BOURNEMOUTH SCHOOL

Year 10

Knowledge Organiser 2

Autumn Term: 2025-26

Name: Master

Registration Form: 10.-

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 10 Autumn Term 2

'Knowledge is power' by Francis Bacon

A knowledge organiser provides you with all the most important knowledge you need for each unit of study this half term. Your aim is to transfer all of this information into your long-term memory so you can use it in your lessons and further expand your understanding of this work.

How to use your knowledge organiser (KO):

1. Ensure you have your KO and Homework Learning journal with you at all times in school and when you need to do your homework at home.
2. In lessons when you have covered information that appears on your KO, your teacher will ask you to put a tick next to that section. This means that is now added to what you must learn for homework.
3. Initially, follow your homework timetable to decide what to revise each evening.
4. There are 4 strategies that you can use to revise. They are progressively more challenging so always start with the first in the list.
    a. **Look Cover Write Check**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. LOOK carefully at the subject and section of your KO you want to revise and try to remember as much as you can. Remember this should be a ticked section.
        iii. Now COVER this information so you can't read it.
        iv. WRITE out what you can remember word for word in your Homework Learning Journal.
        v. CHECK what you have written by comparing it to your KO. Tick each correct word in green pen and correct any errors you have made.
        vi. Repeat this process until you are confident you can remember everything you need.
        AIM: You should be able to repeat the information by rote
    b. **Self or peer quizzing**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. Write out a list of questions you could ask either yourself or a friend about this section of the KO. Write these in your Homework Learning Journal.
        iii. If you are working on your own, cover the KO and write a full answer to each question.
        iv. If you are working with a partner swap books and copy down their questions and have a go at answering them.
        v. Now uncover the KO and with a green pen correct your work.
        AIM: You should be able to repeat the information by rote but with a good understanding
    c. **Playing with words and sentences**
        i. Identify the subject and section of your KO that you want to revise. This should be one of the ticked sections.
        ii. You now want to check how well you have learnt the information in your KO.
        iii. Definitions – look at words that are used in this section. Can you write a definition in your own words?
        iv. Rephrasing – can you rewrite the sentences or explanations in your own words?

v. Summary – can you summarise the main points of this section of the KO?
vi. Synonyms – can you write synonyms for key words and ideas?
vii. New Sentences – can you write a sentence that includes the key vocabulary or definitions that you have learnt?
AIM: You should be able to use the information in your KO in a flexible and confident way in your writing.

d. Think it, Link it

i. This is a technique to use towards the end of the half term when you are revising all of the KO.
ii. Think of the links or connections between different sections of your KO.
iii. Write these out in your own words in your Homework Learning Journal.
iv. Think about the links between a particular section of your KO and what you have learnt in your lessons. Can you expand on this section by linking it to your wider knowledge?
v. Write this out in your Homework Learning Journal.
AIM: You should be able to link your homework and your lessons to show a confident understanding of the work covered.

Homework Learning Journal

1. Always write the subject and the date when you start your homework.
2. Always write the strategy that you are going to use for your homework.
3. Always use a ruler to underline titles and dates.
4. Use a blue or black pen to complete your homework or a pencil if you need to draw.
5. Use a green pen to complete corrections of your work.
6. **You are expected to complete half a side of your Homework Learning Journal each evening as a minimum.**

Success Club

You can attend Success Club every Monday to Thursday in room 53 until 5pm. This is a quiet room where you can complete your homework rather than doing it at home. There are also Sixth form helpers and staff who will be there to help you if you need it. You can also choose to work in the Library on a Monday, Tuesday and Thursday until 4:30 and a Friday until 4.

Checking:

Your teachers will check your Homework Learning Journal at least once a cycle. If they are concerned that you aren't doing your homework properly they will offer support and guidance. If you don't respond to this guidance, you will be added to the afterschool Detention where you will be expected to complete your homework.

You can attend Success Club every Monday to Thursday in room 53 or the library to complete homework. Sixth form helpers and staff will be there to help you if you need it. Your teachers will check your Homework Learning Journal at least once a cycle. If they are concerned that you aren't doing your homework properly, they will offer support and guidance. If you don't respond to this guidance, you will be added to the afterschool Detention where you will be expected to complete your homework.

DO NOW tasks:

At the start of every lesson you should expect a Do Now task. This is a low stakes retrieval quiz on what you have learnt so far. If you have completed your homework this should be easy. The aim is to get 100% in each of these. If you miss this target occasionally, don't worry. If it happens regularly your teacher will have a chat and offer you support.

Maths:

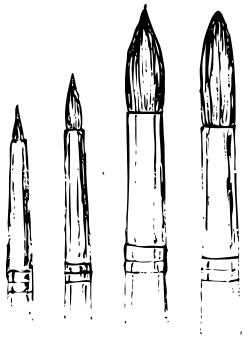
Your teacher will set you tasks to complete on Dr Frost Maths. This will be set every week on a Monday and will be collected in and checked on a Friday. If this has not been completed you will be issued a Detention on a Wednesday Lunchtime.

How long should I spend on my homework?

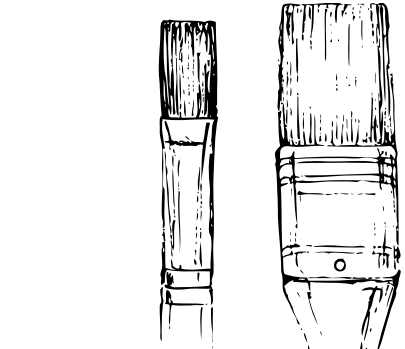
Key Stage 4					
Week 1					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision
Week 2					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
5 mins	MFL	MFL	Physical Activity	MFL	MFL
10	Maths	English		Maths	English
10	Biology	RS		Chemistry	Physics
10	Option C	Option D		Option A	Option B
55	Reading / Revision	Reading / Revision		Reading / Revision	Reading / Revision

- You should spend about 35 minutes revising your KO each day.
- You should spend 55 minutes either reading or revising each day.
- This timetable is a guide. If you want to spend longer revising one subject that you find more difficult and less time on one you find easy, that is your choice.
- We would like you to spend one evening involved in a physical activity. This might be a sports club, a run, a game of football with friends or just a nice walk with the dog. Ask your PE teacher if you need guidance with this. It doesn't have to be on a Wednesday.

Keyword	Definition – read, cover, write, review
Watercolour paint	Watercolour paint is **translucent** - it can create a muted, subtle image with a **softened** look.
Wet on Wet	This is a watercolour technique that uses wet paint against wet paint or wet paper. It's used to create beautiful bleeds and blooms between areas of colour and allow the watercolour paint to spread and blend.
Dry brush	Dry brushing is a dry surface technique using a damp, well-blotted brush to paint broken streaky watercolour textures.
Washes	A wash is essentially a thin layer of watered-down paint, which provides a background for your painting. Washes are generally used to cover large areas of a painting in one go.
Sgraffito	Sgraffito comes from an Italian word and means 'to scratch'. To use sgraffito in your work, scratch into wet paint to show the color beneath. A tool such as a palette knife is ideal for this.
Wet on dry	Wet on dry painting requires a little more patience. For this technique you need to wait for the first layer of paint to dry before you paint over the top. With wet on dry painting, you can add fresh details to your work and the colours beneath will still shine through due the translucent nature of the paint.
Scumble	Scumbling is a technique that artists use to build a textured, a layered surface that creates depth.
Flat Painting	The use of flat colours (no tints or tones blended in)to give each shape a clear bold finish.
Tonal painting	The use of flat colours (no tints or tones blended in)to give each shape a clear bold finish



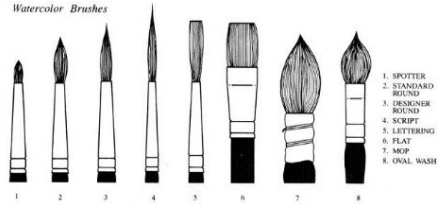
Spotter

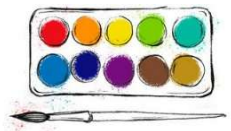


Round brushes

Flat brush

Wash brush



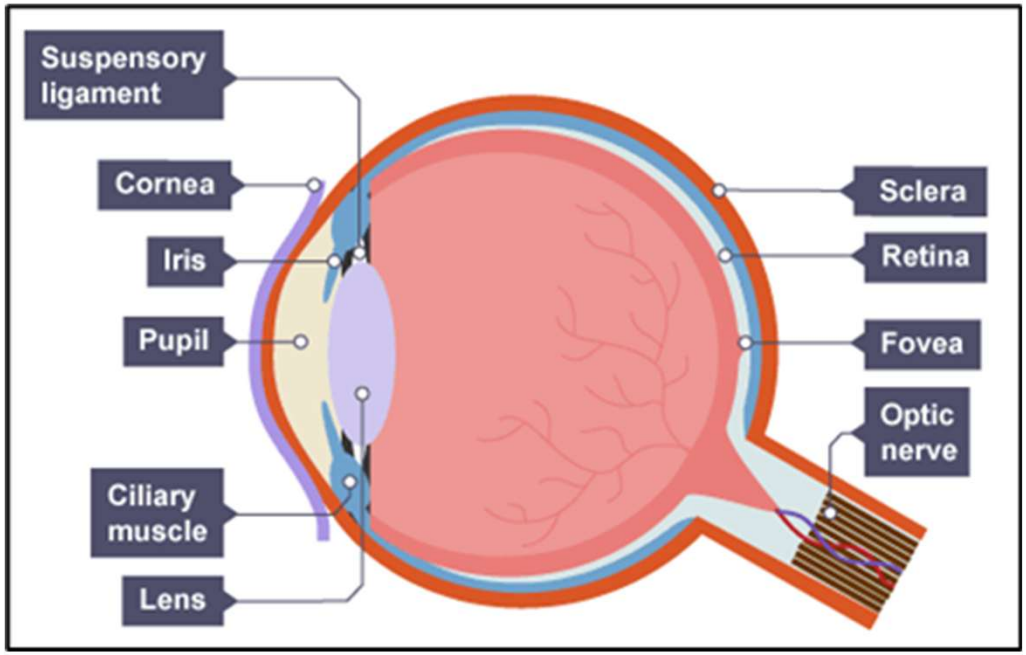


Keyword	Definition – read, cover, write, review
Hue	Essentially, a hue is a way to describe a colour. And a hue can be any color on the colour wheel. For example, red, blue and yellow are all hues.
Monochrome	Monochrome is used to describe art, design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.
Analogous	Analogous colour schemes use colours that are next to each other on the colour wheel.
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green).
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency.
Translucent	Allows light to pass through but is not completely clear.
Tint	A tint is a variety of a colour. **Tints** are created when you add **white or water** to any hue on the colour wheel. This lightens and **desaturases** the hue, making it less intense. Adding water makes it more transparent.
Shade	A **shade** is where an artist adds black to a colour to darken it down.
Round brush	**Round brushes** are the most versatile and widely used brushes. Their shape makes them suitable for small details and delicate lines. They can also be used to make broader strokes and washes.
Flat brush	**Flat brushes** aren't as versatile as round brushes but they're useful for blending and creating washes.
Spotter brush	**Spotter brushes** are small round brushes with shorter bristles to give extra control. They are excellent for precise details.
Wash brush	**Wash brushes** are similar to flat brushes, but are much wider. They are suitable for blending or applying lots of paint.

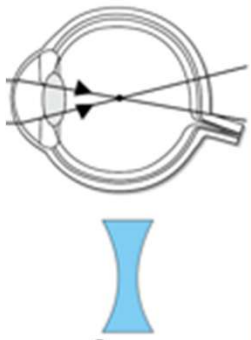
Bournemouth School – Knowledge Organiser – Year 10

ART AND DESIGN

Keyword	Learn	✓
Central Nervous System	Made up of the brain and the spinal cord.	
Receptor	Detects a stimulus. Eyes (light), skin (temperature and pressure), ears (sound), nose (smell), tongue (taste)	
Reflex Response	Automatic and rapid response that does not involve the conscious part of the brain. Protects the body from harm.	
Stages of Reflex Arc	Stimulus -> Receptor -> sensory neurone -> relay neurone -> motor neurone -> effector -> response	
Effector	Muscles (contract) or gland (releases chemical or hormone)	
Synapse	Gap between 2 neurones. Chemicals diffuse across the synapse between two neurones to pass on the impulse.	
Accommodation	The process of changing the shape of the lens to focus on near or distant objects.	
Cerebral Cortex	Area of the brain responsible for higher-order processes: intelligence, personality, memory, consciousness.	
Medulla	Area of the brain responsible for unconscious activity: heart rate, breathing rate.	
Cerebellum	Area of the brain for coordinated muscle control and balance.	

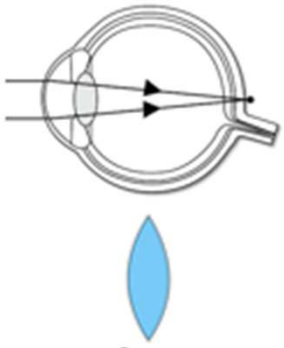


Adaptation to light
Dim Light – Circular muscles relax, Radial muscles contract
Bright Light – Circular muscles contract, Radial muscles relax



Myopia (short sightedness) is caused by having an eyeball which is too long.

Spectacles for short sightedness have a concave lens.
TO FOCUS LIGHT ON THE RETINA



Hyperopia (long sightedness) is caused by having an eyeball which is too short.

Spectacles for long sightedness have a convex lens.
TO FOCUS LIGHT ON THE RETINA

Accommodation for Near Object	Accommodation for Far Object
Ciliary muscles contract	Ciliary muscles relax
Suspensory ligaments loosen	Suspensory ligaments are pulled tight
The lens is thicker and refracts light rays strongly	The lens is pulled thin and only slightly refracts light rays

3.3.2 The role of procurement

Methods of stock control				
Method	**Definition**	**Advantages**	**Disadvantages**	
Just in time (JIT)	A stock control method where the business does not store any raw materials. Instead, it has regular deliveries that bring only what is needed before existing raw materials run out.	○ Less money tied up in stock that could go out of date or out of fashion. This money (capital) can then be reinvested or spent elsewhere. ○ Products are fresher due to frequent deliveries ○ Storage space can be used for other items	○ Unable to use bulk-buy discounts if buying in small quantities. ○ Requires good relationships with suppliers ○ Customers could receive a poor service if the business misjudges the amount of stock it needs and allows products to go out of stock. ○ Hard for businesses to react to unexpected changes in demand	
Just in case (JIC)	Involves producing or purchasing stock with excess, or **buffer stock** in place. This means stock is always available for the business if required.	○ Increases the level of customer satisfaction ○ Reduce the chance of running out of stock ○ Benefit from **bulk-buy discounts (economies of scale)**	○ Buffer stock space requires more storage space at more cost to the business ○ Products kept in stock for a long time may lose their freshness ○ High amounts of cash tied up in stock ○ Increases the chances of having to sell off stock at a discount	

Factors affecting choice of suppliers		
Factor	**Explanation**	
Price	○ If a business can get supplies cheaply, this keeps its variable costs are low, allowing it to maintain higher profit margins. Often, the more products businesses buy from suppliers, the more power they have to negotiate discounts. ○ Cheaper goods may mean lower quality items.	
Quality	○ Quality needs to be consistent. ○ Quality needs to meet customer expectations for price paid – value for money. ○ Customer will associate poor quality with the business, not the supplier.	
Reliability	○ This may cover areas such as delivery, availability and capacity. A business needs to be able to trust that their products will be delivered on time, and that suppliers are consistently going to have enough stock available to meet the demands of their customers.	

Definitions		
Procurement	Getting the right supplies from the right supplier, at the right price and at the right time.	
Logistics	Making sure the correct products are procured and that they will arrive when needed. Logistics involves three main elements, transportation, storage and distribution.	
Supply chain	The process of developing, sourcing, producing and providing goods and services to consumers. A supply chain can involve working with, and relying on a range of other businesses such as suppliers and shipping companies.	

Benefits of effective supply chain management	
○ Working with suppliers to ensure that key processes are running efficiently and cost effectively ○ Getting goods and services for the best price and value ○ Cut waste and unnecessary costs to create a streamlined process and fast production ○ More satisfied end consumers, resulting in less complaints and lower returns rates	

Quality Control		
Focuses on identifying faulty goods	Quality is the responsibility of one individual or a specific team of individuals	
Identifies and fixes problems and faults	The product is at the heart of quality control	

Quality Assurance		
Focuses on improving the production process	Establishes a good system for quality management	
Quality is the responsibility of everyone involved in the manufacturing process	The production process is at the heart of quality assurance	

Total Quality Management (TQM)

TQM aims to make managing quality the responsibility of all employees in a business to create a 'culture of quality' and gain a **competitive advantage**. It ensures that there are standardised processes for each part of a business, and that all employees are fully trained in how to complete each part of their role effectively and consistently.

Advantages	Disadvantages
○ cost reduction ○ increased efficiency ○ increased customer satisfaction ○ reduced waste and errors	○ the cost of training ○ can be difficult and time consuming to introduce ○ all employees must believe in TQM for it to be successful

Quality issues associated with growth

- It may become expensive to carry out all necessary quality inspections
- They may not be able to cope with increase in volume of orders, so cut corners to make goods quicker
- New staff may be needed and it takes time to train them to required standard
- If the business chooses to grow through franchising, it can be difficult to maintain quality across the franchises
- Using outsourcing for production can be expensive to ensure high quality. However using a cheaper outsourced company may cause a fall in quality.

Costs of maintaining quality

Cost	Impact
Inspection costs	Products need to be inspected to check the quality is good enough. The inspection process costs both time and money.
Staff training	To produce quality goods, staff need to do their job properly. It is important for the business to spend time and money on training their staff well.
Product recalls	Products need to be safe for the customer to use. Any found to be unsafe or faulty may need to be recalled and either replaced or refunded. This is costly and negatively impacts the company's reputation / image.
Provision of services	Providing warranties and methods of after sales service, such as telephone helplines, are expensive for a business to operate.

Benefits of maintaining quality

Benefit	Impact
Additional sales	When customers are satisfied with the quality they are more likely to make repeat purchases (buy again from the business)
Image / reputation	A reputation for good, consistent quality enables a business to increase their market share. New customers are more likely to choose them and existing customers will make repeat purchases.
Higher price	Customers are prepared to pay a higher price for better quality .

Chapter 3 – Quantitative Chemistry

Key term	Definition	✓
Conservation of mass	No atoms are lost or made during a chemical reaction so mass of products = mass of reactants	
Relative atomic mass (A_r)	The relative mass of one atom of a substance, i.e. the big number on periodic table	
Relative formula mass (M_r)	Sum of the relative atomic masses of the atoms in the numbers shown in the formula	
Avogadro's constant	Number of particles in one mole of substance $N_A = 6.02 \times 10^{23}$	
Mass of one mole (g)	Numerically the same as the relative formula mass eg the mass of 1 mole of CO_2 = (12+ 16+16) = 44 g	
Limiting reactant	The reactant that is completely used up in a chemical reaction and limits the amount of product formed	
Atom economy	A measure of the amount of starting materials that end up as useful products	
Uncertainty	The interval within which the true value of a value can be expected to lie.	

Key equations	✓
Moles = $\frac{\text{mass (g)}}{\text{Mr}}$	
Moles = concentration (mol/dm^3) x volume (dm^3)	
Concentration (g/dm^3) = concentration (mol/dm^3) x Mr	
% yield = $\frac{\text{actual mass}}{\text{expected mass}} \times 100$	
% atom economy = $\frac{\text{Mr of desired product}}{\text{sum of Mr of all reactants}} \times 100$	
Gas volume (dm^3) = moles x 24	

Calculating unknown mass or concentration

1. Work out moles of known substance using $n = m/M_r$ or $n = c \times v$
2. Use the equation ratio to work out the moles of the unknown substance
3. Calculate mass or concentration of the unknown substance using $m = n \times M_r$ or $c = n / v$

During a reaction, the mass may appear to increase if one of the reactants is a gas.

magnesium + oxygen → magnesium oxide

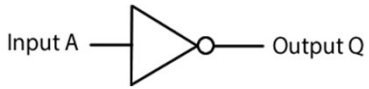
Oxygen from the air is added to the magnesium so the product will be heavier in mass.

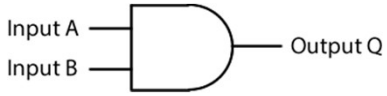
During a reaction, the mass may appear to decrease if one of the products is a gas.

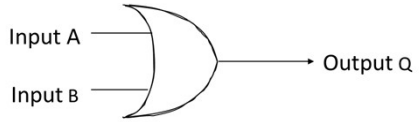
copper carbonate → copper oxide + carbon dioxide

Carbon dioxide gas is produced and released into the atmosphere, so the product is lighter in mass.

2.4.1 Boolean Logic

Logic Gate	NOT	Tick
Diagram		
Expression	Q = NOT A	
Truth Table	**Input** / **Output**: 0 / 1; 1 / 0	

Logic Gate	AND	Tick
Diagram		
Expression	Q = A AND B	
Truth Table	**Input - A** / **Input - B** / **Output**: 0 / 0 / 0; 0 / 1 / 0; 1 / 0 / 0; 1 / 1 / 1	

Logic Gate	OR	Tick
Diagram		
Expression	Q = A OR B	
Truth Table	**Input - A** / **Input - B** / **Output**: 0 / 0 / 0; 0 / 1 / 1; 1 / 0 / 1; 1 / 1 / 1	

1.2.4 Data Storage

Keyword	Definition	✓
Denary	Base 10 – 0, 1, 2, 3, 4, 5, 6, 7, 8, 9	
Binary	Base 2 – 0, 1	
Hexadecimal	Base 16 - 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F	
Character set	Every character the computer can understand. Each character is represented by a **unique** number.	
ASCII	Originally used 7 bits to represent each character so could represent 128 different characters (0-127). Later upgraded to use 8 bits to represent 256 characters (0-255)	
Unicode	Uses multiple bytes for each character and can represent millions of characters from every language.	
Bitmap	A type of image made up of lots of tiny dots, called pixels.	
Resolution	The **concentration** of pixels in an image.	
Colour depth	The number of bits used to represent each pixel. Represents the numbers of **unique** colours an image can display.	
Metadata	Data about data.	
Sample rate	The number of audio samples taken per second.	
Bit depth	The number of bits used to store each sampled value.	

GCSE Design Technology: TIMBER 7.1-2 Sources of timber

Tick	Hard wood	Uses	Advantages
	Birch	• Veneers for plywood • Furniture	• Easy to work with • Even grain
	Ash	• Tool handles • Ladders	• Tough • Elastic
	Jelutong	• Model making	• Very easy to cut and shape • Lightweight

Tick	Soft wood	Uses	Advantages
	Larch	• Cladding on buildings • Boats	• Resistant to water • Tough

Tick	Man made board	Uses	Advantages
	Chipboard	• Inside of kitchen worktops • Flat pack furniture	• Cheap • Readily available

Tick	Property	Definition
	Grain	The fibres which run the length of a tree trunk which gives it its strength. These are the patterns you see on timber.
	Trend forecasting	When manufacturers try to forecast the trends that will occur with a material.
	Impact of logging on communities	When trees are cut down for timber. This brings jobs to the area but it does destroy habitats and people's homes.
	Recycling and disposal	Timber is a natural material that will biodegrade over time.
	Ecological footprint	This is the amount of the environment required to produce goods and services needed to support a particular lifestyle.
	Sustainability of timber	Softwoods are better than hardwoods as they grow quicker so are more readily available. Most forests are now sustainably managed.
	Pollution	Trees absorb CO_2 and release oxygen = trees are good for the environment.

GCSE Design Technology **revision**: CORE 1.17 Communication techniques

Method	Explanation
Orthographic projection	3 main sides; plan, front and side are drawn in line with each other.
Exploded drawing	Draws the product disassembled so all parts can be seen.
Assembly drawings	A chronological set of drawings - used to show manufacturers how to make a product.
Schematic diagrams	Electronics - circuit diagrams to show where components are placed.
CAD (Computer Aided Design)	Computer images drawn of products using specialist software.
Annotated sketches	Added to sketches to allow the designer to communicate their thinking i.e. materials etc.
Freehand sketching	Used by designers as initial ideas as they are quick to do.
Cut and paste techniques	Images are used to create and inspire their own ideas i.e. using a mood board.
Oblique	A style of 3D drawing, drawn at 45°.

GCSE Design Technology:
TIMBER 7.3 *part 1* Selection of timber

Tick	Environmental factors	Description/links to selecting timber
	Genetic engineering	Scientists make changes to the DNA of a tree to try and improve the qualities/characteristics of it for example, make it grow quicker, make it resistant to natural diseases.
	Seasoning	When timber is dried out so it will not warp for its intended use. This elongates the life span and durability of the product.
	Upcycling	When a timber product is given a new lease of life by repurposing it and reworking it for a different function or to have different/more updated aesthetics/form etc.

Tick	Cost factors	Description/links to selecting timber
	Quality of material	As timber is natural, it can vary in its quality. Timber can have drying defects and others can be very knotty.
	Manufacturing processes necessary	The manufacturing processes required affect the cost of the product. The designer will use stock forms and standard components bought in so that they do not need to invest in specialist machinery.
	Treatments	Timber will burn and rot quite easily and quickly. It can be treated with chemicals to reduce this.

Tick	Social factors	Description/links to selecting timber
	Different social groups	Groups of people like different products. Designers need to understand what their target market finds appealing and cater towards their wants.

GCSE Design Technology **revision**:
CORE 1.15 Designers and companies

Name	What are they known for?
Alessi	Kitchenware products – which are fun and unique. A company with lots of different designers.
Apple	Ground breaking designs which broke away from tradition. Have a loyal customer base. Design company.
Heatherwick Studio	Around 200 designers, architects and makers have worked on products from perfume bottles to buildings – original and unique designs.
Joe Casely-Hayford	Fashion designer. Known for original but wearable designs, using traditional English tailoring techniques.
Pixar	Among the first to develop computer animated feature films. Design company.
Raymond Loewy	Designer. Combined simplicity with functionality. Known for the ‘teardrop’ design for aerodynamics.
Tesla, Inc.	Is the leader in producing electric cars which don’t compromise on power or quality.
Zaha Hadid	An architect who integrated geometric forms with expressive, sweeping fluid curves. Promoted architecture as a visual art form for aesthetic pleasure.

English Language Paper 2-

Exam Structure ✓

1 hour 45 Minutes. 5 Questions. 2 sections: Reading and Writing.

	Marks	Time	Description
Q1	4	4 min	Select the 4 correct statements.
Q2	8	8 min	Summarise the differences between the 2 sources, making inferences from both.
Q3	12	12 min	Analyse one author's use of language to create effects.
Q4	16	16 min	Compare how the author's present their viewpoints/perspectives and the methods they have used.
	You also have 20 minutes reading time to split between Questions 1-4.		
Q5	40 (24 + 16 SPAG)	45 min	Write a non-fiction persuasive text: an article, letter or speech.

Terminology ✓

Technique	Definition
Anecdote	A short illustrating story based on real events, often humorous.
Hypophora	A rhetorical question, which the author then answers.
Hyperbole	Exaggeration for dramatic effect.
Anaphora	Repetition of the opening to a sentence/clause
Euphonic	Lyrical, beautiful or pleasing sounds
Dissonant	Harsh or jarring sounds
Sibilance	Repetition of the S sound

Terminology ✓

Technique	Definition
Semantic field	A series of words that all relate to the same topic or theme i.e. branch, root, stem etc.
Colloquialism	Slang or informal language.
Euphemism	Mild or indirect language used in place of terms considered too harsh or blunt i.e. *passed away* instead of *dead.*
Modal verb	Verbs used to express possibility or necessity i.e. *will, should, might, must.*
Personal pronouns	Words used as substitute for the name of a person/people i.e. *he, they*. These can also be plural: *they, us* and possessive: *my, our.*

Useful Vocab

Bereft (adj) Deprived of or lacking something.	**Spurred (Vb)** Urged on towards or in pursuit of .	**Privatisation (n)** The process of being transferred to private ownership.	**Status quo (n)** The existing state of affairs.	**Pithy (adj)** Short, to the point and meaningful.	**Feral (adj)** In a wild state
Mantle (n) An important role or responsibility.	**Vigour (n)** Physical health and strength.	**Decrepit (adj)** Worn out by age or neglect.	**Mediocrity (n)** The state of being unexceptional.	**Inference (n)** A conclusion reached by reasoning.	**Harken-back (phrasal verb)** look back to a previous time.

Bournemouth School – Knowledge Organiser – Year 7

ENGLISH

Year 10 The Strange Case of Dr Jekyll and Mr Hyde Knowledge Organiser

Ch	Title and Key events	✓
1	**The Story of the Door** Utterson and Enfield encounter a strange and sinister looking door. This prompts Enfield to tells a story about how he met Hyde, who trampled over a child and then, blackmailed by the onlookers, entered this door, returning with a cheque made out by a respectable gentleman.	
2	**Search for Mr Hyde** Utterson guesses the gentleman from Enfield's story from the troubling terms of Henry Jekyll's will, which leaves everything to Hyde. Utterson is sure Hyde must be blackmailing Jekyll. He decides to arrange an encounter with him and meets him by the same door, which we later learn is the side entrance to Jekyll's own property. Like Enfield, Utterson finds Hyde instantly repulsive. He attempts to speak with Jekyll but is told that he is not at home. Jekyll's servant Poole reveals that all Jekyll staff have orders to obey Hyde.	
3	**Dr Jekyll Was Quite At Ease** Utterson meets with Jekyll and expresses his concerns over Hyde and the will. Jekyll brushes his worries aside saying that he can be rid of Hyde whenever he chooses.	
4	**The Carew Murder Case** Nearly a year later, Hyde is witnessed viciously beating a distinguished gentleman: Sir Danvers Carew with a cane, murdering him, apparently without provocation. Utterson identifies the body and recognises Jekyll's cane. He goes with the police to Hyde's dingy lodgings in disreputable Soho. There are signs that Hyde has fled.	
5	**Incident of the Letter** Utterson goes to Jekyll's house and finds him looking "deadly sick". Jekyll gives Utterson a letter, supposedly from Hyde, stating his intention to disappear. However, inspection by Utterson's clerk: Mr Guest, suggests the letter has actually been written by Jekyll.	
6	**Remarkable incident of Dr Lanyon** For a while Jekyll seems healthier and happier. Utterson visits Dr Lanyon who is on his death bed. Something has driven him to death but he will not say what. He gives Utterson a letter, to be opened if Jekyll dies or disappears. Utterson attempts to visit Jekyll once more but is told by Poole that he cannot see anyone.	
7	**Incident at the Window** Utterson and Enfield see Jekyll at his window. He greets them, but then a strange change sweeps over his features and he flees back inside.	
8	**The Last Night** Poole arrives to seek Utterson's aid. He believes that Hyde is shut up in Jekyll's home, pretending to be him and desperately requesting a certain chemical. They break the door down and find Hyde's body. Hyde has committed suicide. There is no sign of Jekyll, but left behind is a letter from Jekyll to Utterson and a note urging him to read Lanyon's account.	
9	**Dr Lanyon' Narrative** Dr Lanyon's note details how he received a letter from Jekyll, begging him to collect certain chemicals and a notebook from Jekyll's home. Hyde then arrived and the horrified Lanyon witnessed him turning back into Jekyll. The shock was so great that it sent him to his death bed.	
10	**Henry Jekyll's Full Statement of the Case** Jekyll's account details how he created the potion which turned him into Hyde. He was seeking to separate the animalistic/evil desires in him to better meet societies expectations. He used the discovery to indulge secretly in vice. However, he lost the ability to control the transformation and Hyde took over completely.	

Key context		
Charles Darwin	Darwin gave the world his Theory of Evolution which suggested that perhaps we did not come from God, but evolved from apes. People were shocked at the thought that we might have something in common with these primate beasts.	
The Industrial Revolution	Rapid technological changes brought many benefits, but also replaced traditional industry, forcing many to seek low-paid factory works in the industrial cities. This led to overcrowding, poverty and crime, prompting fears that civilization had passed its peak and was starting to break down.	
Edinburgh	Edinburgh's divide between the modern and wealthy New Town and the squalid Old Town helped inspire the themes of duality and secret lives in Stevenson's work.	
London	London is the setting of the novella and, as the heart of the British Empire, a symbol of the 'civilized' world. Hyde's presence in the heart of London and the gothic descriptions of the city suggest Victorian fears that civilization had become corrupted. They also highlight Stevenson's belief that man's dual nature existed everywhere, even in the most outwardly 'civilized' people.	
Dr John Hunter	A respected surgeon who helped transform our understanding of anatomy. He did so by dissecting stolen cadavers purchased from 'body snatchers'. A key example of duality and secrecy, Stevenson bases Jekyll's London home on Hunter's residence.	

Themes		
Duality	Stevenson explores the civilized and animalistic side to man. He believed all men possessed this dual nature and saw repressing it as impossible.	
Secrecy and reputation	Stevenson explores how Victorian society pretend to uphold strict moral values, but was really focused on maintaining a positive reputation, while indulging vices in secret. Stevenson saw this as hypocritical and dangerous	
Science	Stevenson presents science as a valued and respectable profession, but also explores the idea that , if pursued recklessly or with the wrong intentions, scientific discoveries can be dangerous.	

Food Provence: food source and supply

Key terms

Food provenance: Knowing where food was grown, caught or raised and how it was produced.

Genetic modification: The direct manipulation of an organism's genes using biotechnology.

Hydroponics: The process of growing plants in sand, gravel, or liquid, with added nutrients but without soil.

Organic farming: A system of farming and food production. Certification is legally required to grow, process or market organic products.

Sustainable: Resources used in the production and cultivation of the foodstuff will not run out.

Seasonality: Fruit and vegetables naturally grow in cycles, and ripen during a certain season each year.

Seasonality in the UK and Locally produced foods.
Fruit and vegetables naturally grow in cycles and ripen during a certain season each year. When they are in season they are harvested.

Advantages-Buying and eating food that is season means that it is fresh, has the best flavour, texture and colour, and has optimum nutritional value. Other benefits include lower cost, supporting local growers, reduced energy needed to grow and transport the ingredients and food and a lower carbon footprint.

Disadvantages – Not as much choice out of season, Some are odd shapes and people may not like that, Can be more expensive.

Seasonal Fruit and Veg UK-

Spring- Cauliflower, Broccoli, Lettuces, Spring Greens, Rhubarb.

Summer- Strawberries, Raspberries, Beans, Currants, Lettuces

Winter- Sprouts, leeks, Cabbage, Parsnips, Swede, Kale.

Aeration

The process of trapping air in a mixture is called aeration. When egg whites are whisked the protein in them, albumin, is stretched and traps the air.

If the whisked egg whites are left to stand they collapse and become a liquid again. Once they have collapsed they can not be whisked again.

If egg whites are heated they will be set e.g. meringues.

Whisked egg whites can also be called a foam, as they are a mixture of gas (air) and a liquid (egg whites)

Dough

A dough is made by mixing dry ingredients with a liquid e.g. flour with water

Examples of dough include bread, pasta and pastry.

The characteristics of the dough depend on the ingredients and the production process.

Shortening

- Shortening is used to make pastry
- Fat is crumbled into flour with the addition of liquid
- The use of shortening gives a crumbly texture e.g. shortcrust pastry

Gluten formation

- Gluten is a protein that forms when water is added to certain types of flour
- Kneading dough increases gluten formation
- Pasta, pizza and bread doughs make use of gluten formation

Fermentation

During bread making, dough is left to prove, although yeast to ferment. The fermenting yeast releases carbon dioxide gas which causes the dough to rise.

During baking the yeast is killed and the gas expands further, resulting in soft fluffy bread.

Shaping and finishing

Doughs can be shaped and finished in a variety of ways.

Pastry can be: rolled, piped, used to line a tin, made into layers, glazed with liquids

Pasta can be: rolled through a pasta machine, shaped into a variety of shapes.

Bread can be: proved and rested to create different rises, made into loaves, rolls or flatbreads, glazed with liquids.

Healthy Lifestyle

Year 10 French Half-term 2

The imperative – vous form		
Allez au collège à pied !	Go to school on foot!	
Allez plus souvent au centre sportif!	Go to the sports centre more often!	
Faites de la natation!	Do swimming!	
Mangez moins de frites!	Eat less chips!	
Dormez au moins huit heures!	Sleep at least 8 hours a night!	
Essayez de faire plus d'exercice!	Try and do more exercise!	

Le corps humain	The human body	
Le bras/le coeur/le dos	The arm/the heart/the back	
Le nez/le pied/le ventre	The nose/the foot/the stomach	
La bouche/la gorge/la jambe	The mouth/the throat/the leg	
La main/l'oreille/la tête/les yeux	The hand/the ear/the head/the eyes	
Avoir du mal	To have pain	
J'ai mal au/à la/ aux/ à l'	My…..hurts	
J'ai mal au dos	I have back ache	
J'ai mal au ventre	I have stomach ache	
J'ai mal à la gorge	I have a sore throat	
J'ai mal aux dents	I have tooth ache	
J'ai de la fièvre	I have a temperature	
J'ai eu un accident	I have had an accident	
Être malade	To be ill	
Je me sens malade	I feel ill	
Je me suis cassé le/la…	I have broken my….	

The imperative – tu form		
sois calme/patient!	be calm/patient	
fais de la cuisine!	do the cooking	
va au lit!	go to bed	
ne crie pas!	don't shout	
ne pleure pas!	don't cry	
t'inquiète pas!	don't worry	
n'oublie pas tes devoirs!	don't forget your homework	
ne sois pas triste!	don't be sad	
tu dois parler avec quelq'un	you need to speak with someone	
tu dois expliquer le problème à..	you need to explain the problem to..	
cherche en ligne	look on line	
évite de passer trop de temps devant des écrans	avoid spending too much time in front of a screen	
conseiller/le conseil	to advise/ advice	

Role Play at the doctors – Chez le médecin		
Allô, je peux vous aider?	Hello, can I help you?	
Je voudrais prendre rendez-vous si'il vous plaît	I would like to make an appointment	
Bien sûr, quel est le problème?	Of course, what's the problem?	
J'ai mal au bras et mal à l'oreille	I have a sore arm and sore ear	
Vous voulez un rendez-vous pour quand?	When would you like an appointment?	
Demain après-midi/aujourd'hui	Tomorrow afternoon/today	
Le rendez-vous est à quelle heure?	What time is the appointment?	
Quelle est l'addresse, si'il vous plaît	What is the address please?	
C'est dans la rue…,au numéro	It's ….street, number…	
Ça s'est passé….	It happened...	
Être blessé	To be injured	
Des médicaments	medication	

Bon appétit		
les repas	meals	
le petit-déjeuner	breakfast	
le déjeuner	lunch	
le goûter	snack	
le dîner	dinner	

La nourriture		
le café	coffee/the café	
le chocolat	chocolate	
l'eau (f)	water	
les frites (f)	chips	
le fromage	cheese	
le fruit	fruit	
le gateau (x)	cake	
le lait	milk	
les légumes	vegetables	
l'oeuf	egg	
le pain	bread	
le poisson	fish	
le thé	tea	
la viande	meat	
une boisson	a drink	
une boisson gazeuse	a fizzy drink	

En plus		
avoir faim	to be hungry	
j'ai faim	I'm hungry	
avoir soif	to be thirsty	
j'ai soif	I'm thirsty	
un plat	a dish	
un verre	a glass	
sucré	sweet	
salé	savoury	

Boire	to drink	
Je bois	I drink	
Tu bois	You drink	
Il/Elle/on boit	He/she/we drink	
Nous buvons	We drink	
Vous buvez	You drink	
Ils/Elles boivent	They drink	

Manger	to eat	
Je mange	I eat	
Tu manges	You eat	
Il/Elle/on mange	He/She eats	
Nous mangeons	We eat	
Vous mangez	You eat	
Ils/Elles mangent	They eat	

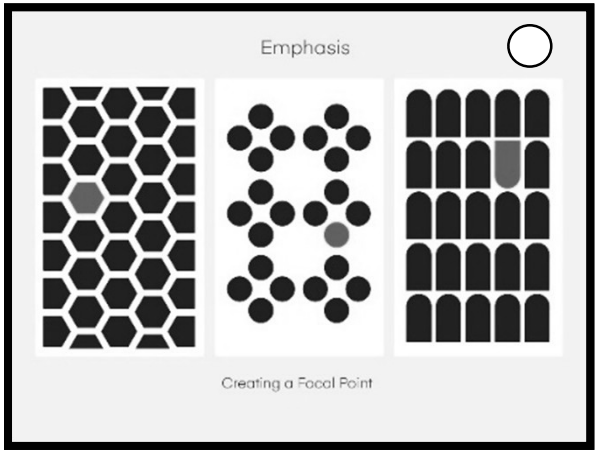
Use the partitive to say what you eat/drink for different meals.
Le – du eg je mange du fromage
La – de la eg je mange de la pizza
L' – de l' eg je bois de l'eau
Les – des – je mange des légumes

Sain/malsain		
Sain	Healthy	
Malsain	Unhealthy	
Bon pour la santé	Good for your health	
Mauvais pour la santé	Bad for your health	
Les végétariens	Vegetarians	
Les végans	Vegans	
Ce plat contient	This dish contains	
Délicieux/euse	Delicious	
Le goût	The taste	
Un régime alimentaire	A diet	

Au restaurant		
Je voudrais..	I would like	
Puis-je avoir..	Can I have?	
La carte/le menu	The menu	
Pour moi	For me	
Je prends	I'll have	
Comme entrée	As a starter	
Comme plat principal	For main course	
Comme dessert	For dessert	
Comme boisson	To drink	
L'addition	The bill	
C'est combien?	How much is it?	
Une table pour une/ deux personnes	A table for one/two people	
Est-ce qu'il y a ..?	Is there?	
Le café ouvre/ ferme à quelle heure?	What time does the café open/close?	

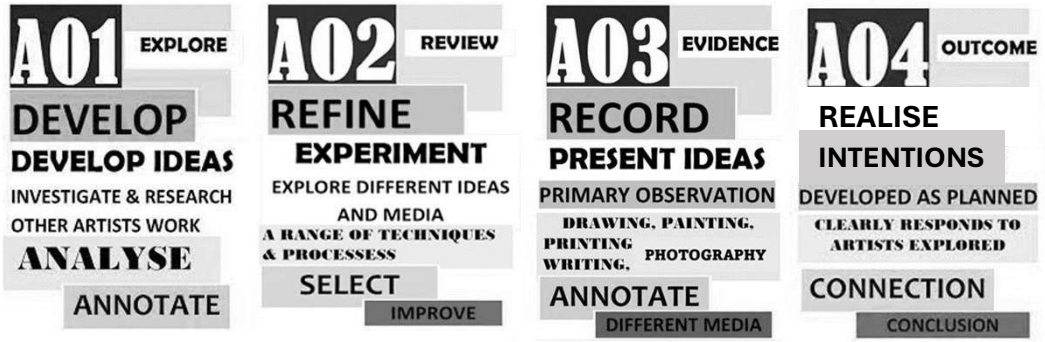
prendre	to take	
Je prends	I take	
Tu prends	You take	
Il/Elle/on prend	He/she/we take	
Nous prenons	We take	
Vous prenez	You take	
Ils/Elles prennent	They take	

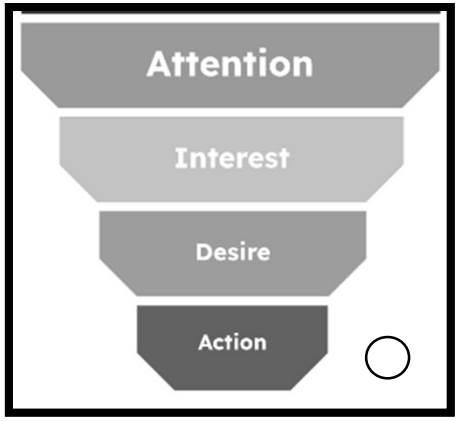
Picture description		
je peux voir	I can see	
on peut voir	we/you can see	
La photo a été prise	The photo was taken	
à gauche/ à droite	on the left/right	
À l'arrière plan	in the background	
Au premier plan	in the foreground	
Il est en train de …	he is in the middle of	



Keyword	Principles of Design continued ….. read, cover, write, review	Tick
Rhythm	Rhythm in design refers to consistent application of elements in a way that can suggest movement, patterns or action. You can create an alternating rhythm by repeating more than one element in a design or you can create a random rhythm by repeating elements in no particular pattern.	
Variety	When used properly, variety in colours, shapes, typography, images and any other design elements can be used to create visual interest. Straight lines next to curvy lines add variety. Organic shapes among geometric shapes add variety.	
Unity	Unity is achieved when all the design principles are used effectively to create a piece of visual design.	

The coursework component of the AQA GCSE Art and Design Graphic Communication is worth 60% of the final mark. The final 40% is the exam in year 11. There are four assessment objectives (A0's)





Brands use the AIDA model to determine the way they should craft and distribute marketing messages to their target audience

Keyword	Colour theory - read, cover, write, review	Tick
Monochrome	Monochrome is used to describe design or photographs in one colour or different shades of the single colour. An image created in black and white or in varying tones of only one colour.	
Analogous/ Harmonious	Colours are called analogous colours when they are very similar to each other, especially when they are next to each other on a colour wheel. For example, red, red-orange, and orange are analogous colours.	
Complementary	Colours that are opposite each other on the colour wheel are considered to be complementary colours (example: red and green, example Christmas).	
Gradient	A gradient is a gradual change of colours (such as green turning gradually into blue) or a colour fading into transparency. There are two common types of gradients: radial and linear.	
Opacity	Opacity enables us to make an element of a design transparent. The lower the opacity, the more transparent an element is. For example, 100% opacity means an object is solid.	

COASTS

Sub-aerial processes (actions occurring above sea level).

Mass movement (large scale movement of sediment usually downslope)
e.g. **rock falls** (weathered areas undercut, unsupported areas collapse), **slumping** (after long periods of rain, which seeps through soil and permeable rocks, where this meets an impermeable rock e.g. clay the saturated rock **slumps** and **slips**, often in a **rotational** matter along a curved surface) and sliding (the movement of a large amount of material along a flat surface e.g. a bedding pain).
Weathering (breakdown of rocks on or near the surface): mechanical (freeze-thaw splitting the rock apart) chemical (salt corrosion and acid rain solution on limestone cliffs), and biological (plants and burrowing animals and nesting birds weaken clifftops and cliff-faces). These processes combine to have an impact on the shape of cliff faces particularly. This again creates a source of beach material (in addition to the riverine and offshore sources).

Types of coastline

Concordant coastlines (rock layers parallel to the coast) have a harder outer layer protecting less resistant rock inland as once broken through, **coves** are created as the softer rock is eroded more rapidly creating a crescent shaped.

Discordant coastlines (alternating rock types at right angles to the coast) have different erosion rates. This creates **headlands** (areas of harder rock sticking out into the sea) and **bays** (the area of softer rock eroded away).

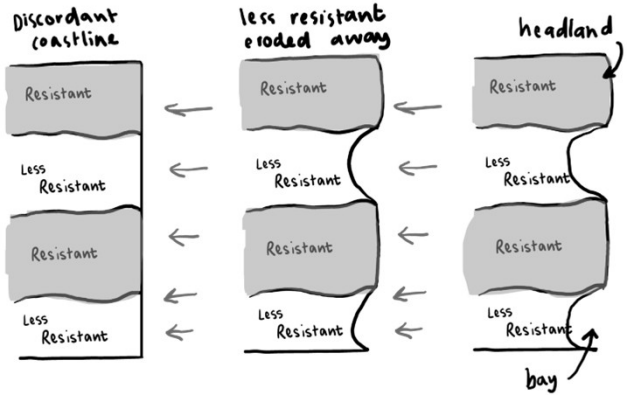
Types of wave

Constructive waves have a strong swash and a weaker backwash. They deposit sediment on the shore. Constructive waves happen in calm weather and during summer months when waves have less energy.

Destructive waves have a weak swash and a stronger backwash. They erode sediment from the shore. Destructive waves happen in poor weather and during winter months when waves have more energy.

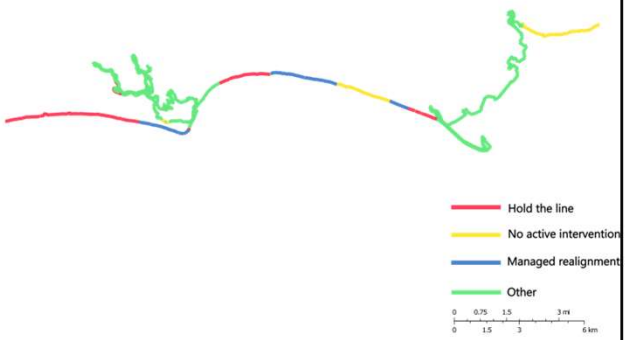
Marine Processes and Landforms

Erosion is the wearing away of rock along the coastline.
Destructive waves are responsible for erosion on the coastline. There are four types of erosion: hydraulic action abrasion, attrition and solution.
Erosional landforms include headlands, bays, caves, arches, stacks, stumps and wave-cut platforms.



Transportation (movement of material by solution, suspension, saltation and traction) and **deposition** (the putting down of material) help to create coastal landscapes of deposition.
For example: **longshore drift** (zig-zag movement of sediment along the beach due to prevailing winds pushing waves and swashing sediment up the beach at an angle, backwash dragging sediment down the beach under gravity). This continues until a change in the direction of the coast forming a spit, bar across an estuary with a lagoon, or a tombolo connecting to an island.

Christchurch Bay case study

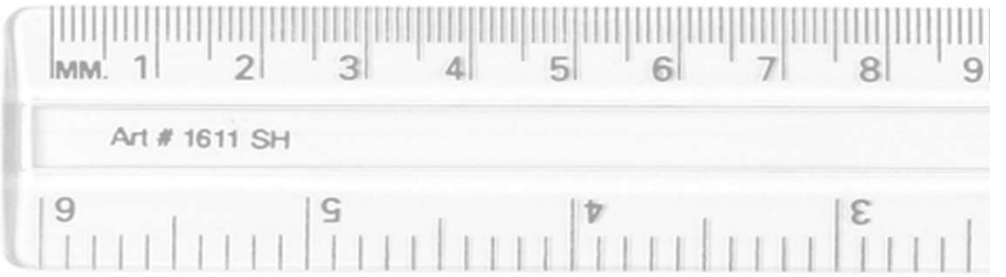


The coastline of Christchurch Bay experiences the full force of waves brought from the Atlantic. These waves have a long fetch, so they are very powerful.
The cliffs on the coastline are made of sandstone and clays, which are easily eroded. This rock type is also very permeable. Water infiltrates easily and saturates the cliffs.
Several rivers in the area flow to the coasts through steep sided coastal gorges known as chines.

Decades of erosion has caused the cliff edge to retreat by tens of metres, and now many buildings are very close to the cliffs. In some cases, residential areas may be only several metres away from the cliff edges.
Coastal defences have failed in some areas, and this has led to accelerated erosion in other areas.
Poor planning around Barton-on-Sea has created an issue referred to as 'terminal groyne syndrome". This is where groynes trap sediment from one side of the beach whilst starving the other side.

Equipment

ID Card



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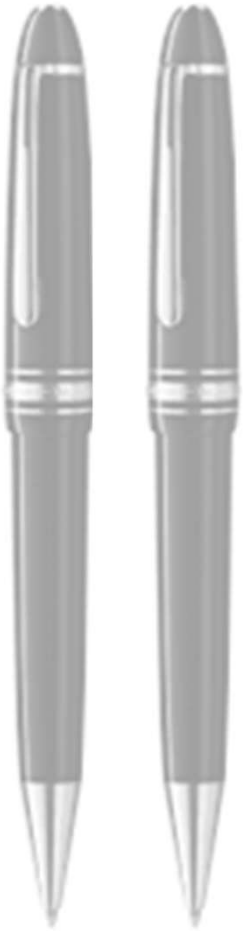
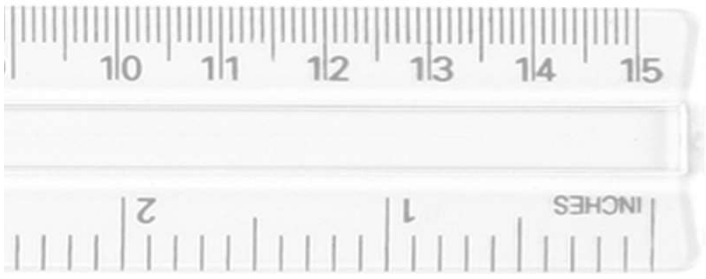
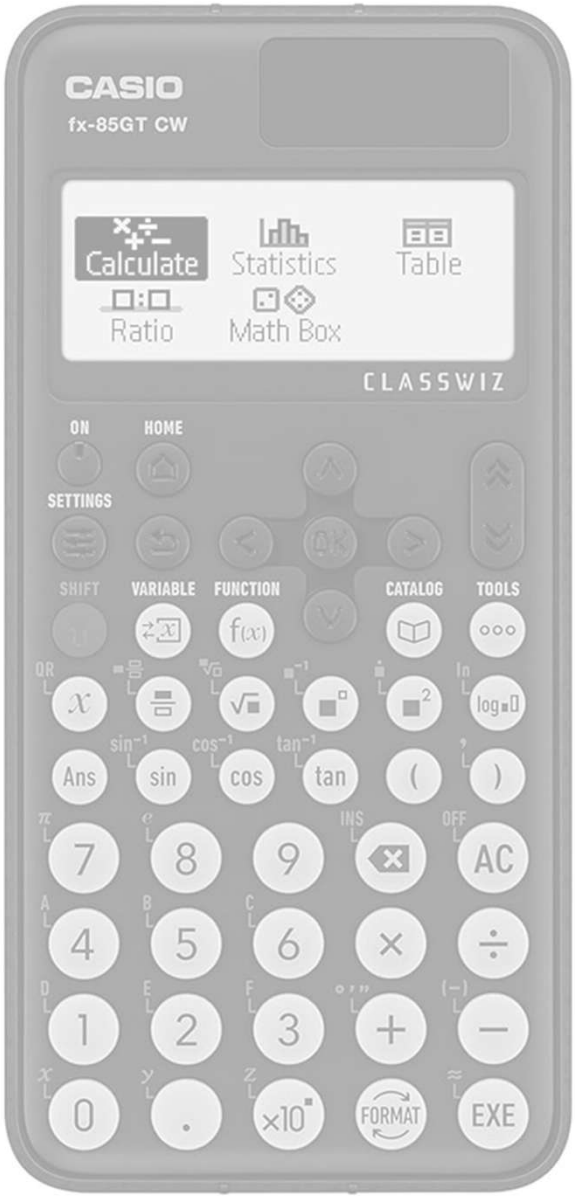


- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator



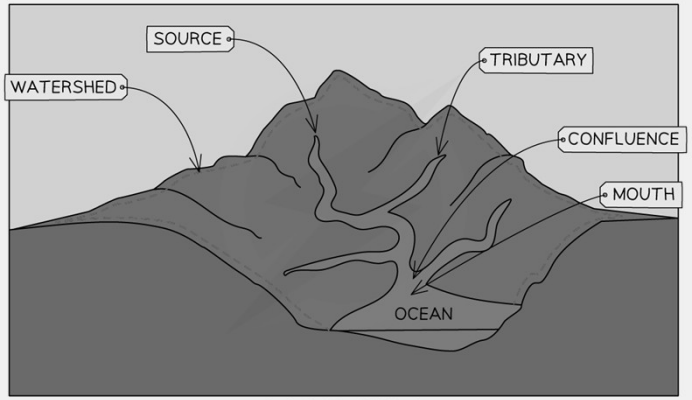


RIVERS

Section 1: Drainage basins

What is a drainage basin?

An area of land drained by a river an it's tributaries.



Watershed: Highland or hill that separates one drainage basin from another

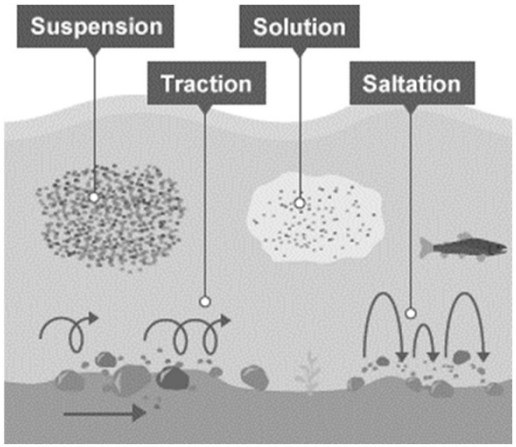
Confluence: the point where two rivers/streams meet/join

Tributary: a smaller stream or river that joins a bigger stream or river

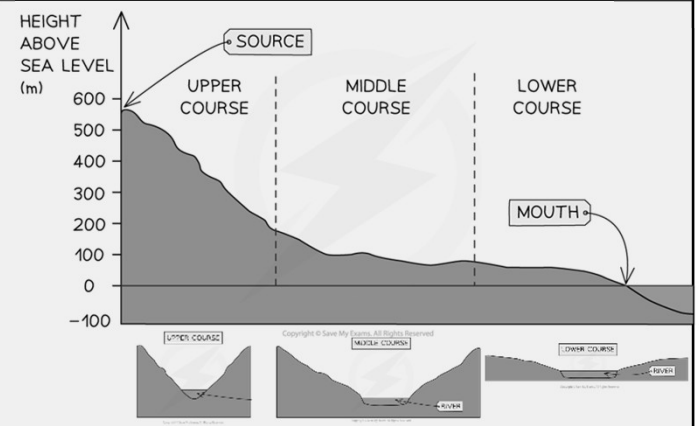
Source: the starting point of a river or stream

Mouth: the point where a river leaves the drainage basin and enters the sea

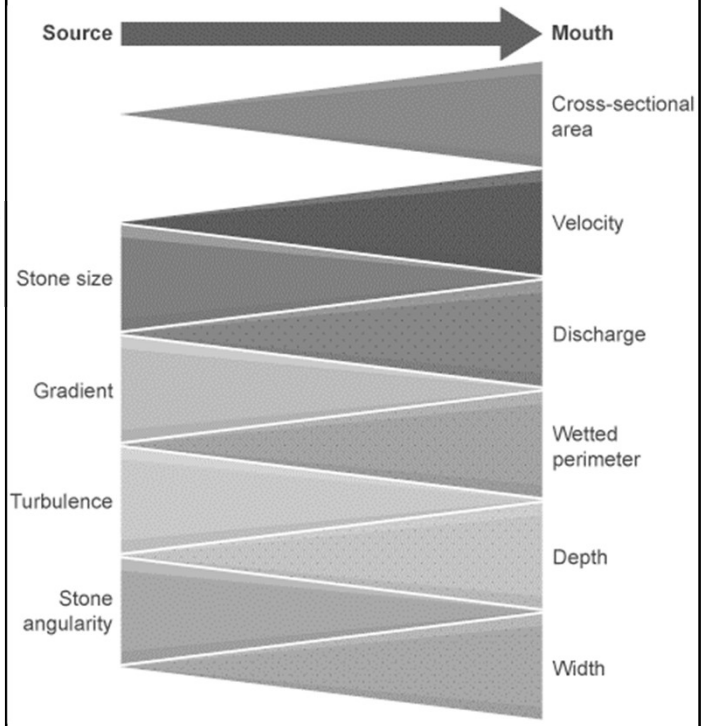
Section 2: River transport



Section 3: River courses



Bradshaw Model = theoretical model that shows how a river's characteristics change as it goes downstream. If the triangle increases in size it means that variable increases the further you go down the stream



Section 4: River landforms

Upper course:

V-Shaped Valleys: In the upper course, the river erodes vertically, deepening the valley. Weathering weakens the sides, causing material to collapse, forming a steep V-shape.

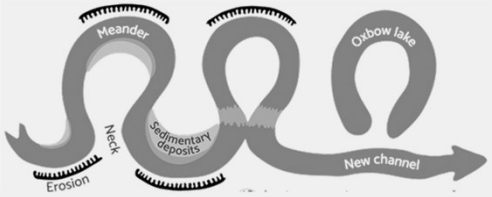
Interlocking Spurs: The river weaves around resistant rock, unable to erode it. This creates protruding ridges, or interlocking spurs, forming a zig-zag pattern.

Waterfalls: harder rock overlays softer rock which is eroded more rapidly by abrasion, hydraulic action and solution. Overtime, this continues and a deep plunge pool forms undercutting the harder rock overhang. This is unsupported and collapses adding debris speeding up erosion and the waterfall retreats upstream, creating a gorge.

Middle course:

Meander: Large bends that swing from side to side (sinuosity) on the floodplain. Faster flowing water erodes the outside of the bend through lateral erosion creating a steep bank (river cliff) whilst the inside of the bend due to slower shallower water deposition takes places creating a gently sloping bank (slip-off slope).

Oxbow Lake: When a meander grows its neck narrows then at times of flood the river simply cuts straight through it leaving an old meander cut off (horseshoe-shaped lake). Deposition blocks up the old bend.



Lower course:

Levees: During floods, heavy sediment is deposited near the channel, while finer material spreads further. Over time, raised banks (levees) form along the river.

Floodplains: Repeated flooding deposits silt across the valley floor. This builds up over time, creating a wide, flat, fertile floodplain.

trinken – to drink		
ich trinke	I drink	
du trinkst	you drink	
er/sie trinkt	he/she drinks	
wir trinken	we drink	
ihr trinkt	you drink	
Sie/sie trinken	you/they drink	

I drink and I'm drinking are ich trinke (no AM-ING, IS-ING or ARE-ING)

essen - to eat		
ich esse	I eat	
du isst	you eat	
er/sie isst	he/she eats	
wir essen	we eat	
ihr esst	you eat	
Sie/sie essen	you/they eat	

Strong verbs in German change the vowel in the "du & er/sie/es/man" forms only

Other strong verbs are		
fahren (fährst/fährt)	to travel	
schlafen (schläfst/schläft)	to sleep	
treffen (triffst/trifft)	to meet	
helfen (hilfst/hilft)	to help	
brechen (brichst/bricht)	to break	
sehen (siehst/sieht)	to watch	
lesen (liest/liest)	to read	

Verbs with a stem end in –d or –t add an extra "e" in the "du & er/sie/es/man" forms

finden (findest/findet)	to think/find	

To talk about actions in the past use the perfect tense. A part of haben or sein plus a past participle	
ich habe/er, sie hat/wir haben gespielt/gemacht/ gehört/gekauft/ bestellt/gegessen/ getrunken/geschlafen	I/he, she/we played/did/ listened/bought/ ordered/ate/ drank/slept
ich bin/er, sie ist/wir sind gefahren/gegangen/ geflogen/gekommen geschwommen/geblieben	I/he, she/we travelled/went/ flew/came/ swam/stayed

Important imperfect tense verbs:
ich war, er/sie/es war – I was, /he/she//it was
wir waren – we were
Ich hatte, wir hatten – I had, we had
es gab – there was

Picture description		
Auf dem Bild/Im Foto	On the photo	
Ich/man kann … sehen	I can see/you can see	
Im Bild gibt es	In the picture there is	
man sieht	you (can) see	
Auf der linken/rechten Seite	On the left/on the right	
Im Hintergrund V2	In the background	
Im Vordergrund V2	In the foreground	
Das Foto wurde ... gemacht	The photo was taken	
Sie spielen, essen , tragen, sprechen (miteinander)	They are playing, eating, wearing, talking (to each other)	
sie sind im …	they are in …	

USE PRESENT TENSE TO SAY WHAT PEOPLE ARE DOING – "NO AM-ING" "IS-ING" OR "ARE-ING"

sich fühlen - to feel			
ich fühle mich	I	feel + adjective	
du fühlst dich	you		
er/sie fühlt sich	he/ she		
wir fühlen uns	we		
ihr fühlt euch	you		
Sie/sie fühlen sich	you/they		

die Körperteile – body parts		
der Arm	arm	
das Auge	eye	
der Bauch	stomach/tummy	
das Bein	leg	
der Finger	finger	
der Fuß	foot	
das Gesicht	face	
der Hals	neck / throat	
die Hand	hand	
die Haut	skin	
das Herz	heart	
das Knie	knee	
der Körper	body	
der Kopf	head	
der Mund	mouth	
die Nase	nose	
das Ohr / die Ohren	ear(s)	
der Rücken	back	
die Schulter	shoulder	
der Zahn / die Zähne	tooth / teeth	

Das Essen – the food		
das Brot	*bread*	
das Ei	*egg*	
das Eis	*ice / ice-cream*	
das Essen	*food*	
der Fisch	*fish*	
das Fleisch	*meat*	
das Frühstück	*breakfast*	
das Gemüse	*vegetables*	
der Kaffee	*coffee*	
der Käse	*cheese*	
der Kuchen	*cake*	
das Obst	*fruit*	
die Schokolade	*chocolate*	
das Wasser	*water*	
die Wurst / die Würste (pl)	*sausage / sausages*	
ich habe (keinen) Hunger / Durst	*I am (not) hungry / thirsty*	

Das Essen – the food		
das Butterbrot	*sandwich*	
die Mahlzeit	*meal*	
die Milch	*milk*	
der Nachtisch	*dessert*	
Es schmeckt …	*it tastes …*	
süß / sauer / lecker	*sweet / sour / yummy*	
salzig / scharf	*salty / spicy*	
der Veganer(in)	*vegan*	
der Vegetarier(in)	*vegetarian*	

Im Restaurant – In the restaurant		
der Löffel	*spoon*	
der Teller	*plate*	
die Flasche	*bottle*	
die Gabel	*fork*	
das Glas	*glass*	
das Messer	*knife*	
Mein Glas ist schmutzig.	*My glass is dirty.*	
Ich habe keinen Löffel.	*I don't have spoon..*	
Können Sie mir bitte ein Glas bringen?	*Can you please bring me a glass?*	
Kann ich bitte ein sauberes Messer haben?	*Can I have a clean knife, please?*	
Das Messer ist schmutzig / nicht scharf.	*The knife is dirty / not sharp.*	
Das Essen ist zu heiß / zu kalt.	*The food is too hot / too cold.*	
Wo ist die Toilette?	*Where is the toilet?*	
Kann ich die Rechnung haben?	*Can I have the bill?*	
Kann ich bitte bezahlen?	*Can I pay, please?*	
Ich möchte mit Karte zahlen.	*I would like to pay by card.*	

Wie geht's? – How are you?		
Wie geht es dir?	*How are you?*	
Es geht mir gut/schlecht.	*I am / I feel good/bad.*	
Was ist los?	*What's the matter?*	
Ich bin krank / gesund	*I'm ill / healthy.*	
allergisch gegen	*allergic to*	
Was hast du?	*What do you have?*	
Ich habe Fieber.	*I have a fever.*	

Beim Doktor – At the doctor's		
Was tut dir / Ihnen weh? / Wo tut es denn weh?	*What's the matter? / where does it hurt?*	
Meine Hand / Mein Ohr tut weh.	*My hand / my ear hurts.*	
Meine Beine tun weh.	*My legs hurt.*	
Ich habe mir (die Nase) gebrochen / verletzt.	*I have broken / injured (my nose).*	
Ich habe (Zahn)schmerzen.	*I have (tooth)ache.*	
Ich habe (Bauch)weh.	*I have (stomach)ache.*	
Können Sie / Kannst du mir bitte helfen?	*Can you please help me?*	
Seit wann haben Sie / hast du das?	*Since when do you have it?*	
seit gestern / drei Tagen / einer Woche.	*since yesterday / for three days / for a week*	
Wie ist das passiert?	*How did it happen?*	
Beim (Laufen).	*While (running).*	
Ich hatte einen Unfall.	*I had an accident.*	
Sie müssen / du must …	*You have to / must …*	
… viel Wasser trinken.	*… drink lots of water.*	
… im Bett bleiben.	*… stay in bed.*	
… ins Krankenhaus gehen.	*… go to hospital.*	
… zum Zahnarzt / zur Apotheke gehen.	*… go to the dentist / pharmacy.*	
dreimal täglich / alle vier Stunden	*three times a day / every four hours*	
… dieses Arzneimittel / diese Medizin / eine Tablette nehmen.	*take this medicine / a tablet*	
Wann kann ich wieder Fußball spielen?	*When can I play football again?*	
Wann kann ich wieder in die Schule gehen?	*When can I go back to school?*	
Morgen / In zwei Tagen / Nächste Woche	*Tomorrow / In two days / Next week*	

Bournemouth School: History Department: Knowledge Organiser: Year 10: Cold War 1970 - 1991

Timeline of key events:

May 1972: SALT I signed
May 1972: President Nixon visits Moscow
Oct 1973: Arab-Israeli War (Yom Kippur)
Jan 1973: Peace in Vietnam after 11 years
July 1974: Nixon visits Moscow (2nd time)
July 1975: Space link-up
July 1975: Helsinki Agreements
27th April 1978: Communist PDPA led by Taraki takes power in Afghanistan
Sept 1979: Amin seizes power from Taraki
Nov 1979: US hostage crisis in Iran
25th Dec 1979: Soviets invade Afghanistan. SALT II not ratified
27th Dec 1979: Amin shot and replaced by Kamal
Jan 1980: Carter Doctrine: end of Detente
Summer 1980: USA boycott Moscow Olympic Games
Nov 1980: Reagan elected President
1981: Reagan announces significant increases in US defence spending: 2nd 'Cold War'
1982: Lech Walesa imprisoned in Poland
Nov 1982: Brezhnev dies; replaced briefly by Andropov
June 1982: Reagan's 'evil empire' speech
23rd March 1983: Strategic Defence Initiative ('Star Wars')
Feb 1984: Chernenko replaced Andropov
Summer 1984: USSR boycotts Olympics
March 1985: Gorbachev new Soviet leader
Nov 1985: 1st summit meeting in Geneva
Oct 1986: 2nd summit in Reykjavik
Dec 1987: INF Treaty signed
1988: Gorbachev rejects Brezhnev Doctrine
1988 – 91: Collapse of Soviet control in Eastern Europe
9th Nov 1989: Berlin Wall pulled down
1990 Germany reunifies
July 1991: Warsaw Pact formally ends
Dec 1991: end of Gorbachev and USSR

✓

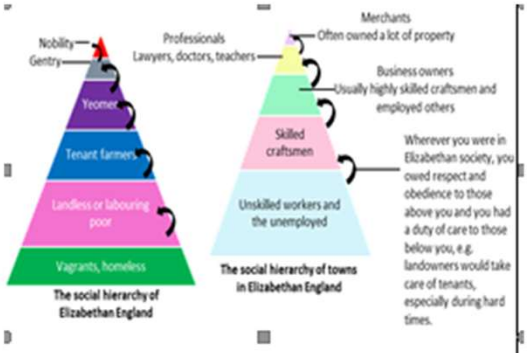
Key terms/definitions

Term	Definition	✓
Détente	French term: 'relaxation in tension' associated with 1970's USA/USSR relations	
Six Day War	1967: a war between Israel and its Arab neighbours lasting 6 days in June 1967	
Vietnam War	Conflict: 1954-1975 between the communist backed North and the US backed South	
SALT I & SALT II	Strategic Arms Limitation Talks (I: May 1972; and II: not ratified in 1979)	
AMB / SLBM / ICMB / MIRVs	Anti-ballistic missile system / submarine-launched ballistic missiles / intercontinental ballistic missiles / multiple independently targetable re-entry vehicles	
Disarmament	The term given to describe the reduction or withdrawal of military forces / weapons	
Cosmonauts	Name given to soviet individuals who travelled in space	
Apollo-Soyuz	First international space mission including USA and USSR crew, symbolising Detente	
Helsinki Declaration	The results of agreements on international Security, Cooperation and Human Rights	
Dissident	Term to describe a person who opposes official policy, especially authoritarian states	
US Congress	The law-making branch of the USA's Federal Government	
DPDA	A communist party in Afghanistan: the People's Democratic Party of Afghanistan	
Mujahideen	A guerrilla movement in Afghanistan wanting to overthrow the government of Amin	
Hostage crisis	Militant Islamic students seized US embassy staff; made Carter look weak by late 1979	
Carter Doctrine	US foreign policy whereby US would use force if necessary in Persian Gulf area	
Boycott	The term given to avoid something, such as the Olympic Games in 1980 & 1984	
'2nd Cold War'	A term used to describe a more hard-line approach by Reagan towards the USSR	
Deployment	Term given to describe the placement of military and nuclear weapons and troops	
NUTS	'Nuclear Utilization Target Selection': specific targets could be identified	
MAD	'Mutually Assured Destruction': an attack by either side would result in devastation	
'Zero option'	US proposal to withdraw all Soviet and USA nuclear weapons from Western Europe	
Solidarity	Polish Trade Union movement led by Lech Walesa in 1980 demanding political change	
SDI / 'Star Wars'	'Strategic Defence Initiative': a US plan for ground and space-based laser armed anti-ballistic missiles designed to destroy in-coming missiles from the USSR from space	
New Thinking	Term given to describe Gorbachev's plans to reform and modernise communism	
Glasnost	The name given to Gorbachev's policy of openness, ending censorship and encouraging free expression	
Perestroika	The name given to Gorbachev's policy of restructuring the soviet economy	
Uskoreniye	A Russian term for 'acceleration' of economic development	
Summit meetings	A series of meetings in 1985, 1986 and 1987 designed to reduce nuclear weapons	
INF Treaty	Intermediate-Range Nuclear Forces Treaty eliminating many nuclear weapons	
Gorbymania	The term given in the West to describe the popularity of Gorbachev	
Sinatra Doctrine	A rejection of the Brezhnev Doctrine: the USSR would no longer interfere in any changes Warsaw Pact countries made regarding their internal affairs	
Malta Summit	Declaration made in 1989 by Gorbachev and Bush that the Cold War was over	

Bournemouth School: History Department: Knowledge Organiser: Year 10 Elizabeth (1) 1558 - 1569

Timeline of key events:

1558: Accession to the Throne
1559: Religious Settlement; Treaty of Cambresis; Scottish Protestant Lords' rebellion
1560: Treaty of Edinburgh
Dec 1560: Mary Queen of Scots returns to Scotland from France
Armistice signed
1563: King Philip II bans the importation of English cloth to the Netherlands
1565: Mary QoS marries Henry Stuart, Lord Darnley
1566: Mary's son James is born. Dutch Revolt against Spanish rule begins
1567: Darnley murdered; Mary QoS marries Bothwell; she abdicates and is imprisoned. Spanish Fury: Alba sends 10,000 Spanish troops to crush Dutch Revolt
1568: Mary QoS escapes captivity and flees to England. Genoese Loan incident, angering the Spanish.
1569: Norfolk Plot and Revolt of the Northern Earls. Mary QoS placed under house arrest in England.



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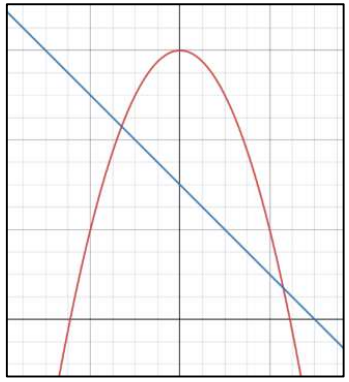
Key terms/definitions (4 SPaG marks on this unit for spelling and punctuating with consistent accuracy, controlled use of grammar, and use of a wide range of specialist terms)

Term	Definition	✓
Accession	The term given for when a monarch (King or Queen) takes the throne	
Gentry	About 2% of the population; they were wealthy landowners; Knights & Squires	
Nobility	Hereditary titles, passing from father to eldest son. Dukes, Barons or Earls.	
Court	The community of people who lived with the Queen including advisers and officials	
Privy Council	The committee of ministers appointed by the Queen to advise her	
Parliament	House of Commons and Lords: summoned by the Queen for raising taxes / laws	
Lords Lieutenant	Responsible for governing each county and organising the local army / militia	
Justices of the Peace	Usually from the gentry; appointed by Monarch to keep law and order. Carried status.	
Yeomen	Farmers who owned their own land; some growing quite wealthy in Elizabeth's reign	
Vagrants	Homeless and jobless people who wandered the country and could turn to crime	
Patronage	Providing someone with an important job or position or finance; to be a 'patron'	
Divine Right	The belief that the Monarch has a God-given right to inherit the Throne	
Crown	The refers to the Monarch and their government	
Royal Prerogative	Some areas where only Elizabeth had the right to decide upon, such as marriage	
Succession	The issue of who was going to succeed the Throne after the death of current Monarch	
Legitimacy	The right to inherit, based on being born to reigning parents who were married	
Crown Debt	£300,000 in 1558: due to costly wars and selling of Crown lands	
Auld Alliance	The term given to the friendship between France and Scotland	
Cateau-Cambresis	The Treaty of 1559 that marked the end the war with France and the loss of Calais	
Religious Settlement	Elizabeth's Act to create a new and moderate religious compromise with the intention of creating a form of Protestantism acceptable to Catholics too.	
Act of Supremacy	The term given to making Elizabeth supreme governor of the Church of England	
Act of Uniformity	The term given to setting up an agreed appearance for churches and services	
Royal Injunctions	The term for the set of instructions from Queen to clergy, including how to worship	
Papal Bull	Term given to a public decree or charter from the Pope, Head of the Catholic Church	
Priest holes	Hiding places used by priests in many Catholic houses when facing persecution by law	
Recusants	Term given to those who refused to attend services of the Church of England	
Puritans	Protestants wanting to purify the Church of England from Roman Catholic practices	
Crucifix & Vestment controversies	Parts of the Religious Settlement that Puritans objected to; Puritans winning the removal of the Crucifix from churches but losing the case for wanting the clergy not to wear special vestments (robes) as set out in the Royal Injunctions	
Counter-Reformation	The name given to the active fight-back to strengthen Catholicism in Europe	
Dutch Revolt	A reaction in the Netherlands to increased interference by Spain in Dutch govt	
Sea Beggars	Name given to Dutch rebels who used the English Channel to attack Spanish ships	
Spymaster	Name given to Sir Francis Walsingham, Elizabeth's Secretary of State	
Plots	Secret plans to overthrow Elizabeth: Northern Earls, Ridolfi, Throckmorton, Babington	

Keyword	Definition	Examples
Set Notation	A formal way of representing a solution to an inequality.	$x > 2 \rightarrow \{x : x > 2\}$ $x \leq -5 \rightarrow \{x : x \leq -5\}$ $x < 1 \text{ or } x > 8 \rightarrow \{x : x < 1\} \cup \{x : x > 8\}$ $-10 \leq x < 3 \rightarrow \{x : -10 \leq x < 3\}$
Factorising	A method which turns an expression into the **product** of two or more brackets (factors). It is a technique we can use to solve **some** quadratic equations.	$x^2 + 9x + 14 \equiv (x+2)(x+7)$ $x^2 - 6x + 9 \equiv (x-3)^2$
DOTS	Difference of Two Squares $\boldsymbol{a^2 - b^2 = (a+b)(a-b)}$	Factorise $x^2 - 121$: $\boldsymbol{x^2 - 121 = (x-11)(x+11)}$
Roots	The roots of a quadratic function are its solutions when it is equated to zero.	The roots of $x^2 + 9x + 14$ are $\boldsymbol{x = -2 \text{ and } x = -7}$ Because $x^2 + 9x + 14 = 0$ $(x+2)(x+7) = 0$ So $x + 2 = 0$ or $x + 7 = 0$ $\boldsymbol{x = -2 \text{ and } x = -7}$
Quadratic Expression	Any expression of the form $ax^2 + bx + c$, where a, b, c are numbers.	$x^2 + 8x - 1$ $5x^2 + 9x$ $3x^2 - 4$
Quadratic Formula	A formula for solving any quadratic equation of the form $ax^2 + bx + c = 0$, used when factorising doesn't work. $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$	Solving $3x^2 - 6x - 2 = 0$ $x = \frac{6 \pm \sqrt{(-6)^2 - 4(3)(-2)}}{2(3)} = \frac{6 \pm \sqrt{60}}{6}$ $= \frac{6 \pm 2\sqrt{15}}{6} = \boldsymbol{\frac{3 \pm \sqrt{15}}{3}}$
Perfect Squares	Linear expressions raised to a power of 2.	$(x-3)^2$ $(x+1)^2$ $(3x-5)^2$
Completing The Square	Process of expressing $x^2 + bx + c$ in the form $(x + \frac{b}{2})^2 - (\frac{b}{2})^2 + c$	$\boldsymbol{x^2 - 8x + 2}$ $= (x-4)^2 - 16 + 2 = \boldsymbol{(x-4)^2 - 14}$
Simultaneous Equations	A pair of equations involving two variables, requiring a common solution. Solved by Elimination or Substiion.	$3x + 2y = 9$ $y = x^2 + 4x - 1$ $x - y = 4$ $y = 3x + 1$
Elimination	Make the coefficients of one variable the same in both equations, and then either add of subtract the equations to **eliminate** this variable.	$3x + 2y = 9$ $3x + 2y = 9$ $x - y = 4$ ....multiply by 3..... $3x - 3y = 12$ subtracting..... $5y = 21$ $\boldsymbol{y = 4.2, x = 8.2}$
Substitution	**Substituting** an expression for x or y from one equation into the other equation.	$y = x^2 + 4x - 1$ $y = 3x + 1$ $\therefore x^2 + 4x - 1 = 3x + 1$ $x^2 + x - 2 = 0$ .....

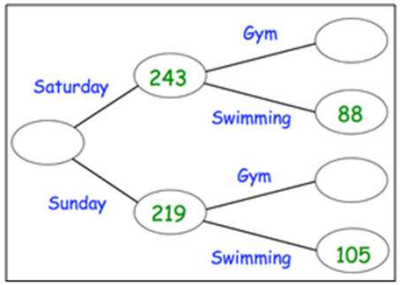
Inequalities are solved in the same way as equations with one careful note:
If you multiply or divide an inequality by a negative number you must change the inequality symbol.

A pair of quadratic and linear simultaneous equations can have up to solutions.
To find the coordinates where two graphs intersect, solve their equations simultaneously.

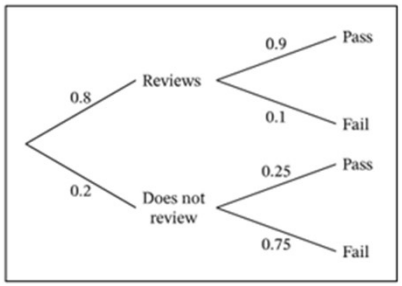


Keyword	Definition	Example(s)
Probability	Defined as $\frac{\text{number of successful outcomes}}{\text{total number of possible outcomes}}$	$P(5 \text{ on a dice}) = \frac{1}{6}$ $P(\text{tail on a coin}) = \frac{1}{2}$
Sample Space Diagram	Shows all the possible outcomes of two events	
Mutually Exclusive Events	Events that cannot happen at the same time. $P(A \text{ or } B) = P(A) + P(B)$	A = Selecting a KING from a pack of cards B = Selecting an ACE $P(A \text{ or } B) = \frac{4}{52} + \frac{4}{52} = \boldsymbol{\frac{8}{52}}$
Exhaustive Events	A set of events which include all possible outcomes. The probabilities of exhaustive, mutually exclusive events sum to 1.	A =Rolling an EVEN number on a dice B = Rolling an ODD number on a dice
Experimental Probability	Defined as $\frac{\text{frequency of outcome}}{\text{total number of trials}}$	Rolling a dice 10 times: RESULTS = 5, 3, 6, 3, 2, 4, 1, 5, 5, 1 $P(5) = \frac{3}{10}$
Expectation	Expected number of outcomes = number of trials x probability of outcome	Rolling a dice 20 times, I would expect to land an odd number a total of 10 times. $\text{Exp}(Odd) = 20 \times \frac{1}{2} = 10$
Frequency Tree	Shows two or more events and the number of times they occurred.	
Independent Events	Events that do not affect each others probability of occurring.	Choosing two marbles from a bag one after the other, **replacing the first marble** before taking the second.
Dependent Events	If one event depends upon the outcome of another event, the events are dependent.	Choosing two marbles from a bag one after the other, **NOT replacing the first marble** before taking the second.
Probability Tree Diagram	Shows two or more events and their probabilities.	
Conditional Probability	The probability of a dependent event. The probability of the second outcome is dependent/conditional on the first.	Consider **5 blue and 3 red marbles in a bag**. Taking 2 marbles out without replacing them: $\text{P(Red, Red)} = \frac{3}{8} \times \frac{2}{7} = \frac{6}{56}$
Element	An element is a "member" of a set. $\in$ means "**is an element of**"	Set of prime numbers less than 10 = { 2, 3, 5, 7} The numbers 2,3, 5 and 7 are called elements of that particular set.
Universal Set	References all elements being considered. ξ means "**univeral set**"	Consider creating a Venn Diagram of favourite subject from MATHS, ENG or SCIENCE. Asking a year 10 maths class with 31 students in it. ξ = The 31 students in that class

Frequency Diagram



Probability Tree Diagram



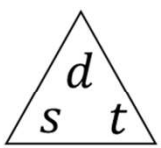
Sample Space Diagram

Rolling a dice and flipping a coin:

	1	2	3	4	5	6
H	(H,1)	(H,2)	(H,3)	(H,4)	(H,5)	(H,6)
T	(T,1)	(T,2)	(T,3)	(T,4)	(T,5)	(T,6)

Year 10 – Maths – Autumn 2 – Units 11 & 12

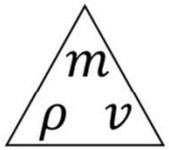
Keyword		Definition	Example(s)
Iteration		Iteration means carrying out a process repeatedly	*Compound interest is repeatedly multiplying by the same value.*
Compound interest		The interest earned each year is added to the money in the account and earns interest the next year.	*4% compound interest for n years* *Amount = initial amount x 1.04^n*
Growth		When an amount increases	*Multiplying by 1.05 increases by 5%*
Decay		When an amount decreases	*Multiplying by 0.85 decreases by 15%*
Compound measures		Combined measures of two different quantities	*Speed is a measure of distance and time*
Velocity		Speed in a given direction. Possible units are metres per second (m/s) or kilometres per hour (km/h)	*15m travelled in 10s* V = 15 ÷ 10 = 1.5m/s
Density		The mass of a substance contained in a certain volume. Usually measured in grams per centimetres cubed (g/cm³)	*40cm³ of lead has a mass of 450g* *Density = 450 ÷ 40 = 11.25* g/cm³
Pressure		The force in newtons applied over an area. Usually measured in newtons per square metre (N/m²) or per square centimetre (N/cm²)	*A force of 48N is applied to an area of 12cm²* *Pressure = 48/12 = 4 N/cm²*
Direct proportion		When x and y are in direct proportion then $y = kx$ where k is a constant.	
Inverse proportion		When x and y are in inverse proportion then $y = \frac{k}{x}$ where k is a constant.	



$$Speed = \frac{Distance}{Time}$$

$$Distance = Speed \times Time$$

$$Time = \frac{Distance}{Time}$$



$$Density = \frac{Mass}{Volume}$$

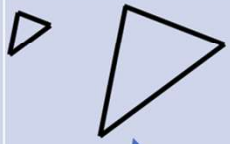
$$Mass = Density \times Volume$$

$$Volume = \frac{Mass}{Density}$$

$$Pressure = \frac{Force}{Area}$$

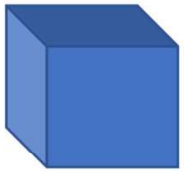
$$Force = Pressure \times Area$$

$$Area = \frac{Force}{Pressure}$$

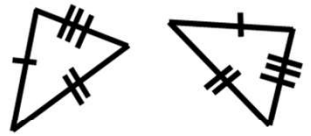
Keyword		Definition	Example(s)
Congruent		Congruent shapes are exactly the same shape and size	*All angles and sides lengths are the same* 
Congruent Triangles		There are four conditions for two triangles to be congruent SSS – all three sides equal SAS – two sides and the included angle are equal ASA – two angles and a corresponding side are equal RHS – right angle, hypotenuse and one other side are equal	
Similar		Two shapes are similar if one is an enlargement of the other	
Scale factor		The scale factor is how much the shape has been enlarged by	*Scale factor of 3*

If two 3D shapes are similar and the scale factor of their lengths is k

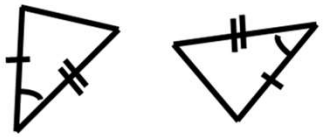
- The lengths are multiplied by k
- The surface area is multiplied by k^2
- The volume is multiplied by k^3



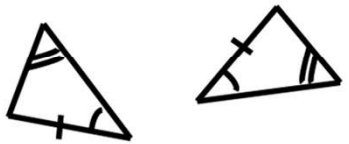
SSS



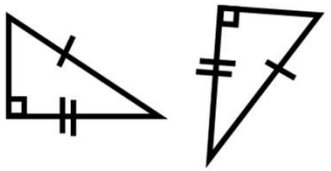
SAS



ASA



RHS



Year 10
Unit: Star Wars

See set work support guide and other resources:
Student resources > 10 > AOS3 – Stage and Screen > Star Wars

Bournemouth School music department

This QR code will take you to a Spotify playlist with listening for *Star Wars*. You will find it helpful to listen to it as you learn.

Context

Cue a self-contained section of music in a film

Diegetic music contained within the action of the film and included in the story—for example, music played in a bar. If a character in the story can hear the music, it is diegetic. Most film music is non-diegetic.

Fanfare a celebratory piece for brass instruments (and sometimes percussion) often marking the opening of an important event or ceremony. The music is short and loud and often features arpeggios and broken chords

Underscore (or **background**) **music** non-diegetic music adding to the mood of a scene, reinforcing character developments and aspects of character.

Dynamics

Crescendo gradually getting louder

Diminuendo gradually getting quieter

Rhythm

Homorhythmic when all the parts play in the same rhythm at the same time

Syncopation rhythm which emphasises the off beat

Triplets 3 notes played in the time it normally takes to play 2. Indicated with a number 3 and (usually) a horizontal square bracket.

Texture

Ostinato a persistent phrase or motif repeated over several bars or more

Imitation when one part copies or imitates another at a short time distance.

Structure

Ternary form music with an ABA structure

Melody

Conjunct movement by step

Disjunct movement by leap

Leitmotif a recurring musical idea which is associated with a particular theme, character or place

Lower auxiliary a melody note which goes to the note below and then back to the original note again

Motif a short melodic phrase

Sequence the repetition of a musical phrase at a higher or lower pitch than the original.

Instruments/Sonority

Glissando playing all the pitches between to points in rapid succession

Glockenspiel tuned percussion instrument with metal bars. High pitched – sounds 2 octaves above written pitch

Register How high or low in pitch a piece of music or an individual part sounds.

Roll a rapid succession of hits on a percussion instrument.

Snare a drum with a series of loosely strung metal wires in contact with the lower skin which create a distinct 'buzzing' or 'rattling' noise when the drum is struck.

Tam-tam orchestral gong

Tremolo/tremolando rapid repetition of the same note to create a wavering, tremulous sound.

Year 10

Unit: *Star Wars*

See set work support guide and other resources:
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Bournemouth School music department

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Tonality

Atonal music that does not have a key of any sort

Bitonal music that is in two keys at the same time

Polytonal music written in multiple keys at the same time.

Harmony

Block triads major or minor triads in root position, built up in thirds

Consonant Intervals or chords that don't clash—major/minor triads and intervals of a third or sixth are examples

Dissonant sounds that clash. Dissonant intervals are major and minor second and seventh, and the triton (augmented fourth or diminished fifth)

Dominant the fifth note (or chord) of the scale or key—the strongest after the tonic

Dominant seventh chord V (the dominant chord) with an added minor seventh

Imperfect cadence a cadence comprising two chords, ending on chord V. Because it ends on the dominant, an imperfect cadence sounds unfinished.

Neapolitan chord a chord built on the flattened supertonic

Perfect cadence a cadence comprising two chords; chord V followed by chord I. Because it ends on the tonic, a perfect cadence sounds finished.

Quartal Harmony chords made up of notes a 4th apart rather than the usual 3rd apart

Keyword	Learn
Mental resilience	The ability to adapt to change or uncertainty or to recover from setbacks
Negative thinking	Is a mental attitude of anticipating the worst possible outcomes.
Reframing	Changing the way you look at something
Depression	Is a low mood that can last a long time or keep returning, affecting your everyday life.
Anxiety	Is a feeling of unease, like worry or fear, that can be mild or severe. It makes your heart race and causes changes in behaviour.
Stress	Is how we react when we feel under pressure or threatened.
Addiction	Is defined as not having control over doing, taking or using something to the point where it could be harmful to you.
Impulsivity	Is a tendency to act quickly without thinking about the consequences.
Delayed gratification	Is the resistance to the temptation of an immediate pleasure in the hope of obtaining a valuable and long-lasting reward in the long-term.

Mental health and well-being support:
ChildLine: www.childline.org.uk Phone: 0800 1111
Young Minds: www.youngminds.org.uk
Samaritans: www.samaritans.org Phone: 116 123
In a crisis, text 'Shout' to 85258

Mental health and well-being

Depression
Signs:
- Feeling something is missing in your life
- Being withdrawn
- Lack of desire or 'drive'

Strategies:
- Quick fixes don't work
- Medication can help – see your GP
- CBT – Cognitive behaviour therapy – see your GP
- Sport and exercise are good
- Talk to someone they will understand.

Stress: Everyone needs stress, some stress is essential to function. Too much stress is not good. There are two types of strategies: a) avoid stressful situations if possible and b) take action to manage stress.

Anxiety
Signs:
- Being withdrawn
- There can be physical symptoms
- An obsession with perfection
- Constantly seeking reassurance

Strategies:
- Don't look up your symptoms
- CBT – Cognitive behaviour therapy – see your GP
- Yoga and meditation can help
- Talk to someone they will understand.

Signs and symptoms of problem gambling:
- Being preoccupied with gambling
- Needing to gamble with increasing amounts of money to get the same thrill
- Trying to cut back or stop gambling, without success, often feeling irritable
- Gambling to escape problems or relieve feelings of helplessness, guilt, anxiety or depression
- Trying to get back lost money by gambling more (chasing losses)
- Lying to family members or others to hide the extent of your gambling
- Risking important relationships, a job, or school because of gambling
- Resorting to theft or fraud to get gambling money
- Asking others to bail you out

For help: https://www.gamcare.org.uk/

Types of Training:

Interval = Training that involves set periods of work followed by set periods of rest. It usually involves periods of intense exercise followed by periods of rest so that the performer can recover. The intensity of interval training can be altered to suit the individual by altering the time working and / or the time resting.

High Intensity Interval Training (HIIT) = Short bursts of extreme effort with even shorter rest periods. A 2:1 work ratio is often used e.g. 30 seconds work, 15 seconds rest. During HIIT training the performer will be working anaerobically so it will develop their ability to withstand the build-up of lactic acid.

Continuous = Exercising for a sustained period of time without rest. It improves cardiovascular fitness. Sometimes referred to as 'steady state' training. The performer normally trains at a low to moderate intensity but for an extended period of time.

Fartlek = Also known as 'speed play', this type of training involves performers varying their speed / intensity. It can involve different speeds (walk, jog, sprint) or running at different terrains (uphill, downhill, on sand). Altering the intensity allows the performer to use both their aerobic and anaerobic energy systems.

Circuit = A series of exercises performed one after the other with a rest in between. Each circuit involves different activities called 'stations'. Stations are often set out to work all of a performers body (arms, core, legs). In circuit training performers often work for a set amount of time and then have a set rest period e.g. work 30 seconds, rest 30 seconds. Progressing these sessions is easy as the performer can increase the work time or decrease the rest time.

Weight = Involves the lifting of weights / resistance to develop muscular strength or endurance. The beauty of weight training is that it can focus on specific muscles / muscles groups so that sessions can be designed to suit an individual's needs. This type of training involves REPS (completing one lift of a weight) and SETS (the completion of a number of reps).

Plyometric = Is a type of training that is used to increase power (strength x speed). It typically takes the form of bounding, hopping or jumping. The aim of plyometrics is to use your body weight and gravity to stress the muscles involved. This type of training involves the muscles working eccentrically (lengthening) when landing (often quadriceps) which helps them store elastic energy.

Static Stretching = Stretching to the limit and holding the stretch isometrically.

Calculating Intensities

Maximum heart rate = 220 – age

Aerobic Training Zone = 60 – 80% of maximum heart rate

Anaerobic training Zone – 80 – 90% of maximum heart rate

Weight training – 1RM

Strength/Power – High weight/low reps (Above 70% of 1RM)

Muscular endurance – Low weight/high reps (Below 70% 1RM)

Principles of Training (S.P.O.R.T):

S = Specificity

Training should be specific to the needs of an individual and demands of the sport that they take part in

PO = Progressive Overload

Working harder than normal whilst gradually and sensibly increasing the intensity of training.

R = **Reversibility**

If an individual stops or decreases their training level, then fitness and performance are likely to drop.

T = **Tedium**

Tedium refers to boredom. Training should be altered and varied to prevent an individual from getting bored and demotivated.

3.1.3.3 The principles of training and their application to personal exercise/training programmes

3.1.3.4 How to optimise training and prevent injury

KO 1 0f 2

Specific Training Techniques (High Altitude Training)

High altitude training is carried out by elite performers.

Involves carrying out training at a high altitude, 2000m above sea level.

The idea behind this training method is that there is less oxygen in the air at high altitude.

Benefits

Endurance athletes can sustain exercise at a higher intensity for a longer period of time.

Issues

It can be very difficult to complete.

Some athletes suffer from altitude sickness – a feeling of nausea.

The benefits are lost quite quickly once the athlete returns to sea level.

Principles of Overload (F.I.T.T):

Works with the principle of PROGRESSIVE OVERLOAD.

F = Frequency – refers to how often someone trains. As fitness increases a performer can start to train more often.

I = Intensity - refers to how hard a performer trains e.g. how fast they run, how heavy the weight is that they can lift. As fitness increases, the intensity should be suitably increased.

T = Time - refers to how long you train for. As fitness increases, the length of time spent training may well increase.

T = Type -refers to the type of training used e.g., HIIT. The training type must remain suitable to gain the specific fitness benefits that are required.

Justifications of Training Methods

Training should involve vital component s for the sport.

Training should try and **mimic** many of the specific movements required in a sport.

Performing activities that can easily be included within training session to complement other (named) training types.

If no / little equipment is required, methods can easily be integrated into session.

Using methods that can be specifically designed / altered for a specific sporting session, e.g. jumping to reach a ball in basketball, sprinting away from a defender in football.

If methods can be completed by large groups it would be better for games sports.

Considerations to prevent injury

The training type and intensity should match the training purpose.

Over training should be avoided e.g. use of appropriate weights.

Appropriate clothing and footwear should be worn

Taping / bracing should be used as necessary to protect and support areas of weakness.

Stretches should not be overstretched or bounce.

Technique used should be correct e.g. weight lifting technique.

Spotters should be used when weight training if heavy weights are being attempted.

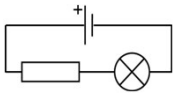
Advantages and Disadvantages of Continuous Training	Advantages and Disadvantages of HIIT	Advantages and Disadvantages of Static Stretching	Advantages and Disadvantages of Circuit Training	Advantages and Disadvantages of Weight Training
Advantages: It can be done with little or no equipment e.g. simply go for a run. It improves aerobic fitness Running can be done virtually anywhere It is simple to do – keep doing the same movement over and over. **Disadvantages:** It can be boring / tedious. It can cause injury due to repetitive contractions. It can be time consuming. It does not always match the demands of the sport e.g. in basketball the players do not run at one speed continuously	**Advantages:** It burns body fat and calories quickly. It can be altered easily to suit the individual. It can be completed relatively quickly. It can improve the anaerobic and aerobic energy systems. **Disadvantages:** Extreme work can lead to injury. High levels of motivation are needed to complete the work. It can lead to dizziness and feelings of nausea.	**Advantages:** It increases flexibility. It can be done by virtually everyone. It can be done anywhere (does not need a lot of space). It is relatively safe. **Disadvantages:** It can be time consuming to stretch the whole body. It can get boring and repetitive. Some muscles are easier to stretch than others. Over-stretching can cause injury **3.1.3.4 How to optimise training and prevent injury** **3.1.3.5 Effective use of warm up and cool down** **KO 2 0f 2**	**Advantages:** Exercises chosen can be simple to complex. The circuit can be manipulated to train different things e.g. repeated contraction of a muscle / muscle group to train muscular endurance It can be varied to suit fitness level / age etc. It is easy to monitor and alter – progressive overload can be applied by altering the work / rest ratio. **Disadvantages:** An appropriate amount of space is required. It may require specialist equipment e.g. a medicine ball, benches, agility ladders. It is difficult to gauge an appropriate work / rest ratio at the start.	**Advantages:** It can be easily adapted for different fitness aims. It is relevant to all sports. It is relatively straightforward to carry out. Strength gains can occur. **Disadvantages:** Heavy weights can increase blood pressure. Injury can occur if weights are too heavy or lifted incorrect technique is used. Calculating one rep max requires high levels of motivation.

Warming Up	Cool Down	The Three Training Seasons
A good warm-up should include: Pulse raiser – gradually raising heart rate in preparation for exercise. Stretching – stretch all relevant muscles involved in the activity. Skill Based Practices – Perform skills that allows the performer to familiarise themselves to the activity they are taking part Mental Preparation – Starting to get focused, using techniques to control arousal The benefits of a good warm-up are as follows: 1. Body temperature will increase ready for exercise. 2. Stretching will increase the range of movement possible. 3. There will be a gradual increase in effort towards 'competition pace'. 4. You will be focused and psychologically prepared. 5.Movement skills that will be used have been practised before starting the game/match/event. 6. There will be less chance of suffering injury. 7. There will be an increase in the amount of oxygen being carried to the working muscles – helping with the production of energy.	An effective cool down should include: • An activity to maintain an elevated breathing and heart rate, e.g. walk, jog. • A gradual reduction in intensity, e.g. jog to light-jog to walk. • Stretching of all main muscles used in the activity. The benefits of a good cool down are as follows: 1) It allows the body to start to recover after exercising. 2) It helps with the removal of lactic acid, carbon dioxide and waste products. 3) It can help to prevent the delayed onset of muscle soreness, sometimes referred to as DOMS.	**Pre-season (Preparation)** The aim is to improve general and aerobic fitness. It should also focus on specific fitness needs of the performer so they are ready for the competition / season. **Competition season (Peak / Playing season)** The aim is to maintain fitness levels. The performer should be at peak fitness and will aim to maintain this. They will focus on specific skills that are needed in their activity. **Post-season (Transition)** The aim is to rest and recover from the season / competition. Performers should continue to do some light aerobic training so that fitness levels do not drop to far.

Physics: Electricity

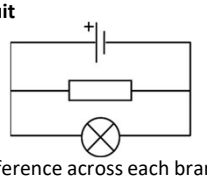
Keyword	Learn	✓
Current, I	The rate of flow of electrical charge measured in amperes, A. 1 ampere = 1 coulomb (of charge) per second.	
Potential Difference, V	The work done (or energy transferred) per unit of charge measured in volts, V. I volt = 1 joule (of energy) per coulomb (of charge).	
Resistance, R	A measure of how difficult it is to get a current to flow through a component, measured in ohms, W.	
Power, P.	The rate at which energy is transferred, measured in watts, W. 1 watt = 1 joule per second.	
Ohms law	The current flowing through a resistor is directly proportional to potential difference and inversely proportional to the resistance. I = V/R	
Series Circuit	A circuit (or section of circuit) where there is only one route for the current to take.	
Parallel Circuit	A circuit (or section of circuit) where the charge can flow through more than one route.	
Alternating Potential Difference	The potential difference alternates between a positive and negative value causing an Alternating Current (AC) that changes it's direction of flow.	
Direct Potential Difference	The potential difference has a constant value causing a Direct Current (DC) that always flows in one direction.	
LDR	Light dependent resistor ; A resistor whose resistance depends on the intensity of the light.	
Thermistor	A resistor whose resistance depends on the temperature. Generally, the higher the temperature the lower the resistance.	
Transformer	A step-up transformer increases the PD (and reduces the current). A step-down transformer decreases the PD (and increases the current).	

Series Circuit

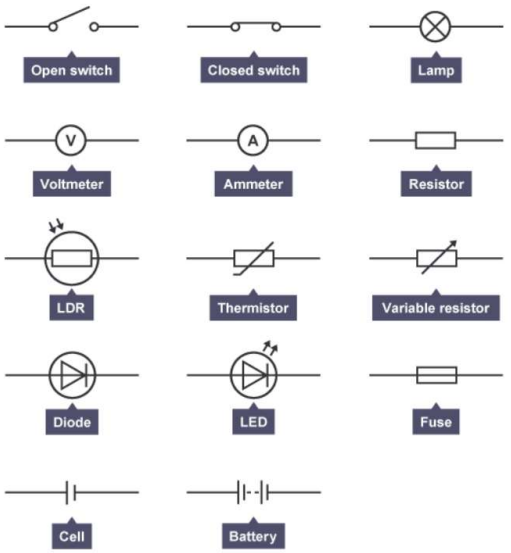


Current is the same at all points. Potential Difference is shared across each component. Total Resistance is the sum of the resistances.

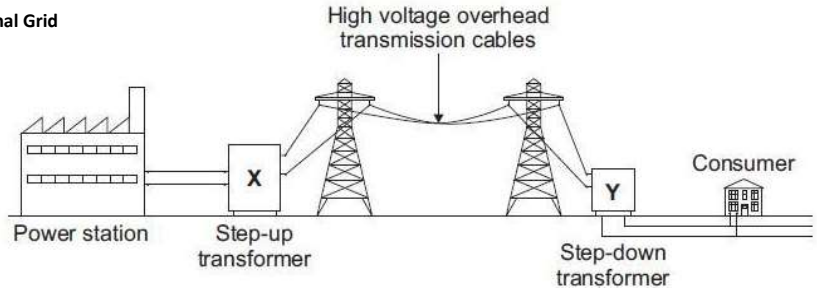
Parallel Circuit

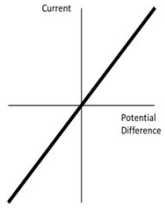


Potential Difference across each branch is the same. Current is divided between each branch. Total Resistance is less than the smallest resistor.

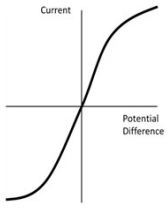


The National Grid

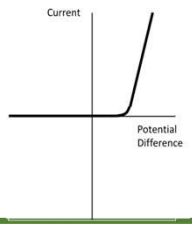




Ohmic resistor
A device that obeys Ohm's Law.



Filament Lamp
As the current increases the filament heats up and this increases the resistance.



Diode
Only allows the current to flow in one direction.

Key equations: $I = Q \div t$, $V = E \div Q$, $P = IV$ $P = I^2R$ $V = IR$

Celebrating festivals

Two main festivals in Christianity are Easter and Christmas

- **Christmas** commemorates the incarnation of Jesus Ways it is celebrated carol services, nativity scenes, giving to charity, Midnight Mass, Christmas cards and gifts
- **Easter c**elebrates the resurrection of Jesus from the dead Ways it is celebrated on Good Friday there are special services and processions led by a person carrying a cross, Saturday night some churches hold a special service to celebrate the resurrection, Easter Sunday churches are filled with flowers and hymns are sung **"He is Risen!"**

Mission and evangelism: **Mission**- vocation or calling to spread the faith

- **Evangelism-** showing faith in Jesus by example or by telling others. The Great Commission Jesus instructs his disciples to go and spread the gospels and make disciples of others through baptism. "Go and make disciples of all nations."
- **Missionary work** to persuade people to accept Jesus as their Saviour. Alpha is an example of evangelism in the UK. It is an introductory course to Christianity for those that are interested.

The Church's response to world poverty .

- Helping those in need . Jesus taught it was important to help others and often taught his message through parables .
- The parable of the Rich man and Lazarus sees a rich man sent to hell for not helping the poor.
- **Christian charities that help those in poverty :**Christian Aid, Tearfund, CAFOD.
- **What do they do**? Provide short term and long-term aid including, food, medical supplies, shelter and sanitation

Church growth and the importance of the worldwide Church:

- **Ways Christians spread the faith**; praying, via social media, fellowship meals, sharing what God has done for them with others.
- **Working towards reconciliation**. Church has a mission to restore people's relationship with God and one another.

- A questions- 2 markers Specialist language
- B questions- 5 marker KISS (describe)
- C questions- 8 marker KISS (explain)
- D questions -15 marker KISSJO (Statement to discuss)

Role of the Church in the local community:

- The Church the holy people of God, also called the Body of Christ, among who Christ is present and active A church building in which Christians worship
- **What does the Church do?** Support projects such as food banks, providing social services and campaigning for justice.
- **The Trussell Trust** runs over 400 foodbanks in the UK, provides food for those in need .
- **The Oasis Project** provides an internet café, CV support and a safe meeting place.

Role of the Church in the local community:

- Sacrificial, unconditional love. Jesus taught the importance of helping those in need.
- **Key quote 'Faith, by itself, if it is not accompanied by action, is dead' James 2:17**
- **Street Pastors** -Volunteers who stroll the streets at night helping those that are drunk and supporting the police and local councils with anti-social behaviour. They listen to people's problems and give them advice.

Christian persecution:

- Persecution hostility and ill treatment .
- **Examples of persecution:** paying extra taxes, job discrimination, being forbidden to build churches, attacks on Christian homes, churches and families, including murder.
- **Christian responses to persecution :**To stand up against persecution Persecution can strengthen faith – 'if one suffers, every part suffers with it'. They are encouraged to show love and forgiveness towards persecutors.

- K- Knowledge of religion and beliefs
- I- Impact on people, communities, practices and actions
- S- Specialist language
- S- Sources of Wisdom or Authority
- J- Judgement- Strength of argument
- O-Opinions/alternative or opposite

¿Qué comida te gustaría probar?	
Me gustaría probar..	I would like to try...
probar un auténtico…	try an authentic…
porque…	because…
parece rico/a	it seems tasty
suena sano/a	it sounds healthy
tiene muchos beneficios para la salud	it has lots of health benefits
parecen asquerosos	they seem disgusting
está hecha con	it is made with

Meal times	
Para…	For…
el desayuno	breakfast
la comida	lunch
la merienda	snack
la cena	dinner
Suelo	I usually
desayunar	have breakfast
comer	eat / eat lunch
cenar	eat dinner
merendar	to have a snack
probar	to try

En el restaurante	
¿Cuánto cuesta?	How much does it cost?
¿Cuánto es?	How much is it?
Quiero	I want
Me gustaría	I would like
¿A qué hora abre?	What time does it open?
¿A qué hora cierra?	What time does is close?
De primer plato	As a starter
Mi cocina favorita	My favourite cuisine
La cuenta, por favor	The bill, please
¿Puedo tomar postre?	Can I have dessert?

Los verbos reflexivos	
me ducho	I shower
me levanto	I get up
me despierto*	I wake up
me acuesto*	I go to bed
me visto*	I get dressed
me relajo	I relax

Antes de / Después de	
Antes de ..	Before ..
Después de ..	After ..
empezar a correr	starting to run
terminar las clases	finishing classes

Direct object pronouns	
lo	it (singular / masc.)
la	it (singular / fem.)
los	them (plural / masc.)
las	them (plural / fem.)

e.g. Perdí el móvil. Lo perdí a la casa de mi amigo.
I lost my phone. I lost it at my friend's house.
Perdí mis gafas. Las perdí al colegio.
I lost my glasses. I lost them at school.

Ya no	
Ya no	I no longer
Ya no juego	I no longer play
Ya no hago	I no longer do
Ya no bebo…	I no longer drink…
Ya no como…	I no longer eat…

Use *ya no* to say what you no longer do to compare past and present (e.g. Comía hamburguesas pero ya no como comida malsana. – I used to eat burgers but I don't eat unhealthy food anymore.

íLos tiempos cambian!	
Cuando era pequeño	When I was little
Cuando era más joven	When I was younger
Cuando tenía … años	When I was …years old
dormía bien/mal	I slept well/bad
me levantaba temprano	I got up early
me acostaba tarde	I went to bed late
era muy activo/a	I was very active
tenía mucha energía	I had lots of energy
tenía una vida sina	I had a healthy life
iba al gimnasio	I used to go the gym
comía comida sana	I used to eat healthy food

¿Qué te gustaba comer?	
Solía comer	I usually ate
(no) comía	I ate (didn't eat)
Bebía demasiado café	I drank too much coffee
Me encataban los postres	I loved desserts
Me gustaba comer dulces	I liked eating sweets

Photo description phrases	
En la foto	In the photo
Hay	There is /there are
Puedo ver / se puede ver	I can see / you can see
A la izquierda	On the left
A la derecha	On the right
En el centro	In the centre
En el fondo	In the background
En primer plano	In the foreground
La foto muestra	The photo shows
Imagino que	I imagine that
He observado que	I find that

Present tense

-ar verb endings present			
-o		-amos	
-as		-áis	
-a		-an	

-er verb endings present			
-o		-emos	
-es		-éis	
-e		-en	

-ir verb endings - present			
-o		-imos	
-es		-ís	
-e		-en	

Near future tense

The near future		
voy a visitar monumentos	I am going to visit monuments	
voy a sacar fotos	I am going to take photos	
voy a descansar en la playa	I am going to relax at the beach	
voy a bailar	I am going to dance	
voy a comer paella	I am going to eat paella	
voy a beber limonada	I am going to drink lemonade	

<u>The near future:</u>
It is the equivalent of 'I am going to…' in English.

Form of 'ir' + a + infinitive
e.g. Voy + a + hacer

Preterite (past) tense

-ar verb endings preterite			
-é		-amos	
-aste		-asteis	
-ó		-aron	

-er verb endings preterite			
-í		-imos	
-iste		-isteis	
-ió		-ieron	

-ir verb endings preterite			
-í		-imos	
-iste		-isteis	
-ió		-ieron	

Present continuous

The present continuous is used to say what someone is doing (e.g. in a photo)

It is made up of two different parts

estar + gerund

For –ar verbs, replace –ar with –ando
For –er / -ir verbs, replace with –iendo

e.g. está jugando
están comiendo

Simple future (e.g. I will)

The simple future endings		
Visitaré monumentos	I will visit monuments	
Sacaré fotos	I will take photos	
Descansaré en la playa	I will relax at the beach	
Bailaré	I will dance	
Comeré paella	I will eat paella	
Beberé limonada	I will drink lemonade	

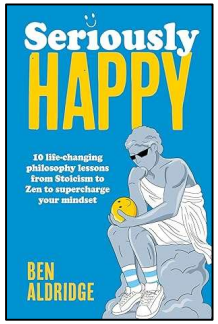
-ar,er & ir verb endings - future			
-é		-emos	
-ás		-éis	
-á		-án	

Imperfect

The imperfect tense is used to talk about habits in the past and to describe things in the past.

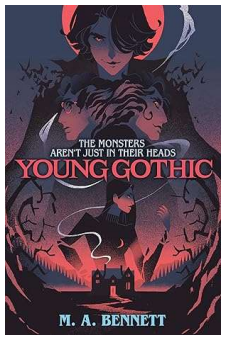
-ar verb endings imperfect			
-aba		-ábamos	
-abas		-abais	
-aba		-aban	

-ir / -ir verb endings imperfect			
-ía		-íamos	
-ías		-íais	
-ía		-ían	



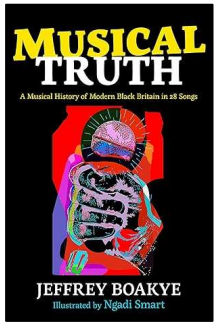
Seriously Happy by Ben Aldridge

Explore 10 life lessons based on ancient philosophy: discover how Stoicism can improve your mental resilience; the calming, meditative influence of Zen; the decision-making prowess of Aristotle or the confidence-boosting ideas of the Cynic philosophers.



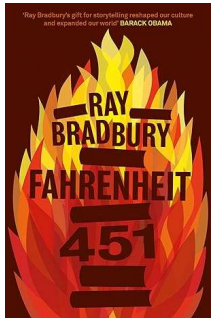
Young Gothic by M.A. Bennett

The monsters aren't just in their heads. Dark and atmospheric, join Eve, Griffin, Hal and Ren as they discover the deadly secrets of the Villa Diodati ... will they all make it out alive? This is a gothic horror with a closed circle murder mystery that will keep you guessing until the last page.



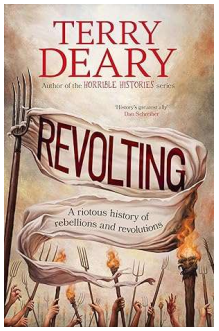
Musical Truth by Jeffrey Boakye

A history book with a twist, structured around a playlist of twenty-three songs, listed chronologically. Each song is a jumping off point for deeper social, political and historical analysis, tracking key moments in Black history, and the emotional impact of both the songs and the artists who performed them.



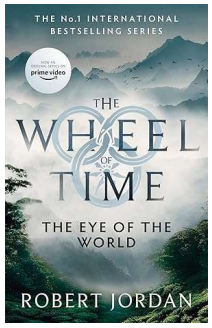
Fahrenheit 451 by Ray Bradbury

This hauntingly prophetic novel centres around a not-too-distant future where happiness is allocated on a TV screen, individuals and scholars are outcasts and books are burned by a special task force of firemen.



Revolting by Terry Deary

Terry Deary takes readers on a hilarious and eye-opening journey through some of the most significant rebellions and uprisings that have happened through the ages. From the peasants to the slaves, the martyrs to the mutineers, Revolting celebrates the resilience and determination of those who dared to challenge the status quo through the ages.

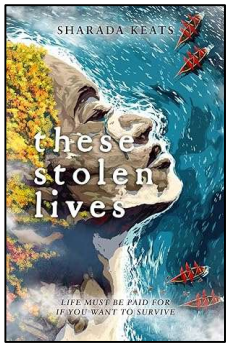


The Eye of the World by Robert Jordan

When their village is attacked by terrifying creatures, Rand al'Thor and his friends are forced to flee for their lives. An ancient evil is stirring, and its servants are scouring the land for the Dragon Reborn - the prophesised hero who can deliver the world from darkness.

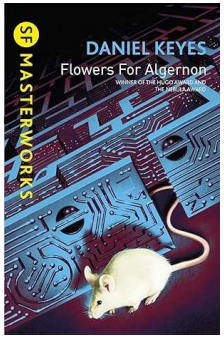
The Old Man and the Sea by Ernest Hemingway

The old man has gone 84 days without catching a fish, everything about him is old except his eyes, they are the colour of the sea. He finally catches a fish, but this is no ordinary fish, nor is his fierce and determined response.



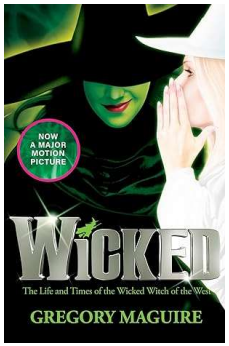
These Stolen Lives by Sharada Keats

A powerful dystopian thriller, set in a world divided by race where life itself must be paid for if you want to survive...



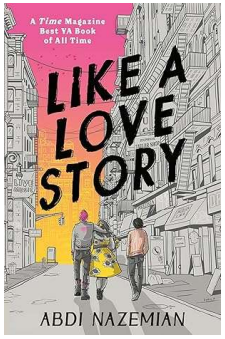
Flowers for Algernon by Daniel Keyes

This is the story of Charlie, the subnormal floor sweeper at Donner's bakery and the gentle butt of everyone's jokes. Charlie is the subject of a daring experiment in the enhancement of human intelligence.



Wicked by Gregory Maguire

When Dorothy triumphed over the Wicked Witch of the West in Wizard of Oz, we heard only Dorothy's side of the story. Maguire tells the other side - where the witch came from, why she was wicked and what is the true nature of evil.

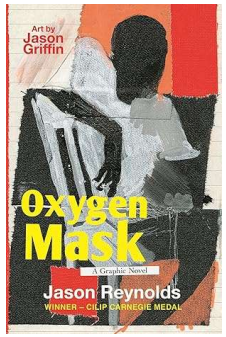


Like A Love Story by Abdi Nazemian

Reza is an Iranian boy who has just moved to the city with his mother to live with his stepfather and stepbrother. Judy is an aspiring fashion designer who worships her uncle Stephen, a gay man with AIDS who devotes his time to activism as a member of ACT UP. Art is Judy's best friend, their school's only out and proud teen. It's 1989 in New York City, and for three teens, the world is changing.

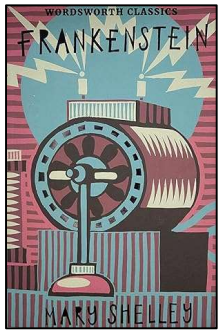
Why Most Things Fail … And how to avoid it
by Paul Ormerod

Paul Ormerod helps us to understand the surprising consequences of the "Iron Law of Failure". Showing what strategies corporations, businesses and governments will need to adopt to stand a chance of prospering in a world where only one thing is certain.



Oxygen Mask by Jason Reynolds

This is a commemoration of a time and place, of a world wide pandemic, of loss and of the murder of George Floyd. It is a reminder of how, in uncertain times, we can cling to the simple things for respite, for hope.



Frankenstein by Mary Shelley

Classic gothic horror. Victor Frankenstein driven by the mad dream of creating his own creature, experiments with alchemy and science to build a monster stitched together from dead remains. Once the creature becomes a living breathing articulate entity, it turns on its maker and the novel darkens into tragedy.

Great Rides by Geriant Thomas

Twenty rides, twenty adventures. Across the UK, into Europe and further afield, these are the training rides, races and journeys closest to his heart. From one-day classics in the Peak District and Snowdonia to the rolling roads of Tuscany and the wide-open vistas of New Zealand's South Island, these are the routes you'll want to ride alongside Britain's favourite cycling superstar.

Be Right Back by Bill Wood

A year has passed since the events in Sanera left the town reeling. Buffy, Jonesy, Amber and Cam unmasked the killer of 2001, but now, a new horror stirs. With each new death, the gang is left a cryptic clue, leading them deeper into a horrifying mystery. Can they catch a killer, solve a mystery, and make it out alive?

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Timetable

	1Mon	1Tue	1Wed	1Thu	1Fri	2Mon	2Tue	2Wed	2Thu	2Fri
Reg										
1										
2										
Break										
3										
4										
Reg										
Lunch										
5										
6										