

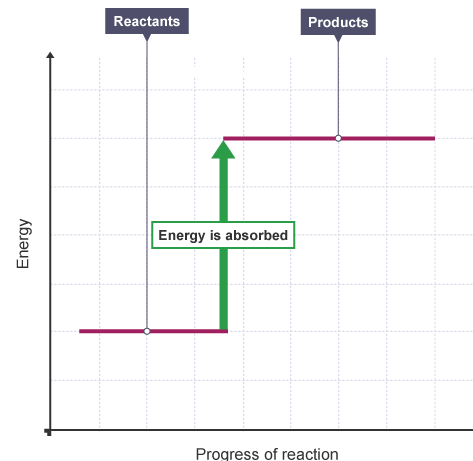
## LITERACY KNOWLEDGE ORGANISER

PUNCTUATION				TIPTOP PARAGRAPHS	
Symbol	Name	Use	Example	Use these rules to help you paragraph your work:	
.	Full Stop	Indicates the end of a sentence or an abbreviation.	In a hole in the ground there lived a hobbit.	<b>Time</b>	When time has passed or you are writing a flashback, you have to start a new paragraph.
,	Comma	Marks a slight break between different parts of a sentence, and to separate items in a list.	I sliced onions, and Bailey opened two or even three cans of sardines and allowed their juice of oil...to ooze down.	<b>Place</b>	When you change the place or setting, start a new paragraph.
!	Exclamation Mark	Show command and surprise, and when an author is trying to interject hard-hitting phrases.	If only I had thought of a Kodak! I could have flashed that glimpse of the Under-world in a second.	<b>Topic</b>	Has the subject of your paragraph changed? You need to start a new one!
;	Semi Colon	Links two or more simple sentences, providing the sentences are linked by a common theme.	All happy families are alike; each unhappy family is unhappy in its own way.	<b>Person</b>	If a different person has started speaking, you need to start a new paragraph.
:	Colon	Shows that some example, explanation or list is going to follow.	We never put back into the tree what we took out of it: we had given him nothing, and it made me sad.	<b>Commonly misspelt words:</b>	
?	Question Mark	Show a person is asking a direct question.	I'm afraid I can't explain myself, sir. Because I am not myself, you see?	<b>Discourse Markers:</b>	
-	Hyphen	Join words to indicate they have a combined meaning or add extra information.	Turn hell-hound, turn.	Definitely	Similarly,
...	Ellipsis	Show omission of words from that are superfluous and can be understood from contextual clues.	"Did he ... peacefully?" she asked. "Oh, quite peacefully, ma'am. You couldn't tell when the breath went out of him."	Separate	Likewise,
'	Apostrophe	Indicate possession of something, or omission of letters from combined words.	"Jane, be still; don't struggle so like a wild, frantic bird that is rending its own plumage in its desperation."	Guarantee	Moreover,
( )	Brackets	Adds information to a sentence that will give greater detail to the information presented.	Either from awkwardness or intentionally (no one could have said which)...he kept his arm around her for a long time	Necessary	In addition,
<b>Speak like a scholar:</b>				<b>WHEN TO USE CAPITAL LETTERS:</b>	
				<ul style="list-style-type: none"> <li>- Names of people or places</li> <li>- Starts of sentences</li> <li>- Starts of speech</li> <li>- The main words in titles</li> <li>- Acronyms e.g. USA</li> <li>- Contracted words e.g. Sci-Fi</li> </ul>	
<b>Probe</b> Start by saying:				<b>Summarise</b>	
				Identify and recap main ideas:	
<ul style="list-style-type: none"> <li>• Despite... it is clear that...</li> <li>• The evidence supports my view that...</li> <li>• For example...</li> </ul>				<ul style="list-style-type: none"> <li>• So far we have discussed...</li> <li>• The main points raised were...</li> <li>• Ultimately, the most important point was...</li> </ul>	

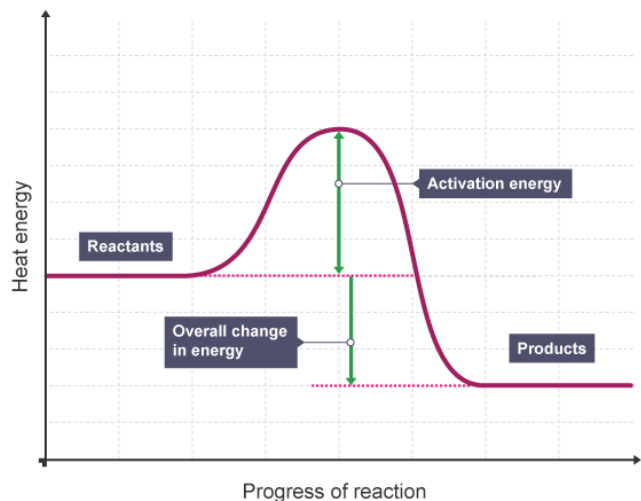
Organisation		Competition and adaptation	
1. Define 'community'.	A group of interdependent organisms containing different species	13. What are the three things that animals compete for?	Food, mates, territory
2. Define 'ecosystem'.	The interaction of a community with the abiotic parts of the environment	14. What are the four things that plants compete for?	Ions, light, space and water
3. What are abiotic factors? State two examples.	Non-living factors in an environment (eg. light intensity, soil pH, wind, humidity, temperature)	14. What are the three things that animals compete for?	Food, mates, territory
4. What are biotic factors? State two examples.	Living factors in an environment (eg. predators, competitors, pathogens/microorganisms)	15. What are the four things that plants compete for?	Ions, light, space and water
5. Define 'population'.	A group of organisms consisting of <b>one</b> species that interbreed and live in the same place at the same time	16. What are the three categories of adaptations which organisms have to help them survive	Structural, behavioural, physiological
6. What is interdependence?	A relationship that describes how all species within a community depend on each other to survive	Predator prey relationships	
7. What is meant by a stable community?	Where all the species and environmental factors are in balance, hence population sizes remain fairly constant	17. Describe and explain how prey population changes as predator population increases.	Prey population decreases as more predator eats more prey
8. State three biotic factors.	New pathogens, new predators, new competitors, food availability	18. Describe and explain how predator population changes as prey population decreases.	Predator population decreases, as less prey/food available, more predators die
Sampling		19. Describe and explain how prey population changes as predator population decreases.	Prey population increases, as less predators hunting them, more prey can survive and reproduce
9. State a piece of equipment that is commonly used to investigate a population of plants in a particular area.	Quadrat	Decomposers	
10. What is quantitative sampling?	A technique to record and estimate the number of organisms in a particular area	20. What are decomposers?	Microorganisms that break down waste products and dead bodies
11. How can the distribution of a species be measured?	Sampling along a transect	21. Name the type of organism that decomposes dead material.	Microorganisms
12. State a difference between quantitative sampling and transect sampling.	Quantitative sampling takes samples at random coordinates; Transect sampling takes samples at specific intervals along	22. Name two ways in which organic material is returned to the soil for decomposers to break down.	Death and excretion

1. What is an exothermic energy transfer?	Energy transfer to the surroundings
2. What is an endothermic energy transfer?	Energy transfer from the surroundings
3. What happens to temperature when the reaction is exothermic	Diagram showing how energy changes in a reaction
4. What happens to temperature when a reaction is endothermic?	Goes up
3. What is a reaction profile diagram?	Goes down
5. What is bond energy?	The energy released when a bond breaks
6. What is activation energy?	The energy required to start a chemical reaction
7. Draw a reaction profile diagram for an exothermic reaction	

8. Draw a reaction profile diagram for an endothermic reaction



10. Draw the equipment you use to measure energy change



start temperature  
end temperature  
temperature change = (start - end)  
↑ °C = EXOTHERMIC  
↓ °C = ENDOTHERMIC

# Knowledge Organiser: Physics / 11/ HT 1 / Forces

<b>Force Diagrams</b>		20. What does work done against frictional forces cause?	A rise in temperature of the object.
3. What does the direction of an arrow of a vector quantity represent?	The magnitude of the vector.	21. What does one newton-metre equal in joules?	One newton-metre equals one joule.
4. What does the size of the arrow of a vector quantity represent?	The direction of the vector.	<b>Elasticity</b>	
5. What is a free body diagram	A diagram which shows the direction and the magnitude of the forces on an object	22. What is elastic deformation?	When an object is stretched but can still
<b>Measuring forces</b>		23. What is inelastic deformation?	When an object is stretch but does not return to its original size.
6. What is a force?	A force is a push or pull that acts on an object.	24. What is the equation for Hooke's law	$F = k \times e$
7. What is the unit of a force?	A Newton.	25. What type of energy is stored in a stretched spring?	Elastic potential energy.
8. What can we use to measure a force?	A Newton meter.	26. What is the relationship between the force applied and the extension of an elastic	The extension of an elastic object is directly proportional to the force applied.
<b>Categories of force</b>		<b>Resultant force</b>	
9. What is a contact force?	A contact force is a force that needs to touch to act.	27. What is a resultant force?	A single force that has the same effect as all forces acting together.
10. What is a non-contact force?	A non-contact force is a force that does not need to touch to act.	28. How do you work out the resultant force when given vertical and horizontal	Make a scale triangle diagram and measure the hypotenuse
11. Give four examples of contact forces.	Friction, air resistance, tension and normal	29. How do you work out the vertical and horizontal forces when given a resultant force at an angle	Construct a scale rhombus diagram
12. Give three examples of non-contact forces.	Gravitational, electrostatic and magnetic.	30. How do you work out the vertical and horizontal forces when given a resultant force at an angle	Construct a scale rectangle diagram
<b>Scalar and vector quantities</b>		<b>32. Moments (triple only)</b>	
1. What is a scalar?	A quantity with magnitude (size) but no di-	33. How do you calculate a moment	Moment = force x distance from pivot
2. What is a vector?	A quantity with magnitude (size) and direc-	34. If you have two levers which are a attached when are they balanced	When the clockwise and anticlockwise moments are the same
13. Give some examples of scalars.	Energy, mass, distance, time, power, speed.	<b>Pressure</b>	
14. Give some examples of vectors.	Velocity, acceleration, force, displacement.		
<b>Mass and weight</b>			
15. What is mass?	It is the amount of matter in an object. It is constant for an object everywhere.		
16. What is the equation for weight?	$W = m \times g$		
17. What is the value for gravitational field strength on Earth?	9.8 N/kg		
<b>Work Done</b>			
18. What is work done?	It is an energy transfer. One joule of work is		
19. What is the equation for work done?	$W = F \times s$		

## Reactions of Metals

1. What name is given to a list of metals ordered by their reactivity?	The reactivity series
2. In terms of electrons, what makes some metals more reactive than others?	They lose their outer shell electrons more easily
3. What is an ore?	A naturally occurring rock containing metal compounds
4. What is the result of an oxidation reaction?	Addition of oxygen, loss of electrons
5. What is the result of a reduction reaction?	Removal of oxygen, gain of electrons
6. How are metals less reactive than carbon extracted from their ores?	Reduction with carbon
7. How are metals more reactive than carbon extracted from their ores?	Electrolysis
8. What is a displacement reaction?	When a more reactive metal knocks out a less reactive metal from its compound

## Acids and Alkalis

9. What is the pH range for acids?	1-6
10. What is the pH range for alkalis?	8-14
11. What pH range is neutral?	7
12. In terms of H <sup>+</sup> ions, what is an acid?	A substance that releases H <sup>+</sup> ions when dissolved in water
13. How do you measure the pH of a substance?	Universal indicator or pH probe
14. Why can't you use universal indicator to do a titration	It is not used in titration because they have different pH ranges

15. What is a strong acid?	An acid where the molecules completely ionise in water
16. What is an alkali?	A substance that dissolves in water to form a solution above pH 7
17. What is a neutralisation reaction?	A reaction between an acid and a base to produce water
18. What is a weak acid?	An acid where the molecules partially ionise in water
19. What is an alkali?	A substance that dissolves in water to form a solution above pH 7
20. What is a neutralisation reaction?	A reaction between an acid and a base to produce water
21. What is the ionic equation for neutralisation?	$H^+ + OH^- \rightarrow H_2O$

## Salt

22. What is a salt?	A compound formed when a metal ion takes the place of a hydrogen ion in an acid
23. What is the salt produced in a reaction involving hydrochloric acid?	Chloride
24. What is the salt produced in a reaction involving nitric acid?	Nitrate
25. What is the salt produced in a reaction involving sulfuric acid?	Sulfate
26. How can you obtain a solid salt from a solution?	Crystallisation
27. When an acid reacts with a metal, which species is oxidised?	Metal
28. When an acid reacts with a metal, which species is reduced?	Hydrogen

# Knowledge Organiser: Physics/ 11/ Half-term 2/ Forces and motion

Speed	
1. What is the difference between distance and displacement?	1. Distance is a scalar, while displacement is a vector.
2. What is the speed of sound?	2. 330 m/s
3. What are typical values for walking, running and cycling speeds?	3. Walking speed – 1.5 m/s, running speed – 3 m/s, cycling speed – 6 m/s
4. What is the equation for speed?	4. Speed = distance ÷ time ( $v = s \div t$ )
5. What is the difference between speed and velocity.	5. The velocity of an object is its speed in a given direction. Velocity is a vector.
6. How can we calculate the speed of an object from a distance-time graph.	6. The speed of an object can be calculated from the gradient of a distance-time graph

Velocity	
7. What is the equation for acceleration?	7. $a = \Delta v \div t$
8. How can we calculate the acceleration of an object from a velocity-time graph?	8. The acceleration can be calculated from the gradient of a velocity-time graph.
9. How can we calculate the distance travelled from a velocity-time graph?	9. The distance travelled can be calculated from the area under a velocity-time graph.
10. What do the symbols in the equation $v^2 - u^2 = 2 \times a \times s$ all stand for?	10. $v$ – final velocity (m/s), $u$ – initial velocity (m/s), $a$ – acceleration ( $m/s^2$ ), $s$ – distance travelled (m)
11. What happens to the force of air resistance as an object travels faster?	11. The air resistance increases.
12. If an object is falling, why does it reach a terminal velocity?	12. As an object falls, it accelerates and its velocity increases. This means the air resistance increases. When the air resistance is equal to the weight of the object, the forces are balanced. The resultant force will then be zero and the object will no longer accelerate and move at its terminal velocity.

Newtons laws	
13. What does Newton's first law say?	13. If the resultant force is zero then an object either remains stationary or remains moving at the same speed in the same direction.
14. What does Newton's second law say?	14. When two objects interact, the forces they exert on each other are equal and opposite.
15. What does Newton's third law say?	15. When two objects interact, the forces they exert on each other are equal and opposite.

Momentum	
16. What is the stopping distance of a vehicle?	16. Stopping distance = thinking distance + braking distance.
17. When two objects interact, the forces they exert on each other are equal and opposite.	17. 0.2 to 0.9s.
18. What can affect a driver's reaction time?	18. Tiredness, drugs and alcohol.
19. What can affect the braking distance of a vehicle?	19. Adverse road and weather conditions (wet/icy roads) and poor condition of the vehicle (worn tyres/brakes)
20. What happens when force is applied to the brakes of a vehicle?	20. Work done by the friction force between the brakes and the wheel reduces the kinetic energy of the vehicle and the temperature of the brakes increases.
21. What is the conservation of momentum?	21. In a closed system, the total momentum before an event is equal to the total momentum after an event.

# Knowledge Organiser: History / Year 11/ Half-term / The American West – Development of the Plains 1862-76

## **Homestead Act (1862)**

Government wanted to encourage people to settle the West.

**Homestead Act** divided plots of land of 160 acre homesteads (big enough to support a family).

It cost \$10 to "file a claim" to a homestead. If you could live there for 5 years, build a house and plant 5 acres of crops you could "prove up" (pay \$30 and own the land).

Success: by 1876 +80million acres of land had been settled; lots of the Great Plains settled; encouraged migration from

### Challenges for homesteaders

Expensive to start out; difficult land / climate to farm; v isolated (distant from other homesteaders)

New inventions solved some of these problems: eg barbed wire for fencing in animals and stopping them eating crops; steel ploughs; wind pumps to draw water from deep wells; Turkey Red wheat (new crop which could grow well in Plains)

Railroad made life easier as travel was easier, towns emerged along the railroad = place to meet, buy supplies / tools

Timber Culture Act (1873): family could claim another 160 acres if they agreed to plant 40 acres of trees (so more fuel and

## **The Cattle Industry**

Texas left Mexico in 1836. Texan cowboys herded Texan Longhorn cattle along trails across the plains to sell in the North. But these cows carried a disease (Texas Fever), which killed other breeds of cow.

After the Civil War there was more demand for beef in the North (cow worth \$5 in Texas was worth \$40 in Chicago); but homesteaders didn't want these cows to cross their land.

**Abilene.** First "cow town" set up by Joseph McCoy. It was next to the railroad, so good transit point to drive cattle to along the Chisholm Trail (took approx. 3 months. Large stockyards built to house cattle.

1867-72, 3m cows driven to Abilene

**Goodnight Loving Trail** (1866). Route to drive cattle to sell to Cheyenne then on new towns in the West and for government to buy for Indians who were starving on reservations (because they couldn't hunt). Drive took 6 months.

**Cattle drives** often = 3,000 cattle, 12 cowboys (each with several horses). Led by trail boss (paid \$100 per month, others approx. \$25). Slept in the open, cows grazed in their morning then driven approx. 15 miles per day.

When they reached Abilene or other cow town, cowboys would be paid, get drunk then head back to Texas. Ranching on the **Open Range**. 1866 John Iliff used Homestead Act to gain 160,000 acres of land near Denver on the Great Plains. This meant he could fatten his cattle near to mining towns, without difficulty and expense of a long cattle drive.

Cattle industry was a great way to make money in the 1870s (low cost, high profit).

Best way to make money was huge ranches and herds, so a small number of v powerful **cattle barons** dominated the industry. They controlled lots of land and local politics.

Cowboys on the ranches: little work in winter, in spring lots of cowboys needed to round up herd.

## **The Railroad**

Government wanted a Transcontinental Railroad (railway line) across the country to make migration easier, quicker and encourage settlement of the West. Fort Laramie Treaty (1851) Indians agreed to allow surveyors onto Indian land to plan railroad. Building the railroad was v expensive, and Southern states were opposed (as it would disadvantage them). After Civil War government decided a route across the Great Plains to Sacramento in California. Two companies were given the job of building the Railroad.

**Pacific Railroad Act** (1862) government took away rights of Indians to land along the route, loaned companies \$16,000 per mile of track; gave companies \$61m and 45m acres of government land which they could sell to pay for the construction of the railroad. Railroad companies then tried to encourage people to settle the West. By 1880 railroad companies responsible for settling 200m acres of land.

## **Ranchers & homesteaders**

Ranches were on public land. This could be sold to homesteaders, which ranchers obviously opposed. So ranchers bought bits of land which contained springs (so rest of land around could not be farmed); bought land from railroad companies; took poor homesteaders to court over claims, which they could not afford.

### Indians & railroad

Land Grants to railroad companies took huge amount of Indian land; fences blocked buffalo / hunting; tribes in the way of the railroad forced onto reservations.

### Indians & cattle industry

Cattle and buffalo competed for grass. 1860 130,000 cattle in the west; 1880 4.5m. Some Indians began to work on ranches, which took them away from traditional lifestyle. Cattle drives through Indian territory: some Indians stole cattle / horses, so army protected some drives and attacked Indians.

### Indians & gold prospectors

In California prospectors murdered Indians or moved tribes to protect claims to land. Immigrants from abroad brought new diseases which killed Indians. Gold bought huge numbers of prospectors to an area, towns sprang up which were v different to Indian culture. When gold was found in Montana prospectors travelled there on Bozeman Trail, through Sioux Indian land (against terms of Fort Laramie Treaty).

## **The American Civil War (1861-65)**

Fight between North and South over slavery. 600,000 dead, North eventually won. After war government set about rebuilding the USA: slaves freed, rebuilding the South. Ex-soldiers, defeated southerners, freed slaves looking to make a new life in the West.

Southern states had opposed settling the West, Northern states encouraged it. When North won the Civil War they encouraged the building of the railroad, and homesteads

## **Government policy towards the Indians**

Government used army to move more Indians onto Reservations. White settler expansion and loss of buffalo meant many Indians had no choice. Government made promises they would be looked after, but often not the case. Reservations destroyed Indian way of life, could not hunt buffalo, removed from sacred land, often run by corrupt officials.

### **President Grant's Peace Policy (1868)**

Aimed to stop conflict between Indians and army. Corrupt reservation officials replaced with fair religious people; Indian Ely Parker appointed Commissioner of Indian Affairs, \$2m to provide better care for Indians on reservations.

Indian Appropriation Act (1871) tribes no longer recognised as independent nations, made it easier for government to take Indian land

### **Second Fort Laramie Treaty (1868)**

Because of Red Cloud's success (below) government agreed to close Bozeman Trail. Sioux agreed to move to reservation in Dakota (though some Indian chiefs like Sitting Bull who had fought opposed signing the treaty)

## **Conflict**

### **Little Crow's War (1862)**

Chief of Dakota Sioux in Minnesota, where white population increasing. Agreed to give up 24m acres of land and live on reservations for \$1.4m. Government delayed payment; reservation not big enough to hunt so Indians left; settlers took bits of reservation land to farm.

Sioux attacked settler towns, killed 600. Army arrived and some Indians put on trial; others forced onto poor reservation land where many died.

### **Sand Creek Massacre (1864)**

When gold found in Montana prospectors travelled across Cheyenne Indian land. Chiefs agreed to move to reservation, but young warriors refused. Cheyenne chief Black Kettle tried to reach an agreement. But Governor sent Colonel Chivington to who massacred 130, who were waving white surrender flags. Government eventually forced Cheyenne onto reservation.

### **Red Cloud's War (1866-68)**

Gold discovered in Montana 862, prospectors travelled there on Bozeman Trail, across sacred Lakota Sioux land. This broke Fort Laramie Treaty. Red Cloud did not trust government, so fought rather than agreeing to allow forts along Bozeman Trail: 3,000 Indians fought 700 US soldiers. They won many battles



Root: Sent  
Meaning: to feel

## Keystone Vocabulary:

1. Squatting
2. Deserters
3. Long drives
4. Cattle trails
5. Quarantine
6. Ranch
7. Rustling
8. Meat packing
9. Open range
10. Homesteaders

## Who were the Plain's Indians?

Many tribes, such as the **Sioux**, **Pawnee** and **Comanche** Each tribe was divided into bands, who lived and hunted together. The **buffalo** were central to Indian way of life: food, materials e.g. skin for **tipis** (homes), different tools (e.g. bones for knives)  
**Nomadic**: moved around following herds of buffalo.



## Mormons

Religious group pushed out of West, because people disliked the practice of **polygamy** (having multiple wives).

1845 New leader **Brigham Young** ordered them to migrate to **Great Salt Lake** (outside of US territory). Set up **Winter Quarters**, so survived winter of 1846. **Advance Party** of 150 worked out safe route and planted crops along the way.

1847-69 **70,000** Mormons travelled along the **Mormon Trail**. Young was an excellent leader: made sure they had people with all necessary skills to live successfully in **Salt Lake Valley**; irrigated land (to provide water for crops).

## American government policy towards Indians

White Americans thought Indians were savages; wasted the land by not "using it" for farming, etc.

Thought they should either stay separate from Indians or make them live more like white people. **Permanent Indian Frontier (1834)**: Indians forced to live West of **Mississippi River**, white traders banned from selling guns / alcohol to Indians. In 1840s, US won war vs Mexico, so included lots of land in West. Indian land was in the middle of this.

Government wanted people to travel west and settle; they had to travel along trails, across Indian land. **Indian Appropriation Act (1851)**: Indians paid by government to live on reservations. They were allowed to hunt in certain places, but government expected them to start farming.

## Tension between settler and Plain's Indians

White settlers and Indians rarely mixed, so didn't understand each other. Settlers felt superior to Indians and feared them. Migrants ate lots of buffalo and caused stampedes, which made hunting harder. Migrants' oxen ate grass (so less for buffalo and Indians' horses). Migrants wanted protection so the government built forts along the **Oregon Trail**



The Oregon Trail

## Early migration / settlement

**Manifest destiny**: idea that it was white Americans' 'destiny' to settle and own the west; felt it was their mission from God to civilise the Indians. 1837 financial crisis - people in East lost jobs / money. Opportunity for excellent farming land in west.

## Oregon Trail

Discovered 1825, first way to travel west with carts (through Rocky Mountains), 3,200km. Government made a map and guidebook to help migrants make the journey 1836-69. 400,000 people travelled West along the **Oregon Trail**.



Root: Sen  
Meaning: Old

Vocabulary List:

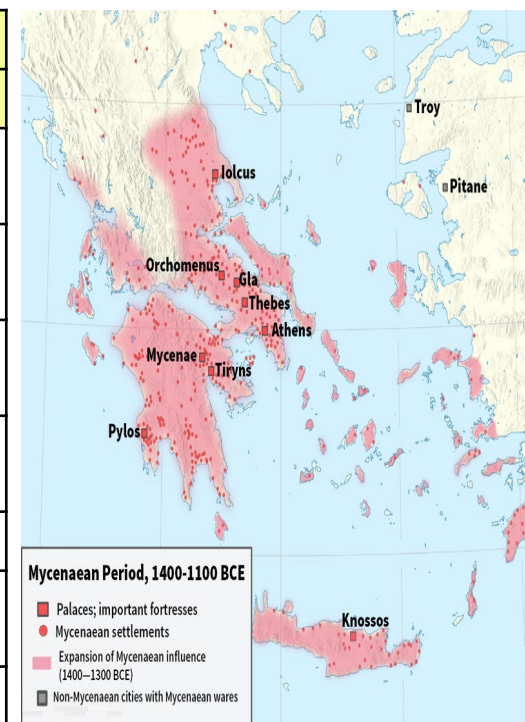
1. Tipis
2. Travois
3. White Settlers
4. Federal
5. Frontier
6. Trails
7. Missionaries
8. Prospector
9. Manifest Destiny
10. Prairie
11. Scalp
12. Mass Migration
13. Mass Settlement
14. Claim
15. Road agents
16. US Marshal
17. Posse
18. Sheriff
19. Vigilantes
20. Indigenous

# Knowledge Organiser: Classical Civilisation / Year 11/ Autumn 1 / Homeric World Key Sites

The Mycenaean Age lasted from 1600-1150 BC (Bronze Age). It can be separated into three major phases: The Early Period, The Palatial Period and the Later Period.

Mycenae	
Feature	Significance
Lion Gate	This was the main entrance to the city and was built when Mycenae was at its most powerful. Upon it was carved a relief sculpture of two lions facing inwards. This was intended to show solemnity and majesty.
Sally ports	Important defensive structures which allowed passageways for defenders to rush out and attack their enemies.
Corbelling	A technique used to span a gap between two walls by placing larger blocks of stone upon each other, creating a vaulted effect.
Cistern	This collected water from the spring that was closest to the city and was important because it allowed for the Mycenaean to have a supply of water in the instances of a seize.
<b>Cyclopean Walls</b>	The walls were around 12metres high, providing an excellent source of protection. They were named after the Cyclopes, who were giants believed to be capable of lifting such structures.
Graves	Grave Circle B contains the oldest tombs. Grave Circle A is believed to have been a royal burial site because of the vast quantities of expensive items found there, including large amounts of gold. The improvements to Grave Circle A were intended to honour previous rulers.
Tombs	The Treasury of Atreus – Tombs of Aegisthus and Clytemnestra – were found outside the city. This was a tholos tomb that did not house both their bodies, although it has been suggested that this was the tomb of Atreus.

Tiryns	
Feature	Significance
Cyclopean ramp	Main entrance – difficult to travel up – this would slow down attackers.
Bastion	Deliberate curve to the western wall so attackers could be hit with rocks etc. by defenders
Killing boxes	Attackers were funnelled into small areas where they would be surrounded
Palace	Built on the upper city – the highest point and allowed it to be protected by its own walls
Frescoes	Most famous of the period were found here
Galleries	Built into the outer walls of the city for storage rooms and hiding places in times of conflict
Tholos tomb	Built into the city walls – believed to have an altar.



Troy VI	Troy VIIa (more favoured as Homer's site)
Destroyed in 1250BC – matching the timing for the Trojan War in 1200BC	Large towers
It was a rich city	Single-storey houses which were crowded together and built in a short period of time – emergency housing
The walls were tall – matching the references in the Iliad	Storage jars found deep underground – storing food in war?
It had a population of 10,000 – matching the description of a 'thriving city'.	Destroyed by a large fire – like Virgil's Aeneid
There were numerous houses	Three bronze arrowheads have been found
BUT destroyed by an earthquake, not a fire.	BUT – houses cramped together may imply the city was poor, not rich as described by Homer. The sunken jars may also show poverty due to limited storage space.



Root: Mort  
Meaning: Death  
Immortality  
Immortal  
Mortality

## Keystone Vocabulary:

1. Mycenaean
2. Fresco
3. Citadel
4. Minoan
5. Megaron

# Knowledge Organiser: Classical Civilisation / Year 11/ Autumn 1 / Life in the Mycenaean Age



**Clothing**

- Made from wool of sheep/goats or linen. They were dyed with natural products which were preserved through vinegar or urine. Silk garments were rare.
- Evidence that palace workers were given rations for producing clothing
- Women wore wrap-around skirts with several layers to create a tiered effect. Blouses were short sleeved and may not have covered the breasts. Women wore robes, cloaks, shawls and headbands.
- Men wore short-sleeved tunics which were covered by a robe. Kilt-like garments were worn by soldiers in addition to leather boots.
- In general people would be barefoot.
- Evidence comes from frescoes and pottery

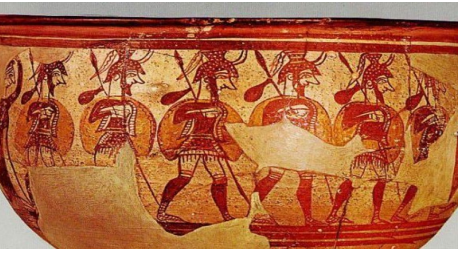


**Hunting**

- Meat was rare and the land was unsuitable for raising livestock or crops.
- Frescoes and daggers provide most of the evidence associated with hunting.
- Prescribed Source:** Lion Dagger

**Chariots**

- Used during hunting, war and transport for wealthy individuals.
- Chariots would not be fought from this was considered cowardly. They were used to transport them to the battlefield.
- Evidence from frescoes and pottery.



**WANAX** – leader, lord: has lands, wears purple, has freedom from some taxes. Corresponds to word ‘anax’ in Homer, meaning ‘lord’.

**LAWAGETAS** – official: has estate 1/3 size of wanax, possibly military figure

**HEQUETAI** – noble class: possibly warrior class, landowners who may have owned slaves

**Palaces**

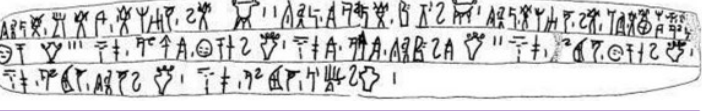
- Palaces were for both business and pleasure.
- They contained rooms for official state documents, shrines, potteries, oil press rooms, armouries and storerooms for food.
- The megaron is the most important part of the palace – containing multiple courtyards.
- This contained the hearth for religious sacrifice and cooking.
- Prescribed Sources:** Tiryns and Mycenae

**Armour and Weaponry**

- Swords became shorter as they were more useful in close-quarter combat
- Helmets and shields changed in their design vastly over the period. The figure-eight shields were replaced with smaller ones which did not cover the body.
- Helmets were initially made from a leather cap covered with felt and the tusks of boars for protection. However, this changed due to hunting boars being dangerous and 10 boards were needed per helmet.
- Spears were made shorter in length for throwing within close range.
- The earliest suit of armour was found in **Dendra** and was made from bronze.
- Bows were a ‘cowardly’ weapon. Odysseus left his in Ithaca when he went to Troy to save his kleos.
- Prescribed Source:** Warrior Vase

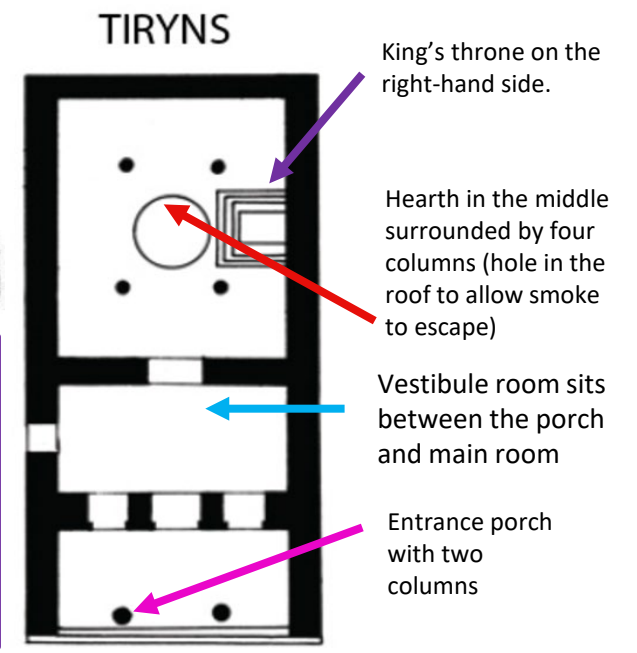
**Trade:**

- Mostly by sea due to the difficult terrain, bandits and time travelling by land brought.
- It was only safe to sail for half of the year Summer to Autumn due to unpredictable weather.
- A bartering system was used as no coins existed.
- Evidence from Linear B and the Ulu Burun shipwreck of Mycenaean ship, nr. Turkey, c.1375 BC



**Linear B**

- Inscribed clay tablets intended to be semi-permanent records
- Destruction of city states through fire led to the clay surviving
- Many were found in Pylos and Knossos
- Provide evidence for how cities were run (trading, official documentation and even evidence of female Olympians) especially during war time; as well as hierarchy.





Root: Mort  
Meaning: Death

## Keystone Vocabulary:

1. Chiton
2. Krater
3. Megaron
4. Frescoes
5. Vestible

# Knowledge Organiser: Classical Civilisation / Year 11/ Autumn 1 / Decorative Arts

Decorative techniques	
Knowledge	Answer
What is cloisonne?	The soldering of a wire onto metal and then putting glass or gemstones into the soldered pattern
What is Repousse?	A technique where a design is hammered onto an object from the inside of it
What is granulation?	Dropping molten metal onto an object to give it a spotted effect
What is an inlay?	One metal is put on top of another object
What is filigree?	Using fine wires for decoration
Jewellery	Rings were made from gold and beads were moulded from gold or carved from gemstones, amber or ivory. Signet rings were engraved with images on them, most commonly showing religious scenes. These pieces of jewellery were carved into shapes such as flowers or eagles, using moulds.

When referring to a particular source, explore the use of colour, the composition, realism and shapes in order to strengthen your marks for AO2.

Knowledge	Answer
What may the phi, psi and tau figures have represented?	Female goddesses imported from Crete in the Minoan age
What were votive offerings used for?	Religious worship in the hope that a prayer would be fulfilled
How were they made?	Ivory carving was common.

Storage/Drinking Vessels	
Knowledge	Answer
Rhyton	These were made from either metal or pottery and took the form of animal heads. The liquid was designed to fall through a hole at the bottom of the vessel. An example found in Mycenae, Grave Circle A is a gold rhyton designed for pouring wine.
Pyxis	Wooden jewellery boxes with golden repoussé panels on the outside. The Gold Pyxis found in Grave Circle A shows lions chasing deer and makes use of the repousse technique.
Pithos	Largest of the storage vessels and were used for storing both food and liquid. They could be partially buried in the ground to keep the contents as cool and fresh as possible. Fire risk – contained olive oil.
Kylix	Drinking cup with a long stem and two small handles
Amphorae	These were smaller than the Pithoi and had a narrower neck. These were adorned with geometric patterns or images from nature. Used for storing wine/olive oil.
Stirrup jar	The most common storage vessel. These were used to store olive oil and wine.
Krater	Used for mixing water and wine
Golden cup	Schliemann excavated the golden cup and named it the 'Cup of Nestor' because Nestor was known too have a famous gold cup with a pair of golden doves around each handle.

Knowledge	Answer
Where were frescoes found?	In palaces, houses, workshops and public building
How were frescoes created?	Lime plaster would have been put over a stone wall. The colours were painted on after string was used to set out the composition.
Which colour revealed status?	Blue – imported from Egypt.
How are men and women depicted?	Men are shown with red skin (outdoors) and women were depicted white. Sometimes goddesses are painted extremely white.
What does the ship fresco depict?	Eight large ships and three small boats being rowed throughout a town – this is suggested to depict trade, a festival or even conflict.
Why were frescoes limited?	Do not use perspective in their artwork, so people appear disproportionate.



Root: Mort  
Meaning: Death  
Immortality  
Immortal  
Mortality

## Keystone Vocabulary:

1. Rhyton
2. Pyxis
3. Repoussé
4. Egyptian blue
5. Pithos

# Knowledge Organiser: Classical Civilisation / Year 11 / Autumn 2 / Graves and Burial

## Different types of graves/tombs

Type	Knowledge
Cist graves	Most common. A stone-lined pit, dug into earth and covered. Small – curved body position. Intended for single use, but it was re-opened when a new body needed burial.
Shaft graves	Much larger and deeper. Bodies were positioned on their backs and multiple burials in the same chamber were common. Remains were moved to the side to make room for new bodies.
Tholos tomb	Developed in the 14 <sup>th</sup> C, inspired by the tumulus. They were built from stone and not dug out of the earth.
Chamber tombs	Dug out of the earth and rock and typically used for family burials as several people could be buried in each chamber.

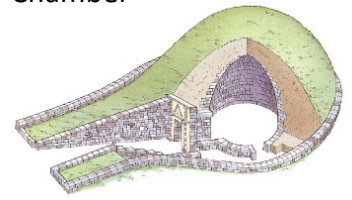
Key knowledge	Answer
What were burial customs for wealthier individuals?	Buried, adorned with jewellery and clothing which indicated status. A stele would be placed to indicate the position in society.
What would a stele reveal?	A person's position in society.
How do we know libations were poured?	Metal cups have been found at the entrances to tholos tombs.
what evidence of a meal remains?	Bones of animals such as fish were found at burial sites.
How were women important to burial customs?	They lamented the dead during the funeral procession. They were important in ensuring the customs were followed.
When were tholos tombs built?	During an individual's lifetime.
What is the most important feature of a tholos tomb?	The high domed roof were the tallest domes in the world for over 1000 years.
Which tomb were the most important people buried in?	Tholos tombs. Less important individuals were buried in the chamber tombs which were used for family burials.

Key knowledge	Answer
What were the most common burial items?	Pottery – containing oil, perfume and other liquids.
What would soldiers be buried with?	Weaponry such as swords and daggers as a reminder of their role.
What is the significance of burial objects?	Status symbol. Believed to be used in the afterlife
What were women buried with?	Jewellery
What does Grave Circle A contain?	Golden death masks, golden cups, necklaces, daggers, wooden pyxis, swords with elaborate handles, diadems, swords and brooches
What does Grave Circle B contain?	Electrum mask, a crystal duck, elaborate handled swords
Where was the lion dagger found?	Grave Circle A
Where was the death mask of Agamemnon found?	Grave Circle A, Grave V
How many graves are in Grave Circle A?	6 shaft graves and a number of earlier cists. The remains of 19 inhumations (8 men, 9 women and 2 children).
How many graves are in Grave Circle B?	Earlier than A - 10 cist graves and 14 shaft graves. The largest is grave Gamma.

Tholos



Chamber



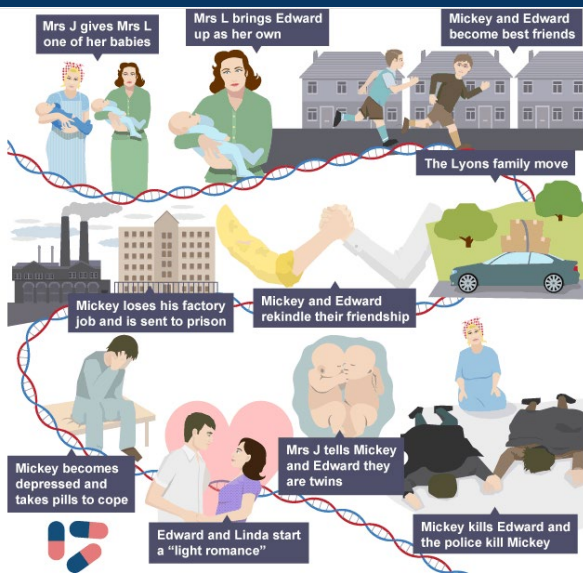


Root: reg/rect  
Meaning: rule

## Keystone Vocabulary:

1. Libation
2. Tumulus
3. Dromos
4. Tholos tomb
5. Chamber tomb

# Knowledge Organiser: Drama / Year 11 / Component 1 - Blood Brothers



Movement	Posture	Gesture	Voice	Facial Expressions
<ul style="list-style-type: none"> <li>Gait (the way someone walks, e.g. confident gait, nervous gait...)</li> <li>Soft</li> <li>Gentle</li> <li>Heavy</li> <li>Light</li> <li>Quick</li> <li>Slow</li> <li>Limping</li> <li>Energetic</li> <li>Eye contact</li> </ul>	<p><b>(The way someone holds themselves when they are sitting/standing)</b></p> <ul style="list-style-type: none"> <li>Straight</li> <li>Upright</li> <li>Slumped</li> <li>Hunched</li> </ul>	<p><b>(Signals with your hands/arms to show feelings)</b></p> <ul style="list-style-type: none"> <li>Shrugging shoulders</li> <li>Pointing finger</li> <li>Raising fist</li> <li>Thumbs up</li> <li>Hands on hips</li> <li>Putting arm round someone</li> </ul>	<p>Remember "<b>A</b>pparently, <b>P</b>eople <b>P</b>refer <b>P</b>epperoni <b>P</b>izza <b>T</b>o <b>E</b>at"</p> <ul style="list-style-type: none"> <li><b>Accent</b></li> <li><b>Pitch</b> - High &amp; squeaky or low &amp; soft</li> <li><b>Pace</b> - Fast or slow</li> <li><b>Pause</b> - Stop talking for a moment</li> <li><b>Projection</b> (or volume) - How loud or quiet the voice is</li> <li><b>Tone</b> - (The emotion behind the voice) Aggressive, happy, sad, scared</li> <li><b>Emphasis</b> - Putting extra importance on a specific word</li> </ul>	<ul style="list-style-type: none"> <li>Wide eyed</li> <li>Narrow eyed</li> <li>Raised eyebrows</li> <li>Furrowed eyebrows</li> <li>Turned down mouth</li> <li>Lips pierced together</li> </ul>

**6.1**

This question will always be a design question. It will ask you about one of the following:

Costume, Set, Lighting or Sound

Worth 4 marks.

4 minutes.

Requires 1 paragraph.

This question just needs one short paragraph. You need to explain how you would design a certain character's **costume**, or how you would design a **set** for a certain scene, and **why** you would decide to do this. The same applies for **sound** and **lighting**.

**ALWAYS** think about the context of the scene/character and think about the context of the play at this point.

**6.2**

This asks you to focus on one line, said by a particular character. You need to talk about vocal and physical skills, and why you would use these skills.

Worth 8 marks.

8 minutes.

Requires 2 paragraphs.

Split the line into 3 sections

- 1) Give some context - What is happening at this point in the play?
- 2) 1st part of line - 1 vocal skill, 1 physical skill, what are you showing and why?
- 3) 2nd part of line - 1 vocal skill, 1 physical skill, what are you showing and why?
- 4) 3rd part of line - 1 vocal skill, 1 physical skill, what are you showing and why?

**6.3**

This asks you to focus on the shaded part of the extract. You have to explain how you would use your vocal and physical skills to portray a certain character, and explain how they would interact with the other actor.

Worth 12 marks.

Requires 3 paragraphs.

12 minutes

- 1) Choose a line from the top of the shaded part - Vocal skill, physical skill, proxemics, why?
- 2) Choose a line from the middle of the shaded part - Vocal skill, physical skill, proxemics, why?
- 3) Choose a line from the bottom of the shaded part - Vocal skill, physical skill, proxemics, why?

**Please remember** - the vocal and physical skills that you mention in this question should be all about the interaction between the characters, so physical touch, movement, eye contact etc.

**6.4**

This asks you to describe how you would portray a certain character in the extract and the whole play.

Worth 20 marks.

Requires 5 paragraphs.

30 minutes

- 1) Describe the characters **general traits** and **characteristics**, e.g. what is their personality like in the extract?
- 2) Choose 1 **line** from the top of the extract - **vocal skill, physical skill, how does this show the same characteristics?**
- 3) Choose 1 **line** from the middle of the extract - **vocal skill, physical skill, how does this show the same characteristics?**
- 4) Choose 1 **line** from the end of the extract - **vocal skill, physical skill, how does this show the same characteristics?**
- 5) **COMPARE** - Choose **another line**, from **another scene** within the play where the character shows a **similar** personality trait that you have already mentioned. Mention a **vocal skill, physical skill, and interaction** with other characters when you say this line and how this shows the personality trait.
- 6) **CONTRAST** - Choose **another line** from **another scene** within the play where the character shows a **different** personality trait that you have already mentioned. Mention a **vocal skill, physical skill, and interaction** when you say this line and how this shows the personality trait.



Root: Prox  
Meaning: Near

## **Keystone Vocabulary:**

1. Movement
2. Posture
3. Gesture
4. Voice
5. Facial expressions
6. Proxemics



# EXPERIMENTING WITH TOOLS, MATERIALS & TECHNIQUES

## TOOLS

- **Pens** - pens could be used to create a hand rendered illustration
- **Brushes** - brushes could be used to create an illustration using paint or ink.
- **Pencils**—pencils could be used to create a hand rendered illustration.
- **Tablet**—a tablet could be used to create a digital illustration.
- **Scanner** or scanner apps - a scanner or scanner apps could be used to digitize a hand rendered illustration import found imagery into a digital environment.
- **Software applications** - software applications could be used to create a digital illustration.
- **Camera** - a camera could be used to photograph images to be used as sources of inspiration or to use as part of an illustration.
- **Computer** - a computer could be used to create a digital illustration or to digitize a hand rendered illustration

## MATERIALS

- **Paints** - paints could be used to create a hand rendered illustration.
- **Inks** - inks could be used to create a hand rendered illustration.
- **Paper** - paper could be used as a surface to illustrate onto or as a surface to print digital images onto.
- **Marker pens** - marker pens could be used to create a hand rendered illustration.
- **Charcoal** - charcoal could be used to create a hand rendered illustration
- **Card** - card could be used as a surface to illustrate onto or as a surface to print digital images onto.
- **Acetate** - acetate could be used as a surface to illustrate onto or as a surface to print digital images onto.



## TECHNIQUES

- **Colour mixing** - colour mixing could be used to apply colours in the illustration (digitally or by hand)
- **Sketching** - sketching is a process used to develop and record hand rendered illustrations.
- **Gradients** - gradients could be used to blend colours in the illustration.
- **Contrast** - contrast could be used to emphasise areas in the illustration.
- **Alignment** - alignment could be used to plan the composition of the image in the illustration.
- **Digital image manipulation** - digital image manipulation could be used create a digital illustration or to manipulate a hand rendered illustration.
- **Digital illustration** - digital illustration could be used to create a digital illustration or to manipulate a hand rendered illustration.
- **Photography** - photography could be used to collect images for inspiration or to collect images to form part of the illustration.
- **Mono print** - mono print could be used create a hand printed illustration.
- **Lino print** - lino print could be used create a hand printed illustration
- **Stencil** - stencils could be used create a hand printed or spray painted illustration.
- **Free hand drawing** - free hand drawing could be used to create a hand rendered illustration.
- **Scanning** - scanning could be used to digitise a hand rendered illustration or import found imagery into a digital environment.
- **Collage** - collage could be used to create an illustration using found imagery.



# PRESENTING & PROMOTING GRAPHIC DESIGN WORK

**DIGITAL METHODS**

Here are some examples of digital methods of promoting and presenting design work

**Website**

**Social Media**

**Vlog and Blog**

**Interactive**

**Static**  
GIF PNG JPEG

**Showreel**

**Pitching**

**SELF PROMOTION**

Graphic Designers need to promote themselves to help them get work and become successful. There are a number of ways of doing this including the following:

- CV
- PORTFOLIO
- NETWORKING
- ONLINE PRESENCE

Online, face to face, business cards

Social Media, Websites, Blogs

**STATIC:**  
Designs that do not move, regardless of the device the person uses. Non-interactive

**INTERACTIVE:**  
Designs you can interact with such as website links, thumbnail images, showreels, scrolling.

Designers need to be able to display, present and promote work so that they can:

- ENHANCE THEIR DESIGN PROFILE
- SHOWCASE THEIR WORK
- ATTRACT NEW CLIENTS
- ENHANCE EMPLOYMENT OPPORTUNITIES

**PITCH:**  
Making a visual and verbal presentation of your work to others in order to gain their interest.

**PHYSICAL METHODS**

Here are some examples of physical methods of promoting and presenting design work

**Book**

**Presentation Folder**

**Design Presentation Boards**

**Exhibition**

**Pitching**

**Design Sheets**

Table showing samples of how large and small your images could look on a single page in the book.

	Square	Portrait	Landscape	Mixed
Large Images	[Image]	[Image]	[Image]	[Image]
Medium Images	[Image]	[Image]	[Image]	[Image]
Small Images	[Image]	[Image]	[Image]	[Image]



# FILE TYPES

## JPEG:

- JPEG is the most common format for storing and transmitting photographic images.
- allows for small file sizes
- has a widely supported format with good compatibility
- has a good colour range.

## TIFF:

- TIFF file format has lossless compression so when saving and reopening there is no loss of image quality
- can handle both Raster and Vector images
- it is a high quality file format that can hold up to 32bit colour depth
- images can contain layers.

## PDF:

- a PDF is a file format that is independent of application, software, hardware or operating system
- PDF file format has lossless compression so when saving and reopening there is no loss of image quality
- non editable content can protect intellectual property
- this file format maintains printed format.



## GIF:

- GIF file format has lossless compression so when saving and reopening there is no loss of image quality
- suitable for sharp-edged line art with a limited number of colours, such as logos
- allows areas of transparency to be saved in the image
- can be used for small animations and low-resolution video clips.

## PNG:

- widely accepted file format with good compatibility
- PNG file format has lossless compression so when saving and reopening there is no loss of image quality
- allows areas of transparency to be saved in the image.

## EPS:

- EPS file format has lossless compression so when saving and reopening there is no loss of image quality
- images are scalable to any size
- compatible for vector graphics
- ideal format for printing/output

## RAW:

- RAW file format has lossless compression so when saving and reopening there is no loss of image quality
- this file format was developed by camera manufacturers to support HDR photography
- has a wider dynamic range or colour gamut to preserve the information captured at the moment of exposure.

# COLOUR MODES

Commonly used colour modes include LAB, RGB, CMYK, INDEX, GREYSCALE & BITMAP

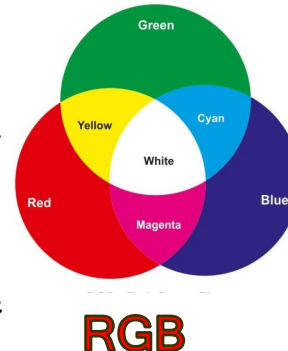
Every person who deals with design on a daily basis should know the difference between CMYK and RGB.

Greyscale refers to when only black, white and shades of grey are used.

## GREYSCALE



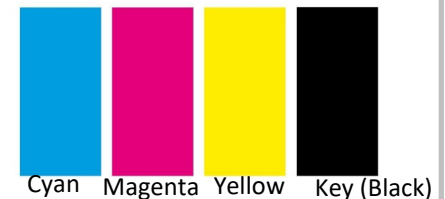
The name 'RGB' refers to the colours Red, Green, Blue. These are the colours that are added together in different variations and create lots of new colours. This kind of a colour model is used on the electronic devices for the presentation and display of the images. So if you are looking at something on a screen it is usually RGB. This is the additive system; it means that to get the black colour you need to blend all the primary colours



## RGB

This is the colour model that is usually used in printed materials. The abbreviation comes from the colours of CMYK inks: Cyan, Magenta, Yellow, and Black. The last 'K' letter means the 'Key' because black is the first colour used for the outline. This is the subtractive system, so it means that white colour is the absence of any colour.

## CMYK

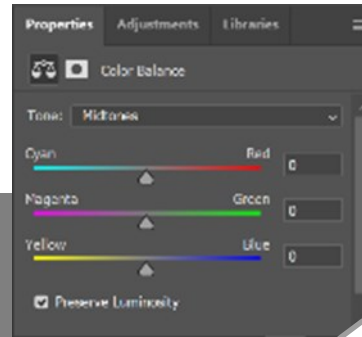
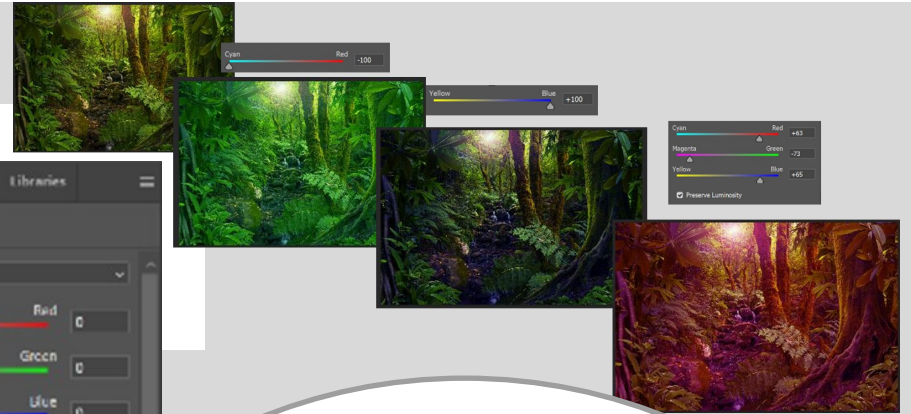




# DIGITAL IMAGE CORRECTION

## COLOUR BALANCE

Colour balance in graphic design has a huge impact on whether a project visually appealing or not. Good balance can make a design more visually appealing, reducing eye strain and visual overwhelm. Colour Balance works with complementary colours that have inverse relationships: cyan and red, magenta and green, yellow and blue. This means that if an image has too much cyan in it, the cyan will need to be decreased, which will cause the red value to increase.



## COLOUR CAST

A colour cast is a tint of a particular colour that affects the whole image. It is usually unwanted and can be caused by reflected light from a nearby object. For example, many photos taken using fluorescent lighting tend to have a greenish colour cast.

## CROPPING

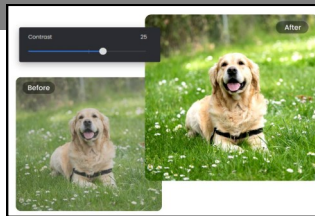


Crop

Cropping is the term for **cutting away parts of a picture**. Most photo - editing software gives you the option to crop images from publisher to power point to Adobe photoshop, allowing you to either retain the images original proportions or create a new format or shape. Good cropping allows you to improve an image, you can crop close in on faces to boost emotional impact or you can crop to focus on what matters in the image. Be careful as overcropping can make an image look unbalanced!

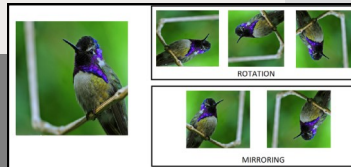
## CONTRAST

Editing the contrast of an image changes how bright the highlights of an image are and how dark the shadows are. High contrast contains dark shadows and bright highlights whereas low contrast as a smaller colour range.



## SATURATION

You can edit the saturation of an image to make the colour more intense. If you make the saturation **HIGHER** the colour will be more vivid. If you make the saturation **LOWER** the colour will be closer to greyscale.



## ROTATION

You can manipulate your image by rotating or mirroring it this can change the impact the image has on the viewer.

# RESOLUTION

Resolution in design refers to the level of detail captured in an image or document.

Resolution is usually show in in **DOTS PER INCH (DPI)** or **PIXELS PER INCH (PPI)**

**The higher the resolution the more detailed and accurate the image will be. Printing at a higher DPI makes images and text clearer**

## SCAN RESOLUTION

When scanning work in it is a good idea to scan between 300 and 600dpi to ensure you get all the details hidden in your prints.

**72ppi—96 ppi** are common screen resolutions for on screen work. Using a smaller resolution reduces the file size. The standard ppi for web is 72ppi

## ON-SCREEN RESOLUTION

## PRINT RESOLUTION

**The usual print resolution is 300 DPI** It works well for brochures, magazines, and business cards. This resolution ensures sharp images and text with fine detail. You can view large prints like banners and posters from far away. Photographs need higher resolutions—300dpi—600dpi





### 1. ¿Cuál es el problema más grave en tu opinión?

El peor problema medioambiental en mi barrio es	the worst environmental problem in my neighbourhood is...
El principal problema es	the main problem is
El problema medioambiental más grave es	the most serious environmental problema is...
Estos problemas son causados por	These problems are caused by...
Lo que me preocupa más es ..... dado que	What worries me most is .... given that ...
Nocivo – harmful	La escasez – shortage
La inundación – flood	La capa de ozono – ozone layer
Los productos químicos – chemicals	La extinción de los animales – animal extinction
El desperdicio de agua – wáter wastage	
El medio ambiente – the environment	La deforestación – deforestation
El calentamiento global – global warming	El vertedero – rubbish tip
El cambio climático – climate change	Desastres ecológicos – eco disasters

### 2. ¿Qué haces para ayudar al medio ambiente?

Normalmente	usually
Reciclo el papel	I recycle paper
Uso la bicicleta	I use the bike
Cierro los grifos	I turn off the taps
Apago las luces	I switch off the lights
Ayudo al medioambiente porque	I help the environment because...
No uso el coche	I don't use the car
Se debe	we must
Hay que	we have to
Suelo	I usually
Reciclar – to recycle, Dañar- to damage, Preocuparse- to worry ,Echar la culpa – to blame, Agotar – to use up, Protestar – to protest, Luchar contra - to fight against	
La gente debería/Las personas deberían	people should
Apagar las luces	to switch the lights off
Ser más responsable	to be more responsible
Evitar usar el coche	to avoid using the car

### 3. ¿Qué hacías en el pasado para proteger el medio ambiente?

Cuando era pequeño/a	when I was little
No reciclaba	I didn't recycle
No me preocupaba el medioambiente	I wasn't worried about environment
No apagaba las luces	I didn't switch the lights off
No separaba la basura	I didn't separate the rubbish
Solía malgastar agua	I used to waste water
Solíamos usar el coche todo el tiempo	we used to use the car all the time

### 4. ¿Qué harás en el futuro para proteger el medio ambiente?

cuando sea mayor	when I am older
En el futuro...	in the future
usaré energías renovables	I will use renewable energies
compraré un coche eléctrico	I will buy an electric car
reciclaré todo	I will recycle everything
usaré la bicicleta	I will use bike
Si ganara la lotería	if I were to win the lottery
I would buy an electric car	compraría un coche electrico



El calentamiento global



Los incendios forestales



Las inundaciones



Una marea negra – an oil slick



Root: imperfect ending - aba

Meaning: used to  
e.g. reciclaba – I used to  
recycle

### Vocabulary List:

1. Hay que
2. Se debe
3. Suelo
4. Cuando era pequeño
5. Solía
2. solíamos
3. Cuando sea mayor



### 1. ¿Cómo es tu colegio?

Mi profe de inglés explica/enseña bien	my English teacher explains/teaches well
el director tiene expectativas altas	the head has high expectations
nos pone(n) muchos deberes	give us a lot of homework
nunca se enfada	s/he never gets angry
me hace pensar	makes me think
Mi insti tiene un comedor	My school has a canteen
un campo de fútbol	a football pitch
muchas aulas	a lot of classrooms
lo mejor es que	the best thing is that
hay espacios verdes	that there are green spaces
no hay ni piscina ni cine	there is neither a pool nor cinema

En mi escuela primaria había *I my primary school there was*  
 menos alumnos/deberes/exámenes *fewer pupils/HW/exams*

### 3. ¿Cómo cambiaría tu colegio si fueras el director?

Si fuera el director/la directora cambiaría ...	If I were the head teacher, I would change ...
la calefacción, ya que hace frío	the heating, because it is cold
mejoraría el patio	I would improve the yard
necesitamos más plantas	we need more plants
cambiaría las sillas	I would change the chairs
son incómodas	they are uncomfortable
malas para la espalda	bad for your back
Hay que tener más clubs	we need to have more clubs
más excursiones	more trips
no se deberíamos tener	we should not have
tantos deberes/exámenes	so much HW/so many exams
tanto estrés	so much stress



no hay uniforme en el insti en España



los padres deben comprar los cuadernos y los bolígrafos

### 2. ¿Piensas que las reglas son justos?

Tenemos que llevar	We have to wear
Es obligatorio llevar	It's obligatory to wear
un jersey de punto	a knitted jumper
una camisa blanca	a white shirt
una corbata a rayas	a stripy tie
unos pantalones/unos calcetines	trousers/socks
mejora la disciplina	it improves discipline
limita la individualidad	it limits individuality
Está prohibido/No se permite	It is forbidden/you are not allowed
comer chicle/llevar piercings	chew gum/wear piercings
usar el móvil en clase	use a mobile in class
dañar las instalaciones	damage the facilities
Hay que ser puntual	You have to be on time
Las normas son necesarias	the rules are necessary
para limitar el acoso	to limit bullying
la presión del grupo	peer pressure

### 4. ¿Cuáles son tus planes para el futuro?

cuando sea mayor	when I am older
iré a la universidad	I will go to university
para estudiar ...	in ordif I er to study
ganaré mucho dinero	I will earn a lot of money
tomaré un año sabático	I will take a gap year
trabajaré como	I will work as ...
abogado/médico/futbolista	a lawyer/doctor/footballer
Si pudiera ...	if I could
si tuviera bastante diner	if I had enough money
aprendería a esquiar	I would learn to ski
iría a España, donde ...	I would go to Spain, where
I would work in an orphanage	trabajaría en un orfenato
viajaría con mochila por el mundo	I would backpack around the world



los colegios terminan a las dos y los alumnus comen en casa, o terminan a las cinco con dos horas para comer



Educación Secundaria Obligatoria, ESO – 12 à 16 años



Root: ex

Meaning: out/out of/out from

### Vocabulary List:

- |                 |                   |
|-----------------|-------------------|
| 1. el futuro    | 7. el condicional |
| 2. iré          | 8. iría           |
| 3. iremos       | 9. iríamos        |
| 4. trabajaré    | 10. trabajaría    |
| 2. trabajaremos | 11. trabajaríamos |
| 3. ganaré       | 12. ganaría       |
| 4. ganaremos    | 13. ganaríamos    |
| 5. viajaré      | 14. viajaría      |
| 6. viajaremos   | 15. viajaríamos   |



9. **UK now:** large global economy, influential, deindustrialised, service economy, growing quaternary economy, science parks and tech development, TNCs, rural decline, migration conflict, housing shortage, left EU.



10. **UK future:** post-Brexit economy, planned transport improvements (smart motorways, HS2, Heathrow third runway). Levelling up to grow the Northern Powerhouse? Potential independence votes?

11. Can countries achieve **sustainable growth** doing what is needed socially, economically and environmentally? Nissan car plant Sunderland is an example in the UK.



5. We need a **range of strategies** to close the gaps and improve lives: investment, aid, technology, debt relief, microfinance, fair trade, industrial development.



6. **Uganda** is an LIC in Africa. It has developed its tourism industry based around safaris and river cruises and now employs 600,000 people in this industry. This is helping development.



7. **Nigeria now:** former UK colony, strong economy, oil, stable government, multi cultural, regional issue, terrorism, music and film, secondary industry, TNC's.

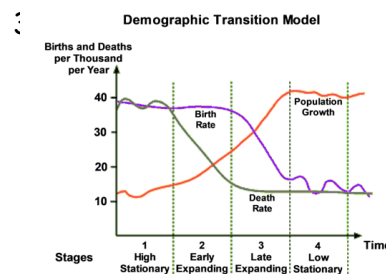


8. **Nigeria future?** plays a key role in the UN, getting closer to China who are investing heavily, why? Serious environmental issues, corruption, better development data.

1. There are **inequalities** across the world in the level of development in and across countries. We can **measure** how developed a place is but this there are issues. We need to look at **social, economic and environmental data**.



2. These inequalities mean that people across the world have different lives, especially **differences in health and wealth**. Some people move to look for a better life so the inequalities cause **migration**.



4. What **causes** the inequalities? Landlocked, natural disasters, war, change in economy, trade, colonialism, climate, extreme weather. changes in government, resource changes, too much aid, disease, poor investment.



- | NEE
- | Development
- | Democracy
- | GNI
- | Regional inequality
- | Service industry
- | Primary industry
- | Secondary industry
- | Trans National Company
- | Infrastructure
- | Multilateral aid
- | Bilateral Aid
- | Debt relief
- | Microfinance
- | Appropriate technology
- | Demographic transition model
- | Population pyramid
- | Globalisation
- | Infant mortality
- | Life expectancy
- | Development gap
- | Positive multiplier effect

# Knowledge Organiser: Geography / Year 11/ Autumn 2/Tectonic hazards

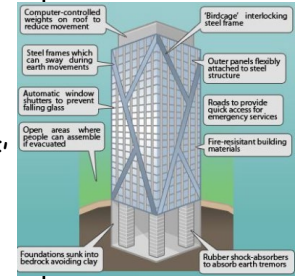


9. People choose to live in areas of hazard. For example where volcanoes happen because they: attract tourists, have fertile soil for farming, where we find valuable minerals and can create energy.



10. One of the issues we have in managing the risk of earthquakes is being unable to predict the time and place. We are more able to do this for volcanoes that have clear warning signs and available technology.

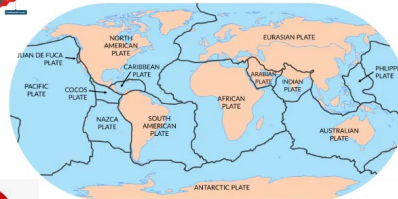
11. Our other options are planning such as having evacuation and action plans and protecting, such as the design of earthquake 'proof' buildings with many design features to protect people.



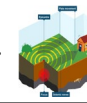
5. At constructive plate margins plates move apart. This can lead to the creation of shield volcanoes and rift valleys. A real example includes Iceland.



6. At destructive plate boundaries an oceanic plate is subducted beneath a continental plate creating composite volcanoes which are very destructive.



7. At conservative plate boundaries the plates move parallel to each other. This can lead to devastating earthquakes as pressure builds.



8. Earthquakes have different impacts and responses in LICs and HICs. Your named examples are Italy on 24/08/2016 and Nepal on 25/04/2015.

1. Natural events have always occurred but without people that is all they are, natural events. It is the impact on people that makes an event a hazard. A natural hazard has a social impact.

2. There are different types of hazards depending on where they happen. Tectonic hazards happen underneath our feet. Atmospheric hazards include weather events and biological hazards impact ecosystems.

3. There are a range of factors which increase the risk such as location, magnitude, time of day, expertise, resources available, overconfidence, over optimism.

4. There are a number of processes that cause our tectonic plates to move:

- Convection currents.
- Slap pull.
- Ridge push.

This movement happens at tectonic plate boundaries.

- Natural hazard
- Risk management
- Convection currents
- Ridge push
- Slab pull
- Volcano
- Earthquake
- Constructive plate margin
- Shield volcano
- Rift valley
- Destructive plate margin
- Composite volcano
- Conservative plate margin
- Richter scale
- Magnitude
- Primary effect
- Secondary effect
- Long term response
- Short term response
- Planning
- Protection
- Prediction

### Narrator 1

Every narrative must have a narrator: someone who exists as the voice of the story or description, the reader's lens to observe the characters and events. They are not the writer but the writer's construct, sometimes used to voice the writer's ideas and opinions and sometimes as a character in their own right. Who your narrator is and their feelings will shape their choice of language used to describe different characters and events.

**1<sup>st</sup> person perspective**  
written as if the narrator is a character, observing or taking part in the story.

**2<sup>nd</sup> person perspective**  
written as if the narrator is talking directly to the reader.

**3<sup>rd</sup> person perspective**  
written as if the narrator is talking about the characters and events, but not necessarily a character in them.


**Limited narrator**  
a narrator aligned to a specific character, knowing nothing outside of that character's thoughts and interactions with the world and story.

**Omniscient narrator**  
a narrator who is god-like, able to move from place to place and character to character, realigning the reader to any perspective they wish to share.

**Always think about who your narrator is, what their narratorial voice is like and what their connection to the story and characters is.**

### Description 1

In real life we perceive the world with our five senses; smell, touch, taste, hear and see. So too must your reader. They wish to experience your fictional world, and sensory stimulation helps transport them into your character's story. This is where the power of a writer's observation and imagination mix, with amazing results.



Successful description conveys important information to the reader in strategic places about:

- place/background
- emotion and mood
- tension/atmosphere
- action

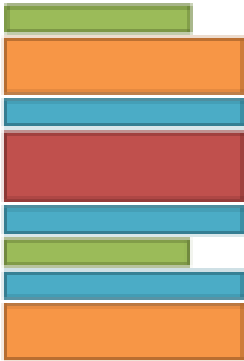
This can elicit emotions within your reader, creating tension, atmosphere, and a sense of immediacy (being there with the character).

### Indirect Characterisation 2

Indirect characterisation can help readers infer or deduce things about a character's personality in five different ways (represented by the acronym **STEAL**):

- 1. Speech (dialogue)**  
Personality is revealed through language choices (intelligence and education); speed, hesitations and length (temperament); accents (origins); and topics (status).
- 2. Thoughts (& feelings)**  
Understanding personality through inner thoughts and feelings can reveal rationality, confidence, mood, intentions, motivations and other characteristics, as well as discrepancies between their inner and outer personas.
- 3. Effect (on others)**  
How do they handle themselves socially? What about the relationships they can or cannot form with others? Revealing the emotional response other character have towards this one shows what explicit aspects of the character's personality are expressed to others.
- 4. Actions (& behaviours)**  
Behaviours are a product of inner feelings, revealing a character's drives and motivations. How they physically and verbally interact with others can demonstrate their social standing and their innate nature, i.e.: good, mean, sympathetic, aggressive or selfish.
- 5. Looks (appearance)**  
Personal hygiene, clothing, body language and facial expressions are the non-verbal cues representing 80% of communication. They may be genuine pointers to how the character feels about them self, their education, wealth, or even their natural state. It could however, be a deception at odds with their true character.

### Paragraphs and Sentences 2



Effective, engaging writing is not thoughtless. Paragraphs and sentences must be used for effect: to guide the reader and develop the narrative through action (shorter sentences, faster pace) description (longer for slower rhythm), dialogue (its own paragraph), and for single, sudden ideas meant to give the reader pause (a single sentence or single word paragraph). Adapt your use of both.

### Effect of Figurative Devices 1, 2, 3

**Alliteration & Assonance:** gains attention through repetition; appeals to sense of hearing, emphasizes words, enhances imagery, reinforces meaning, unifies ideas; supplies a musical sound; aids memory;

**Imagery (5 senses):** helps visualisation of and immersion in descriptions

**Onomatopoeia:** words invoking sounds; appeals to sense of hearing, enhances imagery, develops an image by creating a sound;

**Simile & Metaphor:** comparison; makes writing more vivid, imaginative, thought provoking, and meaningful; develops theme; stimulates ideas beyond the page; metaphors are more compact and tighter in their comparative description than similes;

**Personification & Pathetic Fallacy:** attributes human characteristics or emotions (respectively); makes a strong comparison by giving human qualities/emotions to an inanimate thing, emphasizes themes, animals, or objects appear more vivid;

**Voice:** the atmosphere created by the writer's choice of tone, in order to convey a mood to a reader;

**Sentence length – short (Simple, Compound):** increases pace (action and dramatic lines); creates a punchy choppy rhythm; grabs attention;

**Sentence length – long (Compound, Multi-clause):** slow, descriptive or explanatory; can create a sense of relaxation, flow, or time dragging;

### Characters 2

Characters are the lifeblood of creative writing, driving the plot and representing the human interest element for the reader to care about. There are two forms of characterisation:


**Direct** – the narrator explicitly tells the reader details about the character; i.e.:  
*'Mr. Ramsay – he is absorbed in himself, he is tyrannical, he is unjust...'*

**Indirect** – the narrator implicitly reveals (shows) the reader the character's traits  
*'He dragged the last smoke from his ravelling cigarette and then, with callused thumb and forefinger, crushed out the glowing end.'*

Indirect is always preferable because it involves the reader, forcing them to draw their own conclusions

### TiPToP Paragraphing 3

Paragraphs are just a group of sentences sharing the same idea. They structure your writing to make it easier for readers to follow. Always start a new paragraph when you change the focus of your writing.



When writing about a new **TIME** period or about a different **PLACE**.

When writing about a new **TOPIC** or about or as a new **PERSON**.

Silence. He began to ascend the stairs. The wood creaked beneath his feet and he held himself still. Tense. Slowly, he unwound the knot of muscles in his chest and moved to the next step as the darkness pressed in against him. He listened. Nothing, except for the staccato thud of his heartbeat. And, as the plateau of the upper-hall emerged from the gloom, muscles twisted and stiffened again.



Root: Omni  
Meaning: all

1. Majestic

2. Melancholy

3. Feeble

4. Façade

5. Evasive

6. Charismatic

7. Compelling

8. Aloof

9. Benevolent

10. Whimsical

# Unit 2: Controlled assessment (Approx. 12 hours)

Nutrition: Describe functions of nutrients in the human body.

38%

## Portion Control!

Healthy diets not only have the correct balance, but have the right portion sizes. Here is a 'handy' guide...

- Vegetables** = double cupped palm.
- Grains/Starches** = clenched fist.
- Protein** = palm of hand.
- Fruits** = clenched fist.
- Thumb** = fats.



## Starchy Foods

- Provide slow release carbohydrate used by the body for energy
- Choose wholegrains for increased fibre (good digestion, reduced risk of heart disease)



## Water Intake

A balanced diet must include water, it is required for nearly all brain and other bodily functions  
See slide 2 for more details on water

## Oils & Spreads

1%

Provide fat soluble vitamins A,D,E & K  
Are high in calories & energy so keep use to a minimum  
It is recommended to choose unsaturated oils like olive oil

## Fruits & Vegetables

40%

- Eat 5 portions a day!
- Choose a variety
- Provides fibre for healthy digestion
- Provides vitamins and minerals for healthy body functions and immune system

## Fatty and Sugary Foods

0%

- These are the danger foods!
- They are not part of a healthy diet
- Eat them only occasionally
- Eating too much fatty and sugary processed food is linked to increased risk of weight gain/obesity, diabetes, tooth decay and cardiovascular disease

12%

8%

## Dairy Foods

- Provide calcium for healthy bones, teeth and nails
- The body needs Vitamin D to absorb calcium effectively



## Beans, Pulses, Eggs, Meat, Fish

- Provide protein for growth, repair and maintenance of body cells
- Choose a combination of plant proteins
- Avoid eating too much processed meat like bacon and sausages as these are linked with increased risk of bowel and stomach cancer

The Eatwell Guide is the UK Healthy Eating Model. It shows what we should eat as a balanced diet. The size of the sections represents the proportion of our diet that particular food group should make up. The Eatwell Guide was updated in 2016 to take into account scientific opinion and public opinion. The main change was that sugary and fatty foods are shown off the plate as they are not part of a healthy diet.

Nutrition: Describe functions of nutrients in the human body.

**Water intake**

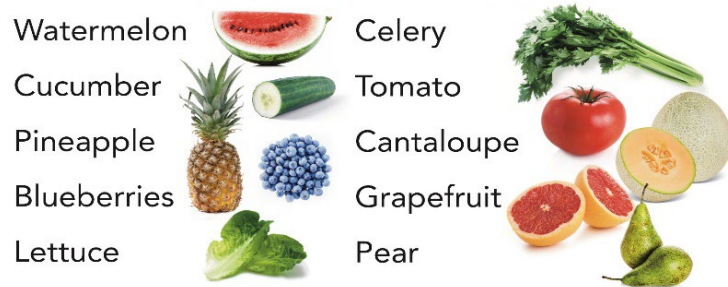
Click [here](#) to watch video on water



Water makes up just over 2/3 of the human body and is required for:

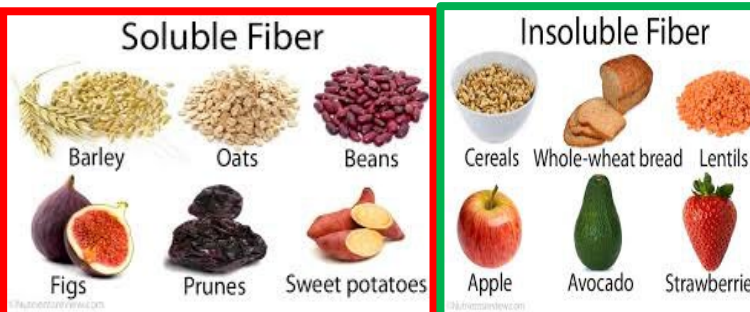
- Maintain body temperature
- Metabolise fat
- Aid digestion
- Lubricate organs
- Transport nutrients
- Flushes out waste and toxins

**Foods Rich in Water**



FIND OUT MORE HERE: <https://www.nhs.uk/live-well/eat-well/water-drinks-nutrition/>

Keeping hydrated is important. It is recommended that 6-8 glasses of water or other fluid are consumed everyday to replace normal water loss, rather than to obtain any broader health benefits.



**The Bristol Stool Chart**

The Bristol stool chart shows how the shape of different stools (poos) on a continuum.

Both dietary fibre and water play a HUGE role in keeping the digestive system functioning properly.

Too little water and/or fibre can result in constipation (the Type 1 and 2 stools)

**Bristol Stool Chart**

Type 1		Separate hard lumps, like nuts (hard to pass)
Type 2		Sausage-shaped but lumpy
Type 3		Like a sausage but with cracks on the surface
Type 4		Like a sausage or snake, smooth and soft
Type 5		Soft blobs with clear-cut edges
Type 6		Fluffy pieces with ragged edges, a mushy stool
Type 7		Watery, no solid pieces. Entirely Liquid

**Soluble fibre dissolves in water** and the insoluble kind doesn't. **Insoluble** helps absorb water and bulk up stools. **Soluble** helps reduce blood cholesterol and sugar.

**Fibre intake**

**What is it?**

Fibre is found in fruits and vegetables, nuts, seeds, wholegrain cereal flours and products. It is not digestible and passes through the digestive system, forming the bulk of our stools (poo).

**Dietary fibre has many health benefits:**

- It can reduce your risk of heart disease, diabetes and some cancers, and also help weight control.
- Fibre is also important for digestive health - fibre bulks up stools and holds water in them, making them softer and easier to pass. It also makes waste move through the digestive tract more quickly, which is better for the gut and can help to prevent constipation.
- Some types of fibre can be fermented by gut bacteria, producing substances that appear to be good for gut health. Providing 'food' for gut bacteria can also help increase the number of healthy bacteria in the gut.

**How FIBRE Much do we Need?**

**30g a day for adults**  
 2-5 years 15g per day, 5-11 years 20g per day, 11-16 years 25g per day, 16-18 years 30g per day

**To increase your fibre intake you could:**

- Choose a high fibre breakfast cereal e.g. bran flakes, or porridge
- Choose wholegrains like whole-wheat pasta, bulgur wheat or brown rice, wholemeal bread
- Go for potatoes with skins
- For snacks try fruit, vegetable sticks, rye crackers, oatcakes, unsalted nuts or seeds
- Include plenty of vegetables with meals – either as a side dish or added to sauces, stews or curries
- Add pulses like beans, lentils or chickpeas to stews, curries and salads
- Eat fruit!
- Add nuts and seeds to recipes

## Reference Intake

The NHS recommends the following intake of each nutrient per day:



[What are Calories click here](#)

The amount of energy in an item of food or drink is measured in calories. When we eat and drink more calories than we use up, our bodies store the excess as body fat. If this continues, over time we may put on weight. As a guide, an average man needs around 2,500kcal (10,500kJ) a day to maintain a healthy body weight. For an average woman, that figure is around 2,000kcal (8,400kJ) a day..

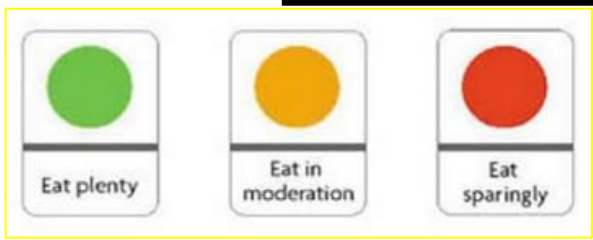
## Adult reference intakes

Unless the label says otherwise, RI values are based on an average-sized woman doing an average amount of physical activity. This is to reduce the risk of people with lower energy requirements eating too much, as well as to provide clear and consistent information on labels.

As part of a healthy balanced diet, an adult's reference intakes ("RIs") for a day are:

- Energy: 8,400 kJ/2,000kcal
- **Total fat:** 70g
- Saturates: 20g
- **Carbohydrate:** 260g
- **Total sugars:** 90g
- Protein: 50g
- **Salt:** 6g

**Red** colour coding means the food or drink is high in this nutrient and we should try to have these foods less often or eat them in small amounts. **Amber** means medium, and if a food contains mostly amber you can eat it most of the time. **Green** means low, and the more green lights a label displays the healthier the choice.



As you can see below we need much less of the micronutrient: Vitamins and minerals. There are slight differences between males and females.

Nutrient	Males	Females
Vitamin A	0.7mcg	0.6mcg
Vitamin D	10mcg	
Vitamin E	4mg	3mg
Vitamin K	1mcg per kg of body weight	
Vitamin B	Thiamin: 1mg Riboflavin: 1.3mg Vitamin B12: 1.5mcg	Thiamin: 0.8mg Riboflavin: 1.1mg Vitamin B12: 1.5mcg
Vitamin C	40mg	
Sodium (Salt)	Less than 6g	
Iron	All (M) 8.7mg	(F) 19-50yrs 14.8mg / 50yrs+ 8.7mg
Calcium	700mg	

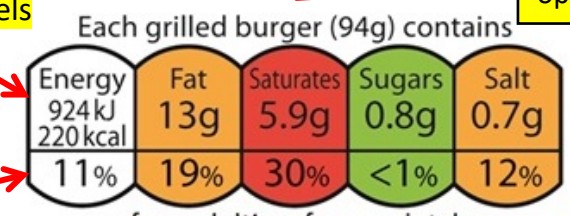
**Front of Pack label**

Portion/Serving size is indicated on the label. This is NOT always the whole pack!

Front of pack nutrition labelling is optional

Traffic light system indicates with colour how much of intake is needed. Easy to see, quick to take in

[Click here to find out more about food labels](#)



Energy intake as a percentage of RI

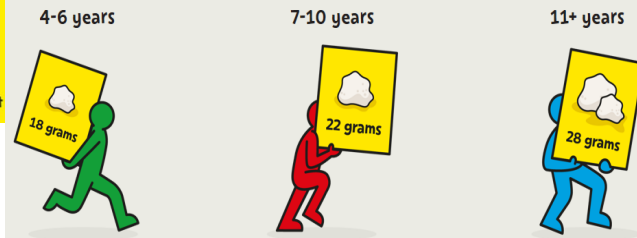
of an adult's reference intake  
Typical values (as sold) per 100g: Energy 966kJ / 230kcal

## Current Healthy Eating Advice

### Fat intake

How much is too much?

Click [here](#) to find out more about Fat



### Sugar intake

How much is too much?

The maximum daily amounts of added sugar are:

Click [here](#) to find out more about sugar



### Salt intake

Click [here](#) to find out more about salt

AGE	Target Maximum Salt Intake (grams)
0 to 6 months	less than 1g daily
7 to 12 months	1g per day
1 to 3 years	2g per day
4 to 6 years	3g per day
7 to 10 years	5g per day
From age 11 onwards	6g per day (as for adults)

## 8 Tips for Healthy Eating!

1. Eat more fibre
2. Eat more fruits and Vegetables
3. Eat more oily fish
4. Eat less salt
5. Eat less fat
6. Eat less sugar
7. Choose wholegrains
8. Drink 6-8 glasses of water per day

### What counts as 5 A Day?

For **kids**, the amount they should eat depends on their size and age. As a rough guide, one portion is the amount they can fit in the palm of their hand.  
For **adults**, a portion is 80g fruit of vegetables or 30g of dried fruit.

## Healthy Eating Guidelines in the UK are set by Public Health England



2016 Update from Public Health England - The latest advice on Vitamin D intake

## What is the new vitamin D advice?



The new advice from PHE is that adults and children over the age of one should consider taking a daily supplement containing 10mcg of vitamin D, particularly during autumn and winter.

People who have a higher risk of vitamin D deficiency are being advised to take a supplement all year round.

SACN's review concluded that these at-risk groups include people whose skin has little or no exposure to the sun, like those in care homes, or people who cover their skin when they are outside.

People with dark skin, from African, African-Caribbean and South Asian backgrounds, may also not get enough vitamin D from sunlight in the summer. They should consider taking a supplement all year round as well.

## Nutrition: Describe functions of nutrients in the human body.- **MACRONUTRIENTS**

	Nutrient	Source	Function (need for)	Effects too little (deficiency)	Effect of too much (access)
<b>MACRONUTRIENTS</b>	<b>Carbohydrates</b> <a href="#">Click here to see a video.</a>	<p><b>Starches</b> – found in cereal grains such as rice, wheat, oats, plus starchy tubers (potatoes and sweet potatoes) and vegetables (carrots, beets, corn)</p> <p><b>Sugars</b> – lactose found in milk and dairy, fructose found in honey, fruits and some vegetables (peppers, tomatoes etc.)</p>	<p><b>Two types:</b></p> <p><b>1. Starchy (complex)</b> provide energy when broken down – <b>slow release energy</b> to the body (wholegrain provide slower release carbohydrates)</p> <p><b>2. Sugary (simple)</b> provide quick release energy to the body's' cells.</p>	<p>Deficiency of carbohydrates is extremely rare in the UK.</p> <p>Long term lack of carbohydrates in the diet can cause Ketosis – a condition where the body switches to using protein as an energy source.</p> <p><b>Visible symptoms-</b> lack of energy and weight loss.</p> <p><b>Non- visible symptoms-</b> Not enough fibre from wholegrains foods leads to constipation and other intestinal problems.</p>	<p>If not used for energy it becomes stored as fat. <b>Visible symptoms</b> weight gain and obesity.</p> <p><b>Non- visible-</b> eating too much non refined(white carbs) leads to tooth decay, raising blood sugar levels and type 2 diabetes.</p>
	<b>Proteins</b> <a href="#">Click here for video</a>	<p>Come from both plant and animals sources.</p> <p><b>High Biological Value (HBV)</b> protein: Meat, fish, poultry, eggs, soya beans.</p> <p><b>Low Biological Value (LBV)</b> protein: Tofu, beans, nuts, lentils, pulses.</p> <p><b>Protein complementation:</b> eating a range of LBV sources to get all the essential amino acids.</p>	<p><b>Protein is needed for growth and repair of body cells. Source of energy.</b></p> <p>Protein is digested by the body into its component parts – called amino acids. There are 8 which are essential for adults and 12 for children. HBV protein foods contain all the essential amino acids.</p>	<p><b>Visible symptoms-</b></p> <ul style="list-style-type: none"> <li>Wasting of muscle &amp; muscle loss</li> <li>Oedema – build up of fluids in the body</li> <li>Slow growth in children</li> </ul> <p>Severe deficiency leads to kwashiorkor (bloating of the stomach)</p> <p><b>Non-visible symptoms-</b> weaker immune system which needs protein to function properly.</p>	<p><b>Visible symptoms</b> excess stored as fat, lead to weight gain and obesity.</p> <p><b>Non-visible symptoms-</b> Puts a strain on how well the kidneys work.</p>
	<b>Fats</b> <a href="#">Click here for video</a> <a href="#">Click here for more info</a>	<p>Butter, cheese, dairy foods including yogurt, crème fraiche, milk</p> <p>Oils, lard, suet, dripping.</p> <div style="text-align: center;">  </div>	<p>Fat is a term used to describe lipids – this can refer to solid fats and oils.</p> <p><b>Fat is broken down by the body and used for energy as a concentrated source. Also used to provide warmth when stored under the skin.</b></p> <p>Is a dietary carrier of fat soluble vitamins A, D, E &amp; K.</p> <p><b>Two types of fats:</b> Unsaturated and saturated (see below).</p>	<p><b>Visible symptoms-</b> Weight loss over time as the body uses stores of fat. Person feels cold as fat under skin acts as insulator.</p> <p><b>Non-visible symptoms-</b> Bruising of the bones as they are not protected. Lack of fat in the diet can lead to deficiencies of fat soluble vitamins A, D, E &amp; K.</p> <div style="text-align: center;">  </div>	<p><b>Common issue in the UK</b></p> <p><b>Visible symptoms-</b> Stored under the skin in adipose tissue cells, which leads to disease such as type 2 diabetes, obesity and heart disease and high bloody pressure.</p> <p><b>Non-visible symptoms-</b> Internal organs store fat which prevents them working properly. Fat blocks arteries.</p>

### Unsaturated Fat:

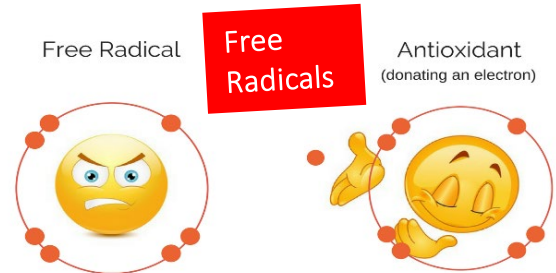
*Liquid at room temperature. Mainly from non-animal (plant) sources. Can lower blood cholesterol.*

### Saturated Fat:

*Solid at room temperature. Mainly from animal sources. \*With the exception of palm and coconut oil. Causes high blood cholesterol.*

Vitamins and Minerals are chemicals found naturally in food. With the exception of Vitamin D, which can be manufactured through the action of sunlight on the skin, vitamins cannot be made by the body, and must be provided by the diet. They are needed in minute (tiny) amounts to perform specific functions and fall into two different classes:

Water Soluble	Fat Soluble
C	A
B group	D
	E
	K



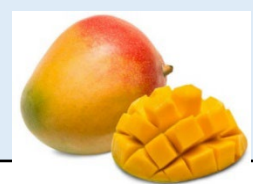
Essentially, damaged oxygen molecules with an extremely unstable atomic structure. They attack fats and proteins all over the body, especially those in membranes that line the blood vessels, the skin and other connective tissue. They can make you age a lot quicker! Anything we do to raise our metabolic rate (like exercise) accelerates the production of free radicals.

Water Soluble	Needed For (function)	Found In	Deficiency/ Excess AC1.3 Explain characteristics of unsatisfactory nutritional intake.
<b>C Antioxidant</b>	Normal structure and function of connective tissue e.g. collagen. Helps healing process. Antioxidant (protects from free radicals). Helps absorb iron in the body. Improves immune system.	Main sources from plants – fruits and vegetables. Milk and liver contain small amounts.	<b>Deficiency</b> - Scurvy, very rare symptoms include bleeding gums, wounds not healing properly, tiredness. Lack of vitamin C effects absorption of iron. <b>Excess is eliminated from the body within 24 hours so not a problem.</b> However large amounts can cause stomach pain and diarrhoea.
<b>B1 Thiamin</b>	Normal function of the nervous system and heart. Releases energy from carbohydrates.	Whole grains, meat, flour and breakfast cereals.	<b>Deficiency</b> -Beri-beri (disorder of the nervous system). <b>Excess</b> -body excretes it. Very rare unless taking supplements.
<b>B2 Riboflavin</b>	Release of energy from carbohydrates, fats and proteins. Maintains healthy skin, eyes, nervous system and mucous membranes.	Milk, eggs, green vegetables, cererals.	<b>Deficiency</b> - Dry cracked skin around the mouth and nose. <b>Excess</b> -body excretes it.
<b>B3 Niacin</b>	Energy releasecarbohydrates, fats and proteins. Maintains healthy skin, digestive system and nervous system.	Milk, eggs, cheese, meat.	<b>Deficiency</b> - disease pellagra. Symptoms can include dermatitis, dementia and diarrhoea. <b>Excess</b> -Can cause liver damage
<b>B9 Folate</b>	Works with B12 to make red blood cells and nervous system. Reduces risk of nervous defects in unborn babies.	Green leafy vegetables.	<b>Deficiency</b> - can lead to anaemia. Symptoms can include insomnia, depression and forgetfulness. <b>Excess</b> -body excretes it.
<b>B12 Colbalbumin</b>	Releases energy from food. Maintains normal structure of nerves. Processes folic acid (which helps make healthy red blood cells).	Animal sources – milk, meat and eggs. Some algae and bacteria can produce B12.	<b>Deficiency</b> -Pernicious Anemia (rare), may be found in vegetarians and vegans. Symptoms are tingling, numbness and memory loss. <b>Excess</b> -body excretes it.

Nutrition: Describe functions of nutrients in the human body - **MICRONUTRIENTS**



Fat Soluble	Needed For (function)	Found In	Deficiency/ Excess
<b>A</b> <b>Antioxidant</b>	<ul style="list-style-type: none"> <li>• Needed for structure and functioning of the skin and mucous membranes.</li> <li>• Cell differentiation (growth and development of the body).</li> <li>• Helps with vision in dim light and colour vision</li> <li>• Keeping the immune system healthy.</li> </ul>	Dairy Products Dark Green Veg Orange coloured fruit and veg Fish Oils and Liver	<b>Deficiency</b> -Poor vision, night blindness. <b>Excess</b> - stored in the liver and too much can be toxic.
<b>D</b>	<ul style="list-style-type: none"> <li>• Needed for the absorption of calcium and phosphorus from foods.</li> <li>• Healing broken bones.</li> <li>• Developing and maintaining healthy bones and teeth.</li> <li>• Preventing bone diseases such as rickets and osteoporosis.</li> </ul>	Fish Oils Dairy Products Sun Light Absorption. Often added to cereal and margarine.	<b>Deficiency</b> -Rickets (soft deformed) Osteomalacia (weak bones) <b>Excess</b> : build up of calcium, poor appetite, vomiting
<b>E</b> <b>Antioxidant</b>	<ul style="list-style-type: none"> <li>• Helps maintain healthy skin and eyes and strengthen the body's natural defence against illness and infection.</li> <li>• Forming red blood cells.</li> </ul>	Dairy Products Dark Green veg Nuts	<b>Deficiency</b> - Rare- Age quickly, Wrinkles Skin loses elasticity. <b>Excess</b> - In very large doses may interfere with absorption of vitamin A. Loss of appetite.
<b>K</b>	<ul style="list-style-type: none"> <li>• Needed for clotting of blood and is also required maintaining healthy bones.</li> <li>• Infants are given vitamin K at birth.</li> </ul>	Dark Green Veg Fish, liver, fruit	<b>Deficiency</b> - Hemorrhages- ruptured blood vessels. <b>Excess</b> - Unknown



Nutrition: Describe functions of nutrients in the human body - **MICRONUTRIENTS** Click [here](#) to watch a video on Vitamins and minerals

	<b>Nutrient</b>	<b>Function (need for)</b>	<b>Source</b>	<b>Effects too little (deficiency)</b>	<b>Effect of too much (access)</b>
<b>MINERALS</b>	<b>Iron</b>	Needed to make haemoglobin in red blood cells which transports oxygen around the body. Also removing waste substances from the body.	Haem iron found in meat, offal Non-haem iron found in wholegrain foods, leafy green vegetables, fortified breakfast cereals Iron is only absorbed in the presence of vitamin C.	Iron deficiency anaemia is the most common dietary deficiency in the UK. <b>Visible Symptoms</b> include tiredness, paleness, lethargy. Weak and splitting nails.	Side effects of taking high doses (over 20mg) of iron include constipation, vomiting. Very high doses of iron can be <b>fatal</b> , particularly if taken by children, so always keep iron supplements out of the reach of children
	<b>Calcium</b>	Needed by the body to build strong bones and teeth. Essential for blood clotting process and blood pressure. Essential for nerve signal transmission and muscle contraction. The skeleton contains about 99% of the body's calcium	Dairy foods including milk, yogurt, cheese, butter Dark leafy green vegetables, Fish with edible bones including sardines and pilchards Non-dairy milks fortified with added calcium	<b>Visible symptoms</b> Lack of calcium in children can cause <b>Rickets</b> . This is wear children's bones are weak and soft causing them to be deformed. <b>Osteoporosis</b> (brittle bones) in adults later on in life when bone density is less. • To find out more click <a href="#">here</a> <b>Non-visible symptoms</b> • Bones and teeth weaken, • Nerves and muscles don't work properly. • Blood will not clot and form a scrap after an injury.	Hypercalcemia is a condition in which you have too high a concentration of <b>calcium</b> in your <b>blood</b> .
	<b>Sodium</b>	Controls the amount of water in the body Makes nerves and muscles work properly.	Salted foods, yeast extract, stock cubes, gravies, seasonings, snack foods, canned fish, bacon, ham, fast foods, ready meals, baking powder and takeaway foods.	<b>Visible symptoms:</b> • Unlikely, but can be caused by excessive sweating or vomiting and diarrhoea • Muscle cramps, weakness	<ul style="list-style-type: none"> <li>• Water retention and swelling</li> <li>• High blood pressure</li> <li>• Heart problems</li> <li>• Headaches</li> <li>• Guideline is 6g for adults</li> <li>• 4g for teenagers</li> </ul>

## Special Diets: Compare the nutritional needs of different groups of people.

**Nutrition** through life differs mainly due to the need for energy and protein for growth and development – in younger age groups, growth and development occurs, in older age groups only maintenance of the body is required, therefore protein and energy requirements are reduced.

**GENDER** affects nutritional requirements after puberty – before puberty male and female requirements are the same. Puberty causes girls to begin menstruation, increasing their iron needs, which remain higher than men until the menopause which occurs around 50 years of age. Generally males are physically larger than females and therefore need to consume more energy and protein on a daily basis.

**PHYSICAL ACTIVITY LEVEL** affects a person's energy requirements. The more active a person is, the more energy they need. It is recommended that extra energy requirements come from extra starchy carbohydrate in the diet. Increased PAL could be from having an active job or from playing lots of sport.

Click [here](#) to find out more life stages and diets

<p><b>Babies and Toddlers</b></p> <ul style="list-style-type: none"> <li>• Milk only for first 4-6 months</li> <li>• Weaning occurs from 6 months – introduce a wide variety of textures and colours</li> <li>• Avoid nuts (choking hazard), salt and sugar.</li> </ul> <p><b>Pre-school children</b></p> <ul style="list-style-type: none"> <li>• Balanced diet needed – in line with Eatwell Guide from 12 months</li> <li>• High needs for energy and protein due to rapid growth and constant movement</li> <li>• Full fat dairy products should be consumed</li> <li>• Salt and sugar should be avoided</li> </ul>	<p><b>Children</b></p> <ul style="list-style-type: none"> <li>• Balanced diet needed – in line with Eatwell Guide from 12 months</li> <li>• High needs for energy and protein due to rapid growth and constant movement</li> <li>• 5-a-day is recommended.</li> <li>• Energy requirements increase because they grow quickly and become active.</li> <li>• Good supply of protein, calcium, iron, vitamin A and D, as part of a healthy, balanced diet</li> <li>• Calcium and vit D for healthy tooth development, and strong bones.</li> <li>• Limit sugary carbohydrates such as sweets -tooth decay.</li> <li>• Fat: small amounts for energy and insulation.</li> <li>• Young children small stomachs, small and frequent meals. No room for junk food</li> <li>• Children cannot cut food and chew as easily so need easy to eat foods</li> <li>• Avoid nuts- choking and allergy risks.</li> <li>• Children need plenty of fluid and they should be encouraged to drink regularly, especially if they are very active.</li> </ul>	
<p><b>Teenagers</b></p> <p>Increased needs for iron in teenage girls due to menstruation</p> <p>Calcium intake &amp; vitamin D are really important to ensure Peak Bone Mass is reached – setting up bone health for life.</p> <p>Boys need extra iron initially for growth and muscles but this need decreases after age 19.</p> <p>Boys need more protein and energy than girls due to their later growth spurt</p> <p><i>Many UK teenagers are lacking in calcium, iron and vitamin A.</i></p>	<p><b>Adults</b></p> <p>Requirements do not change much between the ages of 19 to 50, except during pregnancy and lactation.</p> <p>Well balanced diet modelled on the Eatwell Guide essential.</p> <p><i>Many UK adults eat too much fat, too much salt and not enough fruit and vegetables.</i></p>	<p><b>Elderly</b></p> <p>Older adults need protein to repair worn out body cells. They need a good supply of calcium and Vitamin D in order to maintain healthy bones and teeth and iron to keep bloody healthy.</p> <p>In winter time, they may need a little more fat in their diet to provide body warmth. Fresh fruit and Vegetables are important for a good supply of vitamins and minerals.</p> <p>Old people may have digestive problems or may have difficulty cutting food (because of arthritis) or chewing food (because of false teeth).</p> <p>Examples of food suitable for the elderly = Soft foods – boiled potatoes, stew, soup, casseroles, one pot meals.</p> <p>A good supply of fibre is needed to prevent constipation in the elderly who may be less active</p> <p>Older adults may have a weaker sense of thirst. If necessary they should be helped and encouraged to drink regularly.</p>
<p><b>Pregnancy &amp; Lactation</b></p> <p>Because the body becomes more efficient at absorption during pregnancy, normal nutritional requirements apply until the last third of pregnancy, when some extra energy and calcium is required. Pregnant and lactating ladies should eat a varied diet rich in fresh fruit and vegetables and wholegrains (in line with the Eatwell Guide).</p> <p>There are some foods to avoid:</p> <ul style="list-style-type: none"> <li>• Unpasteurised milk products and undercooked meats/cured meat products – they may contain listeria which is harmful to unborn babies</li> <li>• Pate, liver and liver products – due to high vitamin A content (Vitamin A is harmful to unborn babies if eaten in large quantities)</li> <li>• Swordfish, marlin and shark as they are high in mercury which can be harmful to unborn baby</li> </ul>		

Special Diets: Compare the nutritional needs of different groups of people.

Medical Diets	Religious Diets	Ethical Diets
<p><b>Nut &amp; other allergies</b> Must avoid particular allergen, otherwise an allergic reaction may occur. Serious allergic reactions can result in anaphylaxis and even death. <b>The 14 common allergens which must be declared on menus and food packaging are:</b> Celery, Gluten, Crustaceans, Eggs, Fish, Lupin, Milk, Molluscs, Mustard, Nuts, Peanuts, Sesame, Soya, Sulphites.</p>	<p><b>Halal (Muslim)</b> Halal is Arabic for permissible. Halal food is that which adheres to Islamic law, as defined in the Koran. Haram is the opposite to Halal and describes food which is not permitted under Islamic law. Haram items that Muslims will not consumer include pork and all pork products as well a alcohol.</p>	<p><b>Vegetarian</b> Vegetarians do not eat any flesh – they do not eat meat, poultry or fish/shellfish. Vegetarians do eat dairy products and eggs (lacto-ovo-vegetarian).</p>
<p><b>Lactose intolerance - <a href="#">Link to website here</a></b> People who are lactose intolerant do not make the digestive enzyme which is needed to digest lactose (a milk sugar found in dairy products). If they consume lactose, they will experience digestive discomfort including cramps, excess wind and diarrhoea. Lactose intolerant people can consumer lactose free milk and dairy products or dairy alternatives. They must be careful to ensure they get enough calcium in their diet.</p>	<p><b>Kosher (Judaism)</b> Judaism instructs its followers to observe a kosher diet, this means no pork. Kosher food also does not mix dairy products and meat in the same meal/course. Foe example, a burger must be served without cheese.</p>	<p><b>Vegan</b> Vegans avoid consuming any animal products – including milk and dairy products, Protein is a nutrient which can be lacking in a badly planned vegan diet – vegans can eat wholegrain cereals, nuts, beans, lentils and tofu. Calcium may be lacking in a vegan diet – some vegans replace dairy with calcium fortified alternatives such as soya milk or almond milk.</p>
<p><b>Coeliac - <a href="#">Link to website here</a></b> Coeliac disease sufferers react to the presence of gluten, a protein found in wheat flour and wheat flour products. They must avoid consuming gluten. Gluten is present in any wheat flour – alternatives such as</p>	<p><b>Hindu</b> Followers of the Hindu religion do not eat Beef, as they believe it is a sacred animal.</p>	<p><b>Pescetarian</b> Pescetarians do not eat meat, but will eat fish and shellfish.</p>
<p><b>Coronary Heart Disease - <a href="#">Find out more click here</a></b> People who are diagnosed or at risk of Coronary Heart Disease are currently recommended to adopt a low sugar, low saturated fat, high fibre and fruit and vegetable Mediterranean style diet.</p>	<p><b>Buddhist</b> Buddhists are usually vegetarian and do not consume meat or fish.</p>	<p><b>Flexitarian</b> This is a new concept – followers of a flexitarian diet choose vegetarian or vegan diet meal choices for some parts of the week, in order to reduce their carbon foot print. Meat-Free Mondays campaign spearheaded this movement.</p>



Dairy free



vegan



British Heart Foundation

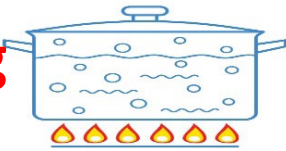
Cooking Methods

Nutrient Content Is Often Altered During Cooking

These techniques differ by water temperature:

- Poaching: Less than 82°C.
- Simmering: 85-93°C.
- Boiling: 100°C.

Cooking food improves digestion and increases absorption of many nutrients. For example, protein in cooked eggs is 180% more digestible than in raw eggs. However, several key nutrients are reduced with some cooking methods.

**Boiling** 

-100oC

- Loss of vitamins
- Softens vegetables
- Gelatinisation happens making food like pasta softer and easier for the body to use.

**Foods:** Vegetables, fish, pasta, rice,

**POACHING** 

- Enhance nutrients
- Add flavours
- Reuse nutrient stock

**Foods:** Eggs, fish, white meat chicken and fruit

**STEAMING** 

- No direct heat
- Retains nutrients
- Adds flavour

**Foods:** Vegetables, fish, meat, rice, Chinese food

When the liquid from boiling is used in things like gravy, **100% of the minerals and 70-90% of B vitamins are retained.**

Steaming is one of the **best cooking methods for preserving nutrients, including water-soluble vitamins.**

**Effect on nutrition**

- Up to **50% of Vit C** is damaged when **green vegetables** are boiled.
- Vitamins **B1, B2 and B3** are damaged by heat and dissolve in the water.
- Some **calcium and sodium** is also lost as it dissolves in boiled water.

**Starch (carbs) is gelatinised** when cooked in liquid making it easier for the body to use.

- **Boiling fish** was shown to preserve omega-3 fatty acid content significantly more than **frying or microwaving.**

**Effect on nutrition**

- Vitamins **B1, B2 and B3** are damaged by heat and dissolve in the water.

**Effect on nutrition**

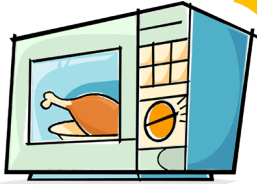
- Best method for conserving Vit C, as only 15% is lost as the food is not in direct contact with the water.



**BOTTOM LINE:** While water-based cooking methods cause the **greatest losses** of water-soluble vitamins, they have **very little effect on omega-3 fats (essential fatty acids).**

## Cooking Methods

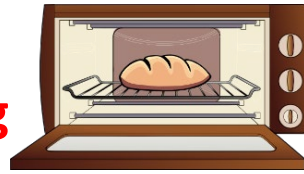
### Roasting



- Dry heat
- Cooking solid foods
- Food is often coated with oil and fat.

**Foods:** Vegetables, fish, potatoes, joints of meat,

### Baking



- Dry heat
- Not cooked in oil or covered with liquid

**Foods:** Cakes, muffins and bread

## Nutrient Content Is Often Altered During Cooking



### GRILLING

- Minimal oil
- Seal in flavour
- Reduce fat content

**Foods:** Fish, burgers, chicken, vegetables, seafood, halloumi, tofu, fruit.



### STIR-FRYING

- Minimal oil
- Nutrients intact
- Great texture

**Foods:** Vegetables, chicken, fish, sea food.

### Effect on nutrition

- High heat destroys most of Vit C.
- **Long cooking times** at high temperatures, **B vitamins in roasted meat may decline by as much as 40%.**

#### BOTTOM LINE:

Roasting or baking does not have a significant effect on most vitamins and minerals, with the exception of B vitamins.

### Effect on nutrition

- Heat can over cook protein making it difficult for the body to use.
- Damage caused to vitamin B and C.

### Effect on nutrition

- Up to 40% of Vitamin B can be damaged. Maintains other vitamin and minerals in grilling.
- High heat can easily over cook protein.

#### BOTTOM LINE:

Grilling and broiling provide **great flavour** but also **reduce B vitamins**. *Grilling generates potentially cancer-causing substances!*

### Effect on nutrition

- The fat used in cooking increases the amount of Vit A can absorb from some vegetables.
- Damage to Vitamin C and B is minimal due to short exposure to the heat.

#### BOTTOM LINE:

Sautéing and stir-frying improve the **absorption of fat-soluble vitamins**, but **they decrease the amount of vit C in vegetables.**

## Tips to Maximize Nutrient Retention During Cooking

1. Use as little water as possible for poaching or boiling.
2. Consume the liquid left in the pan after cooking vegetables.
3. Add back juices from meat that drip into the pan.
4. Don't peel vegetables until after cooking them. Better yet, don't peel at all to maximize fibre and nutrient density.
5. Cook vegetables in smaller amounts of water to reduce loss of vitamin C and B vitamins.
6. Try to finish cooked vegetables within a day or two, as vitamin C content may continue to decline when the cooked food is exposed to air.
7. Cut food after rather than before cooking, if possible. When food is cooked whole, less of it is exposed to heat and water.
8. Cook vegetables for only a few minutes whenever possible.
9. When cooking meat, poultry and fish, use the shortest cooking time needed for safe consumption.
10. Don't use baking soda when cooking vegetables. Although it helps maintain colour, vitamin C will be lost in the alkaline environment produced by baking soda.

## Factors to consider- planning suitable dishes

- The price for a meal in McDonalds would be less than in a 2 star restaurant. You are paying for the food, the service and the surroundings.
- Customers with lower disposable income are looking for good value meals at a reasonable price
- Customers with a higher disposable income may be less concerned about the price and want to try more expensive dishes.

- **Table D'Hote menu**- Fixed price for 2 or 3 courses with limited choices
  - **A la carte menu**- Dishes are individually priced and cooked to order
  - **Childrens menu**- Familiar foods in child size portions lower price
  - **Function menu**- Fixed price menu for parties and groups
- All costs must be taken into account when planning to make a profit including ingredient costs, portion sizes, staffing, heating and lighting, laundry . The establishment needs to make a profit

customers' needs

Eg pub food, needs a competent cook to prepare food and bar or waiting staff to serve the plates of food

A 2 star restaurant needs a team of skilled chefs to prepare food from scratch and skilled waiting staff to do silver service

Short time for cooking and serving = limited menu  
Long time for cooking and serving = extensive menu

Some items on a menu may need specialist equipment

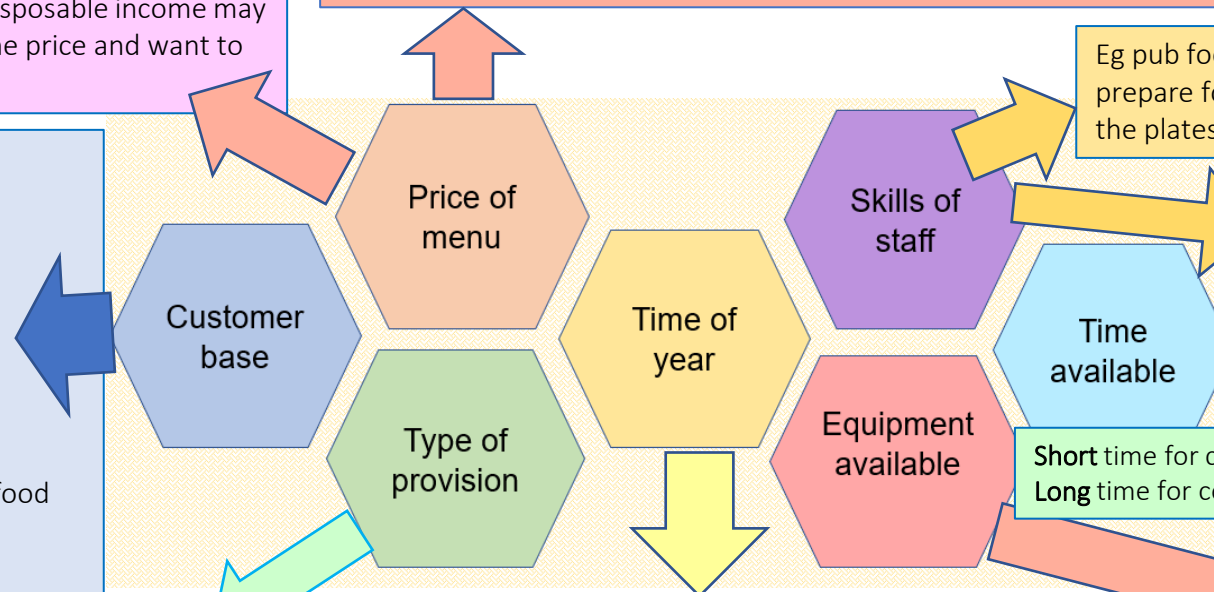
- Pizza ovens
- Deep fat fish fryers
- Wok burners
- Tandoor ovens

You can't offer food on a menu if you don't have a way of cooking it  
If you sell a lot of a dish, you may need to buy something to speed up preparation e.g. electric pasta maker

### Eat out for different reasons

- Special occasions
- Business
- Family meal
- Intimate meal
- Meals on holiday
- Regular
- Tourists
- Meal while travelling

All of these have different needs for food and service dependent on who the customer is and their needs.



You need to comment on as many of these are you can for each of your dishes.

Food in season is readily available and peak of quality and taste, lower prices, less environmental impact in transport and storage

- E.g. strawberries are in season May- September
- E.g. spring lamb February- June
- New potatoes April-July
- Bramley apples August-December
- Runner beans July – September

[Caterer link](#)

[BBC link](#)

Foods not in season have to be imported or frozen, lower quality and taste different.

Customers prefer hot food in cold weather, cold food in **hot weather.**

**Seasonal events:** Valentines day, Easter, Christmas?

## The environment

Hospitality and catering organisations need to be aware of environmental issues when running their businesses.

### Dishes

- Preparation and cooking methods
- Ingredients used
- Packaging

### Environmental issues

- Conserving energy and water when preparing food
- 3 Rs Reduce, Reuse, Recycle
- Food sustainability and provenance

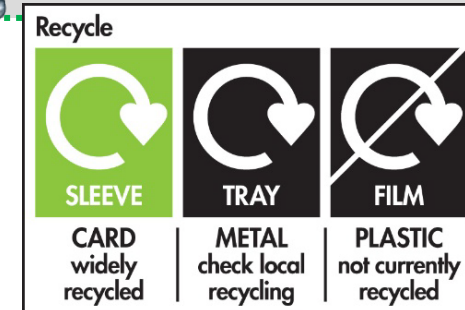


## Packaging

- When buying the ingredients, Look for ingredients that have minimum packaging
- Look for ingredients that have packaging that can be recycled
- Use reusable carrier bags to transport the ingredients after buying
- We can recycle the plastic food packaging materials – if the label says so
- We can also recycle glass from bottles and jars, paper and cardboard from packaging (recycled paper cannot be used for food products)
- Plastic and polystyrene does not biodegrade – so recycling is the best way to dispose of it
- Metal – aluminium and steel and foil from cans and foil used in food preparation can be recycled
- Use the recycling bins for packaging.

## Using ingredients

- Have the ingredients travelled from far away by environmentally damaging transport?
- Have the ingredients been processed and purified using a lot of energy carbon footprint
- Ingredients locally produced – saving food miles and environmental damage
- Organic ingredients not using excess fertilizer, pesticide or artificial hormones for animals
- Animal welfare e.g. free range or barn eggs, free range meats, organic meats
- Fruits and vegetables and meat produced locally or sustainably
- Ingredients such as cocoa, coffee, syrup produced by fair trade farmers.



## Food miles/ Carbon footprint

The distance the food or ingredients travel from production/growing to where it is consumed or sold. Transporting food long distances is harmful to the environment CO2. Some foods can't be grown in this country due to climate. Click on the foot to watch a video. Click [here](#) to find out your carbon footprint for food items.



## Preparation and cooking methods

- First in first out with ingredients in the fridge
- Do not trim and peel too much off the food- wastes food
- Conserve energy, put more than one thing in the oven, put lids on saucepans, do not put hot food in the fridge, turn off equipment when not using
- Conserve water, use minimum water when boiling (conserves nutrients too) use a bowl or plug when washing up, turn off taps
- Save peelings, bones, carcass to make stock, soup or sauce
- Use leftover bread to make breadcrumbs
- Use leftover fruit to make sauce, coulis.

## The environment

### Conserving Energy by:

- Keep equipment clean and maintained so it uses less energy including filters on ventilation and refrigeration
- Descale equipment used for boiling
- Keep lids on saucepans
- Energy efficient lighting, auto switch off
- Turn off equipment and lights when not in use
- Don't put hot food in fridges, uses more energy to cool down
- Energy efficient boilers etc for hot water, don't have water too hot (above 55 for legionella)
- Replace old equipment with more energy efficient models
- Gas heats up and cools down more rapidly but needs ventilation



### Conserving Water by:

- Taps that disperse only short bursts of water
- Motion sensor taps
- Only use minimum water to cook food
- Use a steamer instead of boiling in water
- Reduce flow of taps, use a spray head for washing
- Have taps which turn themselves off
- Use a bowl, keep the plug in when washing up
- Full loads for washing machines and dishwashers
- Serve water on tables at customer's request
- Reduce flow rate to equipment such as potato peelers
- Low flow toilets and showers
- Water metering



## Sustainability and Food Provenance

### Fair Trade foods

are bought directly from the farmer, cutting out the middle men. Farmers receive a fair and stable price for their products.



**The RSPCA Assured label** makes it easy to recognise products from animals that have had a better life. RSPCA inspect indoor as well as outdoor farms, including free range and organic. They require good water quality and careful handling which ensure the health and welfare of farmed fish.

### Soil association

Less use of artificial fertilizers or pesticides. Crops are grown in rotation, so less fertilizer is added to the soil. No Genetically modified ingredients. Animals are not overcrowded and not given drugs to make them grow faster.



### Establishments can Reduce, Reuse and Recycle by:

- Only buy what is needed for preparation,
- Storage- check temperatures, use air tight containers label food with dates, use first in first out for ingredients
- Preparation- do not over trim, use carcasses and trimmings to make soups, stocks and sauces
- Portion sizes- do not offer excessive portion sizes people will leave lots of food, wastes energy in preparing food that is not going to be eaten
- Write menus that consider using offcuts such as chicken trimmings used to make a pie
- Turn dry fruit and veg into powders and seasonings
- Turn excess fruit and veg into chutneys, sauces, jams, pickles
- Freeze leftover food until it is used as ingredient- label
- ❖ Keep food in reusable containers
- ❖ Serve water in glass bottles or carafes
- ❖ Use refillable containers for condiments, salt and pepper, sauces etc instead of single serve
- ❖ Reusable table linens and serviettes that need washing instead of disposable ones
- ❖ Use food not served to make new meals e.g. colcannon with left over potato and green veg, stir fries with small pieces of veg, trifle with left over cake, meringue with left over egg white, soup with veg and meat leftovers, Bread and butter pudding or croutons with bread.
- Recycle sturdy containers for food storage
- Send food waste to be used for compost or animal feed instead of throwing it away
- Recycle used cooking oil. Some companies collect it for free and then turn it into bio diesel
- Recycle paper, cardboard, cans, glass bottles and jars, - councils collect for recycling
- Buy recycled glass, food grade plastic containers, recycled paper
- Use the recycling bins

## How menu meets customer needs- Nutritional

### Cooking methods

Some cooking methods add fat, adding too much fat to food increase the calories (energy content) drastically and is also thought to be a risk factor in cardiovascular disease. Cooks should be minimise their use where possible.

These include:

- Frying - deep (submerging food in hot fat)
- Frying – shallow (frying food in 1cm or less of fat in a pan)
- Roasting (cooking in fat in the oven)



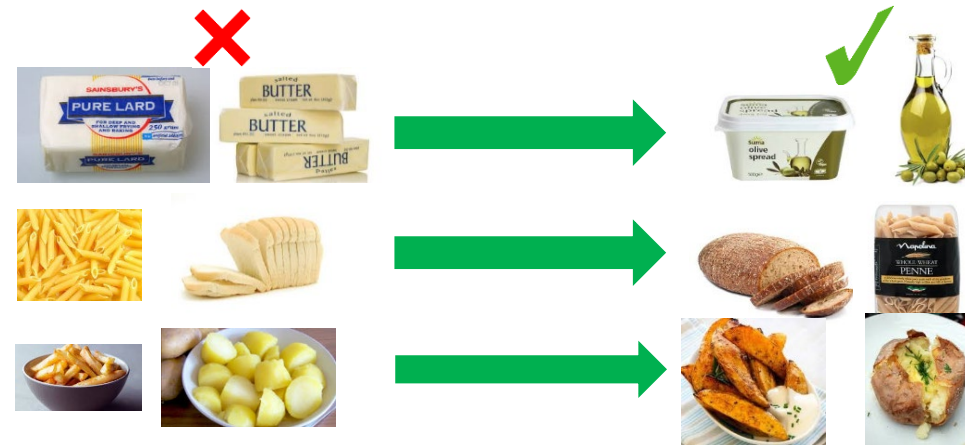
Healthier cooking methods only add small amounts of fat, or do not add fat to food at all. They can be dry (cooking without the use of water) or moist (cooking with water or steam). Healthier cooking methods include:

- Stir frying (cooking quickly in a small amount of oil at v high temps)
- Poaching (cooked gently in simmering liquid)
- Boiling (cooking food submerged in vigorously boiling 'rolling boil' water)
- Steaming (holding food above boiling water to be cooked by the steam)
- Grilling – on a cooker or on a BBQ (food cooked by radiant heat from a flame or glowing element)
- Baking in the oven (dry heat)
- Stewing (slow-cooking on hob or in slow-cooker with liquid)
- Casseroling (slow-cooking in oven with liquid)
- Braising (slow-cooking **pre-sealed** meat and vegetables in oven with liquid)



### Preparation methods

- Do not add too much extra fat when preparing/marinating or cooking
- Trim fat off excess fat from meat where possible (leaving some is fine for flavour)
- Do not add too much extra salt when seasoning/marinating foods before cooking
- Do not add too much sugar when marinating foods



### CHANGE THE INGREDIENTS USED:

- ✓ Avoid saturated fats such as butter, lard and dripping - Use heart healthy unsaturated fats such as olive oil, avocado oil
- ✓ Avoid using white flour where possible – use wholegrain or brown versions for extra fibre and B vitamins
- ✓ Leave the skin on potatoes for extra fibre and vitamin C
- ✓ Replace cream in recipes with reduced fat crème fraiche
- ✓ Replace mild cheeses with stronger ones, and use less
- ✓ REDUCE sugar content of recipes by using naturally sweet ingredients such as fruits
- ✓ Add **extra VEGETABLES, FRUITS, NUTS and SEEDS** into recipes where possible, **for extra fibre, vitamins and minerals** - these can be blended into sauces to 'hide' them for fussy eaters

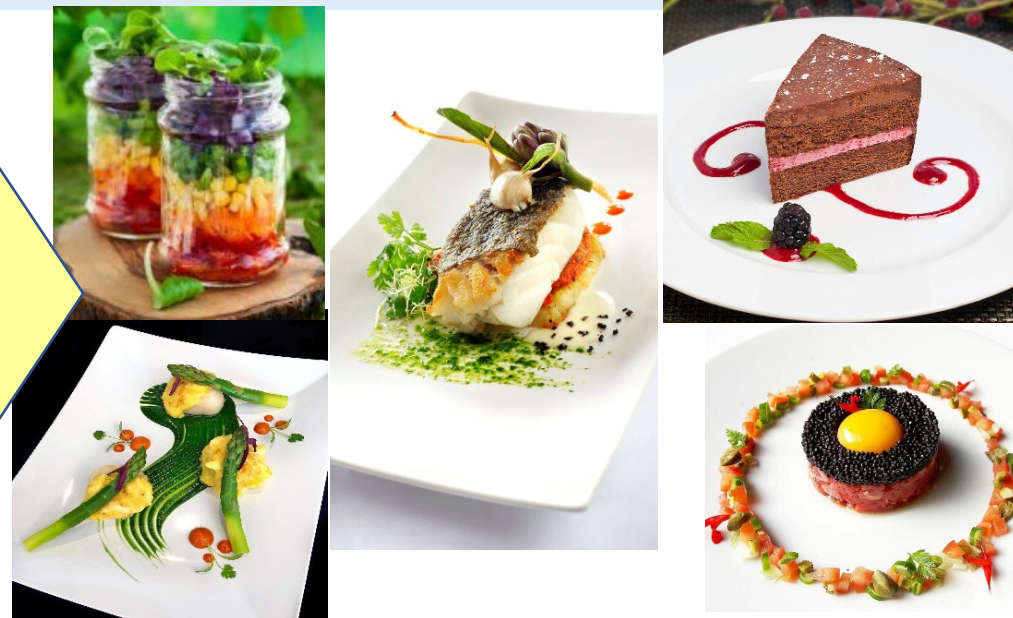
## How menu meets customer needs- ORGANOLEPTIC

Changes to make dishes healthier can affect OTHER aspects of the finished dishes in several ways....

**Organoleptic** means the qualities of food that people experience with their senses. There are 5 senses: sight, smell, taste and sound. To enable people to enjoy their food, it is important that the menu planning, preparation, cooking serving food is carried out well so that food is **appetising**.

### SIGHT: Appearance and presentation of the meal

- Adding vegetables to a dish to increase fibre, vitamins and minerals may also affect the **colour** of the dish.
- Adding greens such as green peppers or green beans will **create a fresher**, more vibrant look.
- Adding tomatoes/red peppers to a dish will make it look brighter. Remember – **contrast in colours** within a dish is good, makes dishes look more appealing and delicious!
- **Changing carbs to wholegrain or skin-on versions** may also change the colour of the dish, however this time may increase the presence of brown in the dish, which is considered a 'dead' or dull colour, and will need brightening up in other ways...
- Type of **servicing dishes**.
- **Garnishing**
- Think cut, shape and form of food.
- Make sure plates and dishes are clean
- before serving food, to remove drips and splashes.



### TOUCH: Texture (how food feels in the mouth)

- **Use fresh food**- stale food lose texture e.g. fruit, vegetables and fish.
- **Prepare food well to remove edible parts** e.g. shell, bones, stalk, tough skin.
- **Cook food well to avoid** unexpected textures e.g. lumps in a sauce, under cooked egg white, under cooked cake.
- **Cook food at correct temperature** and for correct time to allow textures to develop e.g. when melting chocolate, baking cake or bread, frying chicken.
- Reducing fat content in recipe may alter the texture, making it drier or more brittle.
- Adding vegetables or fruits to dishes can bring crunchiness, softness, chewiness.
- Changing the cooking method will also alter the texture – frying or roasting food in fat creates crispy crunchy textures, whereas replacing frying/roasting with the healthier methods of steaming, boiling, stewing etc will create soft textures. Grilling and barbecuing will also create chewy/crispy textures.

## How menu meets customer needs- ORGANOLEPTIC

### TASTE

- There are 5 basic flavours: salty, sweet, bitter, sour and umami (savoury)
- **Use fresh food**- stale food loses its flavour.
- **Cook food carefully** to avoid damaging flavours.
- **Reducing fat** content in recipe may alter the taste – it can reduce creaminess aka ‘mouth feel’.
- **Reducing the fat** content of baked goods can also alter the taste – making them taste less rich.
- **Adding vegetables** to dishes can alter the taste in many ways depending on what fruit/vegetables is added – e.g. red peppers will bring sweetness, adding kale will bring an earthy taste, adding broccoli will add a fresh taste etc...
- **Changing carbs to wholegrain** or skin-on versions will affect the taste, making the dish have a more ‘nutty’ flavour
- **Adapting the cooking method** may also change the taste of a dish:
- **Steaming or poaching** will preserve the flavours of the original food whereas barbecuing or grilling food will also impart charred flavours.
- **Sautéing vegetables** in butter or oil bring out the flavour.
- **Making stock** from meat, poultry or fish bones plus vegetables, herbs and spices.
- **Roasting root vegetables** intensifies their flavour by evaporating water and caramelising the natural sugars they contain.
- **Using natural flavours** e.g. citrus fruit zest, fresh herbs and spices.
- Avoid using too much flavouring
- Take care with delicate foods like fresh- less is more.

**Top tip: always taste test before serving- REMEMBER FOOD HYGIENE!**

Umami



Sour



Sweet



Salty



Bitter



### Five Basic tastes



### SOUND

- The sound of food can make it more appealing.
- Certain foods you expect to sound in a particular way e.g. crisp to crunch, biscuits to snap and food being fried to make a sizzling sound.
- To preserve these sounds food needs to be cooked and stored correctly to maintain its texture.



### SMELL - Aroma

- **Use fresh ingredients**- stale ones lose ability to produce aromas.
- **Using natural foods** that produce a strong aroma e.g. fresh/ dried herbs and spices, garlic orange and lemon zest and cooking methods that develop aromas e.g. grilling, roasting, baking and frying.
- Plan and **select combination of foods** to produce a mixture of aromas, but avoid using too many, as the overall effect will be spoiled.

## How menu meets customer needs- Cost

For this part you need to explain how you will keep the costs of the dishes reasonably low . Your reasons could be....

- Buy food in season so it is not imported and expensive
- Buy food locally so that you don't have to travel too far to buy it and reduces carbon footprint e.g. support local business.
- Minimise the waste produced in both food and resources.
- Control the portion size so that you do not waste food that people are not going to eat and everyone gets the same size portion.
- Not buying ready prepared ingredients because it is cheaper to prepare them from scratch.
- Buying cheaper cuts of meat, this can effect the quality and fat content.
- Buy non branded food- supermarket own brands are cheaper.
- Freeze left over foods or use in other dishes.
- Store the ingredients at the correct temperature so they don't go off.
- Buying organic, free range, fair trade foods will cost more but is better for the environment and improved taste e.g. free range eggs, chicken, chocolate, bananas.

## Portion control

Portion control is extremely important. Customers need to feel they are getting 'value for money' and having the same size portion as everyone else.

It helps the caterer when **planning** (how many portions will these ingredients make?) **calculating selling price** (how much should I charge to cover costs and make a profit?) and **avoids waste**.

Using **standard recipes** can help a caterer by determining how many ingredients will make 10, 20, 30 or more portions.

ASDA Butcher's Selection Beef Mince (Typically Less Than 20% Fat)  
1kg Price £4.00



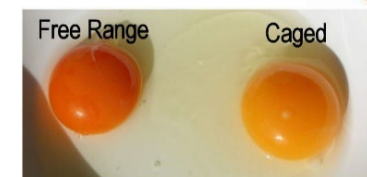
ASDA Butcher's Selection Lean Beef Mince (Typically Less Than 5% Fat)  
1kg Price £6.19



ASDA Extra Special Aberdeen Angus Mince  
500g Price £4.00



The **quality of the product** can affect its price and therefore can affect which people choose to purchase it. To the left are three minced beef packets from ASDA. The cheapest is a 20% fat mince, the next a 5% fat mince and the most expensive is made from an Aberdeen angus cow – one of the most luxurious beef products.



## Production Plan – 2 dishes dovetailed together

### Mise en pace (preparation)

- Wash hand, tie up hair/ hair net, remove all jewellery
- Clean apron on
- Collect ingredients from the fridge, freezer, store cupboard.
- Weigh and measure
- Wash vegetables
- Peel and chop
- THINK everything before you combine ingredients.



### Special points

- Coloured chopping board – use correct colour
- High risk food in fridge until ready e.g. chicken
- Use bridge and claw technique to prevent injury.
- Wash hands to prevent cross-contamination.
- Dough should bounce back when pressed, if not, continue kneading.
- Make sure knives are cleaned separately to prevent cuts.
- Use hot washing up liquid to kill off bacteria such as E. Coli. Temperature of water needs to be
- Use oven gloves to prevent burns.
- Dough needs to double in size, if not prove longer
- Ensure plate is clean to prevent food poisoning.
- Ensure garnishes are free from soil to prevent contamination from Clostridium Botulinum. Are they cut evenly?
- Wash all vegetable to remove soil and prevent E.coli
- Ensure table top is clean before rolling to prevent cross contamination.
- Temperature of cooked food 75 c for at least 2 minutes using a food probe (kills bacteria)
- Correct storage- fridge, freezer when and why
- Food waste- scrap all mixture off the bowl to prevent this.

### Contingences:

- Include spare ingredients encase it goes wrong, a range of serving dishes to choose from.
- Explain what you would do if its not cooked properly i.e. cook it for 5 minutes longer and then test.

### Plating and severing (last box on plan)

- Allow at least ten minutes at the end.
- Explain what you will serve it on.

## Example of Production Plan

### Ingredients for dish 1

#### Starter: Carrot soup with crotons

- 450g carrots peeling and chopped, etc,

### Ingredients for dish 2

#### Main: Sheppard's pie

- 250g white potatoes
- Etc.



### Equipment

- Chopping board, peeler, Saucepan, Peeler etc.
- You need to list everything you will use. Even better if you can colour code.

Time	Method	Special points & contingences
8.30	<b>Mise en place.</b> Set up table. Collect serving dishes. Peel and chop potatoes. Prepare garnishes and decorations (whip cream, fan strawberries). Chop parsley. Peel and chop onion, dice bacon, chop mushrooms. Tidy table for starter.	Refrigerate perishables (chicken and cream). Potatoes in water to prevent discolouration. Light oven Gas 6 or 200C.
9.00	<b>Gateaux-</b> make sponge using whisking method. (Whisk eggs and sugar till thick, fold in flour). Divide between 2 tins.	Fold in gently. Bake- Gas 6 – 20 mins.
9.20	<b>Chicken chasseur,</b> fry chicken to seal. Remove and place on plate. Fry bacon and onion, add flour, tomatoes, stock, puree etc. Re-add chicken pieces and mushrooms. Simmer.	Use tongs to turn chicken. Very low heat for at least 45 mins.
9.40	<b>Check gateaux base-</b> remove from oven if cooked. Turn onto wire rack.	Should feel 'springy' in centre. Use oven gloves.
9.45	Wash up. Put potatoes onto boil, once boiling reduce the heat and simmer. Simmer 20 mins on low heat.	Stir chasseur. Add tsp salt.



The Mycenaean Age is named after the city of Mycenae in Greece and describes the period when several cities in the Greek world were at their most powerful. It lasted from 1600-1150 BC (Bronze Age). It can be separated into three major phases: The Early Period, The Palatial Period and the Later Period.

## Mycenae

Mycenae was home to King Agamemnon who led the Greek army during the Trojan War. The Greeks believed that it was founded by Perseus and that he received help from the Cyclopes because building such a structure was thought to be impossible without any help.

**Lion Gate** - This was the main entrance to the city and was built when Mycenae was at its most powerful. Upon it was carved a relief sculpture of two lions facing inwards. This was intended to show solemnity and majesty.

**Sally-Ports:** Important defensive structures which allowed passageways for defenders to rush out and attack their enemies.

**Corbelling:** A technique used to span a gap between two walls by placing larger blocks of stone upon each other, creating a vaulted effect.

**Cistern:** This collected water from the spring that was closest to the city and was important because it allowed for the Mycenaeans to have a supply of water in the instances of a seize.

**Cyclopean Walls** – The walls were around 12metres high, providing an excellent source of protection. They were named after the Cyclopes, who were giants believed to be capable of lifting such structures.

**Graves and Tombs** - Grave Circle B contains the oldest tombs. Grave Circle A is believed to have been a royal burial site because of the vast quantities of expensive items found there, including large amounts of gold. The improvements to Grave Circle A were intended to honour previous rulers. The Treasury of Atreus – Tombs of Aegisthus and Clytemnestra – were found outside the city. This was a tholos tomb that did not house both their bodies, although it has been suggested that this was the tomb of Atreus.

Analysis for which features of Mycenae are important and why? ‘Sally Ports were an important defensive measure for the city because they allowed defence to be maintained through allowing passage-ways for the defenders to attack their enemies. This was important as they remained invisible to attackers so they could not be seen, thereby providing maximum protection prior to being attacked’.

## Tiryns

Tiryns was founded by Proitos and was supposedly the birthplace of Heracles, the most famous of the Greek heroes.

The main entranceway to the city was via the Cyclopean Ramp. The western wall had a deliberate curve known as a bastion.

The palace was built on the Upper City, which was the highest point of the city and protected by its own walls.

Some of the most famous frescoes have been found at Tiryns; it is also famed for its galleries, which were built into the outer walls of the city. These were connected to rooms that were used for storage purposes – this would have been especially useful in times of conflict.

The tholos tomb found close to Tiryns was built into a hillside. Inside, it is suggested that there may have been an altar.

## Troy

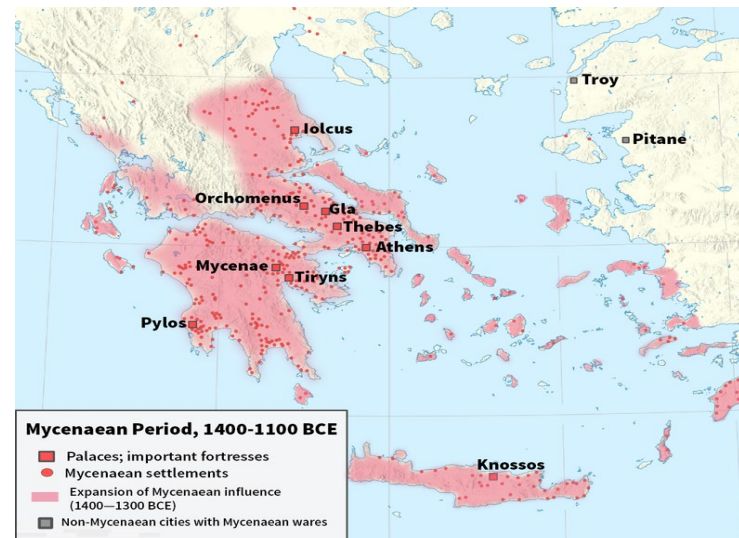
It is believed that Homer’s story of the Trojan War was based on a series of conflicts over a longer period of time. As Troy was rebuilt on each previous version of the city, Troy VI and Troy VIIa are considered to be the two that could have existed at the time Homer was writing; Troy VIIa is more favoured as being Homer’s Troy.

Troy VI

- Destroyed in 1250 BC; the Trojan War took place around 1200 BC
- It was a rich city with numerous large houses
- The walls were tall and this matches the references in the *Iliad*
- It had a population of 10,000 matching with the description that it was a thriving city
- BUT
- It is believed to have been destroyed by an earthquake and not the fire suggested by literature

Troy VIIa

- It had large towers
- It had single-storey houses which were crowded together and built in a short period of time, linking with the idea of emergency housing
- Storage jars were found deep underground, perhaps suggesting that they were attempting to store food
- It was destroyed by a large fire
- Partial human remains have been found – they could have died in warfare
- Three bronze arrowheads have been found
- BUT
- The houses being crammed together may imply that the city was poor – not rich as described by Homer
- The sunken jars may further link to the idea of Troy being a poor city as people may have had a lack of space to keep and store food





**Root:** Mort

**Meaning:** Death

Immortal

**Mortality**

Immortality

Vocabulary List:

1. Mycenaean
2. Fresco
3. Citadel
4. Minoan
5. Megaron
6. Corbelling
7. Stele
8. Cistern
9. Significance
10. Compare

**Fine Artists**

HR Geiger  
Harry Jones  
Morysetta  
Aashok Gulati  
Pannaphan  
Yodmanee  
Pandora Mond



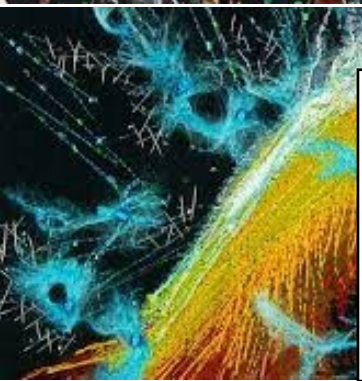
Outer space  
Space Queen  
Vortex  
Connections  
Creation  
Exploration

**Prepare for Lift Off!**



**Textile Fashion Designers**

Iris Van Herpen Kurita Kaku Andre Courreges  
Alexander Mc Queen Paco Rabanne  
Pierre Cardin Nora Fok Huessein Chalayan





Root:  
Meaning:

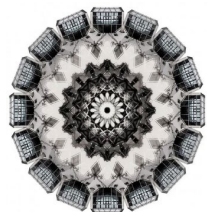
Keystone Vocabulary:

1. Universe
2. Wanderlust
3. Moonlight
4. Explosion
5. Creation
6. Astronaut
7. Space travel
8. Vortex
9. Black hole
10. Galaxy



## What to include in an artist analysis

- What kind of photographs does the artist produce? What is in the image?
- What camera techniques do you think they have used? You might be able to find out for definite by researching on their website, if you can't make an educated guess.
- What editing has been used and how effective is it?
- What might the photographer want you to think about? Is he/she communicating a message/meaning?
- What is the mood or atmosphere in the picture? How is it created?
- Comment on the lighting and shadows. Are they natural? How might they have been created?
- Look at the use of colour. Comment on the brightness/ dullness/ contrast etc. and the effectiveness of the colour scheme.
- Refer to a specific image. Analyse it. Ask yourself why the photographer has done things the way he/she has.
- Add your opinion of the artists work. What do you like about the work? What techniques do you want to try? How will this artist influence your photoshoot?



## Artists

- Suzanne Saroff
- Bruce Boyd
- Cory Stevens
- Reynald Drouhin



## What to include in an annotated contact sheet

- Explain what has worked well in the photoshoot
- Explain what hasn't work in your photoshoot
- Discuss the lighting and composition that you have used
- How could you improve your photoshoot if you were going to do it again?

## What to include when writing about your favourite images

- Why are these your favourite?
- How do they relate to your artists?
- Do the photos follow your plan?
- How are you going to edit these photos?

### AO1

Develop ideas through investigations, demonstrating critical understanding of sources

### AO2

Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes

### AO3

Record ideas, observations and insights relevant to intentions as work progresses

### AO4

Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language



Root: Com  
Meaning:

### Vocabulary List:

1. Distort
2. Analysis
3. Composition
4. Communication
5. Influence
6. Atmosphere
7. Technique
8. Annotate
9. Hue
10. Saturation
11. Curves
12. Gradient
13. Pattern
14. Viewpoint
15. Converging Lines
16. Geometric
17. Develop
18. Refine
19. Adjustment
20. Overlap

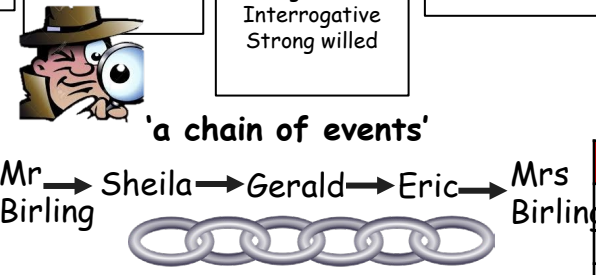
**Context and authorial intent: Enrich your explanations with this!**

- Written in 1945 yet set in 1912, 2 years before WW1. Priestley crafted the play this way as he didn't want life after WW2 to mirror life after WW1.
- He writes on behalf of the socialists (Labour party) wanting equality and explores the divide between Capitalism and Socialism as the Capitalists (ruling class) saw no need to change and help society
- Women were considered subordinate to men. All a well off women could do was get married; a working woman was seen as a poor person, and as a result the Suffragette movement was in progress fighting for equality for women.
- There were millions of people like Eva with 8 million earning less than 25 shillings a week.

**Characters and their characteristics**

<p><b>Mr Birling</b> True capitalist Narcissistic Selfish Pompous Foolish Superior Ignorant Assertive Pretentious Stubborn Condescending</p>	<p><b>Mrs Birling</b> Prejudice Ignorant Pretentious Insensitive Hypocritical Stubborn Brazen Condescending Impudent uncharitable</p>	<p><b>The Inspector</b> Ethereal Calming Dominant Imposing Emotive Prophetic Interrogating Omniscient mouthpiece</p>	<p><b>Sheila</b> Materialistic Childish Naïve Vindictive Emotional Sheltered Compassionate Empathetic Influenced Intuitive Enlightened Interrogative Strong willed</p>	<p><b>Eric</b> Insecure Elusive Rebellious Sullen Abusive Empathetic Dependant Irresponsible Crude</p>
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<p><b>Gerald</b> Aristocratic Privileged Charming Dishonest Evasive Remorseless Selfish Unrefined</p>	<p><b>Eva</b> Strong willed Neglected Victimised Exploited Innocent Desperate Integrity Hardworking</p>
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Theme:	Quotation & relevance in the novel:
<b>Social Responsibility</b>	'everybody has to look after everybody else, as if we were mixed up together like bees in a hive, community and all that nonsense.' <i>Birling dismisses the idea of community</i>
<b>Equality / inequality</b>	'as if a girl of that sort would ever refuse money!' This demonstrates Mrs Birling's clear class prejudice. Words like 'that' and 'sort' suggests Mrs Birling believes Eva belongs to different category of human.
<b>Gender divide</b>	'When you're married you'll realize that men have important work to do sometimes have to spend nearly all their time and energy on their business. You'll have to get used to that, just as I had.' Mrs Birling reminds us of the clear hierarchal distinction between men and women.
<b>Generation divide</b>	'I don't believe I will' (half playful, half serious) Sheila's response to the above quotation confirms that Priestley wants his play to break this patriarchal cycle and by the end of the play Sheila certainly does
<b>Change/ learning</b>	'And I tell you that the time will soon come when, if men will not learn that lesson, when they will be taught it in fire and blood and anguish' Priestley is using the play to express a political and didactic lesson to his audience. It reinforces the idea that the natural consequence of a society who doesn't support each other is war and conflict
<b>Morality</b>	'We are members of one body' The Inspector stresses the fact that all people in society should share responsibility for one another. It is at the crux of the play's moral and didactic message.

**Evaluative Sentences in action:**

**Despite** Sheila's materialistic and self righteous attitude at the start, she is somewhat enlightened by the Inspector and changes into a compassionate and optimistic woman.

**Whilst** some people may criticise Gerald for his affair with Eva (Daisy Renton) and his evasive attitude, he does redeem himself in the eyes of the audience by becoming more open and honest.

**Not only** does the Inspector take on the role of a typical police offer, interrogating the Birling family , **he also** becomes a vehicle to catalyse change in perceptions of responsibility

Key terminology:	Definition:
Didactic	intended to teach, particularly in having moral instruction as an <u>ulterior</u> motive.
Dramatic Irony	a literary technique, originally used in Greek <u>tragedy</u> , by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character. E.g 'The German's don't want war!'
Capitalism	an economic and political system in which a country's trade and industry are <i>controlled by private owners</i> for profit.
Socialism	A social and political theory that calls for <i>public</i> rather than private ownership or control of .property and natural resources.



Root: Sub  
Meaning: Under

- |                |               |
|----------------|---------------|
| 1. Subverts    | 6. Aristocrat |
| 2. Subjugated  | 7. Hierarchy  |
| 3. Subservient | 8. Emblematic |
| 4. Microcosm   | 9. Malevolent |
| 5. Patriarchal | 10. Archetype |

# Knowledge Organiser: English / Year 11 / Autumn 2 / A Christmas Carol

## Context and authorial intent:

- Through the **allegorical novella**, Dickens intended to draw readers' attention to the **plight of the poor** and to highlight the **hypocrisy** of Victorian society during **the Industrial Revolution**
  - Dickens' deep social commitment and awareness of social issues originate from his traumatic childhood: his father was **imprisoned for debt**, and he was forced to work in a shoe-blacking factory
  - **Poor Law Amendment Act: 1834** allowed the poor to receive public assistance only if they endured the appalling conditions of the the workhouse
  - Dickens **criticises Malthusian** attitudes which viewed the poor as a 'surplus' burden
  - Christmas traditions popularised by Queen Victoria in the 19<sup>th</sup> Century
- Does Dickens: condemn/ criticise/ expose/ question/ celebrate/ warn?**

## Key characters and vocabulary :

### Scrooge

- Miserly
- cantankerous
- Recluse
- Misanthropist
- Callous
- Ignorant
- Selfish
- Represents politicians like Thomas Malthus
- Avarice
- Exploitative
- feared
- Sinner
- Repents



### Bob Cratchit

- Emblematic (Face of the poor)
- Hardworking
- Positive
- Polite
- Exploited by Scrooge
- Appreciative

### Marley's ghost

- sinner
- Avaricious
- Appears as a warning
- Chained symbolically
- Regretful

### Belle

- Scrooge's ex fiancé,
- emblematic of Scrooge's **avarice** taking 'root'.
- Deeply loved Scrooge

### Tiny Tim

- Positive
- Cheerful
- Generous
- Well loved
- Timothy= God's honour

### Fred

- Kind
- Considerate
- Welcoming
- A foil character to Scrooge
- Optimistic
- Appreciative
- Understands the importance of Christmas, giving and family



### Fezziwig

- Scrooge's former employer
- Kind
- Fair
- Benevolent
- A foil character to Scrooge
- Humble
- Exuberant
- Respects all

**Ghost of Christmas Past** = Memory, regret and knowledge

**Ghost of Christmas Present**= Abundance, celebration and goodwill

**Ghost of Christmas Yet to come** = Isolation uncertainty and death

Theme:	Quotation
Isolation	"I wish to be left alone," said Scrooge. 'A solitary child, neglected by his friends, is left there' 'as solitary as an oyster.' 'Scrooge took his melancholy dinner in his usual melancholy tavern.'
Social Injustice/ poverty	'the treadmill and the poor law are in full vigour then?' said Scrooge 'a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds.' "Every person has a right to take care of themselves. He always did."
Importance of family	"I want nothing from you; I ask nothing of you; why cannot we be friends? 'Then all the Cratchit family drew round the hearth, in what Bob Cratchit called a circle'
Celebration and goodwill	'Oh what a wonderful pudding! Bob Cratchit regarded it as her greatest success" 'Come in and no me better man!'
Redemption / change	'I will honour Christmas with all my heart and live in the past present and future.' 'I am as light as a feather.' And to Tiny Tim he became a second father.'
Greed/ Ignorance	'Tight fisted hand at the grindstone.' 'Are there no workhouses , are there no prisons?' 'Scrooge had a very small fire, but the clerk's fire was so very much smaller that it looked like one coal'

Key terminology:	Definition:
Diatribes	a <u>forceful and bitter</u> verbal attack against someone or something.
Pathetic fallacy	the attribution of human feelings and responses to <u>inanimate</u> things or animals, especially in art and literature.
Parallel structure	Staves 1 and 5 follow the same patten. Scrooge sees the same people/ visits the same places in the same order yet this time he changes his attitude.
Asyndetic Listing	A list broken up by commas. Dickens uses heavily descriptive language to bring characters and settings to life.

## Sentences in action:

**The reader is caught between... The reader is caught between outrage** at Scrooge's callous behaviour in Stave 1, and sympathetic support for Scrooge as he embraces his path to redemption.

**not only but also...** Dickens uses Marley's Ghost **not only** as a cautionary tale for Scrooge, **but also** to establish the concept of religious justice.

**Perhaps Dickens \_\_\_to criticise/ to warn... Perhaps Dickens** highlights social injustice **[to criticise** the corrupt capitalist system]**]/[to warn** against the destructive nature of ignorance].

**Despite** Scrooge's 'tight fisted' nature at the start of the novella, he goes on to experience a great journey of change.



Root: Sub  
Meaning: Under

### Keystone vocabulary

1. Archetype
2. Benevolent
3. Philanthropist
4. Allegory
5. Opulence

### SET PIECE ONE - BADINERIE BY BACH

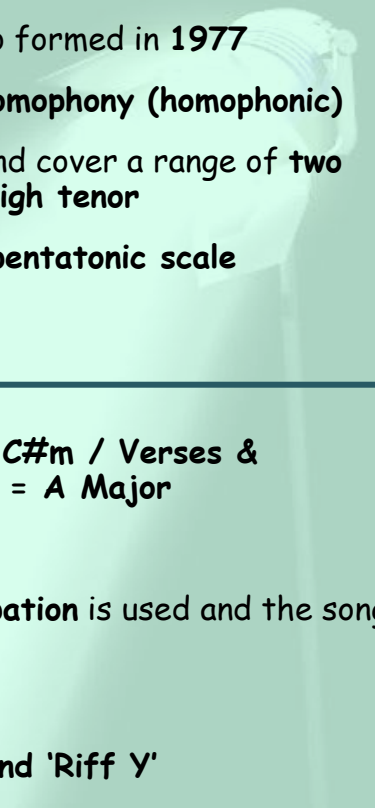
- Written by **Johann Sebastian Bach**
- One of the most significant figures in the **Baroque Era (1600 - 1750)**
- Written for **flute, violins 1 and 2, viola and basso continuo**
- The tonic key is **B minor**

- Most of the rhythmic movement is based on **quavers** and **semiquavers**
- The **texture** is largely **melody-dominated homophonic (homophonic)**
- The **flute** provides most of the **melodic material**
- Based on **two short motifs** - 'Motif X' and 'Motif Y'
- Frequent **trills, appoggiaturas and sequences**
- **Binary form**

### SET PIECE TWO - AFRICA BY TOTO

- **Toto** are an **American Rock band** who formed in **1977**
- The **texture** is **melody-dominated homophony (homophonic)**
- Vocal melodies are mostly **conjunct** and cover a range of **two octaves**. Jumping from **baritone** to **high tenor**
- Some of the **melody** is based on the **pentatonic scale**

- Lots of **modulation** - **Intro & Link = C#m / Verses & Instrumental = B Major / Choruses = A Major**
- **2/2 time signature**
- **Quaver rhythms** are common, **syncopation** is used and the song is **riff based**
- **Structure** is **verse - chorus form**
- Features **two main riffs** - 'Riff X' and 'Riff Y'



### BADINERIE - BACH

#### Section A

Bm - A Major - F#m  
(dominant minor)

#### Section B

F#m - Em - D Major - Bm

### AFRICA - TOTO

#### Chorus

F#m - D - A - E

### LINKS TO MUSIC



SCAN ME

Bach - Badinerie



SCAN ME

Toto - Africa

# Music / Year 11 / Term 1 / Theory & Appraising

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**Autumn 1**

**Root:** Tele

**Meaning:** Far

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**Autumn 2**

**Root:** Sect

**Meaning:** Cut

## Vocabulary List:

1. Telecaster
2. Section
3. Modulation
4. Homophonic
5. Melody
6. Riff
7. Trills
8. Appoggiaturas
9. Sequence
10. Binary Form