KNOWLEDGE ORGANISER

Year 10 Half Term 4



Name:	
Tutor Group	
Academic Year:	

How to use your Knowledge Organiser



The aim of the knowledge organiser is to ensure that **ESSENTIAL KNOWLEDGE** is stored and retrieved over a long period of time.



You need to ensure that you keep your knowledge organiser in your bag, ready for revision, quizzing and to refer to at any time in all of your subjects.

	Look, Cover, Write, Check	Definitions to Key Words	Flash Cards	Self Quizzing	Mind Maps	Paired Retrieval
Step 1	Look at and study a specific area of your knowledge organiser	Write down the key words and definitions.	Use your knowledge organiser condense and write down key facts and/or information on your flash cards.	Read through a specific area of your knowledge organiser	Create a mind map with all the information that you can remember from your knowledge organiser.	Ask a partner or someone at home to have the quiz questions or flash cards in their hands.
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Step 2	Flip the knowledge organiser and write everything you can remember.	Try not to use the solutions to help you.	Add diagrams or pictures if appropriate. Write the solutions on the back of the cards.	Turn over and answer the questions related to that area.	Check your knowledge organiser to correct or improve your mind map.	Ask them to test you by asking questions on the section you have chosen from your knowledge organiser.
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Step 3	Check what you have written. Correct mistakes and add extra information. Repeat.	Check your work. Correct using red pen and add more information if appropriate.	Self quiz using the cards or ask some to help by quizzing you.	Turn back over and mark your quiz. Keep quizzing until you get all questions correct.	Try to make connections that links information together.	Either say or write down you answers.
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Mathematics Knowledge Organiser Crossover – Probability





Mathematics Knowledge Organiser Crossover – Probability

Missing probabilities

Keywords



Mutually exclusive Independent Not mutually exclusive Probability Replacement Union Intersection Set

Dependant

Outcome Frequency

Tree Diagrams

An Inspector Calls

Context	t						
	Class system: society in 1912 was clearly structured into <i>upper class</i> (Lord and Ladies, royalty, people with <i>inherited wealth</i>); <i>middle class</i> ('white collar' workers: business owners, doctors, lawyers etc); and <i>working class</i> (manual labourers). Judgements about people's characters were often made based on their class: "Girls of that class – " (Mrs Birling, hinting that working class women are wild and unpredictable. Act 2)						
£ÅÅ.	Capita private hated	alism: a <i>social system</i> that believes individual wealth is good for society. Business are owned by e individuals who can compete for <i>"lower costs and higher prices" (Mr Birling, Act 1).</i> Priestley Capitalism; he created Mr and Mrs Birling to show <i>Capitalist</i> ideas as outdated and selfish.					
<u>**</u>	Socia all pro one bo	lism: a social system that believes business and industries should be owned by everyone, so that fit equally from their success. The Inspector is a Socialist voice; he believes "We are members of ody. We are responsible for each other." (The Inspector, Act 3)					
*	Wome lower not ex so she	en: Society in 1912 was <i>patriarchal</i> ; women were at a significant disadvantage. They received wages than men, they were not able to vote and they were often looked down on. Women were pected to voice opinions, which is why Mr Birling fires Eva: "She had a lot to say - far too much - a had to go" (Mr Birling, Act 1)					
Big Idea	as						
Generat differer	ional nces	The older <i>generation</i> (Mr and Mrs Birling) are a symbol of Capitalism, so they do not change their ways and they are reluctant to accept <i>blame</i> for their role in Eva's demise. The younger generation, on the other hand (Sheila and Eric) become a symbol of Socialism as the play progresses. They accept blame and want to change; they change throughout the play, for the better.					
Responsibility		The Inspector, as Priestley's mouthpiece , is a symbol of Socialism – he wants everyone to look after each other and to view community as very important. He is sent to uncover the family's wrongdoings and to make them see that they should take responsibility for others. Sheila and Eric realise this, but Mr and Mrs B do not.					

Gender inequality $Q = \oint$	Priestley wanted to show his audience that there was a lot of <i>inequality</i> back in 1912 when it came to how women were treated. By making certain characters out to be sexist, he highlighted this problem and tried to shame audiences into changing their own views about <i>gender equality</i> too. This is perhaps why the <i>victim</i> of their actions is a woman, and why she is working class (working class women were at the bottom of the pile).

Key Quotes

' A man has to mind his own business and look after himself and his own-' Arthur Birling

'She was claiming elaborate fine feelings and scruples that were simply absurd in a girl in her position' – Sybil Birling 'I felt rotten about it at the time and now I feel a lot worse'- Sheila Birling

'I suppose it was inevitable. She was young and pretty and warm heart- and intensely grateful.- Gerald Croft 'You never understanding anything. You never did. You never even tried'- Eric Birling

'We don't live alone. We are members of one body. We are responsible for each other.' - Inspector Goole

Transferable	knowledge
Morality Play	A play with a moral message (a message about right and wrong), traditionally where characters personify abstract qualities designed to educate or challenge the audience . For example, Mr Birling is a symbol of Capitalism; the Inspector is a symbol of Socialism. Priestley uses both these characters as a means of exploring these concepts.
Allegory	A story, poem, or picture that can be interpreted to reveal a hidden meaning, typically a moral or political one.
The text is a construct	Don't forget! Nobody in the play is real: every character has been <i>created</i> by JB Priestley in order to make a specific point or serve a purpose. For example, Eva Smith is a <i>symbol</i> of the working class: she has been created by Priestley to represent a larger group of people.

An Inspector Calls

Context



- When was 'An Inspector Calls' written?
- When was it set?
 - Describe the British class system before the First World War.
- What is the difference between Socialism and Capitalism?
- Describe Priestley's political beliefs.
- ĸŔŔŧ Explain the significance of each icon around this box.

Big Ideas Generational What is the difference between the responses of the old and young characters to the differences Inspector? Write a page of your reflection log for Eric and Sheila, then one for Mr and Mrs Birling, to show how they respond. Responsibility Which members of the family accept responsibility? Which do not? What is Priestley's message to his audience? How are Priestley's ideas about socialism expressed through the responses of each character?

Gender	 Why is Eva Smith's position in society 'weakened'?
inequality	 How is the theme of social class introduced at the start of the play?
	How does Mrs Birling refer to Eva Smith?
$\cap - \ddagger$	 Why is Mr Birling dismissive of his factory workers?
Y - O	• Write a page of your reflection log to summarise your understanding of the role of women in
	the play.

Key Quotes

For each of the key quotations listed on the knowledge organiser (highlighted in yellow and in the 'key quotes' box), write down the quotation and then complete an 'explosion' task, exploring its links to themes and characters.

Use a page of your reflection log to copy out the quotes from memory – categorise them by theme or character.

Transferable	knowledge
Morality Play	 Describe the conventions of a Morality Play. Explain how 'An Inspector Calls' fits into this genre.
Allegory	 What is an allegory? How does this term apply to 'An Inspector Calls'?
The text is a construct	 Explain what is meant by this phrase. For each character, explain why they have been constructed – what might Priestley have wanted to achieve through each one?

Vocabulary

Key vocabulary is included on the knowledge organiser in bold and italics. Find each word and write a list of key vocabulary. • Look up and write down a

- definition for any word you don't understand or are unsure of.
- Write a new sentence for each word, relating it to an aspect of 'An Inspector Calls'.

Extra research: Characters

- How is Arthur Birling described in the stage directions? How does Mr Birling view Sheila's engagement? Describe Mrs Birling's personality. What is Mrs Birling's primary concern? Describe the change in Shelia's attitude as the play progresses. How is Eric introduced? What are your first impressions of him? ٠ Why might Eric be most responsible for the family's downfall? Give a quotation that suggests Gerald may not have treated Eva fairly.
 - Give a quotation that summarises the Inspector's attitude towards society

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Biology Knowledge Organiser Infection and response

Self quizzing questions

Pathogens

- 1. What is a pathogen?
- 2. What type of pathogen causes salmonella?
- 3. How can bacterial infections be treated?
- 4. What is a symptom of gonorrhoea?
- 5. How is malaria transmitted?
- 6. How can the spread of tobacco mosaic virus be prevented?
- 7. How do viruses make you feel ill?

Human Defenses

- 8. Describe how the skin stops pathogens entering the body.
- 9. Which type of non-specific defense kills pathogens in contaminated food?
- 10. What 3 ways do white blood cells defend against pathogens?
- 11. What is phagocytosis?
- 12. How do antibodies defend against pathogens?
- 13. What is an antigen?
- 14. How are bacterial toxins neutralised?

<u>Drugs</u>

- 15. How were drugs first developed?
- 16. What is a painkiller, give an example.
- 18. What are drugs tested on before humans?
- 19. What 3 things are drugs tested for during a trial?
- 20. What is antibiotic resistance?
- 21. What is a vaccine?

Plants

- 22. Which nutrient is needed for chlorophyll production?
- 23. Name a physical defence.
- 24. Explain why a plant needs nitrates.

Further Opportunities

- 1. Visit Oak Academy and work through the topic, answer the questions in your reflection log <u>https://classroom.thenational.academy/units/infe</u> <u>ction-and-response-4f71</u>
- 2. Describe how the effectiveness of antibiotics can be tested.
- 3. Explain what a double blind trial and a placebo are.
- 4. HIGHER: Research monoclonal antibodies and their uses.



Chemistry Knowledge Organiser Year 10: Chemical changes part 1 (Triple FT)

Reactions of metals with Oxygen. This is called Oxidation:

Metals react with oxygen to form metal oxides:

magnesium + oxygen → magnesium oxide

 $2Mg + O_2 \rightarrow 2MgO$

The reactivity series:

Metals form positive ions when they react.

Reactions of metals with water and acids:

The reactivity of a metal is related to its tendency to form positive ions.

The reactivity series arranges metals in order of their reactivity (their tendency to form positive ions). <u>Carbon</u> and <u>hydrogen</u> are non-metals but are included in the reactivity series, they can be used to extract some metals from their oxides; if they are more reactive than the metal. **Displacement:**

A more reactive metal can displace a less reactive metal from a compound. Eg: Silver nitrate + Sodium chloride → Sodium nitrate + Silver chloride

	Reactions with water	Reactions with acid
Group 1 metals	Reactions get more vigorous as you go down the group	Reactions get more vigorous as you go down the group
Group 2 metals	Do not react with cold water	Observable reactions include fizzing and temperature increases
Zinc, iron and copper	Do not react with cold water	Zinc and iron react slowly with acid. Copper does not react with acid.

Extraction of metals using reduction:

Unreactive metals, such as gold, are found in the Earth as the metal itself. They can be mined straight from the ground. Metals less reactive than carbon can be **extracted** from their oxides by reduction.

Eg: zinc oxide + carbon \rightarrow zinc + carbon dioxide

In this reduction reaction the zinc oxide loses the oxygen.

The pH scale and neutralisation:

You can use **universal indicator** or a pH probe to measure the acidity or alkalinity of a solution against the **pH scale**. Acids produce hydrogen ions (H⁺) in **aqueous solutions**.

Aqueous solutions of alkalis contain hydroxide ions (OH⁻).

In neutralisation reactions, hydrogen ions react with hydroxide ions to produce water: $H^+ + OH^- \rightarrow H_2O$



KEY VOCAB

Oxidation: Where a substance gains oxygen. Eg: iron rusting. **Reduction:** Where a substance loses oxygen. Eg: Using carbon to extract iron from iron oxide. **Reactivity series:** A list of metals placed in order, from most reactive to least reactive; **Displacement:** A reaction where a more reactive metal takes the place of a less reactive metal in a compound. **Group 1 and 2 metals:** These are metals on the far left of the periodic table.

Vigorous: A vigorous reaction is a fast one.

Extracted: This means taken out from. Eg: metals are extracted from a metal oxide. **Universal indicator:** A mixture of chemicals that changes colour in acids and alkalis of different strengths.

pH scale: This shows the strengths of acids and alkalis using numbers from 1 to 14. **Aqueous solutions:** are made by dissolving a substance in water.

Salt: A substance produced by a neutralisation reaction. Neutralisation: Acids can be neutralised by alkalis and bases Base: A base is a substance that neutralises an acid e.g. a soluble metal hydroxide or a metal oxide



Q,	Chemistry Knowledge Organiser			KEY VOCAB
	Year 10: Chemical changes part 2	2 (Triple FT)		Alkali: An alkali is a soluble base e.g. metal hydroxide.
Reactions of metals Acids react with some	and acids: metals to produce salts and hydrogen. Eg: metal + acid → metal sa	lt + hydrogen		<u>Titration</u> : an experiment to find the precise volume of acid and alkali that neutralise each other
The type of salt made	depends on the type of acid used in the reaction: loric acid \rightarrow magnesium chloride + hydrogen	Acid name	Salt name	Electrolysis: splitting up ionic
zinc + sulfuric acid \rightarrow	zinc sulfate + hydrogen	Hydrochloric acid	Chloride	compounds using electricity.
Neutralisation reaction	ons using bases and alkalis /drochloric acid → sodium chloride + water	Sulfuric acid	Sulfate	Electrolyte: Charged ions that
calcium carbonate + s	ulfuric acid \rightarrow calcium sulfate, + carbon dioxide + water	Nitric acid	Nitrate	move in a solution to conduct electricity.
Making a soluble sa	t – Required practical – 6 mark question:			Anode: a positive electrode
Soluble salts can be	made from reacting acids with solid insoluble substances (e.g. m	etals, metal oxides, hyd	lroxides and	Cathode: negative electrode:
Add the solid to the evaporating dish, to	warm acid and stir in the beaker, until no more dissolves. Filter of produce solid salts, and pat dry.	ff excess solid and then	crystallise in an	Anion: Negative ion, moves to the anode.
Titrations: Titrations are used to v 1. Use the pipette to a 2. Fill the burette with mix. 3. Stop adding the ac reading. Repeat steps	work out the precise volumes of acid and alkali solutions that react with dd 25 cm ³ of alkali to a conical flask and add a few drops of indicator. acid and note the starting volume. Slowly add the acid from the burett id when the end-point is reached (the appropriate colour change in the s 1 to 3 until you get consistent readings.	each other. te to the alkali in the conic indicator happens). Note	cal flask, swirling to	Cothodo (vo) Anodo (tvo)
Electrolysis: When an ionic composi- called electrolytes. Pas- In the diagram on the in- negative Bromide anii Metals which are more Aluminium oxide is elect Electrolysis of aqueo the elements involved. At the negative electron metal is more reactive At the positive electron bromine or iodine form	und is melted or dissolved in water, the ions are free to move. These and ssing an electric current though electrolytes causes the ions to move to right, Molten lead bromide is electrolysed. The positive Lead cation , moves to the positive cathode. The reactive than carbon are extracted using electrolysis , because the caterolysed. This process is expensive due to the huge amount of energy our solutions: The ions discharged when an aqueous solution is electrorer rode: Metal will be produced on the electrode if it is less reactive than hydrogen.	re then able to conduct el the electrodes. oves to the negative cati arbon can not reduce the y required to produce the rolysed depend on the rel nydrogen. Hydrogen will b ion (Cl ⁻ , l ⁻ , Br ⁻) then you	ectricity and are node. The metal. Eg: electrical current. ative reactivity of be produced if the will get chlorine,	$(-Pb^{2+} Br^{-})$



Chemistry Knowledge Organiser Year 10: Chemical changes (Triple FT)

Self quizzing questions

Key Vocabulary:

- 1. Rusting is an example of what type of reaction?
- 2. What does the reactivity series show?
- 3. What is a displacement reaction?
- 4. What does the pH scale tell us?
- 5. What is an aqueous solution?

Reactions of metals with Oxygen :

- 6. Write the word equation for the oxidation of Calcium
- 7. What type of ions do metals make when they react?
- 8. Name 4 metals which are less reactive than carbon, but more reactive than hydrogen?
- 9. Name a metal that can displace lead from lead chloride?
- 10. Name 3 metals less reactive than hydrogen

Reactions of metals with water and acids:

- 11. Name a group 1 metal that reacts more vigorously with water than Sodium?
- 12. Name a group 2 metal that reacts more vigorously with acids than Magnesium?
- 13. What would you observe if Calcium is placed in cold water?
- 14. What would you observe if copper is placed in cold water?
- 15. What would you observe if copper is placed in an acid?

Extraction of metals using reduction:

- 16. Name 3 metals that can be found as metal in the Earth's crust?
- 17. Name 2 metals that can be extracted from their oxide using reduction by carbon?
- 18. When a metal oxide is reduced by carbon what is lost from the metal oxide?
- 19. When a metal oxide is reduced by carbon, which gas is produced?
- 20. Name a metal that can not be extracted from its oxide by using carbon? The pH scale and neutralisation:
- 21. What does a pH of 2 tell you?
- 22. What ions do acids always produce?
- 23. What ions do alkalis produce?

24. What is the pH range for alkalis?

25. What is the ionic equation for neutralisation?

Reactions of metals and acids:

- 24. Which gas is produced when metals react with acids?
- 25. Which salt is produced when zinc reacts with hydrochloric acid?
- 26. Which salt is produced when Magnesium reacts with sulfuric acid?
- 27. Which gas is always produced when a metal carbonate reacts with an acid?
- 28. What is a base?

Making a soluble salt – Required practical – 6 mark question:

- 24. Which salt will be made if Calcium oxide reacts with hydrochloric acid?
- 25. What two things would you do to the acid to make it react faster?
- 26. When would you stop adding the Calcium oxide?
- 27. What equipment would you need to filter the excess Calcium oxide?
- 28. How would you make sure your salt was dry?

Titrations:

- 29. What are titrations used for?
- 30. What do you add to the conical flask?
- 31. What do you put in the burette?
- 32. If you used universal indicator, when would you stop adding the acid?
- 33. What would you write down?

Electrolysis:

- 34. What is an electrolyte?
- 35. What charge does a cation have?
- 36. What charge does an anode have?
- 37. Why is extracting aluminium, using electrolysis expensive?
- 38. What is produced at the negative cathode, if Zinc chloride is electrolysed?
- 39. What is produced at the positive anode, if Zinc chloride is electrolysed?

Further opportunities:

- 1. Visit the Oak academy and work through lessons 1-22, write your answers in your reflection log: https://classroom.thenational.academy/units/chemical-changesa5ba
- 2. Visit Kay science. Watch the videos for the topic 4 and write answers in your reflection log. <u>https://www.kayscience.com/course/chemistry</u>
- 3. Keep practicing by trying these online quizzes at footprints science: <u>https://www.footprints-science.co.uk/index.php</u>

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Cell	Battery	Switch	Lamp	Ammeter	Volt meter	Diode	LED	LDR	Fuse	Resistor	Variable resistor	Thermistor	\triangleleft	•
Store of chemical energy	Two or more cells in series	Breaks circuit, turning current off	Lights when current flows	Measures current	Measures potential difference	Current flows one way	Emits light when current flows	Resistance low in bright light	Melts when current is too high	Affects the size of current flowing	Allows current to be varied	Resistance low at high temp	Ľ	
Physics				Thermistor					LDR					
Electricity				Resistance varies with temperature					Resistance varies with light intensity				Set up in series with components	
	Par	t 1		Resista	ance decreas	ses as tem	perature inci	eases.	Resistance decreases as light increases.				Voltmeter	Set up parallel to components

Current		Flow of	electrica	l charge	Ampere (A)	I	
Potential difference	How much elect	rical work	is done by a cell	Volts (V)	v		
Charge		Amount of elect	ricity trav	elling in a circuit	Coulombs (C)	Q	
Resistance	A mea	surement of how m	uch curre	nt flow is reduced	Ohms (Ω)	R	
The h	igher the	resistance, the mo	re difficul	t it is for current to	flow.	v	
Increasing resistan	ce reduc	es the current.	Increasing voltage increases the current. Increasing voltage increases the current $R = \frac{1}{R = Resistance}$				
Potential difference	(V) = Cui V = I	rrent (A) x Resistar x R	nce (Ω)	Charge (C) = Current (A) x time (s) Q = I x t			
Power (W) = Currei	nt (A) x I P = I x	Potential differenc V	Energy (J) = Po	otential difference (V) E = V x Q	x Charge (C)		

	Series		Parallel		
A circuit	A circuit with one loop		A circuit with two or more loops		
	Series circuit	Current the sam everywho	∶is ne ere.	p.d. from battery is shared between all the components.	Resistance adds up.
	Parallel circuit	Current fr each brai adds uj	rom nch p.	p.d. across each branch is the same.	Total resistance is less than the resistance value of the smallest individual resistor.



- **1.** Draw the circuit symbol for a bulb and a resistor.
- 2. Draw the circuit symbol for an ammeter and a voltmeter.
- 3. Does an ammeter go in series or parallel with the circuit?
- 4. Does a voltmeter go in series or parallel with the components?
- 5. Draw the symbol for a fuse.
- 6. Draw the symbol for a diode and an LED.

- 7. What does a thermistor do?
- 8. What does an LDR do?
- 9. What is a battery? Draw the symbol.
- 10. State the function of a fuse.
- 11. Describe how a switch works.
- 12. What is a diode?

- 1. What is meant by electrical current?
- 2. State the unit of current.
- 3. What is meant by potential difference?
- 4. State the unit of potential difference.
- 5. What is meant by electrical charge?
- 6. State the unit of charge.
- 7. What is meant by electrical resistance?
- 8. State the unit of resistance.
- 9. What effect does increasing resistance have on current?
- 10. What effect does increasing potential difference have on current?
- **11.** State the equation linking current, potential difference and resistance.
- 12. State the equation linking charge, current and time.

<u>Further extend your</u> <u>learning:</u> Try to rearrange each of the 4 equations so far to find all 3 variables of each. Example: R = V / I

- 1. State the difference between a series and parallel circuit.
- 2. What happens to the current in a series circuit?
- 3. Compare the current in series and parallel circuits.
- 4. What happens to the total resistance in parallel circuits?
- 5. Compare the resistance in series and parallel circuits.
- 6. Compare the potential difference in series and parallel circuits.





GCSE Physics: Electricity Knowledge Organiser (Part 2)

- 1. What is the National Grid?
- 2. State the function of a step-up transformer.
- 3. Is the voltage in the cables low or high?
- 4. State the function of a step-down transformer
- 5. Why must voltage be reduced before use in our homes?
- 6. Why must voltage be increased before being sent through the cables?
- 7. State the potential difference (V) and frequency (Hz) of UK mains.
- 1. What is meant by electrical current?
- 2. State the unit of current.
- 3. What is meant by potential difference?
- 4. State the unit of potential difference.
- 5. What is meant by electrical charge?
- 6. State the unit of charge.
- 7. What is meant by electrical resistance?
- 8. State the unit of resistance.
- 9. What effect does increasing resistance have on current?
- 10. What effect does increasing potential difference have on current?
- 11. State the equation linking current, potential difference and resistance.
- 12. State the equation linking charge, current and time.

<u>Further extend your</u> <u>learning:</u> Try to rearrange each of the 4 equations so far to find all 3 variables of each. Example: R = V / I

- 1. Sketch the I-V graph for an ohmic conductor.
- 2. State what happens to the current through a resistor as the potential difference is increased.
- 3. Sketch the I-V graph for a filament lamp (bulb).
- 4. State what happens to the current through a bulb as pd is increased.
- 5. Sketch the I-V graph for a diode.
- 1. Name the 3 wires in a plug and state the colour of each.
- 2. State the pd across the neutral wire.
- 3. State the function of the live wire.
- 4. How much pd is carried by the live wire.
- 5. What is the Earth wire for?
- 6. Where does the fuse go? Why is this?
- 7. Why don't plastic appliances have an Earth wire in their plugs.
- 8. State what is meant by 'double insulation'





French Knowledge Organiser **GCSE** core information

Year 10/Theme 2 LOCAL, NATIONAL, INERNATIONAL AND **GLOBAL AREAS OF INTEREST**

Prior Knowledge

	masculine	feminine	plural
'the'	le	la	les
'a' or 'some' (pl)	un	une	des

If a noun begins with a vowel or *h*, *le* or *la* shortens to l', e.g. l'église (the church).



G How to say 'in'

J'habite ... (I live ...) dans une ville/un village (in a town/village) au centre-ville (in the town centre) en ville (in town) à la campagne/montagne (in the countryside/mountains) NB: au bord de la mer (at the seaside). Feminine countries (e.g. Angleterre, Écosse, Irlande): use en. Masculine countries (e.g le pays de Galles): use au.

Plural countries (e.g. les États-Unis): use aux. Towns and cities (e.g. Paris): use à.

Points of the compass (e.g. l'est): use dans.

G On peut + infinitive

Les renseignements

On peut means 'you can'. It comes from the verb pouvoir (to be able to, can). It is usually followed by the infinitive of another verb.

On peut aller à un match de foot. You can go to a football match. On peut visiter le château. You can visit the castle.

- il y a ... means 'there is ...' or 'there are ...'. Il y a un stade. There is a stadium.
- Il y a des magasins. There are some shops.

Il n'y a pas de/d' ... means 'there isn't a ...' or 'there aren't any ...'.

Il n'y a pas de gare. There isn't a station. Il n'y a pas d'hôtels. There aren't any hotels. Note: after the negative *il n'y a pas de ...*, you do not need un, une or des.

G Irregular adjectives

The following adjectives are irregular:

masc sg	fem sg	masc pl	fem pl
beau	belle	beaux	belles
vieux	vieille	vieux	vieilles

- Most adjectives go after the noun, e.g. une ville intéressante.
- But some go before the noun, e.g. un grand château, un petit village, une belle plage, de vieux bâtiments, de iolies maisons.
- NB des changes to de when the adjective comes before the noun.



Ma ville/région

G The pronoun y

of the infinitive:

avoir or être:

ou use the superlative to say 'the biggest', 'the longest', 'the most popular', etc. To form the superlative, put *le/la/les* + *plus* before an adjective. The adjective must agree with the noun. le plus long fleuve the longest river la plus haute tour the highest tower les plus belles plages the most beautiful beaches If the adjective goes after the noun, so does the superlative le musée le plus populaire the most popular museun To say 'the best ...' use le/la/les meilleur(e)(s) ...



The pronoun y means 'there'. It replaces \dot{a} + a noun.

If the verb is followed by an infinitive, y goes in front

Tu peux y faire de la voile. You can go sailing there.

J'y suis allée l'année dernière. I went there last year.

In the perfect tense, y goes in front of the part of

• In the present tense, y goes in front of the verb:

On y va tous les ans. We go there every year.

Most negative expressions are in two parts and go around the verb: ne ... rien (nothing) ne ... iamais (never) ne ... personne (nobody, not anyone) ne ... plus (no longer, not any more) ne ... que (only) ne ... aucun(e) (no, not any, not a single .

ne ... ni ... ni ... (neither ... nor ...) is in three parts: put a noun after each ni.







- NB: aucun agrees with the noun.

To ask 'which ...?' or 'what ...?', use the adjective quel ...? It must agree with the subject of the sentence. masc sg auel auelle fem sg masc pl quels quelles fem pl

G Asking questions

G

- To ask for something (e.g. a map), use Avez-vous ...? To ask whether there is something (e.g. a restaurant),
- use Est-ce au'il v a un/une ...? For other types of information, use question words like combien?, à auelle heure?, où?
- Quel/quelle/quels/quelles ...? ('which ...?' or 'what ...?')
- is an adjective and must agree with the noun. **Ouels** sont les horaires d'ouverture?

What are the opening hours?





La météo

G The future tense

You use the future tense to say 'will'

1941, vivre ses choix

UN VILLAGE

For -er and -ir verbs, the future stem is the infinitive.

ie rester**ai** nous resterons (I will stay) (we will stay) tu rester**as** vous rester**ez** (vou will stay) (you will stay)

ils/elles resteront (they will stay)

Some key verbs have irregular future stems, but use the same endings as above:

venir – je **viendr**aj (I will come)

G Si clauses

Si (s' before the vowel i) means 'if'. Use si + a weather phrase + the near future tense to describe future plans.

S'il pleut, on va aller au cinéma. If it rains, we're going to go to the cinema.



or 'shall' do something. To form this tense, use the future stem plus the appropriate ending.

il/elle/on restera (he/she/we will stav)

aller - j'irai (I will go) avoir - j'aurai (I will have) être - je serai (I will be) faire - je ferai (I will do)





RE Knowledge Organiser Philosophy

What is Philosophy?

Philosophy tries to explain the nature of life through the use of reason and argument, rather than by experimentation. This means philosophers attempt to prove that God exists, for example, not by scientific methods, but by using logic.

How successful these attempts are depends on how logical they are. They can be disproved by finding faults in their logic.

Syllogism, or Syllogistic Logic, is made up of three parts the major premise, the minor premise and the conclusion. Aristotle came up with one of the most famous examples of a syllogism:

All men are mortal (major premise)

Socrates is a man (minor premise)

Therefore: Socrates is mortal (conclusion)

Branches of Philosophy

There are three main areas of philosophy which we will focus on when studying philosophy. They are Ethics, Epistemology and Metaphysics.

Ethics is the study of what is right and wrong in human behaviour. It examines the actions of humans and aims to identify what is right and wrong in specific situations. Epistemology is the study of the nature, origin, and limits of human knowledge. Basically it is about the study of knowledge. What can we know? A fundamental question concerning Epistemology is, what is knowledge? Metaphysics is the study of the fundamental nature of reality. It is mainly concerned with explaining the nature of being and the world.Much before the discovery of modern science, all the science-related questions were asked as a part of Metaphysics.

Voltaire

François-Marie Arouet, who wrote under the pseudonym Voltaire is one of France's greatest ever writers. Born in Paris he wrote a number of Plays, Songs and novels. Although only a few of his works are still read, he continues to be held in worldwide repute as a courageous crusader against tyranny, bigotry, and cruelty. His philosophical works were witty and satirical and although some didn't appreciate Voltaire's criticisms, his work remains hugely influential today.

Voltaire challenged religion and linked it to many issues he saw in society during his lifetime. His books and pamphlets contained scores of assaults on church authority and clerical power.

Voltaire believed above all in the efficacy of reason. He believed social progress could be achieved through reason and that no authority - religious or political or otherwise - should be immune to challenge by reason. He emphasised in his work the importance of tolerance, especially religious tolerance. In the *Lettres philosophiques* (translates to Letters on the English), Voltaire discussed the effects and benefits of religious tolerance after living in Britain. This showed that although he was critical, he did see some benefit in religious tolerance during that time.



Philosophy and Religion

Philosophy and Religion has had a mixed relationship depending on different periods in history. There are plenty of philosophical arguments that support religion, such as William Paley's Design argument that supports the existence of God. There have been numerous other arguments including the Cosmological argument and the Moral argument that in the past have aimed to justify the existence of God. Many of these arguments were based off the key philosophical areas. For example, Paley's Design argument links to Metaphysics, as he uses the creation of animals and their perfect adaptations to point to an existence of God.

On the other hand, philosophers like Voltaire looked at the Ethics around religion, especially Christianity, and thought there were serious issues which he challenged in his work. This shows that philosophy has both supported and challenged religion throughout history.

In more recent times, with the development of technology, scientists have been able to answer some of the questions posed by philosophers in the past, thus leading to new arguments being made. Scientists have insisted that it is up to religious believers to prove God's existences, whereas religious believers have insisted that scientists need to prove that God does not exist. This challenge is not as easy one, as there is no way for science to prove the non-existence of something. For example, there is no evidence of their being a Loch Ness monster, however one can not say categorically that it does not exist in one form or another.

Another theory that links to Philosophy and events that take place around the world is the butterfly effect. The butterfly effect is the idea that small, seemingly trivial events may ultimately result in something with much larger consequences – in other words, they have non-linear impacts on very complex systems. For instance, when a butterfly flaps its wings in India, that tiny change in air pressure could eventually cause a tornado in America.



KEY VOCABULARY/TERMS

Philosophy, Design argument, Predetermination, Butterfly Effect, Voltaire, Immortality, Revelations, Ultimate Questions, Miracles, logic, illogic, Moral argument, Cosmological argument, William Paley, Immanuel Kant, infinite regress, conscience, Pseudonym, Metaphysics, Ethics, Epistemology, Knowledge, Lettres Philosophiques



RE Knowledge Organiser Philosophy

Quiz questions	
What was Voltaire's real name?	
Name three branches of Philosophy	
Which philosopher came up with the Design Argument?	
What is Metaphysics the study of?	
Give one example of Logic	
What did Voltaire's books and pamphlets contain?	
What is Epistemology the study of?	
What does the Design argument say is proof that God exists?	
Where was Voltaire born?	
Name three arguments for the existence of God	
Why is it difficult for scientists to prove God is not real?	
What is Ethics the study of?	
What has allowed scientists to answer the questions of some philosophers?	
What is the butterfly effect?	
Give an example of how the butterfly effect works	
What does Lettres Philosophiques translate to in English?	
What is also important to have when trying to use logic?	
After living in Britain, what did Voltaire stress was important?	



History Knowledge Organiser Germany 1890 - 1945 The Weimar Republic

Hyperinflation

Munich Putsch

1923

8-9/11/23



armistice, democratic republic, Spartacists, communism, Freikorps (Free Corps), Weimar Republic, left wing, right wing, constitution, proportional representation, majority, Article 48, Reichstag, Chancellor, President, November Criminals, Treaty of Versailles, diktat, reparations, hyperinflation, putsch, Ruhr.



History Knowledge Organiser The Weimar Republic

Quiz	questions
1	What was the role of the President?
2	Who was the first President?
3	Who was the second President?
4	What was the role of the Chancellor?
5	Name three Chancellors.
6	What was the Reichstag?
7	What system of voting did Weimar use?
8	Who could vote in Weimar Germany?
9	When did WW1 end?
10	What happened on 6/1/19?
11	What happened on 28/1/19?
12	What happened on 13/3/20?
13	What happened in January 1923?
14	What happened on the 8-9th November 1923?
15	What were the threats to the Weimar Republic?
16	Who voted for the NAzis?
17	Who voted for the Communists?
18	Which party was Ebert the leader of?



Kaiser, militarism, Bundesrat, Chancellor, Reichstag, industrialisation, trade union, SPD - Social Democratic Party, socialism, Weltpolitik, patriotic, mutiny, abdicate, November Criminals



History Knowledge Organiser Germany 1890 - 1945 1. The Kaiser's Germany

Quiz questions	
1. When was Germany created?	
2. When did Wilhelm II become Kaiser?	
3. When were the Naval Laws?	
4. What did the Naval Laws do?	
5. What was Weltpolitik?	
6. How was the Kaiser usually dressed?	
7. What land was in Germany's empire?	
8. How many men were in the German army by 1914?	
9. What was Germany producing by 1913?	
10. Which markets did Germany dominate?	
11. What did workers join to try and improve conditions?	
12. What was the name of the political party German workers joined?	
13. The leader of Prussia became the?	
14. Who made state laws?	
15. Who made federal laws	
16. Who controlled the army and navy?	
17. When was WW1?	
18. When did the Kaiser abdicate?	



History Knowledge Organiser Germany 1890 - 1945 5. Nazi Control

Key individuals

Heinrich Himmler - Head of the SS. Joseph Goebbels -Minister of Enlightenment and Propaganda. Leni Riefenstahl - film maker Triumph of the Will. August Landmesser -Jewish family, photographed refusing to do the Nazi salute. Hans and Sophie Scholl leaders of the White Rose resistance group. Executed in 1943. Colonel Claus von Stauffenberg - part of the July Bomb Plot.

Key dates

1925 SS (Schutzstaffel) or black shirts set up 1936 **Berlin Olympics** used as propaganda 1943 Hans and Sophie Scholl executed 1944 **Failed July Bomb** Plot

Propaganda

From the word 'propagate' meaning to spread information and ideas. Joseph Goebbels was in charge of persuading Germans to believe Nazi ideas. Key messages were repeated including

- blaming the Jews for problems
- criticising the Treaty of Versailles •
- make Germany great again ullet

Methods Newspapers - only showed Nazis doing good things. Negative sources about Jews. Newspapers were censored and shut down.

Mass rallies - huge parades and rallies. Special arenas were built that could hold half a million people. They had choirs, bands and listened to speeches. Hitler was an engaging public speaker that could whip up an audience into a fenzy.

Films - were controlled with Nazis shown in a good way and their 'enemies' in a bad way. Leni Riefenstahl filmed the Olympics and made other films. Radio - cheap radios were used to put

across Nazi messages with loudspeakers in the streets. Books - were censored and book burning rallies burnt Jewish, Communist and other unapproved authors.

Terror

The police state was organised and used terror to keep people in control. All police forces were under the control of Himmler as Head of the SS. The SS - were originally Hitler's bodyguards and were the most feared organisation in the country. They included the Waffen SS and the Death's Head Units that ran the concentration and death camps. The regular police and law courts ignored crimes committed by the Nazis and they had all the top jobs. New laws meant the death penalty could be given for telling an anti-Hitler joke, having sex with a Jew or listening to foreign radio.

The Gestapo - the secret police. They spied on people they thought might be a threat tapping phones and opening mail. They could arrest, torture and imprison without a trial. They had a network of informers, encouraged children to inform on parents and teachers.

Rewards

The problem of unemployment was dealt with making many people happy. Beauty of Labour movement - improved working conditions. Strength Through Joy organised leisure activities including choirs, camps, cheap holidays and cinema tickets. Workers could save up for their own VW Beetle although nobody ever received one. The Mutterkreuz - reward for women

who had 4 children - bronze, 6 - silver or 8 - gold. This was linked to the 100 mark marriage loan which you kept 250 marks for each child you had.

Resistance and opposition

Many Germans were uncomfortable with what the Nazis were doing and moaned or grumbled but even this could be dangerous. Some used passive resistance refusing to do as they were told. Others were more openly defiant such as youth groups including the Swing Movement, Edelweiss Pirates and the White Rose. The Kreisau Circle also tried to eliminate Hitler. They failed and ever executed.

KEY VOCABULARY/TERMS - Tier 3

Concentration camps, SS - Schutzstaffel, Gestapo, Propaganda, censorship, newspapers, radio, rallies, films, resistance, opposition, White Rose, Swing Movement, Edelweiss Pirates, assassinate.



History Knowledge Organiser Germany 1890 - 1945 Nazi control

Quiz questions	
Who was the head of the SS?	
What was Joseph Goebbels' job?	
What was the name of the filmmaker who made Triumph of the Will?	
How was the 1936 olympics used by the Nazis?	
What is propaganda?	
What methods of propaganda did the Nazis use?	
What happened to books that were censored?	
What were the SS?	
What was the name of the secret police?	
What did the secret police do?	
Who did the police and law courts support?	
What was the Mutterkreuz?	
What was the Strength Through Joy organisation?	
Where were political opponents sent?	
Which resistance group included a brother and sister?	
Which army officer was involved in the July bomb plot?	
Name two other resistance groups.	
What colour shirts did the SS wear?	



Heinrich Bruning Franz von Papen Kurt von Schliecher Marinus Van Der Lubbe Paul von Hindenburg Ernst Röhm Heinrich Himmler Adolf Hitler



The depression. The Germans were unhappy with the Weimar government. The appeal of Hitler. Fear of the rise of other German extremist groups. Nazi party structure, methods and tactics.

KEY VOCABULARY/TERMS

Chancellor, Enabling Act, communist, Reichstag, elections, Führer, oath. loyalty, trade unions, Night of the Long Knives, SA, SS, political parties, opposition, consolidation, power, dictator.



History Knowledge Organiser Germany 1890 - 1945 Hitler's rise to power.

Quiz questions	
How many seats did the Nazis have in the September 1930 election?	
Who was the Chancellor in 1930?	
How many elections were there in 1932?	
Who became Chancellor in July 1932?	
How many seats did the Nazis have in November 1932?	
Who is Chancellor after Von Papen?	
When was Hitler appointed Chancellor?	
When was the Reichstag fire?	
Who was accused, found guilty and executed for starting the fire?	
When was the Enabling Act passed?	
Who passed the Enabling Act?	
Hitler banned all other political parties and ?	
When was the Night of the Long Knives?	
Who was the leader of the SA murdered on the Night of the Long Knives?	
Who died on 2nd August 1934?	
What title was Hitler called?	
Which groups suppoted the Nazis?	
Why did the Nazi party grow?	

IN UNITY WE SUCCEED	Hi	https://quizlet.com/_8 hu2ay?x=1jqt&i=1kh5 hl for answers			
Kaiser Wilhelm II	Friedrich Ebert	Gustav Stresemann	Wolfgang Kapp	General Ludendorff	Adolf Hitler
Paul von Hindenburg	Franz von Papen	Ernst Röhm	Joseph Goebbels	Heinrich Himmler	Leni Riefenstahl
Gertrud Scholtz Klink	Marlene Dietrich	Karl Liebknecht Rosa	Claus von Stauffenberg	Martin Niemoller	Hans and Sophie Scholl
		Luxemburg			

IN UNITY WE SUCCEED	History Knowledge Organiser Key people Germany
Key person	Role



History Knowledge Organiser Germany 1890 - 1945 Life in Nazi Germany

Workers

Hitler had promised 'Arbeit und Brot' work and bread. The National Labour Service was set up for 18-25 year olds. Public Work Scheme built the autobahns, schools and hospitals. Rearmament also provided jobs and conscription for 18-25 year olds was introduced in 1935. Jews were sacked and women did not count in the figures. Hjalmar Schacht was given the job of getting Germany ready for war with the Four Year Plan. This created jobs in steel, textiles and shipbuilding. Farmers were seen as vital and were supported. The DAF replaced trade unions and ran the Beauty of Labour (SDA) to improve working conditions and the Strength through Joy (KDF)with rewards (including saving for a VW beetle) to control workers.

Young people

Schools were controlled by the Nazis. All teachers had to be Nazis and other were sacked. Textbooks and history were rewritten. They were indoctrinated (brainwashed) to think a certain way which included hatred of the Jews. Eugenics (race studies) was taught and there was a real emphasis on PE Outside school were youth groups that were compulsory to join. For boys the 'Little Fellows' 6-10, 'Young folk' 10-14 and then the Hitler Youth. This included how to march, fight and keep fit. Girls - 'Young girls 10-14 and League of German Girls 14-17 keeping fit, preparing for motherhood. 7,287,470 members. Some youth groups resisted including the White Rose, Swing Youth and Edelweiss Pirates.

Women

'The world of women is a smaller one. For her world is her husband, her family, her children and her house.' The Nazis had a clear idea of the role of women - Kinder, Kirche, Küche (children, church, cooking). They wanted to increase the population. and go back to traditional values e.g. wearing heels or trousers was 'unladylike'. Professional women were sacked but marriage loans were given to married couples of 1000 marks. For each child they kept 250 and this was linked to the Mutterkreuz (Mothercross). Bronze - 4 children silver - 6 and gold - 8. Lebensborn were also set up for women to give a child to the Reich - 8000 births came from here. Gertrud Scholtz-Klink was the figurehead of the Women's League which gave advice. The birth rate rose from 970, 000 in 1933 to 1, 413, 000 in 1939 however during the war the women were needed to help with the war effort.

Christians

There were 20 million Catholics and 40 million Protestants. Some Nazi ideas matched Christian ideas e.g. marriage, family, moral values and fear of Communism. In 1933 Hitler signed the Concordat with the Pope but Hitler soon broke this and the Catholics were harrassed. Archbishop Galen criticised Hitler and euthanasia, he was put under house arrest. Some Protestants supported Nazi ideas and Hitler appointed Ludwig Müller as Reich Bishop. Other Protestants formed the Confessional Church led by Pastor Martin Niemöller who criticised the Nazis. 800 pastors were arrested and he was sent to a camp.

Jews and undesirables

Hitler believed in a pure Aryan master race of strong tall, blond haired, blue eyed Germans. Jews, gypsies, homosexuals, disabled were classed as undesirable. As soon as Hitler came to power they began passing laws to drive out Jews including sacking lawyers and teachers. The Nuremberg Laws 1935 took away more rights and dissolved marriages. November 1938 - Kristallnacht (Night of Broken Glass) saw synagogues burned, shop windows smashed, Jews beaten, arrested and 100 killed. 20 000 were sent to concentration camps. Many Jews left but were in countries occupied by the Germans in WW2 including Holland. Once the war started the Nazis used ghettos, execution squads (Einsatzgruppen) and camps. At the Wannsee Conference a Final Solution was planned including 6 extermination camps including Auschwitz where 1.1 million died. There was an uprising in the Warsaw Ghetto and Treblinka in 1943 but both put down. Around 6 million Jews were killed.

WW2 1939 - 1945

The start of the war was positive with many victories and luxury goods from the conquered countries. This changed after they invaded the USSR in 1941 including battles like Stalingrad and by 1944 Germany was facing a defeat. By November 1939 there was food and clothing rationing e.g. one egg per week. There were many ersatz (substitute) products. Hot water was rationed to two days per week. 1942 - Total War, everything was focussed on making weapons and growing food for soldiers. Factories were open longer, women were brought in and 7 million foreign workers as slave labour. British bombing had a real impact from 1942 disrupting water, electric, transport and there were many unexploded bombs.

KEY VOCABULARY/TERMS - Tier 3

Anti-Semitism (discrimination against Jews), rearmament, conscription, Four Year Plan, self-sufficient, DAF, SDA, KDF, Volkswagen, rationed, Total War, refugee, indoctrinate, eugenics, Swing Youth, Edelweiss Pirates, Kinder, Kirche, Küche, Lebensborn, Mutterkreuz, euthanasia, pacifist, persecute, Aryan, master race, death camp, ghetto, Nuremberg Laws, Kristallnacht, Final Solution, Einsatzgruppen, Holocaust.



History Knowledge Organiser Germany 1890 - 1945 Nazi control

Quiz questions	
What was 'Arbeit und Brot'?	
What types of jobs were provided to deal with the unemployment problem?	
What did the Nazis do for people in work to encourage them?	
How did the school curriculum change?	
What were the different youth groups the children had to join and at what age in each?	
Name three youth groups that resisted the Nazis.	
What was Gertrud Scholtz-klink the figurehead of?	
How were women encouraged to stay home and have children?	
What was K,K,K?	
What was the religious structure of Germany?	
What was the 1933 Concordat?	
Which religious men opposed the Nazis and what happened to them?	
What was an Aryan?	
What were the Nuremberg Laws?	
What happened on Kristallnacht in November 1938?	
How were the Jews treated after the outbreak of war in 1939?	
What was in like on the home front in Germany in the early part of the war?	
What was it like in Germany after the invasion of the USSR?	

2 - Landforms of erosion

Wave types:



A Constructive: Slipping so deposits material.

Destructive: Plunging so erodes material.

Erosion: Wearing away of material.



Transportation: Picking up and carrying material as load.



suspension and solution.

Deposition: Dropping or dumping of load.



Not enough energy for transportation due to slack water or constructive waves.

Mechanical weathering:



Freeze-thaw: Repeated freezing and thawing of water in cracks.



Chemical weathering:



Carbonation:: Acidic rain dissolving calcium in rocks.

Mass movement:



Slide: Blocks of rock slide along a bedding plane.



along a curved slip plane. Rock fall: Fragments of rock fall vertically to form scree.

Slip: Saturated soil moves

Cliffs and wave cut platforms:

Base of cliff is eroded between the low and high tide lines. This creates an overhang above a wave-cut notch

Overhang will collapse as a mass movement making the cliff face retreat and forming a wave cut platform which is exposed at low tide and flooded at high tide.

This process repeats making the wave cut platform at the foot of the cliff wider.

Headlands and bays:

Waves attack a discordant coastline.

The less resistant rock is eroded more quickly forming a sheltered bay with a beach.

The more resistant rock is left jutting out into the sea. This is called a headland.

Caves, arches and stacks:

In a headland cliff, weathering causes cracks to open.

These cracks are enlarged by weathering and erosion and a cave is formed.

If two caves on either side of a headland erode and break through they form an arch.

The arch is weakened by weathering at the top and erosion at the base so eventually the arch will collapse leaving a stack.

Beaches:

Sandy: Wide and gently sloping. Formed by low energy waves which can only transport sand.

Pebble: Narrow and steeply sloping. Formed by higher energy waves which can transport shingle and pebbles and erode sand with backwash.

Sand dunes:

Wind blown sand is deposited behind an obstacle such as a rock creating an embryo dune. Over time, the dune is stabilised by pioneer plants such as Marram Grass. Later brambles and then shrubs and trees can grow as dead leaves from plants decompose and add nutrients.

Dunes migrate inland and become taller, steeper and wider.

Spits and bars:

5 - Key terms

Material is transported along the coast by longshore drift until there is a sudden change in coastline direction. This causes deposition and over time the material will extend out from the coastline across a river mouth or bay as a spit.

It shelters the area behind it which becomes a salt marsh.

When a spit extends completely across a bay it becomes a bar. A lagoon can form if the area is fed by a stream.

Hard engineering:



- **X** Expensive to build and maintain
- X Take a long time to construct
- X Negative visual impact
- X Interfere with natural processes
- X Can move problem along the coast
- ✓ Very effective at reducing erosion
- Can have secondary uses (promenade)
- Reduce insurance costs for homeowners
- Increases house values in areas protected

Soft engineering:

- Beach nourishment, beach
- reprofiling and dune regeneration
- **X** Doesn't stop erosion
- X Can be expensive as needs to be repeated
- **X** Can still interfere with natural or established habitats
- Can protect or create habitats
- Works with natural processes
- Can be attractive to look at
- Much cheaper

Managed retreat:

Allowing nature to take its course or realigning - removing previous defences, Similar pros and cons to soft engineering options.

Weathering - The breakdown of rock in their original position.

Wave cut platform - A rocky, level shelf in front of a cliff left behind as the cliff retreated.

Longshore drift - The movement of sediment along the shore in a saw-tooth motion.

Sand dune - Coastal sand hill shaped by wind action and stabilised with grasses and shrubs.

	1 - Coastal processes		2 - Landforms of erosion		3 - Landforms of deposition		4 - Coastal management
1.	What are the two types of wave?	1.	Which three landforms are created by erosion?	1.	What are the two types of beaches?	1.	What are the four types of hard engineering?
2.	How do the two types of wave differ?	2.	Where does erosion of a cliff take place?	2.	What affects which type of beach which is formed?	2.	What are the disadvantages of hard
3.	What is erosion?	3.	Where is an overhang created?	3.	What transports the sand which is deposited to form		engineering methods used to manage the coast?
4. E	what are the four types of erosion?	4.	What does the cliff do as a result of a mass	4.	sand dunes? What is the first stage of	3.	What are the disadvantages of hard engineering methods used
5. 6.	What are the four types of	5.	movement? What happens during high	5.	sand dune formation? What name is used to	4.	to manage the coast? What are the types of soft
7.	What is deposition?	6.	and low tides? What type of coastline is		describe the first plants to colonise a sand dune?	5.	engineering? What are the
8.	When does deposition take place?		needed for headlands and bays to form?		6. What word is used to describe the movement of a sand dune?		disadvantages of soft engineering methods used
9.	What are the two types of weathering?	7.	What is formed by the erosion of the soft rock?	7.	How do sand dunes change	6.	What are the
10.	What are the two types of mechanical weathering?	8.	What is formed by the erosion of the hard rock?	8.	What feature of a coastline is needed for a spit to form?		engineering methods used to manage the coast?
11.	What is the type of chemical weathering?	9.	Which coastal feature are caves arches and stacks formed along?	9.	What process moves sand	7.	What is a managed retreat?
12.	What are the three types of mass movement?	10.	What has to happen for an arch to form?	10.	10. What happens for a spit to become a bar?		to?
		11.	Describe the formation of a stack.				best way to manage the coast?
	5 - Key terms						
1	 What is weathering? What is a wave cut What is longshore drift? What is a sand dune? 						

Questions





GCSE Computer Science - Topic Networks

What I need to know:

	Paula is the manager of Penfold & Penfold, a talent agency which uses a wireless				
Define the term network	LAN in their office.				
State what LAN stands for.	(a) The computer systems at Penfold & Penfold feature various network-related				
Define the term Local Area Network.	(NIC). State why this piece of hardware is required.				
State what WAN stands for.					
Define the term Wide Area Network.					
State 3 benefits of creating a network	[1 mark]				
Describe the term network performance.	State the piece of hardware that would be required to connect Penfold & Penfold				
State 3 factors that affect network performance.	to an external network.				
Define the term bandwidth.					
Describe how bandwidth affects network performance.	[T mark]				
Describe how the number of users affect network performance.	Identify two benefits and two drawbacks of changing from a Peer-to-Peer (P2P) network to a Client-Server network				
State the difference between a wired and wireless network	Benefits 1				
connection.	2				
Describe a client server network.	Drawbacks 1				
Explain the advantages and disadvantages of a client-server	2				
network.	[4]				
Describe a peer-to-peer network.	Identify two benefits and two drawbacks of using a Peer-to-Peer (P2P) network.				
Explain the advantages and disadvantages of a peer to peer	Benefits 1				
network.	2				
Describe the function of a Wireless Access Point.	Drawbacks 1				
Describe the function of a switch.	2				
Describe the function of a router.	[4]				
State what NIC stands for.	* Identify means the same as state.				
State the function of a NIC.	No explanation needed.				
Describe the differences between fibre optic and copper cable.					

GCSE Computer Science Topic 1.5 Topologies & Protocols 2

On each NIC is a MAC address (assigned to the hardware) The switch reads the MAC address to send the data frames to the right device on the LAN.

A MAC address can be described as *a unique identifier* which is used by switches on LANs to direct data to the right device on a network.



Each network has an IP Address

	Between networks (over the internet) data is sent in packets and directed by
	routers using IP addresses.
	 Used by routers on WANs.
Wide Area Network	 NOT linked to hardware.
	Can be static or dynamic

can be static or dynamic.

-		-	a contract of the second se		
PROTOCOL	LAYER:	ACRONYM STANDS FOR:	FUNCTION		
ТСР	3	Transmission Control Protocol	Splits the data into packets before sending, then reassembles data once arrived.		
IP	2	Internet Protocol	Responsible for pack	et switching.	
нттр	4	Hyper Text Transfer Protocol	Used by browsers to display webpages an used to transfer websites from webserver		
HTTPS	4	Hyper Text Transfer Protocol (secure)	A more secure version of HTTP (as the data, when transferred, is encrypted).		
FTP	4	File Transfer Protocol	Used to transfer, access and edit files.		
SMTP	4	Simple Mail transfer Protocol	Used to send emails and transfer them between mail servers.		
POP3	4	Post Office Protocol (version 3)	Used to retrieve emails from a sever. When they are downloaded by the user, they are deleted from the server.		
IMAP 4		Internet Message Access Protocol.	Used to retrieve emails from a sever. Only a copy of the email is downloaded, only when the user deletes the email, is it deleted from the server.		
A	layer of pro	otocols is a group of prot	tocols that do a similar job/ f	unction.	
4. Application	on Layer	3. Transport Layer	2 Network Layer	1. Link Layer	
Turns dat websites, er files once arrive	ta into mails OR it has ed.	Splits data into packets and reassembling them.	Sends data between networks. (over the internet)	Sends data in a LAN.	

We use layers because it can be difficult to conceptualise a complex system such as network communication. By dividing the system of protocols into layers we can focus on a particular area individually without worrying too much about the other layers.

The layer model is useful for manufacturers so that when they are developing new hardware they can ensure that it is compatible with existing protocols

We can map how layers relate and interact with one another.

We can recognise roughly what a protocol does by knowing which layer it resides within. When a new protocol is developed, it can be slotted into the appropriate layer.

IN ALAMANTERICIPOL

GCSE Computer Science - Topic 1.5 Topologies & Protocols 2

What I need to know:

Explain what a MAC address is needed for.	TCP/IP is a set of protocols (protocol stack) based on layers. List the four layers of the protocol stack, in order.
Explain what an IP address is needed for.	1
Explain the process of packet switching.	2
State what is included in a packet of data.	4
State what TCP stands for, which layer it is in and it's function.	State which layer of network protocols uses routers to direct data packets
State what IP stands for, which layer it is in and it's function.	from the Shemeid once to the Glasgow once.
State what HTTP stands for, which layer it is in and it's function.	[1 mark]
State what HTTPS stands for, which layer it is in and it's function.	Ben and George are good friends, however they live in separate towns. They often exchange emails, school files and play online games together. Whenever data is transmitted between them various
State what FTP stands for, which layer it is in and it's function.	network protocols are used.
State what POP stands for, which layer it is in and it's function.	(a) Define what is meant by the term "protocol".
State what IMAP stands for, which layer it is in and it's function.	
State what SMTP stands for, which layer it is in and it's function.	[1]
State what is meant by a <i>layer</i> of protocols.	(b) Name two different protocols which might be used when Ben and George communicate online.
State the names of the 4 layers.	Protocol 1
State the function of each layer.	Description
List the benefits of using layers.	

GCSE Computer Science

in a network are

A topology describes how the devices in a network are arranged / laid-out.

In a star topology, all devices are connected to a central switch or server.

×

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- If one device fails the rest of networks is unaffected.
- It's easy to add more devices.
- ✓ All devices can send data at the same time (faster than RING).
- ✓ There are fewer collisions (than the BUS).

In wired networks, each device needs a cable which can be expensive.

If there is a problem with the switch or the server, the whole network fails.

 In a mesh topology, every device is directly or
 indirectly connected to every other device without a central switch or server.

- Data can be sent from different devices simultaneously.
- ✓ Decentralised (not reliant on one switch or sever in the centre).
- ✓ Each device connected to every other one − lots of routes to send data.
- ✓ Mesh networks send data along the fastest route.
- ✓ Can handle high volumes of data.

- Wired mesh =
 expensive.
 Difficult to
 - Difficult to manage requires a network technician.
- Each device connected directly to every other one – adding new devices is complicated.

A network protocol is a set of rules for how devices communicate and transmit data.



The **Wi-Fi protocols** are responsible for sending and receiving data wirelessly using radio waves. Ethernet is a set of protocols responsible for sending and receiving data along a network cable.

The **internet** is a world wide connection of interconnected networks.



The **www** is a collection of websites that are hosted on web servers and accessed via the internet.

- Web **hosting** companies rent space on their servers for websites.
- The hosting companies handle all of the back-ups and security issues.
- Host computers must always be on.

THE CLOUD: this is where users can store their personal files on line on a **host** computer.

There is also online software available now through 'the cloud' which is also stored on a remote computer and accessed through the internet.

There is no cloud it's just someone else's computer

As there is no PHYSICAL way of protecting the radio waves of data travelling in a wireless network, protection is required.

- WEP weakest protection as it just requires a password to join the network. Data not encrypted.
- WPA stronger requires a password to join network and encrypts data using an encryption algorithm so only devices with decryption key can read the data.
- WPA2 stronger algorithm used than WPA making data harder to be read by unauthorised users.

Domain Name Service (DNS) is the Internet's equivalent of a phone book. **Name severs** maintain a directory of domain names and translate them to Internet Protocol (IP) addresses.

When you type in a URL, the ISP looks up the domain name, finds the matching IP address and sends it back.

The web browser sends a request straight to that IP address for the page or file that you are looking for and sends the information back to your computers IP address.



GCSE Computer Science - Topic 1.5 Topologies & Protocols (1)

What I need to know:

	Explain	one advantage a	nd one disadvantag	e of mesh topolo	gies compared to sta	r topologies.
Define the term topology.	Advantage					
Describe, with the aid of a diagram the star topology.		-				
State the advantages and disadvantages of a star topology.	Disadvar	ntage				
Describe the mesh topology.						
State the advantages and disadvantages of a mesh topology.	Th. (1	1 1 1 1		1 1 4 1 1		[4]
Define the term 'network protocol'.	and full	l mesh topologies	s for different number	ers of nodes.	S Nodes the dia	are the dots on grams used to
State the function of the Wi-Fi protocol.	a) Comp	Number of nodes	correctly connecting Star	g the nodes in the Partial Mesh	White cells.	
Describe the two frequencies of Wi-Fi.			<u>\</u>	\mathbb{N}	• •	
State how many channels are available on the 2.4GHz frequency and how many of these are non-overlapping.		4	Switch		• •	_
State the advantages and disadvantages of using the 2.4GHz frequency.	1.4	5	Switch			
State how many non-overlapping channels are available on the 5GHz frequency.			<u> </u>	•••	•••	_
State the advantages and disadvantages of the 5GHz frequency.		6				
Describe the 3 protection methods available to protect data being sent via radio waves.	Aleisur	re centre has a Lo	ecal Area Network ((AN) consisting of	of five	[4]
Define the term 'Ethernet'	comput	ers and a central	server connected in	a star topology.	JI IIVe	
Define the term 'internet'.	a) Draw	a diagram of the	leisure centre's star	network.		
Define the term 'World Wide Web'.						
Describe the function of Domain Name Service.				211111	///////////////////////////////////////	[2]
Describe what is meant by 'hosting'.	b) Identify three advantages of the star topology.					antages of a star =
State what is meant by 'the cloud'	1					
Describe a virtual network?	2					
State the advantages of using virtual networks?	3					[3]

INNOVATION



Graphic Design Knowledge Organiser

Year 10







The use of images and design to convey certain ideas and information is called illustration. Illustrations are used to highlight a particular point; to advertise on packaging for example.





Characteristics

- Illustrations are;
- *Decorative and stylised *Accompaniments to literary work
- *Created from scratch on paper or
- technology
- *Unique and suited to a purpose
- *Usually coloured or shaded
- *Not usually found with text in them

Illustration

Process

Illustration deeply depends on having a clear

which they brainstorm sketches from. These

idea or objective in the person's mind from







Purpose

Illustrations are used to help a person understand the content of the work they are reading or listening to. They introduce an involvement and physical representation of what the artist or creator wants you to think, feel or do when looking at the art. Therefore, illustrations can be professional, childish or creative depending on what the creator's goal is.



Types

Illustration can be presented as; *hand-drawn or digital art-

*hand-drawn or digital art-*packaging and advertisements-*children's books-*book and magazine covers-*comic book or manga pages-*album covers-





ASSESSMENT CRITERIA

Competence - How you complete and improve your work using the project activities.

Technical ability – Using one area of graphic design develop a successful graphic design for Unit 2.

KEY VOCABULARY

Definition, Characteristics, Purpose, Process

ideas can be outlined and edited physically (on paper) or drawn out digitally and worked on that way. Illustrators experiment with colours and the textures they can create with these to produce a final piece of art for their specific purpose.



Graphic design Knowledge Organiser Year 10



Components of graphic design	Research your favourite Illustrator.
What are three characteristics of Illustration?	What is the name of your favourite Illustrator?
What is the purpose of Illustration?	When were they active? What style did they use? (realism, abstract, childish)
Name three areas of graphic design that Illustration can be used? • • •	What different areas did they work in? (Book covers, posters/ advertising, album artwork.)
Explain the definition of Illustration. (answer in your own words)	What types of media did they use? (paint, ink, digital art, collage ect.)
Name four successful Illustrators	Give three examples of their work • • •



Year 10 ART TEXTILES Knowledge Organiser

Collage



COLLAGE Definition:

A **collage** is a piece of **art** that incorporates a variety of materials. It often involves gluing things like paper, cloth, or found objects onto a canvas or board and incorporating that into a painting or composition. The exclusive **use** of photos in **collage** is called photomontage.









It can be used as part of your research and development of ideas in Assessment Objective 1.

It can be used to gain marks in Assessment Objective 2 when you refine work through exploration of ideas, materials and processes.

It can also be used as a technique in Assessment objective 3 to help you record your ideas as work progresses.

ASSESSMENT CRITERIA

ASSESSMENT OBJECTIVE 1 - Develop ideas through investigations, demonstrating critical understanding of sources.

ASSESSMENT OBJECTIVE 2 - Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

ASSESSMENT OBJECTIVE 3 - Record ideas, observations and insights relevant to intentions as work progresses.

ASSESSMENT OBJECTIVE 4 - Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.



ART TEXTILES Knowledge Organiser Collage

Use the information and prompt questions to help you complete some work about collage your reflection log.

What does the word collage mean?

What is the word used to describe a collage made up exclusively from photographs?

Why is collage a good technique to use?

What materials can be used to make a collage.

Explain where you could use collage in your work.

Research other artists who work with collage and explain the different materials they work with.

















ART Knowledge Organiser

Year 11 : Term 2:1



ASSESSMENT OBJECTIVES

These are the 4 objectives used to assess your folder of work, with suggestions of what you should do for each one. Each objective is worth 24 marks

Remember that the objectives cover all of the work in each project, from initial sketches and notes to the final image.



I have researched the work of artists.

I have worked in the style of an artist.

I have written about the artists and how they have influenced my work.



I have experimented with a range of materials and techniques. My sketchbook shows how I have developed my idea from an initial start to a final conclusion. My work has been completed with care and thought.



I have drawn images from observation. I have worked from relevant

photographic images.

I have used annotation to explain the development of and my thoughts about my work.



CONCLUSION

I have produced my own imaginative final piece of work. My work shows a clear connection to the work of my chosen artist I have thought carefully about the presentation of my work throughout the project.





Photography Knowledge Organiser

Year 10



UNDERSTANDING ASSESSMENT OBJECTIVES

These are the 4 objectives used to assess your folder of work, with suggestions of what you should do for each one. Each objective is worth 24 marks

Remember that the objectives cover all of the work in each project, from initial sketches and notes to the final image.







Tonality

Rhythm

Music Knowledge Organiser Paul Simon 'Call Me Al'

Context: The title for this song came about from an incident at a party that Paul Simon attended with his first wife, Peggy Harper. Also present at the party was the French composer who inadvertently referred to Paul Simon as 'Al' and Peggy as 'Betty'. The first part of the song appears to be describing a man going through a mid-life crisis and reflecting on his life – 'Why am I soft in the middle? Where's my wife and family? What if I die here? Who will be my role model?' As the song progresses, by the third verse the theme becomes more biographical, reflecting on Paul Simon's travels to South Africa.

Syncopation, syllablic speech-like rhythms, short value notes in the melody, offbeat,

F major: F (I), Gm (ii), Bb (IV), C (V)

semiquavers, sextuplets, grace notes, drum fill

Bass riff (0:00) 2 bar repeated pattern, slap technique



Brass/sax riff (0:00) 2 bar repeated pattern



Section	Timing	Content		Instrumentation/Sonority -		
Intro	0:00-0:14	Brass and saxophone stepwise riff, (homophonic texture) with Bass riff	F,C, Bb	mixture of African and		
Verse 1	0:15-0:43	2x 8 bars. B1-16 solo, spoken and syllabic. B17-24 doubling octave lower.	F,C,Gm	• Guitar		
Chorus 1	0:44-0:59	Sung with brass and sax riff from introduction.	F,C, Bb	 Fretless Bass Drums 		
Verse 2	1:00-1:28	As verse 1		Percussion		
Chorus 2	1:29-1:45	As first chorus but with different high ending		 Synthesizer Six string electric bass 		
Penny whistle solo	1:46-2:15	Starts on 2nd quaver (off beat). Folk style. Semiquavers, sextuplets, grace r	Guitar synthesizer Bass/baritana			
Middle 8	2:16-2:29	Brass/sax riff from introduction (homophonic)		 Bass/baritone saxophone 		
Verse 3	2:30-2:58	As verse 1 and 2		Trumpets Trombonos		
Chorus 3	2:59-3:13	As second chorus		Penny Whistle		
Verse 4	3:14-4:02	Repeated 'na-na' and humming		Background vocals		
Instrumental Break	3:44 - 3:47	Fretless bass solo - fast semiquavers and wide range of pitch. Slap bass teo	hnique.			
Outro	3:47 - end	Fragments of chorus and brass/sax riff introduction with falsetto oohs until fa	ade out			



Music Knowledge Organiser Paul Simon 'Call Me Al'



QUESTIONS

- 1. Identify the form and structure of 'Call Me Al'.
- 2. Identify the key of the song?
- 3. Which instruments play riffs?
- 4. What playing technique is used by the bass guitar?
- 5. Identify two melodic features in 'You Can Call Me Al.
- 6. Which style of music has influenced this song? Give examples.
- 7. Identify two rhythmic features in 'You Can Call Me Al.
- 8. How does the song end?
- 9. Explain how the elements of **melody**, **sonority and texture** add interest and variety to 'You Can Call'. (8 marks)

Structure

Can you remember the structure of the song? Can you identify the key features of each section? Draw a table and test yourself.

VOCABULARY - Can you define what each of these terms mean?

BASS RIFF	BRA	SS/SAX RIFF	STEP	WISE	F MAJOR	PENNY	WHISTL	.E	BRIDGE	MIDDLE 8	DOUBLING
OCTAVE	НОМ	OPHONIC TEXT	FURE	SLAP	BASS	SEMIQUAV	ERS	PHRA	SE SE	XTUPLET	GRACE NOTES
SYNTHESIS	ED	RANGE OF PIT	СН	2ND QU	AVER OF	THE BAR	OFFBE	AT	FADE OL	JT SYLLABIC	C FALSETTO

NOTATE AND PLAY









E major: E (I), A (VI), B (V), C#m (VI)

Tonality

Music Knowledge Organiser Paul Simon 'Graceland'

Instrumentation/Sonority

- Guitar
- Fretless Bass
- Drums
- Percussion
 - Pedal steel guitar
 - Background vocals

RhythmSyncopation, triplet and dotted rhythms in vocals, syllabic speech-like/sung rhythms, short value notes in the
melody, anacrusis, off-beat, bongo drum fill.

Context: Graceland, in Memphis, Tennessee was the home of the legendary singer Elvis Presley. Elvis was buried there and fans regularly make the trip to pay homage to their idol. In the song, Simon talks about making the trip, but the song is also about the recent break-up of his second marriage. The initial idea of the 'Graceland' title came from the fact that he thought the song had a flavour country sound from the 1950s and 60s and the early Elvis recordings had this sound.

Section	Timing	Content
Intro	0:00-0:14	 Bars 1-8 tonic chord (E). Bars 1-4 repeated. Fretless bass guitar opens with slide/glissando onto tonic pedal which is held/sustained for 2bars. Drum kit: bass drum on every beat of bar. Shaker: continuous semiquavers. Claves: off beats of beats 3 and 4. Tambourine+woodblock in bars 1 and 3. Sampled claps: bars 5-8. Bars 9-20 tonic chord E moves briefly to A, harmony is extended to include chords B and C#m. Ends on perfect cadence. Bass ostinato on root of chords leaping up and down the octave. African pedal cited autien off boats supremeted triande molecing pattern from bar 13.
Verse 1 (Vocals start)	0:15-0:43	Shorted verse (only second half of a full verse). Limited vocal range using pentatonic scale, entirely syllabic. Two 2-bar vocal phrases both starting with an anacrusis. Pedal steel guitar 2-bar off-beat triadic melodic pattern after vocal phrases (call and response). Each chord played for 2 bars (slow harmonic pace but doesn't feel slow due to tempo).
Chorus 1	0:44-0:59	Four 4-bar vocal phrases A-B-C-B. Mainly syllabic. Title hook 'Graceland falling 3rd in phrases A and B. A - Small range of 3 notes, E, F#, G#. Stepwise some leaps of a 3rd. B - Wider range, octave higher. Starts triadic, includes more leaps, ends with title hook. C - Starts on dominant note (B) and includes repeated notes. B - Opens with an off-beat octave leap.
Verse 2	1:00-1:28	First full verse. Opens with 2 bar instrumental intro of guitar chords. Pedal steel guitar triadic melodic pattern between phrases. Vocals triplet quavers and dotted rhythm in opening phrases. Bongos drum fill at end of 1st half of the verse. Vocal 'losing' held for three beats followed constant quavers, stepwise. Ev'rybody sees you're blown apart' descending from tonic note E down an octave. 2nd half of verse - backing vocal oohs in 2 part harmony. Variety of 2 bar sustained notes and stepwise crotchets.
Chorus 2	1:29-1:45	Repeat, altered lyrics = altered rhythm/melody. Multi-tracking (sing his own backing vocals).
Verse 3	2:30-2:58	Extended 1st vocal phrase - 2nd phrase displaced. Pedal Steel guitar in between phrases. Half spoken/sung to aid storytelling. 'Ooh' harmony backing vocals.
Chorus 3	2:59-3:13	Repeat, altered lyrics = altered rhythm/melody. Lead vocals harmonised.
Outro	3:47 - end	Verse 2/3 material, guitar chords. 2 part harmony oohs. Percussion and low pitched vocal samples of beats 2 and 4. Vocals 'Graceland'. instrumental fade out



Music Knowledge Organiser Paul Simon 'Graceland'



QUESTIONS

- 1. Identify the form and structure of 'Graceland'.
- 2. Identify the key of the song?
- 3. Where is there a call and response between vocals and Pedal steel guitar?
- 4. Where is the bongo drum fill?
- 5. What is the form of the four phrases in Verse 2?
- 6. What is odd about verse 1 and 2?
- 7. Which style of music has influenced this song?
- 8. Identify two rhythmic features in 'Graceland' and where they are.
- 9. How does the song end?
- 10. Explain how the elements of melody, rhythm and structure add interest and variety to 'Graceland'.(8 marks)

Structure

Can you remember the structure of the song? Can you identify the key features of each section? Draw a table and test yourself.

VOCABULARY - Can you define what each of these terms mean?								
E MAJOR	E, A, B, C#m	PENTATONIC	SYLLABIC	PHRASE	RANGE OF P	ITCH	MULTI-TRACKING	
RHYTHM	TRIPLETS	DOTTED RHYTHM	ANACRUSIS	OFFBE	AT SEMIC	QUAVERS	SONORITY	
CALL AND	RESPONSE	PEDAL STEEL GUITAR	TRIADIC	DISPLACE	D PHRASE	TITLE HO	OK 'GRACELAND'	



Music Knowledge Organiser Paul Simon 'Diamonds on the Soles of Her Shoes'

Т.. . /

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Context: Simo Black Mambaa exploitation of and soles of sh walk in the dir Isicathamiya: / Tonality Rhythm	n collal co. The wealth loes, an t and d A Zulu Starts Synco	borated and perfor song reflects the i h in the diamond ir nd there is the ima lust. style with rich, una s in E major, then rise	rmed 'Diamonds' with a South African male choral group called Ladysmith nequality of the poor and the rich, possibly referring to Africa and the ndustry. In the past, diamonds were smuggled out of South Africa in the heels gery of something very valuable (diamonds) being placed where you might accompanied harmonies ['cathama' means 'walk softly'] es a semitone to F major at 0:58 instrumental. Primary chords.	Hook (mostiv svilabic) Bar 12: Dia - monds on the soles of her shoes_ Hook in last line of every verse - rhythmically difficult to notate and irregular melody. dia - monds on the soles of their shoes					
Verse and choru	s: Also	called verse and refra	ain, this is a musical vocal form in which a number of verses are eac h followed by the same	chorus.					
Section		Timing	Content						
Intro		0:00-0:57	Ladysmith Black Mambazo singing in a cappella chordal harmony, homophonic texture. Paul Simon joins at 0:15 (one bar of 2/4 time signature then back to 4/4), seven repetitions of 'diamonds on the soles of her shoes'. Syllabic almost spoken. Call and response.						
Instrumental		0:58-1:19	- Change of tempo and key; band enters. Folk rock style. Harmonic rhythm becomes faster.						
Verse 1		0:44-0:59	Narrative, sung by Paul Simon, while Ladysmith Black Mambazo dance. Melody with accompaniment texture.						
Chorus		1:00-1:28	'Ooh' melisma on high falsetto notes sung by Simon,						
Instrumental		1:29-1:45	Repetitive chord progressions in band accompanying trumpet, tenor sax and alto sax						
Instrumental		1:46-2:15	As before						
Verse 2		2:16-2:29	Narrative, sung by Paul Simon, while Ladysmith Black Mambazo dance						
Chorus		2:30-2:58	'Ooh' on high notes sung by Simon, accompanied by dancing						
Instrumental		2:59-3:13	As before						
Outro 3:14-4:02			Short improvised vocal section followed by repetitive 'ta-na-na-na'. All instruments except diembe drum stop. Music fades at the end.						



R185 | PERFORMANCE AND LEADERSHIP IN SPORTS ACTIVITIES TOPIC AREA 3

Organising and planning a sports activity session

Organisation of a sports activity session

A session must be planned effectively in order for it to be a success. If the planning is thorough and detailed, the session is easier to follow and deliver

Appropriate venue (location/size/ weather)

The venue must have enough working space for the activity and for the number of people taking part. For example, a large 3G hall for multi-skills session with 30 primary ages students. You must also have a contingency plan for if the activity cannot take place outside.

Equipment (type/amount)

The type of equipment will depend on the activity and the participants e.g. Size 2 footballs for under 4s and 5s. Size 5 footballs for under 14s and above.

The amount will depend on what skills/ techniques are being taught and how many participants their are. E.g. If practicing passing technique in football then 1 ball between 2 or 3 would be ideal.

Timing (appropriate/allowing for progression)

Allowing enough time for the participants to practice skills is important in order to improve. Not spending too much time on skills that they can already perform so they get bored is also important

Allowing skills/drills to progress will improve players as the drills will become more advanced or harder. For example in passing in basketball can be progressed by:



Supervision (Number of participants/size of group)

Different activities require different levels of supervision for example the CPSU require their 1 adult per 8 children (ages 9-12) and 1 adult per 10 children (ages 13-18).

The size of group depends of the the activity. You can have a large group of experienced with less supervision but a group a beginner swimmers would have more.

Contingency plan

This is a back up plan for anything that might need to change during a sporting activity. For example, if you have planned a cricket session outside but it is raining then having a back up (contingency) plan is important to have. You may choose to do coaching session indoors.

You may also need a back up plan if the participants are not responding or interested in the activities that you have planned.

Safety considerations

Risk assessment and corrective action

Risk assessment completed before an activity take place and are used to identify and eliminate risks where possible, protecting participants from harm. Risks include those posed by the facilities (goal posts in sports hall), the equipment used, the clothing and footwear worn (suitable trainers for the activity) and any **activityspecific risks** such as, boots and shin pads for football when on a 3G astroturf pitch.

Checking of equipment

All equipment and areas should be checked. For example, rugby tackle bags should be checked that they are in good working order before tackling.

Basic First aid & child protection

There should be somebody that is qualified in basic first at a sports activity session. This is to help given to a sick or injured person until full medical treatment is available.

It is also important for a leader to have an understand about protecting children. This is to ensure that children are safe from abuse and neglect

Emergency procedures

It is important to have emergency procedures in a session. For example, calling 999, if the equipment breaks and how to complete emergency action plans.

Objectives

Objectives

The group can be at different levels or experience so planning a session to meet the needs is important. An example objective is to improve your forehand serve in badminton. Activities may need to be adapted depending on the size, experience, number of participants, gender, age, facilities, equipment.

Introduction and conclusion of a session

The introduction should include a brief introduction from the leader, aims of the session and checking for any injuries.

A conclusion should be a brief summary of what has been learnt or develop throughout the session.

Basic warm-up and cool-down

Warm-ups should include a pulse raiser, stretching exercises and activity specific tasks.

Cool-downs should allow the pulse to decrease slowly and to include stretches.

Skills and technique development

Start with basic skills in basic practices, progress the drills to show more challenge, then incorporate some competition into the practices. These practices will also need have some simplifications for participants who are struggling.



Contingency plan - a plan designed to

Appropriate - suitable or proper in the

Supervision - the action of supervising

Experienced - having gained knowledge.

Risk assessment - a systematic

Procedures - an established or official

Objectives - a thing aimed at or

10 KEY QUESTIONS

Organising and planning a sports activity session

- 1 What 3 things do you need to consider when booking a venue for your activity?
- ² Give an example of equipment for a specific group of participants.
- ³ Why is it important to have the appropriate timings for your session?
- 4 Give an example of how to progress a specific skill/drill.
- ⁵ How many leaders/coaches are needed for ages 9-12?
- 6 What is a contingency plan? Give a specific example of a plan.
- 7 What things do you need to consider when completing a risk assessment?
- ⁸ Why is it important to have knowledge of basic first aid and child protection issues?
- 2 Can you give an example of an objective for a session?
- ¹⁰ What is involved in a warm up and cool down?





