Year 11

Term 3 Knowledge Organisers and Retrieval Quizzes

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Maths

Year 11 Maths Foundation Knowledge Organiser

1. Number & Algebra

Inequalities

- Use inequality symbols: < , > , ≤ , ≥
- **Solve**:
  - Example:

    $2x + 5 < 15$

    $2x < 10 \rightarrow x < 5$

Sequences

- **Quadratic sequences**: second difference constant
- **Finding nth term**
  - Example: Sequence: 3, 8, 15, 24…
    2nd diff = 2 → n^2sequence
    nth term = $n^2 + 2n$

Algebraic Manipulation

- Expanding brackets
  - Example: $3(2x - 5) = 6x - 15$
- Factorising
  - Example: $x^2 + 5x = x(x + 5)$

2. Geometry & Measures

Trigonometry (Right-angled)

- Use SOH CAH TOA
  - Example: $\sin\ \theta = \frac{\text{opposite}}{\text{hypotenuse}}$

Area & Circumference of Sectors

- Fraction of circle × total area/circumference
  - Example (area): $\frac{\theta}{360} \times \pi r^2$

Compound Measures

- Speed, Density, Pressure
  - Example:
    Speed = distance ÷ time

3. Probability

Independent Events

- P(A and B) = P(A) × P(B)
    - Example: P(heads then heads) = ½ × ½ = ¼

Sample Space Diagrams

- List all possible outcomes.

4. Vectors

Vector Notation

- Column vectors $\begin{pmatrix} x \\ y \end{pmatrix}$
- Vector addition
    - Example:

$$\begin{pmatrix} 3 \\ -1 \end{pmatrix} + \begin{pmatrix} 2 \\ 4 \end{pmatrix} = \begin{pmatrix} 5 \\ 3 \end{pmatrix}$$

5. Reasoning & Algebraic Proof

- Show steps logically
- Example: Prove sum of two even numbers is even
  Let numbers be 2a and 2b:
  $2a + 2b = 2(a + b)$→ even.

Year 11 Maths Higher Knowledge Organiser

1. Algebra

Surds

- Simplifying
  - Example: $\sqrt{50} = 5\sqrt{2}$
- Rationalising
  - Example: $\frac{1}{\sqrt{3}} = \frac{\sqrt{3}}{3}$

Quadratic Equations

- Factorising
  - Example: $x^2 - 5x + 6 = (x - 2)(x - 3)$
- Quadratic formula
  - $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$

Simultaneous Equations

- Example:

$$2x + y = 10$$
$$x - y = 1$$

2. Advanced Trigonometry

Rules

- **Sine Rule**: $\frac{a}{\sin A} = \frac{b}{\sin B}$
- **Cosine Rule**: $a^2 = b^2 + c^2 - 2bc\cos\ A$
- **Area of any triangle**
  - Example: $\frac{1}{2}ab\sin\ C$

Trigonometric Graphs

- Sine, cosine, tangent curves.

3. Graphs

Parallel Lines

- Same gradient
  - Example: A line parallel to $y = 3x + 1$has gradient 3.

Transformations of Functions

- $f(x) + a$→ shift up
- $f(x - a)$→ shift right
- $-f(x)$→ reflection in x-axis
- $f(-x)$→ reflection in y-axis

4. Algebraic Fractions

- Example:

$$\frac{3}{x} + \frac{2}{x} = \frac{5}{x}$$

5. Vector Proof

- Collinearity
  - Show one vector is a scalar multiple of the other.

6. Statistics

Histograms

- Frequency density = frequency ÷ class width
  Example: 30 people in a 5-width class → FD = 6

Year 11 Maths Foundation Tier- Knowledge Retrieval Quiz

1. Solve: $5x - 3 < 12$
2. Find the next term: 7, 12, 19, 28, …
3. State SOH CAH TOA.
4. Calculate the area of a 60° sector of a circle radius 6 cm.
5. Expand: $4(3x - 2)$
6. Write the vector for a 3 right, 2 up movement.
7. What is P(rolling a 6 then a 6)?
8. Calculate speed if distance = 120 km and time = 3 h.
9. Factorise: $x^2 + 9x$
10. What is a quadratic sequence?
11. Evaluate: $\begin{pmatrix} 4 \\ -3 \end{pmatrix} + \begin{pmatrix} -1 \\ 6 \end{pmatrix}$
12. What does “independent events” mean?
13. Find the nth term of 4, 9, 16, 25…
14. Simplify: $3a + 4a - a$
15. State one example of a compound measure.

Answers

1. x<3
2. 39
3. SOH: sin = opp/hyp | CAH: cos = adj/hyp | TOA: tan = opp/adj
4. $\frac{60}{360} \times \pi(6^2) = 6\pi$
5. $12x - 8$
6. $\binom{3}{2}$
7. $1/36$
8. 40 km/h
9. $x(x + 9)$
10. Second difference is constant.
11. $\binom{3}{3}$
12. One event does not affect the other.
13. $n^2 + 3$
14. $6a$
15. Speed, density, or pressure.

Year 11 Maths Higher Knowledge Retrieval Quiz

Questions

1. Simplify: $\sqrt{72}$
2. Solve: $x^2 - 7x + 12 = 0$
3. Rationalise: $\frac{2}{\sqrt{5}}$
4. Use the sine rule: Find angle A if $a = 10$, $b = 14$, $\sin B = 0.7$.
5. Use the cosine rule: Find a if $b = 8$, $c = 5$, $A = 60°$.
6. Solve simultaneous equations:

$$3x + y = 16$$
$$x - y = 4$$

7. What is a line parallel to $y = -2x + 7$?
8. Describe the transformation: $y = f(x) + 4$.
9. Simplify: $\frac{4}{x} - \frac{1}{x}$
10. Define frequency density.
11. Find frequency density for 45 people in a class width of 9.
12. State the area formula for any triangle using trigonometry.
13. What is $\sin 90°$?
14. Explain how to show vectors are collinear.
15. Expand and simplify: $(x - 3)(x + 5)$

Answers

1. $6\sqrt{2}$
2. $x = 3{,}4$
3. $\frac{2\sqrt{5}}{5}$
4. $\sin A = 10 \times 0.7/14 = 0.5 \rightarrow A = 30°$
5. $a^2 = 64 + 25 - 80 \times 0.5 = 49 \rightarrow a = 7$
6. $x = 5, y = 1$
7. Any line of gradient –2, e.g., $y = -2x + 3$
8. Translation **up 4 units**
9. $\frac{3}{x}$
10. Frequency ÷ class width
11. 5
12. $\frac{1}{2}ab\sin C$
13. 1
14. Show one vector = scalar × the other
15. $x^2 + 2x - 15$

Year 11 English Knowledge Organiser

Jekyll & Hyde (J & H)

Key Themes & Vocabulary

- **Morals (L2):**
  Definition: Principles or standards determining what is right or wrong.
  Context: Victorian society placed high importance on moral behaviour. Jekyll struggles with Victorian moral expectations, hiding his darker desires.
  Example: Jekyll's public morals vs. his secret indulgence in Hyde's immoral acts.
- **Respectable (L2):**
  Definition: Worthy of respect, socially acceptable behaviour or appearance.
  Context: Maintaining a respectable reputation was crucial in Victorian London. Jekyll is seen as a respectable gentleman.
  Example: Jekyll's respectable social status contrasts with Hyde's evil actions.
- **Hypocrisy (L2):**
  Definition: Claiming to have moral standards or beliefs to which one does not conform.
  Context: Jekyll presents a moral front but lives a secret immoral life through Hyde.
  Example: Jekyll's dual life is an act of hypocrisy.
- **Duality (L2):**
  Definition: The existence of two contrasting parts in one person or thing.
  Context: Central theme representing the good and evil within one person.
  Example: Jekyll's good self vs. Hyde's evil self illustrates duality.
- **Regression (L6):**
  Definition: Returning to a less developed or worse state.
  Context: Jekyll's transformation into Hyde symbolizes a regression to primal, uncontrolled behaviour.
  Example: Jekyll's loss of control over Hyde is a moral and physical regression.
- **Facade (L7):**
  Definition: A deceptive outward appearance hiding the truth.
  Context: Jekyll's public persona is a facade hiding his darker identity.
  Example: The 'respectable gentleman' facade hides Hyde's crimes.
- **Integrity (L7):**
  Definition: The quality of being honest and having strong moral principles.
  Context: Jekyll's loss of integrity is shown as he fails to control Hyde.
  Example: Jekyll struggles to maintain his integrity throughout the novel.
- **Apocalyptic (L11):**
  Definition: Relating to the end of the world or catastrophic destruction.
  Context: The novel's climax reflects a personal apocalypse for Jekyll's identity and Victorian moral order.
  Example: The destruction of Jekyll's life is apocalyptic in scale.

English Language Paper 1 Revision List – Y11

Section A: Reading Read context box and predict: what is the source going to be about? Read source using reading ruler (10 mins)

Q1 - Answer 4 comprehension questions about the text (4 marks) (5 mins)

Q2 - 'How does the writer use language here to describe X?' (8 marks) (10 mins)

- 1 sentence introduction – clear overall idea
- AFG/LD/U point
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Zoom in on a named **language** technique
- 2 step analysis ('suggests/connotes.... This emphasises *link back to point* because…')
- **2nd zoom ('Additionally…This further emphasises *link back to point* because…')
- **Cumulative effect ('The cumulative effect is…')
- Conclusion – sum up overall idea and overall writer's purpose

Q3 – 'How has the writer structured the text to create….?' (8 marks) (10 mins)

- 1 sentence introduction – clear overall idea
- AFG/LD/U point
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Zoom in on a named **structural** technique
- 2 step analysis ('suggests.... This emphasises *link back to point* because…')
- **2nd zoom ('Additionally…This further emphasises *link back to point* because…')
- **Cumulative effect ('The cumulative effect is…')
- Conclusion – sum up overall idea and overall writer's purpose

Q4 – 'To what extent do you agree and/or disagree with the statement?' (20 marks) (20 mins)

- 1 sentence introduction – clear overall idea
- AFG/LD/U point
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Zoom in on a named technique
- 2 step analysis ('suggests/connotes.... This emphasises *link back to point* because…')
- **2nd zoom ('Additionally…This further emphasises *link back to point* because…')
- **Cumulative effect ('The cumulative effect is…')
- Conclusion – sum up overall idea and overall writer's purpose

Proofread (5 mins)

English Language Paper 1 Section B: Writing

Your local newspaper is running a creative writing competition and they intend to publish the winning entries. Either: Write a description of war from your imagination. You may choose to use the picture provided for ideas **OR** Write the opening of a story about an attack. (40 marks - 24 for content and organisation and 16 for technical accuracy)

10 mins – planning

1. Think about the story you have planned in lessons: which question could you twist your story to fit?
2. Write down your purpose: what does your piece say about the world? *Eg. to reveal/expose/highlight…*
3. What happens at each stage of your story:
    a. Drop (in medias res, imagery, lexical field)
    b. Connect (flashback, rhetorical questions)
    c. Turn (sophisticated sentence forms – fronted adverbials, simple sentences, colons, dashes)
    d. Peak (carefully crafted paragraphs eg. single sentence paragraph)
    e. Resolve (juxtapose lexical field from 'Drop')

30 mins – writing

5 mins – proofread, edit and redraft

English Language Paper 2 Revision List – Y11

Section A: Reading Read context box of Source A and predict what the source is going to be about. Read source using reading ruler (5 mins)

Q1 – Find 4 true statements about the text (4 marks) (5 mins)

Q3 - 'How does the writer use language to describe X?' (12 marks) (10 mins)

- 1 sentence introduction – clear overall idea
- AFG/LD/U point
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Zoom in on a named **language** technique
- 2 step analysis ('suggests/connotes.... This emphasises *link back to point* because…')
- **2nd zoom ('Additionally…This further emphasises *link back to point* because…')
- **Cumulative effect ('The cumulative effect is…')
- Conclusion – sum up overall idea and overall writer's purpose

Read context box of Source B and predict what the source is going to be about. Read source using reading ruler (5 mins)

Q4 – 'Compare how the writers convey their different feelings and perspectives about…' (16 marks) (20 mins)

- 1 sentence introduction – clear overall idea
- AFG/LD/U point about Source A
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Zoom in on a named technique
- 2 step analysis ('suggests/connotes.... This emphasises *link back to point* because…')
- **2nd zoom ('Additionally…This further emphasises *link back to point* because…')
- **Cumulative effect ('The cumulative effect is…')
- Repeat, comparing to Source B
- Conclusion – sum up overall idea and overall writer's purpose

<u>Q2 – 'What can you infer about the differences/similarities between…?' (8 marks) (10 mins)</u>

- AFG/LD/U point about Source A
- Quotation
- Explain what your quotation reveals ('This implies *link back to point* because…')
- Repeat, comparing to Source B

<u>Proofread (5 mins)</u>

<u>Section B: Writing</u>

[Statement]. Write a speech/letter/article/leaflet/essay in which you argue your point of view on this statement. (40 marks - 24 for content and organisation and 16 for technical accuracy)

10 mins – planning

a. Nightmare (lexical field, anecdote)
b. Because (statistics, reports)
c. But (vary sentence lengths for effect)
d. So (imperatives, anaphora, list)
e. Dream (juxtaposed lexical field from nightmare)

30 mins – writing
5 mins – proofread, edit and redraft

Year 11 English Knowledge Retrieval Quiz

1. What should you do first when starting Section A of Paper 1?
2. How long should you spend reading the source for Paper 1 Section A and what tool should you use?
3. How many marks is Question 1 on Paper 1 and what skill does it assess?
4. What is the focus of Question 2 on Paper 1?
5. What does AFG/LD/U stand for in extended responses?
6. What must you always include immediately after a quotation in analytical questions?
7. What does it mean to “zoom in” on a quotation?
8. What is the purpose of a “cumulative effect” sentence?
9. How many marks is Question 4 on Paper 1 and what is it asking you to do?
10. How much time should be spent proofreading in Paper 1?
11. What are the two possible writing tasks in Paper 1 Section B?
12. What is the purpose of the “Drop” stage in Paper 1 creative writing?
13. What is Question 1 in Paper 2 Section A asking you to do?
14. What is the focus of Question 4 in Paper 2 Section A?
15. What planning structure should be used for Paper 2 writing tasks?

Answers – Year 11 English Quiz

1. Read the context box and predict what the source will be about.
2. Around 10 minutes, using a reading ruler.
3. 4 marks; it assesses basic comprehension.
4. It asks how the writer uses language to describe something.
5. Ambitious Focused Grammar / Language Device / Understanding (a clear analytical point).
6. An explanation of what the quotation reveals, linked back to the point.
7. Analysing a named language or structural technique in detail.
8. To explain the overall impact of multiple techniques working together.
9. 20 marks; it asks you to evaluate and agree and/or disagree with a statement.
10. 5 minutes.
11. A description of war or the opening of a story about an attack.
12. To engage the reader immediately using in medias res, imagery, and a strong lexical field.
13. Find four true statements about the text.
14. Comparing how two writers convey different feelings and perspectives.
15. Nightmare → Because → But → So → Dream.

Sports Science

Year 11 Knowledge Organiser

1. Reducing the Risk of Sports Injuries

Intrinsic Factors (from within the body)

Factor	Explanation	Examples
Physical fitness levels	Low fitness increases injury risk.	Fatigue → poor technique → sprain.
Age	Older performers more at risk; children more prone to growth injuries.	Osgood–Schlatter in teens.
Somatotype	Body type influences suitable activities.	Ectomorph = risk in contact sports.
Previous injuries	Weak areas more likely to be re-injured.	Old ankle sprain reoccurs.
Posture/Alignment	Poor posture increases joint stress.	Kyphosis, scoliosis.

Extrinsic Factors (from outside the body)

Factor	Explanation	Examples
Coaching/Supervision	Incorrect technique or unsafe drills can cause injury.	Tackling incorrectly taught.
Equipment	Must be correct, safe and appropriate.	Shin pads, helmets, mouthguards.
Protective Equipment	Reduces severity of injuries.	Gumshield in rugby.
Clothing/Footwear	Should suit environment and conditions.	Studs for grip on wet grass.
Environmental Factors	Weather, surfaces, other participants.	Wet surface = slipping risk.
Activity Rules	Rules protect performers.	No high tackles in rugby.

Preventing Injury

- **Warm-up**: pulse raiser + dynamic stretching + skill practice → increases blood flow and reduces strain.
- **Cool-down**: light activity + static stretching → reduces DOMS, removes lactic acid.
- **Checking equipment/facilities**: ensure safe surfaces, working goals, suitable environment.
- **Personal readiness**: hydration, correct sleep, no injuries, correct fitness levels.
- **Safe participation**: follow rules, use correct technique, wear protective gear.

2. Dealing with Common Medical Conditions

Asthma

- **Symptoms**: wheezing, tight chest, difficulty breathing.
- **Treatment**: use inhaler (reliever), remove from trigger, calm breathing.
- **Prevention in sport**: warm-up fully, avoid cold/dusty areas, carry inhaler.

Diabetes (Type 1 predominantly in sport settings)

- **Symptoms of hypoglycaemia**: dizziness, sweating, shaking, confusion.
- **Treatment**: give fast-acting sugar (e.g., glucose gel/drink), rest.
- **Prevention in sport**: regular blood sugar monitoring; ensure good nutrition.

Epilepsy

- **Signs of seizure**: loss of consciousness, shaking, stiffening.
- **Treatment**: protect from danger, time seizure, place in recovery position after. **Do NOT** restrain or put anything in their mouth.

3. Principles of Training (SPORT FITT)

Principles (SPORT)

Principle	Meaning	Example
Specificity	Training matches the sport/skill.	Sprinter trains short, fast intervals.
Progressive Overload	Gradual increases to stress the body.	Increase weight by 2 kg weekly.
Reversibility	Fitness is lost when training stops.	Injury → fitness declines.
Tedium	Training should vary to avoid boredom.	Changing sessions weekly.

FIT(T) Variables

Variable	Meaning	Examples
Frequency	How often you train.	3 sessions → 4 sessions.
Intensity	How hard you train.	Increase speed/weight.
Time	Duration of training.	30 min → 45 min.
Type	The method of training.	Circuit, continuous, Fartlek.

Training Methods

- **Circuit training** – stations developing different components.
- **Continuous training** – steady pace, improves CV endurance.
- **Fartlek training** – varying speed/terrain.
- **Weight training** – develops strength/power/muscular endurance.
- **Interval training** – work:rest intervals, improves speed/power.
- **Plyometrics** – explosive movements improving power.

4. Fitness and Skill Performance

How Fitness Affects Skills

Fitness Component	Effect on Skill Performance
Cardiovascular endurance	Maintain skill accuracy over time (less fatigue).
Muscular strength	More powerful movements; improves tackling, throwing.
Muscular endurance	Maintain repeated skills (e.g., passing, shooting).
Flexibility	Greater range of movement, lower injury risk.
Speed	Fast execution of skills (sprinting to the ball).
Agility	Quick changes of direction improve dodging/marking.
Power	Explosive movement – jumping, throwing.
Balance/Coordination	Smooth, accurate technique (gymnastics, dribbling).

Year 11 Sports Science Knowledge Retrieval Quiz

1. What is an intrinsic factor that could increase the risk of injury?

2. Give one example of an extrinsic factor that could cause injury.

3. Why is a warm-up important?

4. Name two parts of a warm-up.

5. What does the principle of *specificity* mean?

6. What does *progressive overload* involve?

7. Which FITT variable refers to “how hard you train”?

8. Give one training method that improves cardiovascular endurance.

9. What is reversibility?

10. Give one symptom of an asthma attack.

11. How should you treat someone experiencing hypoglycaemia (low blood sugar)?

12. What should you *not* do when someone is having a seizure?

13. Which fitness component allows a performer to maintain skill accuracy for longer periods?

14. Which training method is best for developing explosive power?

15. How does flexibility reduce injury risk?

Answers

1. An intrinsic factor such as previous injury / age / posture / fitness level.
2. Equipment, coaching, environment, rules, clothing/footwear.
3. It prepares the body, increases blood flow, reduces injury risk.
4. Pulse raiser, dynamic stretching, skill rehearsal.
5. Training should match the sport or component of fitness needed.
6. Gradually increasing training stress to improve performance safely.
7. **Intensity**.
8. Continuous training (or Fartlek, interval depending on pace).
9. Fitness decreases when training stops.
10. Wheezing / tight chest / difficulty breathing.
11. Give fast-acting sugar and allow them to rest.
12. Do *not* restrain them or put anything in their mouth.
13. Cardiovascular endurance.
14. Plyometrics.
15. Increases range of movement and reduces strain on muscles/joints.

Health and Social Care

Year 11 Knowledge Organiser

1. Principles of Care in Health & Social Care

Core Care Values

Care Value	What It Means	Examples
Promoting equality & diversity	Treating people fairly; recognising differences.	Providing accessible materials; adapting communication.
Promoting individual rights & beliefs	Respecting personal, cultural and religious choices.	Allowing prayer time; dietary requirements.
Maintaining confidentiality	Keeping information private and secure.	Storing records safely; sharing only on a need-to-know basis.
Protecting individuals from abuse	Keeping service users safe from harm.	DBS checks, safeguarding procedures.
Effective communication	Using clear, appropriate methods for each person.	Makaton, Braille, easy-read text.
Providing personal care	Helping with hygiene, mobility and daily tasks professionally.	Assisting with washing; dressing support.
Duty of care	Legal and moral responsibility to keep service users safe.	Following policies; reporting concerns.
Person-centred care	Putting the individual at the centre of decisions.	Care plans based on needs and preferences.

Legislation

Law	Purpose
Health and Safety at Work Act (1974)	Ensures safe working conditions and risk assessments.
Data Protection Act (2018/GDPR)	Controls how personal information is stored and used.
Equality Act (2010)	Prevents discrimination and promotes fairness.
Children Act (2004)	Focus on safeguarding and welfare of children.
Mental Health Act (1983/2007)	Protects rights of people with mental health conditions.

Effective Communication Techniques

- **Verbal/non-verbal**: tone, gestures, facial expressions
- **Active listening**

- **Open and closed questions**
- **Aids**: hearing loop, interpreter, Braille, symbol cards
- **Adaptation**: simplify language, use diagrams, quiet environment

2A. Creative and Therapeutic Activities

What are Therapeutic Activities?

Activities designed to improve physical, emotional, intellectual or social wellbeing.

Types of Activities

Activity Type	Benefits
Art therapy	Reduces anxiety; supports emotional expression.
Music therapy	Enhances mood; reduces agitation; stimulates memory.
Drama therapy	Builds confidence; communication; emotional exploration.
Gardening (horticulture)	Reduces stress; improves physical health.
Physical activities	Improve mobility, strength, coordination.
Reminiscence activities	Support memory in elderly care; build identity.

Planning an Activity

- Identify **aim/purpose**
- Consider **needs and abilities** of participants
- Ensure **health and safety checks**
- Prepare **resources and equipment**
- Plan **evaluation** to check effectiveness

2B. Health Promotion Campaigns

Purpose of Health Promotion

To improve health and wellbeing by encouraging positive behaviours.

Types of Campaigns

Campaign Type	Example
National campaigns	Change4Life, Stoptober, NHS 5-a-day.
Local campaigns	Community fitness events, local smoking cessation services.
Targeted campaigns	Teen anti-vaping campaign, campaigns for elderly falls prevention.

Methods Used in Campaigns

- Posters, leaflets, social media
- Workshops, assemblies, talks
- TV adverts, radio messages
- Community events or demonstrations

Measuring Success

- Surveys and questionnaires
- Health data (reduced smoking rates, increased activity)
- Observations and feedback

Year 11 Health and Social Care Knowledge Retrieval Quiz

1. What does promoting equality and diversity mean?

2. Name one way to maintain confidentiality in a care setting.

3. What is meant by the term *duty of care*?

4. Which law protects people from discrimination?

5. Give one example of a communication aid.

6. What is person-centred care?

7. Why are risk assessments important in health and social care?

8. Name one benefit of a creative or therapeutic activity.

9. Give an example of a therapeutic activity.

10. What should be considered when planning a therapeutic activity?

11. What is the main aim of a health promotion campaign?

12. Give one example of a national health promotion campaign.

13. Name one method used to deliver a health promotion message.

14. How can the success of a campaign be measured?

15. Why is effective communication important in care settings?

Answers

1. Treating people fairly and recognising individual differences.
2. Storing records safely / sharing only on a need-to-know basis.
3. Responsibility to keep service users safe and prevent harm.
4. The Equality Act (2010).
5. Hearing loop, Braille, interpreter, symbol cards, Makaton.
6. Putting the individual at the centre of decisions and care planning.
7. To identify hazards and reduce the risk of accidents or harm.
8. Reduces stress, builds confidence, improves physical or emotional health.
9. Art therapy / music therapy / gardening / reminiscence / drama therapy.
10. Needs and abilities of participants; purpose; health and safety; resources.
11. To encourage healthier behaviours and improve public wellbeing.
12. Change4Life, Stoptober, NHS 5-a-day, etc.
13. Posters, leaflets, social media, workshops, adverts.
14. Surveys, health statistics, feedback, observation.
15. Ensures understanding, builds trust, prevents mistakes, supports inclusion.

Year 11 Classical Civilisation Knowledge Organiser

1. Myth and Religion

Greek and Roman Gods

God/Goddess	Role / Domain	Key Symbols
Zeus / Jupiter	King of the gods; sky, thunder	Thunderbolt, eagle
Hera / Juno	Marriage, women	Peacock
Athena / Minerva	Wisdom, war strategy	Owl, aegis
Ares / Mars	War	Spear, helmet
Aphrodite / Venus	Love, beauty	Dove, shell
Poseidon / Neptune	Sea, earthquakes	Trident
Hades / Pluto	Underworld	Cerberus
Demeter / Ceres	Agriculture	Wheat, torch
Apollo	Music, sun, prophecy	Lyre, laurel wreath
Artemis / Diana	Hunting, moon	Bow, deer

Temples and Worship

- Temples were **homes for the gods**, not places for congregational worship.
- Worship took place **outside** at an **altar**.
- **Priests** conducted rituals but were not moral authorities like modern clergy.

Sacrifice

- Most common act of worship.
- Animals (e.g., pigs, goats, cattle) were offered.
- Smoke rising symbolised communication with the gods.
- Meat was shared by worshippers → strengthened community.

Festivals

Festival	Deity	Purpose
Panathenaia	Athena	Celebrate Athens' patron goddess; featured parades, athletic contests.
Dionysia	Dionysus	Drama festivals, theatre competitions.
Olympic Games	Zeus	Athletic excellence, religious honour.
Saturnalia (Rome)	Saturn	Role reversal, feasting, gift-giving.

Heroes and Myth

- Heroes were semi-divine figures such as **Heracles**, **Theseus**, **Perseus**.
- Myths served to:
    - Explain natural phenomena
    - Teach morals
    - Glorify cities and temples
    - Reinforce religious practices

2. The Homeric World

The Odyssey – Key Themes

- **Nostos (homecoming)** – Odysseus' journey back to Ithaca.
- **Xenia (guest-friendship)** – hospitality rules; breaking them brings punishment.
- **Loyalty** – Penelope, Telemachus, Eumaeus.
- **Cunning vs. strength** – Odysseus uses intelligence to defeat enemies (e.g., Polyphemus).
- **Divine intervention** – Athena helps, Poseidon hinders.

Odysseus' Character

- **Clever** (uses "Nobody" trick on the Cyclops)
- **Brave and skilled** (blinds Polyphemus, survives storms)
- **Flawed** (boasts, angers the gods)
- **Great leader** (protects crew but sometimes endangers them through pride)

Key Episodes

Episode	Summary
The Cicones	Crew lose discipline, raided by locals.
The Lotus Eaters	Forgetfulness/drug-like flowers → danger of losing purpose.
Cyclops	Odysseus blinds Polyphemus; shows cunning and flaws.
Circe	Crew turned to pigs; Odysseus protected by Hermes.
The Underworld	Speaks to Tiresias; sees his mother; themes of fate and mortality.
Scylla & Charybdis	Choice between two dangers.
The Cattle of the Sun God	Crew break taboo → punishment and deaths.
Return to Ithaca	Disguise, recognition scenes, revenge on suitors.

Mycenaean World

- The Homeric world links to **Bronze Age Mycenaean civilisation** (c. 1600–1100 BC).
- Features:
    - **Megaron** (great hall)
    - **Cyclopean walls**
    - **Tholos tombs** (beehive)
    - Gold artefacts like the **Mask of Agamemnon**
- Suggests a warrior elite, wealthy trade, strong kingship.

Year 11 Classical Civilisation Knowledge Retrieval Quiz

1. What is the role of Zeus in Greek religion?

2. Why did worship in Greek religion mainly take place outside the temple?

3. What was the main purpose of animal sacrifice?

4. Which festival celebrated Athens' patron goddess?

5. Name one key symbol of Athena.

6. What is xenia?

7. What trick did Odysseus use to escape the Cyclops?

8. Give one example of Odysseus demonstrating *cunning*.

9. Which god helps Odysseus on his journey home?

10. In the "Cattle of the Sun God" episode, what mistake do the crew make?

11. What is a megaron?

12. What is the theme of *nostos*?

13. Name one benefit of religious festivals in Greek society.

14. What character flaw often gets Odysseus into trouble?

15. What was a tholos tomb?

Answers – Year 11 Classical Civilisation Quiz

1. King of the gods; god of the sky and thunder.
2. Because the temple was the god's home; rituals took place at the altar outside.
3. To honour the gods and communicate with them through the smoke.
4. The Panathenaia.
5. Owl or aegis.
6. The Greek code of hospitality between host and guest.
7. He told Polyphemus his name was "Nobody" and then blinded him.
8. Outwitting the Cyclops / escaping Circe's magic / planning attacks cleverly.
9. Athena.
10. They kill and eat the sacred cattle.
11. A great hall in a Mycenaean palace.
12. Homecoming—the journey back home after war or travel.
13. Community bonding, honouring the gods, showing civic pride.
14. Pride/boasting (hubris).
15. A beehive-shaped Mycenaean burial structure.

Year 11– French Knowledge Organiser

7.1G Le temps pendant les vacances

French	English	French	English
à l'étranger	abroad		
acceptable	acceptable*		
acheter	to buy		
agréable	pleasant, nice		
aller en vacances	to go on holidays*		
au marché	at the market		
au musée	at the museum		
c'est	it is		
changeable	changeable		
comme	such as, like, since		
coûter	to cost		
dans la nature	in nature		
en famille	as a family		
en général	in general		
en plus	in addition*		
ensemble	together		
idéal(e)	ideal		
il fait mauvais	the weather is bad		
il pleut	it is raining		
il y a du brouillard	it is foggy*		
il y a du vent	it is windy*		
ma soeur	my sister		
mangeable	edible*		
le manque (de)	lack (of)		
non	not		
notre / nos	our		
ou	or		
par contre	on the other hand		

le parc national	national park*		
parfois	sometimes		
le pays	country		
pendant	during		
pendant les vacances	during the holiday		
penser que	to think that		
le père	father		
pour les vacances	for the holidays		
préférable	preferable*		
le Québec	Quebec		
sain(e)	healthy		
la semaine	week		
les sites historiques (m. pl.)	historical sites		
les toilettes (f. pl.)	toilet		
très	very		
variable	varied*		
voir	to see		
vraiment	really		

7.1F Les îles francophones

French	***English***	***French***	***English***	***French***	***English***	***French***
aimer	*to like, to love*					
l' âge (m.)	age					
l'Amérique (f.)	*America*					
l' an (m.) / année (f.)	year					
apprendre	to learn					
aujourd'hui	today					
autre (adj.)	other*					
avec	*with*					
beaucoup de	*lots of*					
bien	good, well					
bonjour	good morning, good day					
calme (adj.)	calm, quiet					
canadien/ ne	canadian					
capitale	capital city					
les Caraïbes (f. pl.)	Caribbean*					
ce / cet / cette / ces	this, these					
chaud(e)	hot, warm					
cher / chère	expensive					
comme	such as, like, since					
comment	how					
la Corse	Corsica					
la côte	coast					
la cuisine	cooking, food					
la culture	culture					
culturel(le)	cultural					
dans	in					

dehors	outside					
différent(e) (de)	different (from)					
dix	ten					
en hiver	in winter					
l'endroit (m.)	place					
entre	between					
espérer que	to hope that					
et	and					
être	to be					
être situé	to be situated*					
l' euro (m.)	euro					
l'Europe	Europe					
là	there					
là-bas	over there					
la langue	tongue, language					
le / la / l' / les	the					
local(e)	local					
long(ue)	long					
mais	*but*					
manger	*to eat*					
la mer	*sea*					
la mer Méditerranée	*Mediteranean sea*					
merci	*thank you*					
la montagne	*mountain*					
la neige	snow					
le nord	north					
nouveau / nouvelle (adj.)	new					
la Nouvelle-Calédonie	New Caledonia*					

l' océan Atlantique (m.)	Atlantic ocean*					
l' océan Indien (m.)	Indian ocean*					
l' océan Pacifique (m.)	Pacific ocean*					
on	*we, one*					
où	*where*					
par contre	on the other hand					
le parc naturel	natural park					
parfait(e)	perfect					
parfois	sometimes					
parler	*to speak*					
partager	*to share*					
partir	*to leave*					
passer du temps	*to spend time*					
pendant	during					
petit(e)	small					
la plage	beach					
plus	more					
plusieurs	several					
le podcast	podcast*					
populaire	popular					
préparer	to prepare					
près de	near (to)					
l' expérience (f.)	experience					
faire de la natation	*to go swimming*					
faire des promenades	to go for walks					
la forêt	forest, wood					
frais / fraîche	fresh					

français(e)	French					
la frontière	border					
le fruit	*fruit*					
le gateau	cake					
gentil(le)	*nice, kind*					
habiter	*to live (at a place)*					
l' histoire (f.)	history, story					
l' hiver (m.)	winter					
huit	eight					
il faisait froid	it was cold*					
il faisait beau	it was nice weather*					
il y avait t	here was, there were					
il y avait du vent I	t was windy*					
l' île (f.)	island					
intéressant(e)	interesting					
l' invitation (f.)	invitation*					
le / la jeune (n.)	young person*					
jeune (adj.)	young					
le jour	*day*					
qu'est-ce que	what*					
quand	*when*					
quel(le)	what, which					
raconter	to tell					
la religion	religion					
retourner	to go back, to return					
riche	*rich*					
souvent	often					
sur	on					

surtout	especially					
le temps	time, weather					
tous	*everyone, all*					
la tradition	*tradition*					
traditionnel(le)	traditional					
très	very					
trouver	to find					
un, une	a					
utiliser	to use					
venir (de)	to come (from)					
la vie	*life*					
vivre	to live					
vrai	true, real					
vraiment	really					

7.1H Mon blog de voyage

French	***English***	***French***	***English***	***French***
abandonner	to abandon / give up			
achete	*r* to buy			
l'Afrique (f.)	Africa			
l' agriculture (f.)	agriculture*			
aller	to go			
l'Amérique (f.)	America			
l'amour (m.)	love			
l' année sabbatique (f.)	gap year*			
l'appartement (m.)	*flat*			
apprendre	*to learn*			
après	after			

l'argent	money			
arriver à	to succeed in			
l' Asie (f.)	Asia			
au bord de la mer	by the sea			
aussi	also			
l' Australie (f.)	Australia*			
l' autre(s) (m. / f.)	other			
avant (de)	before			
avec	with			
l' aventure (f.)	adventure*			
le blog	blog			
le café	coffee, café			
la capitale	capital			
car	because			
le centre	centre			
le chambre	bedroom			
chercher	to look for			
chez	at someone's house			
communiquer	to communicate			
comprendre	to understand			
le conseil	advice			
contribuer (à)	to contribute (to)			
le créateur	creator*			
la culture	*culture*			
dans	*in*			
découvrir	to discover, to find out			
le défilé	*procession*			
depuis	since			
la destination	destination*			
le détail	detail			
deux	two			
différent	different			
direct(e)	direct			
donner	to give			
dormir	to sleep			
écrire	to write			
en ligne	online			
en même temps	at the same time*			

ensemble	together			
espérer	to hope			
être	to be			
les études (f. pl.)	studies			
évidemment	evidently, obviously			
l' examen (m.)	exam			
l'expérience (f.)	experience			
faire la découverte	to discover*			
la ferme	farm			
le festival	festival			
francophone	French-speaking			
la frontière	*border*			
le futur	*future*			
gagner	to win, earn			
l' habitant(e)	inhabitant			
habiter	to live (at a place			
l'idée	idea)			
l' identité (f.)	identity			
important(e)	important			
indépendant(e)	independent			
l'information (f.)	information			
insolite	unusual*			
international	international			
l'internet (m.)	internet			
je	*I*			
jeune	*young*			
le kilomètre	*kilometre*			
le lac	*lake*			
la langue	language			
le/la/l'/les	the			
leur	their, to them			
lieu	place			
local(e)	local			
loger	to stay*			
loin	far			
mais	*but*			
manger	*to eat*			
le mois	month			
le monde	world			
le / la musicien(ne)	musician*			
nager	*to swim*			
ne … pas	*not*			
la nourriture	*food*			

nous	*we*			
nouveau, nouvelle	*new*			
l' objectif (m.)	objective			
occidentale	*Western*			
offrir t	o offer, give			
organiser	to organise			
où	where			
l' ouest (m.)	west			
partager	*to share*			
partout	everywhere			
pas cher	cheap			
passer	*to spend (time)*			
la passion	passion			
le pays	*country*			
le paysage	scenery, landscape			
pendant	*during*			
se perdre	to lose oneself, to get lost			
la / les personne(s)	person / people			
la photographie	photography*			
plus	*more*			
pour	*for, in order to*			
pouvoir	*to be able to*			
pratique	*practical*			
prendre	*to take*			
proche	near			
profiter de	to benefit from			
le projet	project			
puis	then			
le quartier	area, neighbourhood			
rechercher	*to look for, to search*			
se relaxer	to relax			
rencontrer	to meet			
rester	to stay			
rêver	to dream			
le sac à dos	rucksack*			
le séjour	stay			
le spectacle	*show*			
le temple	temple			
le Togo	Togo*			
tous les jours	*every day*			

la tradition	*tradion*			
le travail	*work*			
travailler	*to work*			
traverser	to cross			
l' université (f.)	university			
le Vietnam	Vietnam*			
vif, vive	lively			
le village	village			
la ville	*town, city*			
vivant(e)	lively			
le voyage	*trip*			
voyager	*to travel*			
le voyageur	*traveller*			
la vue	*view*			
le week-end	*weekend*			
y	there			

Year 11– French Knowledge Retrieval Quiz

1. Translate into English: pendant les vacances

2. Translate into French: pleasant, nice

3. What does il y a du vent mean?

4. Translate into English: le parc national

5. Give the French for to think that.

6. Translate into French: sometimes

7. What does en famille mean?

8. Translate into English: les sites historiques

9. Give the French for to learn.

10. What does être situé mean?

11. Translate into French: beach

12. Translate into English: il faisait beau

13. What is the French for to discover / to find out?

14. Translate into French: to stay (at accommodation)

15. What does le voyageur mean?

Answers:

1. *During the holidays*

2. agréable

3. *It is windy*

4. *National park*

5. penser que

6. parfois

7. *As a family*

8. *Historical sites*

9. apprendre

10. *To be situated*

11. la plage

12. *It was nice weather*

13. découvrir (or faire la découverte depending on context)

14. loger

15. *Traveller*

Year 11 – Spanish Knowledge Organiser

7.1G ¿Cómo te gusta viajar?

Spanish	English	Spanish	English
la estación	station		
el avión	plane		
el barco	boat		
el extranjero	abroad		
el billete	ticket		
la carretera	road		
el coche	car		
coger	to catch		
*de pie**	standing, on foot		
*ir de compras**	to go shopping		
lento/a	slow		
llegar	to arrive		
el metro	metro, tube, underground		
el puerto	port, harbour		
*relajante**	relaxing		
el vuelo	flight		
viajar	to travel		
salir	to leave/go out		

7.1F ¿Qué haces durante las vacaciones?

Spanish	English	Spanish	English
al aire libre	in the open air, outdoors		

alojarse	to stay		
aprender	to learn		
el baloncesto	basketball		
el bosque	wood, forest		
buscar	to look for		
la excursión	trip		
la ciudad	town, city		
cocinar	to cook		
conducir	to drive		
conocer	to know (a person or place)		
la costa	coast		
decidir	to decide		
descansar	to rest		
el edificio	building		
emocionante	exciting		
el/la empleado/a	employee		
el equipo	equipment		
la estrella	star		
fresco/a	cool, fresh		
el fuego	fire		
la habitación	room		
hacer camping	to go camping		
el invierno	winter		
*ir de compras**	to go shopping		
la isla	island		
el jardín	garden		

el lado	side		
lleno/a	full		
el lugar	place		
la maleta	suitcase		
el mercado	market		
mirar	to look at		
la mochila	rucksack		
montar	to set up, to ride		
la naturaleza	nature		
nuestro/a	our		
el país	country		
el paisaje	country, countryside		
pasado/a (adj.)	past		
perderse	to get lost		
la piscina	swimming pool		
el plano	map, street plan		
la playa	beach		
principal	main		
probar	to try, try out		
el recuerdo	souvenir		
el regalo	present, gift		
el sitio	place		
sobre	on		
tener calor	to be hot		
la tienda	tent, shop		

tomar el sol	to sunbathe		
el/la turista	tourist		
vender	to sell		
el verano	summer		
el viento	wind		

7.1 H Las vacaciones fueron un desastre

Spanish	**English**	**Spanish**	**English**
el aeropuerto	airport		
animado/a	lively		
*el apartamento**	apartment		
*el armario**	cupboard, wardrobe		
*el ascensor**	lift, elevator		
el autobús	bus, coach		
*el balcón**	balcony		
el barco	boat		
el billete	ticket		
la bolsa	bag		
*el brazo**	arm		
caer(se)	to fall (off, down)		
el camping	campsite		
la cuenta	bill		
dar un paseo	to go for a walk, stroll, ride		
descubrir	to discover		
después de	after		

enfermo/a	ill		
*el equipaje**	luggage		
esperar	to wait, to hope		
*fenomenal**	amazing		
hacer fotos	to take photos		
la maleta	suitcase		
*mío/a**	mine		
*la nevera**	fridge		
*las obras**	roadworks, building works		
la policía	police (force)		
qué tal …?	how is, was, are, were …?		
*quemar(se)**	to burn, get sunburnt		
la reserva	reservation		
robar	to steal		
romper	to break		
el ruido	noise		
*la sala de juegos**	games room		
*sentar(se)**	to sit, seat/to sit down		
subir a	to get onto (transport)		
sucio/a	dirty		
*la tela**	cloth, fabric		
el tren	train		
varios/as	several		

la verdad	truth		
el viaje	journey		
la vista	view		
el vuelo	flight		

¿Qué hiciste ayer? & las palabras muy frecuentes

Spanish	**English**	**Spanish**	**English**
Bailé	I danced		
En mi cuarto	In my room		
Fui al cine	I went to the cinema		
Hablé por Skype	I talked on Skype		
Hice gymnasia	I did gymnastics		
Hice karate	I did karate		
Jugué en linea con mis amigos/amigas	I played online with my friends		
Jugué tres horas	I played for 3 hours		
Monté en bici	I rode my bike		
Vi una película	I watched a film		
Salí con mis amigos/amigas	I went out with my friends		
No hice los deberes	I didn't do my hwk		
Ayer	yesterday		
Luego	Then, later		
Por la mañana	In the morning		
Por la tarde	In the afternoon		
Un poco más tarde	A bit later		
Así que	So (that)		

Mi/mis	My		
Tu/tus	Your		
Su/sus	His/her/their		
Normalmente	Normally		
Además	Furthermore		
También	Also		
Pero	But		
Sin embargo	however		

Year 11– Spanish Knowledge Retrieval Quiz

1. Translate into English: el avión

2. Translate into Spanish: ticket

3. What does relajante mean?

4. Translate into English: viajar

5. Give the Spanish for to arrive.

6. Translate into English: al aire libre

7. What does alojarse mean?

8. Translate into Spanish: forest / wood

9. What does decidir mean?

10. Translate into English: la maleta

11. Give the Spanish for beach.

12. Translate into English: tener calor

13. What does el aeropuerto mean?

14. Translate into Spanish: to discover

15. What does quemarse mean?

16. Translate into English: el ruido

17. Give the Spanish for journey.

18. Translate into English: bailé

19. What does fui al cine mean?

20. Translate into Spanish: I watched a film

Answers:

1. Plane
2. el billete
3. Relaxing
4. To travel
5. llegar
6. In the open air / outdoors
7. To stay (in accommodation)
8. el bosque
9. To decide
10. Suitcase
11. la playa
12. To be hot
13. Airport
14. descubrir
15. To burn / get sunburnt
16. Noise
17. el viaje
18. I danced
19. I went to the cinema
20. Vi una película

Geography

Year 11 Knowledge Organiser

1. Changing Urban Environments

Urbanisation

- **Urbanisation** – Growth in the proportion of people living in towns/cities.
- **Causes:**
    - *Rural–urban migration* (push & pull factors)
    - *Natural increase* in cities

Urban Growth in LICs/NEEs

Push factors

- Lack of services
- Low wages
- Crop failure
- Conflict

Pull factors

- Better jobs
- Education
- Healthcare
- Housing

Urban Challenges

- **Slums/squatter settlements**
    - Poor housing, overcrowding, disease, informal jobs
- **Traffic congestion**
- **Pollution** (air, water, noise)
- **Waste management**

Sustainable Urban Strategies

- **Improving favelas/slums** (self-help schemes, site-and-service)
- **Integrated transport systems** (Bus Rapid Transit, cycling schemes)

- **Green spaces / urban greening**
- **Waste recycling** programmes
- **Energy efficiency** (solar, insulation)

2. The Changing Economic World

Development

- **Development**: Improvement in quality of life.
- **Development measures:**
    - *GNI per capita*
    - *HDI* (life expectancy + education + GNI)
    - *Birth/death rates, infant mortality, literacy rates*

Why Countries Develop at Different Rates

- Historical factors (colonialism)
- Geographical factors (climate, resources)
- Economic factors (trade, debt)
- Political stability/conflict

Reducing the Development Gap

- **Aid**
- **Fair Trade**
- **Microfinance loans**
- **Debt relief**
- **Industrial development**
- **Tourism**

NEE Case Study: Nigeria

(Example – adapt if your school uses a different one)

- Rapid development due to oil industry.
- MNCs (e.g., Shell) provide jobs + infrastructure but may cause pollution.
- Economy shifting from agriculture → manufacturing + services.

UK Economic Change

- De-industrialisation, rise of the **post-industrial economy**.
- Growth in tertiary and quaternary industries (IT, research).
- Development of **science parks** and **business parks**.
- North–south divide and strategies to reduce it (HS2, enterprise zones).

3. Challenge of Resource Management

Resource Importance

- **Food** – Needed for health; shortages cause malnutrition.
- **Water** – Needed for industry, farming, drinking.
- **Energy** – Needed for industry, heating, transport.

Resource Inequality

- LICs/NEEs often have **lack of access** to reliable clean water, nutritious food, and energy.

Water Management (example theme)

- **Water transfer schemes**
- **Sustainable water supplies:**
    - Water conservation
    - Grey-water recycling
    - Groundwater management

Energy Management

- **Non-renewable**: coal, oil, gas
- **Renewables**: wind, solar, HEP, geothermal
- Sustainable energy strategies: insulation, carbon footprint reduction, local schemes.

4. Revision and Exam Preparation

- Use of **command words**: describe, explain, compare, evaluate, assess, justify.
- Structure **6–9 mark answers** using **PEEL (Point–Evidence–Explain–Link)**.

- Use accurate **case study evidence**: facts, data, processes.
- **Revision strategy:**
    - Mind maps and flashcards
    - Practice exam questions
    - Use AQA specimen papers
    - Check marking criteria

Year 11 Geography Knowledge Retrieval Quiz

1. What is urbanisation?

2. Give one push factor and one pull factor for rural–urban migration.

3. What is a squatter settlement?

4. Give one example of a sustainable urban transport strategy.

5. What does HDI stand for?

6. Name one economic factor that can slow development.

7. What is the purpose of Fair Trade?

8. Give one way the development gap can be reduced.

9. Nigeria is an example of what type of country (LIC/NEE/HIC)?

10. Define the term *post-industrial economy*.

11. Why is water an essential resource?

12. Give one example of a renewable energy source.

13. What is water conservation?

14. What does the command word “assess” ask you to do?

15. What does PEEL stand for when writing longer exam answers?

Answers

1. Growth in the proportion of people living in towns and cities.

2. Push: poor services / conflict. Pull: jobs / better education / healthcare.

3. An informal settlement with poor housing and lack of services.

4. Examples: Bus Rapid Transit / cycling schemes / integrated transport / tram/light rail.

5. Human Development Index.

6. Lack of trade, high debt, poor access to markets, reliance on primary products.

7. To ensure producers in poor countries receive a fair price.

8. Aid / debt relief / Fair Trade / microfinance / tourism / industrial development.

9. An NEE (Newly Emerging Economy).

10. An economy dominated by services and high-tech industries rather than manufacturing.

11. Required for health, industry, farming, and daily life.

12. Wind / solar / HEP / geothermal / tidal (any one).

13. Using less water through efficient usage (e.g., low-flow devices, reduced waste).

14. Weigh up both sides and reach a supported judgement.

15. Point – Evidence – Explain – Link.

History

Year 11 Knowledge Organiser

1. Weimar and Nazi Germany (1918–1939)

How did democracy grow in Germany?

- 1918: Kaiser abdicated after WW1.
- Weimar Republic created with proportional representation, votes for men & women aged 21+.
- President, Chancellor, Reichstag.
- New constitution gave extensive civil rights.
- But it faced early threats: Spartacist Uprising (1919), Kapp Putsch (1920), Munich Putsch (1923).

What happened to democracy during the Depression?

- 1929: Wall Street Crash → German banks collapsed → mass unemployment (6 million by 1932).
- Coalition governments fell apart.
- Article 48 increasingly used by President Hindenburg → rule by decree, weakening democracy.
- Extremist parties (Communists & Nazis) gained support.

Why was Hitler appointed Chancellor (1933)?

- Nazi propaganda & Hitler's charisma.
- Fear of communism.
- Economic desperation.
- Political intrigue: Von Papen and Hindenburg believed they could "control" Hitler.
- Nazis were the largest party but lacked majority.

How did Hitler establish a dictatorship?

- Reichstag Fire (Feb 1933) → Emergency Decree restricted freedoms, arrested Communists.
- Enabling Act (March 1933) → Hitler could pass laws without the Reichstag.
- Night of the Long Knives (1934) → SA leaders killed; secured army support.

- Death of Hindenburg (Aug 1934) → Hitler became Führer.

How successful were the Nazis in controlling people?

- Terror: Gestapo, SS, concentration camps.
- Propaganda: Goebbels, rallies, radios, films, censorship.
- Education & youth: curriculum changed; Hitler Youth & League of German Maidens.
- Control of churches (Reich Church).
- Workers: DAF, Strength Through Joy (KdF), Beauty of Labour.

Who opposed the Nazis?

- Political opposition (SPD, Communists – largely destroyed early).
- Youth groups: The Swing Youth, Edelweiss Pirates.
- Churches: Pastor Niemöller, Confessing Church.
- Military: July Bomb Plot (1944).

What was life like in Nazi Germany?

- Women: Encouraged to be mothers; policies of marriage loans, Lebensborn.
- Workers: Better leisure opportunities but low rights; wages controlled.
- Jews: Increasing persecution → Nuremberg Laws (1935) → Kristallnacht (1938).
- Youth: Indoctrination through school and Hitler Youth.

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2. Superpowers and the Cold War (1945–1991)

What happened to Germany after WW2?

- Divided into four zones: USA, UK, France, USSR.
- Berlin also divided.
- 1949: FRG (West Germany) and GDR (East Germany) created.
- Berlin Blockade (1948–49) → Berlin Airlift.

How did Eastern Europe become Soviet satellite states?

- Red Army remained after WW2.
- Rigged elections, secret police, removal of opposition.

- Countries like Poland, Hungary, Czechoslovakia became Communist under Soviet control.

Why was Cuba almost the end of the world?

- Cuban Missile Crisis (1962): USSR placed nuclear missiles in Cuba.
- US discovered them and blockaded the island.
- Closest the world came to nuclear war.
- End: USSR removed missiles; US secretly removed missiles from Turkey.

Did détente ever exist?

- 1970s: Period of reduced tension.
    - SALT treaties
    - Helsinki Agreements
    - Nixon visits China + USSR
- BUT tensions still existed → ended by late 1970s.

Why did the Soviets invade Afghanistan (1979)?

- To support Communist government against rebels (Mujahideen).
- USSR feared spread of Islamic extremism.
- Led to US boycott of 1980 Olympics and deterioration of Cold War relations.

What was the Second Cold War?

- Early 1980s: renewed tension.
- Reagan's tough stance ("Evil Empire").
- Massive US military spending.
- New tensions after Afghanistan.

Did Reagan win the Cold War or did Gorbachev lose it?

Arguments for Reagan:

- Increased US defence spending pressured USSR.
- SDI (Star Wars) alarmed USSR.

Arguments for Gorbachev:

- USSR economy collapsing.

- Reforms: glasnost (openness), perestroika (restructuring).
- Allowed Eastern Europe independence.
- Collapse came from internal problems as much as US pressure.

Year 11 History Knowledge Retrieval Quiz

1. What did Article 48 allow the President to do?

2. Name one reason Hitler gained support during the Great Depression.

3. What was the Enabling Act?

4. What was the Night of the Long Knives?

5. Which organisation acted as Nazi secret police?

6. Name one youth group that opposed the Nazis.

7. What were the Nuremberg Laws?

8. What happened to Germany in 1949?

9. Why did the USSR want control over Eastern Europe after WW2?

10. What was the Cuban Missile Crisis about?

11. Name one agreement/treaty during détente.

12. Why did the USSR invade Afghanistan in 1979?

13. What was the “Second Cold War”?

14. What does *glasnost* mean?

15. Give one argument that Gorbachev's actions helped end the Cold War.

Answers

1. Allowed the President to rule by decree in an emergency.

2. High unemployment / economic crisis / fear of communism / effective propaganda.

3. A law allowing Hitler to pass laws without the Reichstag for four years.

4. Purge of SA leaders and political rivals in 1934.

5. The Gestapo.

6. Edelweiss Pirates / Swing Youth.

7. Laws that stripped Jews of citizenship and banned marriage with Germans (1935).

8. Germany split into FRG (West) and GDR (East).

9. To create a buffer zone and protect itself from invasion.

10. USSR placed nuclear missiles in Cuba, threatening the USA.

11. SALT / Helsinki Agreements / Strategic Arms Limitation Talks (any one).

12. To support a Communist government and protect Soviet interests.

13. A period of renewed Cold War tension in the 1980s.

14. Openness (political freedom and transparency).

15. His reforms weakened Soviet control and allowed Eastern Europe independence.

RE

Year 11 Knowledge Organiser

1. Religion, Crime and Punishment

Key Concepts

- **Crime**: An offence punishable by law.
- **Sin**: An immoral act that breaks religious law.
- **Justice**: Fairness; everyone treated appropriately.
- **Forgiveness**: Pardoning someone for wrongdoing.
- **Retribution**: A punishment to make offenders "pay" for their actions.
- **Deterrence**: Punishment to stop others committing crime.
- **Reformation**: Helping offenders change their behaviour.

Religious Teachings

Christianity

- "Love your neighbour" – supports forgiveness.
- Jesus showed compassion to sinners (e.g., woman caught in adultery).
- Many Christians oppose the death penalty.

Islam

- Justice is a central attribute of Allah.
- Shari'ah law: aims to protect society & uphold justice.
- Punishments aim to deter crime (e.g., hudud punishments).
- Forgiveness is encouraged: *"Pardon each other's faults."*

Views on the Death Penalty

- **Christians**: Mixed views; many oppose (sanctity of life).
- **Muslims**: Accept in limited cases (e.g., murder), but forgiveness is preferable.

2. Islamic Practices

The Five Pillars of Islam

1. **Shahadah** – declaration of faith.

2. **Salah** – prayer 5 times a day (Sunni).
3. **Zakah** – 2.5% charitable giving.
4. **Sawm** – fasting during Ramadan.
5. **Hajj** – pilgrimage to Makkah once in a lifetime.

Key Practices

- **Jummah prayer** – Friday congregational prayer.
- **Wudu** – ritual washing before prayer.
- **Eid-ul-Fitr** – celebrates end of Ramadan.
- **Eid-ul-Adha** – remembers Ibrahim's willingness to sacrifice his son.
- **Greater Jihad** – struggle to be a better Muslim.
- **Lesser Jihad** – physical struggle under strict conditions (not terrorism).

3. Religion and Life

Origins of the Universe

- **Big Bang Theory**: supported by scientific evidence.
- **Christian belief**: God created the universe intentionally ("Let there be light").
- **Muslim belief**: Allah created the heavens and the earth with purpose.

Abortion

- **Christians**:
    - Sanctity of life – all life sacred from God.
    - Some accept in extreme cases.
- **Muslims**:
    - Life is sacred; ensoulment believed to occur at 120 days.
    - Allowed only if mother's life is at risk.

Euthanasia

- Most Christians and Muslims oppose due to sanctity of life.
- Life is a gift from God/Allah that only He can end.

Environmental Stewardship

- **Christianity**: humans are stewards of the earth.
- **Islam**: Khalifah – duty to protect creation.

4. Christian Practices

Worship

- **Liturgical worship** – set structure (e.g., Anglican, Catholic).
- **Non-liturgical worship** – spontaneous, less formal.
- **Private worship** – personal prayer and Bible reading.

Sacraments

- **Baptism** – initiation into the Church; removal of sin.
- **Eucharist** – remembering Jesus' sacrifice.
- Some denominations accept fewer sacraments.

Prayer

- Lord's Prayer is central.
- Adoration, confession, thanksgiving, supplication.

Pilgrimage

- Lourdes: healing.
- Iona: spiritual reflection.

Church in the Community

- Food banks, charity work, evangelism, street pastors

Year 11 RE Knowledge Retrieval Quiz

1. What is retribution?

2. Give one Christian teaching about forgiveness.

3. What percentage is Zakah?

4. What is the Shahadah?

5. When does Eid-ul-Fitr take place?

6. What is the difference between Greater and Lesser Jihad?

7. Give one reason Muslims fast during Ramadan.

8. What does the sanctity of life mean?

9. At roughly how many days do Muslims believe ensoulment occurs?

10. What is liturgical worship?

11. Name one Christian sacrament.

12. What is the purpose of pilgrimage in Christianity?

13. Define “deterrence”.

14. What is Wudu?

15. What is Khalifah in Islam?

Answers:

1. Punishment making offenders “pay” for their actions.

2. “Love your neighbour”; Jesus forgave sinners; Christians should forgive.

3. 2.5%

4. The Muslim declaration of faith.

5. At the end of Ramadan.

6. Greater = personal struggle; Lesser = physical struggle under strict rules.

7. To become closer to Allah / self-discipline / obedience / remembrance of the poor.

8. Life is sacred because it comes from God.

9. About 120 days.

10. Set, formal worship with a fixed structure (e.g., Catholic Mass).

11. Baptism / Eucharist (either).

12. To grow spiritually, seek healing or deepen faith.

13. Punishment aimed at discouraging others from committing crime.

14. Ritual washing before prayer.

15. Stewardship – Muslims’ duty to protect the Earth.

Drama

Year 11 Knowledge Organiser

1. Understanding Component 3 (C3) – Written Exam Structure

Section A – Set Text

You must write from **three perspectives**:

1. **Performer** – how actors should deliver lines, movement, vocal skills.
2. **Director** – how you would interpret the scene, blocking, intention, pace.
3. **Designer** – set, lighting, sound, costume, props and their dramatic impact.

Question types include:

- Performance-style questions (voice, physicality, interaction).
- Director questions (blocking, proxemics, pacing, motivation).
- Design questions (lighting changes, sound cues, costume decisions).
- A comparison of **the extract** with **the whole play**.

2. Key Sentence Stems for Exam Success

Director question stem:

➞ *"As a director, I would…"*
or
➞ *"I would instruct the actors to…"*

Contrast (extract vs whole play) stem:

➞ *"In contrast to the extract, elsewhere in the play…"*
➞ *"Across the wider play this moment reflects…"*

3. Context and Playwright

- You must comment on the **context in which the play was written** and the **playwright's intention**.
- Mention how social, political or historical factors shaped characters, themes or staging.
- Your answers should reflect the **playwright's perspective** (e.g., Willy Russell, J. B. Priestley, Arthur Miller).

4. Dramatic Structure & Setting

- Know **how many acts** your text has.
- Know **where each act is set** and how the location influences atmosphere and meaning.
- Consider stage configurations (end-on, thrust, traverse), entrances/exits and set resources.

5. Allegory (if your text is one)

An **allegory** is:
➞ A story where characters, settings, or events symbolise real-world ideas, morals or politics.
It carries a deeper meaning about society beneath the literal plot.

6. Historical Context for Performance

Be aware of:

- The time period in which the play is **set**.
- The time period in which the play was **written**.
- Available theatrical resources, technology, and audience expectations.

Year 11 Drama Knowledge Retrieval Quiz

1. What is your set text?
2. What 3 perspectives must you write from in Section A of your exam?
3. How many acts are there in your set text?
4. What would be the sentence stem you would use to start a director question?
5. What is the contrast sentence stem you would use when discussing the extract and the complete play?
6. When was your set text set?
7. Where is each act set?
8. What was the most available resource at the time?
9. When referring to the context in which the text was created and first performed which playwright's perspective are you going to write about?
10. Your set text is an allegory – what does this mean?

Answers:

(Modelled for *An Inspector Calls*)

1. My set text is *An Inspector Calls*.
2. Performer, Director, Designer.
3. It is one continuous act (often explored in three main sections).
4. “As a director, I would instruct the actor to…”
5. “In contrast to the extract, elsewhere in the play…”
6. It is set in 1912 (written and performed in 1945).
7. The entire play is set in the Birling family dining room in Brumley.
8. The most available resource was actors and traditional theatre staging (proscenium arch, live lighting changes, physical set pieces).
9. J. B. Priestley’s perspective and his socialist beliefs / message about social responsibility.
10. An allegory is a story where characters and events symbolise deeper moral, political, or social messages.

Music

Year 11 Knowledge Organiser

1. Melody

- **Conjunct melody**: Moves mainly by step; smooth, scalic.
- **Disjunct melody**: Moves by leaps; angular, wider intervals.
- **Sequence**: Repetition of a musical idea at a higher or lower pitch; used to extend and develop melodic material.

2. Harmony & Tonality

- **Cadence**: Pair of chords that ends a musical phrase. Examples:
  - Perfect cadence (V–I) → sense of finality
  - Plagal cadence (IV–I) → "Amen" feel
- **Major tonality**: Bright, happy, triumphant.
- **Minor tonality**: Sad, dark, tense.

3. Tempo & Rhythm

- **Allegro**: Fast and lively.
- **Syncopation**: Accents fall on weak beats/offbeats → rhythmic interest, energy.
- **Polyrhythm**: Two or more contrasting rhythms played simultaneously.

4. Dynamics

- **Crescendo**: Gradually getting louder.
- **Diminuendo**: Gradually getting softer.
- **Fortissimo (ff)**: Very loud.
- Sudden dynamic contrasts → create tension, drama, surprise, highlight musical ideas.

5. Texture

- **Monophonic**: Single melodic line, no harmony/accompaniment.
- **Homophonic**: Melody with chordal accompaniment.
- **Polyphonic**: Two or more independent melodic lines sounding together.

6. Timbre / Instrumentation

- **Timbre of a flute**: Light, airy, bright, pure.
- **String playing techniques** to change timbre:
    - Pizzicato → plucked
    - Con sordino → muted
    - Sul ponticello → near the bridge
- **Instrumental choice** affects mood, colour, and character:
    - Brass → power
    - Strings → warmth
    - Woodwind → lightness
    - Percussion → energy

Year 11 Music Knowledge Retrieval Quiz

Melody

1. What is the difference between conjunct and disjunct melody?
2. Define sequence and explain how it is used in melodic writing.

Harmony & Tonality

3. What is a cadence? Name two types.
4. What is the difference between major and minor tonality in terms of mood?

Tempo & Rhythm

5. What does Allegro mean?
6. Define syncopation and explain its effect.
7. What is a polyrhythm?

Dynamics

8. What is the difference between crescendo and diminuendo?
9. What does fortissimo (ff) mean?
10. How can sudden dynamic contrasts create drama in music?

Texture

11. Define monophonic texture.
12. What is the difference between homophonic and polyphonic texture?

Timbre / Instrumentation

13. What is the timbre of a flute often described as?
14. Name one playing technique that string players use to change timbre.
15. How does instrumental choice affect the overall character of a piece?

Answers:

Melody

1. Conjunct melody moves mainly by step (smooth, scalic). Disjunct melody uses leaps (angular, wider intervals).
2. A sequence is the repetition of a musical idea at a higher or lower pitch; it extends and develops melodic material.

Harmony & Tonality

3. A cadence is a pair of chords that end a phrase. Examples: perfect cadence (V–I), plagal cadence (IV–I).
4. Major tonality usually sounds bright, happy, or triumphant. Minor tonality often sounds sad, dark, or tense.

Tempo & Rhythm

5. Allegro means fast and lively.
6. Syncopation is when accents fall on weak beats or offbeats; it creates rhythmic interest and drive.
7. A polyrhythm is two or more contrasting rhythms played at the same time.

Dynamics

8. Crescendo = gradually getting louder. Diminuendo = gradually getting softer.
9. Fortissimo (ff) means very loud.
10. Sudden dynamic contrasts create surprise, tension, and drama, grabbing the listener's attention.

Texture

11. Monophonic texture = a single melodic line with no harmony or accompaniment.
12. Homophonic texture = melody with chordal accompaniment. Polyphonic texture = two or more independent melodic lines sounding together.

Timbre / Instrumentation

13. The timbre of a flute is often described as light, airy, bright, or pure.
14. String players can use pizzicato (plucking), con sordino (muted), or sul ponticello (near the bridge) to change timbre.
15. Instrumental choice affects character by shaping mood and colour — e.g., brass for power, strings for warmth, woodwind for lightness, percussion for energy.

Art

Year 11 Knowledge Organiser

Sustained Project – Development and Refinement

Big Idea

You will continue developing your **personal project**, focusing on **refinement, experimentation, and control** in your chosen media. The aim is to produce high-quality designs and experiments, and prepare ideas for **2–3 final outcomes** next term.

Key Knowledge

Development & Refinement

- **Refinement**: Improving your artwork by adjusting details, composition, and technique.
- **Experimentation**: Trying new media, methods, and ideas to explore possibilities.
- **Iteration**: Repeating experiments and making changes based on observations and evaluations.
- **Precision**: Careful attention to detail to produce controlled and accurate work.

Documentation & Analysis

- **Annotation**: Writing notes, explanations, or reflections directly on or alongside your artwork.
- **Process**: Recording the stages of your work from initial idea to final outcome.
- **Visual language**: The use of line, shape, colour, texture, and composition to convey meaning.
- **Analysis**: Studying your own or others' work to inform improvements.
- **Critique**: Giving or receiving feedback to enhance the quality of artwork.
- Keeping detailed records helps you **justify decisions** and **plan next steps**.

Outcomes

- Produce **refined experiments and designs** demonstrating creativity and confidence.
- Develop **2–3 final outcomes** for completion next term, ensuring they are **technically skilled** and **visually effective**.
- Use feedback and self-reflection to **iteratively improve** ideas.

Key Vocabulary

refinement • experimentation • annotation • process • iteration • visual language • analysis • outcome • precision • critique

Art Knowledge Retrieval Quiz

Development & Refinement

1. What does refinement mean in art?
2. How would you describe experimentation in your art project?
3. Define iteration and explain why it is important.
4. What is meant by precision in artwork?

Documentation & Analysis

5. What is annotation, and why is it used?
6. Why is recording your process important?
7. What does visual language refer to in art?
8. How can analysis improve your work?
9. What is the purpose of critique in art?
10. How does keeping detailed records support your art project?

Outcomes

11. What should refined experiments and designs demonstrate?
12. How many final outcomes should you aim to develop next term?
13. Why is self-reflection important in developing ideas?
14. How can feedback influence your artwork?
15. How does iteration relate to producing your final outcomes?

Answers

Development & Refinement

1. **Refinement**: Improving your artwork by adjusting details, composition, and technique.
2. **Experimentation**: Trying new media, methods, or ideas to explore possibilities and discover new effects.
3. **Iteration**: Repeating experiments and making changes based on observations and evaluations; it helps improve ideas.
4. **Precision**: Careful attention to detail to produce controlled and accurate work.

Documentation & Analysis

5. **Annotation**: Writing notes, explanations, or reflections directly on or alongside your artwork to clarify ideas.
6. **Recording your process**: Shows the stages from initial idea to final outcome and helps justify decisions.
7. **Visual language**: The use of line, shape, colour, texture, and composition to convey meaning in artwork.
8. **Analysis**: Studying your own or others' work to inform improvements and develop your skills.
9. **Critique**: Giving or receiving feedback to enhance the quality of artwork.
10. **Keeping detailed records**: Helps plan next steps, justify decisions, and track development of ideas.

Outcomes

11. Refined experiments and designs should demonstrate **creativity, confidence, and technical skill**.
12. You should aim to develop **2–3 final outcomes** for completion next term.
13. **Self-reflection** allows you to evaluate your own work and identify areas for improvement.
14. **Feedback** can guide adjustments, improve techniques, and strengthen ideas.
15. **Iteration** helps refine ideas, experiments, and designs, contributing to successful final outcomes.

Hospitality and Catering

Year 11 Knowledge Organiser

Professional Practice

Big Idea

You will develop **advanced cooking and presentation techniques**, apply knowledge from **Unit 1** about business operations and customer service, and begin preparing for your **controlled assessment**.

Key Knowledge

Advanced Cooking Techniques

- Focus on precision, consistency, and refinement in **cooking methods**.
- Techniques include accurate **portioning**, correct cooking times, and ensuring **high-quality standards** in taste and appearance.
- **Presentation and plating**: Arranging food attractively to enhance visual appeal.

Professional Practice

- **Workflow**: Organising tasks efficiently to maintain smooth kitchen operations.
- **Consistency**: Reproducing dishes to the same high standard each time.
- **Refinement**: Improving recipes, techniques, or presentation based on evaluation.
- **Communication**: Clear exchange of information with colleagues, supervisors, and customers.
- **Feedback**: Using constructive criticism to enhance dish quality and service.

Application of Knowledge

- Apply **Unit 1 knowledge**: business operations, customer service, and food safety in practical kitchen scenarios.
- Begin planning and practising dishes for the **controlled assessment**, demonstrating skill, organisation, and professional standards.

Key Vocabulary

presentation • workflow • standard • quality • plating • precision • consistency • communication • feedback • portion • refinement

Hospitality and Catering Knowledge Retrieval Quiz

Advanced Cooking Techniques

1. What does precision mean in cooking?
2. Why is consistency important in hospitality and catering?
3. What does refinement involve in cooking or presentation?
4. Name three aspects of high-quality cooking standards.
5. What is the purpose of presentation and plating?

Professional Practice

6. What is meant by workflow in a kitchen?
7. Why is clear communication important in professional kitchens?
8. How can feedback improve dish quality and service?
9. Explain how consistency affects customer experience.
10. Give one example of how refinement might be applied to a dish.

Application of Knowledge

11. How can knowledge of business operations be applied in a kitchen?
12. Why is understanding customer service important when preparing food?
13. How does food safety knowledge affect practical cooking tasks?
14. What should students demonstrate when planning dishes for the controlled assessment?
15. How does professional practice prepare students for real-world catering environments?

Answers

Advanced Cooking Techniques

1. **Precision**: Using exact measurements, timing, and techniques to achieve consistent results.
2. **Consistency**: Ensuring dishes are reproduced to the same high standard every time.
3. **Refinement**: Improving recipes, techniques, or presentation based on evaluation and feedback.
4. **High-quality standards**: Taste, appearance, texture, and portion size.
5. **Presentation and plating**: Arranging food attractively to enhance visual appeal and customer satisfaction.

Professional Practice

6. **Workflow**: Organising tasks efficiently to maintain smooth kitchen operations.
7. **Communication**: Exchanging clear information with colleagues, supervisors, and customers to avoid mistakes and improve service.
8. **Feedback**: Using constructive criticism to make improvements in dish quality and presentation.
9. **Consistency** affects customer experience by ensuring reliability, satisfaction, and trust in the food served.
10. **Refinement example**: Adjusting seasoning, improving garnishing, or correcting cooking times to enhance a dish.

Application of Knowledge

11. Knowledge of **business operations** helps plan efficient kitchen processes and manage resources effectively.
12. Understanding **customer service** ensures dishes meet expectations and dietary requirements, creating a positive experience.
13. **Food safety knowledge** ensures hygiene standards are met, preventing contamination and illness.
14. Students should demonstrate **skill, organisation, and professional standards** when planning dishes for controlled assessment.
15. **Professional practice** prepares students for real-world catering by developing efficiency, teamwork, and high standards of cooking and service.

Graphics

Year 11 Knowledge Organiser

Identity Project – Refinement & Development

Big Idea

You will continue developing your **Identity Project** by refining ideas from research, experimenting with **layouts, materials, and imagery**, and making **purposeful improvements** based on feedback to create strong visual communication.

Key Knowledge

Refinement & Iteration

- **Refinement**: Improving designs to enhance visual impact, clarity, and meaning.
- **Iteration**: Repeating experiments, tests, or versions to improve a design.
- **Editing**: Making purposeful changes to composition, colour, or elements for better outcomes.
- **Decision-making**: Choosing materials, layouts, and processes that strengthen the design.

Design Principles

- **Composition**: Arranging visual elements to create balance, harmony, and focus.
- **Balance**: Distributing visual weight to create stability (symmetrical or asymmetrical).
- **Structure**: Organising elements and layers to communicate effectively.
- **Presentation**: Displaying work professionally to enhance clarity and impact.

Evaluation & Feedback

- **Feedback**: Receiving constructive critique from peers, teachers, or clients.
- **Evaluation**: Analysing your own or others' work to inform decisions.
- Feedback and evaluation guide **iteration and refinement**, ensuring a stronger final outcome.

Symbolism & Materials

- **Symbolism**: Using imagery or visual elements to convey meaning or identity.
- **Material**: Choice of media or techniques can influence visual effect and meaning.
- **Prototype**: Initial model or mock-up used to test ideas before final production.

Key Vocabulary

iteration • symbolism • evaluation • refinement • editing • prototype • composition • balance • feedback • material • structure • presentation • decision-making

Graphics Knowledge Retrieval Quiz

Refinement & Iteration

1. What does refinement mean in graphic design?
2. Explain iteration and its purpose in developing a design.
3. How does editing improve a design?
4. What is decision-making in the context of graphic design?

Design Principles

5. What is composition, and why is it important?
6. Define balance and give an example of how it can be applied.
7. What is meant by structure in a graphic design project?
8. How does professional presentation affect a design?

Evaluation & Feedback

9. Why is feedback important when developing a design?
10. How does evaluation help improve a design?
11. How do feedback and evaluation guide iteration and refinement?

Symbolism & Materials

12. What is symbolism in graphic design?
13. How can the choice of material affect a design?
14. What is a prototype, and why is it used?

General Knowledge

15. Give three ways that iteration can lead to a stronger final outcome.

Answers

Refinement & Iteration

1. **Refinement**: Improving designs to enhance visual impact, clarity, and meaning.
2. **Iteration**: Repeating experiments, tests, or versions to improve a design.
3. **Editing**: Making purposeful changes to composition, colour, or elements to achieve better outcomes.
4. **Decision-making**: Choosing materials, layouts, and processes that strengthen the design.

Design Principles

5. **Composition**: Arranging visual elements to create balance, harmony, and focus; it ensures the design communicates effectively.
6. **Balance**: Distributing visual weight to create stability; e.g., symmetrical or asymmetrical layouts.
7. **Structure**: Organising elements and layers so the design is clear and communicates the intended message.
8. **Presentation**: Displaying work professionally to enhance clarity, impact, and perceived quality.

Evaluation & Feedback

9. **Feedback**: Receiving constructive critique from peers, teachers, or clients to guide improvements.
10. **Evaluation**: Analysing your own or others' work to make informed decisions and improvements.
11. **Feedback and evaluation**: They guide iteration and refinement, ensuring a stronger final outcome.

Symbolism & Materials

12. **Symbolism**: Using imagery or visual elements to convey meaning, identity, or concepts.
13. **Material**: Choice of media or techniques can influence the visual effect, meaning, and overall impact of a design.
14. **Prototype**: An initial model or mock-up used to test ideas before producing the final version.

General Knowledge

15. Iteration can lead to a stronger final outcome by:

- Identifying and correcting errors or weaknesses
- Testing different layouts, colours, or materials
- Incorporating feedback to improve clarity, impact, and effectiveness

3D Design

Year 11 Knowledge Organiser

Year 11 GCSE 3D Design – Knowledge Organiser

Fragments – Designer Response 3 & Planning

Big Idea

You will complete your **third designer/style response** and plan your **final piece**, using drawings, prototypes, and process notes. The focus is on **accurate planning, workflow, and high-quality craftsmanship**.

Key Knowledge

Designer Response

- Completing a **designer/style response** involves analysing a designer or style and creating work inspired by their approach.
- Record observations, techniques, and ideas to inform your own design.

Planning & Prototyping

- **Planning**: Organising the steps and resources needed to make your final piece.
- **Prototype**: A preliminary model used to test design, fit, or function before final production.
- **Workflow**: Efficient organisation of tasks to maximise time and quality.
- **Fixture**: A tool or device used to hold components in place during making.
- **Testing**: Trying out components, materials, or processes to ensure they work as intended.

Craftsmanship & Process

- **Craftsmanship**: Skill and care in making, including accuracy, precision, and attention to detail.
- **Process notes**: Documentation of steps taken, materials used, and decisions made.
- **Evaluation**: Analysing prototypes or finished pieces to inform improvements.
- **Presentation**: Displaying your work professionally to showcase quality and intent.

Key Vocabulary

craftsmanship • planning • workflow • prototype • fixture • testing • evaluation • presentation

3D Design Knowledge Retrieval Quiz

Designer Response

1. What is the purpose of completing a designer/style response?
2. How can recording observations and techniques inform your own design?

Planning & Prototyping

3. What is planning in the context of a 3D design project?
4. Define prototype and explain its purpose.
5. What is workflow, and why is it important in making a final piece?
6. What is a fixture, and how is it used?
7. Why is testing materials or components important before final production?

Craftsmanship & Process

8. What does craftsmanship involve in 3D design?
9. What are process notes, and why are they important?
10. How does evaluation help improve your design?
11. Why is professional presentation important for your work?

General Knowledge / Key Vocabulary

12. Give three examples of how you can ensure accuracy and precision in your work.
13. Explain how workflow, planning, and testing are connected.
14. How can prototypes influence your final piece?
15. Name three key vocabulary words that relate to high-quality making in 3D Design.

Answers

Designer Response

1. Completing a designer/style response helps analyse a designer or style and create work inspired by their approach.
2. Recording observations and techniques informs your own design by providing ideas, inspiration, and practical methods you can apply.

Planning & Prototyping

3. Planning is organising the steps and resources needed to make your final piece efficiently.
4. Prototype: A preliminary model used to test design, fit, or function before final production.
5. Workflow is the efficient organisation of tasks to maximise time, quality, and productivity.
6. Fixture: A tool or device used to hold components in place during making.
7. Testing ensures that materials, components, or processes work as intended and identifies potential issues before final production.

Craftsmanship & Process

8. Craftsmanship involves skill, care, accuracy, precision, and attention to detail when making a piece.
9. Process notes are records of steps taken, materials used, and decisions made; they help justify design choices and track progress.
10. Evaluation helps improve your design by analysing prototypes or finished pieces to identify strengths and areas for improvement.
11. Professional presentation showcases quality, intent, and attention to detail, making your work more effective and impactful.

General Knowledge / Key Vocabulary

12. Examples: careful measuring, precise cutting, and controlled joining/assembly.
13. Workflow, planning, and testing are connected because planning ensures the right steps and resources, workflow organises those steps efficiently, and testing ensures the design works before final production.
14. Prototypes allow you to try out ideas, solve problems, and refine designs before committing to the final piece.
15. Key vocabulary: craftsmanship, prototype, fixture, workflow, evaluation, presentation.

Science

Year 11 Knowledge Organiser

Biology

Inheritance, Variation, and Evolution

- **DNA & Genes**: DNA carries genetic information; genes code for proteins.
- **Alleles**: Different versions of a gene; dominant vs recessive alleles.
- **Phenotype vs Genotype**: Observable traits vs genetic makeup.
- **Variation**: Differences between organisms due to genes (genetic) or environment (environmental).
- **Natural Selection**: Survival and reproduction of organisms with beneficial traits; drives evolution.
- **Speciation**: Formation of new species when populations become reproductively isolated.

Ecology

- **Ecosystem**: Community of organisms and their environment.
- **Biotic vs Abiotic Factors**: Living vs non-living influences on organisms.
- **Food Chains & Webs**: Flow of energy from producers to consumers.
- **Population Size Factors**: Predation, disease, competition, resources.
- **Human Impact**: Pollution, deforestation, climate change, conservation strategies.

Chemistry

Rate of Chemical Change

- **Factors Affecting Rate**: Temperature, concentration, surface area, catalysts.
- **Collision Theory**: Particles must collide with sufficient energy and correct orientation.

Electrolysis and Using Resources

- **Electrolysis**: Using electricity to break down compounds; e.g., extracting metals.
- **Resources**: Metals, water, and sustainable resource management.

Organic Chemistry

- **Hydrocarbons**: Alkanes, alkenes; structures, formulas, and reactions (combustion, addition).
- **Alcohols & Carboxylic Acids**: Functional groups, reactions.

Chemical Analysis

- **Purity Tests**: Melting/boiling points, chromatography, identifying ions.

Physics

Waves

- **Types of Waves**: Longitudinal (sound), transverse (light, EM).
- **Properties**: Wavelength, frequency, amplitude, speed.
- **Reflection, Refraction, Diffraction**: Behaviour of waves at boundaries.

Forces

- **Newton's Laws**: Motion and forces.
- **Moments & Levers**: Turning effect = force × distance.
- **Pressure**: Force per unit area.

Magnetism and Electromagnetism

- **Magnetic Fields**: Around magnets and current-carrying wires.
- **Electromagnetic Induction**: Generating voltage via moving a conductor in a magnetic field.

Space

- **Solar System & Universe**: Planets, stars, galaxies.
- **Life Cycle of Stars**: Nebula → Main sequence → Red giant/supergiant → White dwarf/neutron star/black hole.
- **Redshift**: Evidence of expanding universe.

Science Knowledge Retrieval Quiz

Biology

1. What is the difference between genotype and phenotype?
2. Define natural selection in evolution.
3. Name two abiotic factors that affect an ecosystem.

Chemistry

4. List three factors that affect the rate of a chemical reaction.
5. What is electrolysis used for?
6. Name the difference between an alkane and an alkene.
7. How can chromatography be used to test purity?

Physics

8. What type of wave is light?
9. State Newton's second law of motion.
10. How is a moment calculated?
11. What is the purpose of a magnetic field in electromagnetism?
12. Explain what redshift tells us about the universe.

Mixed / Application

13. Give an example of a human activity that impacts ecosystems.
14. What is the function of a catalyst in a chemical reaction?
15. Why do we use prototypes when testing materials in science experiments?

Answers

Biology

1. **Genotype**: genetic makeup; **Phenotype**: observable characteristics.
2. Natural selection is the survival and reproduction of organisms with advantageous traits.
3. Examples: temperature, light intensity, pH, rainfall.

Chemistry

4. Temperature, concentration, surface area, catalysts.
5. Electrolysis is used to break down compounds, extract metals, or decompose solutions.
6. Alkane = single bonds only (saturated); Alkene = at least one double bond (unsaturated).
7. Chromatography separates substances; purity is confirmed if only one spot appears.

Physics

8. Light is a **transverse wave**.
9. Newton's second law: F = ma (force = mass × acceleration).
10. Moment = force × perpendicular distance from pivot.
11. Magnetic fields exert forces on moving charges or current-carrying conductors.
12. Redshift shows that galaxies are moving away, evidence for an expanding universe.

Mixed / Application

13. Pollution, deforestation, climate change, overfishing.
14. A catalyst speeds up a reaction without being used up.
15. Prototypes allow testing of materials, functionality, and safety before final use.