BOURNEMOUTH SCHOOL

Year 10

Knowledge Organiser 5

Summer Term

Name: Master 10

Registration Form: -

✓Hard Work ✓Discipline ✓Smart Appearance ✓Respect

Bournemouth School

Knowledge Organiser: Year 10 Summer Term 5

'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?

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. Use a blue or black pen to complete your homework or a pencil if you need to draw.
4. Always use a ruler to underline titles and dates.
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 4:30pm. 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.

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 25 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.

Art Craft & Design **GCSE** Y10 Drawing

Terms	Definition – read, cover, write, review	Tick
Identity	is the qualities, beliefs, personality traits, appearance, and/or expressions that characterize a person or group.	
Distortion	the action of giving a misleading account or impression.	
Portraiture	is the recording of an individual's appearance and personality	
Mark making	describes the different lines, dots, marks, patterns, and textures we create in an artwork. It can be loose and gestural or controlled and neat.	
Tone	the relative lightness or darkness of a colour	
Proportion	refers to the dimensions of a composition and relationships between height, width and depth.	

Media/ materials	Definition – read, cover, write, review	Tick
Biro	a kind of ballpoint pen	
Fine liners	pens with plastic or fine fibre needle-point tips that generally use water-based ink but sometimes use oil-based.	
DPE	A printmaking process in which a design is drawn on a plate with a sharp, pointed needle-like instrument.	
Mono Print	a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.	
Mixed Media	artworks composed from a combination of different media or materials.	
Pastels	These can come in both powder or oil based. Chalk pastels can be blended to create a soft appearance. Oil pastels are a cleaner medium than chalk pastels, but still softer and more blendable than either colored pencils or crayons.	
Watercolour paint	Watercolour is a translucent paint containing pigment and a binder, typically gum-arabic. The gum-arabic holds the paint together and ensures the paint will not flake. The paint has colour pigment suspended in water until the water dries and stains the surface. The paint brushes with fluidity and transparency and dries fairly quickly.	

- ❑ How tone is applied to create form: **You must vary the pressure you apply to your pencil to create a range of tones, from light to dark.** Mark making can be used to create tones, texture and surfaces. **A rubber can be used to create highlights.** Different types of pencils. The spacing between you mark making will create a range of tones, along with layering.

- ❑ The width of the head, from ear to ear, generally measures the same length of five "eyes". This means that if we want to draw the eyes with accurate proportions, then we need to draw them so that they match this approximate measurement.
- ❑ **The distance between the eyes is equal to the width of one eye.**
- ❑ The corners of the mouth line up with the centres of the eyes.
- ❑ **The top of ears line up slightly above the eyes, in line with the outer tips of the eyebrows.**
- ❑ The bottom of the ears line up with the bottom of the nose.
- ❑ **The width of the lips should be form the centre of the pupils downwards.**
- ❑ (These measurements are purely a guide, each person is different and can have larger or smaller features.)

- ❑ How tone is applied to create form: **You must vary the pressure you apply to your pencil to create a range of tones, from light to dark.** Mark making can be used to create tones, texture and surfaces. **A rubber can be used to create highlights.**

Some examples of mark making can include:

Squiggles

Contour lines

Hatching

Biodiversity

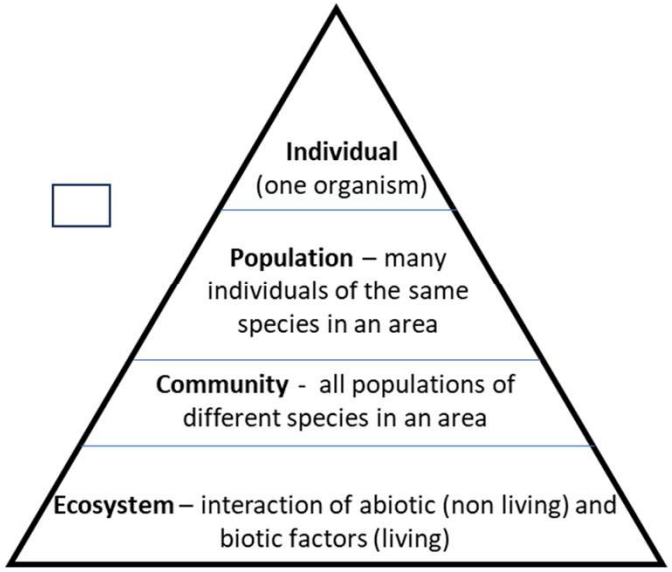
Keyword	Learn	✓
Biodiversity	The variety of all the different species of organisms in an ecosystem.	
Factors that reduce biodiversity	Destruction of peat bogs, destroying habitats, releasing carbon dioxide into atmosphere (global warming), pollution, deforestation	
Methods of maintaining and conserving biodiversity	Breeding programmes, protection and regeneration of habitats, keeping hedgerows in farmers' fields, reduction of deforestation and carbon dioxide emissions, recycling rather than using landfill	

Biotic and Abiotic Factors

Keyword	Learn	✓
Biotic Factors	Availability of food, new predators, new pathogens, other species outcompeting each other.	
Abiotic Factors	Light intensity, temperature, moisture levels, oxygen levels, wind intensity, carbon dioxide levels, soil pH.	

Keyword	Learn	✓
Habitat	The area in which an organism lives	
Competition	Plants compete for light, space, water and mineral ions. Animals compete for food, mates and territory.	
Interdependence	Within a community each species depends on other species for food, shelter, pollination etc	
Adaptations	A feature an organism has that allows it to survive in its ecosystem.	

Levels of Organisation in an Ecosystem

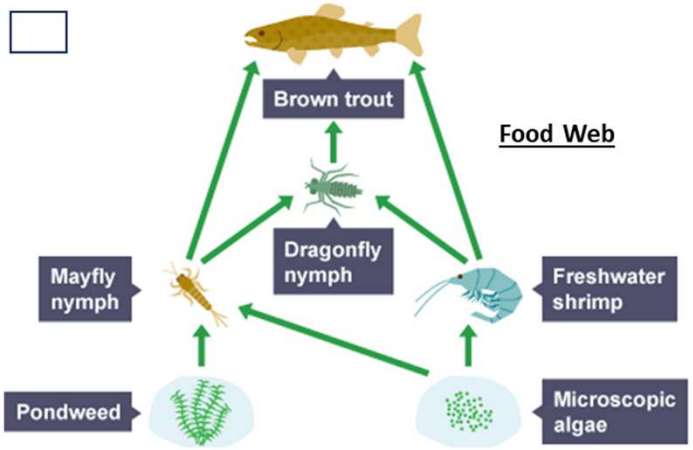


Sampling Techniques

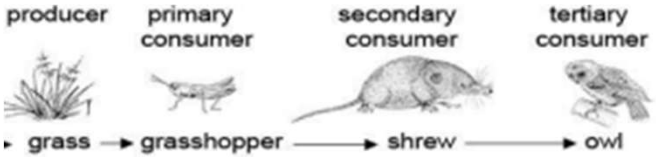
	Transect line	Random Sampling	✓
Use	To determine the distribution of species across an area	Used to count total number of organisms in an area	
Method	1. Place a transect line using a 30m tape measure 2. Place the quadrat at 0m and count organisms. Record distance and organism number in table 3. Move quadrat to 5m and repeat, moving 5m each time 4. Plot a graph to see pattern of results and distribution of species	1. Randomly place quadrat (to avoid bias) and count number of organisms. 2. Repeat 10 times and calculate a mean. 3. Work out area of field and area of quadrat. 4. Calculate total organisms by multiplying mean by number of quadrats that could fit in field	

Pollution

Keyword	Learn	✓
Water Pollution	Sewage, fertiliser toxic chemicals	
Air Pollution	Smoke and acidic gases	
Land Pollution	Landfill and toxic chemicals	



Food Web

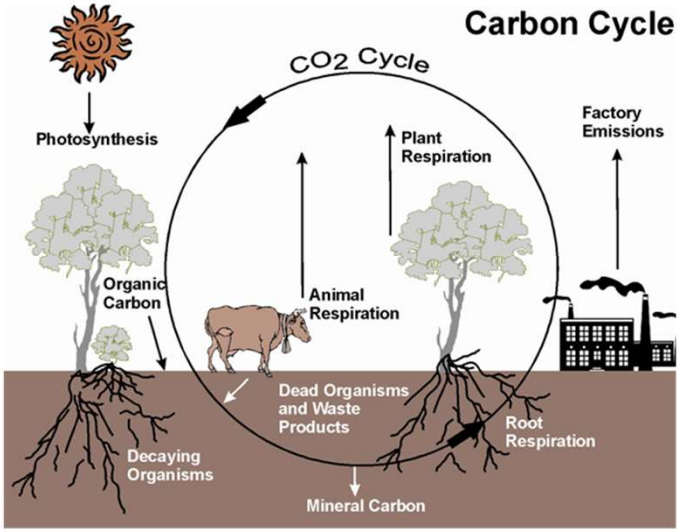


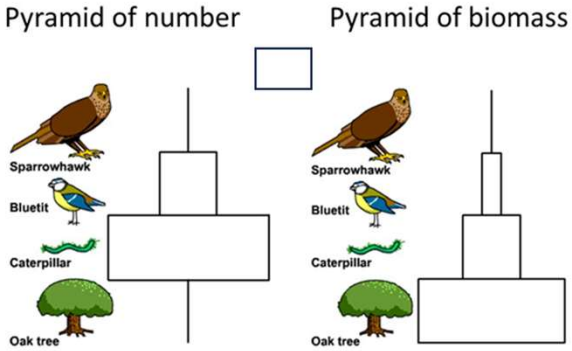
Food Chain

Decomposers are **bacteria and fungi**, which break down dead organisms in a process called **decomposition** or rotting.
They do this by releasing **enzymes** onto the dead matter and afterwards, consume the broken down substances.
Decomposers carry out **respiration** which releases heat, carbon dioxide and water. Therefore decomposers require **oxygen.**
They form a vital role in the **recycling of matter.**
When organisms die and decompose plants absorb the broken down nutrients through their roots.

Carbon Cycle		
Keyword	Learn	✓
Storing Carbon	Carbon is stored by Photosynthesis in plants and algae. Peat bogs and the oceans are excellent carbon stores.	
Releasing Carbon	Respiration (plants and animals), combustion (of fossil fuels), Decay and decomposition, destruction of peat bogs	

Carbon Cycle





Food Chains		
Keyword	Learn	✓
Producer	Photosynthetic organisms that use the energy from the sun to make their own food (glucose) and produce biomass. Form the base of a food chain.	
Consumer	An organism that eats another organism for food.	
Herbivore	An organism that eats producers. Normally a primary consumer.	
Trophic level	The position of an organism in a food chain, food web or pyramid.	
Food Chain	A sequence of feeding relationships between organisms	
Food Web	A network of food chains. Shows how food chains link together.	
Predator	An animal that hunts, kills and eats other animals for food.	
Prey	Organisms that predators kill for food	

Methods of Promotion

Method	Explanation	Examples	Advantages	Disadvantages	☑
Advertising	There are a number of advertising methods a business can use.	○ Television ○ Newspapers ○ Magazines ○ Billboards ○ Internet (online) ○ Radio	○ Build customer awareness ○ Promote the benefits of your products or services. ○ Communicate information	○ Encourage people to buy products and services they don't really need. ○ They may be misleading. ○ Very costly (especially TV and radio advertising)	
Public Relations (PR)	A business can use **public relations** to increase awareness of the business and its products. This is usually free media coverage such as for the opening of a new store or launch of a new product.	○ Common PR activities include having celebrities opening a new store and supporting a charity or community venture	○ Cheap method of promotion ○ Can create a positive image for the organisation	○ No control over how message is conveyed	
Sales Promotion	These strategies are used by a business to increase sales in the short term	○ discounts ○ buy one get one free ○ competitions and coupons ○ point of sales displays ○ free gifts	○ Effective at achieving a quick boost to sales ○ Encourages customers to trial a product or switch brands	○ Sales effect may only be short-term ○ Customers may come to expect or anticipate further promotions	
Sponsorship	Businesses can increase the profile of the business by sponsoring sport events, sports teams or television programmes.	○ Football shirts such as Emirates sponsoring Arsenal FC ○ Barclays sponsor Premier League Football	○ Increase brand awareness ○ Target new market segments	○ Hard to measure effectiveness of method ○ Can be costly	
Social media	This allows communication with customers about new products or special offers and can be used to take customers to their website.	○ Using social media platforms such as Facebook, Twitter, Instagram or TikTok with a company account to interact with customers	○ Easier to communicate directly with customers ○ Very cheap / cost effective ○ Can improve quality of customer service / customer engagement	○ Inaccurate or inappropriate responses can be shared quickly and easily. This will create bad publicity for the business.	
Personal selling	A salesperson uses his or her skills and abilities in an attempt to make a sale	○ Perfume and cosmetic counters in department stores.	○ Customer Confidence in product from experienced knowledge ○ Can gain feedback to pass on	○ Training Cost. ○ Expensive cost per sale	

Factors affecting promotional mix ☑

Finance available — Competitor Actions

Nature of product or service

Nature of market — Target market

Key term ☑

Promotional mix is a combination of methods including advertising, sales, public relations and direct marketing to achieve a specific marketing goal.

Reasons for promotion ☑

- Inform/remind customers about product
- Create/increase sales
- Create/change image of product
- Persuade customers to buy

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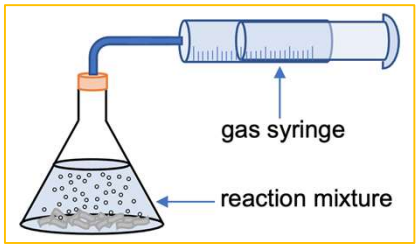
Topic 6a – the rate and extent of chemical change

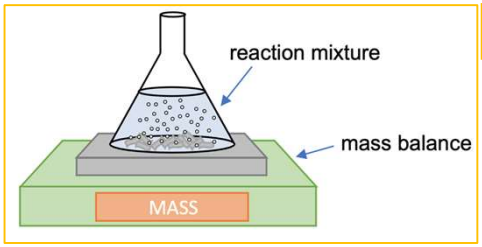
Collision Theory		
Factor	Why does rate increase?	✓
Increase surface area : volume ratio of solids	Collisions occur at the surface so there are more frequent collisions between particles.	
Increase the concentration of solutions and pressure of gases	More particles in a given volume so there are more frequent collisions between particles.	
Increase the temperature	Particles have more energy so there are more frequent collisions **and** each collision is more likely to exceed activation energy.	
Use a catalyst	Provides an alternative pathway for a reaction requiring lower activation energy. Increases frequency of successful collisions.	

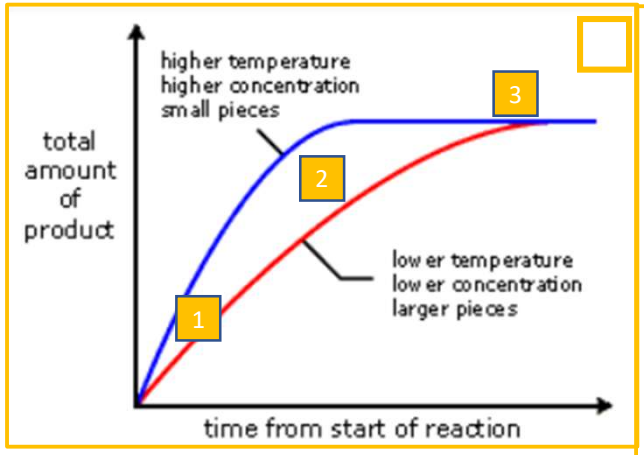
$$\text{mean rate of reaction} = \frac{\text{quantity of reactant used}}{\text{time taken}}$$

$$\text{mean rate of reaction} = \frac{\text{quantity of product formed}}{\text{time taken}}$$

Product	How to measure
Gas collection	Use a gas syringe
Gas escapes to atmosphere	Measure decrease in mass using a balance
Precipitate formed	Time taken for cross to disappear



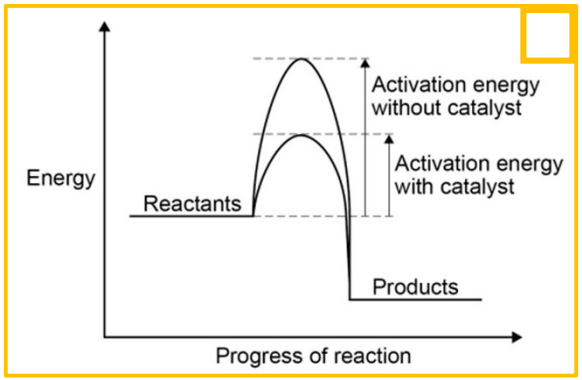




1) Rate is fastest at the start when the concentration of reactants is highest.

2) The rate slows down as reactants are converted into products. The concentration of reactants decreases.

3) The reaction has stopped once ONE of the reactants has been used up.



<u>Measuring rate of reaction at specific times.</u>

1) Draw a tangent to the curve at the required time on your line of best fit.

2) Make the tangent as large as possible

3) Calculate the gradient of the tangent using the formula: Gradient = <u>change in y</u>
change in x

5) State units

Topic 6b – the rate and extent of chemical change

Key term	Definition	✓
Reversible reaction	In some chemical reactions, the products can react together to produce the original reactants. Shown by the symbol: ⇌	
Closed system	A system where no substances can enter or leave.	
Dynamic equilibrium	A system where both the forward and revers reactions are taking place at the same time and the same rate.	
Le Chatelier's principle	If a change is made to the conditions of a system at equilibrium, the position of equilibrium will move to oppose the change.	
Equilibrium position lies to the left	There are more reactants than products at equilibrium.	
Equilibrium position lies to the right	There are fewer reactants than products at equilibrium.	

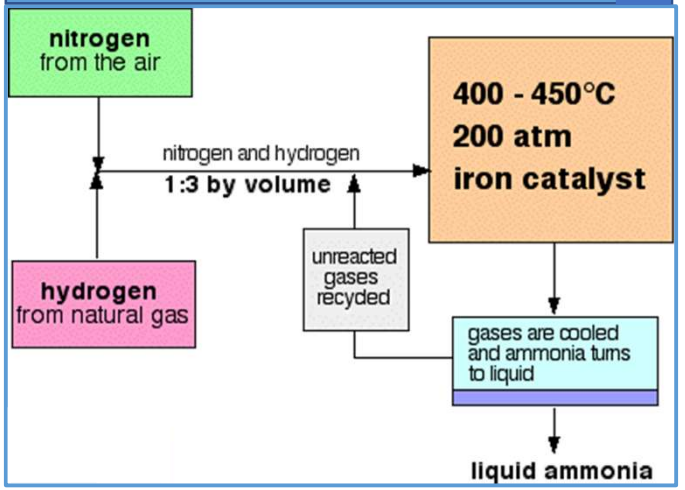
If a reversible reaction is exothermic in one direction, it is endothermic in the opposite direction.

The same amount of energy is transferred in each case.

Changing the conditions of a reaction at equilibrium

Condition	Effect
Increase concentration of reactants	Position of equilibrium moves to the right: the concentration of reactants is reduced. Product yield increases.
Decrease the concentration of reactants	Position of equilibrium moves to the left: the concentration of products is reduced. Product yield decreases.
Increase pressure	Position of equilibrium moves to the side with fewer gas particles: pressure is reduced.
Decrease pressure	Position of equilibrium moves to the side with more gas moles: pressure is increased.
Increase temperature	The position of equilibrium moves to favour the endothermic reaction: heat energy is absorbed and decreases the temperature.
Decrease temperature	The position of equilibrium moves to favour the exothermic reaction: heat energy is released and increases the temperature.

The Haber Process



Nitrogen + Hydrogen ⇌ Ammonia

$N_2 + 3H_2 \rightleftharpoons 2NH_3$

Ammonia is made in the Haber process and is used to make nitrogen based fertilisers.

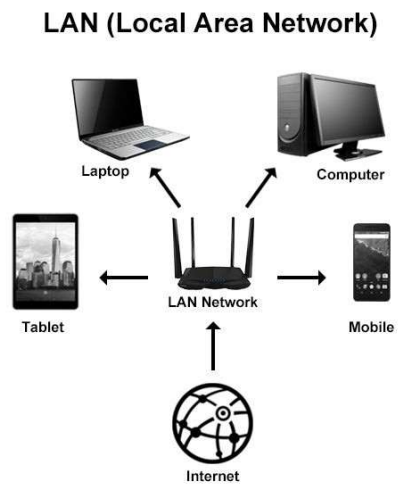
450°C is a compromise temperature: the forwards reaction is exothermic so a lower temperature favours the forwards reaction, but low temperatures make the rate of reaction too slow.

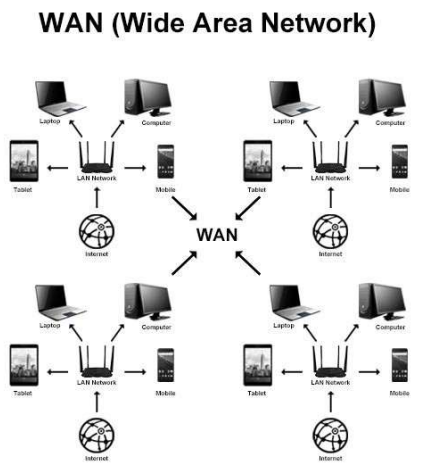
200 atm is a compromise pressure: there are fewer moles of products so a high pressure favours the forwards reaction, but high pressure requires expensive equipment and has a risk of explosion.

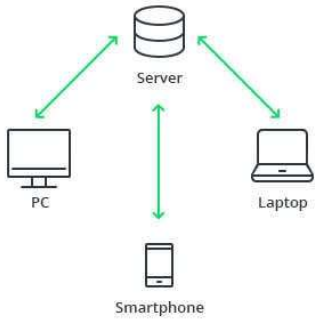
A catalyst does not change the position of equilibrium so the yield does not change: the rate of both reactions is increased by the same amount.

1.3.1 Networks & Topologies

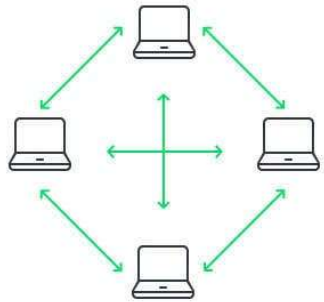
Keyword	Definition	✓
Network	Where two or more computer devices are connected together.	
LAN	Local Area Network • A computer network located within a small geographic area. • The hardware is owned and maintained by the organisation that uses it.	
WAN	Wide Area Network • A computer network that covers a large geographical area. • The infrastructure is provided by a large telecommunications company.	
Transmission media	The medium the data is sent through.	
Bandwidth	How much data can be transferred over a network in a given time.	
Latency	How much time it takes for a packet of data to travel across the network.	
Client-server	A network where one computer (server) provides data and services for many other computers (clients).	
Peer-to-peer	A network where all of the computers have equal status.	
Switch	Hardware that allows devices to connect together to form a wired network in a LAN..	
WAP	Hardware that connects Wi-Fi devices to a wired network.	
Router	Hardware that connects different networks together.	
URL	Uniform Resource Locator • Human-readable address used to locate a resource on a network.	
IP Address	Internet Protocol Address • A numerical value that is used by computers to identify a device on a network.	
DNS	Domain Name System • The system that translates human-readable domain names into numerical IP addresses	







Client-server



P2P network

GCSE Design Technology:
TIMBER 7.6 *part 2* Manufacturing processes

Tick	Manufact-uring aid	Explanation
	Jigs	• Used for drilling or bending material • Used as they are a quick and accurate way to drill holes or bend a material • They are used repeatedly – saving time • Used in batch production (and sometimes one-off)
	Fixtures	• These hold a work piece in place while it is being cut or shaped • It speeds up the manufacturing process but several fixtures may be needed which adds to costs • Used in batch production (and sometimes one-off)
	Templates	• Used to mark around complex shapes which need to be cut out • Used so that the same shape can be quickly and accurately marked out repeatedly • Used in batch production
	Patterns	• A collection of templates that are need to make the whole product • Used in batch production
	Sub-assemblies	• Components which have been assembled as an individual component in the production of a larger product • They are tested by their manufacturers for quality before delivering
	CAM	• Computer Aided Manufacture • Uses computers to guide a cutting head • The drawing is created in CAD (Computer Aided Design) then sent to a CAM machine i.e. a laser cutter

GCSE Design Technology **revision**:
CORE 1.08 Metals

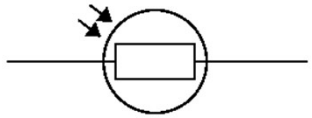
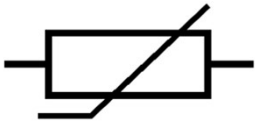
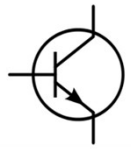
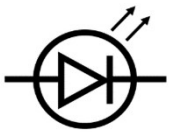
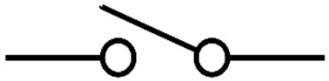
Non-ferrous metal	Properties	Uses
Aluminium	• Corrosion resistant • Malleable	• Aircraft parts • Drinks cans
Copper	• Ductile • Excellent heat/electrical conductor	• Electrical wire/ components • Gas + water pipes
Brass	• Good heat/electrical conductivity • Casts well	• Plumbing fittings • Locks

Ferrous metal	Properties	Uses
Mild steel	• Malleable • High tensile strength	• Screws, nails, bolts • General engineering purposes
Stainless steel	• Corrosion resistant • Hard	• Kitchenware • Medical equipment
Cast iron	• Hard 'skin' with a soft core • Good compression strength	• Machine Parts • Vices

GCSE Design Technology:
TIMBER 7.7 *part 1* Equipment and processes

Tick	Tool/ equipment	Use
	Try square	Marks out a right angle on timber/polymers.
	Marking gauge	Marks a parallel line to an edge on timber.
	Plane	Removes thin layers/shaves away wood from the edge of it.
	Chisel	Chips away timber or pares it off (levelling).
	Hand saw	Cuts larger pieces of wood – usually manmade boards.
	Tenon saw	Cuts a straight line in thin, shorter pieces of timber.
	Coping saw	Cuts a small curve into timber or polymers.
	Scroll saw	Cuts shapes into thin, small pieces of wood.
	Jig saw	Cuts large pieces of wood – usually more shapes but can cut straight lines.
	File	Used to smooth edges of wood, polymers and metals.
	Rasp	Used to shape soft timbers (balsa, jelutong) and Styrofoam.
	Surform	Used to roughly shape soft timber (balsa, jelutong) and Styrofoam

GCSE Design Technology **revision**:
CORE 1.06 Electronic components

Component	Symbol
LDR (Light Dependent Resistor)	
Thermistor	
Transistor	
Resistor	
LED (Light Emitting Diode)	
Buzzer	
Switches	

Year 10 English Literature Paper 2

Exam Structure: 2 hours 15 minutes			
Topic	Question form	Marks	☑
Section A Modern Prose or Drama: An Inspector Calls.	Write one essay from a choice of two possible options, one exploring a character, one a theme. 40 min	30 marks for content (AO1-12, AO2 -12, AO3- 6). 4 marks for SPAG (AO4)	
Section B Poetry: The Power and Conflict Poetry collection	Write one essay comparing two poems from the collection. One poem will be set and printed on the page. You need to compare to the second poem from memory. 40 min	30 marks for content (AO1-12, AO2 -12, AO3- 6).	
Section C Unseen Poetry	Explore a given theme in an unseen poem. 35 min	24 marks for content (AO1-12, AO2-12).	
	Compare the methods used in the first unseen poem and a second unseen poem with a similar topic. 10 min	8 marks for comparison of methods (AO2)	

Assessment objectives		☑
AO1	Read, understand and respond to texts. Students should be able to: • Maintain a critical style and develop an informed personal response to the text. • Use textual references, including quotations, to support and illustrate interpretations	
AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology.	
AO3	Show understanding of the relationships between texts and the contexts in which they were written.	
AO4	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.	

An Inspector Calls- context review		☑
1912	The date the play is set. A time characterised by a rigid class system, based on the one that had emerged in the Victorian era. Power and wealth rested with the upper classes, who were confident and complacent in their power. Priestley sets his play at this time to highlight problems of inequality and the need for change.	
WW1 and WW2	The world wars had helped break down barriers between classes. All classes had fought together and, following the wars, there was greater class mobility as people moved into roles left vacant by those who had died.	
Strikes and Trade unions	From 1910 onwards a series of strikes and protests had drawn attention to the poor treatment of the working classes. By 1945, trade unions had more power to unite workers and call for better conditions and people were much more conscious of the rights of workers.	

Context review – continued		☑
Suffragettes	From the early 1900s, the suffragette movement had helped highlight social inequality between the genders. Women gained the same voting rights as men in 1928 and, by 1945 even though society still favoured men, people were more aware of and sympathetic to the rights of women in society.	
The Titanic	The titanic sunk in 1912. A luxury liner considered unsinkable; it can be seen as a symbol of the complacency of Britain's wealthy, industrial class.	
Capit-alism	Encouraged a focus on business and the growth of individual wealth.	
Socialism	Encouraged the idea that societies wealth should be used to benefit all members of society. Encouraged the idea of community and social responsibility.	
1945	When Priestley wrote the play. People were much more sympathetic to socialist views and ready to take on the play's message. A labour government were on the verge of taking power, promising reforms to social equality. The welfare state had just been set up, providing support to those living in poverty. The NHS was soon to be set up, making free health care available to all.	
Priestley	A committed socialist and advocate for social reform. He served in World War 1 and later became a broadcaster for the BBC. He wrote An Inspector Calls to encourage a shift towards socialism and greater class equality.	

Characters and quotes		☑
Arthur Birling	Embodying the capitalist mindset, Arthur Birling is arrogant, selfish and unsympathetic towards the working classes. Priestley uses dramatic irony to highlight the foolishness and arrogance of his outdated views, as he confidently proclaims that the Titanic is "unsinkable, absolutely unsinkable" and that "I'm talking as a hard headed, practical man of business. And I say there isn't a chance of war".	
Sheila Birling	Sheila's sympathy for Eva, her remorse for her own actions and the way she sides with the Inspector urging her family to take responsibility, highlight the role the younger generation have to play in changing attitudes in society. "*Urgently, cutting in:* Mother, don't- please don't. For your own sake, as well as ours, you mustn't-"	
Eric Birling	Young, arrogant and foolish, described early on as "half-shy, half-assertive" Eric has to grow and mature, taking responsibility for his actions. His growth as a character demonstrates the way society can grow and improve.	
Sybil Birling	She is an example of the fixed attitudes of the established upper classes. Her rush to judge Eva and her belief that as a member of the upper classes she is automatically superior, highlights prejudicial attitudes in society: "As if a girl of that sort would ever refuse money!"	
Gerald Croft	Gerald's exploitation of Eva highlights the inequality between the genders "I insisted on her moving into those rooms and I made her take some money" . His initial remorse, followed by his attempts to explain away the Inspector's tale: "Everything's all right now Sheila" act as a warning against those who would rather ignore lessons on social inequality.	
Eva Smith/ Daisy Renton	Represents the working classes, as suggested by the generic name "Eva Smith". Her lack of voice in the play highlight the lack of power over their own lives women and the working classes held. The name Daisy Renton highlights her innocence and purity (Daisy) and how she treated like a commodity by society (Renton).	
Goole	Priestley's mouthpiece. He embodies socialist views and the inescapable lessons of history. "We are members of one body. We are responsible for each other. And I tell you that the time will soon come when if men will not learn that lesson, then they will be taught it in fire and blood and anguish".	
Edna	Another example of the working class. Her subservient role and lack of dialogue highlights how the lower classes had little say in the world of 1912 Britain.	
Setting	The setting of the Birling household represents the world of 1912 Britain. This microcosm of society is dominated by the wealth and self-satisfaction of the upper classes, until the Inspector (socialism) arrives to shatter their complacency.	

Factors affecting food choice

Food choices for a balanced diet depend on many factors, such as:

- advertising and other point of sale information;
- cost and economic considerations;
- cultural or religious practices;
- environmental and ethical considerations;
- food availability;
- food preferences;
- food provenance;
- health concerns;
- individual energy and nutrient needs;
- portion size;
- social considerations.

Health concerns

People may choose their food based on their own or their family's health and wellbeing:

- allergy and intolerance, e.g. lactose intolerance, coeliac disease
- body image
- health issues, e.g. coronary heart disease, type 2 diabetes, inflammatory bowel disease, over or under malnutrition;
- mental health.

Celebration or occasion

Certain foods have become an important part of celebrations in many cultures, e.g.

- Religious festivals
- Birthdays
- Weddings
- Retirements
- Special achievements
- Celebration of life

Environmental/ethical concerns

Some considers when buying food might be:

- fair trade
- local food
- genetically modified (GM) food
- organic food
- free range

Marketing

People are strongly influenced by their peer group and information presented to them.
This includes:

- Advertising – direct and indirect
- Celebrity endorsements
- Social media
- Competitions
- Displays in supermarkets/shop windows
- Packaging
- Free gifts
- Free samples
- Special money offers e.g. BOGOF

Cultural or religious practices

People around the world choose to eat or avoid certain food due to their cultural or religious practices.

Religion	Pork	Beef	Lamb	Chicken	Fish
Islam	x	Halal only	Halal only	Halal only	✓
Hinduism	x	x	✓	✓	✓
Judaism	x	Kosher only	Kosher only	Kosher only	✓
Sikhism	x	x	✓	✓	✓
Buddism (strict)	x	x	x	x	x
Rastafari movement	x	x	x	x	x

Past tense Essentials	
C'était	It was
Il y avait	There was there were
J'ai fait	I did/made
J'ai eu	I had
J'ai joué	I played
J'ai voyagé	I travelled
J'ai travaillé	I worked
J'ai étudié	I studied
J'ai mangé	I ate
J'ai bu	I drank
J'ai pris	I took
J'ai vu	I saw
Je suis allé	I went
Je suis sorti	I went out

Present tense Essentials	
C'est	It is
Il y a	There is/ there are
Je fais	I do/I make
J'ai	I have
Je joue	I play
Je voyage	I travel
Je travaille	I work
J'étudie	I study
Je mange	I eat
Je bois	I drink
Je prends	I take
Je vois	I see
Je vais	I go
Je sors	I go out

Near future essentials	
Ça va être	It is going to be
Il y aura	There will be
Je vais faire	I am going to do
Je vais avoir	I am going to have
Je vais jouer	I am going to play
Je vais voyager	I am going to travel
Je vais travailler	I am going to work
Je vais étudier	I am going to study
Je vais manger	I am going to eat
Je vais boire	I am going to drink
Je vais prendre	I am going to take
Je vais voir	I am going to see
Je vais aller	I am going to go
Je vais sortir	I am going to go out

Simple Future essentials	
Ce sera	It will be
Il y aura	There will be
Je ferai	I will do
J'aurai	I will have
Je jouerai	I will play
Je voyagerai	I will travel
Je travaillerai	I will work
Je mangerai	I will eat
Je boirai	I will drink
J'étudierai	I will study
J'irai	I will go
Je sortirai	I will go out
Je pourrai	I will be able to
Je serai	I will be

Weather in the past tense	
Il faisait beau	It was nice
Il faisait mauvais	It was bad weather
Il y avait du soleil	It was sunny
Il pleuvait	It was raining

Weather in the present tense	
Il fait beau	It is nice
Il fait mauvais	It is bad weather
Il y a du soleil	It is sunny
Il pleut	It is raining

Future Time phrases	
Demain	Tomorrow
L'année prochaine	Next year
A l'avenir	In the future
Le week-end prochain	Next weekend

Past tense opinions	
Je l'ai trouvé	I found it
Je me suis bien amusé	I had fun
Nous nous sommes bien amusés	We had fun
Ce que j'ai aimé le plus était..	What I liked the most was..
Je n'ai pas aimé	I didn't like

Past Tense Time phrases	
Hier	Yesterday
L'année dernière	Last year
Récemment	Recently
Le week-end dernier	Last weekend

Conditional essentials	
Ce serait	It would be
Il y aurait	There would be
Je ferais	I would do
Je serais	I would be
J'aurais	I would have
Je voyagerais	I would travel
Je travaillerais	I would work
J'irais	I would go
Je sortirais	I would go out
je voudrais/j'aimerais	I would like
je n'aimerais pas	I wouldn't like

Question words	
Où?	Where?
Quand?	When?
Comment?	How?
Pourquoi?	Why?
Combien?	How much?
Est-ce que?	Is it..?
Qu'est-ce que?	What is it?
Quoi?	What?
Quel/quelle	What?

Notre monde est beau	
le monde	the world
bien connu	well-known
un pays	a country
le paysage	the landscape
plein de*	**full of/plenty of**
y	there
inclus	including
en hiver/au printemps	in winter/in spring
en été/en automne	in summer/in autumn
également	equally/also
tout	everything
nombreux/nombreuse	many/numerous
toute l'année	all year round
haut/bas	high/low

Superlatives – the most	
Le meilleur/le mieux	The best
Le/la pire	The worst
Le/la plus…	The most…
Le/la moins	The least..
Eg le plus petit	The smallest

Comparatives	
meilleur que/mieux que	better than
pire que	worse than
plus…que	more…than
moins…que	less…than
aussi…que	as…as

Pros and Cons	
Un avantage	**An advantage**
Un désavantage	**A disadvantage**
Un pour/un contre	**A for/ an against**
D'un côté	**On the one hand**
D'un autre côté	**On the other hand**
Au contraire	**On the contrary**
Toutefois	**However**
Tandis que	**Whereas**
Selon mes parents	**According to my parents**

Intensifiers	
vraiment	really
assez	quite
très	very
un peu	a bit
trop	too
complètement	completely

Connectives	
étant donné que	given that
vu que	seeing that
puisque	as/since
comme	like/as
car/parce que	because
bien que	although
cependant	however
Malheureusement	unfortunately
heureusement	fortunately

Superlatives - examples	
La plus longue rivière	The longest river
La plus haute montagne	The highest mountain
Le plus long match	The longest match

Avoir raison	To be right
Avoir tort	To be wrong

Presnt Tense Time phrases	
Normalement	Normally
Actuellement	At the moment
Aujourd'hui	Today
En général	Generally
D'habitude	Usually

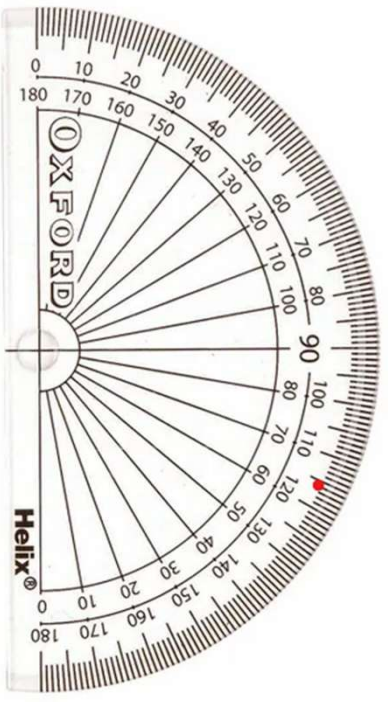
Opinion structures	
À mon avis	In my opinion
je pense que	I think that
je dirais que	I would say that
je crois que	I believe that
j'imagine que	I imagine that
mes parents pensent que	my parents think that
personellement	personally
je le/la/les trouve	I find it/them
mes amis disent que	my friends say that
il me semble que	it seems to me that
j'apprécie	I appreciate

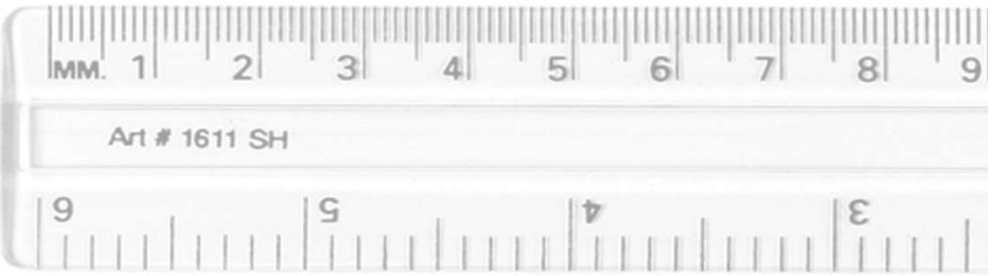
Simple opinions	
c'est bruyant	It's noisy
c'est calme	It's quiet
c'est joli	It's pretty
c'est sale	It's dirty
c'est tranquille	It's quiet
c'est formidable	It's great
c'est affreux	It's awful
c'est délicieux	It's delicious
c'est ennuyeux	It's boring
c'est inoubliable	It's unforgettable

Negatives	
ne…pas	not any
ne ….jamais	never
ne…rien	nothing
ne…que	only
ne…aucun	not any, none
ne…personne	no-one
ne..ni..ni	neither…nor…
ne…plus	not any more

Equipment

ID Card





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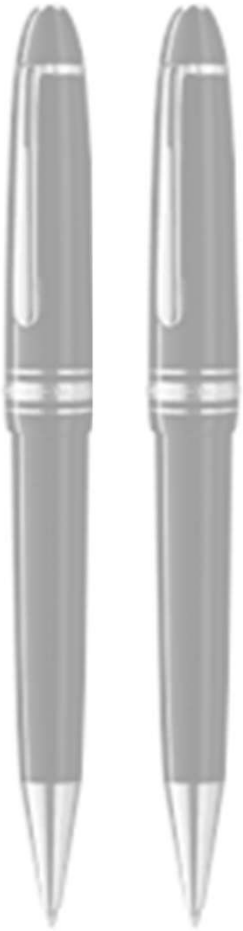
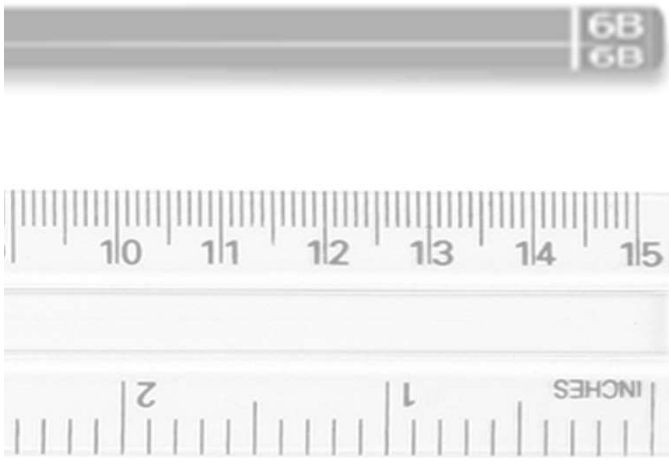
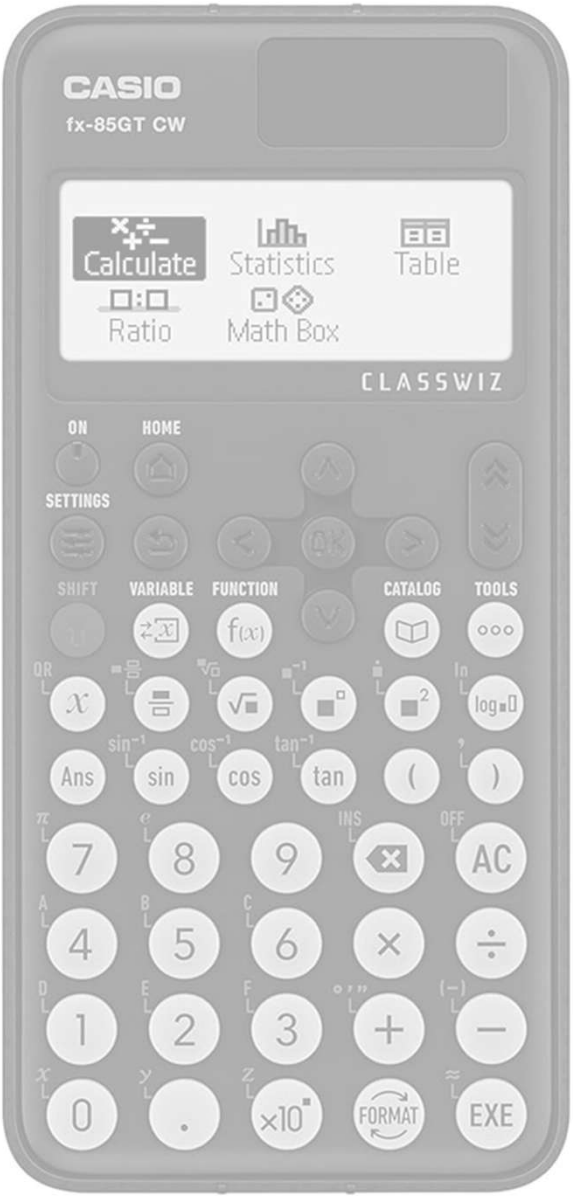


- ID card
- Green and purple pens
- Whiteboard pens
- Black/blue pens
- Glue stick
- Pencil
- Ruler
- Calculator





Geographical Investigation - Coasts

Stages of fieldwork enquiry

1 Identifying suitable fieldwork questions and enquiry processes.
2 Understanding fieldwork techniques and measurement methods.
3 Processing and presenting data using maps, GIS, and graphs.
4 Analysing field data with case studies and theories.
5 Drawing conclusions from fieldwork data.
6 Critically reflecting on data, methods, and conclusions.

Fieldwork enquiry question: How effective are the groynes at Hengistbury Head in managing longshore drift?

Hypothesis and aims:

It is predicted that the groynes at Hengistbury Head will be effective in preventing longshore drift. The aim of the investigation is to discover how effective the groynes are at preventing the process of longshore drift.

Reason location is suitable for physical enquiry:

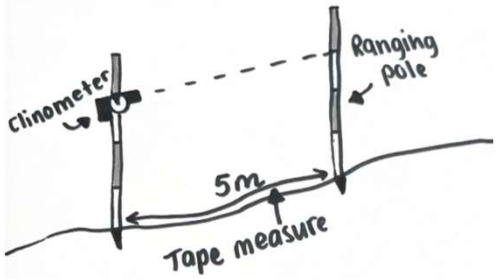
The location was chosen as Hengistbury Head beach is on a stretch of coastline that is affected by the process of longshore drift. As a result of this process the local council has installed the hard engineering method of groynes. The area is also easily accessible by coach from our school.

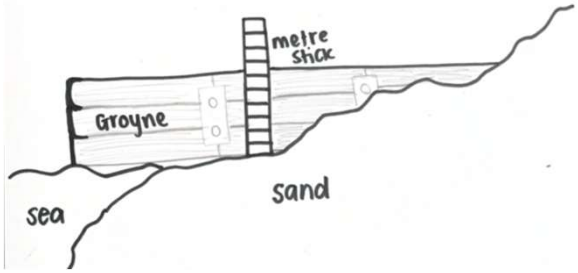
Method 1: Beach profile

Sampling method: systematic sampling (fixed intervals)
Sample size: 3 sites (between pier and groyne, between two groynes and away from the groynes).
Description: Person A stands by the sea holding a ranging pole and person B holds a second ranging pole 5m up the beach. The angle between matching markers on each ranging pole is measured using a clinometer. Repeat this process every 5m up the beach.

Strengths
-The method of data collection is simple to carry out.
-Systematic sampling is simple and has good coverage of the study area.

Weaknesses
-There may be some user error when taking readings with a clinometer.
-Ranging poles need to be held straight and prevented from sinking into the sediment, otherwise an inaccurate measurement will be taken.





Method 2: Exposed height of groynes

Sampling method: systematic sampling (fixed intervals)
Sample size: 10 groynes
Description: identify the updrift and downdrift using a compass. Use the meter ruler to measure from the top of the groyne to the surface of the sediment on each side. Repeat for each groyne.

Strengths
-The method clearly shows whether the groynes are working.
-The method of data collection is simple to carry out and does not need special equipment.
- A large enough sample size was used (most of the groynes were measured), in order to reach a reliable conclusion.

Weaknesses
-Measurements were not taken at the same point along each groyne and several were not taken along each side.
- Care should be taken to ensure that meter ruler is held straight and does not sink into the sand- otherwise an inaccurate reading could be taken.

Sampling types

Random sampling
☺ Results can be generalised for a population. It is more time efficient than asking the entire population. Reduced bias.
☹ Expensive. Time consuming. Not always possible if there is no sampling frame or list to sample from.

Stratified sampling
☺ Sample is representative of the population so the results can be generalised. It is more time efficient than asking the entire population. Minorities given fair representation.
☹ Requires another sampling method to select individual items of data from a list (random / systematic etc.).

Systematic sampling
☺ It is more time efficient than asking the entire population. Easy to implement (regular intervals).
☹ Every member of the population must be listed. The first member of the population must be chosen at random to avoid bias.

Secondary Data

Secondary Data is information that you did not collect yourself.
Examples include: Books, Newspaper Articles and Government statistics.
For Coastal Fieldwork we will be looking at **Geology Maps** and **Shoreline Management Plans.**

Revision Half Term 5 Year 10 GERMAN

Revising the Past Tense		
ich habe/er hat gewohnt	I/he lived	
ich bin/er ist gegangen	II/he went	
ich habe/er hat gemacht	I/he did	
ich habe/er hat gespielt	I/he played	
ich habe/er hat gegessen	I/he ate	
ich habe/er hat getrunken	I/he drank	
ich bin/er ist gefahren	I/he travelled	
ich habe/er hat gelesen	I/he read	
ich habe/er hat (fern)gesehen	I/he watched (tv)	
ich habe/er hat besucht	I/he visited	
ich habe/er hat gekauft	I/he bought	
ich habe/er hat getroffen	I/he met	
ich war/es war	I/it was	
es gab	there was/were	
ich/er hatte	I/he had	

Revising the Present Tense		
ich wohne/er wohnt	I/he live(s)	
ich gehe/er geht	I/he go(es)	
ich mache/er macht	I/he do(es)	
ich spiele/er spielt	I/he play(s)	
ich esse/er isst	I/he eat(s)	
ich trinke/er trinkt	I/he drink(s)	
ich fahre/er fährt	I/he travel(s)	
ich lese/er liest	I/he read(s)	
ich sehe/er sieht (fern)	I/he watch(es) (tv)	
ich besuche/er besucht	I/he visit(s)	
ich kaufe/er kauft	I/he buy(s)	
ich treffe/er trifft	I/he meet(s)	
ich bin/es ist	I am/it is	
es gibt	there is/are	
ich habe/er hat	I have/he has	

Revising the Future Tense		
ich werde/er wird wohnen	I will/he will live	
ich werde/er wird gehen	I will/he will go	
ich werde/er wird machen	I will/he will do	
ich werde/er wird spielen	I will/he will play	
ich werde/er wird essen	I will/he will eat	
ich werde/er wird trinken	I will/he will drink	
ich werde/er wird fahren	I will/he will travel	
ich werde/er wird lesen	I will/he will read	
ich werde/er wird (fern)sehen	I will/he will watch (tv)	
ich werde/er wird besuchen	I will/he will visit	
ich werde/er wird kaufen	I will/he will buy	
ich werde/er wird treffen	I will/he will meet	
ich werde/es wird sein	I/it will be	
es wird geben	there will be	
ich werde/er wird haben	I will/he will have	

Weather		
es ist / es war	it is / it was	
es wird / würde sein	it will / would be	
sonnig/wolkig/ heiß/kalt/ stürmisch	sunny/cloudy /hot/cold/ stormy	
es regnet / es schneit	it is raining/ snowing	
es hat geregnet/ geschneit	it was raining / snowing	
es wird regnen/ schneien	it will rain/snow	
es würde regnen/ schneien	it would rain/snow	

Useful complex structures		
Mein Bruder/Freund, der … heißt	My brother/friend who is called	
Meine Schwester/ Freundin, die … heißt	My sister/friend who is called	
Mein Haustier, das… heißt	My pet, which is called	
in den Park / in die Schule / ins Kino / nach Berlin, wo (VTE)	to the park/school/ the cinema/Berlin, where	
Wenn ich viel Zeit/Geld hätte, würde ich …	If I had lots of time/money, I would	
Wenn ich reich wäre, würde ich	If I was rich, I would	
um … zu (infinitive)	in order to	
Ich habe vor, … zu (inf)	I intend to…	

Revising the Conditional Tense		
ich/er würde wohnen/besuchen	I/he would live/visit	
ich/er würde gehen/fahren	I/he would go/travel	
ich/er würde machen/spielen	I/he would do/play	
ich/er würde essen/trinken	I/he would eat/drink	
ich/er würde lesen/(fern)sehen	I/he would read/watch (tv)	
ich/er würde kaufen/treffen	I/he would buy/meet	
ich/es wäre	I/it would be	
es würde geben	there would be	
ich hätte/er hätte	I/he would have	

Reiseziele – travel destinations	
ich reise	I travel
ich fahre	I go/travel
nach Deutschland	to Germany
nach Österreich	to Austria
in die Schweiz	to Switzerland
nach Frankreich	to France
nach Italien/Spanien	to Italy/Spain
nach Amerika/ in die USA	to America/ the USA
nach Asien/Afrika	to Asia/Africa
nach Australien	to Australia
ins Ausland	abroad
der Berg/der Wald	mountain/forest
die Burg/das Schloss	castle

Im Urlaub und unterwegs – during the holidays and on the way	
es ist …	it is …
alt /historisch	old /historic
bekannt /berühmt	well-known/famous
beliebt /schön	popular/beautiful
eindrucksvoll	Impressive
hoch/lang	high/long
riesig	huge, great
spannend	exciting, tense
traditionell	traditional
unglaublich	incredible
wunderbar	wonderful
günstig	cheap, good
interessant / langweilig	interesting / boring

Vor- und Nachteile – Advantages and disadvantages	
Was denkst du?	What do you think?
Ich denke, dass …	I think that …
Du hast gesagt. dass …	You said that …
Auf der einen Seite …	On the one hand …
Auf der anderen Seite …	On the other hand …
Du hast Recht!	You're right!
Das stimmt!	That's right!
Genau! / Richtig!	Exactly! / Correct!
Ein Vorteil/Nachteil davon ist	An advantage/ disadvantage of it is …
Meiner Meinung nach ist das …	In my opinion thatit is
Ich finde das	I find that/it
eine gute/schlechte Idee	a good/bad idea
einen guten/schlechten Vorschlag	a good/bad suggestion
weil/da man … kann	because/since you can
leckeres Essen probieren	try delicious food
(nicht) (Tennis) spielen	(not) play (tennis)
in den Seen schwimmen	swim in lakes
in den Bergen wandern	hike in the mountains
am Strand liegen	lie on the beach
klettern	climb

Opinions in different tenses	
Ich finde/fand	I find/found
Ich denke/dachte	I think/thought
Ich glaube/glaubte	I believe/believed
Es macht Spaß	It is fun
Es gefällt mir (nicht).	I like/don't it.
Es gefiel mir (nicht)/Es hat mir (nicht) gefallen.	I liked/didn't like it.
Es wird/würde mir gefallen.	I will/would like it.
Ich mag (noun) (nicht)	I like/don't like
Ich mochte (noun)	I liked
Ich werde/würde (noun) mögen	I will/would like
Ich (verb) gern	I like to …
Ich (verb) lieber	I prefer to …
Ich (verb) am liebsten	Most of all I like to
Früher mochte ich (noun), aber jetzt mag ich lieber (noun)	I used to like … but now I prefer …
Es interessiert mich	It interests me
Es hat mich interessiert.	It interested me
Es ist/war mir egal.	I don't/didn't care.

Intensifiers	
wirklich	really
ziemlich/ganz	quite
sehr/echt	very/really
ein bisschen	a bit
eher/zu	rather/too
besonders	particularly
total/völlig	completely
äußerst	extremely
tatsächlich	actually

Negatives	
nicht (verb)	not
kein (noun)	no/not any
nichts	nothing
kaum	hardly
nie	never
niemand	no-one
weder…noch	neither…nor
nicht mehr	not any more

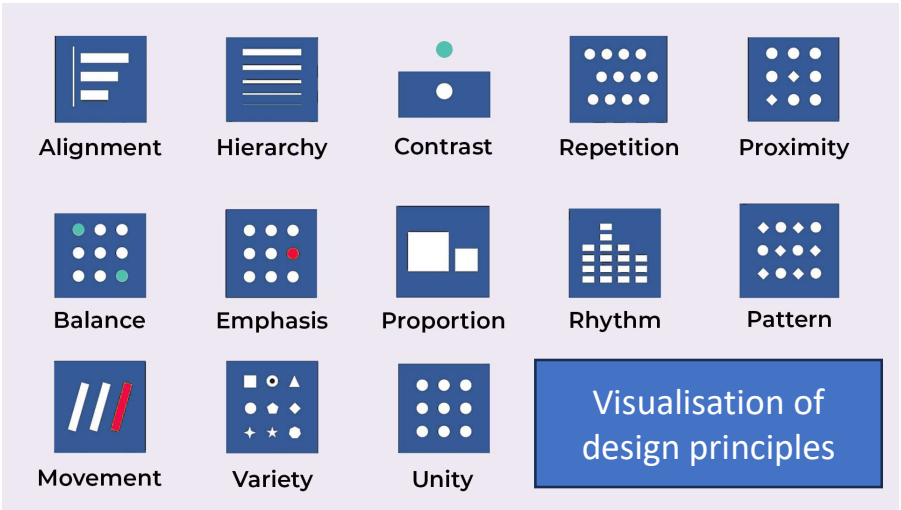
Connectives, Adverbs	
denn	because
weil/da (VTE)	because
obwohl ((VTE)	although
jedoch (V2)	however
zudem/außerdem	besides
trotzdem (V2)	however
leider	sadly
glücklicherweise	fortunately
also/deshalb	therefore/so

Oceanarium Brief – Summer term

AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
AO3: Record ideas, observations and insights relevant to intentions as work progresses.
AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Principles of Design
Layout • Composition • Proximity • Alignment • Contrast • Repetition • Focal point • White/Negative space
(refer to earlier KO for definitions)

KEY VOCABULARY
Shape – Geometric, natural, abstract.
Colour – Complementary, tertiary, harmonious, gradient.
Typography – Serif, sans serif, hierarchy, kerning, legibility. Layout – Alignment, balance, proportion, focal point.
Contrast – Using colour/size/shape/type for emphasis.



Visualisation of design principles

Affinity

Keyword	Typography Definition - look cover write check
Kerning	Kerning refers to the **space between two specific letters** (or other characters: numbers, punctuation, etc.) and the process of adjusting that space improves legibility.
Tracking	Tracking is like kerning in that it refers to the spacing between letters or characters. However, instead of focusing on the spacing between individual letters (kerning), tracking measures space between **groups of letters**.
Font weight	The font-weight specifies the weight, **or thickness, of a font.** A heavier weight is often used to aid with hierarchy in a design.
Alignment	Depending on the desired visual outcome, text can be either left, center or right aligned in a design. This refers to which margins the paragraph is aligned to.
Justified text	Justified **text is text aligned to both the left and right margins,** creating straight edges on both sides of the text block. This is achieved by adjusting spacing between words and letters
Script	Script typefaces are fonts or type based upon historical or modern handwriting styles and are more fluid than traditional typefaces.
Slab serif	Slab serif fonts feature a geometric feel compared to traditional serif fonts and feature serifs that are square and larger, bolder.
Sans serif	A serif is the little extra stroke or curves, at the ends of letters.
Sans	"Sans" literally means "without", and a sans serif font does not include any extra stroke at the ends of the letters.

Check out websites like empty kingdom and booooooom for designers and artists to inspire your ideas (AO1)

Bournemouth School: History Department: Knowledge Organiser: Year 10: Paper 2 Elizabeth Revision

Elizabeth I: Key events: Topic 1: Queen, government and religion 1558-69

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
1563: King Philip II bans the importation of English cloth to the Netherlands
1565: Mary QoS marries 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
1569: Norfolk Plot and Revolt of the Northern Earls. Mary QoS placed under house arrest in England.

Paper 2 Depth Study: Question Technique:

Question 1a and b: 'Describe one feature of…' (2 x 2 marks) State, Explain the first feature: State, Explain the second feature:
Question 2: 'Explain why…' (12 marks) Three PEEL points on causation.
Question 3: 'Statement' How far do you agree? (16 marks; choice of 2 questions) Introduction: criteria, line of argument, three PEEL points for/against the statement in the question, conclusion making a judgement as to whether you agree with the statement in the question, using criteria to judge

Elizabeth I: Key events: Topic 2: Challenges to Elizabeth at home and abroad, 1569–88

1569: Norfolk Plot & Revolt of the Northern Earls
1570: Papal Bull against Elizabeth
1571: Ridolfi Plot
1572: Drake attacked Spanish at Nombre de Dios in Panama
1574: First Jesuits priests smuggled into England
1576: 'Spanish Fury' sees the sacking of Antwerp, uniting Dutch against Spanish
1577: Don Juan honours the Pacification of Ghent; Spanish army arrive 6 months later
Dec 1577: Drake's circumnavigation of the globe begins
1579: Duke of Parma put in charge of The Netherlands
Feb 1579: Drake reaches Callao, Peru; attacks ships including the Cacafuego
Nov 1580: Philip takes control of Portugal
Nov 1580: Drake returns from circumnavigating the globe
1581: Drake Knighted on Golden Hind
1582: Duke of Alencon returned to Netherlands, backed by Elizabeth's money
1583: Alencon had failed in the Netherlands
Nov 1583: Throckmorton Plot uncovered
1584:Death of Alencon results in Catholic League in France
July 1584: Death of William of Orange.
Dec 1584: Treaty of Joinville
10th Aug 1585: Treaty of Nonsuch
Jan 1586: Earl of Leicester accepts title 'Governor General of the Netherlands'
July 1586: Babington Plot uncovered
19th -22nd April 1587: Drake's raid on Cadiz
Late 1587: Leicester recalled to England
29th July 1588: Armada spotted in Channel
8th Aug 1588: Battle of Gravelines
Sept 1588: Armada defeated

Elizabeth I: Key events: Topic 3: Elizabethan society in the Age of Exploration, 1558–88

1560s: 42 grammar schools founded in England
1562 – 68: John Hawkins made three voyages to West Africa, capturing Africans and selling them as slaves to Spanish settlers in West Indies and Central America
1563: Statute of Artificers: collection of poor relief
1563 – 64 : bad years for cloth trade: rising unemployment
1568 – 73: more bad years for cloth trade
1569: Mercator introduces sea charts showing longitude and latitude
Early 1570s: Bad harvests in England
1560s: 30 more grammar schools founded in England
1572: Vagabonds Act: to deter vagrancy
1572: Censorship introduced to theatre companies
1576: Poor Relief Act: distinguishing between able-bodied and impotent poor
1576: 'The Theatre' opened by James Burbage in London
1577: 'The Curtain' theatre opened
Dec 1577: Drake's circumnavigation of the globe begins
Nov 1580: Drake returns from circumnavigating the globe
1585: First voyage organised by Raleigh to North America, settling on Roanoke Island
1586 – 88: more bad years for cloth trade and rising unemployment
1587: 'The Rose' theatre opened

1000 - 1500: Key terms/definitions

Crimes	Definition	√
Against property	Theft of clothing, food and smaller amount of money: this accounted for 73% of crime in 1300's. Another crimes against property would be arson	
Against the person	Murder, assault, slander. Violent crime made up 18% of crime in 1300	
Against Authority	Hunting in the King's forest (Forest Laws), Treason (disobedience to the monarch), heresy: holding different religious beliefs to the monarch, Murdrum: murder of a Norman (from 1066)	

1000 – 1500: Law Enforcement and Trials

	√
Tithings: groups of 10 men responsible for each others' behaviour	
Hue and Cry: loud shouting to raise the alarm; everyone expected to join the hunt for the suspect	
Local Jury: A jury of peers would assess the guilt of the accused. Witnesses would swear oaths to support the defendant	
Church courts: Tried moral crimes: bigamy, drunkenness etc	
Trial by Ordeal: Hot water, iron, cold water, blessed bread	
Royal Judges: Oversaw on quarter sessions from the 1200s.	

How did the Normans change Crime & Punishment 1066-1170s?

1.The Sheriff: introduced to catch criminals
2. Murdrum Fine: William introduced a new law which said that if a Norman was murdered, all the people in that region had to pay an expensive fine.
3.Trial by Combat: The accused fought with the accuser until one was killed or unable to fight on. The loser was then hanged as God had judged him to be guilty.
4. Ending the Wergild: William ended the Wergild system, all fines for crimes were paid to the King and no longer the victim's family.
5. Women: Women had less rights than men in law
6. Church Courts: The Normans introduced Church courts.
7. Forest Laws: This created new crimes where previously none had existed and made other crimes more serious:

1000 – 1500: Punishments

	√
Wergild: A form of compensation paid to the victims of crime in the Saxon period	
Murdrum Fine: A fine paid by a community for death of a Norman	
Forest Laws: A form of poaching, punishable by mutilation or death	
Corporal Punishment: Mutilation for repeated crimes such as theft	
Capital Punishment: Hanging for serious crimes like treason	

Case Study: What role did the Church have in Crime & Punishment?

1. Church Courts: often dealt with 'moral offences': failing to go to Church, drunkenness, adultery, playing football on a Sunday
2. Benefit of the Clergy: If a person was accused of a crime they were allowed to claim the right to be tried in a Church court (where the punishments were less severe). You had to prove you worked for the church by reading out a passage from the Bible.
3. Sanctuary: A criminal could spend up to 40 days there before deciding either to leave the Church and be arrested or to leave the country.
4 Trial by ordeal: Trial by hot iron, water, blessed bread or cold water. The Church ended trial by ordeal in 1215. It was seen as unreliable as it was possible that some guilty men and women could escape punishment whilst others were wrongly found guilty.

What changes occurred by the later Middle Ages 1170s-1500?

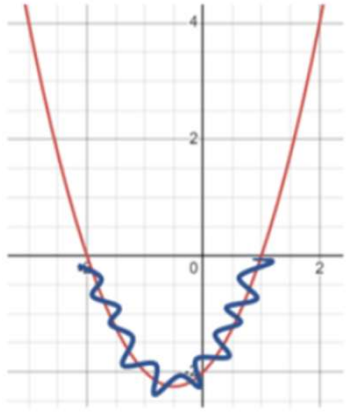
1. The King's peace: if someone committed a crime close to the location of the King at any time, the punishment was made far harsher
2. Travelling Justices: People given power by the king to hear court cases on his behalf and pass sentence on people found guilty.
3. Ending of trial by ordeal: All cases now had to be settled by jury.
4. Justices of the Peace (JPs): 1361 – these men had the right to fine and arrest people who were disturbing the peace.
5. Country Coroners: People specifically appointed to investigate unexpected deaths.

Keyword		Definitions	Example
Simultaneous Equations		2 equations with 2 unknowns. These can be solved graphically by finding the point(s) of intersection when plotting the graphs.	See separate box
Graphical Inequalities		Regions on a coordinate system that satisfy an inequality involving x, y or x and y	See separate box
Set Notation		A way of presenting solutions to quadratic inequalities	$\{x: -2 \leq x \leq 5\}$ $\{x: x < 2\} \cup \{x: x > 8\}$
Quadratic equations		Equations of the form $0 = ax^2 + bx + c$ where $a \neq 0$	
Quadratic graph		Is a parabola. Quadratic graphs have a turning point, line of symmetry, and y-intercept. Can be used to solve equations by looking for intersections.	Line of Symmetry Roots Turning point
Roots		For a quadratic graph $y = ax^2 + bx + c$, the roots are where the graph crosses the x-axis (i.e: $y = 0$)	
Discriminant		Tells you how many roots a quadratic will have.	$b^2 - 4ac > 0$ → 2 real roots $b^2 - 4ac = 0$ → 1 repeated root $b^2 - 4ac < 0$ → No real roots
Completing the Square		Writing $x^2 + bx + c$ in the form $\left(x + \frac{b}{2}\right)^2 - \frac{b^2}{4} + c$ "Half the coefficient of x, and subtract it's square"	$y = x^2 - 4x + 3$ $y = (x-2)^2 - 4 + 3$ $y = (x-2)^2 - 1$
Turning point		The maximum or minimum point of a quadratic curve. Can be found using "completing the square"	The turning point of $y = x^2 - 4x + 3$... Write in completed the square form: $y = (x-2)^2 - 1$ Turning point at $(2, -1)$
Quadratic inequality		Inequalities of the form $ax^2 + bx + c > 0$ or $ax^2 + bx + c < 0$ (Inequalities can be inclusive)	See separate box
Cubic equation		Equations of the form $0 = ax^3 + bx^2 + cx + d$ where $a \neq 0$	$0 = x^3 - 5x^2 + 4$
Cubic graph		Have 2 turning points, and are rotationally symmetrical about the point of inflection.	See separate box
Iteration		An iterative process using a rearranged version of an equation. $0 = f(x)$ → $x_{n+1} = g(x_n)$	Used to solve equations.

Solve $x^2 + x - 2 < 0$

$(x+2)(x-1) < 0$

C.Vs at $x = -2, 1$



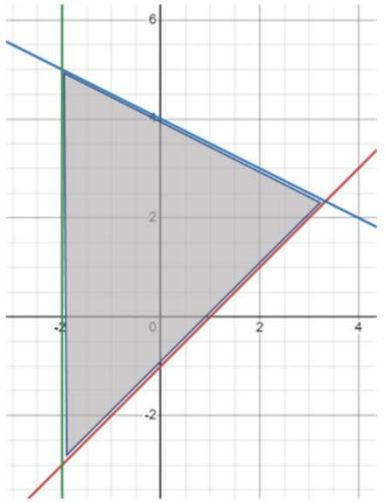
$-2 < x < 1$

Shade the region satisfied by

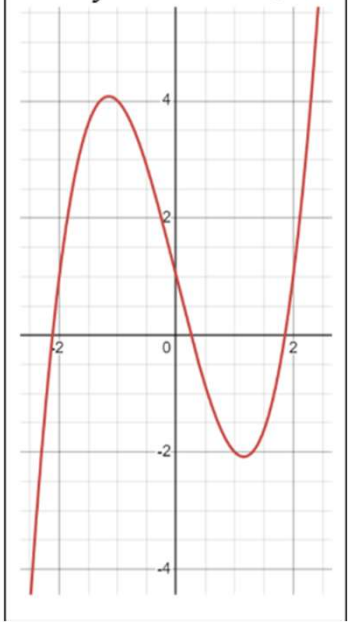
$x > 2$

$y > x + 1$

$y < -\frac{1}{2}x + 4$

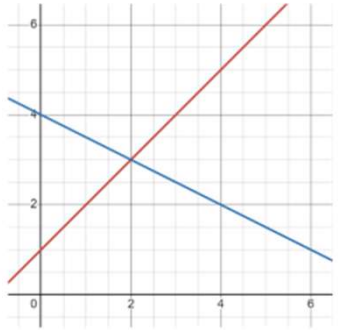


Draw $y = x^3 - 4x + 1$



Solve the simultaneous equations

$y = -\frac{1}{2}x + 4$ and $y = x + 1$



Solution: $x = 2, y = 3$

Bournemouth School – Knowledge Organiser – Year 10

MATHEMATICS

Year 10

Unit: *Samba em prelúdio*

See set work support guide and other resources:
Student resources > 10 > AOS4 - Fusions > Samba Em Prelúdio

Bournemouth School music department

Acoustic guitar does not require amplification (unlike an electric one)

Added notes notes added to a basic triad, such as a seventh or ninth

Added sixth chord a triad with the sixth above the tonic added, common in jazz and popular music.

Altered notes notes in a chord that have been sharpened or flattened, for example a flattened fifth

Articulation the manner in which a note or sequence of notes is played (e.g. staccato, legato)

Augmentation increasing the duration of the original notes

Broken chord when the notes of a chord are played one at a time rather than sounding together

Capo a clamp fastened around the neck of a string instrument, holding down all the strings and raising their pitch

Chopin, Frédéric Polish composer of Romantic piano music (1810-49)

Chord voicing how the notes in a chord are spaced out

Clave the rhythm closely associated with the claves

Claves Latin percussion instrument – two short sticks struck together

Contrapuntal written in counterpoint – two melodies played against each other.

Conjunct movement by step

Consonant chords or harmonic intervals that sound pleasant (e.g. thirds and sixths)

Cover a new version of an existing song

Cross rhythms rhythms that cross the usual pattern of accented and unaccented beats, creating irregular accents and syncopation

Disjunct movement by leap

Dissonant chords or harmonic intervals that clash(e.g. sevenths)

Extended chord a chord with at least one added note

Fusion the blending of two or more musical styles, usually from different cultures

Groove rhythmic feel

Independent parts instruments or voices doing different things. A part simply harmonising another (e.g. in thirds) is not independent

Inversions chords with a note other than the root as their bass

Monophonic a texture made up of a single line without accompaniment

Multi-track a recording of a performance on separate audio tracks, which can be edited individually

Outro a concluding section, like a coda in classical music

Polyphonic a texture where many lines overlap

Pull-off when a note is sounded on the guitar by lifting a finger of the fretting hand

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

Solo an extended, often improvised, melodic line played by a single instrument over a given chord sequence, usually as an instrumental interlude in the middle of a song

Syllabic one note sung per syllable

Syncopation accenting the offbeat or the weak beats in a bar

Turnaround a set of faster moving chords to get the music back to a repeated section – most common in jazz

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

Keyword	Learn	✓
Consent	is an agreement by choice made by someone with the freedom and capacity to consent.	
Respect	due regard for the feelings, wishes, or rights of others.	
Pressure	to force (someone) toward a particular end; influence.	
Persuasion	to move by argument, entreaty, or expostulation to a belief, position, or course of action	
Coercion	the practice of persuading someone to do something against their will by using force or threats.	
Controlling	behaviour inclined to exercise arbitrary and overbearing control over others.	
Manipulation	to control a person or situation to one's own advantage by artful, unfair, or insidious means	

Help and support:

ChildLine: www.childline.org.uk 0800 1111
Samaritans:www.samaritans.org 116 123
Refuge: www.refuge.org.uk
Women's Aid: www.womensaid.org.uk
Mankind: www.mankind.org.uk
Domestic abuse helpline: 0808 2000 247
Galop (LGBT anti-abuse charity): www.galop.org.uk
National LGBT+ domestic abuse helpline: 0800 999 5428

Relationship advice:

- **Be respectful** at all times
- **Communicate clearly,** share your thoughts and seek the thoughts of others without judgement
- **Safety,** keep each other safe
- **Consent,** it is the person seeking consent who is responsible for ensuring that these conditions are met. Ask, do not assume.

Seeking help – some advice…

Talking to someone about a toxic or abusive relationship can be scary. Always choose an adult that you trust and feel safe with.

You could do this face-to-face, or you could write them a letter, or leave a note. Just remember that anything written could be found by someone else or be shared – so think about how you will keep it private.

If you want to discuss it face-to-face but feel worried about starting the conversation, you could try starting with this:

- I need your help with something.
- I'm worried about something, and I need your advice.
- I have something important to tell you.

Non-Examined Assessment (NEA) Written Component – 25 marks

Analysis Section – 15 Marks

STRENGTH 1 - Fitness Component (500-750 words):

- Define the component
- Describe how and when you need it within your sport & why it is important. Link it to your specific position and explain.
- Include knowledge of rules/regulations and how that links to your sport. (E.g. In Football you have a rule called 'offside' which means …… Speed is therefore needed to reach the ball following a pass between defenders without being offside.
- Explain from a recent performance why you selected the component as a strength. Include details of a match / game / competition / performance. Give at least 2 examples of **how / why / when** you used it.
- Explain how the chosen component affected your performance in a positive way.
- Justification of how the component of fitness impacted yours and others performance

STRENGTH 2 - Skill/Technique (500-750 words):

- Describe what your chosen skill / technique is and how it is used in a game / competition / performance / match.
- Explain the technique – PERFECT PERFORMANCE MODEL.
- Justify why you have chosen this as a strength and how it created a positive performance. Link to positional play, game play awareness.
- Explain from a 'recent performance' why and when you selected to use / apply it **(Include at least 2 examples)**. (Focus on technique and movement and how it enables the skill to work positively).
- Explain how your skill impacted on the game / teammates / opposition / competition.

WEAKNESS 1 - Fitness Component (500 words):

- Define the fitness component.
- Describe how you need it within your sport & why it is important and how that links to your sport. Link it to your specific position and explain.
- Explain from a recent performance (Details of match / competition / game / tournament) why you selected the component as a weakness. **GIVE AT LEAST TWO EXAMPLES.**
- Explain how your 'weakness' affected your performance in a negative way.
- Justify how the component of fitness negatively impacted yours and others performance – Was it an advantage to your opponents? Did it encourage the opponents to perform better?

WEAKNESS 2- Skill/Technique (500 words):

- Describe what the chosen skill is and how it is used in a game.
- Explain the technique – PERFECT PERFORMANCE MODEL.
- Justify why you have chosen this as a weakness and how it created a negative performance. Link to positional play, game play awareness.
- Explain from the recent performance why you selected it. Focus on technique and movement and how you were unable to complete the skill / techniques / choreography / moves and how it affects the outcome (result / marks awarded) and the game. **GIVE AT LEAST TWO EXAMPLES.**
- Justify how it is a weakness for your position & sport and why you chose it.

Evaluation Section – 10 marks

Chosen Training Type to help improve Weakness 1 (500-750 words)	THEORETICAL CONTENT FOR WEAKNESS (500-750 words):
• Describe / define the training method. • Explain how the training method relates to / benefits your sport and use examples. • Explain why you have chosen it in relation to your selected fitness component weakness. • Discuss how it is suitable to the performer (individual needs) and what facilities etc. are required. **SESSION PLAN:** • Describe specific Heart Rate Information given about performer – resting HR & Maximum HR **EXPLAIN EACH SECTION OF A SESSION:** • Warm up – Pulse raiser, stretches & skill-based (detailed information on what exactly you are doing, for how long and the intensities) • Main Session – Specific clothing to maximise training, Intensity Calculations (Aerobic / Anaerobic HR Thresholds), detail of main session plan. • Cool Down – reducing heart rate & stretching (explain why doing this) **DESCRIPTION OF SESSION PLAN:** • Describe the use of Principles of training (SPORT FITT). • Describe how you would use the training method (examples) to improve your chosen component over a period of time. • Justify use of training method, intensity calculations, training zones etc. • Justify how improves specific fitness component for chosen sport.	• Define, describe & explain the theoretical content – show in-depth knowledge of subject area. (Poor technique due to being nervous in competition). • Link to your sport and position and chosen skill/technique. • Justify how it links to your identified weakness by using sporting examples linking back to theoretical content chosen • Justify the impact on your overall game and the influence you can have on the game. • Discuss in detail what you must do to turn the weakness into a strength (e.g. over arousal is combatted by deep breathing & mental rehearsal) using the theoretical content chosen • Summarise & justify the impact of theoretical content on overall performance

Keyword	Learn	✓
Scalar	A quantity with size (magnitude) only.	
Vector	A quantity with both size and direction. A vector quantity may be represented by an arrow. The length of the arrow represents the magnitude, and the direction of the arrow the direction of the vector quantity.	
Velocity	Speed in a given direction. Velocity is a vector.	
Displacement	Distance travelled in a given direction. Displacement is a vector.	
Force	A push or pull. Measured in newtons, N. Force is a vector.	
Contact force	Force exerted between two objects when they touch. E.g. friction, air resistance, tension and normal contact force.	
Non-contact force	Force exerted on objects when they are physically separated. E.g. gravity, electrostatic and magnetic forces.	
Centre of mass	The point at which the weight of the object can be taken to act. In diagrams, arrows representing the weight should start from this point.	
Resultant force	A single force that can replace multiple forces acting on an object.	
Free body diagram	Used to show the magnitude and direction of all the forces acting on the object.	
Work	When a force of 1 N pushes an object 1 m, in the direction of the applied force, then 1 J of work is done	
Elastic deformation	When an object is stretched, it returns to its original length after the forces are removed.	
Inelastic deformation	When an object is stretched, it does not return to its original length after the forces are removed.	
Extension	The difference between the stretched and unstretched lengths of a spring.	
Elastic potential energy	The energy stored in a stretched (or compressed) spring.	
Moment	The turning effect of a force. Measured in newton metres, Nm.	
Principle of moments	When a system is balanced the sum of the anti-clockwise moments equal the sum of the clockwise moments.	
Fluid	A liquid or a gas. It flows and can take the shape of the container.	

Quantity	Unit	Symbol
force	newton	N
mass	kilograms	kg
gravitational field strength	newtons per kilogram	N / kg
work	joule	J
extension	metre	m
spring constant	newtons per metre	N / m
elastic potential energy	joule	J
moment	newton metres	Nm
pressure	newtons per metre squared	N/m^2
density	kilograms per metre cubed	kg/m^3

Pressure in fluids. Learn these two statements.

The pressure in fluids causes a force normal (at right angles) to any surface.

A partially (or totally) submerged object experiences a greater pressure on the bottom surface than on the top surface. This creates a resultant force upwards. This force is called the upthrust.

Equations

Weight = mass x gravitational field strength $W = m \times g$

Work done = force x distance in the direction of the force $W = F \times s$

Force = spring constant x extension $F = k \times e$

Elastic potential energy $= \frac{1}{2} \times$ spring constant $\times$ (extension)^2 $E_e = \frac{1}{2} \times k \times e^2$

Moment = Force x perpendicular distance $M = F \times d$

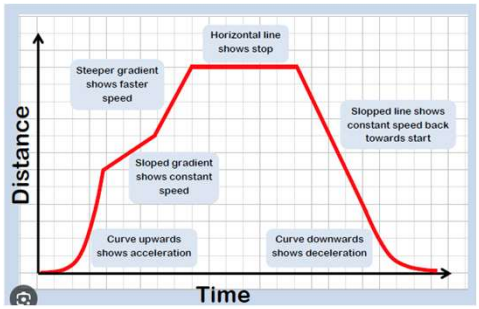
Pressure $= \frac{\text{Force normal to the surface}}{\text{are of the surface}}$ $P = \frac{F}{A}$

Pressure = height x density of the liquid x gravitational field strength $P = h \times \rho \times g$

Topic 5b – Force and Motion

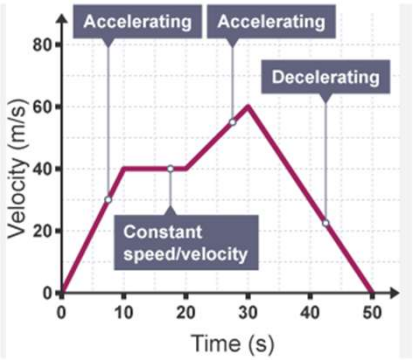
Keyword	Learn	✓
Scalar	A quantity with size (magnitude) only.	
Vector	A quantity with both size and direction.	
Displacement	Distance travelled in a given direction. Displacement is a vector.	
Velocity	Speed in a given direction. Velocity is a vector.	
Acceleration	The rate of change of velocity. Acceleration is a vector.	
Resultant force	A single force that can replace multiple forces acting on an object.	
Newton's First Law	If no resultant force is acting on an object, it will be stationary or it will continue to move at same speed in same direction.	
Newton's Second Law	Force = mass x acceleration	
Newton's Third Law	For a pair of interacting objects, the forces they exert on each other are equal but opposite.	
Terminal velocity	When air resistance and weight are equal, no resultant force acts so object reaches a constant velocity.	
Inertia	The tendency of objects to continue in their state of rest or of uniform motion.	
Momentum	Momentum = mass x velocity	
Conservation of momentum	Total momentum before and after a collision/explosion is the same.	
Force	Force is equal to the rate of change of momentum.	
Stopping distance	Thinking distance + braking distance	
Thinking distance	The distance travelled whilst the driver reacts.	
Braking distance	The distance travelled under the braking force.	

Distance – time graph



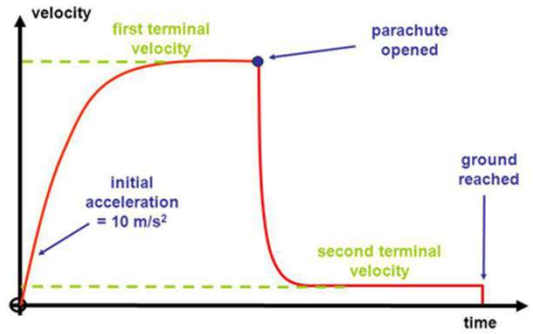
Gradient is the speed.

Velocity – time graph



Gradient is the acceleration.
Area is the distance travelled.

Velocity – time graph for a skydiver



Speed	
Walking	1.5 m/s
Running	3 m/s
Cycling	6 m/s
Speed of sound	330 m/s
Speed of light	300,000,000 m/s (300 million)

Factors increasing thinking distance	Factors increasing braking distance
Drinking alcohol Taking medication Tiredness Distracted (using mobile phone)	Wet or icy roads Worn brakes or worn tyres Smooth road surface Smaller braking force

$a = \frac{v - u}{t}$ and $v^2 = u^2 + 2as$

u = velocity at start
v = velocity at end
a = acceleration
s = distance
t = time

Keywords: Issues of Life and Death

- **Afterlife**: Life after death; the belief that existence continues after physical death.
- **Environmental Sustainability**: Ensuring that the demands placed on natural resources can be met without reducing capacity to allow all people and other species to live well now and in the future.
- **Euthanasia:** Sometimes referred to as 'mercy killing'. The act of killing or permitting the death of a person who is suffering from a terminal illness.
- **Evolution**: The process by which different living creatures are believed to have developed from earlier less complex forms during the history of the earth.
- **Abortion:** When a pregnancy is deliberately ended so that it does not result in the birth of a child.
- **Quality of Life**: The extent to which life is meaningful and pleasurable.
- **Sanctity of Life**: The belief that life is precious or sacred. For many religious believers, only human life holds this special status.
- **Soul:** The spiritual aspect of a being; that which connects someone to God. It is often regarded as non-physical and lives on after death.

Christianity and the Sanctity of life

- Life is created by God, protected by God and valued by God.
- God is interested and involved in each human's life.
- God created each individual person and made them unique in their own right.
- God created humankind in His own image

Christian Creation Story:

- There are two creation stories in the Bible - Genesis 1 and Genesis 2.
- Genesis 1 describes how God created the world in six days and rested on the seventh.
- Day 1: light & dark; Day 2: sea & sky; Day 3: sun; moon & stars; Day 4: land & plants; Day 5: fish & birds; Day 6: animals & humans.
- There are 2 main interpretations of this account:
- **Literal** - it's a holy text from God and creation happened exactly as described in the Bible.
- **Non- literalist**- the Bible should be seen as a parable or symbolic story. The meaning is the same, even if it is not historically accurate.
- Many evangelical Christians are **creationists** - they reject the theories of the Big Bang and evolution because they contradict the literal interpreotation of the Bible.
- **Young Earth Creationism**: the world was created by God in 6 days, less than 10 000 years ago. **Old Earth Creationism:** God must have created the world but it took place millions of years ago. The 7 days of creation refer to long periods of time.
- Some Non- literalist Christians say that you can accept the Big Bang and evolution.
- **Theistic guided evolution:** life came about through evolution but this process was guided by the intervention of God.
- **Natural evolution**: evolution is the natural process by which life developed but God put these laws of nature into place before the universe existed

Judaism and the Sanctity of Life

- Life is precious and a gift from God.
- All humans are important.
- Life is precious and cannot be thrown away.
- Adam was created to teach us the significance; importance and sanctity of each individual.
- Pikuach Nefesh- "Preservation of human life overrides most Jewish laws"

Jewish views on creation

- God is the source and purpose of all life.
- Genesis gives 2 accounts of the creation of the world.
- Most Orthodox Jews believe they are true accounts of the origin of the world. They were revealed to Moses by God.
- Reform Jews question whether Moses was the actual author of Genesis - it might have been different people at different times.
- Some Orthodox Jews see Genesis as historical fact and find it difficult to accept modern scientific theories.
- Other Jews, such as Reform, accept scientific theories such as the Big Bang theory & evolution, with God being the sustainer and provider. God started the universe through the Big Bang.

Science and Creation:

- Charles Darwin was the first person to show that life has arisen through the slow natural process of evolution. He used his studies from the Galapagos Islands to prove his work.
- His theory became known as the 'survival of the fittest' as useful characteristics were passed on from one generation to the next.
- In 1965 the Big Bang theory became the accepted explanation for the origin of the universe.
- Whilst many religious believers accept Darwin, some see it as an attack on their beliefs as it undermines God, the Bible and removes the need for a soul.
- Some religious believers reject the Big Bang Theory as it removes the idea that God created the earth and humans for a purpose.
- However, some see the two working together, as there is no scientific explanation for what caused the Big Bang.
- Many religious believers say that the world was designed by God as it is so beautiful & well-ordered.
- Intelligent design is a theory put forward by some, as they believe the world is too ordered for it to have happened by chance.

Revising the past	
Fui	I went
Hice	I did
Jugué	I played
Comí	I ate
Bebí	I drank
Viajé	I travelled
Estudié	I studied
Salí	I went out
Fue	He/she went / it was
Fuimos	We went
Jugamos	We played
Comimos	We ate
Salimos	We went out

Revising the present	
Voy	I go
Hago	I do
Juego	I play
Como	I eat
Bebo	I drink
Viajo	I travel
Estudio	I study
Salgo	I go out
Es	He / she / it is
Vamos	We go
Jugamos	We play
Comemos	We eat
Salimos	We go out

Revising the future	
Voy a ir	I am going to go
Voy a hacer	I am going to do
Voy a jugar	I am going to play
Voy a comer	I am going to eat
Voy a beber	I am going to drink
Voy a viajar	I am going to travel
Voy a estudiar	I am going to study
Voy a salir	I am going to go out
Va a ser	He / she / it is going to be
Vamos a ir	We are going to go
Vamos a jugar	We are going to play
Vamos a comer	We are going to eat
Vamos a salir	We are going to go out

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

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

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

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

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

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

Simple future essentials	
iré	I will go
haré	I will do
jugaré	I will play
comeré	I will eat
será	It will be
saldré	I will go out
viajaré	I will travel

Simple future endings (infinitive + ending)			
-é		**-emos**	
-ás		**-éis**	
-á		**-án**	

Future phrases	
Cuando sea mayor	When I am older
Si pudiera	If I could
Si tuviera la oportunidad	If I had the opportunity
Me gustaría + infinitive	I would like to
Me encantaría + infinitive	I would love to
Quiero + infinitive	I want to

Past tense opinions	
Pensé que	I thought that
Mi amigo pensó que	My friend thought that
A mi hermano le gustó	My brother liked it
A mi amigo le encantó	My friend loved it
Lo pasé bomba	I had a blast
Fue genial	It was great
Fue inolvidable	It was unforgettable

Pros & cons	
Por un lado	On one hand
Por otro lado	On the other hand
Una ventaja es que	An advantage is that
Otra ventaja es que	Another advantage is that
Una desventaja es que	A disadvantage is that
Otra desventaja es que	Another disadvantage is that
Lo bueno es que	The good thing is that
Lo malo es que	The bad thing is that
Lo que más me gusta es	What I like the most is
Lo que menos me gusta es	What I like the least is
Sin embargo	However
No obstante	However

Negatives	
nada	nothing
nadie	nobody/no one
ninguno/a/os/as	no, none, not one
tampoco	neither
ni……ni	neither …….. nor
no hay	there isn't
nunca	never
jamás	never (strongly)

Opinion structures	
Pienso que	I think that
Creo que	I think that
En mi opinión	In my opinion
Diría que	I would say that
Según mi amigo	According to my friend
Según mis padres	According to my parents
Mi mejor amigo dice que	My best friend says that
Mis padres dicen que	My parents say that

Connectives & adverbs	
porque	because
dado que	given that
también	also
además	furthermore
aunque	although
afortunadamente	fortunately
desafortunadamente	unfortunately
recientemente	recently

Intensifiers	
muy	very
bastante	quite
un poco	a bit
completamente	completely
absolutamente	absolutely

¿Qué hay en tu región?	
un río	a river
un paisaje	a landscape
una playa	a beach
la arena	the sand
la selva	the rainforest
la naturaleza	nature
un volcán	a volcano
una montaña	a mountain
la sabana	the savannah
un bosque	a forest

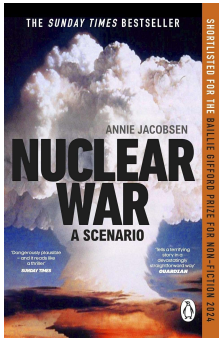
¿Qué hay en tu ciudad?	
la bolera	the bowling alley
la iglesia	the church
la mezquita	the mosque
el castillo	the church
el polideportivo	the sports centre

¿Qué has hecho recientemente?	
he comido	I have eaten
he comprado	I have bought
he jugado	I have played
he viajado	I have travelled

El perfecto		
he	I have	+ ado (-ar verbs) (e.g. he jugado)
has	You have	
ha	He / she has	
hemos	We have	+ ido (-er/ir verbs) (e.g. he comido / he salido)
habéis	You (pl.) have	
han	They have	

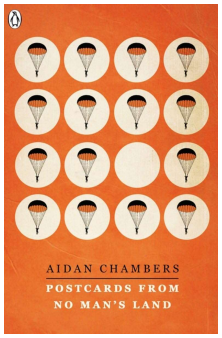
The Dark Lady by Akala

Henry is an orphan, an outsider, a thief. He is also a fifteen-year-old invested with magical powers. This brilliant, at times brutal, first novel from the amazing imagination that is Akala, will glue you to your seat as you are hurled into a time when London stank and boys like Henry were forced to find their own route through the tangled streets and out the other side.



Nuclear War by Annie Jacobsen

Nuclear war begins with a blip on a radar screen. This is a minute-by-minute account of what comes next. A compulsive non-fiction thriller and a powerful argument that we must rid ourselves of these world-ending weapons for ever.

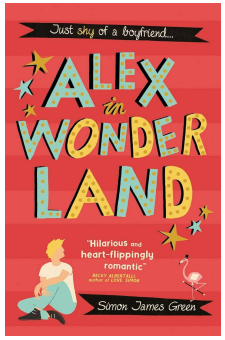


Postcards from No Man's Land by Aidan Chambers

Jacob, aged 17, is abroad on his own for the time, visiting his grandfather's grave at the commemoration of the Second World War Battle of Arnhem in Holland. Jacob's life-changing experiences are interwoven with the extraordinary wartime story of passion and treachery that he learns from Geertrui, whose family is linked to Jacob's in a way he never suspected.

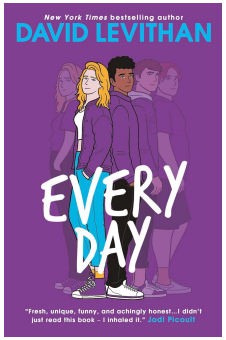
Kick the Moon by Muhammad Khan

Fifteen-year-old Ilyas is under pressure from everyone: GCSE's are looming and his teachers just won't let up, his dad wants him to join the family business and his mates don't care about any of it. There's no space in Ilyas' life to just be a teenager. Serving detention one day, Ilyas finds a kindred spirit in Kelly Matthews, and their friendship blows the social strata of high school wide open.



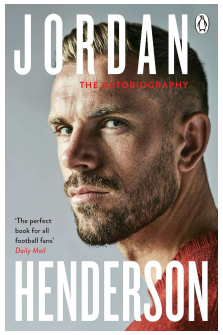
Alex in Wonderland by Simon James Green

Alex lands a part-time summer job at Wonderland, a run-down amusement arcade on the seafront, where he gets to know the other teen misfits who work there. When mysterious, threatening notes start to appear, Alex and his new friends take it on themselves to save their declining employer. But, like everything in Wonderland, nothing is quite what it seems...



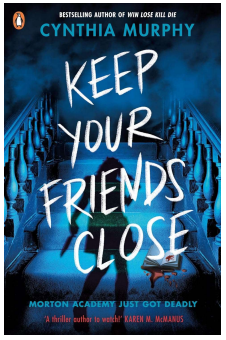
Every Day by David Levithan

Each morning, A wakes up in a different body. There's never any warning about who it will be, but A is used to that. Never get too attached. Avoid being noticed. Do not interfere. That is until A wakes up in Justin's body and meets Justin's girlfriend, Rhiannon. Because finally A has found someone he wants to be with - every day...



Jordan Henderson: the autobiography

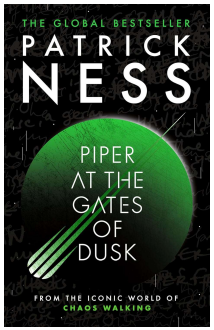
Jordan reveals how an early love for the game as a kid became an all-consuming passion growing up in Sunderland and the moments and role models that encouraged him to follow his dream to play for his home club. He charts his decade-long journey with the Reds -- he is one of only five men to play ten seasons for the club in the modern era -- as well as his incredible experiences within the England squad.



Keep Your Friends Close by Cynthia Murphy

Things take a dark turn at Morton Academy when Chloe stumbles upon the *Book of Crime and Punishment* - a record of every misdeed committed by Morton students and the fitting penalty. And it's not long before entries in the book start to match up with murders of Jewel and Bone members. Anyone could be a suspect. Can Chloe get to the bottom of this twisted game before she's next on the killer's list?

Accessit
Bournemouth School Library Catalogue WebApp
https://uk.accessit.online/brn22/#!landingPage

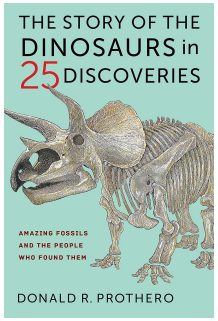


Piper at the Gate of Dusk by Patrick Ness

In New World, there were no secrets. Everyone could hear everyone else's thoughts in a constant, overwhelming Noise. Then a cure came – one that the second generation took from birth. Peace descended, wars ended, communication was silenced. Until now… The brand-new story set in *The Chaos Walking* world.

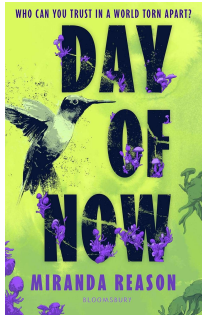
Supremacy by Parmy Olson

The astonishing, untold, behind-the-scenes story of the battle between two AI companies, their struggles to use their tech for good, and the dangerous direction that they're now going in.



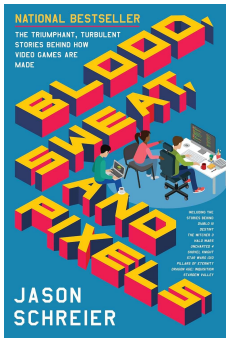
The Story of the Dinosaurs in 25 Fossils
by Donald R. Prothero

In The Story of the Dinosaurs in 25 Discoveries, Donald R. Prothero tells the fascinating stories behind the most important fossil finds and the intrepid researchers who unearthed them.



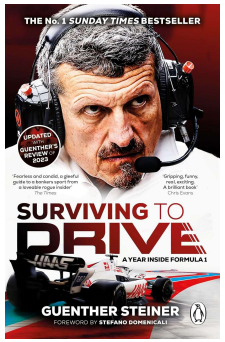
Day of Now by Miranda Reason

A devastating fungal pandemic has wiped out most of society. Dayna and Pax live in an isolated house in the countryside, learning to survive in the world left behind. But when their father gets sick, they make a choice that changes everything: they summon help from the outside. And they're not prepared for the betrayal that follows . . .



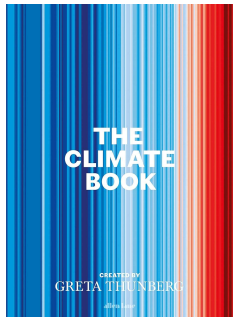
Blood, Sweat and Pixels by Jason Schreier

Jason Schreier takes readers on a fascinating odyssey behind the scenes of video game development, where the creator may be a team of 600 overworked underdogs or a solitary geek genius.



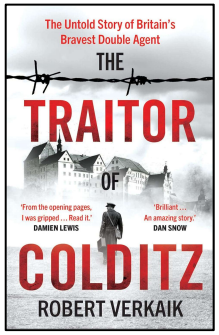
Surviving to Drive: A Year Inside Formula 1
by Guenther Steiner

The Haas team principal takes readers inside his Formula 1 team for the entirety of the 2022 season, giving an unobstructed view of what really takes place behind the scenes. Through this unique lens, Guenther takes us on the thrilling rollercoaster of life at the heart of high stakes motor racing.



The Climate Book created by Greta Thunberg

Greta Thunberg has gathered the wisdom of over one hundred experts - geophysicists, oceanographers and meteorologists; engineers, economists and mathematicians; historians, philosophers and indigenous leaders - to equip us all with the knowledge we need to combat climate disaster.



The Traitor of Colditz by Robert Verkaik

Drawn from unseen records, The Traitor of Colditz brings to light an extraordinary, never-before-told story from the Second World War, an epic tale of how MI9 took on the Nazis and exposed the traitors in their midst.

Timetable

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