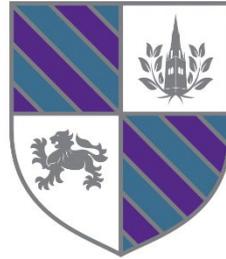


Student Name:



MAGNUS  
CHURCH OF ENGLAND  
ACADEMY

## **Knowledge Organiser: February 2026**

### **Year 10**

*“Wise men and women are always learning, always listening for fresh insights.”*  
*Proverbs 18:15 (The Message)*

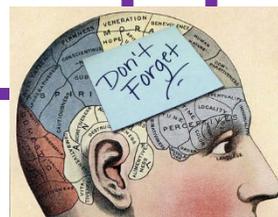
Determination – Integrity – Ambition – Humility – Compassion

## Using Your Knowledge Organiser

Your teachers have worked hard to produce this document for you and have selected the most important knowledge that you will need to know to make good progress in their subjects. **You should aim to learn all the information in your knowledge organiser off by heart.**

Try out some of the strategies listed here to help you achieve this.

1. Read the knowledge organiser and ensure you understand it. Try and make links between the information on it and what you already know and do.
2. Look, Cover, Write, Check – the traditional way of learning spellings!
3. Create a Mnemonic – Using the first letters of keywords create a memorable sentence or phrase.
4. Create an acronym – using the first letters of keywords to create a word to prompt you to remember all of the information.
5. Write it out in full on a blank version of the same format.
6. Write it out in note form, reducing it to key ideas or words. Try the same format but a smaller piece of paper.
7. Recreate the knowledge organiser as a series of images and words
8. Write a set of test questions for yourself using the organiser.
  - Answer these without the organiser the next day.
  - Swap your questions with a friend to increase challenge.
  - Turn your questions in to a game by putting them on cards and playing with friends.
9. Chunk the knowledge into smaller bitesize sections of around 5 pieces of information. Concentrate on mastering a chunk before you start on the next.
10. Try to make connections between the information and people you know. E.g. Visualise yourself trying these strategies with a specific teaching group.
11. Talk about the information on the knowledge organiser with another person. Teaching someone else about it helps us learn it.
12. Say the information out loud – rehearse it like learning lines for a play, or sing it as if you are in a musical!



# Year 10 English Language

## Box 1: Vocabulary– possible impressions:

| Term               | Definition   |
|--------------------|--|
| <b>Threatening</b> | Having a frightening or hostile manner.                                  |
| <b>Loving</b>      | Showing or feeling great love or care.                                   |
| <b>Domineering</b> | Asserting one’s will in an arrogant way.                                 |
| <b>Controlling</b> | Having the ability to decide how something is done or what someone does. |
| <b>Friendly</b>    | Behaving in a kind and pleasant way.                                     |
| <b>Welcoming</b>   | Behaving in a polite and friendly way to a guest or someone new.         |
| <b>Negative</b>    | Not desirable or optimistic (so pessimistic).                            |
| <b>Aggressive</b>  | Ready or likely to attack or confront.                                   |

## Box 2: Impressions

Factors which affect our **impressions**: of someone:

- **Non-verbal communication:** the act of sending messages without verbal communication: facial expressions, body language, gestures., body positions.
- **Physical features:** a distinguishing element of a face or body. For example, eyes, nose, mouth, lips, eyebrows, height, weight, size.
- **Clothing, accessories, hairstyles.**
- **Voice and speech:** regional accents, dialects, tone, manner (way of doing something/ how), volume.
- **Surrounding environment:**
- **Behaviour:** how one acts towards others.
- **Status:** a person’s situation financial, social, position or rank in relation to others.
- **Attitude, beliefs, ideas:** religious, political, opinions, views.

## Box 3: Tier Three Vocabulary:

| Term              | Definition   |
|-------------------|--|
| <b>Comment</b>    | A strong feeling deriving from one's circumstances, mood, or relationships with others.  |
| <b>Evidence</b>   | A description of something that makes people feel strong emotions.   |
| <b>Dramatic</b>   | (Of an event or circumstance) sudden and striking.   |
| <b>Exciting</b>   | Causing great enthusiasm and eagerness.  |
| <b>View</b>       | Regard in a particular light or with a particular attitude.  |
| <b>Tone</b>       | The writer’s use of words and writing style to convey his or her attitude towards a topic.   |
| <b>Effect</b>     | A change which is a result or consequence of an action or other cause.   |
| <b>Bias</b>       | Prejudice for or against a person or specific group, particularly in a way considered to be unfair.  |
| <b>Article</b>    | a piece of writing included with others in a newspaper, magazine, or other print or online publication.                                      |
| <b>Impression</b> | An idea, feeling, or opinion about something or someone, especially one formed without conscious thought or on the basis of little evidence. |

## Box 4: Transactional Writing: Article (POV):

- A article should be **biased** and show a viewpoint.
- Typical subjects covered in articles are as follows: controversial topics, sport, leisure, history, hobbies, home, craft, music, famous figures.
- An article should include a headline: catchy, a pun, statement, word play.
- An article should be structured in the following way: Headline/ heading, opening, x3 main ideas/ arguments, conclusion.
- A well-structured paragraph should include the following: a discourse marker to begin, a topic sentence, exploration of this idea, examples, anecdote, supporting evidence, professional views, statistics.

# Year 10 — 'An Inspector Calls', by J. B. Priestley

## 1. Context— *An Inspector Calls* was written by J.B. Priestley, and was first performed in the UK in 1946. However, it is set in 1912.

|  |   |
|--|---|
| <p><b>J. B Priestley</b></p>            | <p>John Boynton Priestley was born in Yorkshire in 1894. He fought in the first world war and came very close to death on a couple of occasions. In the 1930s, Priestley became concerned with the effects of social inequality in Britain, and in 1942 set up a new political party, the Common Wealth Party. It merged with the Labour Party, and it was integral in developing the welfare state.</p>  |
| <p><b>Pre and Post War Britain</b></p>  | <p>Before the First World War, there was deemed to be a general air of complacency regarding the prospect of any war taking place. There were strong distinctions between upper and lower classes, and women were subservient to men in society. After the Second World War ended in 1945, class distinctions had been greatly reduced by the two wars, and women had earned a more valued place in society (they had filled in for men whilst there were away at war). After 1945, there was a greater desire for social change.</p> |
| <p><b>The Titanic</b></p>               | <p>RMS Titanic was a British passenger liner that sank in the North Atlantic Ocean in the morning hours of 15th April 1912. As around 1.500 people died, it was one of the deadliest commercial maritime disasters in modern history. In '<i>An Inspector Calls</i>', Birling claims this, thus immediately losing respect from the audience.</p>   |
| <p><b>Socialism</b></p>                | <p>Socialism is an approach to economic and social systems that is characterised by social ownership, democratic control, high levels of equality. Socialist regimes are generally concerned with ensuring that disparities between wealth and social status are erased across society. After the two World Wars, British society was far more open to socialist ideas. In '<i>An Inspector Calls</i>', the Inspector harbours socialist attitudes.</p>   |

## 3. Dramatic Devices:

|                                |  |
|--------------------------------|--|
| <p><b>Dramatic Irony</b></p>   | <p>Arthur Birling suggests that the Titanic is unsinkable, and yet the audience knows it sank on its maiden voyage.</p>                          |
| <p><b>Cliffhangers</b></p>     | <p>At the end of Act One, the Inspector appears and says 'Well?' to Gerald, leaving the audience to wonder how Gerald is implicated.</p>         |
| <p><b>Stage Directions</b></p> | <p>The precise directions detailing Gerald 'gravely' stating his involvement with Daisy Renton adds more detail to aid the actor's delivery.</p> |
| <p><b>Dramatic Tension</b></p> | <p>The audience feels an increase in tension as the await information regarding how each character is implicated in Eva Smith's death.</p>       |

## 2. Key Themes:

|   |  |
|---|--|
| <p><b>Age</b></p>                    | <p>Priestley uses age to show the different prevailing attitudes in society at the time. The older characters represent an outdated way of thinking; characters such as Arthur and Sybil believe in only looking after themselves and their family. The younger characters (Sheila and Eric) represent new attitudes towards caring about others in society.</p>   |
| <p><b>Social Responsibility</b></p>  | <p>All of the family are forced to reflect upon their behaviour towards Eva Smith/Daisy Renton, and consider how responsible they are for her death. Some characters admit responsibility and feel guilt more readily, such as Sheila and Eric. On the other hand, characters such as Arthur and Sybil are more unwilling to accept responsibility for the girl's demise.</p>                                    |
| <p><b>Class and Gender</b></p>       | <p>Class and gender are also predominant themes in the play. Eva Smith's position in society is severely weakened because she is from a lower class background and she is also a woman. Because of biases related to class and gender, Birling is dismissive of the hundreds of working class women looking for a pay-rise, whilst Mrs Birling refers to her a 'a girl of that sort' in a derogatory manner.</p> |
| <p><b>The Supernatural</b></p>       | <p>The presence of the Inspector weaves a supernatural element into the play. His surname (Goole) is certainly a play on the word 'ghoul' (a ghost). He is unheard of by other members of the police force, leading the characters to at first dismiss him as a hoer, yet he seems to have prior knowledge of the characters' actions, and foresees the suicide before it happens.</p>                           |

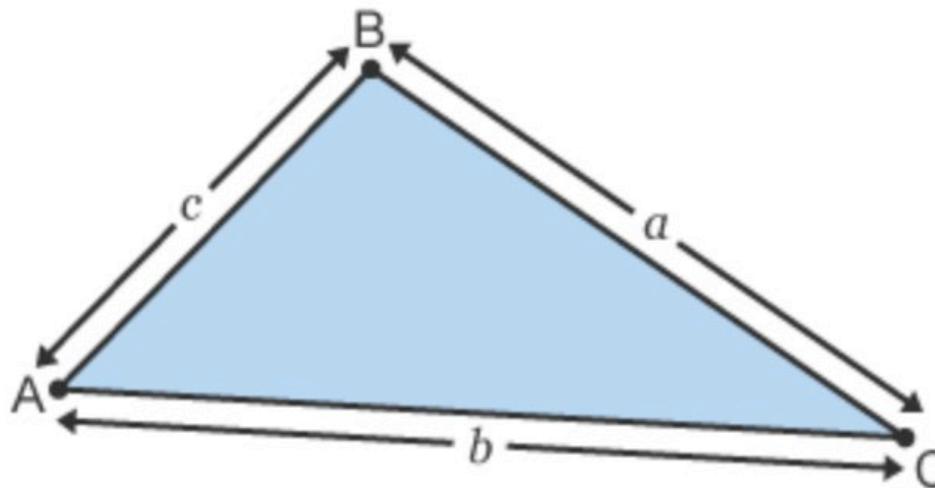
## 4. Form:

|  |   |
|--|---|
| <p><b>Well-Made Play</b></p>   | <ul style="list-style-type: none"> <li>• A popular type of drama from the 19th century.</li> <li>• The events build to a climax.</li> <li>• Primarily concerned with events that happened before the play.</li> <li>• Plot is intricate and complex.</li> </ul>  |
| <p><b>Morality Play</b></p>  | <ul style="list-style-type: none"> <li>• These were most popular during the 15th and 16th centuries.</li> <li>• They taught the audience lessons that focussed on the seven deadly sins.</li> <li>• Characters who committed these sins were punished.</li> </ul>   |
| <p><b>Crime Thriller</b></p>  | <ul style="list-style-type: none"> <li>• As the name suggests, this involves a gripping tale based around a crime.</li> <li>• The audience receives clues and must guess what has happened before the end.</li> <li>• All is revealed by the climax.</li> </ul>   |

## Subject Terminology

|                           |   |
|---------------------------|---|
| Sine                      | A trigonometric ratio                         |
| Cosine                    | A trigonometric ratio                         |
| Tangent                   | A trigonometric ratio                         |
| Sine Rule                 | A rule used to find missing sides or angles   |
| Cosine Rule               | A rule used to find missing sides or angles   |
| Non-right angled triangle | A triangle without a right angle              |
| Re-arrange                | Solving an equation to find a desired outcome |

## The Sine Rule



To calculate missing angles we use:

$$\frac{\sin A}{a} = \frac{\sin B}{b} = \frac{\sin C}{c}$$

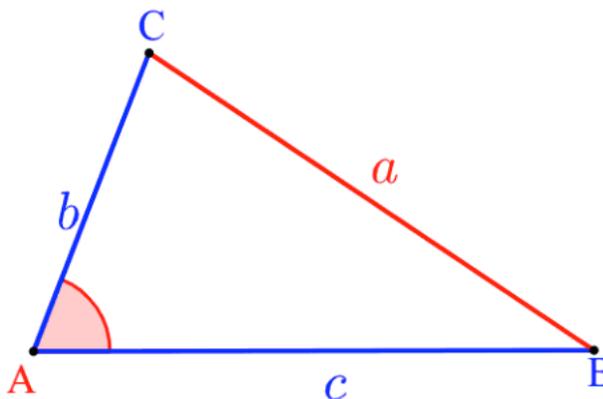
To calculate missing lengths we use:

$$\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

## The Cosine Rule

To calculate missing lengths

$$a^2 = b^2 + c^2 - 2bc \cos A$$



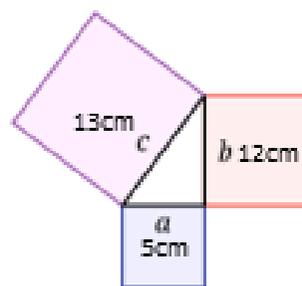
To Calculate missing angles

$$\cos A = \frac{b^2 + c^2 - a^2}{2bc}$$

| Subject Terminology |  |
|---------------------|--|
| Tangent             | A line perpendicular to a radius of a circle, touching the circumference at only one point |
| Perpendicular       | Lines meeting at right angles  |
| Subtended           | When an angle is created by lines extending from the ends of an arc or curve               |
| Hypotenuse          | The longest side of a right angled triangle  |
| Opposite            | The side directly across from the angle  |
| Adjacent            | The shorter side of a triangle that forms the angle being calculated with                  |
| Trigonometry        | The study of lengths and angles in triangles   |
| Radius              | A line from the circumference of a circle to the centre                                    |
| Inverse             | The opposite of an operation or function, ie the inverse of addition is subtraction        |

Pythagoras' Theorem

$a^2 + b^2 = c^2$ : This formula states that the square of the hypotenuse of a right angled triangle is equal to the sum of the squares of the other two sides.



In the example above, substitute the values into  $a^2 + b^2 = c^2$ .

$$5^2 + 12^2 = 169$$

$$\sqrt{169} = 13$$

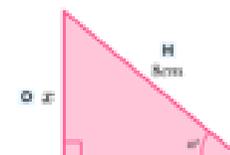
Right-angled Trigonometry

SOH stands for:  
 $\sin(\theta) = \frac{\text{Opposite}}{\text{Hypotenuse}}$

CAH stands for:  
 $\cos(\theta) = \frac{\text{Adjacent}}{\text{Hypotenuse}}$

TOA stands for:  
 $\tan(\theta) = \frac{\text{Opposite}}{\text{Adjacent}}$

SOHCAHTOA  
 These ratios connect the sides and angles of right angled triangles.



$$\sin(40) = \frac{x}{8}$$

$$\times 8 \quad \times 8$$

$$8 \times \sin(40) = x$$

$$5.1423... = x$$



$O = S \times H$   
 $x = \sin(40) \times 8$   
 $x = 5.1423...$

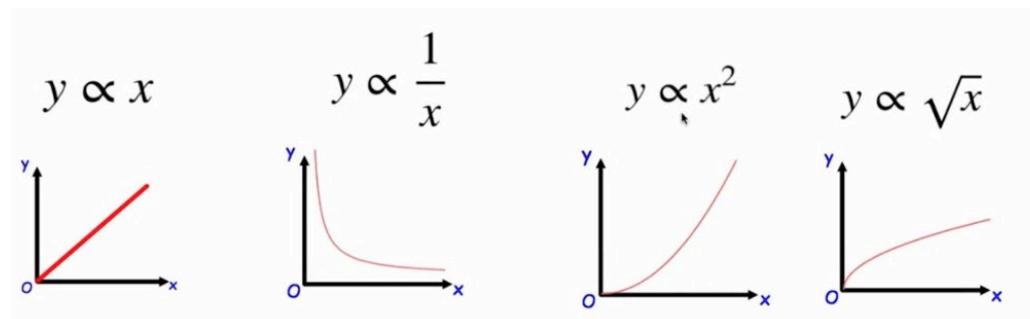
$x = 5.1$  (1 d.p)

Proportion - A comparative measure between values

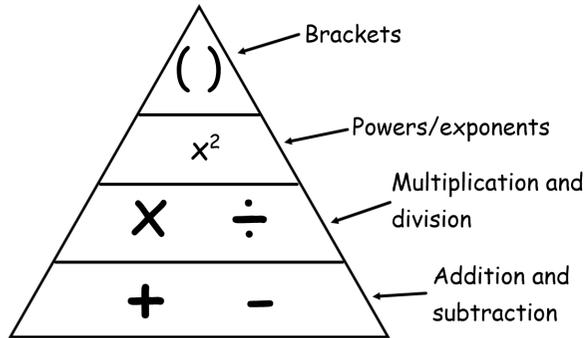
|                    |    |    |     |
|--------------------|----|----|-----|
| Number of biscuits | 5  | 1  | 7   |
| Cost (p)           | 80 | 16 | 112 |

$\div 5$        $\times 7$   
 $\div 5$        $\times 7$

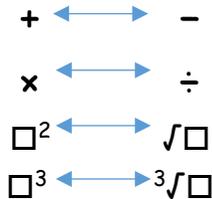
Proportion Graphs



### Order of Operations



### Inverse Operations



### Square Numbers

- $1 \times 1$  or  $1^2 = 1$
- $2 \times 2$  or  $2^2 = 4$
- $3 \times 3$  or  $3^2 = 9$
- $4 \times 4$  or  $4^2 = 16$
- $5 \times 5$  or  $5^2 = 25$
- $6 \times 6$  or  $6^2 = 36$
- $7 \times 7$  or  $7^2 = 49$
- $8 \times 8$  or  $8^2 = 64$
- $9 \times 9$  or  $9^2 = 81$
- $10 \times 10$  or  $10^2 = 100$
- $11 \times 11$  or  $11^2 = 121$
- $12 \times 12$  or  $12^2 = 144$

### Cube Numbers

- $1^3 = 1 \times 1 \times 1 = 1$
- $2^3 = 2 \times 2 \times 2 = 8$
- $3^3 = 3 \times 3 \times 3 = 27$
- $4^3 = 4 \times 4 \times 4 = 64$
- $5^3 = 5 \times 5 \times 5 = 125$

### Written methods

#### Multiplication (Grid method)

$26 \times 5$

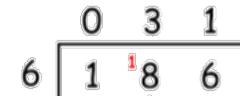
|          |     |    |
|----------|-----|----|
| <b>X</b> | 20  | 6  |
| 5        | 100 | 30 |

The 26 is broken into 20 and 6. These numbers are multiplied as shown.

The results are then added,  $100 + 30 = 130$ .

#### Division (Bus stop)

$186 \div 6$



6 doesn't divide into 1, so the 1 carries.

6 divides into 18, 3 times.

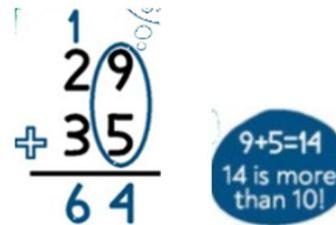
6 divides into 6, once.

### Multiplying Integers

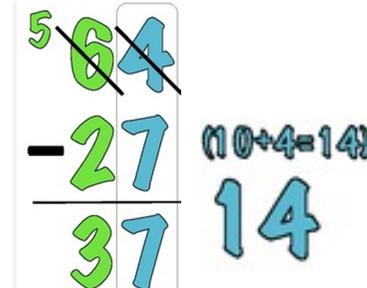
If the signs are the same, the result is positive.

$+ \times + = +$      $- \times - = +$   
 $+ \times - = -$      $- \times + = -$

### Column Addition



### Column Subtraction



### Rounding (to different degrees of accuracy)

**\* 5 and above rounds up \***

$24.356$  To the nearest integer (whole number)  
24

$24.356$  To 3 significant figures (starting at first non-zero digit)  
24.4

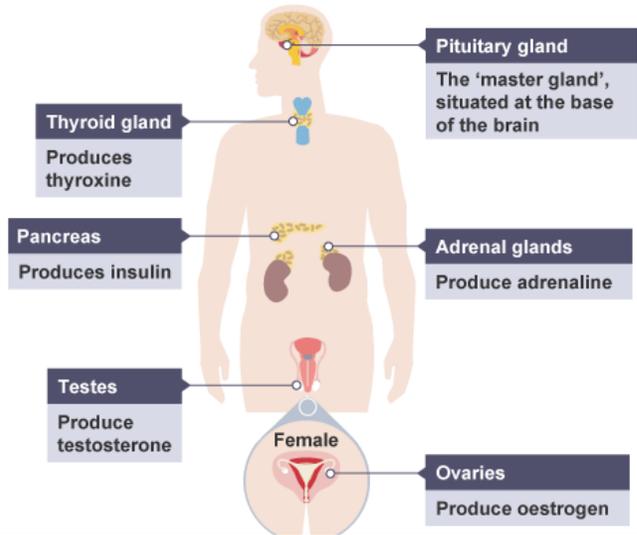
$24.356$  To 2 decimal places (digits after the decimal point)  
24.36

Draw in your line then check the number to the right

### Adding Negative Numbers

|                |  |
|----------------|--|
| <b>+ add +</b> | Add the numbers; end result is a positive<br>E.g. $3 + 5 = 8$  |
| <b>+ add -</b> | Find the difference between the numbers; end result takes the sign of the number with largest magnitude.<br>E.g. $3 + -5 = -2$ |
| <b>- add -</b> | Add the integers; end result is a negative<br>$-3 + -5 = -8$   |

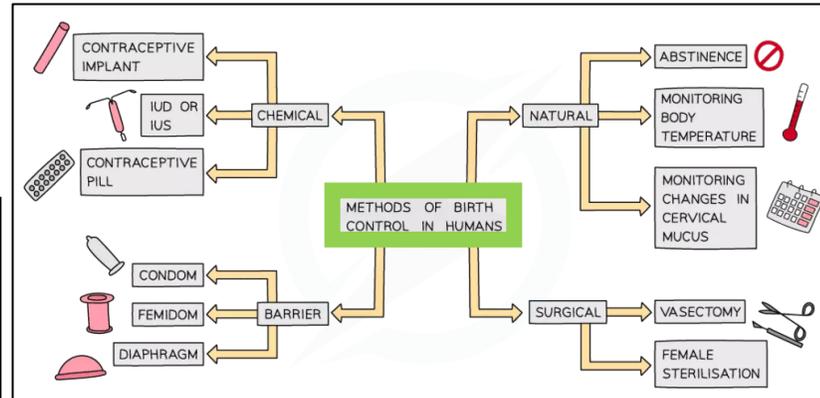
### Endocrine System



### Type 1 vs Type 2 Diabetes

|                  | Type 1   | Type 2   |
|------------------|--|--|
| <b>Cause</b>     | Inability of pancreas to produce insulin   | Cells of the body become resistant to insulin or insufficient insulin produced by the pancreas |
| <b>Treatment</b> | Monitoring blood glucose levels and injecting human insulin throughout the day (particularly after meals consumed) | Maintain a low-carbohydrate diet and regular exercise to reduce need for insulin               |

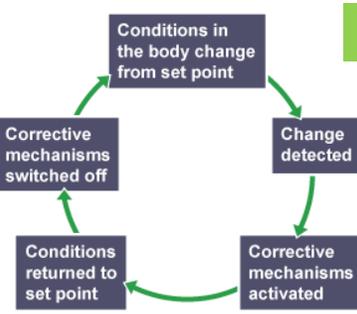
| <u>Subject Terminology</u> | <u>Definition</u>   |
|----------------------------|---|
| Hormone                    | Chemical messenger produced in glands and carried by the blood to specific organs.  |
| Gland                      | An organ or tissue that makes a substance for release such as a hormone.  |
| Endocrine system           | The glands that produce the hormones that control many aspects of the development and metabolism of the body  |
| Contraception              | Methods of preventing pregnancy   |
| Ovaries                    | Female sex organs that produce eggs and sex hormones  |
| Ovulation                  | The release of an egg from the ovary  |
| Testosterone               | The main male sex hormone that controls the male secondary sexual characteristics at puberty and the production of sperm  |
| Oestrogen                  | Female sex hormone that controls the development of secondary sexual characteristics in girls at puberty and the build-up and maintenance of the uterus lining during the menstrual cycle |



### Negative Feedback Loop

In general this works by:

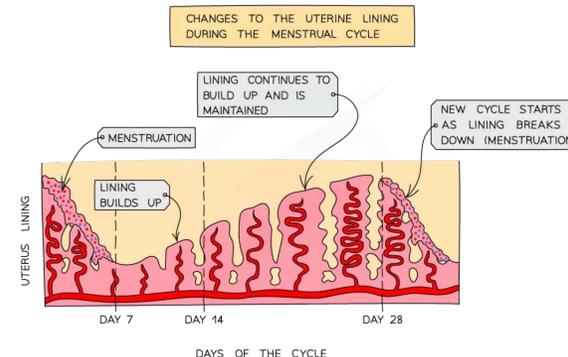
- if the level of something rises, control systems reduce it again
- if the level of something falls, control systems raise it again



### Control of Blood Glucose

| Action of insulin             | Low glucose                            | High glucose                    |
|-------------------------------|--|---------------------------------|
| Effect on pancreas            | Insulin not secreted into the blood    | Insulin secreted into the blood |
| Effect on liver               | Does not convert glucose into glycogen | Converts glucose into glycogen  |
| Effect on blood glucose level | Increases                              | Decreases                       |

### The Menstrual Cycle



The average menstrual cycle is 28 days long and there are four overall stages:

- **Follicular phase days 1-13**
- **Menstruation days 1-5** – loss of lining from the uterus, occurs at the start of the cycle if no fertilisation has occurred
- The lining starts to thicken
- **Ovulation day 14** occurs around the middle of the cycle (about day 14), the egg travels down the oviduct towards the uterus
- **Luteal phase days 15-28** - The lining is maintained ready to accept a fertilized egg
- 4 hormones control the menstrual cycle
  - FSH causes eggs to mature
  - LH stimulates the release of an egg
  - Oestrogen and progesterone maintain the lining of the uterus.

Calculating the mean rate of reaction

Rates of reaction can use several units, including:

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

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

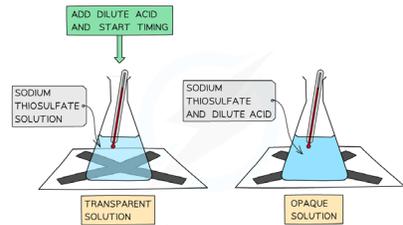
- g/s or g/min
- cm<sup>3</sup>/s or cm<sup>3</sup>/min.
- mol/s or mol/min.

Practical methods used to measure the rate of reaction

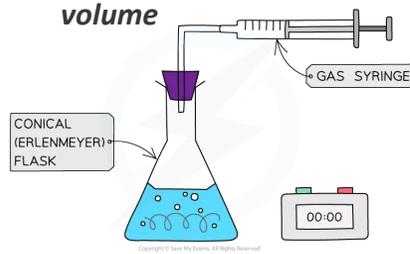
Measuring mass changes on a balance



Measuring concentration change: Turbidity

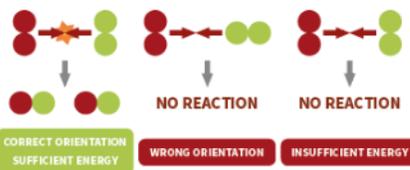


Measuring changes in gas volume

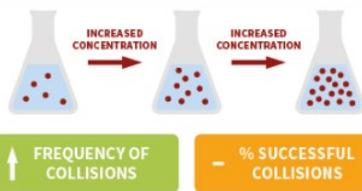


Factors affecting the rate of a reaction

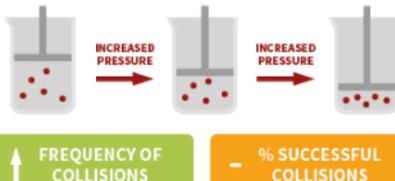
COLLISION THEORY



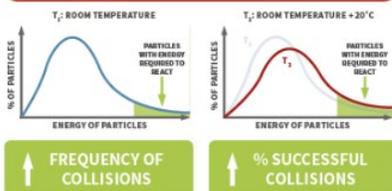
INCREASE CONCENTRATION OF REACTANTS



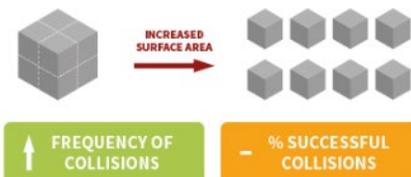
INCREASE PRESSURE OF REACTION



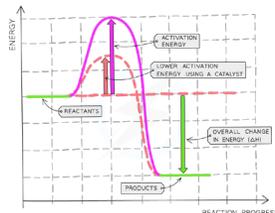
INCREASE TEMPERATURE OF REACTION



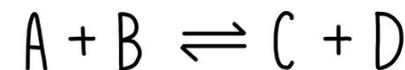
INCREASE SURFACE AREA OF REACTANTS



USE A CATALYST IN THE REACTION



Reversible reactions



A reversible reaction occurs when the products of a reaction can turn back into the reactants.



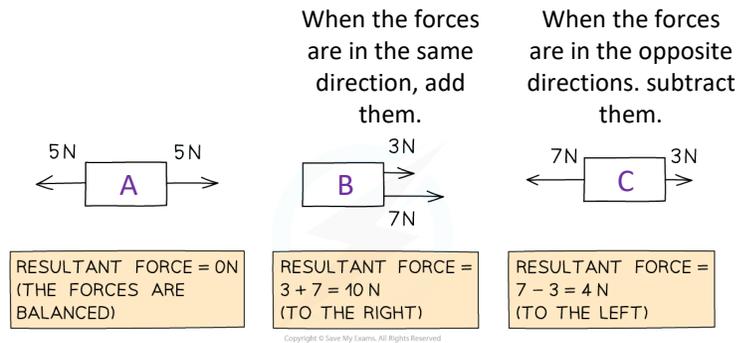
The symbol  $\rightleftharpoons$  has two half arrowheads, one pointing in each direction. It shows that the reaction is reversible



| Subject terminology | Definition   |
|---------------------|--|
| Dynamic equilibrium | A reversible reaction when the forward and reverse reactions occur at the same rate  |
| Reversible reaction | A reaction that occurs in both directions at the same time.  |
| Concentration       | The mass of a substance dissolved in a known volume of a liquid. The higher the concentration the greater the number of particles are present. |
| Pressure            | Force exerted over an area. The greater the pressure, the greater the force exerted over the same area.  |
| Rate of reaction    | Refers to the speed at which the products are formed from the reactants in a chemical reaction   |
| Activation energy   | The minimum amount of energy that colliding particles must have for them to react.   |
| Catalyst            | A substance that changes the rate of a chemical reaction without being changed by the reaction itself.   |
| Frequency           | The total number of times an event occurs  |
| Surface area        | The amount of space covering the outside of a three-dimensional shape.   |

| SCALAR   | VECTOR       |
|----------|--------------|
| DISTANCE | DISPLACEMENT |
| SPEED    | VELOCITY     |
| TIME     | ACCELERATION |
| ENERGY   | FORCE        |
| MASS     | WEIGHT       |
|          | MOMENTUM     |

### Calculating resultant forces



### Newton's First Law

When the forces are **balanced/in equilibrium/there is no resultant force** (like block A above):

- A moving object will continue to move in the same direction at the same speed.
- A stationary (still) object will stay at rest (stay still)

When the forces are not balanced/not in equilibrium/there is a resultant force The object will either (like blocks B and C above):

- speed up
- slow down
- change direction.

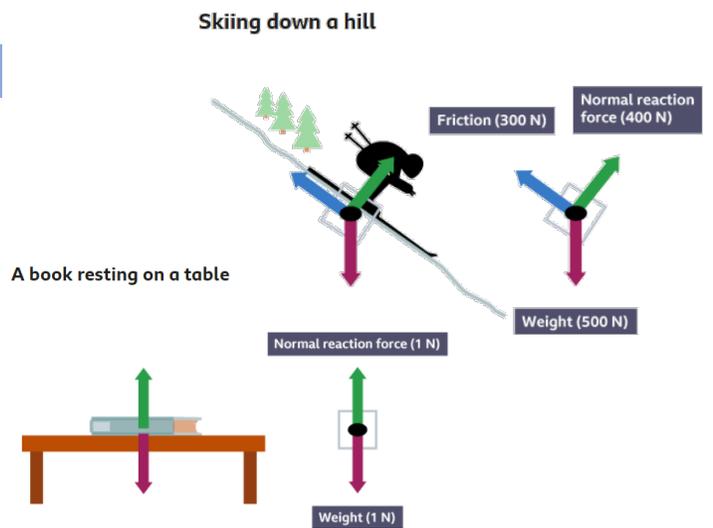
| Subject Terminology | Definition  |
|---------------------|---|
| Force               | A push or a pull that acts on an object due to the interaction with another object. Measured in Newtons, N. |
| Scalar              | Quantities that have magnitude only e.g. speed, temperature, mass   |
| Vector              | Quantities that have magnitude and direction e.g. velocity, displacement, force                             |
| Displacement        | Displacement is the distance moved in a straight line, in a given direction, from the starting point.       |
| Magnitude           | A scientific word that means size.  |
| Friction            | A contact force that acts between two surfaces that are sliding or trying to slide across each other.       |
| Resultant force     | A single force which can replace all the forces acting on an object and have the same effect.               |
| Centre of mass      | The point in an object where all the mass of an object appears concentrated.                                |
| Equilibrium         | There is no overall (resultant) force.  |

### Free body Diagrams

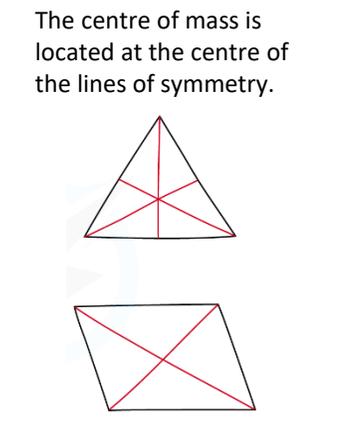
Show the forces acting on an object in a free body diagram. The arrows represent the size and direction of the forces acting.

When drawing a force diagram:

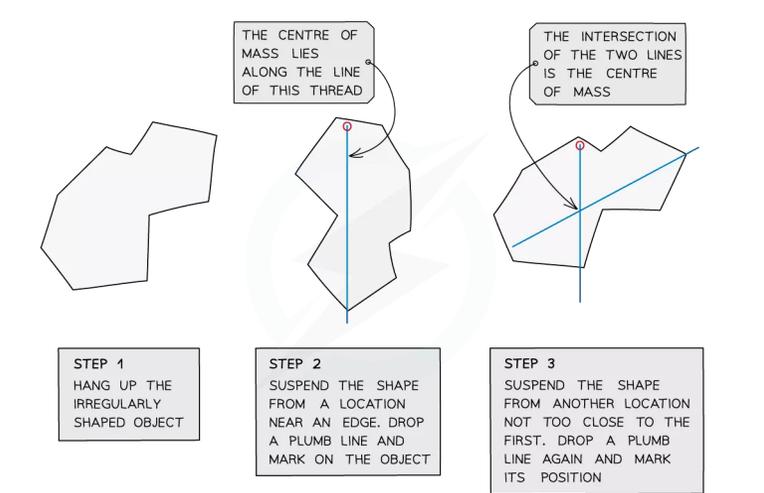
- represent the object with a small box or dot
- draw the arrows with a pencil and ruler
- draw the arrows from the centre of the box or dot
- label the arrow with the name of the force and the size of the force



### Finding the centre of mass of regular objects



### Finding the centre of mass of irregular objects

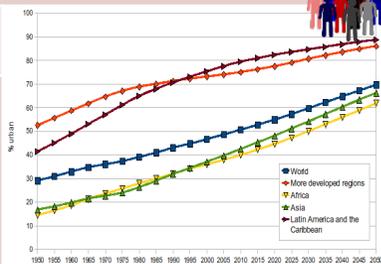


## What is Urbanisation?

This is an increase in the amount of people living in urban areas such as towns or cities. In 2007, the UN announced that for the first time, more than 50 % of the world's population live in urban areas.

Where is Urbanisation happening?

Urbanisation is happening all over the world but in LICs and NEEs rates are much faster than HICs. This is mostly because of the rapid economic growth they are experiencing.



## Causes of Urbanisation

Rural - urban migration (1)

The movement of people from rural to urban areas.

Push

Pull

- Natural disasters
- War and Conflict
- Mechanisation
  - Drought
- Lack of employment

- More Jobs
- Better education & healthcare
- Increased quality of life.
- Following family members.

Natural Increase (2)

When the birth rate exceeds the death rate.

Increase in birth rate (BR)

Lower death rate (DR)

- High percentage of population are child-bearing age which leads to high fertility rate.
- Lack of contraception or education about family planning.

- Higher life expectancy due to better living conditions and diet.
- Improved medical facilities helps lower infant mortality rate.

## Types of Cities

Megacity

An urban area with over 10 million people living there.



More than two thirds of current megacities are located in either NEEs (Brazil) and LICs (Nigeria). The amount of megacities are predicted to increase from 28 to 41 by 2030.

## Sustainable Urban Living

Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations also can use them.



Water Conservation

This is about reducing the amount of water used.

- Collecting rainwater for gardens and flushing toilets.
- Installing water meters and toilets that flush less water.
- Educating people on using less water.



Creating Green Space

Creating green spaces in urban areas can improve places for people who want to live there.

- Provide natural cooler areas for people to relax in.
- Encourages people to exercise.
- Reduces the risk of flooding from surface runoff.

Energy Conservation

Using less fossil fuels can reduce the rate of climate change.

- Promoting renewable energy sources.
- Making homes more energy efficient.
- Encouraging people to use energy.

Waste Recycling

More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill.

- Collection of household waste.
- More local recycling facilities.
- Greater awareness of the benefits in recycling.

## Unit 2a



# Urban Issues & Challenges

## Sustainable Urban Living Example: Freiburg

| Background & Location  | Sustainable Strategies  |
|--|---|
| Freiburg is in west Germany. The city has a population of about 220,000. In 1970 it set the goal of focusing on social, economic and environmental sustainability. | <ul style="list-style-type: none"> <li>The city's waste water allows for rainwater to be retained.</li> <li>The use of sustainable energy such as solar and wind is becoming more important.</li> <li>40% of the city is forested with many open spaces for recreation, clean air and reducing flood risk.</li> </ul> |

## Integrated Transport System

This is the linking of different forms of public and private transport within a city and the surrounding area.

Brownfield Site

Brownfield sites is an area of land or premises that has been previously used, but has subsequently become vacant, derelict or contaminated.

## Traffic Management

Urban areas are busy places with many people travelling by different modes of transport. This has caused urban areas to experience different traffic congestion that can lead to various problems.

Environmental problems

- Traffic increases air pollution which releases greenhouse gases that is leading to climate change.

Economic problems

- Congestion can make people late for work and business deliveries take longer. This can cause companies to loose money.

Social Problems

- There is a greater risk of accidents and congestion is a cause of frustration. Traffic can also lead to health issues for pedestrians.

## Congestion Solutions

- Widen roads to allow more traffic to flow easily.
- Build ring roads and bypasses to keep through traffic out of city centres.
- Introduce park and ride schemes to reduce car use.
- Encourage car-sharing schemes in work places.
- Have public transport, cycle lanes & cycle hire schemes.
- Having congestion charges discourages drivers from entering the busy city centres.

## Traffic Management Example: Bristol

In 2012 Bristol was the most congested city in the UK. Now the city aims to develop it's integrated transport system to encourage more people to use the public transport. The city has also invested in cycle routes and hiring schemes.

## Greenbelt Area

This is a zone of land surrounding a city where new building is strictly controlled to try to prevent cities growing too much and too fast.

Urban Regeneration

The investment in the revival of old, urban areas by either improving what is there or clearing it away and rebuilding.

| Urban Change in a Major UK City: London   |  | Urban Change in a Major NEE City: Lagos Case Study   |   |
|---|--|--|---|
| Location and Background   | City's Importance  | Location and Background  | City's Importance   |
| London is a city in the south-east of the UK. It has a population of 10 million people. The city was founded by the Romans and grew dramatically during the industrial revolution. Docks and ports traded around the world.   | <p>The city enjoys a large sporting heritage with famous athletes and football clubs.</p> <ul style="list-style-type: none"> <li>London is the centre of UK trade and a hub of financial trade</li> <li>London attracts graduates from all over the UK and the world to work in its many expanding businesses. UK's wealthiest city</li> <li>Major UK transport hub – airports etc</li> </ul>  | Lagos is located in the southwest of Nigeria on the coast of the Gulf of Guinea. It was the capital of Nigeria until 1991.   | <p>Has 80% of industry in Nigeria</p> <ul style="list-style-type: none"> <li>Accounts for 25% GDP</li> <li>80% of imports and 70% of exports pass through the docks</li> <li>Media centre and huge film industry</li> <li>One of the highest standards of living in Africa</li> <li>Hosted African cup of Nations tournament</li> <li>ICT centre of West Africa</li> <li>Home to most financial institutions</li> </ul> |
| Migration to London   | City's Opportunities   | Migration to Lagos   | City's Opportunities  |
| During the industrial revolution, the population dramatically increased with people migrating from nearby rural communities.  | Social: Cultural mix, lots of recreation facilities and tourist attractions. Lots of bars and restaurants and theatres.  | The city was initially a fishing village but developed into a thriving colonial sea port. Since 1970s and the oil boom thousands of people migrate daily.  | More schools and universities • Growing industry – fashion, finance and film (Nollywood) • Healthcare available • 68% have secondary education (40% of people in rural areas don't get a primary education) • Above average healthcare, education and employment – 9 years education, 53 years life expectancy  |
| With attraction of making money and getting a job people came from all over the world. Lots of people from India, Nigeria, Jamaica.   | Economic: Major world financial centre, highly skilled workforce. Likely to be employed in managerial/professional roles, which earn more money.   | Rural to urban migration has accounted for most of this growth in the last 50 years due to poor rural services, low wages, land shortages and climate change. People come from within Nigeria and from surrounding countries.  | 2 power stations planned. • Wealthy houses and businesses have generators • Rich have piped water • Rest use public taps, boreholes or buy from vendors   |
| One of the most multicultural places on the planet.   | Environmental: Urban greening – increase the % of green spaces in a city. Rooftop gardens - better quality of life, reduce flooding, wildlife habitats. Lots of parks for walking and a better environment   | 60% live in slums • Most in Lagoon area e.g. Makoko • Lack basic facilities, communal toilets, waste put into the lagoon causing disease. 3km to communal water point • Crime in the slums an issue • Eco Atlantic – New city of 250, 000  | More jobs in Lagos in both the formal and informal economy • Eco Atlantic – new financial hub – 150, 000 jobs • Nollywood film industry   |
| Recent migration from Eastern Europe. Due to free movement from the EU.   | London Olympic Regeneration Projects   |  |   |
| City Challenges   | London Olympic Regeneration Projects   | City Challenges  | Sustainable Transport System  |
| Social: Urban deprivation, inequalities in housing, education, health, employment. House prices too high, unequal incomes, children do not get equal exam grades, people in wealthy areas live longer than those in poor areas. Different cultures do not always mix.                                   | <p><b>Why was it needed:</b> Socially deprived area of Newham Lea Valley was a former industrial area now in decline Lack of school spaces Idea to improve the area through regeneration – reuse the land, new homes, improve infrastructure and buildings</p> <p><b>Success</b></p> <p>Socially – Athletes village used for new housing estate/new school/unemployment fell Economically: new tube station/improved infrastructure/9bn of investment Environmentally- new parkland, improve water quality River Lea</p> <p><b>Problems</b></p> <p>Socially – new rents too high, people moved out of their homes to make the new housing Economically – 5bn over budget – could be spent on deprivation Environmentally – much wildlife relocated, 3.3 mill tonnes of CO2</p> | Shanty towns are established around the city, typically on unfavourable land, such as swamps and the lagoon  | The authorities have introduced a Bus Rapid Transport System  |
| Economic: Employment rate is above national average 10% - major issue. Lack of integration between cultures.  |  | <ul style="list-style-type: none"> <li>There are a severe shortage of housing, schools and healthcare centres available.</li> <li>The city suffers from a high crime rate that includes gun/gang violence and drugs.</li> <li>The rapid urbanisation causes dangerous levels of pollution and traffic congestion.</li> <li>Large scale social inequality, is creating tensions between the rich and poor.</li> </ul> | <ul style="list-style-type: none"> <li>A separate bus lane is used</li> <li>200,000 people are transported every day to the CBD on Lagos Island</li> <li>This will be incorporated into an integrated transport system linking buses, taxis (danfos), ferries and railways.</li> <li>In 2016 a new light railway opened and further rail routes are planned</li> </ul>  |
| <p><b>Environmental:</b> Urban sprawl has led to increased pressure and decline of greenfield sites around the city. Dereliction – lots of empty brownfield sites. Waste disposal and air pollution – lots of traffic. Waste – lots of waste, incineration and landfill, developing more recycling.</p> |  |  |   |

**Medieval (1250 – 1500) Approaches to TREATMENT and PREVENTION**

|                                |   |
|--------------------------------|---|
| <u>Religious/supernatural:</u> | Prayer; saying mass; fasting; going on pilgrimage – all advised as <u>religious “treatments”</u> . Some believed <u>disease was a punishment sent by God</u> , therefore you should not try to treat.   |
| <u>Humoural Treatments:</u>    | Physician suggested a treatment for each symptom, including bleeding and purging; bathing (only available to rich); remedies (made from herbs and spices)   |
| <u>Prevention:</u>             | <b>PRAY!</b><br>Practice basic hygiene (as recommended in the Regimen Sanitatis); purifying bad air (e.g. carrying a sweet-smelling “posy”); some measures were taken to keep towns clean, like clearing animal corpses)  |
| <u>Who cared for the Sick?</u> | The <u>Physician</u> was university educated; expensive so only available if you were rich. Diagnosed illness by: observing sample of urine/faeces/blood and consulting astrological charts.<br><u>Apothecary</u> mixed the herbal remedies.<br><u>Surgeon</u> performed basic operations and bleeding.<br>Approx. 1,100 <u>Hospitals</u> by 1500, 30% run by Church. Provide clean place to rest and eat well. Many hospitals were places for travellers to stay. Emphasis on Care not cure.<br>Most people cared for at <u>home</u> (kept clear, fed, herbal remedies). This was considered to be a woman’s role. |

**Renaissance (1500 – 1700) Approaches to TREATMENT and PREVENTION**

|                                |   |
|--------------------------------|---|
| <u>Religious/supernatural:</u> | Time of discovery, scientific progress and experiments.<br>The church had less control over life so there was a chance for the spread of new ideas.   |
| <u>Treatment</u>               | <u>Transference</u> – disease could be transferred to an object by rubbing it.<br>Lots more <u>herbal remedies</u> available from newly discovered lands of the New World.<br>The new science of chemistry resulted in lots of <u>chemical cures</u> .<br><u>Apothecaries</u> and <u>surgeons</u> were better trained.<br><u>Less hospitals</u> available because many of these had been run by the monasteries, which were closed by Henry VIII. |
| <u>Prevention:</u>             | Ideas about cause of disease had advanced, but treatments were still not effective. Therefore, prevention still very important.<br><u>Cleanliness</u> still important, though less use of public baths since arrival of syphilis.<br><u>Moderation</u> avoiding too much alcohol, cold, food etc.<br>To <u>reduce miasma</u> homeowners in some towns had to pay a fine if they did not clean outside their homes.                                |

**C18th – C19th (1700 – 1900) Approaches to TREATMENT and PREVENTION**

|                    |  |
|--------------------|--|
| <u>Hospitals:</u>  | <u>Florence Nightingale</u> : Nurse in Crimean War 1854; hospitals appalling.<br>Made changes to way wounded soldiers treated; <u>Sanitation</u> (clean hospital, bedding etc); <u>Nurses</u> to provide care & <u>good meals</u> provided.<br>Mortality rate (% of wounded dying) <u>fell from 40% to 2%</u><br>Upon return to GB Nightingale set up <u>nursing college</u> , designed <u>hospital wards</u> & wrote “Notes on Nursing”.  |
| <u>Treatment</u>   | <u>Koch and Pasteur</u> – Pasteur was the first to suggest that <u>Germs</u> cause disease. He published his idea in <u>1861</u> called the <u>Germ Theory</u> . He argued that microbes in the air caused decay not the other way round. – Koch used dye to <u>identify microbes</u> . He linked specific disease to the particular microbe that caused them. This technique was called ‘ <u>Microbe hunting</u> ’. He identified several disease such as tuberculosis (1882) and Cholera (1883). |
| <u>Prevention:</u> | <u>Edward Jenner</u> developed <u>vaccination</u> to protect against smallpox.<br>Previously people had been <u>inoculated</u> (given a small dose of disease to develop immunity).<br>1776 Jenner worked out you could make someone immune to smallpox by injecting a small amount of Cowpox.<br>Lots of opposition from Church, inoculators and scientists.  |

**TECHNICAL VOCABULARY**

|                     |  |
|---------------------|--|
| <u>Inoculation</u>  | Protecting someone from a disease by giving them a weakened version.   |
| <u>Vaccination</u>  | A substance which gives someone a weakened form of a disease to protect them from it.  |
| <u>Symptom</u>      | A negative side effect of the disease, e.g. a runny nose is a symptom of a cold.   |
| <u>Diagnosing</u>   | The process of trying to work out what illness a patient has.  |
| <u>Purging</u>      | A natural treatment that tried to rebalance the humours by giving the patient something to make them vomit or a laxative to make them defecate.  |
| <u>Astrology</u>    | The study of the movement of planets and the stars.  |
| <u>Flagellation</u> | Flogging, whipping or beating oneself to punish someone for their sins or show a dedication to God.  |
| <u>Urine Chart</u>  | A tool used by a physician to help them diagnose a patient’s illness. They would look at a sample of the patients urine and compare it to a colour chart to determine why they were ill. |
| <u>Infirmery</u>    | A hospital.  |
| <u>Apothecary</u>   | Mixed herbal remedies to try and create a cure for an illness.   |

**Modern (1900 - ) Approaches to TREATMENT and PREVENTION**

|                                   |   |
|-----------------------------------|---|
| <u>Technology/Chemical Cures:</u> | <ul style="list-style-type: none"> <li>• <u>Magic bullet</u> = attacks disease, not body</li> <li>• <u>Salvason 606</u> = first developed to attack syphilis</li> <li>• <u>Penicillin</u> = 1928 <u>Alexander Fleming</u> noticed that in his lab, some mould was killing bacteria in a dirty petri dish (it had drifted in through the window). He didn’t study further but published his findings.<br/><u>Florey and Chain</u> were studying antibiotics. They read Fleming’s work and tested it successfully in <u>1940</u> on mice. They couldn’t however produce large quantities. When US joined WW2 in 1941, Florey and Chain got backing from big <u>American Drug Companies</u> to mass produce.</li> </ul> <ul style="list-style-type: none"> <li>• <u>Technology</u> has helped to identify and combat diseases</li> </ul> |
| <u>Prevention:</u>                | <u>Government</u> has assumed responsibility for Public Health.<br>Compulsory vaccinations.<br>Laws to provide health environment (e.g. Clean Air Act 1956)<br>Communication about health risks of lifestyle choice (e.g. anti-smoking campaigns)   |

|                                |   |
|--------------------------------|---|
| <u>Theory of four humours</u>  | Theory that the body is made up of four humours. If one humour is out of balance then you will fall ill.  |
| <u>Theory of opposites</u>     | The idea to treat illness by re-balancing the humour.   |
| <u>Miasma</u>                  | The theory that disease was caused by bad or dirty air and this led to illness and death.   |
| <u>Islamic beliefs</u>         | Doctors in hospitals ‘For every disease Allah has given a cure’. Mental illness is treated with compassion. Avicenna’s book the Cannon of Medicine documented 760 drugs.  |
| <u>Christian beliefs</u>       | Believed in ‘Care not cure’, illness and disease are a punishment from God for committing sins. Medical understanding based on Galen and Hippocrates’ ideas. Human dissections are banned by the Church. 700 Hospitals in England – used for rest, rather than treatment. |
| <u>Spontaneous Germination</u> | An old belief that germs are the result of disease and decay, rather than the cause of them. This idea is now known to be false.  |

Kings would have had Royal Physicians attached to them. These Royal Physicians would have provided top levels of care and would have been paid well.

The Royal College of Physicians was established in 1518 by King Henry VIII. It played a key role in the development of medical practice and raising standards and shaping public health.

## MONARCHY

In the medieval period the Church was very important in the development of medicine. The Church advocated the care of the "sick and needy".

Furthermore, the majority of Schools and Universities were run by the Church so they were influential in teaching Medicine and Medical practice. Also, hospitals would have been attached to religious buildings.

## RELIGION

Throughout History there have been numerous invasions for a variety of reasons.

Invasion led to developments in medicine through ideas being shared during the Crusades.

Development in Penicillin was crucial to the allies invasion of Normandy (Operation Overlord) during World War Two.

## INVASION

The government's attitude to public health changed over time and after several epidemics of disease such as cholera they began to realize that they must take further responsibility for public health.

From 1860's onwards the government began to take more action to improve living conditions in cities.

## POLITICAL REFORM

# Public Health– Medicine through Time

## HISTORICAL SUBSTANTIVE CONCEPTS

## IDEOLOGY

The ideas of the cause of disease was based on the ideas of Hippocrates and Galan, doctors from the Greek and Roman periods. The power of the Church continued to influence medieval thinking.

This meant that most people in the medieval period believed the Theory of the Four Humors, Miasma, God and supernatural .

## CONFLICT

The majority of tasks for the King of England was to defend the country and keep it peaceful. He was not interested in Public Health.

## REVOLUTION

Louis Pasteur and the Germ Theory – In 1861 French scientist Louis Pasteur came up with the Germ Theory which challenged the idea of Spontaneous Generation and finally led the way to understand the true cause of disease!

A HUGE breakthrough!

## TAX & ECONOMY

The government did not take any taxes to improve peoples health or medicine, so no money was spent to improve medicine.

Only during a crisis (the Black Death) did the government aim to tackle public health.

## HT4 Spanish Y10 Customs, festivals and celebrations

¿Cómo celebras tu cumpleaños? ¿Cómo celebras Navidad? ¿Cuál es tu fiesta favorita?

| Time phrase and verb   |                                |  |   | because              | in my opinion                     | I think that     | verb                            | qualifier                                 | adjective  |
|--|--------------------------------|--|---|----------------------|-----------------------------------|------------------|---------------------------------|---|--|
| Normalmente celebro =<br>Normally I celebrate                          |                                | en casa =<br>at home                                 | con mi familia = with my family               | porque               | a mi modo de ver                  | creo que         | es = it is                      | demasiado =<br>too                        | aburrido =<br>boring                                       |
| El año pasado celebré =<br>Last year I celebrated                      |                                | en el centro de la ciudad =<br>in the town centre    | con mis amigos = with my friends              | dado que             | desde mi punto de<br>vista        | pienso que       | fue = it was                    | muy = very                                | divertido = fun<br>bueno = good                            |
| El año próximo voy a celebrar<br>= Next year I am going to celebrate   | mi cumpleaños = my<br>birthday | en un hotel =<br>in a hotel                          | con mis padres = with my parents              | ya que               | a mi juicio                       | me parece<br>que | va a ser = it is<br>going to be | super = very                              | entretenido =<br>entertaining<br>emocionante =<br>exciting |
| El año que viene celebraré =<br>Next year I will celebrate             |                                | en un parque temático =<br>at a theme park           | con mi mejor amigo/a = with my best<br>friend | puesto que           | para mí                           | a mi<br>parecer  | será = it will<br>be            | tan = so                                  | asombroso =<br>amazing<br>fenomenal =<br>great             |
| Si fuera posible celebraría =<br>If it were possible I would celebrate |                                | en un restaurante /un bar<br>= in a restaurant / bar | con mi pandilla = with my gang                | aunque =<br>although | por mi parte<br><br>en mi opinión | opino que        | sería = it<br>would be          | bastante =<br>quite<br>un poco = a<br>bit | interesante =<br>interesting<br>estupendo =<br>great       |

| Frequency Word  | Present tense   | Celebration                       |  |
|---|---|-----------------------------------|--|
| Siempre = Always<br>Casi siempre = Almost always            | celebro = I celebrate   | la Nochebuena = Christmas Eve     | en casa = at home                              |
| Normalmente = Normally<br>A menudo = Often                  | celebras = you celebrate  | el día de Navidad = Christmas Day | con mi familia = with my family                |
| Generalmente = Generally<br>Por lo general = Generally      | celebra = he/she celebrates   | la Nochevieja = New Year's Eve    | con mis padres = with my parents               |
| A veces = Sometimes<br>De vez en cuando = From time to time | celebramos = we celebrate   | los Reyes Magos = The Three Kings | con mis amigos = with my friends               |
| Raramente = Rarely<br>Rara vez = Rarely                     | celebráis = you (pl) celebrate  | Semana Santa = Easter             | en el centro de la ciudad = in the town centre |
| Casi nunca = Almost never<br>Nunca = Never                  | los españoles celebran = Spanish people celebrate<br>se celebra = is celebrated | Halloween = Halloween             | con mi pandilla = with my gang                 |

|  |  |   |  |
|--|--|---|--|
| Por la mañana = In the morning<br>Por la tarde = In the afternoon<br>Por la noche = In the evening | Como = I eat<br>Comemos = We eat<br>Comen = They eat   | el pavo = turkey<br>doce uvas = 12 grapes<br>los dulces y los caramelos = sweets<br>el turrón y los polvorines = traditional Spanish Christmas treats<br>los huevos de chocolate = chocolate eggs | ¡Qué divertido! = How fun!<br>¡Qué emocionante! = How exciting!<br>¡Qué guay! = How cool!<br>¡Qué loco! = How crazy! |
| Primero = First  | Brindo = I toast<br>Brindamos = We toast Brindan = They toast  | con el champán = with champagne   | ¡Qué aburrido! = How boring!   |
| Luego = Next<br>Después = Afterwards   | Abro = I open Recibo = I receive<br>Abrimos = We open Recibimos = We receive<br>Abren = They open Reciben = They receive | los regalos = presents  | Lo paso increíble = I have an incredible time  |
| Además = furthermore<br>En adición = In addition   | Canto = I sing<br>Cantamos = We sing<br>Cantan = They sing   | los villancicos = Christmas carols  | Lo pasamos bien = We have a good time<br>Lo pasamos bomba = we have a great time                                     |
| Finalmente = Finally   | Me disfrazo = I dress up<br>Nos disfrazamos = We dress up<br>Se disfrazan = They dress up                                | de diablo = as a devil de bruja = as a witch<br>de esqueleto = as a skeleton de fantasma = as a ghost   | Lo pasan mal = they have a bad time<br>Lo pasan fatal = They have an awful time                                      |

|   |  |   |                          |                         |               |                     |                         |   |
|---|--|---|--------------------------|-------------------------|---------------|---------------------|-------------------------|---|
| Ayer = <b>Yesterday</b>                       | fui a = <b>I went to</b><br>fue a = <b>he/she went to</b><br>fuimos a = <b>we went to</b><br>fueron a = <b>they went to</b>  | la Tomatina en Buñol = <b>the tomato festival in Buñol</b><br>La Fiesta de San Fermín en Pamplona = <b>the San Fermín festival in Pamplona</b><br>al Carnaval de Cádiz = <b>the Cádiz Carnival</b>                              | <b>because</b>           | a mi modo de ver        | a mi parecer  | <b>fue – it was</b> | demasiado = <b>too</b>  | agradable = <b>pleasant</b><br>desagradable = <b>unpleasant</b>     |
| El año pasado = <b>Last year</b>              | visité = <b>I visited</b><br>visitó = <b>he/she visited</b><br>visitamos = <b>we visited</b><br>visitaron = <b>they visited</b>  | la batalla de tomates = <b>tomato fight</b><br>la celebración = <b>the celebration</b>  | <b>porque</b>            |                         |               |                     | muy = <b>very</b>       | guay = <b>cool</b><br>extraño = <b>strange</b>                      |
| Hace dos años = <b>2 years ago</b>            | vi = <b>I saw</b><br>vio = <b>he / she saw</b><br>vimos = <b>we saw</b><br>vieron = <b>they saw</b>  | los fuegos artificiales = <b>Fireworks</b><br>el encierro = <b>the bull run</b><br>los toros = <b>the bulls</b><br>la música, las canciones y el baile = <b>the music, songs and the dancing</b>                                | <b>dado que</b>          | a mi juicio             |               |                     |                         | estupendo = <b>great</b><br>loco = <b>crazy</b>                     |
| La semana pasada = <b>Last week</b>           | participé = <b>I participated</b><br>participó = <b>he/she participated</b><br>participamos = <b>we participated</b><br>participaron = <b>they participated</b>                          | en la fiesta = <b>the festival</b><br>en las procesiones = <b>in the processions</b>  | <b>ya que</b>            |                         | creo que      |                     | super = <b>very</b>     | asombroso = <b>amazing</b><br>extraordinario = <b>extraordinary</b> |
| El fin de semana pasado = <b>Last weekend</b> | saqué fotos de = <b>I took photos of</b><br>sacó fotos de = <b>he/she took photos of</b><br>sacamos fotos de = <b>we took photos of</b><br>sacaron fotos de = <b>they took photos of</b> | los desfiles = <b>the parades</b><br>la corrida de toros = <b>the bull fight</b><br>la verbena = <b>the open-air dance</b>  | <b>puesto que</b>        | para mí                 |               |                     |                         | divertido = <b>fun</b><br>asqueroso = <b>disgusting</b>             |
| El primer día = <b>the first day</b>          | celebré = <b>I celebrated</b><br>celebró = <b>he/she celebrated</b><br>celebramos = <b>we celebrated</b><br>celebraron = <b>they celebrated</b>  | el cigarrón de Verín = <b>a masked figure in Galician festival</b><br>el entierro de la sardina en Murcia = <b>the burial of the sardine festival</b><br>la tradición = <b>the tradition</b><br>la fiesta = <b>the festival</b> |                          |                         | me parece que |                     | tan = <b>so</b>         | esplendido = <b>great</b><br>desordenado = <b>messy</b>             |
| Más tarde = <b>later</b>                      | bebí = <b>I drank</b><br>bebió = <b>he / she drank</b><br>bebimos = <b>we drank</b><br>bebieron = <b>they drank</b>  | el vino tinto = <b>red wine</b><br>la cerveza = <b>beer</b><br>el calimochó = <b>red wine and cola</b>  |                          | desde mi punto de vista |               |                     |                         | diferente = <b>different</b><br>interesante = <b>interesting</b>    |
| El último día = <b>the last day</b>           | probé = <b>I tried</b><br>probó = <b>he / she tried</b><br>probamos = <b>we tried</b><br>probaron = <b>they tried</b>  | comida típica = <b>typical food</b><br>tapas variadas = <b>tapas</b><br>la paella = <b>paella</b>   |                          |                         | pienso que    |                     | bastante = <b>quite</b> | emocionante = <b>exciting</b><br>sucio = <b>dirty</b>               |
| Anteayer = <b>The day before yesterday</b>    | disfruté = <b>I enjoyed</b><br>disfrutó = <b>he/she enjoyed</b><br>disfrutamos = <b>we enjoyed</b><br>disfrutaron = <b>they enjoyed</b>  | el ambiente = <b>the atmosphere</b>   |                          | por mi parte            | opino que     |                     |                         | entretenido = <b>entertaining</b><br>aburrido = <b>boring</b>       |
| Anoche = <b>Last night</b>                    | llevé = <b>I wore</b><br>llevó = <b>he/she wore</b><br>llevamos = <b>we wore</b><br>llevaron = <b>they wore</b>  | gafas acuáticas = <b>goggles</b><br>ropa blanca = <b>white clothes</b><br>un pañuelo rojo = <b>a red scarf</b><br>el traje tradicional = <b>the traditional costume</b>   | <b>aunque = although</b> | en mi opinión           |               |                     | un poco = <b>a bit</b>  | peligroso = <b>dangerous</b><br>fatigoso = <b>tiring</b>            |



| Time marker – wow phrases   | Verb   | Infinitive   | Noun  | because                  | In my opinion           | I think that  | Verb                                | Qualifier               | Adjective   |
|---|--|--|---|--------------------------|-------------------------|---------------|-------------------------------------|-------------------------|---|
| El año próximo = <b>Next year</b><br>El año que viene = <b>Next year</b><br>En el futuro = <b>In the future</b><br>En el porvenir = <b>In the future</b>  | voy a = <b>I am going to</b><br>tengo ganas de = <b>I want to</b><br>tengo la intención de = <b>I intend to</b><br>espero = <b>I hope to</b><br>planeo = <b>I plan to</b><br>quiero = <b>I want to</b><br>puedo = <b>I can</b>   | visitar = <b>to visit</b>  | el día de los muertos = <b>the day of the dead</b><br>La fiesta del sol Cusco, Peru = <b>the festival of the Sun</b><br>La feria de los flores – Colombia = <b>the flower festival</b>                | porque                   | a mi modo de ver        | a mi parecer  | va a ser = <b>it is going to be</b> | demasiado = <b>too</b>  | guay = <b>cool</b><br>extraño = <b>strange</b><br><br>agradable = <b>pleasant</b><br>desagradable = <b>unpleasant</b>           |
| Si pudiera = <b>If I could</b><br>Si fuera posible = <b>If it was possible</b><br>Si tuviera bastante dinero = <b>If I had enough money</b>   | me gustaría = <b>I would like to</b><br>me encantaría = <b>I would love to</b><br>me interesaría = <b>It would interest me to</b><br>me apetecería = <b>it would interest me to</b><br>no me gustaría = <b>I wouldn't like to</b><br>detestaría = <b>I would hate to</b>   | participar en = <b>to participate in</b><br>tomar parte en = <b>to take part in</b>              | los desfiles = <b>the parades</b><br>las procesiones = <b>the processions</b><br>la fiesta = <b>the festival</b><br>la celebración = <b>the celebration</b>   | dado que                 | a mi juicio             | en mi opinión |                                     | muy = <b>very</b>       | estupendo = <b>great</b><br>loco = <b>crazy</b>   |
| Por la mañana = <b>In the morning</b><br>Por la tarde = <b>In the afternoon</b><br>Por la noche = <b>In the evening</b><br>Primero = <b>First</b><br>Luego = <b>Next</b><br>Después = <b>Afterwards</b><br>Más tarde = <b>later</b><br>Además = <b>furthermore</b><br>En adición = <b>In addition</b><br>Finalmente = <b>Finally</b>  | voy a = <b>I am going to</b><br>vas a = <b>you are going to</b><br>va a = <b>he/she is going to</b><br>vamos a = <b>we are going to</b><br>vais a = <b>you are going to</b><br>van a = <b>they are going to</b><br>espero = <b>I hope to</b><br>espera = <b>he/she hopes to</b><br>esperamos = <b>we hope to</b><br>esperan = <b>they hope to</b>                  | decorar = <b>to decorate</b>   | las casas = <b>the houses</b><br>las tumbas = <b>the graves</b><br>los altares = <b>the altars</b><br>las ofrendas = <b>the altars</b>  | ya que                   | para mí                 | creo que      | será = <b>it will be</b>            | super = <b>very</b>     | asombroso = <b>amazing</b><br>extraordinario = <b>extraordinary</b><br>peligroso = <b>dangerous</b><br>fatigoso = <b>tiring</b> |
| El primer día = <b>the first day</b><br>Un día = <b>one day</b><br>Otro día = <b>another day</b><br>El último día = <b>the last day</b><br>El día siguiente = <b>The following day</b>  | tengo ganas de = <b>I want to</b><br>tiene ganas de = <b>he/she wants to</b><br>tenemos ganas de = <b>we want to</b><br>tienen ganas de = <b>they want to</b><br>tengo la intención de = <b>I intend to</b><br>tiene la intención de = <b>he/she intends to</b><br>tenemos la intención de = <b>we intend to</b><br>tienen la intención de = <b>they intend to</b> | aprender sobre = <b>to learn about</b><br>saber de = <b>to know about</b><br>ver = <b>to see</b> | los fuegos artificiales = <b>the fireworks</b><br>los seres queridos = <b>loved ones</b><br>las calaveras = <b>skulls</b><br>las carnavales = <b>the carnivals</b><br>la cultura = <b>the culture</b> | puesto que               | desde mi punto de vista | me parece que |                                     | tan = <b>so</b>         | divertido = <b>fun</b><br>asqueroso = <b>disgusting</b>   |
| Al entrar en el hotel = <b>When I go into the hotel</b><br>Cuando tenga tiempo = <b>When I have time</b><br>Antes de ir a la playa = <b>Before going to the beach</b><br>Antes de ir de excursión = <b>Before going on an excursion</b><br>Al volver de la piscina = <b>On returning from the pool</b><br>Después de jugar al tenis = <b>After playing tennis</b><br>Después de haber cenado = <b>After having had dinner</b> | planeo = <b>I plan to</b><br>planea = <b>he/she plans to</b><br>planeamos = <b>we plan to</b><br>planean = <b>they plan to</b><br>quiero = <b>I want to</b><br>quiere = <b>he/she wants to</b><br>queremos = <b>we want to</b><br>quieren = <b>they want to</b>  | comer = <b>to eat</b>  | el pan de muerto = <b>the bread of the dead</b><br>las calaveritas de azúcar = <b>sugar skulls</b><br><br>la comida típica = <b>typical food</b>  |                          |                         | opino que     |                                     | bastante = <b>quite</b> | esplendido = <b>great</b><br>desordenado = <b>messy</b><br>entretenido = <b>entertaining</b><br>aburrido = <b>boring</b>        |
| Si pudiera = <b>If I could</b><br>Si fuera posible = <b>If it was possible</b><br>Si tuviera bastante dinero = <b>If I had enough money</b>   | me gustaría = <b>I would like to</b><br>me encantaría = <b>I would love to</b><br>me interesaría = <b>It would interest me to</b><br>me apetecería = <b>it would interest me to</b><br>no me gustaría = <b>I wouldn't like to</b><br>detestaría = <b>I would hate to</b><br>odiaría = <b>I would hate to</b>   | sacar fotos de = <b>to take photos of</b>  | la fiesta = <b>the festival</b>   | aunque = <b>although</b> | por mi parte            | pienso que    | sería = <b>it would be</b>          | un poco = <b>a bit</b>  | diferente = <b>different</b><br>interesante = <b>interesting</b><br>emocionante = <b>exciting</b><br>sucio = <b>dirty</b>       |

#### FUTURE TENSE

iré = I will go  
irás = you will go  
irá = he / she will go  
iremos = we will go  
iréis = you (pl) will go  
irán = they will go

visitaré = I will visit  
visitarás = you will visit  
visitará = he / she will visit  
visitaremos = we will visit  
visitaréis = you(pl)will visit  
visitarán = they will visit

beberé = I will drink  
beberás = you will drink  
beberá = he/she will drink  
beberemos = we will drink  
beberéis = you(pl)will drink  
beberán = they will drink

jugaré = I will play  
jugarás = you will play  
jugará = he / she will play  
jugaremos = we will play  
jugaréis = you(pl)will play  
jugarán = they will play

## Use of Voice

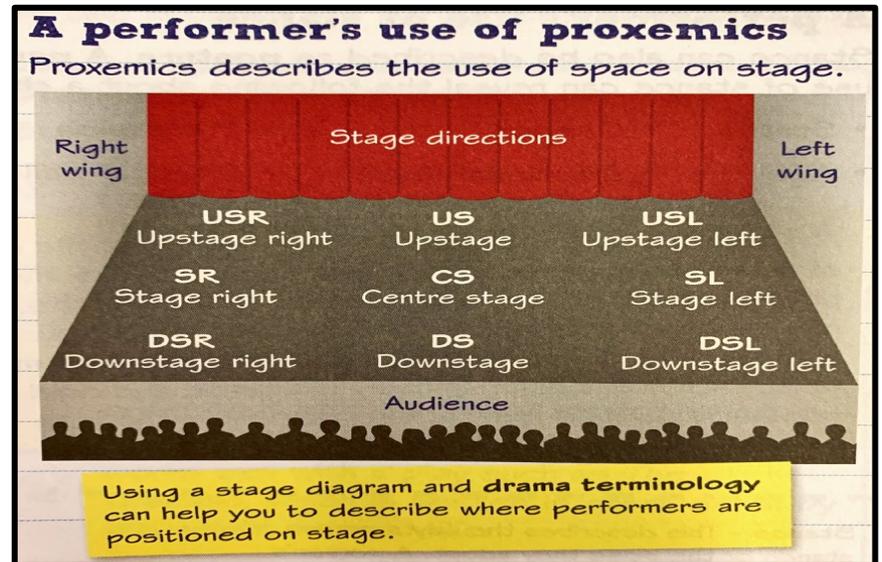
|                     |  |
|---------------------|--|
| <b>Tone</b>         | Does your voice sound appropriate - perhaps harsh or soft, angry or happy? Is it suitable for the character you're playing?  |
| <b>Volume</b>       | Have you got the loudness or quietness of your character right?  |
| <b>Pitch</b>        | Does your character speak with a high or low pitched voice? If you were playing a hanging judge, would a squeaky voice sound right?  |
| <b>Pace</b>         | How quickly do you say your lines? Too fast, and the audience won't keep up, too slow and they might get bored. Can you change the pace according to what's happening in the play? |
| <b>Articulation</b> | Have you practiced speaking very, very clearly? It's crucial!  |

## Movement

|                          |   |
|--------------------------|---|
| <b>Dynamics</b>          | There are moments where tension and atmosphere build, moments of activity, stillness, pauses and sections of higher and lower energy. |
| <b>Body language</b>     | How you move/ hold your body to show attitude and feelings.   |
| <b>Facial expression</b> | How you move/ hold your face to show attitude and feelings.   |
| <b>Emotions</b>          | How your character moves to show the emotions they are feeling.   |
| <b>Eye contact</b>       | Do you need to have eye contact with another character or is your character shy?  |
| <b>Character</b>         | The person you are acting.  |
| <b>Posture</b>           | How your character stands to show their age, confidence, disability, etc.   |
| <b>Gesture</b>           | A movement of part of the body, especially a hand or a head, to express an idea or meaning.   |

## SUBJECT TERMINOLOGY

|                          |   |
|--------------------------|---|
| <b>Still Image</b>       | A frozen moment in time- shows action and relationships through body language, facial expression, levels and space. |
| <b>Body language</b>     | How you move/hold your body to show attitude and feelings.  |
| <b>Facial expression</b> | How you move/hold your face to show attitude and feelings.  |
| <b>Use of voice</b>      | How you use your voice in performance to show character.  |
| <b>Rehearse</b>          | Practice the performance  |
| <b>Character</b>         | The person you are playing  |
| <b>Blocking</b>          | Working out the movement in a performance.  |
| <b>Thought tracking</b>  | What a character is thinking. <u>Not</u> what they are saying.  |
| <b>Gesture</b>           | A movement of part of the body, especially a hand or a head, to express an idea or meaning.                         |



# GCSE DANCE KNOWLEDGE ORGANISER

## EXAM COMMAND WORDS

**Analyse:** Separate information into components and identify characteristics to be able to explain and interpret.

**Comment:** Present an informed opinion.

**Compare:** Identify similarities and/or differences.

**Consider:** Review and respond to information given.

**Define:** Specify meaning.

**Describe:** Set out characteristics.

**Discuss:** Present key points taking into account different ideas, characteristics and/or features.

**Evaluate:** Judge from available evidence and make an informed design on the effectiveness.

**Explain:** Set out purposes or reasons.

**Give:** Produce an answer from recall.

**How:** State in what ways.

**Identify:** Name or characterise.

**Interpret:** Translate information into recognisable form demonstrating an understanding of meaning.

**Name:** Identify correctly.

**Outline:** Set out main characteristics.

**State:** Express in clear terms.

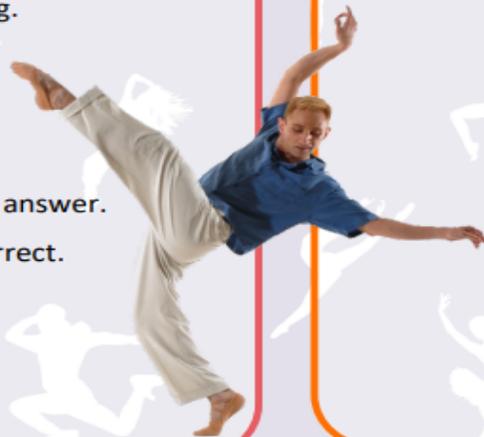
**Suggest:** Present a possible case or possible answer.

**Tick:** Put a mark to indicate something is correct.

**What:** Specify something.

**Which:** Specify from a range of possibilities.

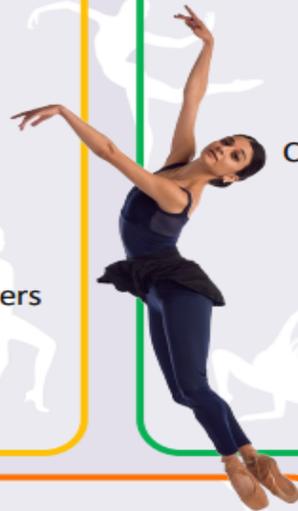
**Why:** Give a reason or purpose.



## KNOWLEDGE, UNDERSTANDING AND SKILLS FOR PERFORMANCE

### Expressive skills

Projection  
Focus  
Spatial awareness  
Facial expression  
Phrasing  
Musicality  
Sensitivity to other dancers  
Communication of choreographic intent

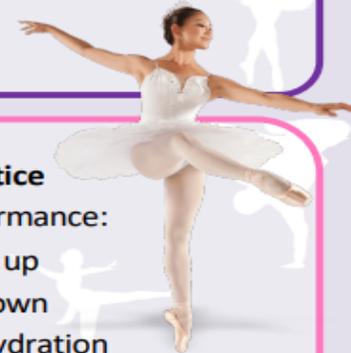


### Physical skills

Posture  
Alignment  
Balance  
Coordination  
Control  
Flexibility  
Mobility  
Strength  
Stamina

### Technical skills

Action  
Space  
Dynamics  
Relationships  
Timing  
Rhythmic content  
Moving in a stylistically accurate way



### Mental Skills

Prep for performance:  
Systematic repetition  
Mental rehearsal  
Rehearsal discipline  
Planning of rehearsal  
Response to feedback  
Capacity to improve

During performance:  
Movement memory  
Commitment  
Concentration  
Confidence



### Safe Practice

Prep for performance:  
Warming up  
Cooling down  
Nutrition & Hydration

During performance:  
Safe execution

Appropriate dance wear:  
Footwear  
Hairstyle  
Clothing  
Absence of jewellery

## Make Up and Hair Design

**Acetone:** solvent used to remove skin adhesive from wigs

**Alginate:** a powder made from seaweed, used to make casts of body parts

**Applicator:** a tool used to apply make-up, for example, brush, sponge or wand

**Backcomb:** combing hair from the end of the strand towards the scalp, creating a thicker look

**Bake:** technique involving applying a thick layer of translucent powder over foundation, then leaving it to sit before dusting off

**Balayage:** hair colouring technique

**Bald Cap:** usually made of silicone or latex

**Base:** initial layer of make-up applied to create an even skin tone

**Blend:** merging different make up colours or products to create a smooth finish

**Braid:** hairstyle created by weaving strands of hair together

**Collodion:** liquid make up for creating scars

**Contour:** technique used to define areas of the face

**Derma Wax:** putty used to create skin wounds

**Dewy:** a make-up finish giving a healthy, radiant glow

**Exfoliate:** process of removing dead skin cells from the surface of the skin

**Flashback:** when the camera bounces off make up, for example, some powders, creating a white appearance

**Greasepaint:** make up supplied in stick form

**Guide Comb:** comb with graduated teeth

**Hairpiece:** a small section of hair attached to the scalp or performer's own hair to create volume or a specific style

**Halo Eye:** technique used where a lighter colour is applied to the centre of the eyelid, this is surrounded by a darker colour

**Henna:** a natural dye, often used to create temporary tattoos or hair colour

**Highlighting:** using a lighter shade of colour to bring attention to certain features

**Illuminator:** product used to add a subtle glow or shimmer

**Infill:** adding new hairs or filling gaps in eyebrow or eyelash extensions

**Intensity:** level of pigmentation in a product

**Iridescence:** gives off a shimmering effect in the light

**Kabuki Brush:** a dense, short handled brush

**Kohl:** eyeliner ingredient made from soot or charcoal

**Liquid Latex:** used for special effects, can be applied on skin to create wrinkles

**Matte:** a finish which has no shine

**Neutralising:** using make up to balance out certain colours, for example redness

**Pancake:** water based make up powder, applied with a wet sponge

**Pigment:** the colour or tint of make up or dye

**Prosthetics:** the use of sculpting and moulding to create a different look, for example different facial features. Usually glued to the performer, rather than painted or moulded onto the skin like in SFX

**SFX:** special effects

**Waterline:** area below the eye but above the lower lashes

**Wig Block:** head shaped block

**Xanthan Gum:** natural ingredient often used as a thickener



## Set Design

**Amphitheatre:** a circular or oval open-air venue

**Apron:** part of a proscenium arch stage which extends past the curtain

**Auditorium:** the part of the theatre where the audience sit, often referred to as the 'house'

**Backdrop:** large canvas or cloth on the back wall, usually painted and hung

**Brace:** support used to strengthen scenery, for example a flat

**C.A.D:** computer aided design

**Carpentry:** building set pieces using structures of wood

**Composite Set:** a set which remain the same throughout a play, often reflects a mood or theme

**Counterweight System:** a series of pulleys and weights used to balance and move scenery

**Cue:** a signal for a scene change

**Cyclorama:** a white wall or cloth at the back of the stage where light of images can be projected

**Downstage:** the area of stage closest to the audience

**Flat:** a frame covered with wood or canvas, used to create walls or scenery onstage

**Fly System:** a system of ropes, weights and pulleys used to move scenery vertically

**Gauze:** material which can be lit from both sides, it is transparent when lit from the side and opaque when lit from the front

**Ground Plan:** a scale drawing which shows the layout of the stage and set pieces

**Model Box:** a 3D scale model representation of the set

**Muslin:** cotton fabric used to create backdrops

**Naturalistic:** style of performance, a set would need to be realistic and believable

**Promenade Theatre:** the audience move around different spaces and follow the action rather than sitting in one place

**Properties:** items used in performance, either on stage or personal props for a character, for example drinking glasses, telephone

**Proscenium Arch:** type of staging where the audience face the main stage

**Rake:** a sloped stage

**Revolve:** staging which can rotate

**Rostrum:** raised platform

**Sight Lines:** what the audience can see from their seats

**Spattering:** a painting technique that involves flicking small droplets of paint onto a surface to create texture or a speckled effect

**Strike:** the process of taking down a set

**Tab:** a curtain which splits in the middle and opens to the side

**Technical Rehearsal:** in theatre, a rehearsal where the play is run from cue to cue

**Thrust Stage:** staging extends out into the audience on three sides

**Trap:** an opening in the stage floor

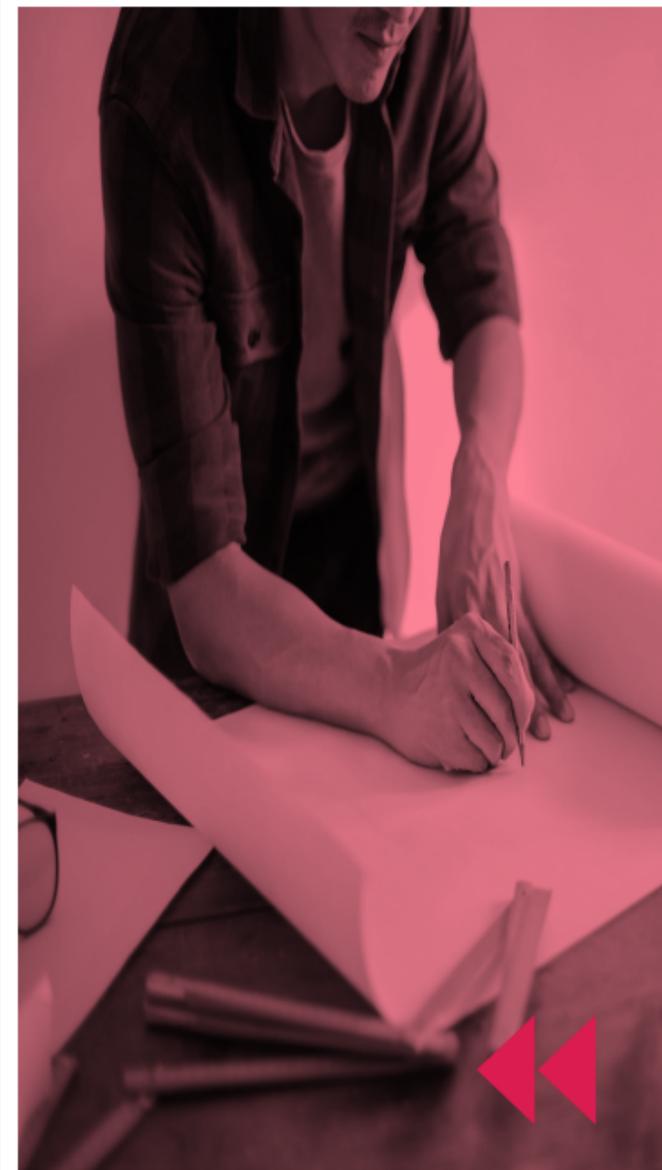
**Truck:** a moveable platform on wheels

**Upholstery:** the materials used to cover furniture

**Upstage:** area of the stage furthest from the audience

**Vomitory: (Vom)** an entrance or exit leading directly to the seating area

**Wings:** the area to the side of the performance space

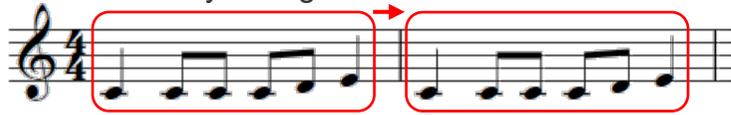


# MELODY

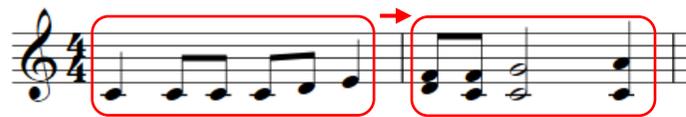
**Direction** Rising Falling



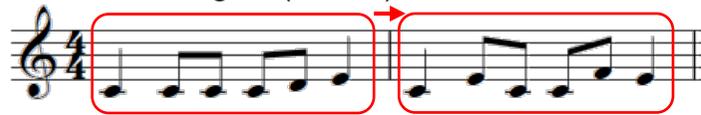
**Repetition** Doing the same thing again, without any changes.



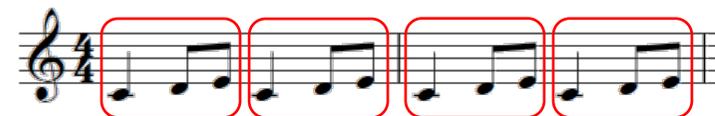
**Contrast** Doing something completely different.



**Imitation** Doing the same thing again, with some changes (similar).



**Ostinato** A short repeated idea.



**Chromatic** The melody uses notes that aren't in the scale / key of the piece.



High or low.

**Range**

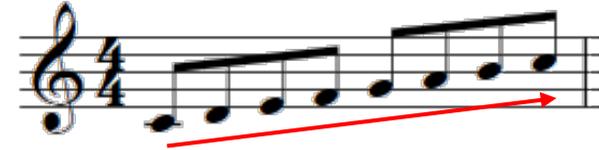


Big or Small.

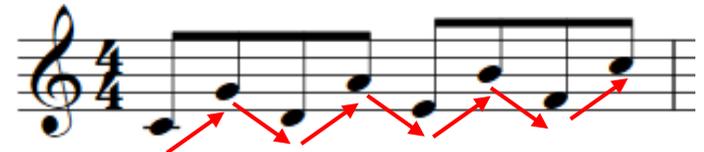


Conjunct (Moving In Step)

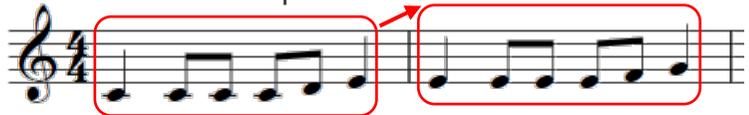
Type of movement



Disjunct (Moving In Leaps)



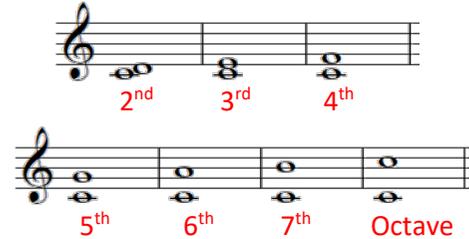
**Sequence** Doing the same shape idea but at a different pitch.



**Triadic** The tune is based on notes from the chords / triads.



**Interval** The distance between two notes



\*Count the start note & end note

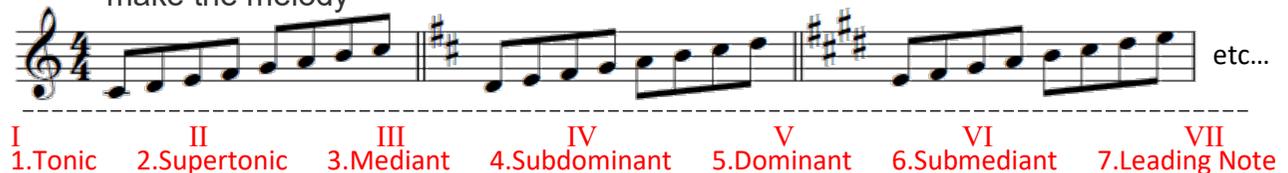
**Ornaments** Trills



**Mordents**



**Scale** The series of notes in a key that are used to make the melody



### Dynamics

| <i>pp</i>   | <i>p</i>     | <i>mp</i>       | <i>mf</i>  | <i>f</i> | <i>ff</i>  |
|---|--------------|-----------------|--|----------|------------|
| PIANISSIMO  | PIANO        | MEZZO PIANO     | MEZZO FORTE  | FORTE    | FORTISSIMO |
| very soft (v.quiet)   | soft (quiet) | moderately soft | moderately loud  | loud     | very loud  |
|  |              |                 |  |          |            |
| <b>crescendo (cresc.)</b>   |              |                 | <b>diminuendo (dim.)</b>   |          |            |
| gradually getting louder  |              |                 | gradually getting quieter  |          |            |

### Tempo

| LARGO  | LENTO/<br>ADAGIO | ANDANTE/<br>MODERATO      | ALLGRETTO  | ALLEGRO/<br>VIVACE | PRESTO     |
|--------|------------------|---------------------------|------------|--------------------|------------|
| v.slow | slow             | walking pace/<br>moderate | quite fast | quick/lively       | very quick |

- **Accelerando:** gradually getting faster
- **Rallentando/ritardando:** gradually getting slower
- **A tempo:** return to the original speed
- **Ritenuito:** in slower time
- **Rubato:** rhythms are played in a more free/flexible way ('robbed time').

### Time values

| NOTE  | NAME       | LENGTH (duration) | REST  |
|---|------------|-------------------|---|
|    | Semibreve  | 4 beats           |    |
|    | Minim      | 2 beats           |    |
|    | Crotchet   | 1 beats           |    |
|   | Quaver     | ½ beats           |   |
|  | Semiquaver | ¼ beats           |  |

A dot after the note increases its length by half:

|   |                 |  |   |
|---|-----------------|--|---|
|  | Dotted minim    |  |  |
|  | Dotted crotchet |  |  |

Groups of quavers/semiquavers are usually beamed together:



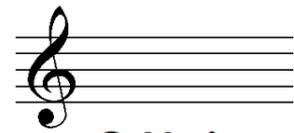
### Terms and signs

|   |           |  |
|---|-----------|--|
| #   | Sharp     | Raises a note by a semitone.                         |
| b   | Flat      | Lowers a note by a semitone.                         |
|    | Natural   | Cancels a previous sharp or flat for a note.         |
|    | Staccato  | Detached.  |
|   | Slur      | Play smoothly.                                       |
|  | Tie       | Hold the notes for the full value of the tied notes. |
| V   | Accent    | Emphasize the note (play forcefully).                |
|  | Pause     | Hold the note longer.                                |
| <i>sfz</i>  | Sforzando | Sudden stress/ accent.                               |

# Music terms and signs

## Glossary - Eduqas GCSE Music

### Key signatures



C Major



G Major    D Major    A Major    E Major



F Major    Bb Major    Eb Major    Ab Major

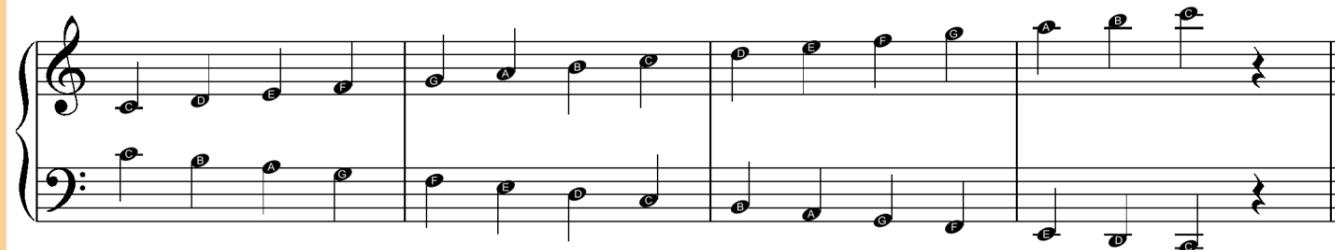
**F    C    G    D    A    E    B**

Order of sharps # →

← Order of flats b

time signature  
treble clef  
barline  
repeat sign  
stave  
bar  
bass clef  
key signature  
notes on the lines  
notes in the spaces

### Treble clef notes



### Bass clef notes

### Time signatures



Two crotchet beats per bar: simple duple



Two dotted crotchet beats per bar: compound duple



Three crotchet beats per bar: simple triple



Three dotted crotchet beats per bar: compound triple



Four crotchet beats per bar: simple quadruple



Four dotted crotchet beats per bar: compound quadruple



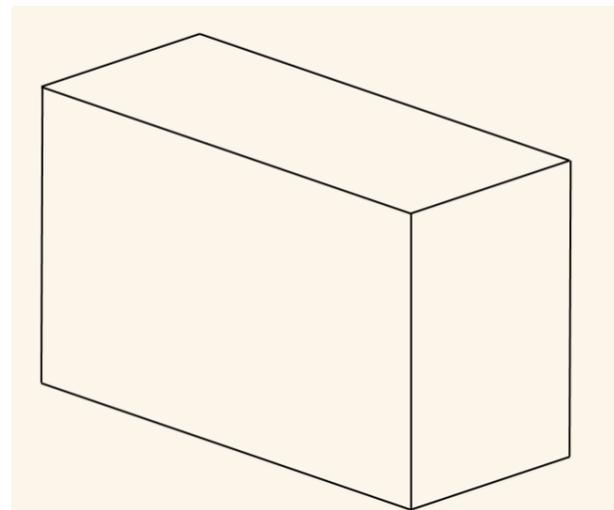
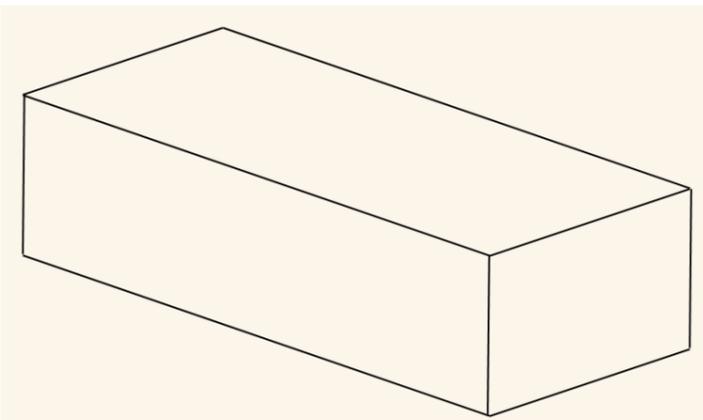
A triplet is when three notes are played in the time of two.

### Brick dimensions

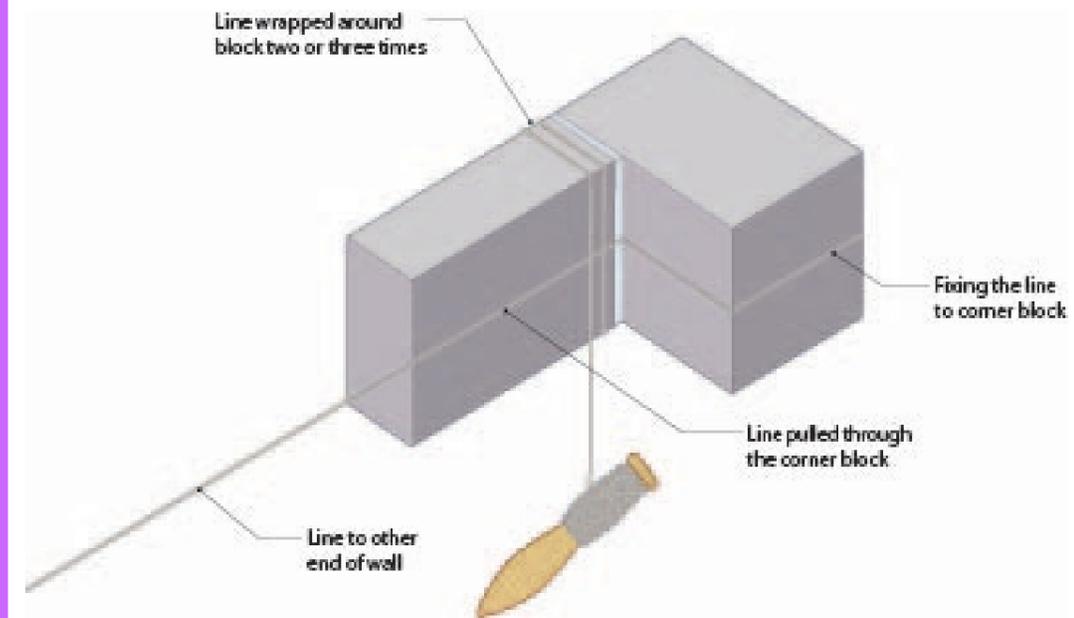
- What is the length of a brick?
- What is the width of a brick?
- What is the depth of a brick?
- How thick is a mortar joint?

### Block dimensions

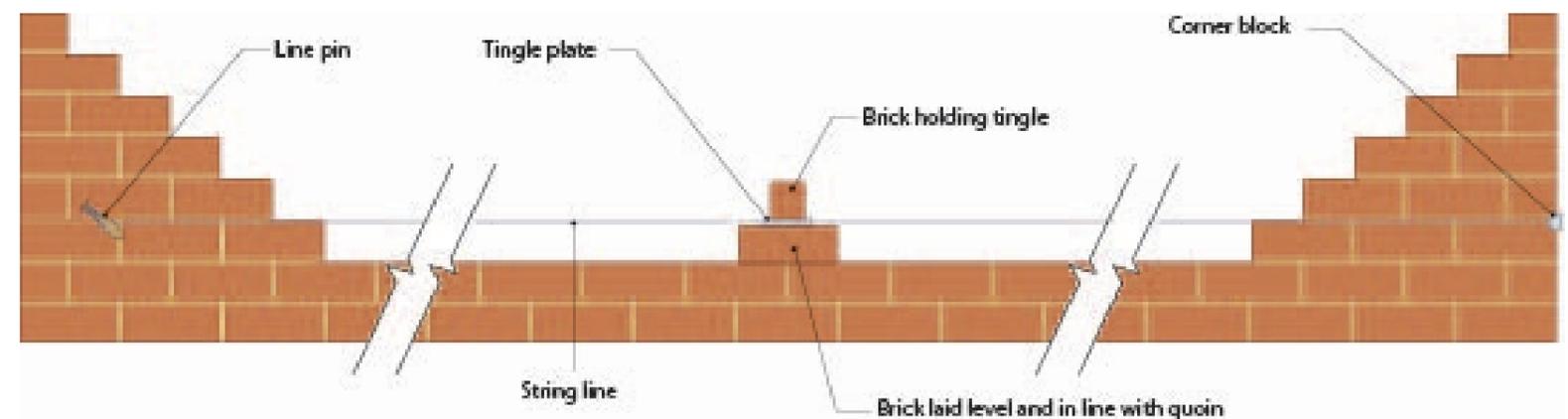
- What is the length of a block?
- What is the width of a block?
- What is the depth of a block?



There are different methods of holding in place a string line so you can build to it.



- How does the tingle plate work?
- Why is it required?
- When would you use it?



| Evidence to support a belief in life after death |   |
|--|---|
|  | Why might this support a belief in life after death?  |
| Near Death Experiences                           | These are first hand accounts from those who have been near to death, providing information about what happens after life earth ends.<br>Accounts often share similarities i.e. bright lights or seeing loved ones.   |
| Past Life Memories                               | People have provided details of a previous life which when researched have been proven to be accurate, with other possible way to know this information.  |
| Ghost Sightings                                  | Ghosts are believed to be the spirits of the dead which appear in visible from to the living. A reliable witness may claim to have seen someone who is known to have died.<br>Some believe these have unfinished business on earth which prevents them passing over completely. |
| Receiving a message from medium                  | People have received messages from mediums containing information that links directly to deceased loved one.<br>Often there is no other way could have gathered that information.   |

**Beliefs about heaven**

1. Heaven is a spiritual existence of peace and happiness in the eternal presence of God.
2. It is often depicted as above the earth, a place where good people go after death for eternity.
3. Heaven is only for Christians as you have to believe in God to guarantee a place in heaven.
4. You have to believe in Jesus and live a good life to go to heaven.
5. Believers in God, not just Christians, will go to heaven.
6. It is a place of reward for both faith and good actions in life.



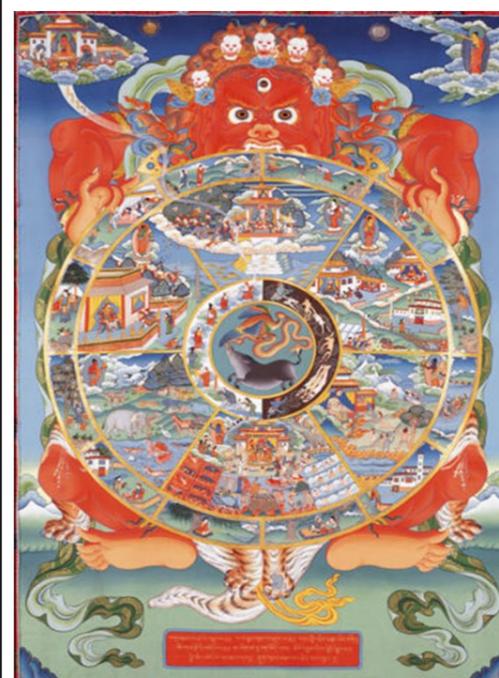
**Beliefs about hell**

1. Some Christians understand it to be a state of existence without God.
2. Traditional paintings depict it as a fiery place of eternal torment, suffering, torture and terror ruled by the Devil (Satan). It is usually depicted as below the earth.
3. Hell is the place where those who don't believe in God or Jesus go for eternity after death.
4. If you live an immoral life then you will go to hell.
5. Hell is an eternal state cut off from God. Any person not acknowledging God or follow God's teachings in their lifetime would face that eternity.



| SUBJECT TERMINOLOGY   |  |
|-----------------------|--|
| Afterlife             | The belief in continued existence in some form after physiological death. The belief that some aspect of an individual survives after death—usually, the individual's soul—is common to the great majority of the world's religions. |
| Eternity              | Endless life after death.  |
| Funeral               | A ceremony or service held shortly after a person's death, usually including the person's burial or cremation.   |
| Heaven                | a place regarded in various religions as the place where God and the angels reside, and of the good after death.   |
| Hell                  | a place regarded in various religions as a spiritual realm of evil and suffering, often traditionally depicted as a place of perpetual fire beneath the earth where the wicked are punished after death.                             |
| Judgement             | The belief that a person will be judged by God to decide their destiny in the afterlife.   |
| Medium                | A person who claims to be able to communicate with dead people in the spirit world.  |
| Nibbana               | A Buddhist word meaning 'quenching' of the activities of the world and its suffering.  |
| Near death experience | An occurrence in which a person comes very close to dying and has memories of a spiritual experience (such as meeting dead friends and family members or seeing a white light) during the time                                       |
| Paranormal activity   | Events or phenomena such as telekinesis or clairvoyance that are beyond the scope of normal scientific understanding.  |
| Rebirth               | The process of being reincarnated or born again.   |
| Reincarnation         | The belief that an individual does not live just one life, but that they live multiple lives, one after the other..  |
| Revelation            | The divine or supernatural disclosure to humans of something relating to human existence.  |
| Spiritualism          | A system of belief or religious practice based on supposed communication with the spirits of the dead, especially through mediums.   |

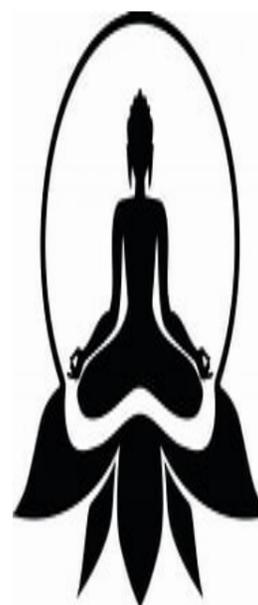
**Tibetan Wheel of Life**



1. To Buddhists, existence is a cycle of life, death, rebirth and suffering that they seek to escape altogether, and the Tibetan Wheel of life shows this.
2. The Tibetan Wheel of Life illustrates the process of dependent arising (the idea that all things change and all things are interconnected) in relation to human life, death and rebirth.
3. The Wheel is divided into five or six realms, or states, into which a soul can be reborn. It is held by a demon. Around the rim are depicted the twelve stages of dependent origination.
4. The frightening figure holding the wheel is Yama, the Lord of Death or Monster of Impermanence. He has three eyes and wears a crown of skulls. Yama symbolises the impermanence of everything. The beings he holds are trapped in eternal suffering by their ignorance of the nature of the universe. Buddhism teaches that death is not the end and is not to be feared.
5. The outer circle is 12 links or stages of a human's life (nidanas); the 12th link (old age and death) leads to the first link (ignorance). This shows the Buddhist teaching of rebirth; the wheel shows the cycle of birth, death, then rebirth this cycle is called **samsara**.
6. Depicted in the spokes of the wheel are the six (originally, five) realms of rebirth (*gatis*): the god realm, the realm of the *asuras* (originally included in the god realm), the realm of the hungry ghosts (*pretas*), the hell realm, the animal realm, and the realm of human beings.

| <b>Karuna (compassion); Metta (loving-kindness)</b>     |  |
|---|--|
| When Buddha became enlightened what choice did he face? | He faced the question of what to do next – keep the knowledge and understanding to himself or share and teach others?  |
| Why did Buddha decide to share his knowledge?           | Buddha could see hardship in the world and he wanted to share his knowledge of how to overcome it out of compassion for those who were suffering. This compassion is called karuna.  |
| What is Karuna one of?                                  | Karuna is one of the four sublime states in Buddhism which are loving-kindness; compassion; sympathetic joy (happiness for others) and equanimity (maintaining stability and calm in the face of happiness and suffering). |
| For Buddhists why do wisdom and compassion go together? | Wisdom and compassion should be developed together as you cannot have one without the other or it could become unskillful.   |
| What is metta and why should Buddhists develop this?    | Metta is loving-kindness; showing a benevolent, kind friendly attitude towards other people. Buddhists develop this to dissolve away acting out of greed, ignorance or hatred.   |
| What are the 5 steps in loving-kindness meditation?     | It consists of five steps to grow loving-kindness: -<br>1. Yourself<br>2. A good friend<br>3. A 'neutral' person<br>4. A 'difficult person'<br>5. All four of these people gradually followed by all other people.         |

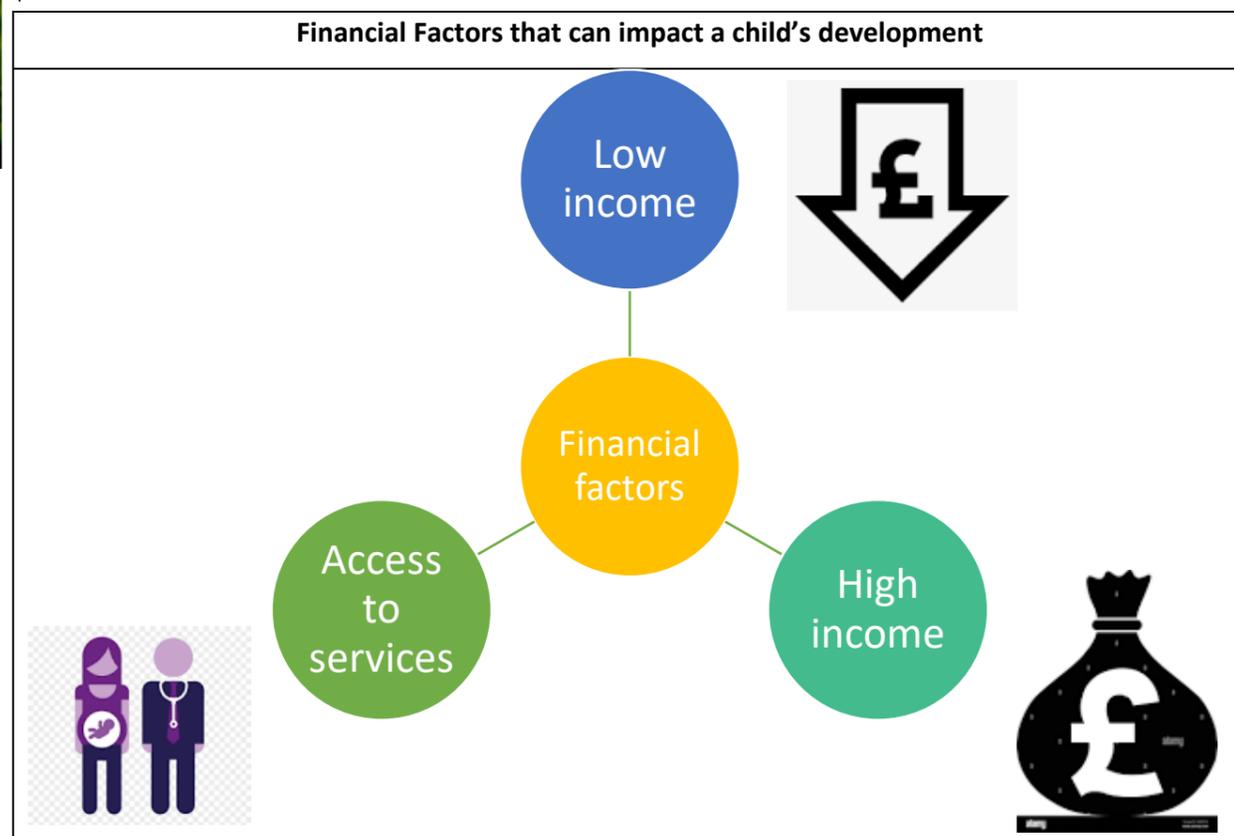
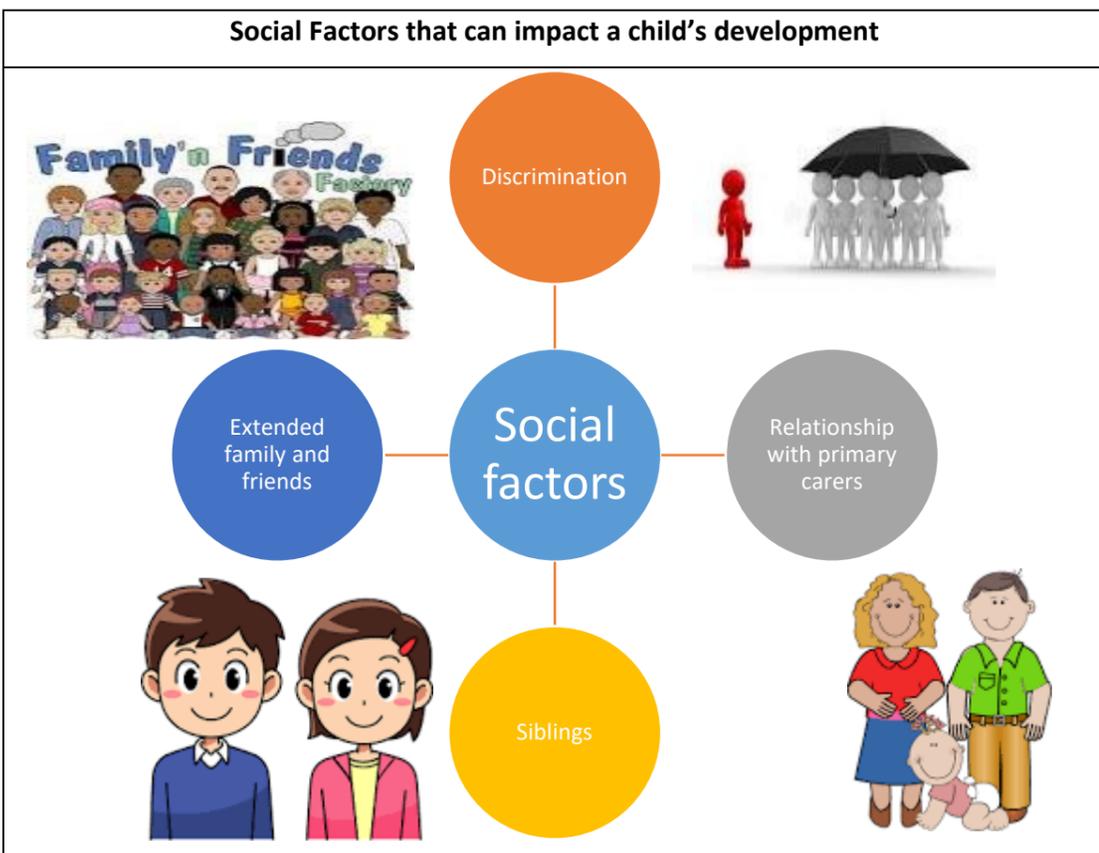
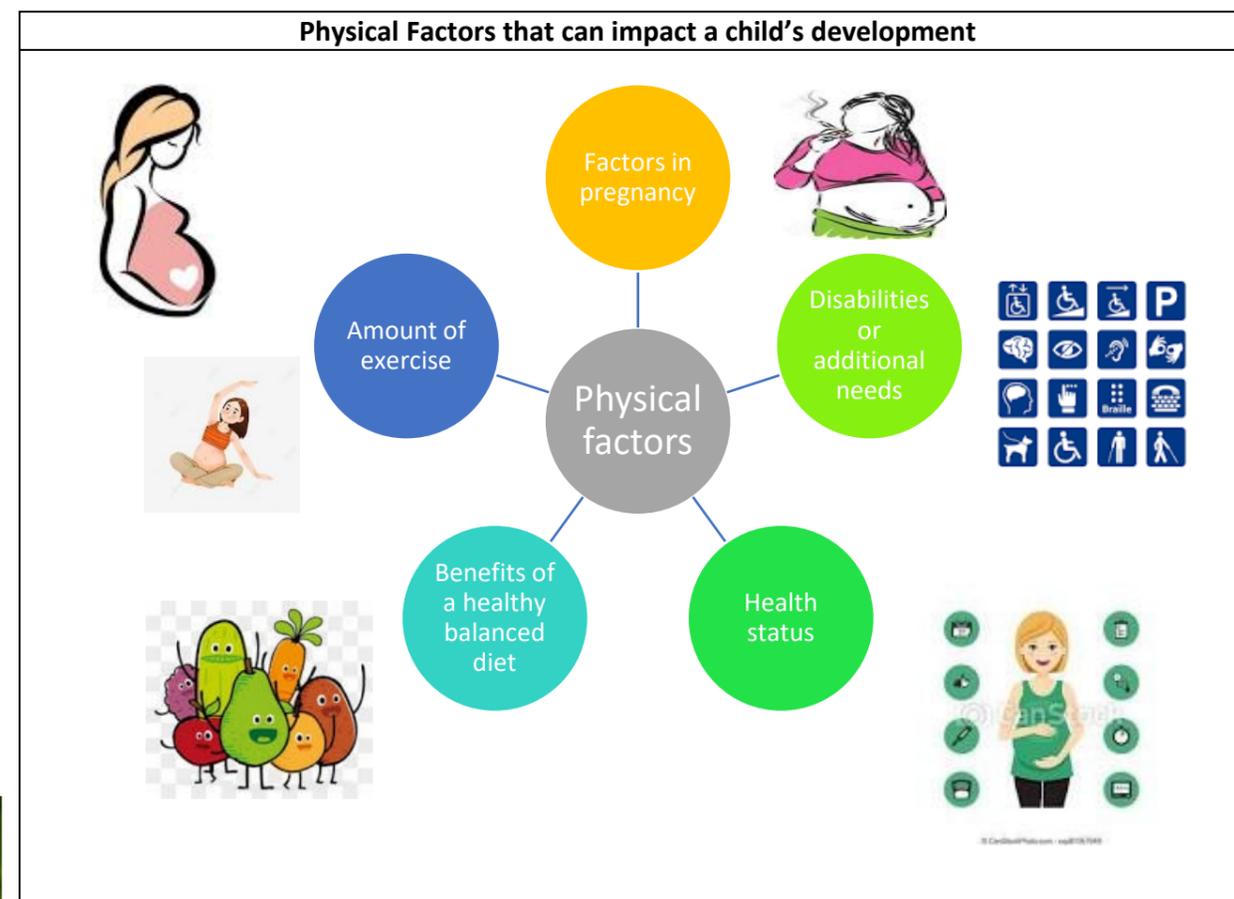
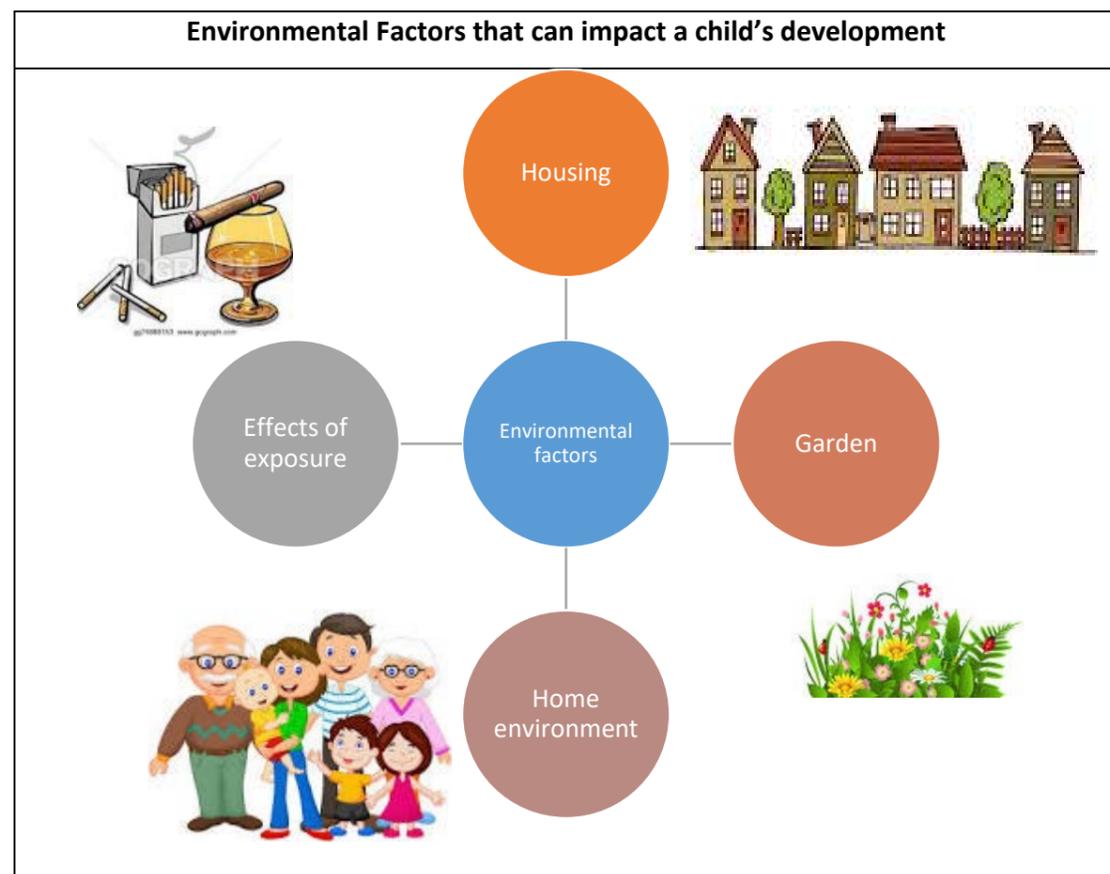
| <b>Kamma and rebirth</b>                               |   |
|--|---|
| What is kamma?   | A person's actions; the idea that skilful actions result in happiness and unskillful ones in suffering.   |
| What are skilful and unskillful actions rooted in?     | Skilful – good, ethical actions and behaviours such as generosity, compassion and understanding.<br>Unskillful – bad, unethical actions or behaviours such as craving, greed, hatred and ignorance. |
| According to Buddhists what do your actions impact on? | Your actions impact on your happiness and suffering right now but also in your future rebirths, as it links to which realm you are reborn into.   |
| How is the idea of kamma empowering?                   | Buddhists can change the future through their actions, by cultivating skilful mental states and actions.  |
| How does kamma link to the Eightfold Path?             | Kamma is concerned with right actions which is one of the elements of the Eightfold Path they need to reduce suffering to achieve enlightenment.  |
| Why is kamma so important in Buddhism?                 | Kamma is an incentive to cultivate a more skilful way of life- you benefit more, other people benefit as well.  |



| <b>The Five Moral Precepts</b>   |
|--|
| <p>The Five Moral Precepts are: -</p> <ol style="list-style-type: none"> <li>1/ To not take life.</li> <li>2/ To not take which is not given to you.</li> <li>3/ To not take anything that is a misuse of the senses or sexual misconduct.</li> <li>4/ To avoid wrong speech.</li> <li>5/ To avoid intoxicants that cloud the mind.</li> </ol> <p>Due to these precepts many Buddhists are vegetarian or vegan; they will not steal from, manipulate or exploit other people; they shouldn't engage in sexual activity that causes harm to others; Buddhists should speak truthfully, kindly and helpfully and they should avoid alcohol or drugs as these hinder calm and awareness.</p> <div style="text-align: center;">  </div> |

| <b>The Six Perfections</b>  |  |
|---|--|
|  <p><i>The Six Perfections or Paramitas</i></p>   | <p>The Six perfections: -</p> <ol style="list-style-type: none"> <li>1/ Generosity or giving</li> <li>2/ Morality</li> <li>3/ Patience</li> <li>4/ Energy</li> <li>5/ Meditation</li> <li>6/ Wisdom</li> </ol> |
| <p><b>Generosity</b> – 3 main types of giving – giving material goods; giving protection from fear. Buddhists should give without expecting anything in return.</p> <p><b>Morality</b> – most Buddhists follow the five moral precepts. Mahayana Buddhists try to follow 5 more – not talking about other people's errors or faults; not to praise oneself and speak badly of others; not to be stingy; not to be angry and not to speak badly of the 3 refuges.</p> <p><b>Patience</b> – a Bodhisattva embodies patience, tolerance and endurance. Buddhists should learn to endure personal hardship or suffering, to practice compassion and to have patience.</p> <p><b>Energy</b> – this is the cultivation of mental energy and strength; Buddhists should put effort into their practice of the Dhamma.</p> <p><b>Meditation</b> – this helps Buddhists develop the concentration and awareness needed to achieve the sixth perfection, which is wisdom.</p> |  |

# HT4 Subject Child Development: Factors that can impact development (PSA)



## HT4 Subject Child Development: Growth and Development (PSA).

| Growth  |   |
|---|---|
| What is growth a major feature of?                                  | Childhood.  |
| Why does growth take place?   | Certain cells in the body keep dividing.  |
| What does a division in cells in children mean?                     | Increases in height and weight, bones become longer and skeleton changes, development of muscles as well.       |
| Who measures children?  | Health visitors.  |
| What measurements are plotted on a centile chart?                   | Height, weight and head circumference.  |
| If children are not growing as expected what can this be a sign of? | Possible medical problems or a sign that the child is not eating the right quantity or type of food.            |
| How can heredity affect growth?                                     | Some medical conditions affecting growth can be inherited.  |
| Why do bodies need nutrients?                                       | Bodies need these in order for muscles, bones and organs to keep healthy and grow.                              |
| How much sleep do children need?                                    | Babies need between 12-14 hours a day, young children need 10-12 hours.   |
| How can emotional influences affect child's                         | If children have long periods of unhappiness, they are less likely to sleep or eat well- more likely to be ill. |



| TECHNICAL VOCABULARY |   |
|----------------------|---|
| Growth               | The division of cells.  |
| Cell                 | A tiny part of the body.  |
| Health visitors      | Health professionals who advise families with children.   |
| Head circumference   | Measurement of the head from above the eyebrows to around the back of the head.   |
| Centile chart        | A chart on which measurements are marked and compared with those of other children of the same age.                       |
| Hormones             | Chemicals that can trigger cell division, creating subsequent growth.   |
| Nutrients            | Substances found in food that are essential for health and growth.  |
| Holistic development | The development of a child, taking into account all aspects of what they can do, not just one single area of development. |
| Milestones           | Skills or pieces of knowledge that a child has acquired.  |
| Developmental norms  | The milestones that are associated with a particular age group.   |

| Development  |  |
|--|--|
| What is development?   | The skills and knowledge we gain over time.  |
| Do children develop at an even pace across all areas?              | No some may have good language skills but not be able to kick a ball.                          |
| Why is it important to know the milestones for the different ages? | Can help you plan activities and spot any child that may need more support.                    |
| What are the 5 key development areas?                              | Physical, Cognitive, Communication and Language, Emotional and Behavioural and Social.         |
| What's the difference between gross and fine motor movements?      | Gross are large movements of the arms and legs, fine are small movements usually of the hands. |
| What are fine manipulative movements?                              | Complex or intricate movements of the hands- turning the lid of a bottle, tripod grasp.        |
| What is perception?  | The ability to become aware of something using the senses.                                     |
| Which development area and skills are used in reading a            | Communication and language- reading it. Physical- turning the page.                            |
| Which development area and skills are used in playing              | Physical- drawing the noughts or crosses. Cognitive- deciding where to play.                   |
| Why are role models important?                                     | Children copy skills and attitudes from them.  |

| Development of different ages across the development areas |   |  |  |
|--|---|--|--|
|  | 0- 18 months  | 18 months – 3 years  | 3 years -5 years   |
| Physical   | <b>3m</b> reflexes disappear; lift head + shoulders; watches fingers.<br><b>6m</b> rolls + turns; sits with support; holds a toy.<br><b>9m</b> sits; crawls; stands; passes toys; drinks cup.<br><b>12m</b> walks with handheld; pincer grasp; finger feeds.<br><b>15m</b> walks alone, grasps crayons and scribbles. | <b>18m</b> walks steadily; stops safely; climbs stairs; rides a balance bike and sit + ride toys.<br><b>2y</b> runs; throws a ball; walks up and down stairs; holds chunky pencils; draws circles and lines.<br><b>2y 6m</b> jumps from a small step; kicks a large ball and copies lines. | <b>3y</b> walks on tip toe; balances; rides a trike; catches and kicks a large ball; tripod grasp; cuts paper with scissors.<br><b>4y</b> runs and avoids obstacles; good balance; copies letters; draws a person.<br><b>5y</b> runs, climbs, skips, hops; likes ball games; good pencil control.                            |
| Cognitive  | <b>3m</b> – attention span increase; recognises routines.<br><b>6m</b> recognise familiar objects/people. Respond to carers voice; explores objects; weaning.<br><b>9m</b> smiles at own face (mirror); looks for dropped toys; likes peekaboo, songs+ rhymes.<br><b>12m</b> knows own name; imitates actions.        | <b>18m</b> knows name; can point to body parts; curious; knows where things belong.<br><b>2y</b> recognises pictures in a book; enjoys simple make-believe play.<br><b>2y 6m</b> knows full name; asks the names of people and objects.  | <b>3y</b> matches + names colours; sorts objects; understands time passing; can 'write' (mark make on paper).<br><b>4y</b> counts to 10; repeats songs + rhyme; simple problem solving.<br><b>5y</b> concentrates longer; writes own name; recognises own name; simple sums; interested in reading + writing.                |
| Communication and Language                                 | <b>6 weeks</b> smiles<br><b>3m</b> stops crying when picked up<br><b>6m</b> babbles; laughs; vocalises.<br><b>9m</b> tuneful; joins in pat a cake; dada, mama.<br><b>12m</b> first words; pointing; copies; understands.  | <b>18m</b> says words; gestures; understands more; repeats.<br><b>2y</b> says over 50 words; 2 words joined; enjoys books.<br><b>2y 6m</b> says 200 words; learns new words quickly; simple sentences.   | <b>3y</b> clear speech; asks why? Uses personal pronouns and plurals; listens to stories; understands most instructions.<br><b>4y</b> talks about past and future; tells stories; likes jokes; asks questions; listens.<br><b>5y</b> fluent speech; grammatically correct; wide vocabulary; understand complex instructions. |
| Social   | <b>3m</b> likes attention + cuddles.<br><b>6m</b> familiar people + strangers<br><b>9m</b> cries without their carers<br><b>12m</b> likes games peekaboo<br><b>15m</b> watches others playing.  | <b>18m</b> understands 'you' 'me' 'mine'. Imitates household tasks.<br><b>2y</b> undress and dress with help; toilet training; more independent.<br><b>2y 6m</b> eats with a spoon; plays with others; <u>does not share.</u>  | <b>3y</b> plays with others; starting to share and take turns.<br><b>4y</b> shows sensitivity; independent; good sense of humour.<br><b>5y</b> chosers friends; understands rules; enjoys <u>team games.</u>   |
| Emotional  | <b>3m</b> like care routines<br><b>6m</b> recognises emotions<br><b>9m</b> specific attachment<br><b>12m</b> curious; explores<br><b>15m</b> some independence; jealousy.   | <b>18m</b> mood swings dependent-independent<br><b>2y</b> cannot wait, wants demands met asap; can be distracted from tantrums.<br><b>2y 6m</b> self-identity; coping with emotions; tests boundaries from adults.   | <b>3y</b> can wait; more co-operative; uses language to express feelings; makes requests.<br><b>4y</b> confident; self-assured; personal care; turns to adult for comfort when hurt or ill.<br><b>5y</b> close friendships; copes with emotions; resilient; adults need to sort conflicts.                                   |

## Child Development: Learning Through Play (Unit 2).

| Physical Play  |   |
|--|---|
| What do children learn through physical play?                            | Spatial awareness<br>Activities to stay healthy<br>How to take care of yourself and self-care<br>Gross motor skills<br>Fine motor control   |
| What activities and resources can we use for physical play and learning? | Role play of home life situations<br>Food preparation, snack times and handwashing<br>Bat and ball games<br>Tricycles, bicycles, sit and ride toys<br>Climbing frames, swings, slides<br>Creative activities<br>Playdough, sand and water activities<br>Construction toys<br>Baby gyms, push along toys, rattles. |



| Cognitive Play   |  |
|--|--|
| What learning is promoted through cognitive play?            | Problem solving skills<br>Creativity<br>Use of imagination<br>Listening and attention skills<br>Numeracy skills<br>Exploration of environments inside and outside<br>Confidence using technology<br>Understanding of others' experiences |
| What activities and resources can we use for cognitive play? | Counters, weights, play money<br>Shape sorters, puzzles, matching pairs<br>Trips and visits<br>Digging and building<br>Computer games, apps, PCs, tablets<br>Writing<br>Small world toys   |

| Social Play   |   |
|---|---|
| What learning is promoted through social play?            | Development of friendships and relationships<br>Emotional support networks<br>Sharing, turn taking, compromise. |
| What activities and resources can we use for social play? | Team games and activities<br>Group activities<br>Role play<br>Board games                                       |

| TECHNICAL VOCABULARY    |  |
|-------------------------|--|
| Unoccupied play         | Baby makes movements discovering how their body moves.   |
| Solitary play           | A child plays alone, not interested in playing with others.  |
| Spectator/onlooker play | A child watches other children play but doesn't join in with them.   |
| Parallel play           | A child plays alongside or near others but does not play with them.  |
| Associative play        | A child starts to interact with others during play but there is not a lot of interaction.                              |
| Co-operative play       | A child fully interacts with others and is interested in the activity and other children, they create their own rules. |
| Locomotor play          | Any type of physical activity using gross motor skills- enjoying movement.   |
| Creative play           | Freedom to explore resources, making something, trying new ideas.  |
| Sensory play            | Using the senses to explore, discover textures and functions.  |
| Imaginative play        | Children pretend in some ways, act out their experiences, role play and small world play.                              |

| Communication and language play   |  |
|---|--|
| What learning is promoted through communication and language play?            | Listening skills<br>Process of following instructions<br>Vocabulary and literacy skills, speaking and questioning skills<br>Expressing and discussing feelings<br>Having conversations |
| What activities and resources can we use for communication and language play? | Books – lift the flap, textured, stories, talking books, story sacks.<br>Role play<br>Nursery rhymes, songs, dances<br>Listening/action games.   |

| Emotional Play  |  |
|---|--|
| What learning is promoted through emotional play?         | Expression of feelings<br>Promoting independence<br>Improving confidence, esteem and awareness<br>Building relationships |
| What activities and resources can we use for social play? | Puppets and dolls<br>Role play activities<br>Emotion faces<br>Mirrors<br>Circle time/carpet time                         |

| Business and globalisation  |   |
|---|---|
| What has globalisation led to?  | The growth of multinationals.   |
| What 3 ways does globalisation affect businesses?                                     | Imports, exports and business locations.  |
| Give a positive and negative concerning imports in a country.                         | Positive – business may stock a larger range of products<br>Negative – may be less demand for domestically produced goods.  |
| What are the benefits of exporting goods?   | Provides domestic business with a wider target market and the opportunity to sell around the world.   |
| How does globalisation affect business locations?                                     | Businesses can choose to locate offices/premises abroad due to the ease of international trade, communication and travel. Can open outlets abroad to enter new markets. |
| What is international trade?  | The buying and selling of goods and services between countries.   |
| What are the barriers that can prevent business from engaging in international trade? | Tariffs (tax that is imposed).<br>Trading bloc – countries that agree to trade between themselves   |
| How do businesses complete internationally?   | Using the internet and e-commerce. – allows businesses to trade 24/7.   |
| Why might businesses need to change elements of their marketing mix?                  | In order to compete internationally.  |
| What elements could change?   | Price, place, promotion and product.  |

| TECHNICAL VOCABULARY  |   |
|-----------------------|---|
| Globalisation         | When businesses operate on an international scale and gain international influences or power. |
| Imports               | The flow of goods and services into a country from another country.                           |
| Exports               | The flow of goods and services out of a country to another country.                           |
| Domestically          | At home or within a businesses' home country.   |
| Tariff                | A tax imposed on imports or exports   |
| Protectionist measure | An action taken by a government to reduce the flow of imports into the country.               |
| Trading block         | A group of countries that agree to act together to promote trade between themselves.          |
| Marketing Mix         | The 4 P's of marketing, which are product, price, promotion and place.                        |
| Aesthetics            | The visual attractiveness of something.   |
| Product portfolio     | The range of goods and services offered by any one business.                                  |



| Ethics, the environment and business                                      |  |
|---|--|
| What do ethical behaviours include?                                       | Treating workers, suppliers + consumers fairly, ethical sourcing of materials, caring for the community and meeting government legislation |
| What are the advantages for an ethical business?                          | Consumers will pay a higher price for ethically sourced products. Happier employees.   |
| What will a business that behaves unethically attract?                    | Negative media attention, damaged reputation and brand value.  |
| What is the trade-off between ethics and profits?                         | The actions taken to behave ethically can be negative on profits.  |
| What considerations must be taken into account regarding the environment? | Pollution, use of non-renewable resources, long term damage to the environment, waste disposal, reducing packaging and carbon footprint.   |
| What audit do large businesses usually carry out?                         | Green audit to assess their impact on the environment.   |
| What do some businesses that use wood have a policy of?                   | Planting a tree for every one that they cut down and use.  |
| Give examples of pressure groups  | Greenpeace, the Fairtrade Foundation, Wold Wide Fund for Nature.   |
| What activities do pressure groups use?                                   | Boycotts, social media campaigns, viral marketing, protests, petitions, media campaigns, lobbying.   |
| Why do pressure groups do the above?                                      | Media attention to put pressure on a business's marketing mix.   |

| The marketing mix   |  |
|---|--|
| What are the 4 P's of the marketing mix?                          | Product, Price, Promotion and Place.   |
| What is a product?  | Might be a physical item or a service.   |
| What is the key to a successful product?                          | To ensure it provides customers with benefits that they want.  |
| What has to be considered in the design mix?                      | Function, aesthetics and function.   |
| What do we mean when we say a product must be financially viable? | This means producing the product for a cost that allows the business to make a profit.   |
| How can cost affect aesthetics?                                   | You could use cheaper materials to lower costs but this may make the product uglier.   |
| What are the 4 stages of a product's life cycle?                  | Initial introduction, growth, maturity and decline and discontinuation or extension.   |
| What are the two simplest extension strategies?                   | Lowering prices<br>Increasing advertising  |
| What is a more complex extension strategy?                        | A total rebrand of a product, may need a new name, logo and promotion campaign.  |
| How can a business differentiate their products?                  | Ensure that it has unique functions that rivals do not<br>Have a unique style or design<br>Create and use a distinctive brand<br>Provide excellent customer service consistently<br>Ensure the product is high quality |

| <b>A1: Components of physical fitness</b>      |   |
|--|---|
| Aerobic endurance                              | The ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue.   |
| Muscular endurance                             | The ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game.  |
| Muscular strength                              | The maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity.   |
| Speed  | Distance divided by time to reduce time taken to move the body or a body part in an event or game.  |
| Flexibility                                    | The range of motion possible at a joint to allow improvements in technique.   |
| Body composition                               | The relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport.  |
| <b>A2: Components of skill-related fitness</b> |   |
| Power  | The product of speed and strength to allow for explosive movements in sport.  |
| Agility  | The ability to change direction quickly to allow performers to outmanoeuvre an opponent.  |
| Reaction time                                  | The time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do.  |
| Balance  | The ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance). |
| Coordination                                   | The ability to move two or more body parts at the same time smoothly and efficiently, to allow effective application of technique.  |

| <b>B1: Techniques, strategies and fitness required for different sports</b> |  |
|---|--|
| Skills  | e.g. passing, scoring, travelling, intercepting.   |
| Strategies  | e.g. tactics and decision making.  |
| Isolated practice   | Practices that focus on one skill at a time.   |
| Competitive situation   | The number of players, area of play and presence of an official to represent competition standard of play. |

|   |  |
|---|--|
| <b>B2: Officials in sport</b>                         |  |
| Key officials and their roles in sports competitions: | Referee/umpire, Assistant referee/line umpire, Scorers/judges, Timekeepers, Video review officials.          |
| Responsibilities of the officials:                    | Appearance, Equipment, Fitness requirements, Effective communication, Control of players, Health and safety. |

|   |   |
|---|---|
| <b>B3: Rules and regulations in sports</b>  |   |
| Key rules and regulations as stated by the National Governing Body for the sport: |   |
| Number of players   | Number of players allowed to participate at any one time – substitutions – rolling or set number – variations in playing numbers due to different formats of the game.  |
| Length of time for play   | Number of periods of play – length of each period – length of play determined by time or score – additional time or extra periods of play in particular situations.   |
| Scoring system:   | Methods of scoring – differing award of points for particular methods of scoring – how a winner is determined – what happens in the event of a tie.   |
| Playing area:   | Dimensions of overall playing area – purpose and dimensions of specific areas within the overall playing area.  |
| Equipment   | Sizes and weights of playing equipment as specified by NGB – required protective equipment – optional protective equipment.   |
| Starting and restarting play  | How the game begins – how play is restarted after scoring – fouls or infringements – how and when the game ends.  |
| Non-adherence to the rules  | Playing rules specific to each sport, e.g. hitting the ball twice in tennis, passing the ball forward in rugby – out of play area/offside – intentionally harming another player – incorrect travel, e.g. double dribble in basketball. |
| Application of rules and regulations by officials                                 | Use of signals – communication of decisions to players and other officials – positioning.   |