



Atlantic Academy Portland
an Aspirations Academy

Year 10 Unit 3

Knowledge Organisers



Name	
Tutor	

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Self-Quizzing Homework Timetable:

Each evening you will self-quiz using your Subject Knowledge Organiser for 30 minutes. Below you will find information about which Subject Knowledge Organiser you need to self-quiz from on which evening. Each subject has divided their Knowledge Organiser(s) into 9 'segments': these are the 9 pieces of Knowledge Organiser Homework you will complete for the relevant subjects. You have been set a different segment of the Subject Knowledge Organiser to complete each week, clearly labelled on each Knowledge Organiser. Your teacher will test you on this segment of information each week after your Subject Knowledge Organiser Homework, to assess how well you have learnt the information. The 'mark' box allows you to record your score out of 10 from your end of week quiz.

	Monday	Tuesday	Wednesday	Thursday		Friday	
				<i>Your two options from the four below:</i>			
	Vocational as directed	English	Science	History	French	Geography	Computer Science as directed
Week 1 Mark		/10	/10	/10	/10	/10	
Week 2 Mark		/10	/10	/10	/10	/10	
Week 3 Mark		/10	/10	/10	/10	/10	
Week 4 Mark		/10	/10	/10	/10	/10	
Week 5 Mark		/10	/10	/10	/10	/10	
Week 6 Mark		/10	/10	/10	/10	/10	
Week 7 Mark		/10	/10	/10	/10	/10	
Week 8 Mark		/10	/10	/10	/10	/10	
Week 9 Mark		/10	/10	/10	/10	/10	

Self-Quizzing Expectations and Instructions

It is expected that you complete **one page** of self-quizzing, as a minimum. This should take around **30 minutes**. You should not leave blank lines on the page, including in between pieces of information (if you are self-quizzing diagrams, you can use more than one line to copy the diagram into your practice book). The information you self-quiz should be numbered in your practice book with the same numbers used on the Subject Knowledge Organiser.

Tutors will check your Subject Knowledge Organiser homework the next morning during AM Tutor Time. They will be looking for a **full page of self-quizzing** on the correct numbers of the Subject Knowledge Organiser, as well as for **purple pen ticks/corrections** and **good presentation** (including your **H/W, Title and Date underlined with a ruler**). Your writing needs to be neat and legible. If your tutor feels that any of these elements are not up to standard, your tutor will enter you for a detention that same day.

These are the steps you should follow to complete effective self-quizzing (look, repeatedly say aloud, cover, write, check):

1. Identify the Subject Knowledge Organiser segment for the week.
2. Open up your practice book and on the top line, write 'H/W' in the margin, the Title (the subject you are completing) on the other side of the margin line and the Date on the right hand side (see the model on the next page). Underline all three with a ruler.
3. Place your Subject Knowledge Organiser segment in front of you. Start with the first numbered piece of information within the weekly segment. Read and memorise the piece of information - we recommend saying it aloud. Repeat this process several times, until you are confident enough to use your practice book to write the knowledge point down.
4. Close your Subject Knowledge Organiser or cover up the piece of information, and try to recall the knowledge. On the line directly beneath your H/W, Title and Date, write the correct number from the Subject Knowledge Organiser and the piece of information from memory.
5. Check it and correct any mistakes. Open up your Subject Knowledge Organiser and look at the piece of information – using a purple pen tick the piece of information in your practice book if you have recalled it correctly (word for word). If you have incorrectly recalled or missed any part of the information, use your purple pen to cross the knowledge point.
6. If you recalled the piece of information incorrectly, go back to step 3 and **in purple pen**, repeat the process again for the same piece of information (remember to cover up previous attempts in your practice book as well as the piece of information in your Subject Knowledge Organiser). When you have recalled the information correctly (word for word), tick the attempt and move on to the next piece of information within the weekly segment. You may find that you need to complete a few purple pen attempts before you recall the knowledge point word for word.
7. Repeat the steps above until you have recalled and written down all pieces of information within the weekly segment. If this has not filled one full page of your practice book, go back to the first piece of information within the weekly segment and repeat the process again, until you have filled an entire page.

Student Self-Quizzing Model

H/W English

17/7/18

- 21) **Stagecraft** - The use of setting/props to convey ideas. The front door bangs everytime a character enters or leaves, this makes the audience wonder who it is. Lighting is used to show emotion, 'pink' is used to show the rose tinted view on life the Birlings have, but turns 'brighter...harder' when the truth comes out. ✓
- 22) **Religious imagery** - The Inspector suggests we have a 'sacred' duty of care towards and should show images of 'fire and blood and anguish' linking to the end of the world in the book of revelation where people were punished for their sins. ✓
- 23) **Social responsibility** - Priestley uses the play to promote social responsibility - the idea that we should try and help those less privileged. ✓
- 24) **Stage directions** - Guide to the actor/actress on how to present their character at that point in the play. Stage directions can also reveal extra information to the audience about the character. ✓
- 25) **Beginnings and endings** - Priestley freezes the action between Acts to make the audience wait and consider how a character will respond. They build up tension and suspense. ✓
- 26) **Omniscience** - The Inspector seems to be omniscient - he knows what will happen and how characters will react. ✓
- 27) **Symbolism** - Characters represent particular social groups (Mrs Birling represents the hypocrisy of the upper Edwardian class). ✓
- 28) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'squiffy' in contrast to their old fashioned parents. Mr Birling uses language related to business.
- 28) **Colloquial language** - Characters use language to represent their social status. The younger generation use slang or 'squiffy' in contrast to their old fashioned parents. Mr Birling uses language related to business.
- 29) **Graphic imagery** - The Inspector uses language to shock the Birlings and the audience. 'She burnt her insides out'. ✓
- 30) **Euphemism** - A way of not saying something unpleasant. Mr and Mrs Birling use this to not look as guilty. ✗
- 30) **Euphemism** - A way of avoiding saying something unpleasant. Used by Mr and Mrs Birling to make them look less guilty.

English – Year 10 – Unit 3

Driving Question-What is nature's power over humans?

Week 1			RAG
1	To be thus is nothing, but to be safely thus (Macbeth)	Repetition Macbeth is insecure- he is worried that Banquo's heirs will become kings.	
2	Fruitless crown (Macbeth)	Adjective/ Metaphor Macbeth realises his children will not be kings - a turning point.	
3	Nought's had, all's spent Where our desire is got without content (Lady Macbeth)	Rhyming couplets Lady Macbeth is suggesting their efforts have been wasted as they have got what they set out for but are still unhappy.	
4	Make our faces vizards to our hearts (Macbeth)	Metaphor Role reversal- previously it was Lady Macbeth advising Macbeth to disguise his true intention.	
5	Language Paper 2, Question 2	Refer to both sources and write a summary of the differences (8 marks)	
6	Ozymandias	"Look upon my works, ye mighty, and despair" Imperatives/ Arrogance	
7	Ozymandias	"Boundless and bare" Alliterative plosive 'b' emphasises the power of the desert/ nature.	

Week 2			RAG
8	The west yet glimmers with some streaks of day (First murderer)	Motif of light/ dark- could symbolise the horrors of Macbeth's reign.	
9	I am cabined, cribbed, confined (Macbeth)	Alliteration Macbeth feels trapped- he is fearful at the news that Fleance has escaped.	
10	Are you a man? (Lady Macbeth)	Reminiscent of 1.7 Gender roles.	
11	Blood will have blood (Macbeth)	Repetition/ Motif of blood Macbeth recognises the murders may be his downfall.	
12	Language Paper 2, Question 2	SQIQI paragraphs- statement / quotation / inference / quotation / inference - REPEAT	

Week 3			RAG
13	He shall spurn fate (Hecate)	Verb Hecate recognises Macbeth's hamartia.	
14	Language Paper 2, Question 3	Refer to one source: how does the writer use language? (12 marks)	
15	Macbeth- Context	Medieval Scotland did not have a strict principle of dynastic succession to the throne, and there were frequent struggles for power amongst noblemen.	
16	Thou canst not say I did it: never shake thy gory locks at me. (Macbeth)	Macbeth's guilt is clear to his guests, as he addresses the ghost of Banquo.	
17	'the merciless iced east winds that knive us'	Owen uses the first person plural to show how the people in the poem struggle against nature's power as a group. (Retrieval- Exposure)	
18	'bullets [. . .] / Less deadly than the air'	Owen uses personification and imagery of weaponry to give the impression that nature is attacking humanity. (Retrieval- Exposure)	

Week 4			RAG
19	Something wicked this way comes (Second witch)	Adjective Macbeth is no longer the honorable hero of Act 1.	
20	Beware Macduff (First apparition)	Imperative The apparition's prophecy confirms Macbeth's concern over Macduff.	
21	He's a traitor (First Murderer)	Noun Ironic accusation of Macduff before his family is murdered.	
22	Tyrant's feast (Lennox)	Noun Even minor characters such as Lennox, hate Macbeth which shows how widespread the discontent is.	
23	Thesis statement	Sentence 1: Define. Sentence 2: Summarise. Sentence 3: Make an assertion.	
24	'We are prepared: we build our houses squat, Sink walls in rock and roof them with good slate.'	First Person Plural / Half Rhyme / Monosyllables (Storm on the Island)	
25	'it pummels your house'	The plosive verb emphasises the Power of Nature. (Storm on the Island)	
26	We are bombarded by empty air. Strange, it is a huge nothing that we fear.'	Power of Nature / National Identity Metaphor / Language of Negation / Half Rhyme (Storm on the Island)	

Week 5			RAG
27	'Infected be the air whereon they ride; And damn'd all those that trust in them!'	Macbeth damns those who trust the witches - which includes himself.	
28	Language Paper 2, Question 4 Overview	Refer to both sources: compare how the writers convey their perspectives and feelings. (16 marks)	
29	Language Paper 2, Question 4 Paragraph 1	P1 – Firstly, the writer uses... How x2; Why x 2	
30	Language Paper 2, Question 4 Paragraph 2	P2 – Furthermore, the writer creates... How x2; Why x 2	
31	Language Paper 2, Question 4 Paragraph 3	P3 - Moreover, the writer employs...	

Week 6			RAG
32	Bleed, bleed, poor country!...For goodness dare not check thee (Macduff)	Symbolism/ personification/ dramatic irony Macduff describes the horrors of Macbeth's reign but will soon act against him once he learns of the murder of his own family.	
33	Dispute it like a man (Malcolm) I must also feel it as a man (Macduff)	Noun/ Gender roles Sadness is seen as womanly weakness- similar to Lady Macbeth's earlier coercion of Macbeth.	
34	Macbeth is ripe for shaking (Malcolm)	Symbolism/ metaphor Malcolm is saying Macbeth's downfall is imminent.	
35	His secret murders sticking on his hands (Angus)	Metaphor/ Motif of blood These words echo those of Lady Macbeth attempting to wash the blood from her hands.	
36	I will not be afraid of death (Macbeth)	Statement Macbeth still feels protected by the prophecies.	

Week 7			RA G
37	Language Paper 2, Question 5-Opening	Sentence 1: Define. Sentence 2: Summarise. Sentence 3: Make an assertion.	
38	Language Paper 2, Question 5-Paragraph 2	Single sentence: To argue that...is narrow-minded and naive.	
39	Language Paper 2, Question 5-Paragraph 3-5	Points supporting your argument and considering counter-argument Some may believe.../ However.../ It is also necessary to consider...	
40	Language Paper 2, Question 5-Conclusion	Use a colon and end with a simple declarative- link back to opening: Irrespective, the fact remains...	
41	Swords I smile at (Macbeth)	Sibilance Macbeth is unafraid of any man 'born of woman'.	
42	Macduff was from his mother's womb untimely ripped (Macduff)	Graphic imagery The audience is now satisfied that Macduff is excluded from the prophecy.	
43	I will not yield (Macbeth)	Statement Macbeth would rather fight to the death than accept humiliation.	
44	Out, damned spot! Out, I say! (Lady Macbeth)	Imperatives / Exclamation / Symbolism Sleepwalking - Lady Macbeth is overcome by her guilt.	

Week 8			RAG
45	This dead butcher and his fiend-like queen	Metaphor- Macbeth referred to as a 'butcher' due to the amount of people he has murdered. Lady Macbeth referred to as 'fiend-like' which highlights her cruelty.	
46	A tale told by an idiot, full of sound and fury, signifying nothing (Macbeth)	Metaphor/ Adjective - 'idiot'/ Contrast - fury/nothing Macbeth's realises that his efforts to keep the throne have come to nothing.	
47	'what I am truly, is thine and my poor country's to command' (Malcolm)	Malcolm presents himself as a true Christian ruler, one who will serve others.	
48	'I have supp'd full with horrors; Direness, familiar to my slaughterous thoughts Cannot once start me.'	Macbeth has become accustomed to horror.	

Week 9: Retrieval - Jekyll and Hyde				RAG
49	J&H Quotation	'blistered and distained'	Verbs Symbolism	Description of the door - links to setting and the Urban city. Symbolic of the characters.
50	J&H Quotation	'trampled calmly over the child's body and left her screaming on the ground'	Verb 'screaming' Adverb 'calmly' Imagery Foreshadowing	Hyde tramples a girl. Links to crime and violence, Physiognomy, Darwinism/Evolution. Juxtaposition throughout to represent duality.
51	J&H Quotation	'murderous mixture of timidity and boldness'	Alliteration Juxtaposition Noun - 'mixture'	Description of Hyde. Links to theme of duality and science vs religion. Links to the gothic.

52	J&H Quotation	'the moment I choose I can be rid of Mr. Hyde'	Irony - especially the verb 'choose' Personal pronoun 'I' vs detached formal noun 'Mr Hyde'	Description of Jekyll. Lies and deceit - Jekyll is misguided and in denial.	
53	J&H Quotation	'O God!' I screamed, and 'O God!' again and again'	Repetition Verb - screamed Exclamation mark	Lanyon. Religion vs science	

Science – Year 10 – Unit 3 –Biology Paper 2

Week 1:			RAG												
1.	Human Nervous System	The human nervous system consists of: <ul style="list-style-type: none"> the central nervous system (CNS) – the brain and spinal cord the peripheral nervous system – nerve cells that carry information to or from the CNS 													
2.	Nerve Cells	Nerve cells are also called neurons . They are adapted to carry electrical impulses from one place to another: <ul style="list-style-type: none"> they have a long fibre (axon) which is insulated by a fatty sheath they have tiny branches (dendrons) which branch further as dendrites at each end 													
3.	Stimulus	(plural: stimuli) a change in the external or internal environment that are detected by receptors.													
4.	Receptors	Cells that detect stimuli.													
5.	Effectors	Areas (usually muscles or glands) that bring about responses in the body.													
6.	Sensory Neurone	Neurone that carries impulses from the sensory organs to the central nervous system (CNS).													
7.	Motor Neurone	Carry impulses from the CNS to the effector organs.													
8.	Relay Neurone	Links a sensory neurone to a motor neurone in the CNS.													
9.	Reflex Arc	<i>stimulus → receptor → sensory neurone → relay neurone → motor neurone → effector → response (bypasses brain in the CNS)</i>													
10.	Synapse	A gap between two neurones where chemicals pass from one to another.													
Week 2:															
11.	Homeostasis	The regulation of the internal conditions of a cell or organism to maintain optimum conditions for function, in response to internal or external changes.													
12.	Pituitary gland	The endocrine 'master gland' found in the brain that secretes a number of hormones into the blood in response to different conditions to control other endocrine glands in the body.													
13.	Hormones	Chemicals produced in one area of the body of an organism that have an effect on the functioning of another area of the body. In animals, hormones are produced in glands.													
14.	Internal conditions that are regulated:	<ul style="list-style-type: none"> body temperature blood sugar (glucose) level water content 													
15.	Insulin	Hormone involved in the control of blood sugar levels.													
16.	Action of insulin	<table border="1"> <thead> <tr> <th></th> <th>Low glucose</th> <th>High glucose</th> </tr> </thead> <tbody> <tr> <td>Effect on pancreas</td> <td>Insulin not secreted into the blood</td> <td>Insulin secreted into the blood</td> </tr> <tr> <td>Effect on liver</td> <td>Does not convert glucose into glycogen</td> <td>Converts glucose into glycogen</td> </tr> <tr> <td>Effect on blood glucose level</td> <td>Increases</td> <td>Decreases</td> </tr> </tbody> </table>		Low glucose	High glucose	Effect on pancreas	Insulin not secreted into the blood	Insulin secreted into the blood	Effect on liver	Does not convert glucose into glycogen	Converts glucose into glycogen	Effect on blood glucose level	Increases	Decreases	
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17.	Glucagon (H)	Hormone involved in the control of blood sugar levels.													
18.	Diabetes	Type 1 – a disorder where the pancreas fails to produce sufficient insulin. Type 2 – a disorder where the body cells no longer respond to the insulin produced by the pancreas.													
19.	Negative feedback	Systems that work to maintain a steady state.													
20.	Negative feedback mechanisms	<ul style="list-style-type: none"> if the level of something rises, control systems reduce it if the level of something falls, control systems raise it 													
Week 3:															
21.	Thyroxine (H)	Produced by the thyroid gland stimulates the basal metabolic rate.													
22.	Adrenaline (H)	Hormone that prepares the body fight or flight.													
23.	Ovulation	The release of a mature egg every 28 days.													

24.	Follicle stimulating hormone (FSH)	Causes the eggs in the ovary to mature (the eggs grow surrounded by cells called the follicle).	
25.	Luteinising hormone (LH)	Stimulates the release of the egg at ovulation.	
26.	Oestrogen	Secreted by the ovaries stimulates the growth of the uterus lining and the release of LH and inhibits FSH.	
27.	Progesterone	Produced by the empty follicle after ovulation. It maintains the uterus lining and inhibits FSH and LH.	
28.	Testosterone	Main male reproductive hormone produced by the testes and stimulates sperm production.	
29.	Contraception	To prevent the egg and sperm meeting or the fertilised egg implanting in the uterus.	
30.	<i>In vitro</i> fertilisation (IVF)	A form of fertility treatment used if the oviducts have been damaged or blocked or long-term infertility.	
Week 4:			
31.	Sexual reproduction	Involves the fusion of male and female gametes producing genetic variation in the offspring.	
32.	Asexual reproduction	Involves only one individual and the offspring is identical to the parent.	
33.	Gametes	Sex cells (e.g. sperm and egg)	
34.	Meiosis	Two stage process of cell division that reduces the chromosome number of daughter cells. It is involved in making gametes for sexual reproduction.	
35.	Diploid	containing two complete sets of chromosomes, one from each parent.	
36.	Haploid	having a single set of unpaired chromosomes.	
37.	Fertilisation	a male gamete and a female gamete join together in sexual reproduction.	
38.	DNA	(deoxyribonucleic acid) is the complex chemical that carries genetic information. DNA is contained in chromosomes, which are found in the nucleus of most cells.	
39.	Genome	The genome of an organism is its hereditary information encoded in DNA.	
40.	Alleles	A variant of a gene.	
Week 5:			
41.	Homozygote	Individual with two identical alleles for a characteristic.	
42.	Heterozygote	Individual with different alleles for a characteristic.	
43.	Genotype	The genetic makeup of an individual for a particular characteristic (e.g. hair or eye colour).	
44.	Phenotype	The physical appearance / biochemistry of an individual for a particular characteristic.	
45.	Punnett square	A diagram / way of modelling genetic cross and predicting the outcome.	
46.	Polydactyly	A dominant inherited disorder that results in babies born with extra fingers and / or toes.	
47.	Cystic fibrosis	An inherited disorder (through a recessive allele) that affects the lungs, digestive and reproductive system.	
48.	Nature	The natural, physiological, and material world. Factors passed on by parents.	
49.	Nurture	The environment around a growing individual, including from other individuals.	
50.	Variation	Difference, either between species or inside a species.	
Week 6:			
51.	Natural Selection	Those with more favourable phenotypes are more likely to survive to breeding age.	
52.	Selective Breeding	Humans selecting individuals to mate in order to have young with favourable characteristics.	
53.	Genetic Engineering	Directly modifying an organism's genotype using biotechnology.	
54.	Evolution	The change in inherited characteristics of a species over generations.	
55.	Extinction	When the last survivor of a species dies and no more succeed it.	
56.	Antibiotic Resistance	Bacteria that are not affected by antibiotics multiply, passing on this gene	
57.	MRSA	Methicillin-resistant <i>staphylococcus aureus</i> - Resistant to a wide range of antibiotics.	
58.	Classification	The process by which scientists sort species into separate groups.	
59.	Domains	The highest taxonomic level. Split into: Eukaryota, Bacteria, and Archaea.	
60.	Communities	Populations of different species that are interdependent living in one habitat.	

Week 7:			
61.	Interdependence	The relationship between different species that allows for survival.	
62.	Abiotic	Non-living factors (Light, Temperature, Moisture, Soil pH, Wind, O ₂ and CO ₂)	
63.	Biotic	Living factors (Food, Predators, Pathogens, Competition)	
64.	Quadrats	Randomly sampling an area using a square frame.	
65.	Line Transect	Sampling along a line to show how distribution changes with abiotic factors.	
66.	Adaptation	Special features due to ability to compete and survive to breeding age.	
67.	Extremophile	Species that are adapted to live in extreme conditions.	
68.	Camouflage	The ability of a species to blend into their environment.	
69.	Reproductive age	The age at which a species can start to reproduce and pass on their genes.	
70.	Competition	The interaction between organisms in which there is a limited supply of a resource that both need.	
Week 8:			
71.	Biomass	Food for the next trophic level in the food chain.	
72.	Primary consumer	Second trophic level of the food chain. Species that eat plants.	
73.	Secondary consumer	Third trophic level of the food chain. Species that eat animals that eat plants.	
74.	Producer	First trophic level of the food chain. Photosynthesizers.	
75.	Decomposer	Species that feed on dead and decaying matter.	
76.	Carbon Cycle	A series of processes that convert carbon compounds in the environment (involving photosynthesis, respiration, decay and combustion).	
77.	Water Cycle	A series of process by which water moves around the planet (involving evaporation, condensation, transportation, precipitation and percolation).	
Week 9:			
78.	Bioaccumulator	An organism that accumulates toxins. The toxin level increases further up the food chain.	
79.	Eutrophication	Nutrient runoff (fertiliser from farmland) that causes dense growth of surface plant life in water.	
80.	Global Warming	Increase in global temperatures.	
81.	Climate Change	Change in local climates (rainfall patterns, temperature) that impact life.	
82.	Global Dimming	Decrease in sunlight reaching the Earth due to carbon particles.	
83.	Acid Rain	Caused by sulfur dioxide and carbon dioxide emissions dissolving in rain.	
84.	Biodiversity	The number of different species that coexist in an environment.	
85.	Ecosystem	The interaction of a community of living organisms with the non-living (abiotic) parts of their environment.	
86.	Abundance	The evenness of distribution of individuals among species in a community.	
87.	Deforestation	Removal of a large area of trees without replanting (destroys habitats and reduces photosynthesis).	

History Year 10 Unit 1 Germany, Conflict and Tension in Asia, Normans & Health and the People

Week 1:			RAG
1.	What did the Enabling Act of 1933 allow Hitler to do in regard to making laws?	Hitler did not have to ask the Reichstag for permission to make laws.	
2.	What were the Gestapo and concentration camps?	They were part of the Police State.	
3.	Who was the creator of the idea of the four humours?	Hippocrates	
4.	What were the four humours?	Blood, yellow bile, black bile and phlegm	
5.	What was often thought to be the cause of illness during the middle ages?	An imbalance of the four humours	
6.	What were two common treatments used to balance the four humours?	a) Purging b) Bleeding	
7.	Name three people you would go to for treatment in Medieval England.	a) Local wise woman b) Barber surgeon c) University trained doctor	
8.	What was the name of the US initiative to give Europe \$13 billion in 1947?	The Marshall Plan	
9.	Who said that an 'Iron Curtain' had divided Europe after 1945?	Winston Churchill	
10.	What was the Western military alliance called?	NATO	
Week 2:			
11.	Which political party did Hindenburg ban from the Reichstag after the Reichstag Fire of 1933?	Communists	
12.	What was the communist military alliance called?	The Warsaw Pact	
13.	What was Truman's policy of containing communism called?	The Truman Doctrine	
14.	Which 4 men thought they had a claim to the throne of England after Edward the Confessor died?	Harold Godwinson, Hardrada, William Duke of Normandy and Aethling	
15.	Who became king on 6th January 1066, the day after Edward the Confessor died?	Harold Godwinson became King Harold	
16.	What were the group of earls and bishops that advised the king called?	The Witan	
17.	When was the Battle of Fulford Gate (day, month and year) that was between the Vikings, led by Hardrada and the Anglo Saxons, led by Edwin and Morcar and was won by Hardrada?	20 September 1066	
18.	When was the Battle of Stamford Bridge (day, month and year) where Godwinson (Anglo-Saxon) defeated Hardrada (Viking)?	25 September 1066	
19.	Who was the Greek physician, surgeon and philosopher in the Roman Empire?	Galen	
20.	What was a journey undertaken to a religious shrine, sometimes in an attempt to get forgiveness from	Pilgrimage	

	God for your sins so that you might be healed, called?		
Week 3:			
21.	What powers was Hitler given by President Hindenburg as a result of the Reichstag Fire in 1933?	Emergency powers	
22.	What did Hindenburg and Papen both try to do when Hitler became Chancellor of Germany in 1933?	They tried to control Hitler	
23.	What is the line which separates North Korea from South Korea called?	38th parallel	
24.	What were working men, mainly peasants, who were called to fight for the king in times of war called in Anglo-Saxon times?	Fyrd	
25.	Making a defensive “wall” with shields, to protect the army’s line. What was this called?	Shield wall	
26.	Pretending to retreat to tempt the enemy to follow so that they could be surrounded and killed. This was a well-known Norman tactic. What was this tactic called?	Feigned retreat	
27.	When was William Duke of Normandy crowned King of England (day, month and year)?	25th December (Christmas day) 1066	
28.	What was a strong wooden, or later stone, tower that was part of a castle called?	Keep	
29.	During the Middle Ages what did the Church recommend as the best treatment for illness?	Prayer	
30.	Name two Muslim doctors who had a great influence on Western medicine.	Rhazes and Avicenna	
Week 4:			
31.	Goebbels was in charge of propaganda (the spreading of ideas and information) in the Nazi Party. What key idea did Goebbels spread as propaganda?	‘Work and Bread’	
32.	What was the name of the leader of North Korea in 1948?	Kim-Il-sung	
33.	What is the capital of South Korea?	Seoul	
34.	What was a large mound of earth, typically 5-7 metres high that was part of a castle called?	Motte	
35.	What was the enclosure below the motte in a castle called?	Bailey	
36.	When was the rebellion on the Welsh border that was led by the thegn called Eadric the Wild.	1067	
37.	When was the rebellion in Kent that was led by Eustace of Boulogne?	1067	
38.	When was the rebellion in Northumbria against Copsig?	1067	
39.	When was the rebellion in Exeter led by King	1068	

	Harold's mother?		
40.	When was the rebellion in Mercia and York led by Earls Edwin and Morcar?	1068	
Week 5:			
41.	As a result of the Wall Street Crash in 1929 and the Depression that followed in Germany, people started to support extreme parties more. What did the middle classes in Germany widely fear?	The rise in support for Communism	
42.	What did unemployment rise to in Germany as a result of the Great Depression by 1933?	6 million	
43.	What does the term capitalist mean?	Individuals are free to own businesses and land and compete with others.	
44.	When was the second rebellion in York when Earl Robert de Comines of Northumbria was murdered (month and year)?	January 1069	
45.	When was the third rebellion in York when Aethling joins the rebellion (month and year)?	February 1069	
46.	Who defeated the rebels in York?	King William I	
47.	Who attacked York in September 1069?	The Danish with Aethling	
48.	When did the rebellion at Ely happen with Hereward the Wake, the Danes and later Morcar?	1070	
49.	When was the revolt of the Norman earls (Roger FitzOsbern, Earl of Hereford, Earl Ralph de Gael and the English Earl Waltheof)?	1075	
50.	When was the Harrying of the North?	1069	
Week 6:			
51.	While Hitler was in prison after the Munich Putsch of 1923 what book did Hitler write?	<i>Mein Kampf</i>	
52.	What was the name of the US Commander-in-Chief of UN forces in Korea?	General MacArthur	
53.	What was the reason for MacArthur's sacking?	For sending troops back into North Korea	
54.	When King William I died in 1087 who became the next king of England? Was it: a) Robert (King William I eldest son) b) William Rufus (King William I second son) c) Henry (King William I third son)	William Rufus	
55.	What is controlling access to privileges, land or appointments called?	Patronage	
56.	What was the law that William introduced called, that meant that people were no longer allowed to hunt in the forests or graze their animals if the forest was a royal forest?	Forest Law	
57.	What did William I commission in 1085 to tell him what land and property there was, who owned it, and what it was worth?	The Domesday Book	

58.	Where did most surgery take place during the Middle Ages?	Battlefields	
59.	What is the technique called when you apply heat to a wound to stop the blood flowing?	cauterisation	
60.	Name an Arab Muslim physician and surgeon who invented 26 new surgical instruments.	Abulcasis	
Week 7:			
61.	Who was holding the political meeting Hitler disturbed during the Munich Putsch of 1923?	Gustav von Kahr	
62.	In 1920 membership of the Nazi Party was 3000. What had it grown to by 1921?	5000	
63.	What was the name used for Vietnam, Laos and Cambodia before the Second World War and up to the Battle of Dien Bien Phu?	French Indochina	
64.	Who was tied to the village and were very poor and they were given less land by the lord in the Norman period?	Bordars & cottars	
65.	Who made up 10% of the population in 1066 but as the church disapproved and because it was cheaper to give land in return for labour rather than support a slave this number dropped rapidly under the Normans?	Thralls (slaves)	
66.	What were citizens of towns, who had more freedoms, and some legal protections, called in the Norman period?	Burgesses	
67.	People believed that the king was chosen by God and therefore the king ruled by _____ (fill in the gaps with the answer)	Divine right	
68.	What is a place to put human waste called?	cesspit	
69.	What did people think was a major cause of disease in the Middle Ages and Renaissance period (not God or the four humours this time)?	Miasma (bad smells in the air)	
70.	When did the Black Death arrive in England?	1348	
Week 8			
71.	When Hitler became leader of the German Workers Party what did he change the name to?	National Socialist German Workers Party (Nazi/NSDAP)	
72.	What was the country called which controlled Indochina during the Second World War?	Japan	
73.	Who led the Vietnamese communists fighting the French after the Second World War?	Ho Chi Minh	
74.	During the Norman period everyone was very concerned with what would happen when they died. They were concerned whether they would go to heaven or hell. What was this day called?	Day of Judgement	
75.	Who was the Anglo-Saxon Archbishop of Canterbury in 1052 and then was replaced by the Norman	Archbishop Stigand	

	Archbishop in 1070?		
76.	Which Norman did King William I appoint as the Archbishop of Canterbury in 1070?	Archbishop Lanfranc	
77.	What is a synod?	Church council	
78.	What is it called when you give someone a job because they are your relative, not because they are the best person for the job?	Nepotism	
79.	List two consequences for the Black Death.	a) Food shortages b) Rising prices	
80.	What did the peasants demand following the Black Death and why?	Higher wages as there were less workers	
Week 9:			
81.	What two plans did Stresemann agree with the USA to get financial support from them and what years were they agreed?	a) Dawes Plan - 1924 b) Young Plan - 1929	
82.	What did Germany sign in 1928 agreeing never to go to war with countries?	The Kellogg-Briand Pact	
83.	What was the conference that was to decide the future of Vietnam after the Battle of Dien Bien Phu where the French were defeated by the Vietnamese communists called?	The Geneva Conference	
84.	What is it called when a lay person (a non-churchman, in this case the king) would "invest" (officially appoint) a newly consecrated bishop by presenting the symbols of his office?	Lay investiture	
85.	What is the religious way of life in a monastery (a religious house where monks or nuns live a religious life) called?	Monasticism	
86.	What are the rules that monks should live by that were written in the 6th century called? <ul style="list-style-type: none"> ● Poverty - giving up paid positions ● Chastity - not getting married and being celibate ● Obedience - obeying the abbot and prioress ● Prayer - attending eight prayer services a day ● Work - everything they needed or ate had to be produced by them ● Silence - apart from during prayer ● Service - looking after the sick, poor and travellers 	The Rule of St Benedict	
87.	What kind of monastery does this describe? <ul style="list-style-type: none"> ● Followed the Rule of St Benedict ● Independent ● Recruited "lay (not churchmen) brothers" to do manual work. 	Cluniac Monastery	
88.	What was the order of monks called that did not think the Cluniac Monasteries were strict enough?	The Cistercian Order	
89.	When was the Middle Ages (give dates)	1000-1500	

90.	What is the cutting open of a body or plant to study it called?	Dissection	
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French – Year 10 – Unit 3 – Health 6.2 G & F, Marriage 1.2 G & F, Social media 2.1 G & F, Mobile technology 2.2 G

Semaine 1: Un régime alimentaire équilibré?		Week 1: A balanced diet?	RAG
1.	Généralement, pour garder la forme, je mange cinq portions de fruits par jour.	Generally, to keep fit, I eat five portions of fruit a day.	
2.	Aussi, je fais de l'exercice de temps en temps mais, honnêtement, je le déteste !	Also, I exercise from time to time but, honestly, I hate it!	
3.	J'essaie souvent d'éviter les matières grasses et le sucre	I often try to avoid fats and sugar,	
4.	car ils peuvent être dangereux au cœur.	as they can be dangerous for the heart.	
5.	Cependant, si je vais au gymnase pendant la semaine,	However, if I go to the gym in the week,	
6.	je m'offrirai des chocolats et des chips !	I will treat myself to chocolates and crisps!	
Semaine 2: Mon mode de vie avant et maintenant		Week 2: My lifestyle then and now	
7.	Il y a cinq ans, j'étais plus paresseux – je n'ai jamais fait de l'exercice !	Five years ago, I used to be lazier – I never exercised!	
8.	En outre, mes repas favoris étaient les plats à emporter!	In addition, my favourite meals were takeaways!	
9.	Pourtant maintenant, je fais l'effort d'éviter l'alcool,	Yet now, I make the effort to avoid alcohol,	
10.	je ne fume pas et je fais attention à ce que je mange.	I don't smoke and I watch what I eat.	
11.	Dans le futur, je ne pense pas que je puisse m'inscrire dans un gymnase car c'est cher !	In the future, I don't think that I can join a gym as it's pricey!	
12.	Je pense que ça sera plus facile de commencer à faire du jogging.	I think it will be easier to start jogging.	
Semaine 3: On se marie?		Week 3: Shall we get married?	
13.	Il faut que mon partenaire soit charmant, intelligent et	It's necessary that my partner should be charming, clever and	
14.	ambitieux car c'est comme ça que je me vois.	ambitious because that is how I see myself.	
15.	Je veux que mon partenaire ait les cheveux bruns et les	I want my partner to have brown hair and	
16.	yeux bleus comme mon acteur préféré. D'ailleurs il est	blue eyes like my favourite actor. Moreover it is	

17.	essentiel qu'il veuille se marier avant l'âge de trente ans	essential that he wants to get married before the age of thirty	
18.	étant donné que c'est mon rêve depuis toujours d'avoir une famille.	given that it's always been my dream to have a family.	
Semaine 4: Tu aimerais te marier?		Week 4: Would you like to get married?	
19.	Bien que je sois assez traditionnelle, je ne suis pas sûre si	Although I am quite traditional, I am not sure if	
20.	je veux me marier. Je serais contente d'habiter avec mon	I want to get married. I would be happy to live with my	
21.	partenaire, surtout si on a déjà acheté une maison.	partner, especially if we have already bought a house.	
22.	Mes parents sont religieux, par conséquent ils préféreraient	My parents are religious, consequently they would prefer	
23.	que je me marie dans une église catholique mais	that I get married in a Catholic church but	
24.	de nos jours, les mariages sont super chers et le divorce est si courant.	nowadays, weddings are really expensive and divorce is so common.	
Semaine 5: Comment vois-tu l'avenir?		Week 5: How do you see the future?	
25.	A l'avenir, il y a plein de choses que je voudrais faire	In the future, there are lots of things that I would like to do	
26.	avant que je me marie. J'ai toujours voulu voyager en	before I get married. I have always wanted to travel to	
27.	Asie avec mes copains du lycée afin de découvrir des	Asia with my school friends in order to discover	
28.	cultures différentes. De plus, je veux avancer dans ma carrière	different cultures. In addition, I want to get ahead in my career	
29.	parce que je sais qu'il peut être difficile de travailler à plein temps	because I know that it can be difficult to work full time	
30.	quand tu as une famille. De tout façon, même si on fait des projets	when you have a family. Anyway, even if we make plans	
Semaine 6: Préférerais-tu être seul ou en couple ?		Week 6: Would you prefer to be single or in a couple?	
31.	Les deux modes de vie ont leurs avantages et leurs	The two lifestyles have their advantages and their	
32.	inconconvénients, bien sûr. Si on se met en couple, on doit	disadvantages, of course. If you are in a couple, you must	
33.	être fidèle et on ne peut pas garder sa liberté. Pourtant	be faithful and you cannot keep your freedom. Yet	
34.	si on reste célibataire, on n'aura pas de sécurité	if you stay single, you will not have any security.	
35.	Personnellement, je pense on peut vivre en concubinage et être	Personally, I think you can live together and be	

36.	heureux sans se marier ; c'est la meilleure solution.	happy without getting married, it's the best solution.	
Semaine 7: On garde le contact		Week 7: We keep in touch	
37.	Je dirais que je passe deux heures par jour en gardant le contact avec mes amis.	I'd say that I spend two hours a day keeping in touch with friends.	
38.	Après le collège et avant de faire mes devoirs, j'aime	After school and before doing my homework, I like	
39.	me mettre au courant avec mes amis en utilisant mon portable.	to catch up with my friends by using my phone.	
40.	Je passe beaucoup de temps en ligne car j'aime regarder des vidéos,	I spend a lot of time online because I like to watch videos,	
41.	tchatter avec ma sœur qui habite à l'étranger et mettre des commentaires sur Facebook.	chat with my sister who lives abroad and post comments on Facebook.	
42.	et mettre des commentaires sur Facebook.	and post comments on Facebook.	
Semaine 8: Les réseaux sociaux		Week 8: Social networks	
43.	Grâce aux réseaux sociaux, les jeunes peuvent dire	Thanks to social networks, young people can say	
44.	ce qu'ils pensent, connaître les opinions des autres et	what they think, know other people's opinions and	
45.	voter pour quelque chose qui les intéresse.	vote for something that interests them.	
46.	Je n'aime pas trop participer à des forums de discussion,	I don't really like participating in discussion forums,	
47.	sans être impoli, je trouve que ceux qui contribuent aux	without being rude, I find that those who contribute to	
48.	forums sont un peu bizarre.	forums are a bit weird.	
Semaine 9: Tu es technophile?		Week 9: Are you a technophile?	
49.	La technologie mobile est plus pratique, moins cher et c'est	Mobile technology is more practical, it's cheaper and it's	
50.	plus facile d'utiliser qu'envoyer des courriers, bien sûr !	easier to use than sending letters, of course!	
51.	Cependant il y a toujours des nouveaux modèles de portables et	However there are always new models of phones and	
52.	tablettes, et quand ils sortent, les jeunes	tablets, and when they come out, young people	
53.	dépensent tout leur argent afin d'être à la mode, ce qui est	spend all their money in order to be fashionable, which is	
54.	ridicule parce que tous les portables ont accès à l'internet de toute façon !	ridiculous because all phones have internet access anyway!	

	Cela dit, je voudrais bien le dernier smartphone mais c'est cher !	That said, I would really like the latest smartphone but it's expensive!	
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Geography - Year 10 – Unit 3 – The Challenge of Resource Management

Week 1:			RAG
1.	Supply	How much of a resource someone has.	
2.	Demand	How much of a resource someone wants/needs.	
3.	Resource management	Control and monitoring resources so that they do not run out.	
4.	Malnourishment	Caused by not having enough to eat and or not eating a nutritious diet.	
5.	Agribusiness	Large-scale industrial farming.	
6.	Organic farming	Farming that does not use artificial fertilisers or pesticides.	
7.	Food miles	The distance covered supplying food to consumers.	
8.	Food security	Access to sufficient, safe, nutritious food to maintain a healthy and active life.	
9.	Sustainable food supply	Food production that avoids damaging natural resources, providing good quality produce and social and economic benefits to local communities.	
10.	Carbon footprint	Measurement of the greenhouse gases individuals produce, through burning fossil fuels.	
Week 2:			
11.	Water surplus	When the water supply is greater than demand.	
12.	Water deficit	When demand for water is greater than supply.	
13.	Water transfer	Matching supply with demand by moving water from an area with water surplus to another with water deficit.	
14.	Grey water	Recycled water that is used immediately instead of treated first.	
15.	Groundwater management	Regulation and control of water levels, pollution, ownership and use of groundwater.	
16.	Sustainable water supply	Meeting the present-day need for safe, reliable and affordable water without reducing supply for future generations.	
17.	Energy mix	Range of energy sources of a region or country, both renewable and non-renewable.	
18.	Energy security	Uninterrupted availability of energy sources at an affordable price.	
19.	Energy exploitation	Developing and using energy resources to the greatest possible advantage, usually for profit.	
20.	Energy conservation	Reducing energy consumption by using less energy and existing sources more efficiently.	
Week 3:			
21.	Non-renewable energy	A resource that cannot be replaced when it is used up, such as oil, natural gas or coal.	
22.	Renewable energy	Power that is generated using natural resources that will not run out, eg wind and wave power.	
23.	Fracking	The process of drilling down into the earth before a high-pressure water mixture is directed at the rock to release the gas inside.	
24.	Shale gas	Natural gas that is found trapped within shale formations of fine-grained sedimentary rock.	
25.	Nuclear power	Energy released by a nuclear reaction, especially by fission or fusion.	
26.	Sustainable energy supply	Energy that can potentially be used well into the future without harming future generations.	

27.	Water conflict	Disputes between different regions or countries about the distribution and use of water.	
28.	Waterborne diseases	Diseases like cholera and typhoid caused by microorganisms in contaminated water.	
29.	Water security	Availability of reliable source of acceptable quantity and quality of water.	
30.	Water insecurity	When water availability is insufficient to ensure the good health and livelihood of a population, due to short supply or poor quality.	
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