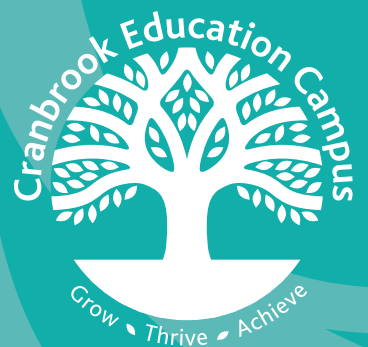


# Knowledge Organiser

Year 10  
Cycle Two



# Personal details

|               |              |
|---------------|--------------|
| Name:         |              |
| Tutor Group:  | Tutor:       |
| Head of Year: | House Group: |

# Key log in information

|                     |                      |
|---------------------|----------------------|
| My school email:    | @cranbrook.education |
| My school password: |                      |
| Classcharts code:   |                      |

|              |               |                  |
|--------------|---------------|------------------|
| <b>Sparx</b> | sparxmaths.uk | sparxscience.com |
| Username:    |               |                  |
| Password     |               |                  |

|                |               |  |
|----------------|---------------|--|
| <b>Educake</b> | educake.co.uk |  |
| Username:      |               |  |
| Password       |               |  |

|                           |                          |  |
|---------------------------|--------------------------|--|
| <b>Bedrock - literacy</b> | app.bedrock.learning.org |  |
| Username:                 |                          |  |
| Password                  |                          |  |

|                        |                 |  |
|------------------------|-----------------|--|
| <b>MFL languagenut</b> | languagenut.com |  |
| Username:              |                 |  |
| Password               |                 |  |



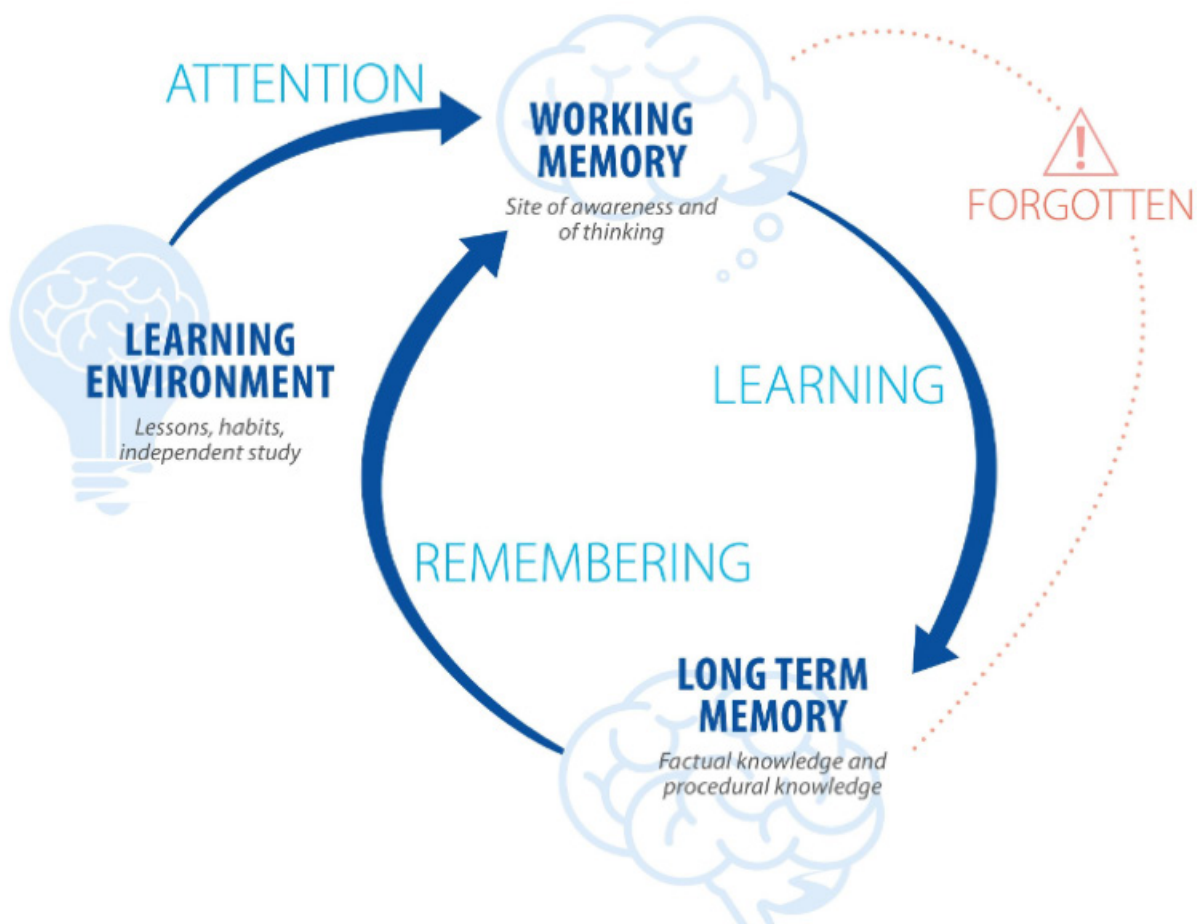
# How do we learn?

In your lessons at CEC, teachers plan every minute to ensure the **teaching habits** and strategies they use create a productive learning **environment** and focus your **attention** on the most important content. The information you receive in class is held and dealt with by your **Working Memory** (sometimes called your **short term memory**). Your working memory capacity is limited, meaning you can only deal with a few pieces of new information at a time before you get overloaded - this is called your **Cognitive Load**.

Once in your working memory, new information can be dealt with and transferred to your **Long Term Memory** - this is what learning actually is. Once in your long term memory, the information is organised into **schema** - you organise new memories and link them to your previous experiences. The information in these **schema** can then be recalled to help you understand new information and importantly, this does not use up the limited slots in your working memory. If information is not effectively **learned** or **encoded** from your working to your long term memory, it will be forgotten.

**Retrieval practice** will help to make sure your schema are well developed and that you are able to link all the knowledge you will need for your lessons. Retrieval practice is exactly what the name suggests - practising retrieval, and then applying, all of that information stored in your long term memory. Again, if you don't regularly practise remembering this information, it can become **forgotten**.

The model below summarises this process showing how new information moves from your environment (what is in happening in your classroom), eventually forming new and valuable memories.



# Your Knowledge Organiser

This booklet contains **knowledge organisers** for all your subjects. Each knowledge organiser has the key facts and most powerful information that needs to be **memorised** to help you master your subjects and be successful in lessons. Your teachers have carefully selected the information included to ensure you construct the most effective schema, meaning you can recall the information you need in class to master your subjects.

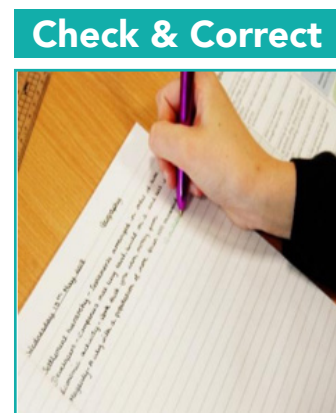
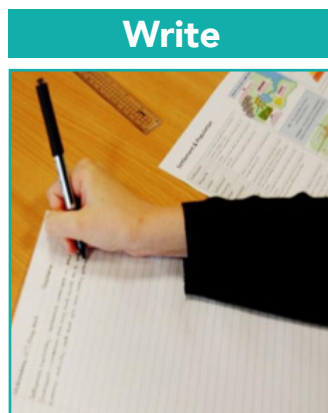
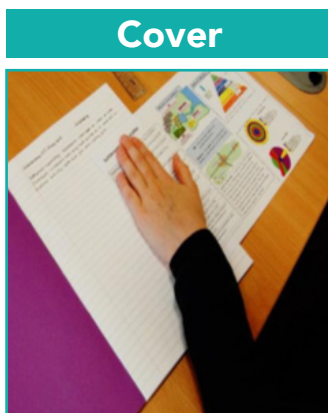
Each week as part of your independent study, you'll be asked to use your knowledge organiser to review this key content, ready for it to be used in class.

## How can I use my Knowledge Organiser?

Your knowledge organiser (or **KO**) is a great resource for use at any time at home or in school. Being able to **recall** the information it contains from your long term memory will help you have a really **high success rate** in lessons. One of the most effective ways of forming strong long term memories is by quizzing yourself. In fact, research shows that pupils remember 50% more when they test themselves after learning something new. Simply reading through your knowledge organiser is helpful, but there are also far more effective ways to memorise the important content.

## How can I self-quiz?

- » **Cover-Write-Check:** Your teacher may direct you to read a specific section or week of your KO. Once you've read the information, **cover** it up and **write** out as much as you can from memory. Next, **check** the KO to see if you're right, then **correct** any mistakes in your purple pen. Repeat this process two more times - even if you got 100% correct.



- » **Create flashcards:** These could be double-sided with a question on one side and the answer on the other. Alternatively, try a keyword on one side and a definition or diagram on the reverse. These can then be used for self-quizzing. The best way to use flashcards is called the Leitner System - find out more about it here: <https://www.youtube.com/watch?v=C20EvKtdJwQ>
- » **Draw a mind-map:** jot down everything that you remember from the KO and make links between the ideas. Check for accuracy and repeat.



# Independent study schedule

All your independent learning for the week is **set at 9 am on Friday** morning, and is due to be completed by 8 am on the hand in day. This includes your online work such as Sparx, Languagenut and Bedrock; and subjects where you should use some of the self-quizzing techniques (such as flash cards or Cornell notes) in your green **Knowledge Organiser workbook**.

The schedule below shows how long you should spend on each task, and the day you are allocated time to complete the task, although you may choose to complete tasks at different times to fit around your other activities and social events. **Specialist support** from your teachers will be available during breaks on the designated day, but please try to seek help with independent learning as soon as a problem arises. Work in your KO workbook will be checked by your tutor on the morning of hand in day.

If you have not completed any of your independent study tasks by 8 am on Friday, you will be required to attend a **2 hour SLT detention** the following Monday to catch up. If you manage to catch up on outstanding work before the start of the SLT detention, you should still attend at 3 pm when your subject teacher will check your tasks and cancel your detention. For incomplete KO tasks, you will be given a same-day redcard break detention.

| Year 10 and 11 |                   |        |   |        |                                      |   |
|----------------|-------------------|--------|---|--------|--------------------------------------|---|
|                | 15 min            | 15 min | 15 min  | 15 min | Specialist support                   | Non-completion detention  |
| Monday         | Maths             |        |   |        | MFL Language-nut and Statistics      | Monday afterschool 3-5pm  |
| Tuesday        | English           |        |   |        | Maths                                |   |
| Wednesday      | Science           |        |   |        | English                              |   |
| Thursday       | Geography/History |        | Options subject:<br>Drama/Art/Music/Sports<br>Science/Computer<br>Science |        | Science                              | You will not need to attend the detention if all homework is completed by 3pm on Monday |
| Friday         | MFL languagenut   |        | Statistics  |        | Geography/History and Option subject |   |

## Who can help with my independent study?

There are lots of people who can help with your independent study. **Independent Study club** runs everyday in the library from **3:00 - 4:00**. There is a quiet space to work, computers to use for online tasks and members of staff available to help. It's a great place to complete all your tasks for the day, leaving your evening free to enjoy your other interests.

In addition, Year 11 pupils may use room S203 from **3:00 - 4:00** on Mondays, Wednesdays, Thursdays and Fridays for quiet study and exam preparation.

If you need help with a particular task, your **subject teachers** will be available at break and lunchtime to help with any issues - just make sure **you** see them before the hand-in day and they will be happy to help.

By using the schedule above, we hope you can plan to complete your independent study as well as still enjoying all your other interests, family and friends each day. If you do have any issues, please tell your **tutor or head of year** straight away.





# Stop



*'They're not bullying you because of you, they're bullying you because of how they are'*

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

**Bullying can take many forms including:**

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

**Bullying includes REPEATEDLY:**

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

# Speak



*'Blowing out someone else's candles doesn't make yours shine any brighter'*

Drake

**Speak to someone.**

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.



**You're not alone**

**Don't be afraid to tell an adult. Telling isn't snitching!**



# Support



*'You always have to remember that bullies want to bring you down because u have something that they admire'*

Zak Efron

**What we do at Cranbrook to deal with bullying:**

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.



**Any form of bullying will not be accepted at Cranbrook.**







| Year 10 - Combined Science - Cycle 2  | Week 1 - Genetics   | Week 2 - Inheritance  |
|---|---|---|
| <p><b>Key vocabulary</b></p> <ul style="list-style-type: none"> <li>• <b>Meiosis:</b> a form of cell division in which one parent cell produces 4 non-identical haploid daughter cells.</li> <li>• <b>Inheritance:</b> the process of DNA being passed on from parent to offspring.</li> <li>• <b>Complementary pair:</b> two bases which fit together due to their complementary structures.</li> <li>• <b>Allele:</b> different forms of the same gene</li> <li>• <b>Gene:</b> a short section of DNA that codes for one specific protein / trait.</li> <li>• <b>Genotype:</b> the combination of alleles that a person has for a particular gene.</li> <li>• <b>Phenotype:</b> the physical expression of a genotype.</li> <li>• <b>Environment variation:</b> differences in a species caused by the environment.</li> <li>• <b>Genetic variation:</b> differences in a species caused by different genotypes of mutations in the DNA code.</li> <li>• <b>Evolution:</b> gradual changes in a species due to natural selection</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Meiosis</b> - a form of cell division in which one parent cell produces 4 <b>non-identical haploid</b> daughter cells.</li> <li>• <b>DNA</b> (deoxyribonucleic acid) - a <b>polymer</b> made of repeating nucleotides. The structure of DNA is a two strand twisted spiral shape called a <b>double helix</b>.</li> <li>• <b>Nucleotide</b> - a monomer made of phosphate, sugar and a base.</li> <li>• <b>Bases</b> - made of nitrogen compounds joined by hydrogen bonds.</li> <li>• There are <b>four</b> different bases which pair up in <b>complementary pairs</b>. The four bases are called adenine, thymine, cytosine and guanine. These are often shortened to <b>A, T, C and G</b>.</li> <li>• <b>A</b> always pairs with <b>T</b></li> <li>• <b>C</b> always pairs with <b>G</b></li> <li>• <b>DNA extraction</b> - a <b>lysis buffer</b> is used to break down the cell membrane and nuclear membrane</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Alleles</b> are different forms of the same <b>gene</b>. Each person has two copies of each gene. One inherited from each parent.</li> <li>• <b>Inherited characteristics</b> can be dominant or recessive.</li> <li>• <b>Dominant</b> is when only <b>one copy</b> of the allele is needed to show that trait.</li> <li>• <b>Recessive</b> is when there needs to be <b>two copies</b> of an allele present in order to show that trait.</li> <li>• <b>Punnett squares</b> can be used to determine the probability of inheriting certain characteristics.</li> <li>• The <b>genotype</b> of a person is the combination of alleles they have</li> <li>• Male sex chromosomes are <b>XY</b>. This is their genotype.</li> <li>• Female sex chromosomes are <b>XX</b>. This is their genotype.</li> <li>• <b>Heterozygous</b> means having two different alleles.</li> <li>• <b>Homozygous</b> means having two identical alleles.</li> </ul> |
| <p><b>Week 3 - Evolution</b></p> <ul style="list-style-type: none"> <li>• <b>Variation</b> occurs as a result of either genetic differences caused by <b>mutations</b> or <b>environmental</b> differences caused by our surroundings.</li> <li>• <b>Genetic variation</b> caused by mutations can be inherited. Mutations are changes to the gene that occur at <b>random</b>.</li> <li>• <b>Evolution</b> is the gradual change in the characteristics of a species over time</li> <li>• Evolution is caused by natural selection.</li> <li>• <b>Natural selection</b> is the process of genetic traits being inherited when they are useful for the survival of an organism.</li> <li>• Organisms without useful mutations are less likely to <b>survive</b> and <b>reproduce</b></li> </ul>   | <p><b>Week 4 - Evidence for evolution</b></p> <ul style="list-style-type: none"> <li>• <b>Fossil</b> remains have been found in rocks of all ages.</li> <li>• Fossils of the <b>simplest organisms</b> are found in the <b>oldest rocks</b> and as the rocks become newer the fossils become more complex.</li> <li>• This is <b>evidence</b> that supports <b>Darwin's</b> theory of <b>evolution</b> which states that simple life forms evolved into more complex life forms over time.</li> <li>• Many living vertebrate animals have the same <b>pentadactyl</b> (five-fingered) limb structure.</li> <li>• Although the pentadactyl bone structure is similar, they have developed in different ways for <b>different purposes</b>.</li> <li>• The similarities in bone structure provides evidence that there has been evolution from a <b>common ancestor</b>.</li> </ul>   | <p><b>Week 5 - Acids and bases</b></p> <ul style="list-style-type: none"> <li>• A <b>base</b> is any substance that reacts with an <b>acid</b> to form water and a salt only in a <b>neutralisation</b> reaction.</li> <li>• <b>Acid + base</b> → <b>salt + water</b></li> <li>• Copper oxide + sulfuric acid → copper sulfate + water</li> <li>• Add the base in <b>excess</b> to ensure all the solid reacts</li> <li>• The unreacted solid (<b>residue</b>) is removed using a filter funnel.</li> <li>• The liquid that has been filtered contains a salt and water only</li> <li>• A <b>soluble salt</b> is one which will dissolve in water.</li> <li>• Acids release <b>hydrogen ions</b> in solution. The more hydrogen ions that release (<b>dissociate</b>) the lower the pH will be</li> <li>• <b>Indicators</b> are used to detect the pH.</li> </ul>   |



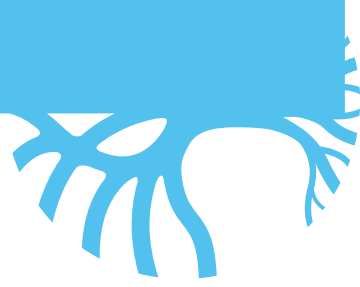
| Key vocabulary  | Week 6 - Neutralisation  | Week 7 - Preparing salts   |
|---|--|--|
| <ul style="list-style-type: none"> <li>● <b>Neutralisation:</b> a reaction in which an acid reacts with a base to produce a salt and water only.</li> <li>● <b>Salts:</b> neutral substance formed when an acid reacts with a base</li> <li>● <b>Density:</b> the mass of a substance divided by its volume</li> <li>● <b>Specific heat capacity:</b> the change in thermal energy when the temperature of 1kg of a substance is raised by 1 degree.</li> <li>● <b>Specific latent heat:</b> the energy change that occurs when the state of 1 kg of a substance is changed.</li> <li>● <b>Vaporisation:</b> the change in state between liquid and gas</li> <li>● <b>Fusion:</b> the change in state between solid and liquid</li> </ul> | <ul style="list-style-type: none"> <li>● Use a <b>measuring cylinder</b> to measure 50ml of hydrochloric acid to a beaker</li> <li>● Estimate and record the <b>pH</b> of the contents of the beaker.</li> <li>● Put a piece of <b>universal indicator paper</b> onto a white tile.</li> <li>● Dip the end of a glass rod into the liquid then tap it onto the universal indicator paper.</li> <li>● Wait 30 seconds then match the colour to the appropriate <b>pH chart</b>.</li> <li>● Rinse the glass rod with water.</li> <li>● Measure 0.3g of <b>calcium hydroxide</b> powder using a balance and stir into the acid.</li> <li>● Repeat steps 2 and 3 until the acid has been <b>neutralised</b> by the base.</li> <li>● A <b>titration</b> can be used instead to ensure the correct proportions of acid and base are added</li> </ul> | <p>When carrying out a reaction to form a <b>soluble salt:</b></p> <ul style="list-style-type: none"> <li>● The acid is gently <b>warmed</b> so the reaction occurs more <b>quickly</b></li> <li>● The solid reactant is added in <b>excess</b> to ensure all of the acid reacts.</li> <li>● The excess solid is then <b>filtered</b> out using a filter funnel and filter paper.</li> <li>● The <b>filtrate</b> is the liquid which passes through the filter paper.</li> <li>● The filtrate is poured into an <b>evaporating basin</b> to be heated.</li> <li>● The evaporating basin is <b>heated</b> over a beaker half full of water to prevent it spitting as it dries</li> <li>● The filtrate is heated to form a <b>concentrated</b> salt solution.</li> <li>● The <b>solution</b> is left to <b>dry</b> or heated in an oven</li> </ul> |
| Week 8 - Acid reactions   | Week 9 - Particle model of matter  | Week 10 - Energy changes   |
| <ul style="list-style-type: none"> <li>● <b>Acid + metal carbonate</b> → <b>salt + water + carbon dioxide</b></li> <li>● Hydrochloric acid + sodium carbonate → sodium chloride + water + carbon dioxide</li> <li>● Test for <b>carbon dioxide</b> is to bubble the gas through <b>lime water</b> which will turn cloudy white if carbon dioxide is present.</li> <li>● <b>Acid + metal</b> → <b>salt + hydrogen</b></li> <li>● Hydrochloric acid + sodium → sodium chloride + hydrogen</li> <li>● Test for <b>hydrogen</b> is to place a lit splint over the top of test tube containing the gas. If hydrogen is present, it will ignite with a <b>squeaky pop</b> sound.</li> </ul>   | <ul style="list-style-type: none"> <li>● <b>Changes in state</b> are physical changes which result in a change in arrangement of particles</li> <li>● They occur when <b>energy</b> is transferred to or from a substance</li> <li>● <b>Kinetic theory</b> describes the properties of matter based on particle movement.</li> <li>● While an object <b>changes state, the temperature remains constant</b>.</li> <li>● The <b>density</b> of a regular object can be calculated by:<br/>Mass / volume</li> <li>● To measure mass, use a balance. To measure volume multiple <b><math>l \times w \times h</math></b></li> <li>● For an <b>irregular</b> object, the volume is found by measuring the volume of water <b>displaced</b> when an object is submerged.</li> </ul>  | <ul style="list-style-type: none"> <li>● The temperature of a substance remains constant while it changes state</li> <li>● The <b>specific latent heat</b> of a substance is the energy needed to change the state of 1kg of a substance. It is calculated as:<br/><b>Energy needed (J) = mass (kg) x specific latent heat (J/kg)</b></li> <li>● The <b>specific heat capacity</b> of a substance is the energy needed to change the temperature of 1kg of a substance by 1 degree. It is calculated as:<br/><b>Changes in thermal energy (J) = mass (kg) x SHC (J/kg °C) x change in temp (°C)</b></li> <li>● To work out the SHC of a substance, record the <b>initial</b> and <b>final</b> temperature of the substance and measure the <b>energy</b> change that occurs.</li> </ul>  |



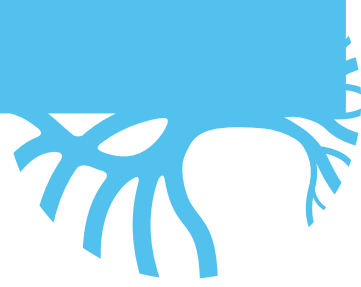
| Year 10 - Computing - Cycle 2   | Week 1 - Binary and Data Units   | Week 2 - Denary and Binary Numbers   |     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |
|---|--|--|-----|----|----|----|---|---|---|---|---|---|---|---|---|---|---|---|
| <p><b>Key vocabulary/content/ideas</b></p> <ul style="list-style-type: none"> <li><b>Operations:</b> The various actions and processes that a computer can perform, such as arithmetic operations (e.g., addition, subtraction), logical operations (e.g., AND, OR), and data manipulation. The most significant bits can be used to control these operations and store results.</li> <li><b>Data Representation:</b> The process of converting information into a format suitable for storage or transmission in a computer. The most significant bits are crucial in determining the structure and interpretation of data, including the type and encoding.</li> </ul>  | <ul style="list-style-type: none"> <li><b>Transistor:</b> The electronic switches within a computer that enable it to carry out arithmetic and logical operations</li> <li><b>Machine Code:</b> A system of 1s and 0s used to represent the on / off states of each transistor used within an operation.</li> <li><b>Bit:</b> The term used to identify a single 1 or 0.</li> <li><b>Byte:</b> A unit of data, comprised of 8 Bits e.g. 11001010</li> <li><b>Nibble:</b> A unit of data; comprised of 4 bits (half a byte)</li> <li><b>Kilobyte:</b> A unit of data; approximately 1000 bytes (1024 bytes to be exact).</li> <li><b>Megabyte:</b> A unit of data; approximately 1000 kilobytes (1024 kilobytes to be exact).</li> <li><b>Gigabyte:</b> 1024 megabytes</li> </ul> | <ul style="list-style-type: none"> <li><b>Denary:</b> Denary is the base-10 number system, which is commonly used in everyday life. In the denary system, numbers are represented using ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.</li> <li><b>Binary:</b> The base-2 number system used in computing. In binary, numbers are represented using only two digits, 0 and 1. It is the fundamental language of computers and is used to store and process data.</li> <li><b>Place Value:</b> The columns used when representing a binary or denary number.</li> </ul> <table border="1" data-bbox="683 305 797 879"> <tr> <td>128</td> <td>64</td> <td>32</td> <td>16</td> <td>8</td> <td>4</td> <td>2</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>0</td> </tr> </table> | 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 |
| 128   | 64   | 32   | 16  | 8  | 4  | 2  | 1 |   |   |   |   |   |   |   |   |   |   |   |
| 0   | 1  | 1  | 0   | 0  | 1  | 0  | 0 |   |   |   |   |   |   |   |   |   |   |   |
| Week 3 - Signed and Unsigned Integers   | Week 4 - Binary Additions  | Week 5 - Overflow and Hexadecimal  |     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |
| <ul style="list-style-type: none"> <li><b>Most Significant Bit (MSB):</b> The most significant bit (MSB) is the leftmost or highest-order bit in a binary representation.</li> <li><b>Signed Integer:</b> A signed integer is a data type used in programming and computer science that can represent both positive and negative whole numbers. It includes a most significant bit (MSB) that indicates the sign, with 0 typically representing positive and 1 representing negative.</li> <li><b>Unsigned Integer:</b> An unsigned integer is a data type in programming that represents only non-negative whole numbers. It doesn't include a sign bit, making the most significant bit (MSB) represent a place value in the actual number itself.</li> </ul> | <ul style="list-style-type: none"> <li><b>Two's Complement:</b> Method for representing signed integers in binary form. In this representation, the most significant bit (MSB) is used to indicate the sign of the number, with 0 for positive and 1 for negative. The remaining bits represent the magnitude of the integer.</li> <li><b>Binary Addition:</b> Arithmetic operation in which two binary numbers are combined using a set of rules. The most significant bits of the two numbers are added first.</li> <li><b>Binary Shifts:</b> Operations in which the bits of a binary number are moved left or right in order to carry out divisions or multiplications. Left shifts increase the value, and right shifts decrease the value.</li> </ul>                      | <ul style="list-style-type: none"> <li><b>Overflow Error:</b> When a binary arithmetic operation generates a result that cannot be represented using the available number of bits. The most significant bit (MSB) plays a significant role in detecting and understanding overflow.</li> <li><b>Hexadecimal:</b> Hexadecimal is a base-16 numbering system that uses the digits 0-9 and the letters A-F to represent values. Each digit in a hexadecimal number corresponds to a 4-bit binary nibble.</li> <li><b>The Rules of Hexadecimal:</b> The most significant rule is that each digit represents a 4-bit binary value. Additionally 0-9 are the same; however A stands for 10, B for 11, C for 12, D for 13, E for 14, and F for 15.</li> </ul>   |     |    |    |    |   |   |   |   |   |   |   |   |   |   |   |   |



| Key vocabulary/content/ideas   | Week 6 - Character Sets   | Week 7 - Combining Loops and Selection  |
|--|---|---|
| <ul style="list-style-type: none"> <li>• <b>Data Representation:</b> The methods and formats used to express information in a way that a computer or electronic system can understand. It involves encoding data using various schemes, such as binary or hexadecimal.</li> <li>• <b>Digital:</b> The representation of data in discrete, distinct values, often using binary digits (0 and 1). Digital data is precise, can be easily processed by computers, and is less susceptible to degradation during transmission.</li> <li>• <b>Analogue:</b> Analogue refers to the representation of data using continuous, varying signals, typically in the form of electrical voltages.</li> </ul>                       | <ul style="list-style-type: none"> <li>• <b>String:</b> Data containing characters or symbols. Each character in a string is represented using binary encoding, and the most significant bit of each character can affect the character's value and interpretation.</li> <li>• <b>Character Set:</b> A character set is a defined collection of characters, symbols, and their binary representations used for communication and data storage.</li> <li>• <b>Standard ASCII:</b> A widely used character encoding standard that represents text and control characters using 8-bit binary code. The most significant bit in ASCII is used for parity checking in some applications (this means checking data is intact).</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Bitmap:</b> Digital image or graphic that is composed of a grid of individual pixels, where each pixel stores information about color.</li> <li>• <b>Pixel:</b> The smallest unit of a digital image or display. It is a tiny square or dot that contains information about color and brightness.</li> <li>• <b>Colour Depth:</b> (also known as bit depth) refers to the number of bits used to represent the color of each pixel in a bitmap image. A higher colour depth allows for a greater range of colors.</li> <li>• <b>Resolution:</b> It is typically expressed as the number of pixels in the width and height of an image.</li> </ul>   |
| Week 8 - Sound Capture   | Week 9 - Data Compression   | Week 10 - Stored Program Concept  |
| <ul style="list-style-type: none"> <li>• <b>Sound Sample:</b> A small, discrete segment of an audio recording. It represents the amplitude (loudness) of sound at a particular point in time and is usually stored as a 16 bit binary number.</li> <li>• <b>Bit Depth:</b> The number of bits used to represent the amplitude of a sound sample. A higher bit depth allows for more precise and detailed representation of sound, resulting in higher audio quality.</li> <li>• <b>Sample Rate:</b> The number of sound samples captured or played per second in an audio recording. It is typically measured in hertz (Hz). A higher sample rate provides greater fidelity and captures more audio detail.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Compression:</b> A process of reducing the size of digital files, such as images, audio, or video, to save storage space or speed up transmission. It involves encoding the data in a more efficient way.</li> <li>• <b>Lossy Compression:</b> Reduces file size by removing some data, often less essential details, from the original. This reduction in data can lead to a loss in quality, particularly noticeable in images and audio. Once compressed, original data is lost for good.</li> <li>• <b>Lossless Compression:</b> Reduces file size without losing any data or quality. It preserves all the original information, allowing for perfect reconstruction of the uncompressed data. This is done by encoding the data.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Single-Purpose Computer:</b> Also known as a dedicated or specialised computer, is designed for a specific, limited set of tasks or functions. It is optimized for a particular application, such as controlling industrial machinery or scientific instruments.</li> <li>• <b>General-Purpose Computer:</b> A device capable of performing a wide range of tasks and running various applications. Examples include personal computers and servers, which can be adapted to different needs.</li> <li>• <b>Stored Program Concept:</b> A model where both data and instructions are stored in the memory of a general purpose computer. It allows a computer to process instructions in a program, enabling flexibility and programmability in general-purpose computers.</li> </ul> |



| Year 10 English- Cycle 2   | Week 1 - The Romantics  | Week 2 - War Poets  |
|--|---|---|
| <p>Key vocabulary/content/ideas</p> <ul style="list-style-type: none"> <li><b>Ephemeral</b> – lasting a short time</li> <li><b>Transient</b> – impermanent;</li> <li><b>Megalomania</b> – obsession with the exercise of power.</li> <li><b>Objectification</b> - the action of degrading someone to the status of a mere object.</li> <li>necessant – never ending, without stopping</li> <li>Sacrifice – kill a person or animal as an offering to a god, to give something up something valued for someone/something else less valued</li> <li>Folly – a foolish act</li> <li>Visceral – strong, physical feelings/reaction</li> <li><b>Poignant (adj)</b> – evoking sadness.</li> <li><b>Sublime</b> – <i>Supreme/absolute/perfection</i></li> <li><b>Transcendent</b> – <i>Exceeding/going beyond limits</i></li> <li><b>Barren</b> – <i>Bare/stark</i></li> <li><b>Isolated</b> – <i>Alone/cut-off</i></li> </ul>  | <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li><b>Ozymandias</b> reveals the ephemeral nature of power and warns that all power must end.</li> <li><b>My Last Duchess</b> reveals the megalomania of a Duke and how power and arrogance have corrupted him</li> <li><b>London</b></li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li><b>London</b> – set in a poverty stricken city, child labour, death rates from disease and malnutrition were high.</li> <li><b>Ozymandias</b> - Egyptian pharaohs believed themselves to be gods in mortal form and their legacy would last forever.</li> </ul> <p><b>Key Quotation</b></p> <ul style="list-style-type: none"> <li><b>Ozymandias:</b> 'I met a traveller from an antique land, who said' 'My name is Ozymandias, King of Kings' 'Nothing beside remains.'</li> <li><b>MLD:</b> 'I gave commands; Then all smiles stopped together.'</li> <li><b>London:</b> 'marks of weakness, marks of woe', 'mind-forged manacles'</li> </ul>  | <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li><b>COTLB:</b> Tennyson explores the collective impact of war and one brutal battle on the soldiers in the Crimean war. It is about sacrifice and folly.</li> <li><b>Exposure:</b> Owen emphasises that the primary enemy the soldiers face is not an opposing army but rather the forces of nature.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>'The Lord's Prayer' (a Christian prayer) contains the line 'though I may walk through the valley of death'. Tennyson uses this phrase to show the scale of importance and give the poem an epic quality.</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li><b>COTLB:</b> "Their not to make reply,/ their not to reason why,/Theirs but to do and die"</li> <li>"the mouth of hell"</li> <li><b>Exposure:</b> "The merciless iced east winds that knife/us..." "Pale flakes with fingering stealth come feeling for our faces."</li> <li><b>Bayonet Charge:</b> "raw", "Bullets smacking the belly out of the air-", "King, honour, human dignity"</li> </ul>     |
| <p>Week 3 - The Power of Nature</p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>SOTL may be about a literal storm that steals the islanders' sense of control or a metaphorical storm that refers to political uncertainty.</li> <li>Prelude is an autobiographical poem relating the night when Wordsworth's world view is changed forever.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li><b>SOTI:</b> Heaney was an Irish poet – he grew up in a farming community and he uses agricultural and natural images in his poems as metaphors for human nature.</li> <li><b>Prelude:</b> Wordsworth was a romantic poet, he wrote poems which looked at the world and man's place within it. This poem is from a longer poem, it looks at the spiritual and moral developments of a man growing up.</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>SOTI: 'We our prepared: we build our houses squat'</li> <li>'raise a tragic chorus', 'spits like a tame cat/turned savage'</li> <li>Prelude: 'It was an act of stealth/and troubled pleasure'</li> <li>'A huge peak, black and huge...up reared its head.'</li> </ul> | <p>Week 4 - Contemporary Poets: Effects of War and Conflict</p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>Kamikaze tells the story of a pilot who didn't complete his mission and the stigma he faced on his return.</li> <li>Poppies explores the effects of war on non-combatants, in this case a mother of a 'dead' soldier.</li> <li>Remains is crafted like a conversational story from an ex-soldier. He recounts an episode where he killed a looter in a war and then goes on to explain how it has affected him: he has been left with PTSD, unable to move on.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>Kamikaze: pilots followed ideals called Bushido. Breaking these rules invited dishonour on yourself and your family. In Japanese culture, honour and shame play a significant role in people's choices.</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>Kamikaze: 'Her father embarked at sunrise' 'A shaven head/full of powerful incantations.'</li> <li>Poppies: 'spasms of paper red' 'Sellotape bandaged around my hand'</li> <li>Remains: 'I see every round as it rips through his life' 'his bloody life in my bloody hands.'</li> </ul> | <p>Week 5 - Effects of Conflict continued</p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>War Photographer follows the life of a war photographer between jobs – his memories return as he develops the photos he has taken. The final stanza concerns the public's reaction to these pictures.</li> <li>The poem Emigrée has a deep sense of conflict in terms of emotion and memory.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li><b>Emigrée</b> explores the memory of the poet and her experiences in a far off city through the eyes of a child. 'Emigrée' relates to the word 'emigrate', to settle in another country and not feeling welcome on return.</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>War Photographer: 'Beirut. Beirut. Phnom Penh. All flesh is grass', 'running children in nightmare heat', 'ordinary pain', 'a hundred agonies in black and white'</li> <li>Emigrée: 'There once was a country', 'It tastes of sunlight' 'They accuse me of being dark in their city', 'white streets', 'my city hides behind me.'</li> </ul> |



| Key vocabulary  | Week 6 - Conflict and Identity   | Week 7 - A Christmas Carol   |
|---|--|--|
| <ul style="list-style-type: none"> <li>• <b>Combatant: a person directly involved in combat.</b></li> <li>• <b>Deindividuation – where a person's individual identity is removed.</b></li> <li>• <b>Culpability – deserving of blame, guilty</b></li> <li>• <b>Maternal – motherly</b></li> <li>• <b>Reconcile</b> - to bring two people or two ideas together again in a friendly way</li> <li>• <b>Numb</b> – to be unable to feel either physically or mentally</li> <li>• <b>Patriotism (n)</b> - support for one's country.</li> <li>• <b>Self-condemnation (n)</b> - the blaming of oneself for something</li> </ul>  | <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• <b>COMH</b> conveys Agard's anger at white euro-centric education that left him ignorant of his own identity.</li> <li>• <b>Tissue</b> explores the nature of identity itself and the conflicts of the modern world: destruction, war and politics, money and wealth as well as issues like terrorism and identity.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>• <b>Dharker's identity is itself a combination of multiple cultures – Pakistani, Scottish, Welsh and Indian. This background provides a unique perspective.</b></li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>• <b>COMH:</b> 'Dem tell me/Wha dem want to tell me'</li> <li>• 'Bandage up me eye'</li> <li>• 'I carving out me identity'</li> <li>• 'a healing star', 'fire woman', 'a slave with vision'</li> <li>• <b>Tissue:</b> 'Pages smoothed and stroked'</li> <li>• 'trace a grand design//with living tissue' 'turned into your skin.'</li> <li>• 'sunlight', 'the marks that rivers make', 'fly our lives like paper kites'.</li> </ul> | <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• Scrooge at the start of the novella is an allegory of all the vices and the uncharitable attitudes of the wealthy towards those the poor. His voice is the opinions which Dickens heavily criticised throughout his life: he is callous towards those in need, isolates himself from anyone who he could connect with. Redemption is the idea of being saved from sin or evil. In Scrooge we see a man who is transformed from a greedy, selfish miser into a generous and good-natured character by the end. He is shown the error of his ways by the ghosts that visit him and is redeemed by his own willingness to change.</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>• Thomas Malthus, an economist, argued that overpopulation would cause a lack of sufficient produce to go around so it is better to let those who are poorest die. Dickens opposed this belief.</li> <li>• 1834: a new Poor Law was introduced to reduce the financial help available to the poor. It ruled that all unemployed people would have to enter the unpleasant workhouses in order to receive food and shelter. This was to discourage the poor relying on the state.</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>• Revise all quotations</li> </ul> |
| <p><b>Week 8 - An Inspector Calls</b></p> <p><b>Key Ideas</b></p> <ul style="list-style-type: none"> <li>• J.B Priestley was a socialist and believed the upper classes exploited the lower classes.</li> <li>• He wrote An Inspector Calls as a microcosm of British society to criticise capitalism</li> <li>• Pre-War Britain was a capitalist country with rigid differences between the working, middle and upper classes</li> </ul> <p><b>Key Context</b></p> <ul style="list-style-type: none"> <li>• WW1 and 2 changed class structures and people wanted a more socialist Britain</li> <li>• The play is set in 1912 but written in 1945</li> <li>• An Inspector Calls could be seen as a morality play because it seeks to teach a moral lesson to the audience</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>• Revise all quotations</li> </ul> | <p><b>Week 9 - Macbeth</b></p> <p><b>Key Ideas/Premise</b></p> <p>Reflecting the surge of interest in the classical philosophies and fascination with the human condition of the times, Shakespeare, explores the very essence of human conflicts: ambition, power and free will.</p> <p><b>Key Context:</b></p> <ul style="list-style-type: none"> <li>• At the time of Shakespeare, the belief in witches and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches prophecies, Macbeth being seemingly 'possessed' and his vivid hallucinations.</li> <li>• Divine Right of Kings asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself.</li> <li>• The Great Chain of Being - a social order of belonging</li> </ul> <p><b>Key Quotations</b></p> <ul style="list-style-type: none"> <li>• Revise all quotations</li> </ul>   | <p><b>Week 10 - Revision of all</b></p> <p><b>Power and Conflict</b></p> <p><b>A Christmas Carol</b></p> <p><b>An Inspector Calls</b></p> <p><b>Macbeth</b></p>  |



| Year 10 - French- Cycle 2   | Week 1 – key vocabulary and content   | Week 2 - key vocabulary and content  |
|---|---|--|
| <p><b>Classroom interaction language</b></p> <ul style="list-style-type: none"> <li>• <b>Ça va?</b> – How are you? (How is it going?)</li> <li>• <b>Ça va bien</b> – I am well (it is going well)</li> <li>• <b>Ça ne va pas</b> – I am not well (it's not going well)</li> <li>• <b>Merci</b> – Thank you</li> <li>• <b>Et toi?</b> – And you?</li> <li>• <b>Comment dit-on...en français?</b> – How do you say...in French?</li> <li>• <b>un stylo violet</b> – a purple pen</li> <li>• <b>un stylo noir</b> – a black pen</li> <li>• <b>J'ai gagné</b> – I (have) won</li> <li>• <b>Tu as perdu</b> – You (have) lost</li> <li>• <b>On a fini</b> – We have finished</li> <li>• <b>Est-ce que je peux avoir...?</b>– Can I have...?</li> <li>• <b>Est-ce que je peux faire les points?</b> – Can I do the points?</li> </ul> | <p>animé = lively</p> <p>la bibliothèque = library</p> <p>la bijouterie = jewellery shop</p> <p>le centre commercial = mall</p> <p>la circulation = traffic</p> <p>les commerces = shops</p> <p>le commissariat = police station</p> <p>déménager = to move house</p> <p>dépenser = to spend (money)</p> <p>la vie = life</p>                           | <p>la gare = station</p> <p>l'escalier = staircase</p> <p>l'étage = floor/storey</p> <p>la fenêtre = window</p> <p>la ferme = farm</p> <p>gratuit = free of charge</p> <p>l'immeuble = block of flats</p> <p>le jardinage = gardening</p> <p>la librairie = book shop</p> <p>La ville = town</p>                     |
| <p><b>Week 3 - key vocabulary and content</b></p>   | <p><b>Week 4 - key vocabulary and content</b></p>   | <p><b>Week 5 - key vocabulary and content</b></p>  |
| <p>la maison individuelle / jumelée = detached / semi-detached house</p> <p>la mairie = town hall</p> <p>le marché = market</p> <p>l'hôtel de ville = town hall</p> <p>le musée = museum</p> <p>le quartier = area</p> <p>la place = the square</p> <p>la pâtisserie = cake shop</p> <p>la poste = post office</p> <p>le prix = price / prize</p>   | <p>quitter = to leave</p> <p>ranger = to tidy</p> <p>propre = clean / tidy</p> <p>nettoyer = to clean</p> <p>réduire = to reduce</p> <p>le salon = living room</p> <p>au rez-de-chaussée = on the ground floor</p> <p>au premier étage = on the first floor</p> <p>le sous-sol = basement</p> <p>du coup = as a result</p> <p>le tabac = newsagents</p> | <p>le transport en commun = public transport</p> <p>sale = dirty</p> <p>l'usine = factory</p> <p>la vitrine = shop window</p> <p>Il y aurait = there would be</p> <p>Il n'y aurait pas de</p> <p>Ce serait = it would be</p> <p>Ce serait situé = it would be situated</p> <p>la zone piétonne = pedestrian zone</p> |



| Classroom interaction language   | Week 6 - key vocabulary and content   | Week 7 - key vocabulary and content   |
|--|---|---|
| <ul style="list-style-type: none"> <li>car je suis non seulement...mais aussi... - because I am not only... but also...</li> <li>C'est vrai - it is true</li> <li>C'est faux - it is false</li> <li>À mon avis - In my opinion</li> <li>Je pense que - I think that</li> <li>Selon moi - according to me</li> <li>Je dirais que - I would say that</li> <li>D'une part... - on the one hand...</li> <li>d'autre part ... - on the other hand</li> <li>Je suis d'accord (avec toi) - I agree with you</li> <li>Je ne suis pas d'accord (avec toi) - I don't agree (with you)</li> <li>soit... soit ... - either... or....</li> <li>Quand j'étais plus jeune - when I was younger</li> </ul> | <p>je loge = I stay</p> <p>dans un gîte = in a cottage</p> <p>dans un auberge de jeunes = in a youth hostel</p> <p>je me baigne = I swim</p> <p>dans la mer = in the sea</p> <p>je me promène = I go for a walk</p> <p>je me repose = I rest</p> <p>je sors = I go out</p> <p>je voyage = I travel</p> <p>j'achète = I buy</p>  | <p>To say what you did in the past use:</p> <p>-ER verbs → <b>é</b></p> <p>-IR verbs → <b>i</b></p> <p>-RE verbs → <b>u</b></p> <p>j'ai logé I played</p> <p>tu as nagé you watched</p> <p>il a dormi he finished</p> <p>nous avons bu we drank</p> <p>vous avez visité you visited</p> <p>ils ont perdu they lost</p> <p>je suis allé(e) I went</p> <p>je suis resté(e) I stayed</p> |
| Week 8 - key vocabulary and content  | Week 9 - key vocabulary and content   | Week 10 - key vocabulary and content  |
| <p>on a passé = we spent</p> <p>c'était = it was</p> <p>charmant = charming</p> <p>ça s'est bien passé = it went well</p> <p>il y avait = there was / were</p> <p>j'ai découvert = I discovered</p> <p>j'ai oublié = I forgot</p> <p>avant de partir = before leaving</p> <p>j'étais triste = I was sad</p> <p>j'ai rate l'avion = I missed the plane</p>  | <p>pour me vacances de rêves = for my dream holiday</p> <p>la pièce = the room</p> <p>je logerais = I would stay</p> <p>je voyagerais = I would travel</p> <p>je regarderais = I would watch</p> <p>le coucher du soleil = the sunset</p> <p>je nagerais avec des poissons tropicaux = I would swim with tropical fish</p> <p>je ferais le tour du monde = I would do a tour of the world</p> | <p>ça serait = it would be</p> <p>je me reposerais = I would rest</p> <p>il y aurait = there would be</p> <p>je mangerais = I would eat</p> <p>il n'y aurait pas de = there wouldn't be</p> <p>certainement = certainly</p> <p>non seulement...mais aussi = not only but also</p> <p>soit...soit... = either ...or...</p> <p>ne...ni...ni = neither...nor...</p>                      |





| Year 10 - Geography- Cycle 2   |  | Week 1 – Measuring Development   | Week 2 – Demographic Transition Model   |
|--|--|--|---|
| <p><b>Key vocabulary</b></p> <p><b>Development</b> is: an improvement in living standards through better use of resources.</p> <p><b>Economic:</b> This is progress in economic growth through levels of industrialisation and use of technology.</p> <p><b>Social:</b> This is an improvement in people’s standard of living, for example, clean water and electricity.</p> <p><b>Environmental:</b> This involves advances in the management and protection of the environment.</p> <p><b>NEEs:</b> Countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.</p> <p><b>HICs:</b> These countries are wealthy with a high GNI per capita and high standards of living. These countries spend money on services.</p> | <p><b>Employment type:</b> The proportion of the population working in primary, secondary, tertiary and quaternary industries.</p> <p><b>Gross Domestic Product (GDP) per capita:</b> The total value of goods and services produced by a country in a year divided by its population.</p> <p><b>Gross National Income (GNI) per Capita:</b> the dollar value of a country’s final income in a year divided by its population</p> <p><b>Literacy rate:</b> The percentage of the population over the age of 15 who can read and write.</p> <p><b>Human Development Index (HDI):</b> A number that uses life expectancy, education level and income per person.</p>   | <p>Stage 1: High birth and death rates, low population growth</p> <p>Stage 2: Birth rate remains high, death rate falls, population rising.</p> <p>Stage 3: Low death rate, falling birth rate, increasing population.</p> <p>Stage 4: Low birth and death rate, population steadies.</p> <p>Stage 5: Falling death rate and low birth rate leading to natural decrease of the population.</p>   |   |
|  | <p><b>Week 3 – Human Factors affecting uneven Development</b></p> <p><b>Aid:</b> Helps countries develop key projects for infrastructure faster. Improve services such as schools and hospitals. Too much reliance on aid hinders development though.</p> <p><b>Trade:</b> Countries that export more than the import have a trade surplus. Trading goods and services is more profitable than raw materials.</p> <p><b>Education:</b> Creates a skilled workforce, meaning people earn more money and can pay more taxes which helps to develop the country.</p> <p><b>Politics:</b> Corruption in local and national governments. Stability of the government can affect their ability to trade and to invest in services and infrastructure.</p> <p><b>History:</b> Colonialism has helped Europe develop but slowed the development of other countries. Countries which have already industrialised benefit economically today.</p> <p><b>Health:</b> Lack of clean water and poor healthcare means a large number of people suffer diseases. People who are ill cannot work so make little contribution to the economy.</p> | <p><b>Physical factors affecting uneven development</b></p> <p><b>Natural resources:</b> Fuel sources such as oil. Minerals and metals. Availability of timber. Access to safe water.</p> <p><b>Natural hazards:</b> Frequent hazards undermines development. Benefits from volcanic material and floodwater.</p> <p><b>Climate:</b> Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists.</p> <p><b>Location/terrain:</b> Landlocked countries may find trade difficult. Mountainous terrain makes farming more challenging.</p> <p><b>Consequences of uneven development</b></p> <p><b>Wealth:</b> People in HICs have higher incomes than those in LICs/NEEs</p> <p><b>Health:</b> Better healthcare means that people in HICs live longer.</p> <p><b>Migration:</b> If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.</p> | <p><b>Week 5 – Reducing the development gap</b></p> <p><b>Microfinance loans:</b> Involves people in LICs receiving small loans from traditional banks. Loans enable them to start their own businesses. Might not be effective at a large scale.</p> <p><b>Aid:</b> Given from one country to another as money or resources. Improve literacy rates, building dams, improving agriculture. Can be wasted by corrupt governments.</p> <p><b>Fair trade:</b> Movement where farmers get paid a fair price for the goods produced. Paid fairly so they can improve healthcare and schools. In reality, only a small proportion of extra money reaches the producers.</p> <p><b>Foreign-direct investment:</b> when one country buys property or infrastructure in another country. Leads to better access to finance, technology and expertise. Investment can come with ties that countries need to meet.</p> <p><b>Debt relief:</b> When a country’s debt is cancelled or interest rates are lowered. Means more money can be spent on development. Locals might not always get a say. There might be ties from the donor country.</p> <p><b>Appropriate Technology:</b> Includes tools, machines and affordable equipment. Renewable energy is less expensive and polluting. Requires investment in skills to operate machinery.</p> |



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| <p><b>Week 6 - CASE STUDY:</b> Jamaica</p>  | <p><b>Reducing the development gap in Jamaica</b></p> <p><b>Jamaica is an LIC</b> island nation in the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches.</p> <p><b>Tourist economy:</b> In 2015, 2.12 million visited. Tourism contributes 27% of GDP and will increase to 38% by 2025. 130,000 jobs rely on tourism. Global recession in 2008 caused a decline in tourism.</p> <p><b>Multiplier effect:</b> Jobs from tourism have meant that more money has been spent in shops and other businesses. Government invested in infrastructure to support tourism. New sewage treatment plants reduced pollution.</p> <p><b>Development problems:</b> Tourists do not always spend very much money outside of their resorts. Infrastructure improvements have not spread to the whole island. Many people still live in poor quality housing and lack basic services such as healthcare.</p>   | <p><b>Week 7 CASE STUDY: Economic development in Nigeria</b></p> <p><b>Nigeria is an NEE</b> in West Africa, north of the equator. Most populous and economically powerful country in Africa. Economic growth has been based on oil exports.</p> <p><b>Influences upon Nigeria's development</b></p> <p><b>Political:</b> Suffered instability with a civil war between 1967 and 1970. From 1999, more stable with free and fair elections. Stability encouraged investment from USA and China.</p> <p><b>Social:</b> Multi-cultural, multi-faith society. Mostly a strength, but diversity has caused regional conflicts from groups such as Boko Haram terrorists.</p> <p><b>Cultural:</b> Diversity has created rich and varied artistic culture as well as literacy and film (Nollywood). Successful football team.</p>  | <p><b>Week 8 CASE STUDY: Economic development in Nigeria</b></p> <p><b>Industrial structures:</b> Once based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment.</p> <p><b>The role of TNCs:</b> played an important role on Nigeria's economy (e.g. Shell). Profits often go to HICs. Oil spills have damaged fragile environments.</p> <p><b>Changing relationships:</b> Role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol (EU), cars (Brazil) and phones (China).</p> <p><b>Environmental impacts:</b> 2008-2009 oil spill devastated swamps and ecosystems. Industry caused toxic chemicals to be discharged in open sewers risking human health. 80% of forest have been cut down increasing CO2 emissions.</p> <p><b>Aid and debt relief:</b> Receives \$5 billion per year in aid. Aid groups have improved health centres, mosquito nets and protect against HIV/Aids. Life expectancy increased from 46 to 53 years.</p> |
| <p><b>Week 9 CASE STUDY: Economic development in the UK</b></p> <p>One of the largest economies in the world. Huge political, economic and cultural influences. UK has global transport links e.g. Heathrow and Eurostar. <b>The UK is a HIC.</b></p> <p><b>Causes of economic change:</b> Deindustrialisation. Globalisation which has meant that many industries have moved overseas, where labour costs are lower.</p> <p><b>Towards post-industrial:</b> the quaternary industry has increased whilst secondary decreased. Primary &amp; tertiary stayed steady. Big increase in professional and technical jobs.</p> <p><b>Science parks:</b> groups of scientific and technical knowledge-based businesses on a single site. Access to transport routes. Educated workers. Attractive working environment. Clusters of high-tech businesses..</p>  | <p><b>Week 10 CASE STUDY: Economic change in the UK</b></p> <p><b>UK car industry:</b> Every year the UK makes 1.5 million cars. Factories owned by large TNCs e.g. Nissan. 7% of energy used in their factories is from wind energy. New cars more energy efficient and lighter. Nissan produces electric and hybrid cars.</p> <p><b>Change to the rural landscape</b></p> <p><b>Social:</b> Rising house prices caused tension in villages. Unpopulated during the day causing loss of identity. Resentment towards migrant communities.</p> <p><b>Economic:</b> lack of affordable housing for local first time buyers. Sale of farmland increased rural unemployment.</p> <p><b>Improvements to transport:</b> £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1600 extra lanes. £90 billion HS2 railways to improve connections between cities. £18 billion on Heathrow's controversial third runway.</p> <p><b>UK North/South divide:</b> wages lower and education worse in the north. Health better in south. Northern Powerhouse project to resolve regional differences.</p> |   |   |



Year 10 History Knowledge Organiser – Cycle 2 – Early Elizabethan England – Page 1



|                    |   |                      |   |
|--------------------|---|----------------------|---|
| Week 1 Key terms   |   | Week 2 – Key terms 2 |   |
| Yeomen             | Men who held a small amount of land                           | Lord Lieutenants     | Maintained monarch's power and England's defences             |
| Craftsmen          | Skilled employees including apprentices                       | JPs                  | Justices of the Peace kept law and order                      |
| Monarch            | A king or queen – had the right to rule by the 'grace of God' | Courtiers            | Members of the nobility who attended court (see above)        |
| Secretary of State | Head of the Privy Council, monarch's closest advisor          | Militia              | A military force of ordinary people, rather than soldiers     |
| Privy Council      | Leading courtiers and advisers, who advised the monarch       | Patron               | Someone who provides encouragement or financial support       |
| Court              | The inner social circle of the queen, based in her palaces    | Crown                | With a capital 'C' – the monarch and government               |
| Parliament         | Senior political figures whose duty was to advise queen       | Papacy               | The system of Church government ruled by the pope             |
|                    |   | Heretics             | Held religious beliefs different to those accepted by society |
|                    |   | Martyr               | Someone killed for his/her beliefs                            |

|                      |  |                                       |   |
|----------------------|--|---------------------------------------|---|
| Week 3 – Key terms 3 |  | Week 4 - Elizabeth's problems in 1558 |   |
| Mass                 | Catholic service involving the miracle of the bread and wine | Financial weakness:                   | The Crown was £300,000 in debt due to the expensive war with France that Mary I had fought. This was a huge sum in 1558.  |
| Reformation          | Challenge to the teachings and power of the Catholic church  | Legitimacy:                           | In the view of the Catholics, Elizabeth was illegitimate as Henry VIII's divorce from Catherine of Aragon was never agreed by the pope.                                   |
| Sacraments           | Special Church ceremonies                                    | Foreign threat:                       | England was isolated, surrounded by Catholic enemies in both France (who they had been at war with) and Spain (who Elizabeth had refused a marriage proposal from).       |
| Holy Communion       | Another name for mass, often used in Protestant churches     | Gender & marriage:                    | Most people thought women were not capable of ruling alone. Women were seen as the weaker sex. Elizabeth was being pushed to marry by her advisers.                       |
| Clergy               | Religious leaders, such as bishops and priests               | Mary Queen of Scots:                  | Claimed that she was the legitimate Catholic heir to the throne and was married to the Catholic king of France.   |
| Diocese              | An area looked after by a bishop                             | Religion:                             | England was in a period of religious instability since Henry VIII's break with Rome. Mary I, Elizabeth's sister had been Catholic and had heavily persecuted Protestants. |
| Ecclesiastical       | Things to do with the Church                                 |                                       |   |
| Royal Supremacy      | When the monarch is head of the Church                       |                                       |   |
| Recusants            | Catholics who were unwilling to attend church services       |                                       |   |

|                      |  |                      |   |
|----------------------|--|----------------------|---|
| Week 5 – key terms 4 |  | Week 6 – key terms 5 |   |
| Revolt               | An uprising or rebellion against the monarch                           | New World            | The continents of North and South America – dominated by Spain          |
| Earl                 | A senior noble who played an important role in governing England       | Privateers           | Pirates whose activities are legal and in service of the Crown          |
| Mass                 | A Catholic church service  | Gravelines           | A town on the border of France and the Spanish Netherlands              |
| Plot                 | A planned rebellion or attack – normally one which is not carried out  | Galleon              | Large but slow fighting ships used by the Spanish                       |
| Double Agent         | Someone who pretends to be on one side but is actually on the other    | Fleet                | The group of ships  |
| Spymaster            | Francis Walsingham, Elizabeth's chief spy responsible for her security | Fire Ships           | Unmanned ships loaded with explosives and sent into the Spanish fleet   |
| Jesuits              | Extreme Catholics carrying out the wishes of the Pope                  | Cadiz                | Spain's main western port – the site of much of the Armada preparations |



Year 10 History Knowledge Organiser – Cycle 2 – Early Elizabethan England – Page 2



| Political   | Religious   | Personal   |
|---|---|--|
| Elizabeth had weakened many northern nobles by removing land and power. The Council of the North, not traditional nobility, had taken over government of the north. They also demanded Elizabeth remove her 'evil councillors'. | The Catholic Northern Earls began the rebellion with a mass. They wore Catholic emblems and demanded a return to Catholicism and an end to Mary, Queen of Scots' imprisonment, planning to marry her to the Catholic Duke of Norfolk. | Many nobles were facing financial hardship as a result of their loss of land. They also feared punishment for planning the Norfolk wedding so rebelled out of desperation. Many of the rebels acted rashly and without thinking. |

**Ridolfi Plot 1571 Plan:** Mary, Queen of Scots used an Italian banker called Roberto Ridolfi to attempt to coordinate an invasion of England by the Pope and Philip II of Spain. An invasion from the Netherlands led by the Spanish Duke of Alba would restore Catholicism, and the Catholic Duke of Norfolk would marry Mary, who would become queen.

**What happened?** Ridolfi met with Alba but Spain wouldn't commit to supporting the plan until Elizabeth had already been overthrown. Elizabeth's spies found details of the plot and arrested the Duke of Norfolk. The plot fell apart.

**Outcome:** The Duke of Norfolk was executed. The plot increased fears of Catholic interference in Elizabeth's reign and she came under pressure to take a tougher stance.

**The Throckmorton Plot 1583 Plan:** The plan, probably concocted by an English Catholic called Francis Throckmorton, was for a simultaneous Catholic uprising in England and an invasion by the French Duke of Guise, all financed with Spanish money. The plot would put Mary on the throne, restore Catholicism and potentially kill Elizabeth.

**What happened?** Throckmorton's house was searched by Elizabeth's spies. A list of English Catholic sympathisers was found, including some in Elizabeth's court. The plot never got anywhere as expected Spanish funding never arrived.

**Outcome:** Elizabeth's advisors began to actively search for Mary's involvement in plots, as they felt that they would never stop while she lived. Spanish ambassador was expelled.

**The Babington Plot 1586 Plot:** Sir Anthony Babington wrote to Mary, who was unaware she was under surveillance, with a plan for a foreign Catholic invasion of England, the installation of Mary on the throne, and crucially, the murder of Elizabeth.

**What happened?** Mary responded to the letters, and Elizabeth's spies allowed the correspondence to continue. Eventually, Mary wrote in a letter details of Elizabeth's assassination. Satisfied she could no longer deny her guilt, Mary arrested Elizabeth's spies.

**Outcome:** Most of the plotters were rounded up and immediately executed. Mary also executed

| Reasons for the failure of the Revolt of the Northern Earls |   |
|---|---|
| Lack of strong leadership                                   | The Earls of Northumberland and Westmorland were not capable leaders, and panicked.                           |
| Lack of clear plan  | The earls couldn't decide if they wanted Mary to immediately replace Elizabeth, or just be named as her heir. |
| Lack of domestic support                                    | The leaders' appeal to other Catholic nobles was ineffective.   |
| Lack of foreign support                                     | The three key Catholic powers – Spain, France, and the Pope, failed to offer their support for the revolt.    |
| Decisive response   | Elizabeth raised a large army commanded by Sussex.  |

**Week 7 - Plots**

| Elizabethan society – key words |   |
|---------------------------------|---|
| 'Fourth sort'                   | Nickname for the lower classes – the commoners                |
| Bear-baiting                    | An activity where a bear was tied up and made to fight dogs   |
| Feast days                      | Public celebrations, a day off and a chance to feast or dance |
| Minstrels                       | Travelling singers and entertainers                           |
| Vagabonds                       | Often homeless, petty criminals – a social nuisance           |
| Travelling company              | A group of actors who travelled to perform their shows        |
| Groundlings                     | The poorer people who had standing tickets on the ground      |
| Master of Revels                | The person responsible for ensuring plays were appropriate    |

|                |  |
|----------------|--|
| Enclosure      | Using land to raise sheep rather than grow crops, to make money      |
| Rack-renting   | When landowners increased rent fees on land rented to farmers        |
| Inflation      | When goods rise in price, and become harder to afford                |
| Deserving poor | Those who wanted to work but had good reasons why they couldn't      |
| Idle poor      | Those without a good reason not to work                              |
| Virginia       | A territory on the east coast of America, named for the Virgin Queen |
| New World      | The newly discovered lands of North and South America                |
| Colony         | An overseas territory that belonged to another country, i.e. England |

| Advantages of a North American colony for England  |   |
|--|---|
| A permanent colony in the New World would give England a base from which to attack Spanish interests in the area | Attractions of North Carolina / Virginia for settlement   |
| It would make it more difficult for future Spanish and French settlements in the area to succeed                 | Fertile land – people had heard that the land of North America was perfect for growing crops                          |
| It gave the poor in England the opportunity of a fresh start and a better life                                   | Lots of animals – there were many stories about animals that could be hunted, meaning access to food was plentiful    |
| To exploit the resources and valuable goods available there  | Civilised Native Americans – scouting expeditions suggested positive relationships could be developed with the locals |
| To expand the territory of the Crown and increase the prestige of queen and country.                             | Gold – Native Americans told Ralph Lane, the commander of the 1585 expedition, about gold mines nearby.               |
|  | Convenient location – Chesapeake Bay had a strategic location, providing a passage for boats to the east              |

| Problems faced by the colony of Roanoke   |   |
|---|---|
| Lack of food – food supplies did not survive the journey and seeds were planted at the wrong time of year to grow | Could the voyages still be considered successful?   |
| Lack of support – the colonists received no support or fresh supplies from England, which they had expected       | Led to further, more successful colonisation of North America over the following century          |
| Native Americans – the relationship with the Native Americans became strained and led to conflict                 | Was profitable – raids on Spanish ships had yielded lots of treasure                              |
| Disease – the colonists were weary and close to starvation, making them vulnerable to disease                     | New goods were discovered and brought back to trade, such as the potato                           |
| Location – the Roanoke settlement lacked a good natural harbour, meaning it was unsuitable as a long-term base    | Increased knowledge of the continent – plants, animals, landscape, resources and native tribes    |
|   | The voyages helped increase Elizabeth's prestige and large areas of land were claimed in her name |

**Week 6 – Reasons for Revolt of Northern Earls. And failures**

**Week 10 – Drake's voyages**



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