Year 10

Term 2 Knowledge Organisers and Retrieval Quizzes

ORCHARD SCHOOL BRISTOL

INSPIRE TODAY, EMPOWER FOR LIFE

Maths

Year 10 Foundation Knowledge Organiser – Maths- Term 1

Topics: Algebra, Integers, Powers, Roots, Equations, Inequalities, BIDMAS, Substitution, Rounding

Key Knowledge & Skills

1. **Integers & Order**
    - Use symbols: $=, \neq, <, >, \leq, \geq$
    - Example: $-3 < 2, 4 \geq 4$
2. **Powers & Roots**
    - Powers: $3^2 = 9, 5^3 = 125$
    - Roots: $\sqrt{25} = 5, \sqrt[3]{27} = 3$
3. **Algebra & Simplifying**
    - Combine like terms, expand brackets, factorise simple expressions
    - Example: $2(x + 3) + 3x = 5x + 6$
4. **Equations & Substitution**
    - Solve multi-step linear equations:
    $$2x + 5 = 15 \Rightarrow x = 5$$
    - Substitute values into formulae
5. **BIDMAS & Rounding**
    - BIDMAS: Brackets → Indices → Division/Multiplication → Addition/Subtraction
    - Round to nearest 10, 100, 1000, decimal place, significant figure
    - Error interval: 7.2 → $7.15 \leq x < 7.25$

Year 10 Higher Knowledge Organiser – Maths- Term 1

Topics: Algebra (expanding, factorising, fractions), Geometry (angles, area, congruence, similarity)

Key Knowledge & Skills

1. **Algebra**
    - Expand double brackets: $(x + 2)(x + 3) = x^2 + 5x + 6$
    - Factorise quadratic: $x^2 - 16 = (x - 4)(x + 4)$
    - Algebraic fractions: addition/subtraction with common denominators
2. **Geometry & Angles**
    - Angles at a point = 360°, angles on straight line = 180°
    - Vertically opposite angles equal
    - Alternate, corresponding, co-interior angles with parallel lines
3. **Shapes & Measurements**
    - Area of triangle = $\frac{1}{2} \times b \times h$
    - Parallelogram = b × h
    - Trapezium = $\frac{1}{2}(a + b)h$
    - Congruency: SSS, SAS, ASA, RHS
    - Similarity: same shape, different size; scale factor = corresponding sides

Year 10 Foundation Term 1 Knowledge Retrieval Quiz

Questions

1. Simplify: $3 + (-7)$
2. Multiply: -4×6
3. Divide: $-24 \div 8$
4. Solve: $2x + 5 = 13$
5. Solve: $3x - 4 = 11$
6. Simplify: $4a + 3a - 5$
7. Expand: $3(x + 4)$
8. Factorise: $6x + 12$
9. Substitute $x = 3$into $2x + 5$
10. Round 3567 to the nearest 100
11. Round 0.0478 to 2 decimal places
12. Write 4500 in standard form
13. Calculate: $3^2 + \sqrt{16}$
14. Solve: $5x - 7 = 18$
15. Express 1:4 as a fraction

Answers

1. -4
2. -24
3. -3
4. $x = 4$
5. $x = 5$
6. $7a - 5$
7. $3x + 12$
8. $6(x + 2)$
9. $2(3) + 5 = 11$
10. 3600
11. 0.05
12. 4.5×10^3
13. $9 + 4 = 13$
14. $x = 5$
15. $\frac{1}{5}$

Year 10 Higher Term 1 Knowledge Retrieval Quiz

Questions

1. Expand: $(x + 3)(x + 5)$
2. Expand: $(2x - 1)(x + 4)$
3. Factorise: $x^2 + 5x + 6$
4. Factorise: $6x^2 + 12x$
5. Simplify: $3a + 5a - 2$
6. Solve: $2x + 7 = 15$
7. Solve: $3y - 5 = 16$
8. Substitute $x = 4$into $2x^2 + 3x - 5$
9. Round 0.004567 to 3 significant figures
10. Calculate 3^3
11. Solve: $5x - 8 = 12$
12. Use BIDMAS: $4 + 3 \times 2^2$
13. Express 0.0032 in standard form
14. Simplify: $\frac{2}{3} + \frac{1}{6}$
15. Solve: $3(x - 4) = 9$

Answers

1. $x^2 + 8x + 15$
2. $2x^2 + 7x - 4$
3. $(x + 2)(x + 3)$
4. $6x(x + 2)$
5. $8a - 2$
6. $x = 4$
7. $y = 7$
8. $2(16) + 3(4) - 5 = 32 + 12 - 5 = 39$
9. 0.00457
10. 27
11. $x = 4$
12. $4 + 3 \times 4 = 4 + 12 = 16$
13. 3.2×10^{-3}
14. $\frac{5}{6}$
15. $x - 4 = 3 \implies x = 7$

Year 10 English Knowledge Organiser – Term 1

Focus: ***Power & Conflict Poetry • Comparing Texts • Analytical Writing Structure***

Key Knowledge

- Study all 15 *Power and Conflict* poems: themes of power, identity, conflict, memory, and nature.
- Learn 3 levels of interpretation for each poem ("At first glance → Looking deeper → Ultimately").
- Understand form and structure (sonnet, free verse, dramatic monologue).
- Know key contextual ideas for each poem (e.g. war, empire, inequality).
- Apply comparative writing skills — link themes and techniques between poems.
- Select and analyse quotations from memory.

Key Skills

- **Comparative Analysis:** Evaluate similarities and differences in themes and methods.
- **Quotation Recall:** Memorise key lines and context.
- **Terminology:** Use poetic terms accurately.
- **Essay Structure:** Thesis → Evidence → Analysis → Comparison.
- **Critical Evaluation:** Explore multiple interpretations.
- **Timed Practice:** Write comparative essays under exam conditions.

Key Vocabulary

Metaphor | Simile | Caesura | Enjambment | Volta | Persona | Tone | Conflict | Power | Identity | Juxtaposition | Imagery

Retrieval & Reflection

1. Name three Power and Conflict poems.
2. What is enjambment?
3. How does form affect meaning?
4. Why might poets use contrast or juxtaposition?
5. Give an example of a power theme.
6. How can you compare two poems effectively?
7. What is the purpose of the "at first glance → looking deeper → ultimately" framework?

Year 10 English Term 1 Knowledge Retrieval Quiz

Focus: *Power & Conflict Poetry*

1. Name three Power & Conflict poems.
2. What is “enjambment”?
3. Define “juxtaposition” in poetry.
4. How does tone affect meaning?
5. What is a volta?
6. What is a persona in poetry?
7. Give an example of a theme from the anthology.
8. How can structure convey conflict?
9. What is the “at first glance → looking deeper → ultimately” method?
10. Why is memorising quotations useful?
11. How can imagery convey power?
12. Give an example of a poetic technique to create tension.
13. What is the difference between literal and figurative meaning?
14. How can poets show perspective in conflict poems?
15. Name one method for comparing two poems.

Answers – Year 10 English Quiz

1. Examples: “Ozymandias”, “The Charge of the Light Brigade”, “Checking Out Me History”
2. Running a sentence over a line break
3. Placing contrasting ideas close together to highlight differences
4. Tone conveys attitude and influences interpretation
5. A shift or turn in thought or argument
6. The speaker created by the poet
7. Power / identity / conflict / memory / nature
8. Through stanza length, punctuation, rhyme, or caesura
9. Framework for analysing poetry at increasing depth
10. Supports exam responses and evidence-based analysis
11. Through metaphors, similes, and imagery related to control, violence, or authority
12. Caesura, repetition, or sibilance
13. Literal = direct meaning, figurative = symbolic or metaphorical
14. Through language choice, viewpoint, and tone
15. Compare themes, techniques, or tone

Sports & Health

Year 10 Knowledge Organiser – Term 1

Focus: Sport Studies (SS) & Health & Social Care (HSC) • Introduction to Course • Paragraph Structure (MB2+) • Task 1 Coursework

Key Knowledge

- Understand the aims and structure of both the **Cambridge Nationals in Sport Studies** and **Health & Social Care**.
- Learn how coursework contributes to final grades and the importance of deadlines.
- Know how to structure high-quality written work using the **PEE structure** (Point, Evidence, Explanation).
- Recognise what distinguishes MB1, MB2, and MB3 standard work.
- Develop understanding of Task 1 requirements for your chosen course.
- Build familiarity with assessment criteria, feedback processes, and improvement strategies.

Key Skills

- **Written Communication:** Using clear, formal language.
- **Paragraph Structure:** Applying PEE to explain ideas.
- **Analysis:** Making connections between evidence and outcomes.
- **Self-Reflection:** Acting on teacher feedback.
- **Time Management:** Planning and meeting coursework deadlines.
- **Subject Application:** Linking theory to practical or real-life examples.

Key Vocabulary

- Assessment Objective (AO) | Evidence | Explanation | Coursework | Structure | Evaluation | Feedback | Cohesion | Accuracy | Deadline | Draft

Retrieval & Reflection

1. What does MB2+ mean in your coursework?
2. How can you improve the explanation part of your paragraph?
3. What are the main requirements of Task 1?
4. Why is meeting deadlines important?
5. How can feedback help you reach a higher mark band?
6. Explain one difference between Sport Studies and Health & Social Care coursework.

Year 10 Term 1 Sports and Health Knowledge Retrieval Quiz

1. What does MB2+ represent?
2. What does PEE stand for?
3. Why is evidence important in coursework?
4. What makes writing cohesive?
5. What is an AO?
6. Name two features of MB3 writing.
7. Why should drafts be kept?
8. Define “paragraph structure.”
9. What should you do after receiving feedback?
10. Why are deadlines important?
11. How can you link theory to real life examples?
12. What is meant by “clarity” in writing?
13. Why must formal language be used?
14. What does coursework assess?
15. Name one strategy for improving written work.

Answers

1. Work meeting middle-band 2 or higher standard.
2. Point, Evidence, Explanation.
3. Shows understanding and supports ideas.
4. Logical flow and linked sentences.
5. Assessment Objective.
6. Detailed explanation, correct terminology.
7. To track progress and show improvement.
8. Organised structure of ideas in a paragraph.
9. Act on suggestions to improve quality.
10. Prevents loss of marks and stress.
11. Use case studies or examples from lessons.
12. Easy to understand and well explained.
13. Professional academic writing standard.
14. Understanding and application of knowledge.
15. Proof-reading or peer review.

Classics

Year 10 Classical Civilisation Knowledge Organiser – Term 1

Focus: *'The Odyssey' • Characters • Themes • Poetic Techniques • Analytical Writing*

Key Knowledge

- Understand key events and structure of Homer's *Odyssey*.
- Explore main characters: Odysseus, Penelope, Telemachus, Athene, Poseidon.
- Analyse themes: homecoming (nostos), heroism, loyalty, revenge, fate.
- Identify poetic devices: epithets, similes, in medias res, formulaic phrases.
- Understand oral tradition and epic conventions.
- Apply analytical writing to explain and evaluate Homer's techniques.

Key Skills

- **Textual Recall:** Retell key episodes accurately.
- **Character Analysis:** Explain motivations and relationships.
- **Thematic Interpretation:** Connect events to themes.
- **Analytical Writing:** Use PEE structure to evaluate methods.
- **Comparative Thinking:** Compare heroism in ancient and modern contexts.

Key Vocabulary

Epic | Epithet | Nostos | Hubris | Xenia | Revenge | Divine Intervention | Fate | Simile | In Medias Res | Oral Tradition | Heroism

Retrieval & Reflection

1. Who is Odysseus?
2. What does "nostos" mean?
3. Name one epic convention used in the *Odyssey*.
4. How is Athene important to the story?
5. What is a Homeric simile?
6. What is the relationship between fate and free will in the poem?
7. How can we evaluate Odysseus as a hero?

Year 10 Classical Civilisation Term 1 Knowledge Retrieval Quiz

Focus: *The Odyssey – Characters, Themes, Poetic Techniques*

1. Who is the main hero of the *Odyssey*?
2. Define “nostos”.
3. Name two gods who intervene in the story.
4. What is hubris?
5. Give one example of xenia in the epic.
6. What is a Homeric simile?
7. Name one key theme in the *Odyssey*.
8. What is an epithet?
9. How does Homer use in medias res?
10. Why is Odysseus considered a flawed hero?
11. What role does Penelope play?
12. Define “divine intervention”.
13. Give an example of fate influencing a character.
14. How can characterisation reveal theme?
15. Why is the oral tradition important in the *Odyssey*?

Answers – Year 10 Classical Civilisation Quiz

1. Odysseus
2. Homecoming
3. Athene, Poseidon (also Zeus)
4. Excessive pride leading to downfall
5. Hospitality shown to strangers, e.g., Telemachus welcoming guests
6. A long, detailed comparison using “like” or “as”
7. Homecoming, heroism, loyalty, revenge, fate
8. Descriptive phrase used to define a character repeatedly
9. The story begins in the middle of the action
10. Shows cunning and bravery, but also deceit and selfishness
11. Symbol of loyalty, intelligence, and patience
12. Intervention of gods in human affairs
13. Example: Odysseus’ journey delayed by Poseidon
14. Actions, speech, and choices reveal themes such as loyalty or justice
15. Stories were passed orally, preserving culture and values

French

Year 10 Term 1 – French Knowledge Organiser

Theme: Me, Family & Friends

Grammar & Key Structures

- Present tense of regular ER/IR/RE verbs
- Reflexive verbs – present tense
- Future tense – regular -er verbs
- Present participle
- Adjectives – position & agreement
- Qui, comparisons, ne … aucun …
- Impersonal verbs

Extra Vocabulary

French	**English**
Ma famille	My family
Mon ami / Mon amie	My friend
Se réveiller	To wake up
Se coucher	To go to bed
Je vais …	I am going to …
Toujours	Always
Parfois	Sometimes
Rarement	Rarely
Sympathique	Friendly
Intelligent(e)	Intelligent
Sportif / Sportive	Athletic

Key Skills

- Talk about family and friends

- Express routines and habits
- Form future tense sentences
- Use reflexive verbs correctly

Year 10 Term 1 – French Knowledge Retrieval Quiz 1

Theme: Me, Family & Friends

1. Translate: "my family"
2. Translate: "my friend" (m/f)
3. Translate: "I wake up"
4. Translate: "I go to bed"
5. Conjugate **être** for "nous"
6. Conjugate **avoir** for "ils/elles"
7. Conjugate a regular -er verb: parler – je
8. Conjugate a regular -ir verb: finir – tu
9. Conjugate a regular -re verb: vendre – il
10. Translate: "always"
11. Translate: "sometimes"
12. Translate: "rarely"
13. Translate: "intelligent"
14. Translate: "athletic"
15. Translate: "friendly"

Answers:

1. Ma famille
2. Mon ami / Mon amie
3. Je me réveille
4. Je me couche
5. Nous sommes
6. Ils/Elles ont
7. Je parle
8. Tu finis
9. Il vend
10. Toujours
11. Parfois
12. Rarement
13. Intelligent / Intelligente
14. Sportif / Sportive
15. Sympathique

Spanish

Year 10 Term 1 – Spanish Knowledge Organiser

Theme: Me, Family & Friends

Grammar & Key Structures

- Ser, tener – present tense
- Adjectives – agreement & position
- Ser vs estar
- Articles, feminine & plural nouns
- Demonstrative & possessive adjectives
- Modal verbs: poder, querer + infinitive
- Direct & indirect object pronouns
- Prepositions: a, de, para + infinitive, sin + infinitive

Extra Vocabulary

Spanish	**English**
Mi familia	My family
Mi amigo / Mi amiga	My friend
Levantarse	To get up
Acostarse	To go to bed
Puedo …	I can …
Quiero …	I want …
Siempre	Always
A veces	Sometimes
Rara vez	Rarely
Simpático / Simpática	Friendly
Atlético / Atlética	Athletic

Key Skills

- Talk about family, friends, and routines
- Express abilities and wants
- Apply adjective agreement and word order
- Use object pronouns and prepositions correctly

Year 10 Term 1 – Spanish Knowledge Retrieval Quiz 1

Theme: Me, Family & Friends

1. Translate: "my family"
2. Translate: "my friend" (m/f)
3. Translate: "I get up"
4. Translate: "I go to bed"
5. Conjugate **ser** for "yo"
6. Conjugate **tener** for "él"
7. Translate: "always"
8. Translate: "sometimes"
9. Translate: "rarely"
10. Translate: "friendly"
11. Translate: "intelligent"
12. Translate: "athletic"
13. Translate: "I can …"
14. Translate: "I want …"
15. Translate: "to wake up"

Answers:

1. Mi familia
2. Mi amigo / Mi amiga
3. Levantarse
4. Acostarse
5. Soy
6. Tiene
7. Siempre
8. A veces
9. Rara vez
10. Simpático / Simpática
11. Inteligente
12. Atlético / Atlética
13. Puedo …
14. Quiero …
15. Levantarse

Geography

Year 10 – Living World: Hot Deserts

Key Knowledge & Skills

- **Desert Locations:** Sahara (Africa), Thar (India/Pakistan), Mojave (USA).
- **Desert Characteristics:** Arid (<250mm rainfall), extreme temperature variations, sparse vegetation.
- **Animal Adaptation:** Camels store water, nocturnal animals avoid heat, lizards burrow.
- **Plant Adaptation:** Cacti store water, deep roots, small leaves to reduce water loss.
- **People of the Desert:** Bedouin tribes; nomadic lifestyle, herding, adaptation to environment.
- **Western Desert (Case Study):** Opportunities – mineral extraction, tourism, solar/wind energy.
- **Challenges:** Extreme heat, water scarcity, poor soil, remoteness.
- **Desertification:** Causes – overgrazing, deforestation, climate change; effects – soil erosion, famine.
- **Solutions:** Irrigation, sustainable grazing, reforestation, solar energy projects.
- **Assessment Prep:** Apply knowledge using case studies.

Key Vocabulary & Examples

- Arid, desertification, oasis, nomadic, Bedouin
- Succulent, drought-resistant, nocturnal
- Irrigation, sustainable management, soil erosion
- Temperature range, rainfall, adaptation, biodiversity

Year 10 Geography Term 1 Knowledge Retrieval Quiz 1

Topic: Living World – Hot Deserts

Questions

1. Name three deserts studied.
2. Define arid.
3. How much rainfall does a desert usually get per year?
4. Name one plant adaptation in deserts.
5. Name one animal adaptation in deserts.
6. Who are the Bedouin?
7. Name one opportunity in the Western Desert.
8. Name one challenge in the Western Desert.
9. Define desertification.
10. Give one cause of desertification.
11. Give one effect of desertification.
12. Name one solution to desertification.
13. Why are deserts important for energy resources?
14. What is an oasis?
15. Why do desert animals often move at night?

Answers

1. Sahara, Thar, Mojave.
2. Very dry.
3. Less than 250mm.
4. Cacti storing water, deep roots, small leaves.
5. Nocturnal behavior, water storage, heat tolerance.
6. Nomadic people living in deserts.
7. Tourism, mineral extraction, energy projects.
8. Extreme heat, water scarcity, transport difficulties.
9. Land becoming less fertile due to climate or human activity.
10. Overgrazing, deforestation, climate change.
11. Soil erosion, famine, loss of vegetation.
12. Irrigation, reforestation, sustainable grazing.
13. Solar and wind energy potential.
14. A fertile area with water in a desert.
15. To avoid daytime heat.

History

Year 10 Term 1 Knowledge Organiser

Topic: Elizabeth I – Paper 2 Unit 3

Key Knowledge

Who were the Tudors?

- Henry VII → Henry VIII → Edward VI → Mary I → Elizabeth I.
- Family tree important for succession.

Social Hierarchy & Power:

- Monarch at top; nobility, gentry, peasants below.
- Monarch controlled laws, religion, and army.
- Parliament: advisory but limited power.

Elizabeth's Challenges:

- Religious: Catholic opposition, Puritan challenge.
- Political: foreign threats (Spain, Dutch Revolt).
- Plots: Northern Earls, Babington Plot, other assassination attempts.

Religious Settlement 1559:

- Established Church of England; compromise between Catholics & Protestants.

Mary, Queen of Scots:

- Threatened Elizabeth's throne.
- Treaty of Edinburgh limited her support in Scotland.

Northern Earls Revolt:

- Motivated by religion & power.
- Failed; leaders executed.

Skills

- Source interpretation.
- Explain cause, consequence, and significance.
- Describe key events & plots chronologically.

Year 10 Term 1History Knowledge Retrieval Quiz

1. Name two Tudors before Elizabeth I.
2. What was Elizabeth's role in government?
3. Who were the Puritans?
4. Name one foreign threat to Elizabeth.
5. What year was the Religious Settlement introduced?
6. Who was Mary, Queen of Scots?
7. Name one plot against Elizabeth.
8. What was the Northern Earls Revolt?
9. How did Elizabeth manage religious conflict?
10. What power did Parliament have?
11. Explain one challenge Elizabeth faced when she became queen.
12. What was the purpose of the Religious Settlement?
13. Name one consequence of the Northern Earls Revolt.
14. Why were plots against Elizabeth significant?
15. Give one method used to maintain loyalty.

Answers – Year 10 History Knowledge Retrieval Quiz

1. Henry VIII, Mary I
2. Monarch, law-making, army control
3. Religious group wanting further reform of Church
4. Spain, Dutch Revolt
5. 1559
6. Cousin and threat to throne
7. Northern Earls, Babington Plot
8. Rebellion in northern England against Elizabeth
9. Compromise Church of England
10. Advisory, limited law influence
11. Religion, foreign threat, succession
12. Unite nation, balance Catholic/Protestant interests
13. Leaders executed, rebellion failed
14. Showed ongoing threats to monarchy
15. Rewards, punishments, propaganda

RE

Year 10 Term 1 Knowledge Organiser

Topic: Christian Beliefs

Key Concepts:

- **Christianity:** Monotheistic religion, belief in God and Jesus Christ.
- **Denominations:** Catholic, Protestant, Orthodox.

Key Knowledge/Skills:

1. **Introduction to Christian Beliefs:** Trinity, God, life after death.
2. **Nature of God:** Omnipotent, omniscient, benevolent.
3. **The Trinity:** Father, Son, Holy Spirit – one God in three persons.
4. **Creation Story:** Genesis account, creation of world and humanity.
5. **Evil and Suffering:** The problem of why suffering exists if God is benevolent.
6. **Crucifixion:** Jesus' death, salvation, atonement for sins.

Key Vocabulary:

- **Trinity** – Father, Son, Holy Spirit
- **Omnipotent** – All-powerful
- **Omniscient** – All-knowing
- **Salvation** – Being saved from sin
- **Atonement** – Making amends for sin

Extra Information:

- Christians celebrate festivals such as Easter (resurrection) and Christmas (birth of Jesus).
- Beliefs influence Christian moral decisions, charity, and lifestyle.

Year 10 Term 1 RE Knowledge Retrieval Quiz 1

Topic: Christian Beliefs

1. What type of religion is Christianity?
2. Name the three persons of the Trinity.
3. What is omnipotent?
4. What is omniscient?
5. What is salvation?
6. What is atonement?
7. What is the significance of the crucifixion?
8. Name one Christian festival.
9. What is the creation story?
10. Why is evil and suffering a problem for Christians?
11. What is the Bible?
12. Who is Jesus Christ?
13. What is a denomination?
14. Name one Christian denomination.
15. Why do Christians follow Jesus' teachings?

Answers:

1. Monotheistic
2. Father, Son, Holy Spirit
3. All-powerful
4. All-knowing
5. Being saved from sin
6. Making amends for sin
7. Shows Jesus died for human sins
8. Christmas or Easter
9. Genesis account of the world and humanity
10. It raises questions about God's goodness
11. Christian holy book
12. Son of God, saviour
13. Branch of Christianity
14. Catholic, Protestant, Orthodox
15. To live morally and follow God's will

Drama

Year 10 Term 1 Knowledge Organiser

Core Performing Skills (for YOU to master)

At KS4 you are expected to *refine and extend* your performance skills – this means you do more than just "can perform"—you do it well, consciously and with stronger control.

Skill Goal (for you)	What you should do	Ask yourself
Consistently perform confidently	You perform in front of audiences (class, peers, exam) with assurance,	
you know your lines/role, you engage the audience.	Do I show confidence each time I perform? Can I handle mistakes or ad-libs and stay in character?	
Create a convincing & realistic character	You develop a character that feels believable: you use voice, movement, body, space, timing.	Does my character make sense? Are my choices consistent? Does the audience believe me?
Use a range of physical & vocal skills	You don't just use *one* skill; you use many: gesture, posture, gait, facial expression, volume, pitch, pause, timing, use of space etc.	Am I using enough different skills? Am I using them well? Are they consistent with the style/character?
Select and apply appropriate skills for the role/genre	Depending on the play, style or brief: maybe naturalistic, maybe physical theatre, maybe abstract. You choose skills that *fit*.	Is my style right for the piece? Are my skills helping the audience understand character and meaning?

Physical & Vocal Skills List (for you to learn and apply):

- Physical: gait, posture, gesture, facial expression, body tension, use of space, movement, status.
- Vocal: pitch, pace, pause, volume, tone, intonation, diction, emphasis, energy, timing.
- Plus: awareness of other performance elements – set, sound, lighting, costume (even if you are acting) because these affect what you do.

Core Devising Skills (for YOU)

When devising your own performance piece, you must show you can engage with the process, take responsibility, generate strong ideas and apply skills.

Skill Goal (for you)	What you should do	Ask yourself
Good understanding of the brief	You know exactly what the task is: stimulus/theme, target audience, style, group size, deadlines.	Do I understand what we are being asked to do? What are our aims?
Generate appropriate ideas	You contribute ideas that link to the brief; you develop them; you share them; you refine them.	Are my ideas clearly linked to the brief? Am I refining them?
Use techniques/styles at excellent level	You apply theatre techniques (e.g., physical theatre, naturalism, forum theatre) or a style confidently and effectively.	Am I choosing a technique/style that fits? Am I doing it well?
Lead and apply skills regularly	You take an active role in your group: leading rehearsals, making decisions, applying your skills physically/vocally/technically, helping others.	Am I stepping up? Am I helping to shape the piece? Are my skills visible in the final performance?

Key Theory & Terminology (you must know these)

These are the terms you will use in written work, and you should know what they mean and how to apply them to your own work or exam responses.

- **Stimulus** – the starting point (image, story, idea) for a devised performance.
- **Artistic Intention** – what you want the audience to feel, think or understand from your piece.
- **Performance from Text** – working with a script or extracts of a play.
- **Design & Technical Elements** – set, lighting, sound, costume, props: how they support meaning.
- **Interpretation** – how you (as actor/designer/director) choose to present the text or scene.
- **Context** – social/historical/cultural background of the play/performance and how it affects meaning.
- **Evaluation & Analysis** – reflecting on your own and others' work: what worked, why, how it could improve.

Also know what grade-descriptors expect from you: e.g., to aim for higher grades you must *apply theatrical skills skilfully and effectively to realise artistic intentions*.

Year 10 Term 1 Performing Arts Knowledge Retrieval Quiz 1

1. What are the three components of the GCSE Drama course (for example with AQA)?
2. What does **“stimulus”** mean in devising drama?
3. What is an **artistic intention** in a performance?
4. Give four theatre-maker roles (not performer).
5. What is **performance from text**?
6. What do **design & technical elements** refer to in drama?
7. What is the difference between **interpretation** and **context**?
8. What does **evaluation** mean in drama work?
9. What is a **set text** and why is it studied?
10. In your own words, what does it mean to **consistently perform confidently**?
11. Name three physical or vocal skills you should use in your performance.
12. What is a **practitioner** in drama and give one example.
13. What is a **brief** in devising work?
14. Why is understanding the **audience** important in performance?
15. What role does **leadership** play in devising drama at KS4?

Answers:

1. The three components are: Understanding Drama (written exam), Devising Drama (practical + portfolio/log), Texts in Practice (scripted performance).
2. A **stimulus** is the starting point for devising — an image, idea, theme or prompt that you respond to in your performance.
3. An **artistic intention** is what you want your audience to experience, feel or take away from your piece.
4. Four theatre-maker roles: Director, Lighting Designer, Sound Designer, Set Designer (also Costume Designer, Stage Manager).
5. **Performance from text** is when you perform scenes or extracts from an existing play script (rather than improvising or wholly devising).
6. **Design & technical elements** are set, lighting, sound, costume, props — the non-acting parts that help create meaning and atmosphere.
7. **Interpretation** is how you present or adapt the text/performance (your creative choice). **Context** is the background (historical, cultural, social) that affects how the performance is understood.
8. **Evaluation** means reflecting on your own or others' work: analysing what worked, what didn't, why, and how to improve.
9. A **set text** is a play chosen by the exam board that you study in detail (themes, characters, context) and it is used for exam questions/history of theatre.
10. To **consistently perform confidently** means you regularly deliver performances with assurance, control, engaging the audience, and showing you know what you're doing.
11. Three skills: e.g., Gesture (physical), Intonation (vocal), Use of Space (physical). There are many more you should learn.
12. A **practitioner** is a theatre-maker whose methods or style you study and maybe use (for example Augusto Boal or Steven Berkoff).
13. A **brief** is the task you are given for devising: it explains what you must do, your stimulus, your audience, your style, your constraints.
14. Understanding the **audience** is important because you need to make performance choices that connect with them: how they will see/hear you, what understanding they have, what impact you want to have.
15. **Leadership** means you take responsibility in devising: you help set the direction, support others, make sure work is focused, you apply your skills, you contribute actively.

Music

Year 10 Term 1 Knowledge Organiser

- You will study three main components: **Performing**, **Composing**, **Listening & Appraising**.
- For example, one specification shows: Performing 30%, Composing 30%, Listening/Exam 40%.
- In practical terms, you will:
    - Perform on your instrument or voice (solo + ensemble)
    - Compose original music (one to a set brief + one free)
    - Study and listen to set works and unknown music, learn to identify features, styles, context, and write about them

Core Skills (for YOU to master)

At KS4 you are expected to *raise your game*. It's not enough to *just* perform or compose — you must do it with wider understanding, more control, and clear purpose.

Performing

- You should prepare both **solo** and **ensemble** performances.
- You must perform with accuracy, fluency, expression, appropriate technique and style.
- You should use your instrument/voice or technology/production if that's your thing.
- Be aware of *musical elements* (dynamics, tempo, texture, harmony, melody, instrumentation etc.) and apply them in your performance.
- Choose pieces at a level you can handle well (it's better to perform moderately difficult pieces flawlessly than extremely hard pieces poorly).

Composing

- You'll write two pieces:
    - One **to a brief** (given by exam board)
    - One **free composition** (you choose the style)
- Include a recording and a written/annotated score or lead sheet.
- Use and develop musical devices: motif, development, texture, instrumentation, structure, harmony, etc.
- Your compositional decisions (what you write) must link to your intention, audience, circumstance, style.

Listening & Appraising

- Study a number of **set works** (pieces chosen by the exam board) across different styles/genres/eras.
- You will also listen to **unfamiliar music** in the exam and analyse using the skills you have learned.

- You need to know the *musical vocabulary* (elements of music) and be able to write about how they create effect, mood or meaning.
- Understand *context* (when/why/how a piece was written, what influences, what audience) and *interpretation* (what choices were made in what you hear).

Key Terminology You MUST know

- **Area of Study (AoS)** – The broad topics you study (e.g., Instrumental Music, Popular Music, Film Music, Fusions).
- **Brief** – The instruction you respond to when composing.
- **Set Work** – A piece of music chosen by the exam board that you must study in detail.
- **Ensemble** – A group performance (two or more performers).
- **Solo** – A single performer.
- **Notation/Lead sheet/Score** – How your composition or performance is written/represented.
- **Musical Elements** – e.g., pitch, duration (rhythm), dynamics, tempo, timbre, texture, structure, harmony, instrumentation.
- **Interpretation** – How the performer/composer/director presents the piece with specific choices.
- **Context** – When, where, why the music was created; cultural, historic, stylistic background.
- **Evaluate/Appraise** – Reflecting on music (your own or others'): what works, what could improve, why.
- **Musical Intention** – What you as a musician/composer want your audience to experience, think or feel.
- **Instrumentation** – What instruments or voices are used, and how they are used.
- **Structure/Form** – How the piece is organised (intro, verse, chorus, coda, binary, ternary, theme & variation).

What the Assessment Looks Like

- **Performing:** Often around 30% of your total grade; you must submit live/recorded performances (solo + ensemble) meeting minimum durations.
- **Composing:** Also around 30%; two pieces (to brief + free), include recording + notation/lead sheet + sometimes programme notes explaining your intention and techniques.
- **Listening & Appraising:** Around 40%; a timed exam where you listen to set works + unfamiliar pieces, answer questions on musical elements, features, compare pieces, consider context.

What YOU should Be Doing

- **Rehearse regularly**: Make time for your instrument/voice; for ensemble rehearsals; for refining your performance pieces.
- **Compose intentionally**: Plan your pieces (structure, instrumentation, style), try ideas, refine, record drafts, annotate your thought process.

- **Listen consciously**: When you hear music (in class, at home, online), ask: what instruments do I hear? What texture? How has melody or harmony been used? Why does it create that mood?
- **Use correct vocabulary**: When you write about music, always use the musical elements terms, link them to effect. Shows deeper understanding.
- **Connect everything**: Your performance choices should relate to style/genre/intention; your composition should link to purpose and audience; your listening should link to background/context.
- **Check the technical details**: For example: Does your ensemble performance meet the minimum length? Is your composition to the correct brief? Are your recordings and scores submitted correctly?

Year 10 Term 1 Music Knowledge Retrieval Quiz 1

1. What are the three main components of a typical GCSE Music course?
2. Approximately what percentage of the grade is the listening/appraising exam?
3. What is a “brief” in music composing?
4. What does “ensemble” mean in music?
5. Name three musical elements you need to know.
6. What is a “set work”?
7. What does musical “context” refer to?
8. What is the minimum combined duration often required for the performance pieces?
9. What must you submit alongside your composition recording?
10. Give one example of an Area of Study (AoS).
11. What does “notation” or “lead sheet” mean?
12. What is “interpretation” in music?
13. Why is using correct musical vocabulary important in your writing?
14. In your performing, what should you consider to ensure you are presenting at a good level?
15. What is your compositional process expected to show (in terms of musical elements)?

Answers:

1. The three main components are: Performing, Composing, Listening & Appraising.
2. Around 40% of the total grade is the listening/appraising exam.
3. A “brief” is the instruction or stimulus you respond to when composing music (for example a video clip, a story, an image, a style).
4. “Ensemble” means a group performance with two or more performers working together.
5. Examples of musical elements: dynamics, tempo, texture, melody, harmony, timbre, structure, rhythm.
6. A “set work” is a piece of music chosen by the exam board that you must study in depth (its features, context, etc.).
7. “Context” refers to the background of the music: when it was written, why, by whom, what style or culture, what influences.
8. The minimum combined duration for performance (solo + ensemble) is often **four minutes**.
9. You must submit a score/lead sheet or annotated version alongside your composition recording.
10. An example Area of Study (AoS): Popular Music; Film Music; Instrumental Music; Fusions.
11. “Notation” or a “lead sheet” is the written representation of music: notes, chords, melody, rhythm, sometimes lyrics.
12. “Interpretation” means how you present or perform the music: your choices of tempo, articulation, dynamics, instrumentation, style.
13. Correct musical vocabulary is important because it shows you understand *what you’re doing or hearing*, and examiners mark for precise language and understanding.
14. In your performing you should consider accuracy, expression, technique, style, and ensure you are comfortable and prepared so you deliver confidently.
15. Your composition process should show selection and use of musical elements (e.g., rhythm, melody, harmony, texture), development/manipulation of ideas, coherence and connection to your intention/brief.

Art

Year 10 Term 1 Knowledge Organiser

Term 1: Skills Building – Portraiture & The Human Form

Big Idea

You will explore **portraiture** and the **human figure** using observational drawing, mixed media, and styles such as **Cubism**. You will develop skills in **proportion, symmetry, composition, and expression**, and experiment with **colour pencil, watercolour, and pen techniques** inspired by artists like **Picasso**.

Key Knowledge

Portraiture & Human Form

- **Portraiture**: Artwork that represents a person's face or figure.
- **Observation**: Carefully studying features, posture, and details to increase accuracy.
- **Proportion**: Correct relative size of facial and body features.
- **Symmetry**: Balanced arrangement of features, often in the face.
- **Expression**: Capturing emotion or personality in the subject.

Art Styles

- **Cubism**: An abstract style that breaks objects into geometric shapes, multiple perspectives, and planes.
- Artists like **Picasso** combined traditional portraiture with cubist techniques to explore form and perspective.

Media & Techniques

- **Colour pencil**: Build tone, texture, and layers gradually.
- **Watercolour**: Create washes, transparency, and subtle colour blending.
- **Pen**: For line work, contour drawing, or adding texture.
- **Mixed media**: Combining two or more materials (e.g., pencil + watercolour + pen) to create depth and interest.
- **Layering**: Applying multiple layers of media to build tone, texture, or colour depth.
- **Contour**: Outlining shapes and edges to define form.
- **Tone**: Lightness or darkness of a colour to show depth or volume.
- **Texture**: Surface quality or illusion of texture to make drawings more realistic.

- **Perspective**: Creating a sense of depth or three-dimensionality in a drawing.

Composition & Study

- **Composition**: The arrangement of elements in the artwork to create balance, focus, and interest.
- **Study**: Developing ideas through practice sketches or experiments before a final piece.
- Observation and study are essential to capture the **accuracy** and essence of the human form.

Key Vocabulary

proportion • composition • symmetry • cubism • monochrome • contour • expression • tone • layering • mixed media • observation • accuracy • texture • perspective • study

Art Knowledge Retrieval Quiz

1. What is portraiture?
2. Why is observation important in portraiture?
3. What does proportion mean in drawing the human form?
4. What does symmetry refer to in a face?
5. How can expression be shown in a portrait?
6. What is Cubism?
7. Name one artist associated with Cubism.
8. Give one technique for using colour pencil.
9. What is watercolour good for in portraiture?
10. What does mixed media mean?
11. What is contour drawing used for?
12. Why is tone important in a drawing?
13. What is layering in art?
14. How does perspective help in drawing?
15. What is a study in art?

Answers

1. Artwork that represents a person's face or figure.
2. To carefully capture features, posture, and details accurately.
3. Correct relative size of facial and body features.
4. Balanced arrangement of facial features.
5. Through facial features, posture, and gestures to show emotion.
6. An abstract style that breaks objects into geometric shapes and multiple viewpoints.
7. Picasso.
8. Gradually building tone, texture, or colour depth.
9. To create washes, transparency, and subtle colour blending.
10. Combining two or more materials to create depth and interest.
11. To outline shapes and define edges.
12. Shows light, shadow, and depth to create three-dimensionality.
13. Applying multiple layers of media to build tone, texture, or colour.
14. It creates a sense of depth or three-dimensionality.
15. Practice sketches or experiments to develop ideas before a final piece.

Hospitality and Catering

Year 10 Term 1 Knowledge Organiser

Term 1: Welcome to the Industry

Big Idea

You will explore the **hospitality and catering industry**, understand the variety of establishments, learn how customer needs are met, and develop knowledge of kitchen operations, job roles, teamwork, and workplace safety.

Key Knowledge

Hospitality & Catering Establishments

- **Commercial establishments**: Businesses that aim to make a profit (e.g., restaurants, hotels, cafés).
- **Non-commercial establishments**: Organisations that do not primarily aim to make a profit (e.g., school cafeterias, hospitals).
- **Residential establishments**: Provide accommodation as well as food services (e.g., hotels, guest houses).
- Hospitality businesses meet customer needs for **food, drink, comfort, and service**.

Kitchen Brigade & Job Roles

- The **kitchen brigade** is a structured hierarchy of roles in professional kitchens.
- Common roles:
    - **Head chef/Executive chef** – manages kitchen operations
    - **Sous chef** – second in command, supervises kitchen staff
    - **Commis chef** – junior chef assisting in preparation
    - **Pastry chef** – specialises in desserts and baked goods
    - Other roles: kitchen porters, wait staff, front-of-house staff
- Clear **responsibility** and understanding of hierarchy improves efficiency and safety.

Teamwork & Communication

- **Teamwork**: Working collaboratively to achieve smooth service and high-quality food.
- **Communication**: Sharing instructions, feedback, and information clearly with colleagues and front-of-house staff.
- Effective teamwork and communication ensure customer satisfaction and reduce errors.

Workplace Safety & Hygiene

- Follow **basic hygiene routines**: handwashing, safe food storage, clean surfaces, avoiding cross-contamination.
- Follow **safety routines**: correct handling of knives, equipment, and hot surfaces.
- Personal **attributes** such as reliability, punctuality, and attention to detail are essential.

Key Vocabulary

establishment • commercial • non-commercial • residential • hierarchy • teamwork • communication • hygiene • responsibility • attribute

Hospitality and Catering Knowledge Retrieval Quiz

1. What is a commercial hospitality establishment?
2. Give one example of a commercial establishment.
3. What is a non-commercial establishment?
4. Give one example of a non-commercial establishment.
5. What is a residential establishment?
6. Name one way establishments meet customer needs.
7. What is a kitchen brigade?
8. Who is the head chef?
9. What is the role of a commis chef?
10. Why is hierarchy important in a kitchen?
11. What does teamwork mean in a catering environment?
12. Why is communication important in hospitality?
13. Name one hygiene routine in the kitchen.
14. Give one safety routine in a kitchen.
15. Name one personal attribute important in hospitality and catering.

Answers

1. A business that aims to make a profit by providing food, drink, or accommodation.
2. Example: Restaurant, hotel, café.
3. An organisation that does not primarily aim to make a profit but provides food services.
4. Example: School cafeteria, hospital, prison.
5. An establishment that provides accommodation and food services.
6. Examples: Serving quality food, offering comfort, good service.
7. A structured hierarchy of roles in a professional kitchen.
8. The chef who manages the kitchen operations.
9. A junior chef who assists in food preparation and basic cooking tasks.
10. It ensures clear responsibilities, efficient workflow, and safety.
11. Working collaboratively with colleagues to deliver smooth service.
12. To share instructions, information, and feedback clearly to avoid mistakes.
13. Example: Handwashing, cleaning surfaces, avoiding cross-contamination.
14. Example: Correctly handling knives, using equipment safely, avoiding hot surfaces.
15. Examples: Reliability, punctuality, attention to detail.

Graphics

Year 10 Term 1 Knowledge Organiser

Term 1: Skills Foundations – Introduction to Graphic Communication

Big Idea

You will explore the **foundations of graphic design**, including layout, composition, and typography. You will experiment with **digital and hand-rendered techniques**, and learn how **hierarchy** and design principles guide the viewer's eye through a page.

Key Knowledge

Design Principles

- **Composition**: How visual elements are arranged in a design to create harmony and clarity.
- **Layout**: The placement of text, images, and other elements on a page.
- **Hierarchy**: Arranging elements to show importance and guide the viewer's eye.
- **Balance**: Distribution of visual weight to create stability (symmetrical or asymmetrical).
- **Proportion & Scale**: Size relationships between elements for visual impact.
- **Contrast**: Using differences (colour, size, tone) to create emphasis or highlight areas.
- **Alignment**: Placing elements in line to create a clean, organised appearance.
- **Structure**: The overall framework or organisation of a design.

Typography

- **Typography**: The style, arrangement, and appearance of text.
- **Kerning**: Adjusting the space between individual letters.
- **Tracking**: Adjusting spacing across a group of letters or a line of text.
- **Serif fonts**: Fonts with small strokes at the ends of letters (classic, formal).
- **Sans-serif fonts**: Fonts without strokes (modern, clean, minimal).

Digital Graphics

- **Vector**: Graphics made from points and paths; scalable without losing quality.
- **Bitmap**: Graphics made from pixels; quality can be lost if scaled.
- Designers combine **vector and bitmap techniques** to achieve professional results.

Key Vocabulary

composition • typography • hierarchy • layout • vector • bitmap • proportion • balance • contrast • alignment • kerning • tracking • serif • sans-serif • structure • scale

---

Graphics Knowledge Retrieval Quiz

1. What is composition in graphic design?
2. What does layout refer to?
3. What is hierarchy used for in a design?
4. What does balance mean?
5. What is the difference between proportion and scale?
6. How is contrast used in graphic design?
7. Why is alignment important?
8. What does structure mean in a design?
9. What is typography?
10. What is kerning?
11. What is tracking?
12. Name one characteristic of a serif font.
13. Name one characteristic of a sans-serif font.
14. What is a vector graphic?
15. What is a bitmap graphic?

Answers

1. The arrangement of visual elements to create harmony and clarity.
2. The placement of text, images, and other elements on a page.
3. To show the importance of elements and guide the viewer's eye.
4. Distribution of visual weight to create stability.
5. Proportion is the size relationship between elements; scale is the actual size of elements relative to each other.
6. To create emphasis or highlight areas using differences in colour, size, or tone.
7. To organise elements neatly and create a clean, professional appearance.
8. The overall framework or organisation of the design.
9. The style, arrangement, and appearance of text.
10. Adjusting the space between individual letters.
11. Adjusting spacing across a group of letters or a line of text.
12. Small strokes at the ends of letters; often classic or formal.
13. No strokes at the ends of letters; clean and modern.
14. Graphics made from points and paths; scalable without losing quality.
15. Graphics made from pixels; quality can be lost when scaling.

3D Design

Year 10 Term 1 Knowledge Organiser

Term 1: Skills Building – Form & Function (Wood + 3D Print)

Big Idea

You will explore the relationship between **form and function** through designing and making small wooden and 3D-printed products. You will develop **technical drawing skills** (orthographic and isometric), learn **3D modelling in TinkerCAD**, and gain practical experience using **woodworking tools** and 3D printing equipment. You will also focus on **accuracy, surface finishing, and health & safety**.

Key Knowledge

Form vs Function

- **Form**: The shape, aesthetics, and visual design of a product.
- **Function**: How a product works or is used.
- Designers balance both to create products that look good and work well.
- **Iteration**: Repeating design improvements based on testing and evaluation.
- **Prototype**: A first model used to test and refine a design.

Woodworking Techniques

- **Lap joint**: A simple woodworking joint where two pieces overlap.
- **Scroll saw**: A precision saw used to cut intricate curves in wood.
- **Clamp**: Holds materials steady while cutting or assembling.
- **Marking gauge**: Tool for accurately marking wood for cuts.
- **Flush**: Ensuring surfaces are level and aligned.
- **Vice**: Holds work securely for accurate cutting or sanding.
- **Finish**: Smoothing and treating surfaces for appearance and durability.
- **Texture**: Surface quality—can be smooth, rough, or patterned.

3D Printing Techniques

- **TinkerCAD**: Software for simple 3D modelling.
- **Slicing**: Preparing a 3D model for printing by converting it into layers.
- **Filament**: Plastic material used in 3D printers.
- **Tolerance**: The acceptable limit for dimensions to ensure parts fit together.

Technical Drawing

- **Orthographic drawing**: 2D views (front, top, side) showing accurate dimensions.
- **Isometric drawing**: 3D view at a 30° angle to show shape and depth.
- Accurate drawing helps in making precise products and prototypes.

Workshop Health & Safety

- Always wear **safety goggles** and **gloves** where needed.
- Keep hair and clothing secured.
- Follow correct operating procedures for tools.
- Maintain a tidy workspace to reduce hazards.

Key Vocabulary

function • iteration • orthographic • isometric • form • lap joint • flush • scroll saw • clamp • marking gauge • accuracy • finish • prototype • tolerance • slicing • filament • safety • balance • vice • texture

3D Design Knowledge Retrieval Quiz

1. What does form mean in design?
2. What does function mean?
3. What is iteration in the design process?
4. What is a prototype used for?
5. Describe a lap joint.
6. What is a scroll saw used for?
7. What does a clamp do?
8. What is a marking gauge used for?
9. What does flush mean in woodworking?
10. Name one purpose of surface finishing.
11. What is TinkerCAD used for?
12. What is slicing in 3D printing?
13. What is filament in 3D printing?
14. Why is tolerance important?
15. Name two health & safety measures in the workshop.

Answers

1. The shape, aesthetics, or visual appearance of a product.
2. How a product works or is used.
3. Repeating design improvements based on testing and feedback.
4. To test, evaluate, and refine a design before final production.
5. A joint where two pieces of wood overlap to join together.
6. Cutting precise curves or intricate shapes in wood.
7. Holds materials steady while cutting, sanding, or assembling.
8. Accurately marking wood for cutting or joining.
9. Ensuring surfaces are level and aligned.
10. To improve appearance, durability, and texture.
11. For creating simple 3D digital models.
12. Converting a 3D model into layers for printing.
13. Plastic material used by 3D printers.
14. Ensures parts fit together properly despite small variations.
15. Examples: wear goggles, tie back hair, follow tool procedures, keep workspace tidy.