St Wilfrid's RC College
Year 10 Module 1
Knowledge Organisers

Instructions for using your Knowledge Organiser

Self-testing You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Below are some possible tasks you could do in your workbooks

What can you use them for?:

- ❑ Self quizzing – retrieval
- ❑ Getting someone to quiz / test you
- ❑ Look, cover, write, check
- ❑ Creating revision tools: flash cards, mind maps, revision clocks
- ❑ Creating summary notes: Cornell notes
- ❑ Spelling tests
- ❑ Definition tests
- ❑ Knowing what knowledge you have looked at so far and what knowledge is going to be studied – connecting your learning
- ❑ Connect your previous module/topics learning with your current learning.
- ❑ Carry out additional research
- ❑ If you are absent, you need to get work from your teacher and use your Knowledge Organiser to identify the knowledge that you need to study.

Expectations

- ❑ Bring them to every lesson
- ❑ Presentation – keep them neat and tidy.
- ❑ You can annotate them but do not graffiti them with notes/images that are not learning annotations
- ❑ Use them in lessons when directed to
- ❑ Use them as part of your homework

Name:

Form Group:

Form Tutor:

Knowledge Organisers
What are they?

What are they?
Some examples:

Diagrams

Timelines

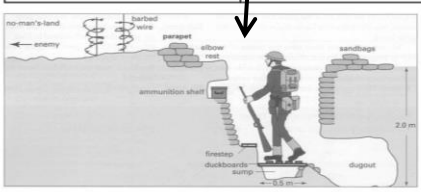
Key words and definitions

Triple Alliance	Triple Entente
• Germany • Austria-Hungary • Italy (until 1915)	• Britain • France • Russia (until 1917) • USA (1917+)

First World War Timeline

Date	Event
28.6.1914	Assassination of Franz Ferdinand
4.8.1914	Britain declares war on Germany
15.8.1914	Kitchener's Army recruitment
19.10.1914	First Battle of Ypres
22.4.1915	Second Battle of Ypres
27.1.1916	Military Service Act
1.7.1916 – 18. 11. 1916	Battle of the Somme and first use of the tank
8.3.17	Russian Revolution – Tsar abdicates
9.4.1917	Battle of Arras
24-25.10.1918	Communist Russian Revolution
20.11.1917	Battle of Cambrai
1.1.1918	Rationing introduced
9.11.1918	Kaiser Wilhelm II abdicates
11.11.1918	Armistice signed

Weapons	Injuries
Lee Enfield Rifle .15 rounds a minute. Accurate to 600m	**Shell shock.** Shaking, mental breakdown
Vickers machine gun. 10 bullets per second. Caused 40% wounds	**Trench fever.** Caused by lice: fever, rash, aches.
Tanks. 8mph. First used at the Battle of the Somme. 400 used at Battle of Cambrai,	**Trench foot.** Gangrene of feet, caused by damp
Artillery. Used to bombard the enemy for hours before an attack. Could fire 13 miles.	**Shrapnel wounds.** 58% wounds - 41,000 amputated limbs.



Key features of the trench system	
Sandbag	Protective. Absorbs bullets, absorbs water – maintains trench walls.
Fire step	Stand on to fire over the top of the trench. Trenches were 2.5 m in height
Parapet	Low protective wall
Duckboards	Wooden boards to stop men standing in water. To prevent trench foot.
Dugout	Area dug into the side of the trench where men could take protective cover.
No Man's Land	Area between the two enemy trenches

Enquiry Question: How did the pillars of C19th civilisation crumple into the flames of war? (Hobsbawm)

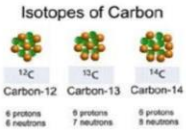
Home Front	
DORA 1914	Personal restrictions: censorship, daylight savings time
Censorship	Government powers to censor/hide information. Only letters by GHQ/ government could be published. Letters censored.
Propaganda	Boost morale. Communicate messages e.g. rationing. To recruit soldiers and female workers.
Rationing 1.1.1918	German unrestricted submarine warfare – Britain 6 weeks from starving out. Sugar rationed, then tea, jam and butter. Ration cards
Increased female employment	Munitionettes – munitions workers, nickname canary girls. Land Girls – 13,000 Transport workers. Engineers and mechanics. 1.2 million joined - start of war.
Contract workers (additional labour)	Empire -100,000 Egyptians, tens thousands Indians. Other workers: Chinese workers 100,000, refugees - Birtley Belgians
Total war	Zeppelin raids – 57 in 1915. Whitby, Hartlepool. Gotha bombers 1917. Defensive measures: barrage balloons, underground shelters

Basic overviews

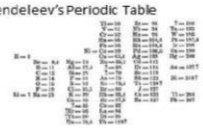
Chemistry Knowledge Organiser
The periodic table

The History of the Periodic Table
- Throughout history scientists have tried to classify substances and many scientists attempted to construct a Periodic Table.
- Before the knowledge of protons, neutrons and electrons, scientists arranged the Periodic table by **atomic weight**. This meant the groups were not always correct.
- In 1869 Dimitri **Mendeleev**, a Russian Scientist, published his Periodic Table. It was slightly different to those that had been before. He still arranged elements by atomic weight but he also left gaps for where he predicted elements would be.
- He very accurately predicted the properties of elements that were not discovered until many years later; for example, Gallium.
- Mendeleev's Periodic Table is still different from the modern one as some of his masses were wrong due to the existence of **isotopes**
- Isotopes are elements with same number of protons and electrons but a different number of neutrons and therefore different atomic weights.

Isotopes of Carbon



Mendeleev's Periodic Table



Key Terms	Definitions
Dimitri Mendeleev	A Russian Chemist, who in 1869 published a Periodic Table containing gaps.
Periodic Table	The table which organises the 118 elements based on atomic structure
Isotope	Two atoms with the same number of protons and electrons but a different number of neutrons
Metal	An element which loses electrons to form a positive charge
Non Metal	An element which gains electrons to form a negative charge
Ion	An element with a positive or negative charge

Metals and Non-Metals
- Metals are found on the left hand side of the Periodic Table, the majority of elements are metals.
- When metals react, they lose an electrons to form positive ions.
- Non metals gain electrons to form a negative charge.

Key groups

Groups in the Periodic Table

	Physical properties	Chemical Properties	Equation	Trends/Explanation
Group 1 (Alkali metals)	Soft, low density	React vigorously with water releasing hydrogen	Sodium + Water → Sodium Hydroxide + Hydrogen	More reactive as you go down, outermost electron further from the nucleus so it's easier to lose
Group 7 (Halogens)	Low melting point, exist as pair (Cl_2)	React with group 1 metals to form compounds. Can carry out displacement reactions	Sodium + Chlorine → Sodium Chloride Sodium Bromide + Chlorine → Sodium Chloride + Bromine	Higher melting point as you go down the group (higher molecular mass). Less reactive as you go down the group.
Group 0 (Noble Gases)	Low melting point/boiling point Eight electrons in outer shell (except helium)	Unreactive, as they have a full outer shell	N/A	Higher melting point and boiling point as you go down the group (due to increase in density)

Knowledge Organisers
Contents Page

Page number	Subject
4-5	English Language
6	English Literature
7-10	RE
11-18	Science - Biology
19-23	Science - Chemistry
24-25	Science - Physics
26-27	History
28-30	Geography
31-37	French
38	Art
39-40	Music
41+	Starter for 5 – Self Quizzing templates

AQA English Language Paper 1 – Fiction
Section A – 15 mins reading time

Question 1

1. ***Marks***: 4
2. ***Time***: 4 minutes
3. ***Focus***: Identifying explicit information in the text.
4. ***Tips***: Use quotations or paraphrase

Question 2

1. ***Marks***: 8
2. ***Time***: 8 minutes
3. ***Focus***: Analysis of language use and effects.
4. ***Tips***: Layers of meaning / KWA / alternative viewpoints / answer the Q

Question 3

1. ***Marks***: 8
2. ***Time***: 8 minutes
3. ***Focus***: Analysis of the overall structure of text and how it engages the reader.
4. ***Tips***: How does the focus change from the start to the end of the extract and why has the writer done this?

Question 4

1. ***Marks***: 20
2. ***Time***: 20 minutes
3. ***Focus***: Evaluation of effectiveness of text.
4. ***Tips***: Make sure you only explore the focus of the question – re-read it!

Question 5

1. ***Marks***: 40 (24 content / 16 technical accuracy)
2. ***Time***: 45 minutes
3. ***Focus***: Descriptive and / or narrative writing task.
4. ***Tips***: The task could be either writing style so practise both / PLAN first

Language devices and their effects (Q2 and Q4)
- Also can be used in Q5 response

1. Simile – A simile gives the person/thing being described the characteristics of something else. It therefore helps us to see these people/things in a new light - in a way we may have never seen them or thought about them before allowing the writer to exaggerate or create vivid imagery.

2. Hyperbole – Exaggerated statement or claims not to be taken literally, used specifically for effect in writing: 'I've told you a thousand times!'.

3. Alliteration –can create a harder or softer mood depending on which sound is being repeated.
Plosive /**b**/ /**p**/ /**t**/ /**d**/ sounds create an abrupt, sharp, sometimes shocking effect.
Sibilant /**s**/ sounds (<**s**> <**ss**> or <**c**> as in 'ice'. <**sh**> <**dg**> <**x**> <**ks**> or <**ch**>) can create a soft, devious or sinister atmosphere. It can also present a hissing sound.

4. Metaphor – Making a direct comparison to something than a simile does: 'Its eyes fired daggers into my very soul'.

5. Personification – Giving an object human qualities to make it sound more powerful or in control: 'The paintings stared at me menacingly as I crept along the hallway'.

6. Onomatopoeia – can be used to create atmosphere of being surrounded by the action by engaging the sense of sound. It can bring to life a scene and create vivid imagery.

7. Oxymoron – A figure of speech in which opposite words appear next to each other: 'Living dead', 'Working holiday'. – can make a character seem confused or lost.

8. Pathetic Fallacy – Using the weather to reflect to mood of the characters or scene – this creates tone and develops emotion in the writing.

9. Rhetorical Question– Can be used to emphasise: Humor—to emphasise how ridiculous an idea is / Obviousness—to emphasise how obvious an idea is (leading the audience to identify with the writers views) / Reflectiveness—to allow the reader to reflect on their own response to the question.

10. Repetition – A way that a writer can emphasise the importance of words or ideas or to highlight the repetitive nature of a certain message.

Structural choices and their effects (Q3)
- Also can be used in Q5 response

1. Juxtapositions – a deliberate Contrast between ideas to create tension / imagery

2. Dialogue – speech to reveal information about characters

3. Foreshadowing – a hint of what is to happen later to build dramatic tension

4. Narrative perspectives – the viewpoint of the narrator and how this develops and changes

5.Shifts or changes in time, topics, Places, tone and focus – changes to signpost new events or ideas to the reader – takes the reader on a journey

Extending analysis (Q2, Q3, Q4)

1. DEEPER ANALYSIS: Upon first glance, it would appear_____; however, on closer inspection…

2. TRACING IDEAS THROUGHOUT THE TEXT: The symbol/idea/concept of _____ is further developed at a later point when….

3. ANALYSING AN ALTERNATIVE INTERPRETATION: The image could also be interpreted as…

4. THE COMBINED EFFECT OF TECHNIQUES: The writer uses ____coupled with _____ to highlight…

5. READER POSITIONING: The reader is encouraged/ positioned in favour of/against _____because….

Phrases to ensure a sophisticated analysis (Q2 and Q4)

1. This suggests/ implies/ indicates/ demonstrates/ portrays/ presents/ highlights/ emphasises/ develops…

2. The line/adjectives/noun/verb/phrase/image…

3. It could be argued that/the reader may infer…

4. You get the impression/the reader is positioned to feel/ the writer causes the reader to consider..

Evaluative vocabulary (Q4)		Emotional vocabulary (Q2, Q3, Q4)	
1. Subtle	5. Skilful	1. Outrage	5. Empathy
2. Challenging	6. Striking	2. Sympathy	6. Approval
3. Crucial	7. Significant	3. Pity	7. Satisfaction
4. Pivotal	8. Provocative	4. Remorse	8. Compassion

AQA English Language Paper 1 – Section B Knowledge Organiser

Descriptive writing	Focused creating an image in the reader's mind and describing a scene in detail	**Narrative writing**	Focused on character, setting and plot development with descriptive elements as well as dialogue and action.

STRUCTURING A DESCRIPTION

Overview	Describe the bigger picture (wide/panoramic)
Zoom in	Focus on an object and describe it in detail (close up)
The senses	Sights, sounds, smells, tastes, touch.
A person	Describe a person (or two) in an imaginative way, create personality through the way they move, speak and react.
Overview	Zoom back out, returning to the bigger picture (wide/panoramic)
Linking theme	Repeated reference to an object, person or idea throughout.

STRUCTURING A NARRATIVE

Exposition	A narrative device often used at the beginning of a work that provides necessary background information about the characters.
Inciting Incident	An event that begins the action/plot.
Rising Action	Events leading up to the climax
Climax	Most exciting moment of the story; turning point
Falling Action	Events after the climax, leading to the resolution
Resolution	Ends the conflict and leaves reader content
Cliffhanger	A dramatic moment leaving suspense over what is to come
Flashback	A method of narration in which present action is temporarily interrupted so that the reader can witness past events
The one sentence opener	Start with a one-sentence paragraph or rhetorical question. Your next paragraph should then jump back in time. Recount the events leading up to this first line.
Twist in the tale	Tell the story in a way that suggests one thing about a character only to surprise the reader at the end.
Flipped narrative	Start with the end - the most dramatic moment (present tense) and then flashback to the events leading up to it.
A tale of two halves	Tell the incident from one character's perspective and then tell the whole thing again from a completely different point of view.

SENTENCE UPGRADES

-Ing	Grabbing her bag, the woman stormed out of the shop.
Similes	Like a predator stalking its prey, the thief approached the boy.
Preposition	Under the dark clouds, the lamppost gleamed brightly.
Adverb	Cautiously, the girl reached out to touch the creature.
Connective	Despite the weather, the girl plunged into the sea.
-Ed	Petrified, the dog stood rooted to the spot.
Pair of adjectives	Pale and bright, the sun cast its light across the forest below.
Verb adverb	Perched precariously on a thin tree branch, a small robin sang.
Triple noun :	Owls, crickets, mice: the woods were alive with noise.
Triple adjective :	Thin, bare, skeletal: the trees towered over me like fingers.

LANGUAGE FEATURES

Pun	A joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings
Symbol	An object or action in a literary work that means more than itself, that stands for something beyond itself.
Onomatopoeia	A word that imitates the sound it represents.
Euphemism	An indirect, less offensive way of saying something that is considered unpleasant
Personification	A figure of speech in which an object or animal is given human feelings, thoughts, or attitudes
Alliteration	Repetition of consonant sounds
Metaphor	A comparison of two things without using the word like or as.
Simile	A comparison of two things using like or as
Hyperbole	A figure of speech that uses exaggeration to express strong emotion, make a point, or evoke humor
Irony	A contrast or discrepancy between what is stated and what is really meant, or between what is expected to happen and what actually does happen.
Connotation	The experience (associations) we bring to a word
Oxymoron	A figure of speech in which apparently contradictory terms appear in conjunction
Extended Metaphor	When a writer exploits a single metaphor or analogy at length throughout a poem or story.
Imperative	A command
Declarative	A statement
Pathetic fallacy	A type of personification where emotions are given to a setting, an object or the weather.
Emotive language	Language intended to create an emotional response.
Rhetorical Question	A question asked merely for rhetorical effect and not requiring an answer

SECTION ONE - CONTEXT

The role of women in a patriarchal society: Elizabethan England was a society controlled by men. Women were seen as the weaker sex and were expected to be ruled over by men. Women needed to be meek and mild, and most importantly, obedient to their fathers and later their husbands.

Arranged marriages: Marriages amongst the wealthy were arranged by parents, and were not about love. Mostly the marriages were arranged for the purposes of status and power, and improving the social standings of families.

Female Roles in Theatre: Women were forbidden, by law, to perform in the Elizabethan theatre, therefore there were no actresses at the Globe Theatre. The acting profession was not a credible one and it was unthinkable that any woman would appear in a play. The parts of female characters were played by young boys.

Inheritance: The eldest son inherited everything (including debts) unless provision is otherwise made for younger sons. The eldest son got the title, even if the oldest child was a girl.

Education: In general, only boys went to school. A girl's education was accomplished at home, although it usually included reading and arithmetic. Noble children also get their education at home, from private tutors.

SECTION TWO - Characters

Hero	Submissive, silent for majority of play, archetypal Elizabethan woman.
Claudio	Respected soldier, honourable, gullible.
Benedick	Witty, celebrated 'bachelor', mocks friends for changing when marry however changes himself.
Beatrice	Equally witty, intelligent, confident, challenges feminine stereotypes of era.
Leonato	Hero's father, respected, traditional.
Don Pedro	Prince of Aragon, respected, loyal
Don John	Don Pedro's illegitimate brother, manipulative, angry, secretive, deceptive.

SECTION THREE - Vocabulary and Spellings

Patriarchy	A system in which men are most powerful.
Elizabethan	Era during the reign of Queen Elizabeth I.
Comedy	Group of Shakespeare's plays. Often end in a marriage, include trickery and comedic puns.
Autonomous	Having the freedom to govern itself or control its own affairs.
Shrewish	Bad-tempered or aggressively assertive (typically used of a woman).
Misogyny	Dislike of, contempt for, or ingrained prejudice against women.
Submissive	Ready to conform to the authority or will of others; meekly obedient or passive.
Satanic	Of or characteristic of Satan.
Objective	Not influenced by personal feelings or opinions in considering and representing facts. Contrasted with subjective.

SECTION FOUR – Universal Themes ('Big ideas')

Love	The play focuses on the tension between Courtly Love and Romantic Love. The male and female perception of love and marriage is explored throughout.
Honour	Linked to Courtly Love, Honour as the driving force behind behaviour.
Deceit	Part of the comic form, Deceit can be seen both as malicious and 'innocent' in this play.
Friendship	Often set against honour in the later sections of the play – Benedick shows his increased maturity when he places Hero's honour over his friendships in 4.1.

SECTION FIVE – Literary Terms

Pun: a joke exploiting the different possible meanings of a word or the fact that there are words which sound alike but have different meanings.

Malapropism: the mistaken use of a word in place of a similar-sounding one, often with an amusing effect

Dramatic irony: often used in Greek tragedy, by which the full significance of a character's words or actions are unknown to the character but they are to the audience.

Animal Imagery: animal imagery is used to define the characteristics of a human using animal instincts and behaviours.

Stock character: stereotypical fictional person or type of person in a work of art such as a novel, play, or a film who audiences recognize from frequent recurrences in a particular literary tradition.

Antagonist: a person who actively opposes or is hostile to someone or something; an adversary.

Semantic Field: a set of words grouped by meaning that refer to a specific subject.

Symbolism: the use of symbols to represent ideas or qualities.

Judaism Beliefs & Teachings Knowledge Organiser

The Almighty

Jewish people refer to God as the Almighty or Hashem- you might see this word used on your exam paper!

4 ways of describing the Almighty.

1. **God as One:** There is only One God, cannot be split into parts. **SOWA: "Hashem is the One & only" (Shema)**
2. **God as Judge;** Jews believe that God will judge them on their following of the Mitzvot when they die. **SOWA: "Hashem is our Judge)£" (Isaiah)**
3. **God as Law-Giver:** Jews believe that God gave them rules to follow. Decalogue (10 Commandments.) **SOWA: "Mosaic Covenant- receiving of the Decalogue)**
4. **God as Creator:** Jews believe that God created the world & everything in it. **SOWA: "God saw what he had made" (Genesis)**

The Messiah

The Messianic Age is when the Messiah returns & rules the earth.

Nature of the Messiah.

1. Descendant of King David
2. He will know the Jewish law.
3. He will be a great warrior

Purpose of the Messiah

1. He will rebuild the temple.
2. He will return the Jews to the Promised Land.
3. He will bring world peace.

SOWA: "A king will reign….& be righteous" (Jeremiah)

The Shekinah

When the Almighty has been present in the modern world.

1. **Moses & Burning Bush:** Almighty told Moses to set the Israelites free from Egypt.
2. **Ner Tamid:** Everlasting light lit in the synagogue showing that Almighty is present.
3. **Israelites in the desert:** Almighty appears as a cloud & fire providing shelter & heat.

The Covenant at Sinai (Moses)

This is a promise between God & his people. God makes a covenant with Moses.

God promises:

1. Punishment will be given for those who don't follow the Decalogue (10 Commandments)
2. Jews are people of God.
3. Decalogue (10 Commandments) are given to Moses for Jews to follow and obey (link to Law Give & Judge)

SOWA: "Decalogue given to Moses" (Exodus)

Pikuach Nefesh (Sanctity of Life)

The idea that life is sacred & belongs to God.

1. Jews must preserve life at all cost- this is the most important commandment.

2. If someone's life is in danger you can break a mitzvoth. (meaning you could knock down a wall on the Sabbath to save a life)

SOWA: "Do not kill" (Exodus)

The Covenant with Abraham

God made a promise to Abraham.

1. God tells Abraham that he will have more descendants that stars in the sky.
2. God gives Abraham the Promised Land for Jews.
3. God instructs Abraham to circumcise Jewish boys (links to Brit Milah)

SOWA: "You will have more descendants than stars in the sky" (Genesis)

Moral Principles & Mitzvot

Mitzvot are 613 rules that Jewish people have follow.

- Given to Moses by God- there will be punishment (Gehinnom) for those who don't follow them.

Mitzvot between humans & Almighty: Some see these as a gift from Almighty to get to Gan Eden, Jewish people follow them as a way of showing gratitude to God for saving them, helps them build a relationship with Almighty.
Mitzvot between humans: there are mitzvoth that instruct Jewish people how to behave towards one another such as visit the sick, help those in need.

Mitzvot & Free Will: Jewish people believe that God has given them free will. They chose whether or not to follow the mitzvot.
SOWA: "Decalogue given to Moses" (Exodus)

Life after Death

Jewish people have differing views on life after death but most believe that death is not the end.

1. **Gan Eden:** Jews believe that this is a place for the righteous.
2. **Gehinnom:** Jews believe that this is a place of punishment for those who have not followed the Almighty's laws. Souls go to be cleansed, then they move to Gan Eden.

SOWA: "The spirit returns to the God who gave it." (Ecclesiastes)

TOP TIP: You could be asked to compare similarities or differences between Christian & Jewish beliefs about life after death.

Judaism Practices Knowledge Organiser

Synagogue

This is the Jewish place of worship & reminds Jews of the Temple in Jerusalem.

Orthodox Synagogue: Men & women sit separately, seating on 3 sides faces the Bimah, Men lead all of the services.
Reform Synagogue: Men & women sit together, women can read the Torah, women may wear a Tallit.

SOWA: "A multitude of people is a king's glory" (Proverbs)

Features of the Synagogue:

Ark: Where the Torah is kept.
Ner Tamid: Everlasting light showing Almighty is present.
Menorah: 7 branched candle stick.
Bimah: Where the Torah is read from.
Yad: Reading stick.

Public Acts of Worship

Prayer can take place at the synagogue.

Shabbat Services: Friday evening-Saturday evening, Amidah is said at the Synagogue as it needs a Minyan (10 men) present to be said, whole Jewish family is expected to attend.

Daily Prayers: Jewish people can pray at home but need a Minyan present to pray at the synagogue, Jews must pray 3 times a day, prayers said in Hebrew if Orthodox services.

SOWA: "Morning, noon & night I will cry out to the Lord" (Shema)

Private Prayer

This takes place at home.

1. **Shabbat Prayer:** Meal is prepared, candles are lit, Kiddush is said (reminding them of their escape from Egypt- Pesach)

2. **Shema:** Instructed by Almighty to pray morning, noon & night, keeps Almighty at the forefront of their mind, allows them to ask for help if they need it.
3. **Why?** Allows Jewish people to praise Almighty, ask for his help, pray as a family.

SOWA: "Morning, noon & night I will cry out to the Lord" (Shema)

TOP TIP: You could be asked to compare similarities or differences between Christian & Jewish beliefs about worship.

The Tenakh & Talmud

The Torah is the most important Jewish book. Talmud is Oral Law.

Tenakh: Contains 3 books

1. **T: Torah:** Jewish laws, it is used in synagogue services and is kept in the Ark at the synagogue.
2. **N: Nevi'im:** Book of Prophets.
3. **K: Ketuvim:** Book of writings.

- The Torah is used in daily worship.
- The rest of the Tenakh shows how Jewish people lived & how to live a good Jewish life.

SOWA: "A man has acquired the words of the Torah, he has attained afterlife" (Perkei Avot)

Talmud: Oral Law

1. Means instructions or learning.
2. Oral Torah was given to Moses
3. Contains teachings of early Rabbis, customs & history..

Jewish Food Laws

1. **Kosher:** Food Jews can eat- Cows, Chicken, Fruit & Veg
2. **Treifah:** Food Jews can't eat- pig, birds of prey, crab.
3. Meat & Dairy cannot be mixed. **SOWA: "You shall not "You shall not boil a young goat in its mother's milk."**

Shema & Amidah

This is part of daily prayer for Jewish people.

Shema: Most important prayer in Judaism, Said 3 times a day, declares belief in one Almighty.

SOWA: "Morning, noon & night I will cry out to the Lord" (Shema)

Amidah: 2nd most important prayer in Judaism, known as the standing prayer, said at the synagogue, reminds Jews of their relationship with Almighty & that he needs praise, request & thanks.

Shabbat

Friday sundown-Saturday sundown.

How is it celebrated at home?

1. Jewish men go to Friday synagogue services.
2. Share a meal in the house as a family.
3. Candles are lit before Shabbat begins.

How is it celebrated at synagogue?

1. Torah is read.
2. Rabbi gives a sermon.
3. Kaddish prayer is read.

SOWA: God rested on 7th day" (Genesis)

Judaism Practices Knowledge Organiser Festivals

Rosh Hashanah

Jewish New Year

What are they remembering?

- Jewish people are remembering the story of Creation.

What do they do?

- It is celebrated over 2 days.
- They reflect on their behaviour & make peace with Almighty.
- Visit the synagogue
- Shofar horn is blown 100 times

Why is it important?

- It allows them to reflect on the year before judgement is finalised on Yom Kippur.

SOWA: "Present a food offering to the Lord."

Yom Kippur

Day of Atonement

What is it about?

- Asking forgiveness from Almighty for their wrongdoing.

What do they do?

- Ask Almighty for forgiveness.
- Almighty decides their fate.
- Fast for 25 hours.
- Cancel any promises to the Almighty that they can't keep.

Why is it important?

- It allows them to repair their relationship with each other & Almighty.

SOWA: "There will be a rest day for you… you shall do no work" (Leviticus)

Pesach

Jewish Passover

What are they remembering?

- When Moses set the Israelites free from Egypt.

What do they do?

- Read the Passover story from Exodus.
- Share the Sedar meal- each item stands for their suffering.
- Egg- hard times & new life from slavery.
- Salt water- tears of their ancestors.
- Lamb Bone- blood put on the door to keep them safe from angel of death.

Why is it important?

- It allows them to remember their time ins slavery and Moses setting their ancestors free.

SOWA: Moses leading the Israelites from Egypt (Exodus)

Sukkot

Time in Desert

What are they remembering?

- 40 years spent in the desert after Pesach.

What do they do?

- Build Sukkots (huts) in their back garden.
- Eat, sleep & pray in the Sukkot for 8 days.
- Go to the synagogue.

Why is it important?

- It allows them to remember the time their ancestors spent in the desert after their escape from Egypt. Allows them to remember that God kept his people safe from harm.

SOWA: "You shall rejoice before your God" (Leviticus)

Shavuot

Harvest Festival

What are they remembering?

- Jewish people are remembering the Law being given to Moses on Mt.Sinai

What do they do?

- Decorate home in greenery.
- Read the book of Ruth.
- Eat diary products- cheese & milk.

Why is it important?

- It allows them to remember the giving or the Law & the Mitzvot they have to follow.

SOWA: Moses being given the Decalogue (10 Commandments) at Mt Sinai

Judaism Practices Knowledge Organiser Festivals

Rosh Hashanah

Jewish New Year

What are they remembering?

- Jewish people are remembering the story of Creation.

What do they do?

- It is celebrated over 2 days.
- They reflect on their behaviour & make peace with Almighty.
- Visit the synagogue
- Shofar horn is blown 100 times

Why is it important?

- It allows them to reflect on the year before judgement is finalised on Yom Kippur.

SOWA: "Present a food offering to the Lord."

Yom Kippur

Day of Atonement

What is it about?

- Asking forgiveness from Almighty for their wrongdoing.

What do they do?

- Ask Almighty for forgiveness.
- Almighty decides their fate.
- Fast for 25 hours.
- Cancel any promises to the Almighty that they can't keep.

Why is it important?

- It allows them to repair their relationship with each other & Almighty.

SOWA: "There will be a rest day for you… you shall do no work" (Leviticus)

Pesach

Jewish Passover

What are they remembering?

- When Moses set the Israelites free from Egypt.

What do they do?

- Read the Passover story from Exodus.
- Share the Sedar meal- each item stands for their suffering.
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https://www.youtube.com/watch?v=8BYCU2Jn668 a video explaining how to use simple techniques to use these key questions

Year 10 Module 1: Key Questions and Key Answers B1: Key Concepts in Biology	
Question	**Answer**
1. List 5 parts of an animal cell	• Nucleus • Cytoplasm • Cell membrane • Ribosomes • Mitochondria
2. What is the function of the nucleus?	Contains genetic information/DNA
3. What is the function of the cytoplasm?	Site of most chemical reactions
4. What is the function of the cell membrane?	Semi-permeable to control what enters and leaves a cell
5. What is the function of ribosomes?	Site of protein synthesis
6. What is the function of mitochondria?	Site of aerobic respiration and releases energy into the cell
7. List 3 parts that a plant cell has but an animal cell does not have	• Chloroplast • Vacuole • Cell wall
8. What is the function of chloroplast?	Contains chlorophyll that absorbs sunlight for photosynthesis
9. What is the function of a vacuole?	Contains cell sap and supports cell internally
10. What is the function of a cell wall?	Contains cellulose to provide structure and support
11. Are animal and plant cells prokaryotic or eukaryotic?	Eukaryotic
12. Why are animal and plant cells eukaryotic?	Because they have a nucleus
13. Give 3 features of a prokaryotic cell (bacteria cell)	Any 3 from: • Capsule • Cell wall • Flagellum (tail) • No nucleus
14. What are microscopes used for?	Used to study cells and cell organelles (parts) to give us an idea of the structure

15. State the main parts of a microscope and describe their function	• Stage: where the slide is placed • Eyepiece lens: (lens closest to your EYE!) look down the eyepiece lens to see the image • Light or Mirror: used to focus light onto the sample so we can see the structures of cells • Focus wheel: used to sharpen the image and make it clearer • Objective lens: (lens closest to the object!) have different magnifications, **always start with the lowest magnification**, and increase gradually to higher magnification to enlarge the image
16. State the two different types of microscope	• Optical or light microscope • Electron microscope
17. Give 2 reasons why electron microscopes are better than light microscopes	• Higher magnification • Higher resolution
18. Describe how to prepare a cross-section of a specimen to view on a slide	• Add a drop of water to a slide • Cut a thin piece of the specimen • Add few drops of stain (iodine for plant cells) • Add cover slip
19. Give 4 rules to make an accurate scientific drawing of a specimen	• No shading • Use a pencil • Label without crossing lines • State the magnification
20. State the equation for calculating magnification	Image size = actual size x magnification I = A x M
21. Rearrange the magnification equation to calculate the actual size of an image	Actual size = image size / magnification A = I ÷ M
22. Rearrange the magnification equation to calculate the magnification of an image	Magnification = actual size / image size M = A ÷ I
23. How would you convert millimetres (mm) into micrometres (µm)?	x 1000
24. How would you convert micrometres (µm) into millimetres (mm)?	÷ 1000
25. How would you convert millimetres (mm) into nanometres (nm)?	x 1000 then (mm → µm) x 1000 again (µm → nm)
26. How would you convert nanometres (nm) into millimetres (mm)?	÷ 1000 then (nm → µm) ÷ 1000 again (µm → mm)
27. What is 0.0003 in standard form?	3×10^{-4}
28. What is 145000000000 in standard form?	1.45×10^{11}
29. Define an enzyme	Biological catalyst that speeds up the rate of reactions in the body
30. State what enzymes are made from	Enzymes are proteins, so they are made from amino acids

31. Name the enzyme that digests carbohydrates	(Starch in particular) Amylase
32. Give the substrate produced when starch is digested	Glucose
33. Name the enzymes that digest proteins	Protease
34. Give the substrate produced when proteins are digested	Amino acids
35. Name the enzymes that digest lipids (fats)	Lipase
36. Give the substrate produced when lipids (fats) are digested	Fatty acids and glycerol
37. Explain why an enzyme can only bind to 1 substrate?	Enzymes have a specific shaped active site that is only complementary to one substrate
38. State 3 factors that affect enzyme activity	• Temperature • pH • Substrate concentration
39. Describe what happens to enzyme activity when the temperature is too cold. Explain why?	• Enzyme activity and rate of reaction decreases • Enzymes do not have enough kinetic energy for successful collisions • Fewer enzyme substrate complexes form
40. Describe what happens to enzyme activity when the temperature is too hot. Explain why?	• Enzyme activity and rate of reaction decreases • Enzyme denatures • Active site changes shapes (no longer complimentary to substrate) • Fewer enzyme substrate complexes form
41. What is the point on a graph called where the rate of enzyme activity is highest?	Optimum
42. Describe what happens to enzyme activity when the pH is above or below the optimum. Explain why?	• Enzyme activity and rate of reaction decreases • Enzyme denatures • Active site changes shape (no longer complimentary to substrate) • Fewer enzyme substrate complexes form
43. Describe what happens to enzyme activity when substrate concentration increases. Explain why?	• As substrate concentration increases enzyme activity • Rate of reaction increases • Optimum enzyme activity reached when all active sites are full • Enzyme activity and rate of reaction then constant/stays the same • Increasing substrate concentration further has no effect because no available active sites so more enzyme substrate complexes cannot form
44. How is rate calculated?	1/1000
45. Define diffusion	Movement of particles from a high concentration to a low concentration (down a concentration gradient)
46. Define active transport	Movement of particles from a low concentration to a high concentration using energy (against a concentration gradient)
47. Describe how a cell might be adapted for active transport?	Many mitochondria To respire more and release more energy
48. Define osmosis	Movement of water molecules from a high water concentration to a low water concentration via a semi-permeable membrane
49. Describe how and why the mass of a potato chip will change if stored in pure water?	• Mass of the potato chip increases/bigger • Pure water has higher water concentration than inside potato chip • Water moves inside the potato because of osmosis

50. Describe how and why the mass of a potato chip will change if stored in concentrated sugar or salt solution?	• Mass of the potato chip decreases/smaller • Inside potato chip has higher water concentration than outside in concentrated sugar or salt solution • Water moves outside the potato because of osmosis
51. List 3 control variables in the osmosis core practical	• Size/mass/age/type of potato **NOT AMOUNT** • Volume of solution • Time left in solution • Temperature • pH
52. Explain why it is important to blot the potato chips in the osmosis core practical?	Remove any excess mass caused by solution on the outside of the potato chip
53. State the equation to calculate percentage change in mass	(final mass – initial mass) divide by initial mass x100

Year 10 Module 1: Key Questions and Key Answers **B1: Key Concepts in Biology SEPARATES ONLY CONTENT**	
54. Describe how to test for starch	• Add iodine solution to food sample • If starch present iodine changes from yellow/brown to blue/black
55. Describe how to test for reducing sugars (glucose, fructose, and maltose)	• Add Benedict's solution to food sample • Heat in water bath • If reducing sugars present solution changes from blue to brick red
56. Describe how to test for lipids	• Add ethanol to food sample • Add equal volume of distilled water • If lipids are present a milky-white emulsion will form
57. Describe how to test for proteins	• Add water to food sample • Add equal volume of sodium hydroxide • Add 2 drops copper sulfate solution • If protein present solution changes from blue to purple
58. State the equation to calculate the energy content of food	Energy content (J) = Mass of water (g) x temperature change x 4.2
59. Describe how to measure the energy content of food	• Pour cold water into a boiling tube • Use thermometer to measure the starting temperature of water • Use balance to measure the mass of food sample • Heat the food sample using a Bunsen burner until it catches fire • Heat the water using the flame from the burning food • Use thermometer to measure the final temperature of the water
60. List 3 control variables when measuring the energy content of food using a calorimeter	• Starting temperature of the water • Volume of water • Distance of the flame from the boiling tube

Year 10 Module 1: Key Questions and Answers B2: Cells and Control	
Question	**Answer**
1. Are human body cells diploid or haploid?	Diploid
2. How many chromosomes does a diploid cell have?	46
3. Give 3 reasons why mitosis is important for organisms	• Growth • Repair and replacement of damaged cells • Asexual reproduction
4. List the 5 phases of mitosis	• Interphase • Prophase, • Metaphase • Anaphase • Telophase
5. Describe what happens in interphase	• DNA is replicated • New organelles are made e.g. mitochondria
6. Describe what happens in prophase	• Nuclear envelope breaks down • Chromosomes become visible
7. Describe what happens in metaphase	• Chromosomes line up in the middle of the cell • Spindle fibres form
8. Describe what happens in anaphase	• Chromosomes are separated • Chromatids are pulled apart by spindle fibres • To opposite sides of the cell
9. Describe what happens in telophase	• Two nuclei are formed • Cell splits in two – cytokinesis
10. What is the product of mitosis?	Two genetically identical, diploid daughter cells
11. What is cancer caused by?	Uncontrolled cell division/mitosis
12. What term is given to the process by which cells specialise?	Cell differentiation
13. What is a percentile chart used for?	To monitor growth
14. Give the formula to calculate BMI	BMI = mass (kg) ÷ height^2
15. Give the formula to calculate Waist to Hip ratio	Waist to Hip ratio = waist (cm) ÷ hip (cm)
16. Define the term stem cell	An undifferentiated cell that can differentiate into many different cell types

17. Give 3 places stem cells are found in animals and plants	• Embryos – animals • Bone marrow – animals • Meristem – plants
18. List the 3 zones of growth in plant roots	• Zone of cell division (location of meristems) • Zone of cell differentiation • Zone of cell elongation
19. Define cell elongation	Process when cells get longer (only happens in plants)
20. Define the term 'specialised cell'	Cell adapted to perform a specific function
21. Describe how sperm cells are adapted to their function	• Flagellum/Tail to swim to the egg cell • Haploid nucleus containing 23 chromosomes • Many mitochondria for respiration to release energy
22. Describe how egg cells are adapted to their function	• Haploid nucleus containing 23 chromosomes • Large cytoplasm full of nutrients for growth • Special cell membrane to allow only 1 sperm cell to fertilise it
23. Describe how ciliated epithelial cells are adapted to their function	Have cilia on top to sweep away mucus
24. Give 3 uses of stem cells in medicine	Any 3 from: • Could make cartilage tissue to repair damaged joints • Could make pancreas cells that produce insulin to cure diabetes • Could make heart cells to replace tissue damaged by heart disease • Could make nerve cells to repair broken spinal cords or damaged brain tissue (Parkinson's Disease, Alzheimer's, dementia)
25. Give 3 advantages of using stem cells	Any 3 from: • Can be used to replace and repair damaged cells • Can differentiate into any cell type (if embryonic stem cell) • Can treat currently incurable diseases • Reduce organ donor waiting time
26. Give 3 disadvantages of using stem cells	• They divide rapidly so may cause cancer • They may be rejected by the body • Potential life of embryo is destroyed
27. State the parts of the central nervous system (CNS)	Brain and spinal cord
28. Define the term stimulus	Change in the environment e.g. temperature, light intensity, pressure
29. Define the term receptor	Part of the body that detects stimuli and initiates a nervous response
30. Define the term effector	Muscles or glands which respond to nervous impulses and produce a response e.g. contract muscle or release hormone
31. Describe the order of a reflex pathway	• Stimulus is detected by a receptor • Receptor passes electrical impulse to sensory neurone • Sensory neurone carries impulse to CNS • Relay neurone carries impulse through CNS (across spinal cord) to the motor neurone • Motor neurone carries impulse to effector (e.g. muscle or gland)

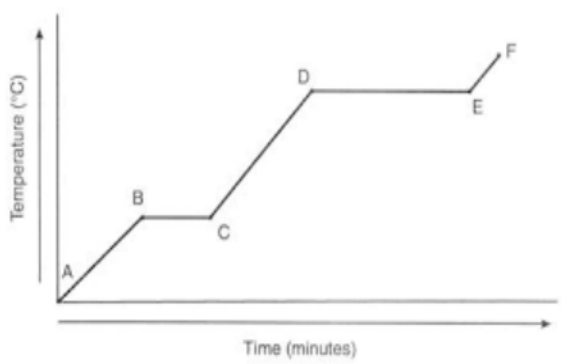
	• Effector makes a response
32. List 3 adaptations of neurones	Any 3 from: • Axon • Dendrites • Myelin sheath • Nerve endings
33. Define the term synapse	A gap between two neurones
34. Explain how information travels across a synapse	• Neurotransmitters diffuse across the gap • From one neurone to the next
35. Explain why a neurone might be myelinated	• Myelination (myelin sheath) insulates the axon • Speeds up the transmission of electrical impulse
36. Explain what would happen if a neurone is unmyelinated	Neurone would have slower transmission of electrical impulses
37. Compare a reflex pathway to a normal nervous response	• Reflex is faster • Reflex does not go to the brain, only the spinal cord • Reflex involves a relay neurone, normal nervous pathways do not

Year 10 Module 1: Key Questions and Key Answers **B2: Cells and Control SEPARATES ONLY CONTENT**	
38. State the 3 parts of the brain	• Cerebral cortex • Cerebellum • Medulla Oblongata
39. Describe the function of the cerebral cortex	Controls senses, language, memory, behaviour and consciousness
40. Describe the function of the cerebellum	Coordinates timing and fine control of muscle activity (smooth motor function)
41. Describe the function of the medulla oblongata	Responsible for autonomic nervous control e.g. breathing, digestion, vomiting, sneezing, swallowing
42. Describe how CT scans work to investigate brain function	• Takes a series of x-rays of the brain from different angles • Processed by computer to produce detailed 3D cross-section images of brain tissue
43. Describe how PET scans work to investigate brain function	• Detect gamma rays that radiate from a chemical tracer • Patient consumes tracer, travels to any area high levels of metabolic reactions (often tumour, used to detect cancers)
44. Explain the advantage of using PET scans instead of CAT scans	• PET scans can measure metabolic changes in organ or tissue so may identify cancerous tumour not shown by CAT scan • PET scans can determine if a tumour is malignant (may spread around the body) or benign (does not spread around the body)
45. Give 3 reasons why treating problems with the central nervous system can prove difficult	• Blood-brain barrier prevents foreign substances accessing brain • Surgery may cause more damage to CNS or side effects

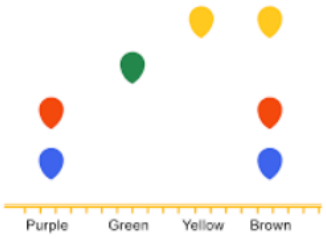
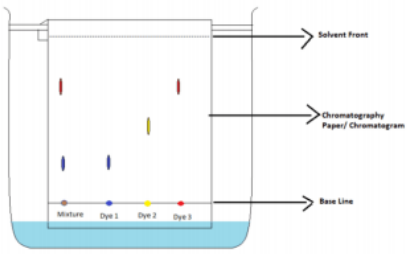
	• Unethical to obtain consent from brain-damaged patients unable to make clear decisions about brain function research
46. Give the 8 parts of the eye	• Cornea • Iris • Lens • Retina • Rod cells • Cone cells • Optic nerve • Sclera
47. Describe the function of the cornea	Refracts (bends) light as it enters the eye
48. Describe the function of the Iris	Controls how much light enters the pupil
49. Describe the function of the lens	Further refracts light to focus it onto the retina
50. Describe the function of the retina	Contains light receptors
51. Describe the function of rod cells	Light receptors around the boundary of the retina, responsible for vision at low light levels
52. Describe the function of cone cells	Light receptors in the centre of the retina, responsible for vision at higher light levels and colour vision
53. Describe the function of the optic nerve	Carries impulses between the eye and the brain
54. Describe the function of the sclera	Tough white outer layer of the eye, protects eye from injury
55. Explain how the lens changes shape to focus on near objects	Lens becomes thicker to allow light rays to refract (bend) more
56. Explain how the lens changes shape to focus on distant objects	Lens is stretched thinner to allow light rays to refract (bend) less
57. What causes short-sightedness?	• Eyeball being elongated, distance between lens and retina too big • Lens too thick and curved, light is focused in front of the retina
58. Name the type of lens used to correct short-sightedness	Concave lens
59. What causes long-sightedness?	• Eyeball too short, distance between lens and retina too small • Loss of elasticity in the lens, cannot become thick so light focused behind the retina
60. Name the type of lens used to correct long-sightedness	Convex lens
61. What causes colour blindness?	• Cone cells that detect green light do not work properly • Makes difficult to tell the difference between green, red, and brown
62. Suggest a treatment for colour blindness?	Colour blindness cannot be corrected

63. What causes cataracts?	Protein builds up inside the lens and makes it cloudy
64. Suggest a treatment for cataracts	Replace clouded lens with plastic one

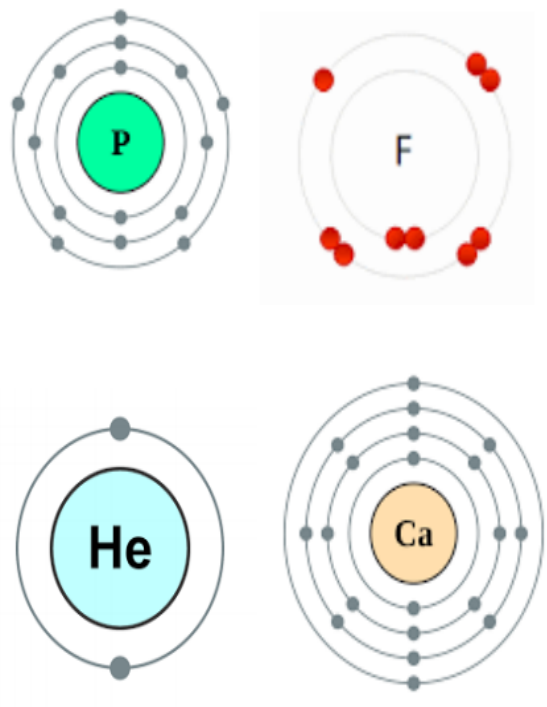
States of Matter and Separation – Year 10 - Key Questions

Key Questions	Key Answers
1. Describe the arrangement, movement and relative energy of particles in the three states of matter.	Particles in a solid are arranged in neat rows. The particles vibrate in a fixed position, and have a relatively low amount of energy. Particles in a liquid are free to move around, but do so relatively slowly. They stay quite close to each other. The particles have more energy than those in a solid. Particles in a gas have the most energy in all three states. They move around quickly and independently of each other.
2. State the names of all of the changes of state	Solid → Liquid = Melting Liquid → Gas = Boiling Gas → Liquid = Condensation Liquid → Solid = Freezing Solid → Gas = Sublimation
3. Choose the correct statement: a. Changes of state are chemical reactions. b. Changes of state are physical changes.	b. Changes of state are physical changes.
4. Explain the changes in arrangement, movement and energy of particles during the changes of state.	When a substance changes from a solid to a liquid, the molecules gain thermal energy which causes them to vibrate more. Eventually these vibrations are enough to weaken the intermolecular forces enough that the molecules can start to move independently of each other, although they are still very close together. When a substance changes from a liquid to a gas, the molecules gain even more thermal energy which causes them to move around faster, and vibrate more. Eventually this movement becomes enough to completely break the intermolecular forces. The molecules can now move around quickly and independently of each other. When a substance changes from a gas to a liquid, the molecules lose energy to the surroundings, so they slow down and vibrate less. This causes them to move closer to each other, and intermolecular forces start to reform. When a substance changes from a liquid to a solid, the molecules lose even more energy to the surroundings. This causes the molecules to slow down until they come into fixed positions again, simply vibrating in a fixed position. The intermolecular forces then fully reform.
5. Explain what is happening at each state of this change-of-state graph.  	Between A and B – Solid particles are gaining thermal energy and vibrating more vigorously. This causes an increase in temperature. Between B and C – Solid particles are still gaining thermal energy, but this energy is now being used to weaken the attractive forces between the particles, therefore there is no increase in energy. As the attractive forces are being weakened, the solid is changing into a liquid. Between C and D - Liquid particles are gaining thermal energy and vibrating and moving around more vigorously. This causes an increase in temperature. Between D and E - Liquid particles are still gaining thermal energy, but this energy is now being used to break the attractive forces between the particles, therefore there is no increase in energy. As the attractive forces are being broken, the liquid is changing into a gas. Between E and F – Gas particles are gaining thermal energy and moving around much more vigorously. This causes an increase in temperature.

6. Deduce the state of the following substances at 23°C: a. A substance with a melting point of 5°C and a boiling point of 73°C. b. A substance with a melting point of 49°C and a boiling point of 273°C.	a. Liquid b. Solid
7. Explain the difference between how the word 'pure' is used in Chemistry, compared to how it is used in everyday life.	In everyday life, the word 'pure' is used to describe something that has had nothing extra added to it. Eg. Pure orange juice only contains squeezed oranges, with no added sugar. In Chemistry, the word 'pure' is used to describe a material that contains only one type of element or compound. Using this definition 'pure' orange juice would not be pure at all, as it contains lots of different compounds. Examples of a chemically pure substance would be Oxygen gas, or distilled water.
8. Explain the differences between pure substances and mixtures.	A pure substance is only made up of one type of element or compound. A mixture is made up of more than one type of element or compound, that are mixed but not chemically bonded together.
9. Explain the types of mixtures that can be separated using simple distillation.	Simple distillation is used to separate a mixture of two liquids, or to separate a liquid from a solution. The mixture is heated to just above the boiling point of the liquid you are trying to separate. It will then evaporate, then it is condensed to form a liquid again, which is collected.
10. Explain the types of mixtures that can be separated using fractional distillation.	Fractional distillation can be used to separate a mixture of more than two liquids. The whole mixture is heated up, but then cooled to different temperatures to separate out the different liquids by their boiling point.
11. Explain the types of mixtures that can be separated using filtration.	Filtration can be used to separate an insoluble solid from a liquid. The mixture is passed through a filter that contains tiny holes. The insoluble solid is trapped and cannot fit through, but the liquid can pass through and is separated.
12. Explain the types of mixtures that can be separated using crystallisation.	Crystallisation can be used to separate a soluble solid from a liquid. The mixture is gently heated and then left until the liquid evaporates, leaving behind the pure solid.
13. Explain the types of mixtures that can be separated using paper chromatography.	Paper chromatography can be used to separate mixtures containing different soluble coloured substances. The mixture is added to chromatography paper, and the paper is dipped in water. The water absorbs up the paper and dissolves the mixture of coloured substances, carrying them up the paper. The most soluble substances will be carried further up the paper. The least soluble substances will come out of solution lower down the paper.
14. State which separation method you would use to separate the following mixtures: a. Sand and water b. Salt and water c. The ink in a black felt tip pen d. Crude Oil e. Alcohol and Water	a. Filtration (insoluble solid and liquid) b. Crystallisation (Soluble solid and liquid) c. Chromatography (mixture of different coloured inks) d. Fractional distillation (mixture of many different liquids) e. Simple distillation (mixture of two liquids)
15. Define the *mobile phase* and *stationary phase* in a chromatography experiment	The mobile phase is the water. The stationary phase is the chromatography paper.
16. From the paper chromatogram shown, state which samples are pure, and which are impure.	The green and yellow samples are pure. The purple and brown samples are impure.

	
17. From the paper chromatogram shown, state which colours are included in the sample mixture. 	The mixture contains blue and red colours.
18. State the equation used to calculate Rf value.	$Rf\ value = \frac{Distance\ travelled\ by\ substance\ (cm)}{Distance\ travelled\ by\ solvent\ (cm)}$
19. Explain your observations during the simple distillation core practical	We started with a mixture of red food colouring and water. We heated the mixture to just over the boiling point of water (100°) so the water started to boil and evaporate. The water vapour travelled up and down the condenser, where it was cooled back down into a gas. We observed the liquid that was collected at the end was completely colourless, showing it was pure water.
20. Give two risks from the chromatography experiment	Broken glass could cause cuts Spilled water could cause trips and falls
21. Give two things that are important to remember during a chromatography experiment	Draw the line on the chromatography paper in pencil Make sure the pencil line stays above the water at all times Make a note of the level the water reaches at the end of the experiment
22. Describe how waste and ground water can be made potable.	Potable water is water that can be consumed. We firstly filter waste and ground water to remove insoluble contaminants. We then can either distil the water to make it pure and safe to consume, or it can be treated with chemicals to kill any unsafe microorganisms.
23. Explain why water used in analysis must be distilled.	Water that is used during chemical analysis experiments must be distilled, as if there are any contaminants in the water it could affect the results of the experiment, and result in inaccurate data.

Atomic Structure and The Periodic Table - Year 10- Key Questions

Key Questions	Key Answers
1. Describe how the model of an atom has changed over time.	John Dalton first described the atom as a solid sphere (like a gobstopper) in 1803. In 1904 JJ. Thompson discovered electrons and came up with the plum pudding model of the atom. It shows the atom as eletrons scattered through a spherical cloud of positive charge. In 1911 Ernest Rutherford discovered the nucleus, as he fired postiviely charged alpha particles at a thin sheet of gold foil, and saw that most passed through, with some being deflected as they were repelled. In 1913 Neils Bohr modified Rutherford's model into the one we use at GCSE, where electrons are arranged in shells orbitting aroudn the positive nucleus. In 1926 Erwin Schrodinger stated that electrons moved in waves, and we cannot exactly pin point the exact location the electrons can be found in. Instead we have 'clouds of posibility' where we are likely to find them. We look at this model in more detail at A-Level.
2. Describe the structure of an atom in terms of its subatomic particles.	An atom consists of a positive nucleus that contains protons and neutrons, and electrons that orbit the nucleus in shells.
3. State the charge of each of the subatomic particles	Proton – positive (+1) Neutron – neutral (0) Electron – negative (-1)
4. State the mass of each of the subatomic particles	Proton = 1 Neutron = 1 Electron = 0 (so small we can just ignore its mass)
5. Explain why an atom must have equal numbers of protons and electrons	As protons are positive, and electrons are negative, atoms must have an equal number so that their charges cancel each other out and the atom stays neutral overall.
6. Describe the relative size of the nucleus compared to the overall size of an atom.	The nucleus is very small compared to the overall size of an atom. Most of an atom is the empty space between the nucleus and the electron shells.
7. Describe where most of the mass of an atom is found.	Most of the mass is found in the nucleus as this contains protons and neutrons. Electrons have a negligible mass.
8. Define the term *mass number*.	The mass number of an element is the average mass of all of the isotopes of that element, relative to an atom of Carbon-12.
9. Describe how all elements are different.	All elements contain different numbers of protons.
10. Draw the electron configurations of the following elements: a. Phosphorus b. Fluorine c. Helium d. Calcium	
11. Define the word *isotope* in terms of subatomic particles.	An isotope is a different atom of the same element, that contains the same number of protons, but different numbers of neutrons.
12. Calculate the number of subatomic particles in the following elements: a. Hydrogen b. Lithium	a. Hydrogen – p=1, n=0, e=1 b. Lithium – p=3, n=4, e=3 c. Aluminium – p=13, n=13, e=13 d. Neon – p=10, n=10, e=10

c. Aluminium d. Neon e. Palladium	e. Palladium – p=46, n=60, e=46
13. Explain why the relative atomic mass of some elements are not whole numbers.	The relative atomic mass of an element is an average of all isotopes, so may not always be a whole number.
14. Give the equation used to calculate the relative atomic mass of an element from the masses and abundances of its isotopes.	$$Relative\ atomic\ mass = \frac{(mass1\ x\ abundance1) + (mass2\ x\ abundance\ 2)}{Total\ abundance}$$
15. Describe how Mendeleev arranged the elements, known at that time, by using their properties and that of their compounds.	When Mendeleev organised his periodic table, he arranged the elements into groups. All the elements in each group had similar chemical properties. When he did this, however, he found that some elements didn't fit into their group. He left gaps and moved them onto the next gap, as he knew that there were probably elements that hadn't been discovered yet that would fit better in those positions.
16. Explain why Mendeleev incorrectly thought he had arranged elements in order of increased atomic mass.	When Mendeleev arranged elements in his periodic table in order of atomic mass, he did not take into account those elements that had uncommon isotopes. This meant that he had to switch some of the elements around for them to better fit in groups with similar elements with similar properties.
17. Describe what is meant by *atomic number*.	The atomic number of an element is the number of protons an atom of that element contains.
18. Describe how elements are arranged in groups in the modern periodic table.	In the modern periodic table, elements are arranged in columns known as groups. Elements in each group have similar chemical properties, as they contain the same number of outer shell electrons.
19. Describe where we find metals and non-metals in the periodic table.	Metals are found on the left hand side and centre of the periodic table. Non-metals are found on the very right hand side.
20. Explain how the electronic configuration of an element is related to its position in the periodic table.	The number of outer shell electrons an atom has tells us which group an element is in. Eg. Aluminium has three outer shell electrons, so it's found in group 3. The number of shells an atom has tells us which period an element is in. Eg. Calcium has 4 shells, so it's found in period 4.

Year 10 Physics Module 1 – Key questions
Forces and motion

Forces and motion key questions	Answers
1. Define the term scalar	A scalar is a quantity with only size
2. Define the term vector	A vector is a quantity with both size and direction
3. Give one example of a scalar	Speed/distance/mass/energy
4. Give one example of a vector	Velocity/displacement/momentum/force/acceleration
5. State the equation that relates speed, distance travelled and time taken	Distance travelled = speed x time
6. Convert 50km into m	50000 m
7. Convert 3 minutes into seconds	180 seconds
8. State the average speed of a walker	1.5 m/s
9. State the average speed of a jogger	3 m/s
10. State the average speed of a cyclist	6 m/s
11. What does a straight line sloping upwards mean on a distance time graph?	The object is moving at a constant speed
12. What does a horizontal line on a distance time graph mean?	The object is not moving
13. Describe how to find the gradient of a graph	You turn the graph into a triangle and then you divide the side of the graph by the base
14. State what the gradient of a distance time graph represents	The speed the object is travelling at
15. What would you expect to see on a distance time graph if an object is accelerating?	The graph curves upwards
16. Compare the gradients of a fast-moving and a slow-moving object on a distance time graph	The fast-moving object has a steeper gradient
17. State the equation that can be used to find the acceleration of a moving object	$a = \frac{v - u}{t}$
18. Define acceleration	Acceleration is the rate of change of velocity
19. Define the term force?	A force is a push or a pull that one body exerts on another
20. How do forces affect the motion of a body?	Force cause an object to accelerate or decelerate

21. State which property causes an object to continue to move unless a force acts upon it	Inertia
22. State the equation that relates mass, acceleration and force	Force = mass x acceleration
23. Give two control variables in the experiment to investigation the relationship between the mass of a body and the acceleration it feels	Any from: the force on the trolley, the angle of the ramp, the surface of the ramp, friction in the wheels (use the same trolley each time)
24. How do you reduce the effect of random error in an experiment	Perform the experiment three times and then take an average.
25. State Newtons first law	If the resultant force on a body is zero then if the body is at rest it will remain at rest and if the body is in motion it will continue to move in a straight line at a constant speed
26. Explain why the acceleration of a car reduces as the speed increases	As the speed of the car increases the force of air resistance acting against the thrust force increases. This reduces the resultant force so the acceleration reduces
27. State the gravitational field strength of the earth	10N/kg
28. Give the force that attracts all object with mass to the earth	Weight
29. State the equation that relates mass, weight and gravitational field strength	Weight = mass x gravitational field strength
30. Describe the forces acting on a falling object when it has reached terminal velocity	The weight force is balanced by the air resistance force
31. Give the command word that means to split a force into horizontal and vertical forces	Resolve
32. What is a free body force diagram?	This is a diagram that shows all of the forces that are acting on an object but does not show the object itself
33. Describe the motion of a moving body that is experiencing balanced forces	It continues to move in a straight line at a constant speed
34. State Newton's first law	When a body does not experience a resultant force, if it is at rest it will remain at rest and if it is moving it will continue to move in a straight line at a constant speed
35. State Newton's third law	every force has an equal and opposite reaction force of the same size but opposite direction
36. State the equation that relates velocity, mass and momentum	Momentum = mass x velocity
37. State the law of conservation of momentum	The total momentum before and after an event is the same as long as no external forces are acting
38. When two bodies collide, how do forces cause momentum to be transferred from one body to another	Each of the bodies will experience a force of equal size in an opposite direction, this will act reduce the momentum of one of the bodies and increase the momentum of the other.

c.1250 — 1500 — 1700 — 1900

EDEXCEL GCSE HISTORY
Medicine in Britain, c1250-present

Medieval

Key people

Galen	Ancient Greek physician – theory of opposites, anatomy
Hippocrates	Ancient Greek physician who created Four Humours Theory

Key terms

Apothecary	Mixed herbal remedies.
Astrology	Belief that the alignment of the stars affected illness.
Bloodletting	Cutting a vein, using leeches or cupping to treat illness.
The Church	Controlled all medical knowledge.
Flagellation	Whipping
Leprosy	Contagious disease that affects the skin. Lepers were banished to leper colonies.
Materia Medica	Herbal manual used by apothecaries
Miasma	Bad air caused by rotting matter etc. Caused disease.
Physician	Medieval doctor, diagnosed but didn't treat illness.
Purging	Emetics, laxatives or enemas to purge the body of illness.
Regimen Sanitatis	Instructions by physicians to maintain good health.
Urine charts	Diagnosed illness using urine.

Key dates

1348	**Black Death** – outbreak of bubonic plague which killed 1/3rd of English population

Renaissance

Key people

William Harvey	Discovered how blood circulated around the body
Robert Hooke	Invented new microscope
Antony von Leeuwenhoek	Discovered 'animalcules' in 1683
Thomas Sydenham	Theorised that illness was caused by external factors
Andreas Vesalius	Discovered 300 mistakes in Galen's work on anatomy

Key terms

Humanism	Rejected the idea that God is responsible for everything
Iatrochemistry	Medical chemistry
Pest Houses	Specialised hospitals, also pox/plague houses
Printing press	Invented in 1440, allowed new ideas to be spread
Sarsaparilla	Discovered in New World to treat Great Pox
Transference	Idea that disease could be transferred to other objects

Key dates

1543	**Vesalius** published De Fabrica
1618	**Pharmacopoeia Londinensis** – manual with 122 chemical remedies
1628	**William Harvey** published book about circulation
1660	**Royal Society** created – promoted experiments.
1665	**Great Plague of London**
1676	**Sydenham** published Observationes Medicae - textbook

Enlightenment

Key people

Robert Koch	German scientist, identified specific microbes e.g. TB
Edward Jenner	Developed first vaccine - smallpox
Joseph Lister	First to use Carbolic Acid as antiseptic in surgery
Florence Nightingale	Nurse, created Pavilion Plan for hospitals, trained nurses
Louis Pasteur	Created 'germ theory' that germs caused disease
James Simpson	Discovered chloroform as anaesthetic in surgery
John Snow	Proved that cholera was in water supply not miasma

Key terms

Cholera	Disease spread through dirty water – fatal in 2-6 days
Spontaneous Generation	Belief that decay/disease created microbes

Key dates

1798	**Jenner** published vaccine findings
1847	**Simpson** discovered chloroform
1854	**Snow** proved cholera caused by Broad St Pump water contamination
1860	**Nightingale's School for Nurses** built
1861	**Pasteur** published 'germ theory'
1865	1300 miles of sewers built in London
1867	**Lister** discovered carbolic acid
1875	**Second Public Health Act**
1879	**Pasteur** found vaccine for chicken cholera
1882	**Koch** first identified microbe which caused tuberculosis (TB)
1890	**Emil von Behring** developed vaccine against tetanus & diphtheria

Modern

Key people

Alexander Fleming	Discovered penicillin killed staphylococcus bacteria
Florey & Chain	Used penicillin as first antibiotic on people
Hata	Discovered 1st magic bullet – Salvarsan 606 cured syphilis
Watson & Crick	Discovered DNA

Key terms

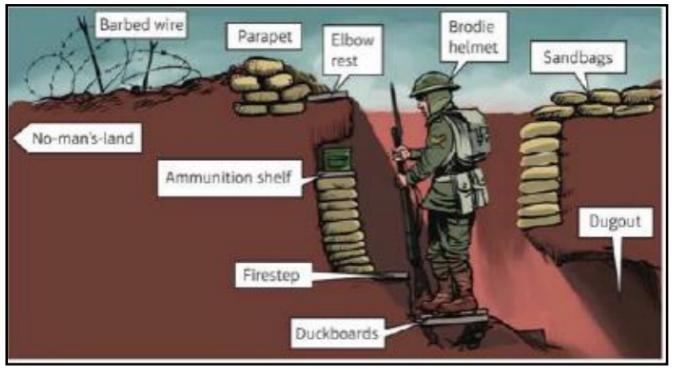
Antibiotic	A biological cure which kills bacteria e.g. penicillin
CT scan	X-ray/computer image scan
Hypodermic needles	A needle used with a syringe to inject into the body
Laparoscopic surgery	Keyhole surgery – surgery with small incisions & tiny cameras
Magic Bullet	Chemical cure which kills bacteria e.g. Salvarsan 606
Radiotherapy	Treatment using radiation

Key dates

1909	**Hata** discovered Salvarsan 606
1928	**Fleming** discovered penicillin
1930s	**Blood tests** used for first time
1931	**Electron microscope** invented
1932	**Domagk** found Prontosil
1938	**M&B 693** developed (magic bullet)
1940	**Florey & Chain** tested penicillin
1942	1st national vaccine for diphtheria.
1943	Antibiotic **streptomycin** discovered
1948	**NHS** created – universal healthcare
1956	**Clean Air Act** to prevent smog
1966	**GP Charter**
1990	**Human Genome Project** launched
2007	Ban on smoking in public places
2015	Ban on smoking in cars with children

EDEXCEL GCSE HISTORY
The British sector of the Western Front 1914-18

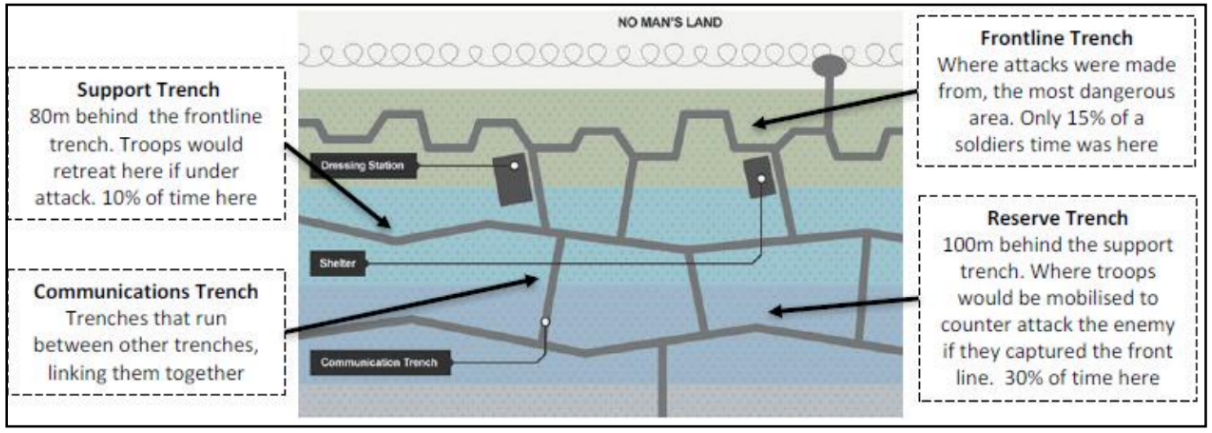
Key people	
Harvey Cushing	Neurosurgeon who developed new procedures for brain injuries e.g. magnets and local anaesthetic.
Harold Gillies	Plastic surgeon who worked on facial reconstruction.
Oswald Hope Robertson	Stored 22 units of universal blood using **citrate glucose** solution and saved 11 of 20 men.
Geoffrey Keynes	Designed a portable blood transfusion kit with a device to prevent clotting.
Rous & Turner	Added **citrate glucose** solution to store blood for 4 weeks.
Hugh Owens Thomas	Invented the **Thomas Splint**, promoted by Colonel Robert Jones in WWI, increasing the survival rate for leg injuries from 20% to 82%.



The Chain of Evacuation

The method used to evacuate injured soldiers from the front line.

1. **Regimental Aid Post** (RAP) – first aid
2. **Advanced/Main Dressing Station** (ADS/MDS) kept wounded for 1 week
3. **Casualty Clearing Station** (CCS) – triaged patients, some operations
4. **Base Hospital** – near coast, treated wounded until return to war/home



Timeline of key events	
1914	**4th August** Britain declared war on Germany
	27th Oct – First 6 FANYs arrived in France, but the British wouldn't use them.
	Oct-Nov: First Battle of Ypres – Britain lost 50,000 troops but held Ypres
1915	**Hill 60**: British tunnellers placed 5 mines under the hill and blew the top off.
	Second Battle of Ypres – First time the Germans used chlorine gas
	Nurses started working at the Advanced and Main Dressing Stations
1916	**Jan** – The British started using FANYs as ambulance drivers – first females
	Battle of the Somme – on the first day there were 57,000 British casualties.
	Arras tunnelling – The British built 2.5 miles of tunnels in 5 months – there were 25,000 men stationed underground with electric lights, running water, a railway & a hospital.
1917	**Battle of Arras** – The British advanced only 8 miles but with 160,000 casualties
	Third Battle of Ypres (Passchendaele) – British moved 7 miles with 245,000 casualties. In the CCS there were 379 doctors, 502 nurses and they operated on 30% of men.
	Battle of Cambrai – First large scale use of tanks (500), Oswald Hope Robinson stored 22 units of universal blood and saved 11/20 wounded men.
1918	**11th Nov** – armistice was signed ending WWI

Key terms	
Ambulance	Horse-drawn and motor ambulances were used, both had problems.
Artillery	Large guns which fired shells (metal shells filled with explosives).
Aseptic surgery	Surgery where microbes are prevented from getting into a wound in the first place. By 1900 all surgery was aseptic using sterilisation.
BEF	The British Expeditionary Force – The professional British army.
FANY	First Aid Nursing Yeomanry was the first women's voluntary organisation to send women to the Western Front.
Field Ambulance	A mobile front line medical unit (not the same as an ambulance)
Gas attacks	Chlorine and Phosgene gas caused suffocation, mustard gas caused blistering. 6000 soldiers died from gas attacks
Gas gangrene	An infection which causes gas in gangrenous (dead) wounds.
Mobile X-ray units	There were 6 on the Western Front, a van with a tent attached.
RAMC	Royal Army Medical Corps - a specialist corps in the British Army which provides medical services to army personnel.
Shellshock	Now known as PTSD, caused tiredness, nightmares, loss of speech. 80,000 troops affected.
Shrapnel	Fragments of a shell or other object thrown out by an explosion.
Trench fever	Caused flu-like symptoms, affected 500,000 men, caused by lice.
Trench foot	Painful swelling caused by standing in cold water, caused gangrene.
Trench warfare	A type of combat where troops fight in trenches facing each other.

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T1

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Landscapes and physical processes

Geography Knowledge Organiser

1.1.1 - Distinctive landscapes

Upland Areas +600m

Peaks and ridges. Cold, misty and snow common. i.e. Scotland

Lowland areas -200m

Flat or rolling hills. Warmer weather. i.e. Fens

Relief of the UK

Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.

Glaciation in the UK

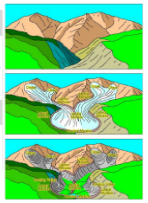
Over many thousands of years, glaciation has made an impression on the UK's landscape. Today, much of upland Britain is covered in u-shaped valleys and eroded steep mountain peaks.

During the ice age

Ice covered areas eroded and weathered landscapes to create dramatic mountain scenery.

After the ice age

Deep valleys and deposition of sediment revealed



What is a landscape?

A landscape has visible features that make up the surface of the land. Landscapes can be broken down into four 'elements'.

Landscape Elements

Physical	Biological
-Mountains	-Vegetation
-Coastlines	-Habitats
-Rivers	-Wildlife
Human	**Variable**
-Buildings	-Weather
-Infrastructure	-Senses

1.1.2/3 - Human activity

Honeypot site - A location which attracts a large number of tourists who, due to their numbers, place pressure on the environment and local people.
Carrying capacity - The number of people which a region can support without damaging the location and environment.
Visitor pressure - tourists who, due to their numbers, place stress on the environment and local people.

Positives of visitor pressure	Negatives of visitor pressure
Employment opportunities are created to meet the demands of the tourists	Jobs are often seasonal or part time. This makes it harder to support family.
Tourism brings in money and will boost the local economy	There is overcrowding in the peak seasons
There will be upkeep of the area, making it a clean place to live	Businesses are designed for the tourists
	There can be congestion on the roads
Crime can be reduced due to higher levels of employment	Scenic walks and hikes are damaged by footpath erosion

(1.1.3) Management: repairing footpaths

Stone pitching - This technique involves digging stone into the ground to form good solid footfalls. This ancient technique is used extensively in the central fells using stone which is naturally occurring.
Soil Inversion - A digger is used to construct a ditch drain. The soil removed from the drain is placed alongside to create a hard wearing walking surface. Grass seed mix is then sown to encourage vegetation to bind all the works together.
Sheep wool - The fleece is placed between the soil and the stones to prevents the stone from sinking into the soil. This creates a 'floating' path and also absorbs some water to slow surface runoff.

1.2.1 - Processes & landforms (Rivers)

Erosion

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolved rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.

Deposition

When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying. This is called deposition.

Freeze-thaw weathering

Stage One
Water seeps into cracks and fractures in the rock.

Stage Two
When the water freezes, it expands about 9%. This wedges apart the rock.

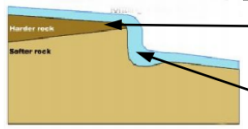
Stage Three
With repeated freeze-thaw cycles, the rock breaks off.

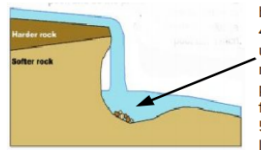
Weathering

Chemical
Action of chemicals within water dissolving the rock.

Biological
Rocks that have been broken down by living organisms or plant roots.

Formation of a waterfall

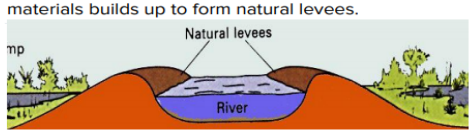




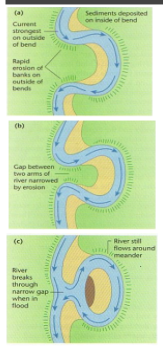
1) River flows over alternative types of rocks.
2) River erodes soft rock faster creating a step.
3) Further hydraulic action and abrasion form a plunge pool beneath.
4) Hard rock above is undercut leaving cap rock which collapses providing more material for erosion.
5) Waterfall retreats leaving steep sided gorge.

Formation of floodplains and levees

When a river floods, fine silt/alluvium is deposited on the valley floor. Closer to the river's banks, the heavier materials builds up to form natural levees.



Formation of a meander

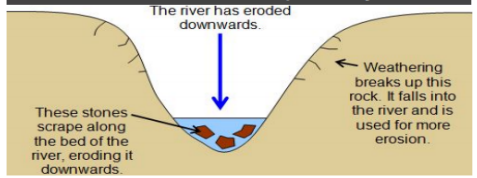


A meander is a curve in a river's course formed when erosion and deposition take place on opposite river banks. The two sides of the meander eventually meet and create a straight channel.

Inside bend:
Slowest speed
Deposition
Slip-off slope/point bar

Outside bend:
Fastest speed
Erosion
River cliff/undercut

Formation of a V-shaped valley



River long profile

Upper course

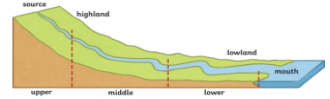
Near the source, the river is flows over steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Middle course

Here the gradient get gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Lower course

Near the river's mouth, the river widens further and becomes flatter. Material transported is deposited.



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1.2.1 - Processes & landforms (Coasts)

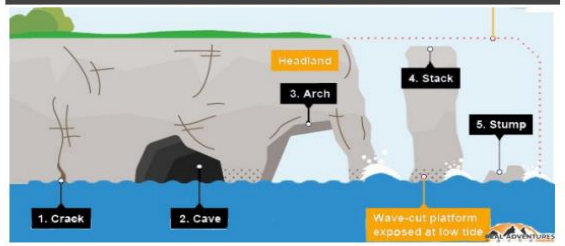
Formation of bays and headlands

1) Waves attack the coastline.

2) Softer rock is eroded by the sea quicker forming a bay, calm area cases deposition.

3) More resistant rock is left jutting out into the sea. This is a headland and is now more vulnerable to erosion.

Formation of coastal landforms



1. Hydraulic action widens cracks in the cliff face over time. Abrasion forms a wave cut notch between HT and LT.
2. Further abrasion widens the wave cut notch to from a cave.
3. Caves at both sides of the headland break through to form arch
4 .Weather above/erosion below –arch collapses leaving stack.
5. Further weathering and erosion eaves a stump.

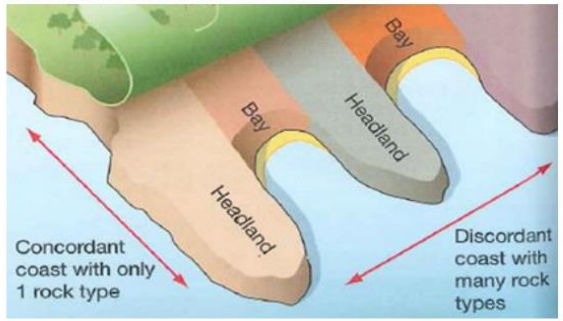
Types of coastline

Concordant

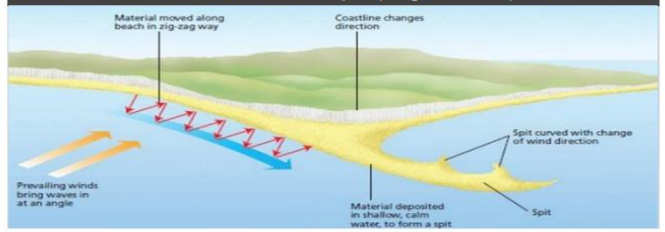
A concordant coastline occurs where the bands of differing rock types run parallel to the coast. The outer hard provides a protective barrier to erosion of the softer rocks further inland. Sometimes the outer hard rock is punctured allowing the sea to erode the softer rocks behind. This creates a cove which is a circular area of water with a relatively narrow entrance way from the sea.

Discordant

Discordant coastline occurs where bands of differing rock type run at right angles to the coast. The different resistance to erosion leads to the formation of headlands and bays.



Formation of coastal spits (longshore drift)



1) Swash moves up the beach at the angle of the prevailing wind.
2) Backwash moves down the beach at 90° to coastline, due to gravity.
3) Zigzag movement (Longshore Drift) transports material along beach.
4) Deposition causes beach to extend, until reaching a river estuary.
5) Change in prevailing wind direction forms a hook.
6) Sheltered area behind spit encourages deposition, salt marsh forms.

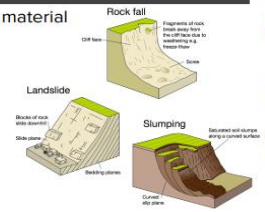
Mass movement

Mass Movement is the downhill movement of cliff material

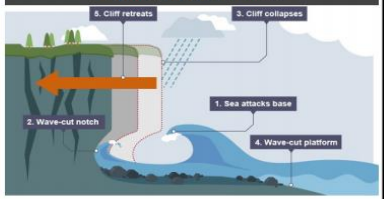
Rockfall As the weathering processes weaken the structure of the cliff rock fragments fall away.

Landslide Large blocks of the cliff slide down to the base of the cliff due to erosion weakening the base of the cliff

Slumping When soft rocks like clay become too wet from rainfall and weakened by erosion, the entire cliff face slips down in a curve, making steps in the cliff



Wave-cut landforms



1. The sea attacks the base of the cliff between the high and low water mark.

2. A wave-cut notch is formed by erosional processes such as abrasion and hydraulic action - this is a dent in the cliff usually at the level of high tide.

3. As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face.

4. The backwash carries away the eroded material, leaving a wave-cut platform.

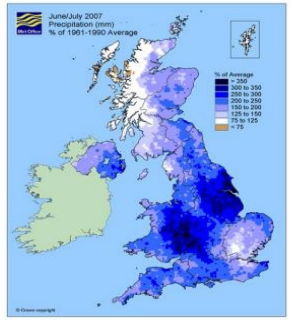
5. The process repeats. The cliff continues to retreat.

1.2.2 - Rates of change

Climate

The rainfall map of the UK shows variations in rain.
Less precipitation occurs in low land areas. East England
Most precipitation occurs in upland areas. Scotland.

<u>These differences mean...</u>
Uplands experience more weathering, erosion and mass movement.



Geology

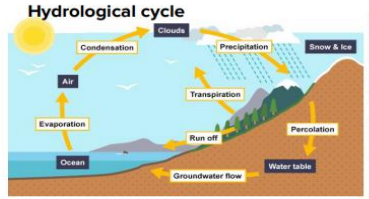
Some rock types erode faster than others (sedimentary limestone or clays erodes quicker than metamorphic granite). The direction rocks are layered in can also affect this eg. concordant or discordant coastlines

Human activity

Humans can increase rates of change such as footpath erosion on cliffs or building on floodplains but humans can also put management in place is slow erosion or transport processes, like dams, groynes, river dredging & afforestation.

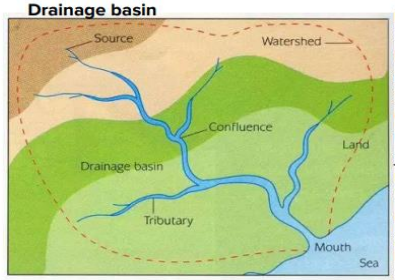
1.3.1 - Drainage basins

Hydrological cycle



Condensation- when water vapour cools to form clouds
Evaporation- where water is turned into water vapour (gas)
Precipitation- any water that falls from the sky (rain, snow etc)
Interception- vegetation traps water before it reaches the ground
Transpiration- water is evaporated from the leaves of vegetation
Surface runoff- water runs across the ground to a river
Infiltration- water seeps into the soil in the ground
Percolation- water seeps into rock deeper in the ground
Groundwater flow- water flows through the soil and rock in the ground

Drainage basin



Drainage Basin- is the area of land drained by a river and its tributaries
Watershed- the area of high land forming the edge of a river basin
Source- where a river begins
Mouth- where a river meets the sea
Tributary- a small river or stream that joins a larger river
Confluence- the point at which two rivers meet
Main river channel- main river flow in the drainage basin
Floodplain- flat land on the sides of the river that takes the overflow water

1.3.2 - River flooding

<u>Factors influencing how rivers flood:</u>

<u>Steep Slopes</u> - If the land surrounding a river is steep, rainfall will run quickly across the ground as surface runoff, increasing the river's discharge

<u>Urbanisation</u> - Roads and pavements are built using a tarmac, an impermeable material. Rainfall flows quickly over tarmaced surfaces as it cannot infiltrate into the ground, leading to rapidly increasing discharge

<u>Geology</u> - If a drainage basin has impermeable rock, water is unable to percolate into the rock. As a result, the rainfall flows into the river via throughflow and surface run off

<u>Heavy or prolonged rainfall</u> - A high volume of rainfall will cause a river's discharge to increase rapidly, increasing the chances of the river bursting its banks

<u>Vegetation</u> - Trees intercept rainfall as it falls from the sky. If there is a lack of vegetation, more rainfall reaches the ground and eventually the river, seeing a large increase in discharge

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1.3.3 - Flood management

Hard Engineering - Hard engineering management involves using artificial structures, such as dams and embankments which try to control rivers. They tend to be expensive.

Soft Engineering - Soft engineering management is a more natural approach to manage flooding, it does not involve building artificial structures, but takes a more sustainable approach to managing the potential for river flooding.

River defences	
Hard Engineering	
Channel straightening	Removing meanders, increases velocity to remove flood water.
Artificial Levees	Man-made banks heighten river so flood water is contained.
Channel widening	Makes river wider to increase capacity for a flood.
Soft Engineering	
Afforestation	Planted trees soak up rainwater, reduces flood risk.
Managed Flooding	Naturally let some areas flood to protect settlements.

Home study questions

DEVELOPING

Describe how tourists can have benefits and negatives to honeypot sites **[3 marks]**
Explain why a waterfall migrates backwards the source **[4 marks]**

SECURING

Analyse the pattern of average precipitation (rainfall) in the UK (1.2.2) **[6 marks]**

MASTERING

'Urbanisation is the most significant factor in flooding' **To what extent** do you agree with this statement? **[8 marks]**

CHALLENGE

Create a spider diagram to show how all the erosional processes and landforms of rivers and coasts are linked

French

Decris toi, ton ami/amie, ta famille. 1

Je suis (boy) Mon _____ est ami copain père frère oncle cousin grand-père beau-père (step-father) beau-frère (step-brother) demi-frère (half brother) Il est	très extrêmement vraiment (really) assez (quite) un peu (a bit)	grand petit mince/maigre (thin) costaud (strong) musclé gros (fat) moche/laid (ugly) beau (good-looking) mignon (cute)	très extrêmement vraiment (really) assez (quite) un peu (a bit)	grand petit mince/maigre (thin) costaud (strong) musclé gros (fat) moche/laid (ugly) beau (good-looking) mignon (cute)
Je suis (girl) Mon amie est Ma _____ est copine mère sœur tante cousine grand-mère belle-mère (step-mother) belle-sœur (step-sister) demie-sœur (half sister) Elle est		grande petite mince/maigre (thin) costaude (strong) musclée grosse (fat) moche/laide (ugly) belle (pretty) jolie (pretty) mignonne (cute)		grande petite mince/maigre (thin) costaude (strong) musclée grosse (fat) moche/laide (ugly) belle (pretty) jolie (pretty) mignonne (cute)
	de taille moyenne (average height)		de taille moyenne (average height)	
J'ai Il a Elle a	les cheveux longs (long hair) les cheveux mi-longs (medium length hair) les cheveux courts (short hair) les cheveux frisés (curly hair) les cheveux bouclés (wavy hair) les cheveux raides (straight hair)		et	blonds (blonde) roux (red) bruns (brown) gris (grey) foncés (dark) châtains (light brown)
J'ai Il a Elle a	les yeux bleus les yeux verts les yeux marron (brown eyes) les yeux gris les yeux noirs		et il a aussi et elle a aussi	une barbe (beard) une moustache des lunettes (glasses) la peau très foncée (very dark skin) la peau très claire (very light skin) la peau assez bronzée (quite tanned skin)

Decris toi, ton ami/amie, ta famille. 2

À mon avis (In my opinion) Je pense que (I think that) Je dirais que (I would say that) En général (In general) Honnêtement (Honestly)	mon père mon frère mon oncle mon grand-père mon cousin mon ami (male friend) mon petit copain (boyfriend)	je suis (I am) je ne suis pas (I am not) je peux être (I can be) est (is) n'est pas (is not) peut être (can be)	très (very) assez (quite) un peu (a bit) trop (too) vraiment (really) plutôt (rather)	agaçant. (annoying) aimable. (friendly) bavard. (chatty) généreux. (generous) gentil. (kind, nice) impatient. (impatient) poli. (polite) travailleur. (hard-working) paresseux. (lazy) sérieux. (serious) égoïste. (selfish) sévère. (strict) tetu. (stubborn)	et aussi mais	très (very) assez (quite) un peu (a bit) trop (too) vraiment (really) plutôt (rather	agaçant. (annoying) aimable. (friendly) bavard. (chatty) généreux. (generous) gentil. (kind, nice) impatient. (impatient) poli. (polite) travailleur. (hard-working) paresseux. (lazy) sérieux. (serious) égoïste. (selfish) sévère. (strict) tetu. (stubborn)
	ma sœur ma mère ma tante ma grand-mère ma cousine mon amie (female friend) ma petite copine (girlfriend)			agaçante. (annoying) aimable. (friendly) bavarde. (chatty) gentille. (kind, nice) impatiente. (impatient) polie. (polite) travailleuse. (hard-working) paresseuse. (lazy) sérieuse. (serious) égoïste. (selfish) sévère. (strict) têtue. (stubborn)			agaçante. (annoying) aimable. (friendly) bavarde. (chatty) gentille. (kind, nice) impatiente. (impatient) polie. (polite) travailleuse. (hard-working) paresseuse. (lazy) sérieuse. (serious) égoïste. (selfish) sévère. (strict) têtue. (stubborn)
	mes parents mes grands-parents mes cousins	sont (are) ne sont pas (are not) peuvent être (can be)		agaçants. (annoying) aimables. (friendly) bavards. (chatty) gentils. (kind, nice) impatients. (impatient) polis. (polite) travailleurs. (hard-working) paresseux. (lazy) sérieux. (serious) égoïstes. (selfish) sévères. (strict) têtus. (stubborn)			agaçants. (annoying) aimables. (friendly) bavards. (chatty) gentils. (kind, nice) impatients. (impatient) polis. (polite) travailleurs. (hard-working) paresseux. (lazy) sérieux. (serious) égoïstes. (selfish) sévères. (strict) têtus. (stubborn)

C'est quoi un bon ami? Quelles sont les qualités les plus importantes chez un/une ami/amie? 3

	ce qui est le plus important, c'est (what is the most important is) la qualité la plus importante, c'est (the most important quality is)	le sens de l'humour (a sense of humour) la patience (patience) la générosité (generosity) la fidélité (loyalty) la gentillesse (kindness) la modestie (modesty) l'honnêteté (honesty) l'optimisme (optimism)		
À mon avis (In my opinion) Je pense que (I think that) Je dirais que (I would say that) En général (In general) Honnêtement (Honestly) Pour vrai dire (To tell the truth)	les qualités les plus importantes sont (the most important qualities are)	*pick from list above*	et aussi	*pick from list above*
	un bon ami est toujours (a good friend is always) un bon ami devrait être (a good friend should be)	de bonne humeur (in a good mood) compréhensif (understanding) équilibré (level-headed) honnête (honest) patient (patient) sur de lui (self-confident) énergique (energetic) sensible (sensitive) gentil (kind)		
	un bon ami n'est pas (a good friend is not) un bon ami n'est jamais (a good friend is never)	de mauvaise humeur (in a bad mood) déprimé (depressed) pessimiste (pessimistic) prétentieux (pretentious) vaniteux (vain) jaloux (jealous) lunatique (moody)		
	un bon ami est quelqu'un qui (a good friend is someone who)	croit en moi (believes in me) dit toujours la vérité (always tells the truth) me fait rire (makes me laugh) prend soin de moi (takes care of me) voit le bon côté des choses (sees the positive side of things) inspire confiance (inspires confidence) rit beaucoup (laughs a lot) a les mêmes centres d' interet que moi (has the same interests as me)		

Est-ce que tu t'entends bien avec ta famille? 4

D'habitude (normally) Souvent (often) De temps en temps (from time to time) Parfois (sometimes) Rarement (rarely)	je m'entends bien avec (I get on well with) je ne m'entends pas bien avec (I don't get on well with) je me dispute avec (I argue with) je ne me dispute jamais avec (I never argue with)	mon père frère oncle cousin grand-père beau-père (step-father) beau-frère (step-brother) demi-frère (half brother)	et parce que car cependant pourtant même si (even if)	**il est / mon _____ est** compréhensif (understanding) drôle (funny) généreux (generous) agaçant (annoying) égoïste (selfish) paresseux (lazy) il prend soin de moi (he takes care of me) il se fâche contre moi (he gets angry with me) je me confie à lui (I confide in him)
		ma mère sœur tante cousine grand-mère belle-mère (step-mother) belle-sœur (step-sister) demie-sœur (half sister)		**elle est / ma _____ est** compréhensive (understanding) drôle (funny) généreuse (generous) agaçante (annoying) égoïste (selfish) paresseuse (lazy) elle prend soin de moi (she takes care of me) elle se fâche contre moi (she gets angry with me) je me confie à elle (I confide in her)
		mes parents grands-parents cousins		**ils sont / mes _____ sont** compréhensifs (understanding) drôles (funny) généreux (generous) agaçants (annoying) égoïstes (selfish) paresseux (lazy) ils prennent soin de moi (they take care of me) ils se fâchent contre moi (they get angry with me) je me confie à eux (I confide in him)
	on s'entend bien (we get on well) on se dispute (we argue) on s'aime (we love each other) on se chamaille (we bicker)			

Tu vas sortir le week-end? 5

Le week-end prochain (next weekend) Vendredi soir (Friday evening) Le samedi après-midi (on Saturday) Dimanche matin (Sunday morning)	**Je vais aller** (I'm going to go)	**au parc (**to the park) **au cinéma** (to the cinema) **aux magasins** (to the shops) **au centre commercial** (to the shopping centre) **au bowling** **à la piscine** (to the swimming pool) **à la plage** (to the beach) **en ville** (into town) **au restaurant** **chez mon copain/ma copine** (to my friend's house)	**avec mes parents.** (with my parents) **avec mes amis.** (with my friends **avec mon ami(e).** (with my friend)	On se retrouve (we're meeting)	dans derrière (behind) devant (in front of)	le théâtre le café le restaurant le cinéma la piscine
					en face (opposite) à côté (next to) près (near)	du théâtre du café du restaurant du cinéma de la piscine
					à dix-sept heures (at 5pm) à midi (at noon) après collège (after school) vers dix heures et demie (about half ten)	
	Je vais faire (I'm going to do)	**une promenade** (a walk, trip) **du vélo** (cycling) **les magasins** (shopping) **du patin à glace** (ice skating) **du skate** (skateboarding)				
	Je vais manger (I'm going to eat)	**au restaurant** (at a restaurant) **de la pizza** **au fast-food**		Ce sera (it will be)	formidable. (great) passionnante. (exciting) genial. (great) amusant. (fun)	
	Je vais regarder/voir (I'm going to watch/see)	**un film d'horreur/romantique** **une comédie** **un match de foot** **un spectacle** (a show) **un concert**				

C'était comment? 6

J'ai On a Nous avons	visité un musée (visited a museum) mangé au restaurant (ate in a restaurant) mangé une pizza (ate a pizza) mangé un hamburger (ate a burger) vu un match de foot (saw a football match) vu un spectacle (saw a show) regardé un film romantique (watched a romantic film) fait des magasins (went shopping) fait du bowling (went bowling) fait du patin à glace (went ice skating) passé un super soirée (had a great night)	et puis après ensuite où (where) (choose another activity).	C'était	formidable génial inoubliable parfait amusant top de top	parce que car puisque	je me suis bien amusé (I had a great time) je me suis bien amusée (I had a great time) j'ai rencontré un garçon/une fille sympa (I met a nice boy/girl) j'ai bien mangé (I enjoyed the meal) j'ai aimé le film (I liked the film) on a gagné le match (we won the match) j'ai gagné (I won)
Je suis (masc)	allé au cinéma (went to the cinema) allé au centre ville (went to the town centre) sorti avec mes copains (went out with my friends)					
Je suis (fem)	allés au cinéma (went to the cinema) allés au centre ville (went to the town centre) sortie avec mes copains (went out with my friends)			un désastre affreux terrible nul		c'était complètement ennuyeux (it was completely boring) le repas était terrible (the meal was terrible) j'ai détesté le film (I hated the film) on a perdu le match (we lost the match) j'ai perdu (I lost)
On est Nous sommes	allés au cinéma (went to the cinema) allés au centre ville (went to the town centre) sortis avec mes copains (went out with my friends)					

Que faisais tu quand tu étais petit/petite? 7

Quand j'étais plus jeune (When I was younger) Quand j'étais à l'école primaire (When I was at primary school)	j'habitais I lived	dans un petit village (in a small village) dans une grande maison (in a big house) en France à Londres
	j'allais I went	à la maternelle (to nursery school) au parc tous les week-ends (to the park every weekend) chez ma grand-mère (to my grandma's house)
	j'avais I had	les cheveux bouclés (curly hair) les cheveux blonds (blond hair) un chien (a dog)
	j'étais I was	méchant / méchante (naughty) adorable (lovely) sage (good)
	je jouais I played	au foot aux Lego avec mes peluches (with my teddies) à cache cache (hide and seek)
	j'aimais I liked	le chocolat les animaux l'école
	je détestais I hated	les légumes (vegetables) les araignées (spiders) mon frère (my brother)
	je faisais I did	du judo de la natation (swimming) de la gymnastique de la danse de l' equitation (horseriding)
	je portais I wore	un uniforme scolaire une casquette (a cap) un short et un tee-shirt mes baskets (my trainers) un maillot de foot (a football shirt)
	je rêvais d'être My dream was to be	pompier (fire fighter) chanteur / chanteuse (singer) footballeur (footballer) agent de police (police officer)

Qui est-ce que tu admires? Qui est ton modèle? 8

Mon modèle s'appelle ... (My rôle model is called...) Moi, j'admire ... (Personally I admire ...) Mon héros / héroïne, c'est ...) (My hero/heroine is ...)	parce que car puisque comme	j'aimerais bien être comme lui/elle (I would like to be like him/her) j'admire sa créativité (I admire his/her creativity) il/elle m'impressionne énormément (he/she impresses me a lot) il/elle a travaillé très dur pour réussir (he/she has worked hard to succeed) il/elle avait du courage face à des dangers terribles (he/she was brave when faced with terrible danger) il/elle lutte pour les droits des autres (he/she fights for other people's rights) il/elle a lutté pour l'environment (he/she fought for the environment)		en plus aussi par ailleurs (in addition) en outre (furthermore)	il est	travailleur (hardworking) drôle (funny) courageux (brave) intelligent beau (handsome) doué (talented) débrouillard (resourceful) un enfant adopté (adopted) métisse (mixed race)
		il/elle a (he/she has)	du courage de la créativité de la détermination de l'optimisme de l'intelligence		elle est	travailleuse (hardworking) drôle (funny) courageuse (brave) intelligente belle (beautiful) douée (talented) débrouillarde (resourceful) un enfant adopté (adopted) métisse (mixed race)
		il/elle avait (he/she had)				

Quel sport fais tu? Quel est ton sport préféré?

9

Je joue (I play)	au foot au tennis au basket au badminton au rugby au volley au golf	depuis (for)	un an (a year) trois ans (three years) quatre mois (four months) quelques semaines (a few weeks)	J'aime beaucoup ça car (I really like it because) Ça me plait énormément parce que (I like it a lot becuase) Ce que je trouve amusant est que (What I find fun is that)	c'est amusant c'est facile (it's easy) c'est ludique (it's fun) c'est rapide (it's quick) c'est bon pour le corps (it's good for the body) c'est bon pour le cœur (it's good for the heart) c'est bon pour le mental (it's good for your mind) c'est un sport qui demande de l'endurance (it's a sport that requires endurance) c'est un sport qui demande une bonne coordination (it's a sport that requires good coordination) ça m'aide à décompresser (it helps me to relax) ça me fait du bien (it does me good) j'oublie mes soucis (I forget my worries) c'est un sport en équipe (it's a team sport) travailler en équipe est motivant (working in a team is motivating) je préfère les sports individuels (I prefer individual sports) je prends l'air (I get some fresh air)
Je fais (I do)	du vélo / cyclisme (cycling) du roller (roller-skating) du footing (jogging) du canoë-kayak (canoeing/kayaking) du patinage (ice skating) de la boxe (boxing) de la danse de la musculation (weight lifting) de la natation de la planche à voile (windsurfing) de la voile (sailing) de l'escalade (climbing) de l'équitation (horse riding) des randonnées (walking/hiking)		tous les week-ends (every weekend) une fois par semaine (once a week) trois fois par mois (three times a month) tous les jours (every day) de temps en temps (from time to time)		

Est-ce que tu aimes la musique?

10

Je joue (I play)	du piano du saxophone du violon de la batterie (drums) de la flûte de la guitare	depuis (for)	un an (a year) trois ans (three years) quatre mois (four months) quelques semaines (a few weeks)	
J'adore Je me passionne pour (I'm mad about) Je suis fan de (I'm a fan of) Je n'aime pas du tout (I really don't like) J'ai horreur de (I can't stand) Je déteste	la musique pop la musique rock la musique classique le rap le hip-hop un peu de tout (a bit of everything)	car parce que puisque comme	ça me donne envie de (it makes me want to)	danser (dance) chanter (sing) bouger (move) pleurer (cry) dormir (sleep)
			ça me rend (it makes me)	joyeux/joyeuse (happy) content/contente (happy) calme (calm) énergique (energetic) triste (sad)
Mon chanteur/ma chanteuse préféré(e) est … (my favourite singer is …) J'adore la musique de … (I love ….'s music)			j'aime j'adore	ses paroles (their lyrics) ses melodies (their tunes) son style (their style/look)
			il est	cool talentueux (talented)
			elle est	cool talentueuse (talented)

Que fais tu sur Internet?

11

Je suis passionné(e) de	photographie sport musique cinéma mode (fashion) genealogie (family history)	depuis (for)	un an (a year) trois ans (three years) quatre mois (four months) quelques semaines (a few weeks) toujours (always)	donc (so) alors (so)	j'ai créé (I created) un blog un station de radio une chaine YouTube (a YouTube channel) une page Facebook	il y a six mois (six months ago)
Ça marche très bien (it's going well) Ça ne marche pas très bien (it's not going well)		car parce que puisque comme	j'ai beaucoup d'abonnés (I have lots of subscribers) je n'ai pas beaucoup d'abonnés (I don't have lots of subscribers) j'ai beaucoup de mentions «j'aime» (I have lots of likes) je n'ai pas beaucoup de mentions «j'aime» (I don't have many likes)			

L'année prochaine (Next year) L'été prochain (Next summer)	je vais travailler avec (I'm going to work with)	mon prof mon ami mon frere	car parce que puisque	il est plus (he is more) il est moins (he is less)	créatif (creative) patient organisé sérieux énergique (energitic) arrogant technophobe	que moi (than me)
		ma prof mon amie ma sœur		elle est plus (she is more) elle est moins (she is less)	créative patiente organisée sérieuse énergique (energetic) arrogante technophobe	

Est-ce que tu aimes la lecture?

12

Lorsque j'étais petit/petite (when I was little) Quand j'avais ... ans (when I was ... years old) Avant (before)	je lisais (I used to read) j'aimais (I used to like) mes parents lisaient (my parents used to read) je ne lisais jamais (I never used to read) je n'aimais pas (I didn't used to like)	des histoires (stories) des romans (novels) des livres illustres (picture books) des classiques (classics) des livres pour enfants (children's books) des bandes dessinees (comic books) des journaux (newspapers)			
Maintenant (now)	je lis (I read)	sur ma tablette (on my tablet) sur mon ordi (on my computer) sur Internet sur mon portable (on my mobile)	Je trouve que A mon avis	c'est bien (it's good) c'est mieux (it's better) c'est un peu dommage (it's a bit of a shame) Internet a tué les joies de la lecture (Internet has killed the joy of reading)	
	les jeunes (young people)	lisent des blogs/des textos/des tweets passent tout leur temps sur leur portable (spend all their time on their phone) passent trop de temps devant leur écran (spend too much time in front of a screen)			
	je ne lis plus (I don't read any more) les jeunes ne lisent pas beaucoup (young people don't read much)				

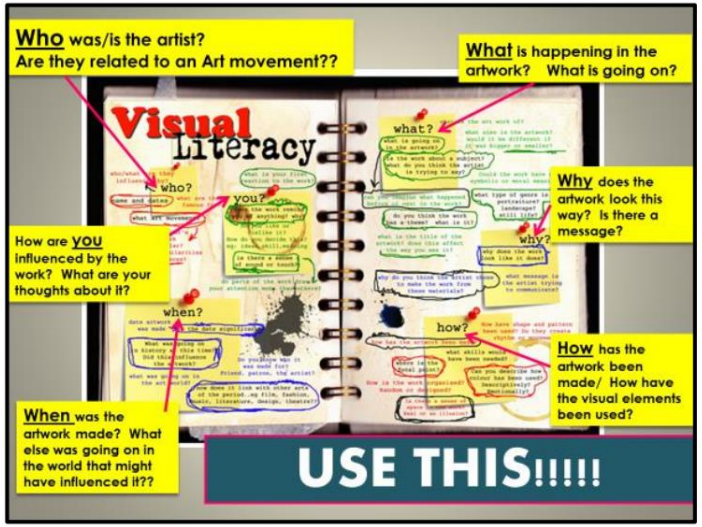
Tu préfères le cinéma ou la télévision?

<table>
<tr><td>Je suis passionnee de
Je suis plutôt fan de
Pour moi, j'aime bien le/la</td><td colspan="2">cinéma
télévision</td><td>car
parce que
puisque
comme</td><td colspan="3">c'est plus amusant (it's more fun)
c'est pratique (it's practical)
on peut sortir avec des copains (you can go out with friends)
on peut se relaxer chez soi (you can relax at home)</td></tr>
<tr><td rowspan="2">J'aime
J'adore
Je me passionne pour
Je suis fou/folle des (I'm mad about)
Je préfère
Je n'aime pas
Je déteste
J'ai horreur des (I can't stand)</td><td colspan="3">les documentaires (documentaries)
les séries (series)
les actualités (the news)
les émissions de musique (music programmes)
les émissions de sport (sports programmes)
les émissions de télé-réalité (reality shows)
les comédies</td><td rowspan="2">car ce sont (because they are)
parce que ce sont</td><td>géniales
amusantes
formidables
crédibles
intéressantes
débiles</td></tr>
<tr><td colspan="3">les jeux télévisés (game shows)
les films de gangsters
les films d'action
les films d'horreur
les films de science-fiction
les films d'amour</td><td>géniaux
amusants
formidables
crédibles
intéressants
débiles</td></tr>
<tr><td rowspan="2">J'admire … (I admire …)
Je suis fan de … (I am a fan of …)
Mon acteur préféré est … (my favourite actor is …)
Mon actrice préférée est … (my favourite actress is…)</td><td>parce que il est</td><td>le plus (the most)
le moins (the least)</td><td>beau (handsome)
intelligent
talentueux (talented)
élégant
célèbre (famous)
doué (gifted)
chic (stylish/chic)</td><td rowspan="2">et je ne rate jamais ses films (and I never miss his/her films)
et je vais voir son prochain film bientôt (and I'm going to see his/her next film soon)
et chez lui/elle il y a très peu de vanité (and with him/her there is very little vanity)</td></tr>
<tr><td>parce que elle est</td><td>la plus (the most)
la moins (the least)</td><td>belle (beautiful)
intelligente
talentueuse (talented)
élégante
célèbre (famous)
douée (gifted)
chic (stylish/chic)</td></tr>
</table>

St. Wilfrid's RC College - Knowledge Organiser
GCSE - Fine Art - AQA

AO1- In a nutshell

- Researching and analysing the work of a range of artists, craftspeople and designers
- Showing links to work of other artists in your own work- styles/themes/techniques.
- Writing about artists and how they have informed and influenced your work.

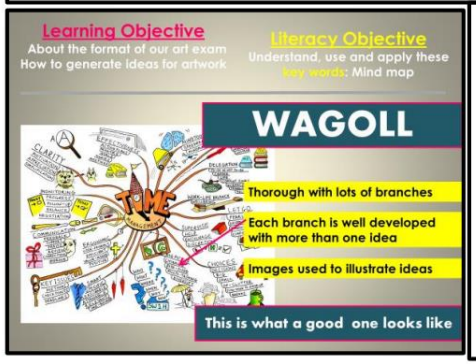


When choosing Artists linked to your topic you should consider…

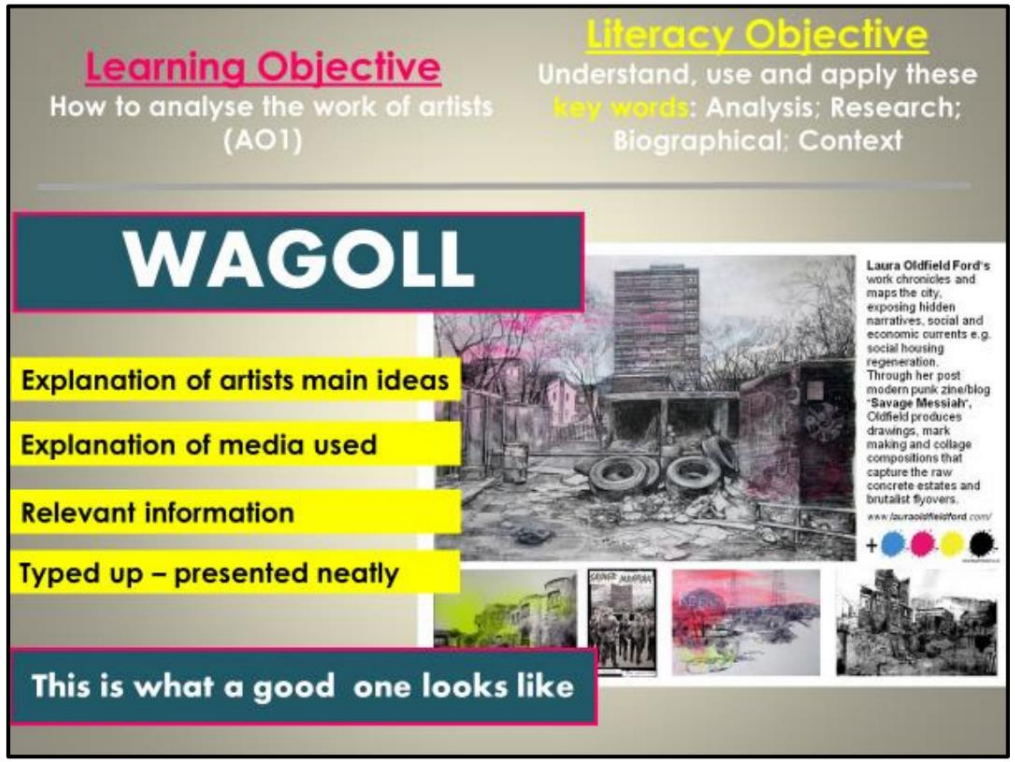
- Do they strongly link to your project theme?
- You can use an artist that has covered the same theme or uses a medium or technique you would like to experiment with.
- Is the topic going to be accessible for you?- easy to access. i.e. Are you going to be able to find enough research (information and images).
- This is another chance to make sure the topic you have chosen is fully suitable. Are the artists you have found linked to your strengths and interests?

Artist Sheets- What you should include

- Mind-map of artists that have also explored your theme and any ideas you initially have.
- At least 2 artists you have chosen to research in more depth.
- Images of the artists work.
- Written analysis of the work of your chosen artists- using questions as a guide.
- Your own drawing/ artwork in the style of or inspired by your chosen artists.
- Statement of intent- a brief plan of your initial ideas.



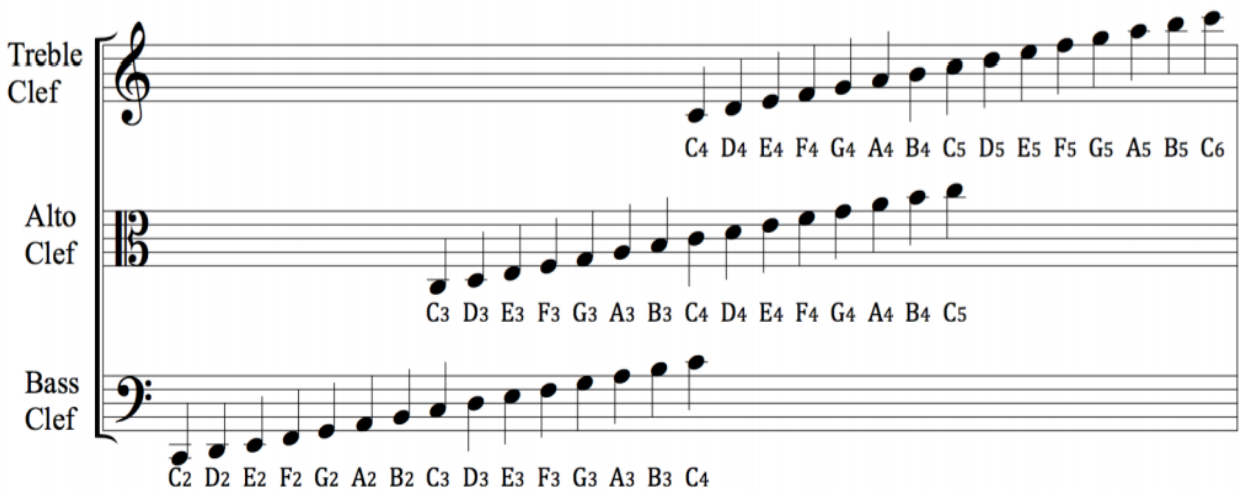
Statement of Intent
A general introduction to your specific project. It should open with the work's basic ideas in an overview of two or three sentences or a short paragraph. It should then go into detail about how these issues or ideas will be presented in the work.



Year 10 Music Module 1 Knowledge Organizer: Melody and Rhythm

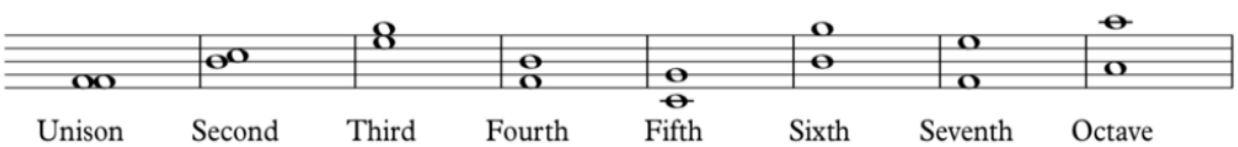
Key Terms: Melody	
Key Term	**Definitions**
Pitch	How high or low the notes are
Conjunct	The pitch moves by step
Disjunct	The pitch moves by leap
Scalic	The pitch moves by step - up and down a scale
Arpeggio	A pattern built on the 1st, 3rd, 5th and 8th of a scale
Interval	Distance between the pitch of two notes
Anacrusis	Notes that are played before the first bar of a melody
Sequence	A restatement of an idea at a different pitch
Imitation	An idea is repeated by another part
Range	The difference between the lowest and highest pitch of a part
Repetition	The same idea occurs again
Leitmotif/Motif	A musical theme used to represent an idea/emotion
Chromatic	A scale made up of semitones
Pentatonic	A five note scale
Blues Notes	Non diatonic notes used in blues and jazz music
Countermelody	Melody played against the main melody
Answering Phrase	Second phrase played
Thematic	Music that represents a certain theme
Fanfare	A short ceremonial tune played on brass instrument
Ornamentation	A decoration of extra notes added to a melody
Trill	An ornament that adds a quavering effect to a note

Pitch and Rhythmic Notation



Rhythmic Values

	Semibreve	4 beats
	Minim	2 beats
	Crotchet	1 beat
	Quaver	½ beat
	Semi-quaver	¼ beat
	2 Quavers	1 beat
	4 Semi-quavers	1 beat

Interval Guide

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