where he was nailed to the cross
2.Give THREE beliefs about the crucifixion	It was ordered by Pontius Pilot. Although Jesus suffered he forgave the guards
3.TWO ways the crucifixion influences Christians	Gives people hope that their sins will be forgiven if they repent . We must accept suffering is a part of life as Jesus suffered / To forgive others because Jesus forgave guards
4.Give TWO beliefs about Jesus' burial:	Buried in a cave like tomb. It was rushed because the Sabbath day of rest was due to start
5..What is resurrection?	Rising from the dead / Jesus rising from the dead on easter Sunday
6..Give TWO beliefs about the resurrection of Jesus	On Sunday morning the tomb was empty where two men or angels told his female followers that he has risen from the dead.
7.TWO ways the resurrection influences Christians	Don't fear death because resurrection is possible and believe Jesus divine because of the miracle of resurrection
8. Give TWO contrasting beliefs about resurrection (for humans)	Catholics believe in bodily resurrection (body and spirit) whereas some Christians only believe in spiritual resurrection

1 Relevance to the course	2 Scripture or Religious Teaching	3 This scripture may influence Christians to....
Crucifixion Forgiveness	<b>Bible- Father, forgive them; for they do not know what they are doing.'</b>	..forgive others as God forgave the guards when he was suffering
Crucifixion Judgement	<b>Bible " And Jesus said to the criminal, "I assure you, today you will be with me in paradise."</b>	..know that they too can join Jesus in paradise
Crucifixion Evil and Suffering	<b>Bible' My God, my God, why have you forsaken me'</b>	...understand Jesus more as he too felt suffering which will help them understand why there is suffering in the world
Resurrection Trinity	<b>Bible "Why do you look for the living amongst the dead? He is not here; he has risen!"</b>	..believe in life after death as Jesus was able to resurrect both his body and his spirit. This may also prove that Jesus was the Son of God

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 8 W/C 20/10/25**

Key Question	Answer
Give TWO beliefs about the ascension	40 days after his resurrection / Jesus returned to God the Father in heaven
Key Question	Answer
1. Give TWO beliefs about the ascension	It happened 40 days after the resurrection and Jesus returned to God the father in heaven 2
2. Give TWO ways the ascension influences Christians.	Heaven is in the sky and Christians will be able to join Jesus in heaven
3. Give TWO examples of sin (thought or action against God)	Murder, theft, adultery
4. What is original sin?	Humanity's inbuilt tendency to sin due to Adam and Eve eating the forbidden fruit is the first (original) sin
5. What were the consequences of original sin?	Death entered the world and humanity's separation from God
6. Give TWO Christian beliefs about free will	God gave humans free will and humans should use free will to make choices God approves of. The Ten Commandments give guidance about how to use free will
7. What is salvation?	To be saved from sin
8. Give TWO ways Christians can achieve salvation	Doing good works / by grace (God grants it due to faith in Jesus)
9.. What was Jesus' role in salvation? Give FOUR features	God gave his Son Jesus so humans could be saved / Jesus had no sin / sins of humanity placed on Jesus at the crucifixion / Jesus death atoned for humanity's sins
10 What does atonement do?	Removes the effects of sin and allows people to restore their relationship with God

**Instructions: You need to learn these 10 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓

2. An Abrahamic religion is when Jesus is a central figure\_ x

2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure \_ ✓

Relevance to the course	Scripture or Religious Teaching	3 This scripture may influence Christians to....
Ascension The Trinity	<b>Bible- 'While he was blessing them he left them and was taken up to heaven'</b>	..believe that heaven is in the sky and Jesus is there with God the Father
Original Sin	<b>Bible 'When the woman saw the fruit of the tree she took some and ate it. She also gave some to her husband and he ate it'</b>	..both Adam and Eve ate the forbidden fruit which brought sin into the world creating a divide between humanity and God
Sin and Salvation	<b>Bible- 'He is the atoning sacrifice for our sins and not only for ours but also for the sins of the whole world'</b>	...know that by dying on the cross, Jesus was able to atone for our sins meaning that humanity can gain salvation and be with God again

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 9 W/C 03/11/25**

Key Beliefs	Answers
1. Give TWO Christian beliefs about judgement	You are Judged by God and rewarded by being sent to heaven or punished and sent to hell. Some believe this happens soon after death and some believe you are judged on the Day of Judgement
2. Give TWO ways believe in judgment influences Christians	Help others and love thy neighbour. Follow the 10 commandments and the teachings of Jesus and put your faith in Jesus
3. Give TWO beliefs about heaven	God's judgement results in reward in heaven which provides eternal happiness in the presence of God or hell with eternal suffering and the absence of God
4. Give TWO beliefs about hell	God's judgement results in punishment. Hell is a place of suffering due to the absence of God
5. What is grace?	A quality of God which God shows to humans by providing love and support which they do not need to earn

**Task 2 - You need to learn these 3 scriptures and explain the influence on Christians**

Cover The answers and write them in full sentences in your book as follows:

1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓

**Task 1 Instructions: You need to learn these 5 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓

2. An Abrahamic religion is when Jesus in a central figure\_ x

2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

Relevance to the course	Scripture or Religious Teaching	This may influence Christians to...
Qualities of God Incarnation Sin and Salvation	<b>Bible: For God so loved the world he gave his one and only son so that whoever should believe in him shall not perish but have eternal life</b>	..that God showed his omnibenevolence by sending his son to earth and we must believe in Jesus to enter heaven
Judgement	<b>Bible: Parable of the sheep and the goats "For I was hungry and you gave me something to eat... I was in prison and you can't visit me"</b>	...do good deeds because the sheep will be sent to heaven whilst the goats were sent to hell for not doing good as preached by Jesus

**Task 3-Learn and copy these points and explanations in your books. Cover and repeat as many times as is necessary**

<b>Point:</b> One Christian belief about judgement is that those who do good will go to heaven	<b>Develop:</b> This means that Christians should put their faith in Jesus and follow his teachings
<b>Point-</b> Another Christian belief about judgement is that some people will be judged and sent to Hell.	<b>Develop:</b> This means that they will face an eternity of suffering as there will be an absence of God

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

**Week 10 W/C 10/11/25**

Key Question	Answer
1. Give THREE reasons why Christians worship	Christians worship to thank God, ask for forgiveness and seek help from God
2. Give THREE features of liturgical worship	Services are of a set structure with set rituals and led by a priest. Catholic, Eastern Orthodox and Anglican services
3. Give THREE features of non-liturgical worship	No set structure and no set rituals. The services can change week to week. Mostly in Methodist and Baptist Church
4. Give THREE features of informal worship	Type of non-liturgical worship which is spontaneous and can include clapping or speaking in tongues. You can experience personal revelation from God
5. Give TWO features of private worship	In the home with private prayer, private meditation and reading the bible

**Task 1 Instructions: You need to learn these 5 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus in a central figure\_ x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

**Task 2 - You need to learn these 2 teachings and explain the influence on Christians**  
Cover The answers and write them in full sentences in your book as follows:  
 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓

Relevance to the course	Scripture or Religious Teaching	This may influence Christians to...
Heaven	<b>Bible: In your presence there is fullness of joy: at your right hand are pleasures forevermore</b>	...see heaven as a spiritual place where they are in the eternal presence of God
Judgement	<b>Bible: Parable of the sheep and the goats "For I was hungry and you gave me something to eat... I was in prison and you can to visit me"</b>	...do good deeds because the sheep will be sent to heaven whilst the goats were sent to hell for not doing good as preached by Jesus

**Task 3-Learn and copy these points and develop them in your books. Cover and repeat as many times as is necessary**

<b>Point-</b> One way that Christians worship is through liturgical worship.	<b>Develop-</b> This is set worship with set rituals which have been passed on through multiple generations. This is practiced by the Anglican and Roman Catholic church
<b>Point</b> - Another way that Christians worship is through informal worship	<b>Develop-</b> This is a form of non-liturgical worship where there is no set rituals and may be more spontaneous and involve clapping and speaking in tongues

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 11 W/C 17/11/25**

Key Question	Answer
1. Give THREE reasons why Christians pray	To thank God, ask for forgiveness or seek help from God
2. Give TWO types of prayer	Set prayer e.g. Lord's prayer and informal prayer
3. What are the 7 sacraments in Christianity (holy rituals)	The 7 sacraments are: Baptism, confirmation, Holy Communion, marriage, Holy orders, reconciliation & anointing the sick
4. What is Holy Communion (the Eucharist)?	The sacrament that uses bread and wine to celebrate the sacrifice of Jesus on the cross and his resurrection
5. Give two CONTRASTING beliefs about Holy Communion	Catholics believe the bread and wine become the body and blood of Christ / Protestants believe the bread and wine are a symbol, they do not become the body and blood of Christ
6. Give THREE reasons why Christians take Holy Communion	Reminds them of the Last Supper, strengthens faith, brings communities together, a collection is sometimes taken to support wider society
7. What are the TWO parts of the Holy Communion service	Ministry of the Word (bible readings, prayers) / Ministry of the Holy Communion (consecrating and sharing bread and wine)
8. THREE features of Anglican/Catholic Holy Communion (Eucharist)	The Creed and the Lord's prayer is said, the priest repeats the words of the Last supper over bread and wine and receives bread and wine at the altar
9. THREE features of Orthodox Holy Communion (Eucharist)	Priest enters through the Royal doors. The priest says the words of the Last supper behind the iconostasis (screen). The priest distribute bread and wine on a spoon

**Task 1 Instructions: You need to learn these 9 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus is a central figure\_x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

Relevance to the course	Scripture or Religious Teaching	This may influence Christians to...
Prayer	<b>The Lord's Prayer: Give us this day our Daily Bread</b>	...to petition to God for help if it is needed
Prayer	<b>The Lord's prayer: Forgive us our sins as we forgive those who trespass against us</b>	...forgive people who have wronged us as Jesus forgave our sins
Prayer	<b>Bible: Devote yourselves to prayer being watchful and thankful</b>	...dedicate themselves to praying to God and to ensure that they are praising God and being thankful

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**

Cover The answers and write them in full sentences in your book as follows:

- 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓
2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X
3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

**Week 12- 24/11/25**

Key Question	Answer
1..What is Holy Communion (the Eucharist)?	The sacrament that uses bread and wine to celebrate the sacrifice of Jesus on the cross and his resurrection
2.Give two CONTRASTING beliefs about Holy Communion	Catholics believe the bread and wine become the body and blood of Christ / Protestants believe the bread and wine are a symbol, they do not become the body and blood of Christ
3..Give THREE reasons why Christians take Holy Communion	Reminds them of the Last Supper, strengthens faith, brings communities together, a collection is sometimes taken to support wider society
4. Give THREE beliefs about the Trinity	There is one person divided into three persons. The three persons in the Trinity are the father, the Son and the Holy Spirit.
5. Give TWO ways belief in the Trinity influences Christians	Christians should try to follow Jesus' example because he is the Son of God. Christians are encouraged to love their neighbour because Trinity is a relationship of love

**Task 1 Instructions: You need to learn these 5 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus in a central figure\_x

2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

**Task 2 - You need to learn these 2 teachings and explain the influence on Christians**  
Cover The answers and write them in full sentences in your book as follows:  
 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓

Relevance to the course	Scripture or Religious Teaching	This may influence Christians to...
Holy Communion	<b>Bible - 'This is my body, which is for you; do this in remembrance of me</b>	...take bread during communion as a way of remembering Jesus's sacrifice on the cross as he died to reunite us with God.
Holy Communion	<b>Bible- 'This cup is the new covenant in my blood; do this, whenever you drink it, in remembrance of me.'</b>	...believe that when drinking the wine is physically transformed into Jesus's blood through the process of transubstantiation. This is believed by Roman Catholics.

<b>Task 3-Learn and copy these points and develop them in your books. Cover and repeat as many times as is necessary</b>	
<b>Point-</b> Some Christians such a Roman Catholics believe in Transubstantiation	<b>Develop-</b> This means that they believe that the wine and bread are physically transformed into the blood and wine of Christ therefore, bringing them closer to God
<b>Point-</b> Protestants take the bread and wine as a sign of remembrance	<b>Develop-</b> This is to remember Jesus dying on the cross to atone for humanities sins

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 13 W/C 01/12/25**

Key Questions	Answers
1..Give THREE beliefs about the crucifixion	It was ordered by Pontius Pilot. Although Jesus suffered he forgave the guards
2.TWO ways the crucifixion influences Christians	Gives people hope that their sins will be forgiven if they repent . We must accept suffering is a part of life as Jesus suffered / To forgive others because Jesus forgave guards
3..Give TWO beliefs about Jesus' burial:	Buried in a cave like tomb. It was rushed because the Sabbath day of rest was due to start
4.Give TWO Christian beliefs about judgement	You are Judged by God and rewarded by being sent to heaven or punished and sent to hell . Some believe this happens soon after death and some believe you are judged on the Day of Judgement
5..Give TWO ways believe in judgment influences Christians	Help others and love thy neighbour. Follow the 10 commandments and the teachings of Jesus and put your faith in Jesus
6. Give THREE Christian beliefs about Creation	God brought the universe into being over 6 days and rested on 7 <sup>th</sup> Some Christians see Genesis as literally true / Some Christians believe Genesis contains religious truth
7. Give ONE teaching that shows the Son of God was involved in creation:	John, the Bible "In the beginning was the Word, and the Word was with God, and the Word was God"
8. Give TWO ways belief in creation influences Christians	Belief in God's power so pray to God / respect the planet because it is God's creation
9. Give ONE scientific theory that challenges the Christian creation story	Big Bang Theory

**Task 1 Instructions: You need to learn these 9 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus in a central figure\_ x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

Relevance to the course	Scripture or Religious Teaching	This scripture may influence some Christians to...
Creation	'All scripture is inspired by God and profitable for teaching' 2 Timothy 3:16	... believe that the Bible should be taken literally and therefore the creation story in Genesis is true.
Creation	'All scripture is inspired by God and profitable for teaching' 2 Timothy 3:16	... believe that although the Bible is the word of God, some parts of the Bible act as inspiration and may be open to interpretation, therefore the Big Bang theory is possible
Creation Trinity	Bible "In the beginning was the Word, and the Word was with God, and the Word was God"	...Jesus (the son of God) was the word and he was present at creation along with the Father and the Holy Spirit

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**  
Cover The answers and write them in full sentences in your book as follows:  
 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓  
 2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X  
 3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 14 W/C 08/12/25**

Key Questions	Answers
1. Give THREE features of infant baptism	Practices by Catholic, Orthodox and Anglican churches. It removes original sin (Catholic belief) and the child is welcomed into church at a young age. Water is put on the baby's head.
2. Give THREE features of believers' baptism	Practices by Baptist and Pentecostal churches where people are old enough to make a mature choice and state their belief. People are fully submerged into water
3. Give THREE reasons why Christians go on pilgrimage	To grow closer to God, seek cure for illness and meet other Christians
4. Give THREE features of Lourdes pilgrimage	Mary appeared to Bernadette here / waters here believed to be healing / pilgrims bath in the water
5. Give THREE features of the Iona pilgrimage	St Columba set up a monastic community here, pilgrims go to services in the abbey and a quiet, peaceful place for meditation
6. What is a pilgrimage?	A journey made to a holy site for religious reasons
7. What is the Great Commission?	Jesus' instruction to his followers that they should spread his teachings - "Go and make disciples of all nations, baptising them in the name of the Father, the Son and of the Holy Spirit"
8. What is evangelism?	Spreading the Christian gospel by preaching or by example
9. Give TWO reasons why Christians may become missionaries / evangelists	To follow the example of the disciples and Jesus in the Great Commission and to spread the church
10. Give TWO arguments against evangelism	Might annoy people / some Christians are shy / it may offend people of other religious faiths
11. Give ONE example of evangelism in the UK	The Alpha Course introduces people to Christianity through talks and discussions

**Task 1 Instructions: You need to learn these 11 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus is a central figure\_ x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

Relevance to the course	Scripture or Religious Teaching	This scripture may influence Christians to....
Baptism	<b>Bible: 'Baptising them in the name of the Father, the Son and of the Holy Spirit'</b>	...welcome people into the church in the presence of the three persons of the trinity'
Pilgrimage Baptism	<b>Bible: 'Faith without action is dead'</b>	..not just put their faith into God but to also become closer to God through actions such as pilgrimage, baptism and doing good deeds
Creation	<b>Bible- 'Go and make disciples of all nations'</b>	..spread the word of God and become evangelists as instructed by Jesus in the great commission

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**

Cover The answers and write them in full sentences in your book as follows:

- 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓
2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X
3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. **Examples of how to lay out your work will be shown in blue and green.**

**Week 15 W/C 15/12/25**

Key Questions	Answers
1.What is reconciliation?	Restoring harmony after relations have broken down
2.Give TWO reasons why Christians work towards reconciliation	God restored the relationship between God and humanity through Jesus' crucifixion so Christians are inspired by this It is also a sacrament for Catholics
3.Give TWO examples of persecution a Christian may face	Two examples are: job discrimination & churches banned
4.Give TWO reasons why some Christians see the positive effects of persecution	Persecution will people to strengthen their faith and share in Jesus' suffering
5.Give TWO ways Christians help those being persecuted	Barnabas fund sends money & Christian Solidarity Worldwide campaigns for religious freedom for all
6, Give TWO reasons why Christians help people experiencing poverty	To following Jesus' example as he Jesus helped those in need e.g. lepers and the parables of the Good Samaritan and sheep and goats
7.Give THREE Christian charities that help those in poverty	Christian Aid / Tear Fund / CAFOD
8.Give two CONTRASTING ways that Christian Aid helps those in need	Provides emergency relief in crises e.g. water and food / campaign with other organisations to end poverty e.g. Fairtrade Foundation
9.What is agape?	Selfless, sacrificial, unconditional love
10.Give THREE features of food banks:	Trussell Trust / Oasis Project / churches donate non-perishable food / those in need can access food / social interaction / aim to end poverty and provide support to those in need
11.Give THREE features of Street Pastors	Adult volunteers in urban areas / to respond to drunkenness, anti-social behaviour / work with police and councils / listen to people's problems

**Task 1 Instructions: You need to learn these 11 facts about Christianity.**

Repeat them as often as you need until you definitely remember them

Cover the answers and write them in full sentences in your book as follows:

1. The three Abrahamic religions are Islam, Christianity and Judaism\_ ✓
2. An Abrahamic religion is when Jesus in a central figure\_x
2. An Abrahamic religion is a monotheistic religion where Abraham is a central figure\_ ✓

Relevance to the course	Scripture or Religious Teaching	This scripture may influence Christians to....
Local and worldwide church	<b>Bible: 'Love your neighbour as you love yourself'</b>	...treat others as you want to be treated and to follow Jesus's teachings and show agape to others
Local & worldwide church Reconciliation	<b>Bible ' The parable of the Good Samaritan'</b>	...love thy neighbor and showing compassion to all, regardless of background
Local & worldwide church Reconciliation	<b>Bible: 'Faith without action is dead '</b>	..not just put their faith into God but to also become closer to God through actions such as pilgrimage, baptism and doing good deeds

**Instructions: You need to learn these 3 scriptures and explain the influence on Christians**  
Cover The answers and write them in full sentences in your book as follows:

- 1 In the Bible, it says 'For God so loved the world that he gave his one and only son'. This influences Christians to understand that God is benevolent so we should act in his image by being loving to other people ✓
2. Father why have you loved me. This influences Christians to believe that Jesus has suffered just like humans have. X
3. In the Bible, Jesus says 'God why have you forsaken me' This influences Christians to believe that God has also suffered explaining why there is suffering in the world ✓



# Y10 Sport

# Knowledge

# Organiser

## Unit 1 2025/2026

Name: \_\_\_\_\_

### KNOWLEDGE ORGANISER TIMETABLE

You are expected to complete at least **60 minutes** of self-quizzing homework in your practice book every day. This will take up **two pages** as a minimum. Layout guidance can be found at the front of the KO.

Monday night	Tuesday night	Wednesday night	Thursday night	Friday night	Weekend
Option A	Option B	Option C	Option D	English	Science

Write in the subjects that you will self-quiz Monday-Thursday. The homework is checked the following day by your PO teacher. If we feel that the homework is not up to standard, you will be issued with a **30 minute, same day, detention**.

### SPARX MATHS TIMETABLE

Due Wednesday night, each week.

The homework is checked on Thursday morning each week by your maths teacher. If you have not completed 100% of your homework and cannot show your book codes, your working and your answer in your Sparx book, you will be issued with a **60 minute, same day, detention**.

### HOLIDAY HOMEWORK




Complete a minimum of two sets of self-quizzing in your practice book from the previous term. This will take up a minimum of four pages of your self-quizzing practice book. You can choose which subject(s).



## Contents

Homework Timetable	Page
Logins	3
Knowledge Organiser - Layout Guidance	4
Sport Knowledge Organiser Homework	6

## Logins

<p><b>School email</b></p> 	<p>.....<a href="mailto:.....@blaisehighschool.co.uk">@blaisehighschool.co.uk</a></p>
<p><b>School computer</b></p> 	<p>Username: .....</p> <p>Password: .....</p>
<p><b>Sparx Maths</b></p> <p><a href="http://www.sparxmaths.uk">www.sparxmaths.uk</a></p> 	<p>Username: .....</p> <p>Password: .....</p>

This is how to layout your self-quizzing:

1. **Date and subject** on top line of your homework. Underline.

2. Start quizzing on the line immediately under the title. No blank lines.

3. Mark in **green**. A neat tick or cross.

4. If you get a question wrong, you should answer that question again in green pen.

5. No lines left blank

6. You may start a new question on a new line. Otherwise, you should always write to the end of the line.

7. Write on **every line** to the bottom of the page.

History week 3 15/9/25

- 1) Septic was a risk to health because they contaminated streams and wells. ✓
- 2) Features of a medieval peasants' diet included fruit and vegetables and pottage and they relied on a good harvest. ✓
- 3) Unsanitary means dirty, unclean and unhygienic. ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small. ✗
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes made of wattle and daub, with there were open fires and animals sheltered inside. ✓
- 5) The Theory of the Four Humours was the idea that God sent disease as a punishment. ✗
- 5) The Theory of the Four Humours was the idea that illness occurred when the body's humours were out of balance. ✓
- 6) The four periods are Medieval Britain (1250-1500), Early Modern Britain (1500-1750), Industrial Britain (1750-1900) and Britain since 1900 (1900-today). ✓
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Plague was prevalent. ✗
- 1) In the countryside waste was stored in septic's often close to streams/wells. ✓
- 2) Human waste leaks into rivers/wells contaminating them. ✓
- 3) People collected water from contaminated rivers/wells. ✓
- 4) Dysentery was prevalent. ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage. ✓
- 2) People's homes were cramped. ✗

This is how to layout your self-quizzing:

8. You need to complete a **minimum of two pages** of self-quizzing. Start at the top of page 2.

- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Dysentery was prevalent. ✗
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✗
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 1) The rural poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓
- 4) Features of homes in the countryside during the Middle Ages included that they were small homes, made of wattle and daub, inside there were open fires, and animals sheltered inside. ✓
- 5) The theory of the four humours was the idea that illness was caused by miasma ✗
- 5) The theory of the four humours was the idea that illness was caused when the body's humours were out of balance ✓
- 1) The rural labouring poor lived in cramped conditions - one family in a one room, windowless cottage ✓
- 2) There was a lack of ventilation in people's homes ✓
- 3) When a person coughed their water droplets did not disperse but were breathed in by other residents ✓
- 4) Diseases like tuberculosis were easily spread throughout a home so were prevalent ✓

9. If you get a question wrong, you should answer that question again in green pen. If you get it wrong again, do it again in green pen.

10. When you have self-quizzed every question, return to the ones you got wrong and do them again.

11. If you get questions right the first time, you can still redo them again to **overlearn** the knowledge. Two pages is the minimum each day.

12. You need to test yourself on **all of the knowledge** on each A4 page of homework. This means your self-quizzing may go over more than two pages. Make sure you test yourself on every question.

**BTEC Spot Week 2 DATE 08/09/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Aerobic Endurance	Use of the cardiorespiratory system for events lasting 30 minutes or more
Component 1	Muscular Endurance	Events/sports lasting more 30 minutes
Component 1	Muscular Strength	Activities requiring force, e.g. throwing events
Component 1	Speed	Activities requiring fast movement, e.g. sprinting
Component 1	Flexibility	Activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers. **Cover the definitions** and write the key word and definitions out in your book as follows:

1. Aerobic endurance – Use of the cardiorespiratory system for events lasting 30 minutes or more ✓

2. Muscular endurance - Using muscles. X

2. Muscular endurance - The repeated use of muscles continuously ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What types of physical activities can someone take part in?	Sports, outdoor activities and physical fitness activities
Component 1	2. Sports can come in two forms, they are...	Team and individual
Component 1	3. For a sport to be classed a sport, it must have a...	National Governing Body
Component 1	4. Sports provision in the UK can be categorised into three sectors. What are they?	Private Public voluntary
Component 1	5. When a sports provision is too costly to participate in, what factor might be affecting participation?	The economic status

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Sports, outdoor activities and physical fitness activities ✓

2. Sports people. X

2. Team and individual. ✓

## BTEC Sport Week 3 DATE 15/09/25

Use the look, cover, write, check process to self-quizz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Body Composition	Ratio of fat mass to fat-free mass
Component 1	Power	Activities requiring explosive movement
Component 1	Agility	Activities requiring quick changes of direction,
Component 1	Reaction Time	Any activity where a quick decision or response to a stimulus is needed
Component 1	Balance	An activity requiring the control of the distribution of weight or to remain upright and steady

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Body composition - Ratio of fat mass to fat-free mass. ✓

2. Power - being explosive. X

2. Power - Activities requiring explosive movement ✓

### Task 2

Topic	Key question	Answer
Component 1	1. Improving fitness, meeting new people, building resilience are all types of what?	Sporting benefits
Component 1	2. Why might private sporting provision be an issue for someone with a small income?	The are expensive in cost
Component 1	3. What is the benefit of attending a private sporting provision?	Improved facilities and equipment
Component 1	4. What mental benefits are there to taking part in physical activity?	Decreases stress levels and depression. Also builds confidence.
Component 1	5. A social benefit of taking part in sport can be...	Meeting new people Making friends Developing leadership

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Sporting benefits ✓

2. Money. X

2. The are expensive in cost. ✓

## BTEC Sport Week 4 DATE 22/09/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page. When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank. Grey boxes like this one will give you specific instructions about what you need to learn. Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Progressive Overload	training needs to be demanding enough to cause the body to adapt, improving performance
Component 1	Specificity	Training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
Component 1	Individual Differences	Training should meet the needs of an individual
Component 1	Adaptation	Changes to the body due to increased training loads
Component 1	Reversibility	If training stops, or the intensity of training is lowered, fitness gains from training are lost

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Progressive overload - training needs to be demanding enough to cause the body to adapt, improving performance. ✓

2. Specificity - matching the sport X

2. Specificity - Training should meet the needs of the sport, or physical/skill-related fitness goals to be developed ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What is a barrier to sport?	Something that is restricting and individual taking part
Component 1	2. What barriers could an individual face in relation to time and other commitments?	Family School work
Component 1	3. What personal barriers might limit the amount of physical activity for an individual?	body image lack of self-confidence limited previous participation
Component 1	4. What cultural barriers might limit the amount of physical activity for an individual?	single sex sports lack of role models from own cultural background
Component 1	5. What barriers could an individual face in relation to the cost of participating?	clothing Equipment transport

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Something that is restricting and individual taking part ✓

2. Interest. X

2. Family, school, work. ✓

## BTEC Sport Week 5 DATE 29/09/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Public Sector	To include local authorities and school provision
Component 1	Private Sector	Provided by organisations who aim to make a profit
Component 1	Voluntary Sectors	Activities provided by volunteers who have a common interest in the sport /activity.
Component 1	Aims	Details of what they would like to achieve for the selected sport.
Component 1	Objectives	How they intend to meet their aims using an appropriate component of fitness and method of training.

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Public sector - To include local authorities and school provision. ✓

2. Public sector - for anyone. X

2. Public sector- Provided by organisations who aim to make a profit ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What solutions could there be to the barrier of cost when taking part in sport?	discounted pricing hiring of equipment free car parking
Component 1	2. What methods could be used to overcome access to provision?	public transport discounts cycle hire to access the facility. taster days
Component 1	3. What could be offered by certain provisions to limit the barrier of time?	creche facilities extended opening hours
Component 1	4. What could be offered to overcome the personal barrier to taking part in sport?	private changing rooms. allowing participants to wear clothing they feel most comfortable in. use a variety of images of people with different bodies and shapes
Component 1	5. What could be offered to overcome the cultural barrier to taking part in sport?	women only physical activity sessions staffed by females. diversity of staff working at sport or physical activity facilities. staff training in cultural awareness

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. discounted pricing, hiring of equipment, free car parking ✓

2. Free stuff. X

2. public transport discounts, cycle hire to access the facility, taster days. ✓

## BTEC Sport Week 6 DATE 06/10/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Warm-up	Completed at the beginning of a physical activity session to prepare the body for exercise and reduce the risk of injury
Component 1	Pulse Raiser	Activities that gradually increase in intensity to increase the heart rate
Component 1	Mobiliser	Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses
Component 1	Static Stretches	Activities that are performed to increase the length of muscles whilst stood stationary
Component 1	Dynamic Stretches	Activities that are performed to increase the length of muscles whilst moving

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Warm-up - Completed at the beginning of a physical activity session to prepare the body for exercise and reduce the risk of injury. ✓

2. Pulse raiser - getting heart rate high X

2. Pulse raiser - Activities that gradually increase in intensity to increase the heart rate ✓

### Task 2

Topic	Key question	Answer
Component 1	1. Give an example of typical sports wear clothing	sports kit waterproof clothing training clothing
Component 1	2. What type of footwear might a sports performer wear?	Trainers studded boots sport specific footwear
Component 1	3. Give an example of sport specific equipment	Balls Rackets Kayak dumbbells.
Component 1	4. What type of protection would someone wear to protect gums and teeth?	Mouthguard
Component 1	5. Give an example of a piece of equipment used by sports officials	Whistle Microphone Earpiece Flag

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. sports kit, waterproof clothing, training clothing ✓

2. Boots X

2. Trainers, studded boots, sport specific footwear ✓

**BTec Sport Week 7 DATE 13/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Multi-stage fitness test	A test for aerobic endurance where participants must run continuously to the sound of a beep
Component 1	Yo-Yo test	Running between 20 metre markers with a 5 metre recovery run
Component 1	Harvard Step Test	Stepping up and down for 5 minutes with a recorded heart rate taken at 1, 2 and 3 minutes
Component 1	12 minute cooper run/swim	A continuous test where participants must run or swim for 12 minutes
Component 1	One minute press-up test	Testing muscular endurance, participants must get as many repetitions of press-ups as possible within the time

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Multi-stage fitness test - A test for aerobic endurance where participants must run continuously to the sound of a beep ✓

2. Yo-Yo test - Running up and down X

2. Yo-Yo test - Running between 20 metre markers with a 5 metre recovery run ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. How can thermoregulated clothing help a performer?	Maintains their body temperature
Component 1	2. Is there any sports clothing that can reduce drag?	Aerodynamic clothing
Component 1	3. Why do certain sports have specific footwear?	To improve performance i.e. grip
Component 1	4. What's the benefit of new lightweight equipment on a performer?	There is less to carry
Component 1	5. What's the name of an artificial body part that becomes their limb?	Prosthetic

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Maintains their body temperature ✓

2. Wind resistance X

2. Aerodynamic clothing ✓

**BTEC Sport Week 8 DATE 20/10/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	One minute sit-up test	Testing muscular endurance, participants must get as many repetitions of sit-ups as possible within the time
Component 1	Timed plank test	Holding a plank position for as long as possible, as a test for muscular endurance
Component 1	Sit and reach test	Testing flexibility, a participant must reach forward to get the furthest distance along the box
Component 1	Calf muscle flexibility test	A test to identify how flexible a participants calves are
Component 1	Shoulder flexibility test	A participant must reach over each shoulder one at a time to grasp their opposite hand to identify their shoulder flexibility

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. One minute sit-up test - Testing muscular endurance, participants must get as many repetitions of sit-ups as possible within the time ✓

2. Timed plank test - Doing a plank X

2. Timed plank test - Holding a plank position for as long as possible, as a test for muscular endurance ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What is the first stage of a warm-up?	Pulse raiser
Component 1	2. What is the second part of a warm-up?	Mobiliser
Component 1	3. What is stage three of a warm-up?	Preparation stretches
Component 1	4. What should be completed at the end of any phase of physical activity?	Cool down
Component 1	5. The two different types of stretching are?	Static and dynamic

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Pulse raiser ✓

2. Moving X

2. Mobiliser ✓

**BTEC Sport Week 9 DATE 03/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Aerobic Endurance	Use of the cardiorespiratory system for events lasting 30 minutes or more
Component 1	Muscular Endurance	Events/sports lasting more 30 minutes
Component 1	Muscular Strength	Activities requiring force, e.g. throwing events
Component 1	Speed	Activities requiring fast movement, e.g. sprinting
Component 1	Flexibility	Activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Aerobic endurance – Use of the cardiorespiratory system for events lasting 30 minutes or more ✓

2. Muscular endurance - Using muscles. X

2. Muscular endurance - The repeated use of muscles continuously ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. Name a physiological response to a pulse raiser?	Increased heart rate Increased breathing rate Increased supply of oxygen
Component 1	2. What is the aim of the mobiliser?	Increase synovial fluid in the joints
Component 1	3. What is the main aim of the preparation stretches?	Make the muscle more pliable - reduce injury
Component 1	4. What happens to heart rate when taking part in preparation stretches?	Decreases
Component 1	5. Name one reason why a sports performer warms up	Reduce risk of injury Prepare body physically Prepare mentally

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Increased heart rate, increased breathing rate, increased supply of oxygen ✓

2. More flexible X

2. Increase synovial fluid in the joints ✓

**BTEC Sport Week 10 DATE 10/11/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Body Composition	Ratio of fat mass to fat-free mass
Component 1	Power	Activities requiring explosive movement
Component 1	Agility	Activities requiring quick changes of direction,
Component 1	Reaction Time	Any activity where a quick decision or response to a stimulus is needed
Component 1	Balance	An activity requiring the control of the distribution of weight or to remain upright and steady

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Body composition - Ratio of fat mass to fat-free mass. ✓

2. Power - being explosive. X

2. Power - Activities requiring explosive movement ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. Which pulse raising exercise requires the performer to swing their legs straight up into the air?	Frankensteins
Component 1	2. What acid builds up in muscles that needs to be removed in a cool down?	Lactic acid
Component 1	3. BPM stands for?	Beats per minute
Component 1	4. Name three types of technology that can measure intensity	Smartwatch; apps; heart rate monitors
Component 1	5. What calculation do you need to work out your maximum heart rate (MHR)	220 - age

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Frankensteins ✓

2. Acid. X

2. Lactic acid ✓

## BTEC Sport Week 11 DATE 17/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Progressive Overload	training needs to be demanding enough to cause the body to adapt, improving performance
Component 1	Specificity	Training should meet the needs of the sport, or physical/skill-related fitness goals to be developed
Component 1	Individual Differences	Training should meet the needs of an individual
Component 1	Adaptation	Changes to the body due to increased training loads
Component 1	Reversibility	If training stops, or the intensity of training is lowered, fitness gains from training are lost

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Progressive overload - training needs to be demanding enough to cause the body to adapt, improving performance. ✓

2. Specificity - matching the sport X

2. Specificity - Training should meet the needs of the sport, or physical/skill-related fitness goals to be developed ✓

### Task 2

Topic	Key question	Answer
Component 1	1. What does BMI stand for?	Body mass index
Component 1	2. What method of training uses a number of stations completed in succession with minimal rest?	Circuit training
Component 1	3. Changing direction at speed is what component of fitness?	Agility
Component 1	4. What does SAQ stand for?	Speed, agility, quickness
Component 1	5. What are the two types of motivation?	Intrinsic and extrinsic

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Body mass index ✓

2. Working. X

2. Circuit training. ✓

## BTEC Sport Week 12 DATE 24/11/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Public Sector	To include local authorities and school provision
Component 1	Private Sector	Provided by organisations who aim to make a profit
Component 1	Voluntary Sectors	Activities provided by volunteers who have a common interest in the sport /activity.
Component 1	Aims	Details of what they would like to achieve for the selected sport.
Component 1	Objectives	How they intend to meet their aims using an appropriate component of fitness and method of training.

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Public sector - To include local authorities and school provision. ✓

2. Public sector - for anyone. X

2. Public sector- Provided by organisations who aim to make a profit ✓

### Task 2

Topic	Key question	Answer
Component 1	1. A trophy, medal, money or external praise is what type of motivation?	Extrinsic
Component 1	2. Define power	the product of speed and strength to allow for explosive movements in sport.
Component 1	3. Define balance	The ability to maintain a centre of mass over a base of support
Component 1	4. Define reaction time	The time taken to react to a stimulus
Component 1	5. Define aerobic endurance	the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Extrinsic ✓

2. Forceful. X

2. the product of speed and strength to allow for explosive movements in sport ✓

## BTEC Sport Week 13 DATE 01/12/25

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

### Task 1

Topic	Key word	Definition
Component 1	Warm-up	Completed at the beginning of a physical activity session to prepare the body for exercise and reduce the risk of injury
Component 1	Pulse Raiser	Activities that gradually increase in intensity to increase the heart rate
Component 1	Mobiliser	Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses
Component 1	Static Stretches	Activities that are performed to increase the length of muscles whilst stood stationary
Component 1	Dynamic Stretches	Activities that are performed to increase the length of muscles whilst moving

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Warm-up - Completed at the beginning of a physical activity session to prepare the body for exercise and reduce the risk of injury. ✓

2. Pulse raiser - getting heart rate high X

2. Pulse raiser - Activities that gradually increase in intensity to increase the heart rate ✓

### Task 2

Topic	Key question	Answer
Component 1	1. Define strength	the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.
Component 1	2. Define speed	the distance divided by time to reduce time taken to move the body or a body part in an event or game
Component 1	3. Define flexibility	the range of motion possible at a joint to allow improvements in technique.
Component 1	4. Define muscular endurance	the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game
Component 1	5. Define coordination	the ability to move two or more body parts at the same time.

Task 2 instructions: You need to learn the **answers** to these 5 key questions. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity. ✓

2. Moving fast X

2. the distance divided by time to reduce time taken to move the body or a body part in an event or game ✓

**BTEC Sport Week 14 DATE 08/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	Multi-stage fitness test	A test for aerobic endurance where participants must run continuously to the sound of a beep
Component 1	Yo-Yo test	Running between 20 metre markers with a 5 metre recovery run
Component 1	Harvard Step Test	Stepping up and down for 5 minutes with a recorded heart rate taken at 1, 2 and 3 minutes
Component 1	12 minute cooper run/ swim	A continuous test where participants must run or swim for 12 minutes
Component 1	One minute press-up test	Testing muscular endurance, participants must get as many repetitions of press-ups as possible within the time

Task 1 instructions: You need to learn these 5 **definitions**.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. Multi-stage fitness test - A test for aerobic endurance where participants must run continuously to the sound of a beep ✓

2. Yo-Yo test - Running up and down X

2. Yo-Yo test - Running between 20 metre markers with a 5 metre recovery run ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. What is the first stage of a warm-up?	Pulse raiser
Component 1	2. What is the second part of a warm-up?	Mobiliser
Component 1	3. What is stage three of a warm-up?	Preparation stretches
Component 1	4. What should be completed at the end of any phase of physical activity?	Cool down
Component 1	5. The two different types of stretching are?	Static and dynamic

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Pulse raiser ✓

2. Moving X

2. Mobiliser ✓

**BTEC Sport Week 15 DATE 15/12/25**

Use the look, cover, write, check process to self-quiz the knowledge on this full A4 page.

When written out into your self-quizzing book, it should take up at least 2 pages. You should start on line 2 of each page and no lines should be left blank.

Grey boxes like this one will give you specific instructions about what you need to learn.

Examples of how to lay out your work will be shown in blue and green.

**Task 1**

Topic	Key word	Definition
Component 1	One minute sit-up test	Testing muscular endurance, participants must get as many repetitions of sit-ups as possible within the time
Component 1	Timed plank test	Holding a plank position for as long as possible, as a test for muscular endurance
Component 1	Sit and reach test	Testing flexibility, a participant must reach forward to get the furthest distance along the box
Component 1	Calf muscle flexibility test	A test to identify how flexible a participants calves are
Component 1	Shoulder flexibility test	A participant must reach over each shoulder one at a time to grasp their opposite hand to identify their shoulder flexibility

Task 1 instructions: You need to learn these 5 **definitions**. Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the definitions** and write the key word and definitions out in your book as follows:

1. One minute sit-up test - Testing muscular endurance, participants must get as many repetitions of sit-ups as possible within the time ✓

2. Timed plank test - Doing a plank X

2. Timed plank test - Holding a plank position for as long as possible, as a test for muscular endurance ✓

**Task 2**

Topic	Key question	Answer
Component 1	1. Name a physiological response to a pulse raiser?	Increased heart rate Increased breathing rate Increased supply of oxygen
Component 1	2. What is the aim of the mobiliser?	Increase synovial fluid in the joints
Component 1	3. What is the main aim of the preparation stretches?	Make the muscle more pliable - reduce injury
Component 1	4. What happens to heart rate when taking part in preparation stretches?	Decreases
Component 1	5. Name one reason why a sports performer warms up	Reduce risk of injury Prepare body physically Prepare mentally

Task 2 instructions: You need to learn the **answers** to these 5 key questions.

Repeat them as often as you need to in your self-quizzing book until you definitely know the answers.

**Cover the answers** and write the answers out in your book in full sentences as follows:

1. Increased heart rate, increased breathing rate, increased supply of oxygen ✓

2. More flexible X

2. Increase synovial fluid in the joints ✓