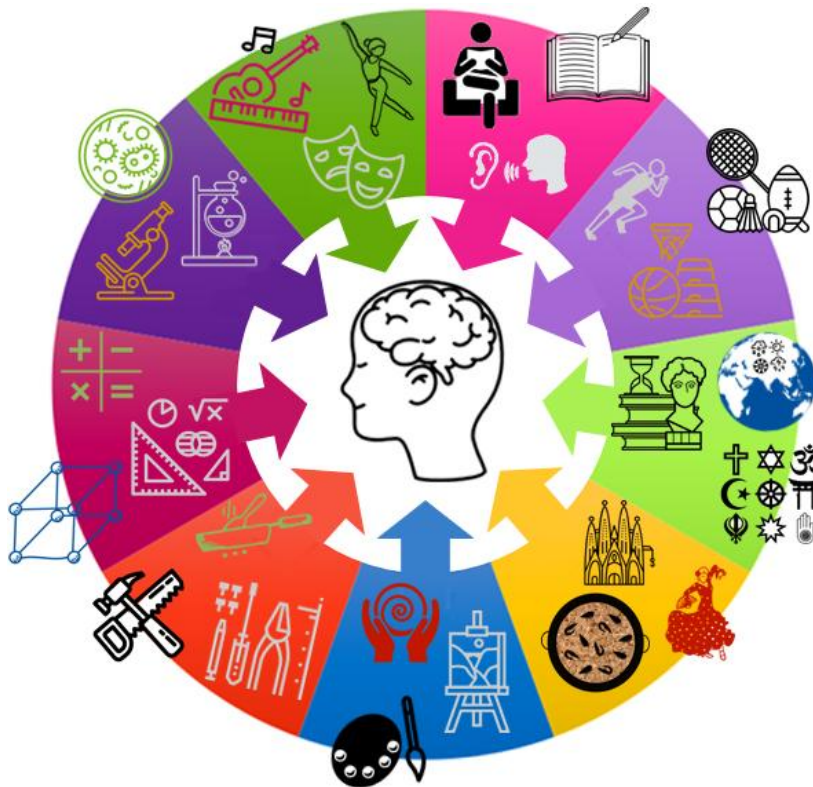


100% book - Year 11 Grammar

Aim to memorise 100% of the knowledge on these Knowledge Organisers.

Term 3



Swindon Academy 2025-26

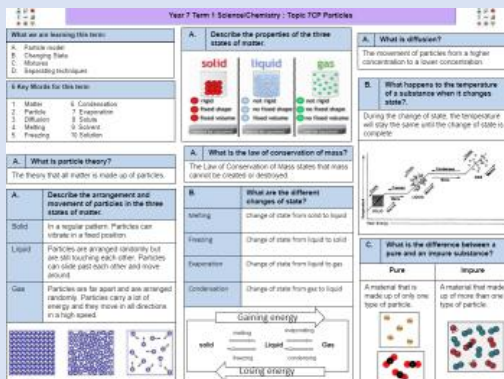
Name:	
Tutor Group:	
Tutor & Room:	

"If you are not willing to learn, no one can help you.

If you are determined to learn, no one can stop you."

How to use your 100% book of Knowledge Organisers and Quizzable Organisers

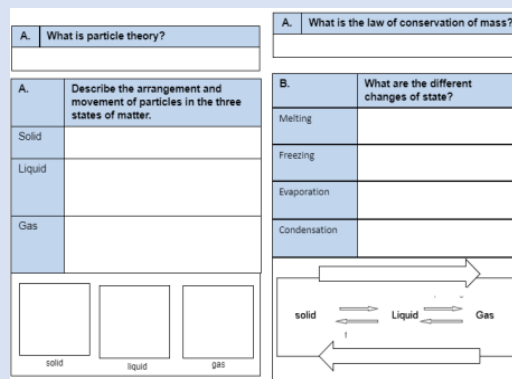
Knowledge Organisers



Knowledge Organisers contain the essential knowledge that you **MUST** know in order to be successful this year and in all subsequent years.

They will help you learn, revise and retain what you have learnt in lessons in order to move the knowledge from your short-term memory to long-term memory.

Quizzable Knowledge Organisers



These are designed to help you quiz yourself on the essential Knowledge.

Use them to test yourself or get someone else to test you, until you are confident you can recall the information from memory.

Top Tip

Don't write on your Quizzable Knowledge Organisers! Quiz yourself by writing the missing words in your prep book. That way you can quiz yourself again and again!

Expectations for Prep and for using your Knowledge Organisers

1. Complete all prep work set in your subject prep book.
2. Bring your prep book to every lesson and ensure that you have completed all work by the deadline.
3. Take pride in your prep book – keep it neat and tidy.
4. Present work in your prep book to the same standard you are expected to do in class.
5. Ensure that your use of SPAG is accurate.
6. Write in blue or black pen and sketch in pencil.
7. Ensure every piece of work has a title and date.
8. Use a ruler for straight lines.
9. If you are unsure about the prep, speak to your teacher.
10. Review your prep work in green pen using the mark scheme.

How do I complete Knowledge Organiser Prep?

Step 1

Check Epraise and identify what words /definitions/facts you have been asked to learn.
Find the Knowledge Organiser you need to use.

Step 2

Write today's date and the title from your Knowledge Organiser in your Prep Book.

Step 3

Write out the keywords/definitions/facts from your Knowledge Organiser in FULL.

Step 4

Read the keywords/definitions/facts out loud to yourself again and again and write the keywords/definitions/facts at least 3 times.

Step 5

Open your quizzable Knowledge Organiser.
Write the missing words from your quizzable Knowledge organiser in your prep book.

Step 6

Check your answers using your Knowledge Organiser. Repeat Steps 3 to 5 with any questions you got wrong until you are confident.

Make sure you bring in your completed Prep notes to demonstrate that you have completed your prep.

Key Vocabulary		ENGLISH –Poetry cluster 2: Conflict - Grammar				
		Poem	Context	Events in the poem	Message	Form/ structure
Patriotism	Being devoted to your country	Charge of the Light Brigade Alfred Lord Tennyson.	- Alfred Tennyson, 1st Baron Tennyson 1809-1892. He was the Poet Laureate during much of Queen Victoria's reign - The Charge of the Light Brigade was a charge of British cavalry led by Lord Cardigan against Russian forces during the Battle of Balaclava on 25th October 1854 in the Crimean War - Lord Raglan, overall commander, intended to send the Light Brigade to pursue a retreating Russian artillery battery near the front line. Due to miscommunication at some level in the chain of command, the sabre-armed Light Brigade was instead sent on a frontal assault. The badly mauled brigade was forced to retreat immediately, producing no decisive gains and very high British casualties.	- The poem tells the story of a brigade of 600 soldiers who rode on horseback into the "valley of death" for half a league (about one and a half miles). - They were obeying a command to charge the enemy forces (Russia) - Not a single soldier was discouraged or distressed by the command to charge forward, even though all the soldiers realized that their commander had made a terrible mistake - The 600 soldiers were assaulted by the shots of shells of canons in front and on both sides of them. Still, they rode courageously forward toward their own deaths. They lost so many men, they were not the '600' anymore. - The Light Brigade went down in history for their bravery.	- Tennyson glorifies war. He focusses on the heroism of the soldiers as opposed to the tragedy of their death. Instead of mourning the soldiers, Tennyson celebrates the soldier's loss of life as an act of patriotism but ignores the true horror of war. - Tennyson's poem may also be a tribute to the Light Brigades heroism because he celebrates the selflessness and courage of the soldiers who gave their lives in the war. He focuses on the heroism, bravery and loyalty of the British soldiers and how they should be honoured. - It could be suggested, that the poem acts as a cautionary tale on how leadership and the misuse of power can have catastrophic consequences such as mass loss of life.	- Written in ballad form - sung to help people remember it. - It is written in dactylic dimeter - one stressed syllable followed by two unstressed syllables. - The DUM-de-de DUM-de-de meter mirrors the galloping hoof beats of the horses. - Tennyson recorded himself reading the poem in 1890 and he increased the pace of his reading as he progressed through the poem. This adds energy and pace to the poem.
Glorify	To present something as admirable and great	Exposure	- Wilfred Owen (1893–1918) is widely regarded as one of Britain's greatest war poets. - The First World War was a conflict that took place between 1914 and 1918, costing the lives of over nine million soldiers and seven million civilians. - Fighting on the Western Front in World War One was typically from systems of trenches than ran for hundreds of miles. - Large attacks were uncommon and cost thousands of lives, so there was a lot of waiting for the soldiers. Conditions in the trenches were often very poor, with little shelter.	- The poem focuses on the misery felt by World War One soldiers waiting overnight in the trenches. - Although nothing is happening and there is no fighting, there is still danger because they are exposed to the extreme cold and their wait through the night is terrifying. - There is a sense of despair and of lost hope. - Owen describes the intensity of war as well as the anti-climax of waiting for battle.	- Instead of describing the horrors of battle, Owen describes the eerie calm of a night in the trenches. The true enemy of the poem is the weather that causes endless suffering. The soldiers in the trenches are exposed to the relentless elements. - Owen's message is that that the soldiers are suffering in the trenches as a result of the brutal conditions. They are being bombarded by relentless weather which causes them pain and suffering. Owen presents this consistent struggle as the overlooked danger of trench warfare. This suffering is unescapable and futile as the soldiers are forced to stay awake in the cold and wait for a battle that never comes. - Owen is clearly commenting on the conditions of the trenches and how this only exacerbates the horrors of war. Some may argue that Owen is criticising the British military for allowing their soldiers to live and die in these horrific conditions.	- On a surface level, it seems to have order – 8 stanzas with 4 long lines and 1 short one. This may represent the same slow, unending pattern of the lives of the soldiers. - There is irregular rhythm and laboured rhyme scheme – no set pattern to syllables in lines. This may represent the war effort – on the outside, it appeared coordinated and assembled, but to the soldiers on the inside, it was directionless and disjointed.
Disillusionment	A feeling of disappointment when discovering that something is not as good as one believed it to be	Bayonet Charge Ted Hughes	- Ted Hughes was born in 1930 and died in 1998. He grew up in the countryside in Yorkshire. He was passionate about animals and nature. He was the poet laureate between 1994-1998 - His father served in WW1 and came back emotionally traumatised. Hughes respected Wilfred Owen. Hughes writes about a war that he did not experience in an attempt to mirror Owen. Bayonet Charge has many similarities to Owen's poem Spring Offensive. - Hughes said that Owen's poetry made him feel closer to his father and his father's experiences	- The poem begins with a soldier 'awakening' to the terrifying reality of battle. He is running across a field in his military uniform, holding his rifle, being fired at by enemy riflemen in a hedge in front of him. His 'patriotic tear' (or feelings) that led him to join up and fight has turned to 'molten iron', or melted away, when faced with the reality of battle. - He then pauses, wondering why he is there and feeling like he is like the hand of a clock, with no choice about where it goes. The poem then shifts focus to a hare that has been driven mad with the noise and chaos of battle and is wretched and pathetic on the ground. He runs past the hare towards the enemy, no longer thinking about patriotic feelings or his orders but only about survival and getting off that battlefield.	- Hughes suggests war is horrific. It is physically and mentally devastating and is so awful it can't be described. War has the power to destroy empathy and our sense of self. The issue of propaganda is highlighted by Hughes as cruel and misleading. - Conflict is presented as pointless and repetitive; we do not learn from previous conflicts or avoid making the same mistakes. - He also suggests that conflict, and the actions of humans, destroys nature. Our actions are selfish and we do not consider the damage we are causing.	- Starts in media res – we sense the soldier's confusion and disorientation as he is sent in to action. - Enjambement and caesura used to create those same feelings for the reader. - Repetition of 'raw' – several connotations such as raw meat hanging in a butchers (like the soldiers' bodies dead on the battlefield) / a painful wound (a result of violence/an injury) can feel raw / new and lacking in experience (like the soldiers)
Exposure	Being unprotected against risk or danger	Poppies Jane Weir	- Jane Weir was born in Manchester in 1963 and lived on a council estate. She is textile designer, writer and poet. - She wrote the poem Poppies as she was commissioned to write a contemporary war poem as part of a collection in 2009. The collection was published in The Guardian as a response to the escalating conflict in Afghanistan and the Iraq Enquiry.	- Poppies addresses the anxieties and grief that parents face children leave to fight in war. - It discusses the conflict parents face between wanting to hold on to their children, but understanding they must let them go to live their own lives. 'Poppies' highlights every parent's worst fear – their child may come to harm and, knowing this is a possibility, makes letting them go even harder. - The mother contrasts her loss with that of the nation; we are reminded that war brings terrible loss.	- In Weir's poem, Poppies, conflict is presented as causing trauma. The poem deals with a mother's loss of her son to war and the void that this leaves. Weir compares the mundane of the domestic sphere to going to war in order to highlight how the loss of the son affects the family unit, especially the mother. - Throughout the poem, the speaker deals with the realities of war. The speaker highlights a parent's worst fear; the death of their child. The speaker addresses both the death of her child in war, as well as the inner conflict of holding onto your child or letting them become more independent. - Furthermore, Weir presents conflict as causing loss and subsequent nostalgia. The speaker in the poem lives through her memories of her child and the theme of remembrance is significant as the poppies worn on 'Armistice Sunday' are a universal symbol of shared loss and a celebration of fallen soldiers.	- No regular rhyme/ free verse – lack of this creates lack of rhythm and therefore makes this sounds like a stream of consciousness or monologue. - Enjambement – joins two stanzas together, but there is a break in the middle, reflective of the broken mother when her son leaves. - Caesura – makes the reader pause, highlighting the fractured mind of the mother in the poem. - The lack of regularity/organisation reflects the chaotic structure of the lives of people left behind when their loved ones go to war - Long sentences show mother is lost in her own thoughts - Past and present are intermingled – past and present tense show how the mother's perception of time is skewed, and the time frame of events remains ambiguous
Apathetic	Feeling no interest, enthusiasm or concern	War Photographer Carol Ann Duffy	- Carol Ann Duffy was born December 23, 1955 in Glasgow, Scotland. She is a British poet whose well-known and well-liked poetry engages in topics such as gender and oppression. From 2009–19, she served as the first woman poet laureate of Great Britain. - Duffy was inspired to write this poem by her friendship with a war photographer: Don McCullin. She was especially intrigued by the peculiar challenge faced by these people whose job requires them to record terrible, horrific events without being able to directly help their subjects.	- The photographer is in his dark room home from a war. - As he develops photographs, the images remind him of children being bombed. He compares this to the safety of Britain. - He remembers watching a man die in front of him and checking with his wife whether it was ok to take a photo of the moment. - He is back on the plane to return to a war zone and he reflects on his feelings of frustration that people will not care about his images or those who are suffering in conflicts.	- Duffy wants to show how our sympathy is short-lived. She highlights the consequences of regularly seeing war images: we become desensitised. Humans are presented as lacking empathy and being selfish: if they are not directly affected by a conflict, they don't care about it. - Duffy presents warzones as horrific places to live and reminds us that it is not only soldiers who die in conflicts, but civilians also suffer. She makes a point of showing that the most vulnerable people are at risk – children should be protected and safe, but she shows the terrors they can face when caught up in war and reminds us that people lose loved ones and can do nothing to save them.	- The poem is laid out in four regular six-line stanzas, with each stanza ending in a rhyming couplet. - This structure is interesting since its very rigid order contrasts with the chaotic, disturbing images described in the poem. This organisation mirrors the actions of the photographer, who lays out his films in ordered rows, as though in doing so he can in some way help to restore order to this chaotic world. - The poem moves through a series of observations in the first three stanzas to a conclusion of sorts in the fourth.
Nostalgia	A warm feeling for the past, particularly a very happy time	Remains Simon Armitage	Simon Armitage was born in 1963 in the village of Marsden and lives in West Yorkshire. Simon Armitage is the current national Poet Laureate (2019-2029). He is Professor of Poetry at the University of Leeds and was elected to serve as Professor of Poetry at the University of Oxford for 2015-2019.	"Remains" focuses on a soldier who was involved with killing a man caught looting a bank during conflict in the Middle East. - The poem opens in media res as the speaker remembers the day the man was shot. - After the volta, the second half of the poem explores how the soldiers feels once he has returned home: it offers a realistic portrait of a person haunted by grief, guilt, and trauma.	Armitage invites his readers to sympathise with those caught in conflict. He shows the devastating effect of war on both soldiers and civilians. He seems to suggest that we should take care to empathise and not judge the actions of others. A warzone is a tense place and people are desperate to survive; needing to make crucial decisions in a matter of seconds. Furthermore, we realise that we should not underestimate the impact of PTSD and guilt: a life can be forever traumatised due to an event, or set of events, that might only happen in an instant.	- Remains is formed of eight stanzas. The first seven stanzas are in largely unrhymed quatrains. - The final stanza consists of only two lines and therefore stands out, emphasising the fact the speaker cannot rid himself of the memory of the killing. It could also imply disintegration in the speaker's state of mind. - The first four stanzas describe the shooting while the second half of the poem describes the after-effects of this action on the speaker. - The poem is written as a monologue, from the point of view of the speaker. The poem has the feel of fast-paced natural speech. There is no regular rhythmic pattern and there are examples of enjambment, sometimes between stanzas, which adds to the sense of someone telling their story fairly naturally.
Obedience	Doing as you are told		'Remains' was written in 2007 when Armitage made a film for Channel 4 called 'The Not Dead' and wrote a collection of poems to accompany it. In preparation for this work, he interviewed veteran soldiers of different wars, including the Gulf War. Guardsman Tromans is interviewed in the film; 'Remains' is based on his experience related to the shooting of an Iraqi man and the memory of that event.			

Key Vocabulary

ENGLISH –Poetry cluster 2: Conflict - Grammar

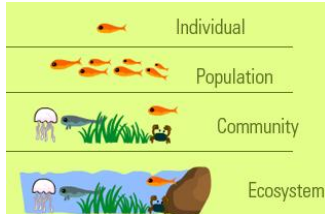
Patriotism	
Glorify	
Disillusionment	
Exposure	
Relentless	
Apathetic	
Nostalgia	
Obedience	

The Big Ideas	Notes
Tennyson glorifies war and focusses on the heroism of the soldiers. The poem also acts as a cautionary tale on how the misuse of power can have catastrophic consequences.	
Owen describes life in the trenches as being exposed to the relentless elements. He comments on the conditions of the trenches and how this only exacerbates the horrors of war.	
Hughes suggests war is horrific and can't be described. Conflict is presented as pointless and repetitive. Humans are presented as destroying nature - we do not consider the damage we are causing.	
Weir presents conflict as causing trauma. Throughout the poem, the speaker deals with the realities of war as well as the inner conflict of holding onto your child or letting them become more independent.	
Duffy wants to show how our sympathy is short-lived. Humans are presented as lacking empathy and warzones as horrific places to live.	
Armitage shows the devastating effect of war on both soldiers and civilians. A warzone is a tense place and people are desperate to survive; needing to make crucial decisions in a matter of seconds. PTSD and guilt: are traumatising and life-changing.	

T3 B7 – Ecology

Ecosystems

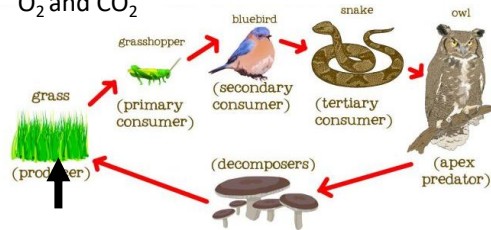
An ecosystem is all the living organisms within an area (community) plus the physical habitat



Interdependence

Organisms rely on each other for...

- Food
- Shelter / nesting sites
- Seed dispersal
- O₂ and CO₂



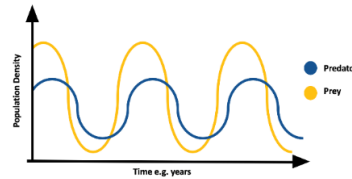
photosynthesise

Biotic and Abiotic Factors

Factors that affect the number of organisms

Biotic – living	Abiotic – non-living
• availability of food • new predators arriving • new pathogens • one species outcompeting another so the numbers are no longer sufficient to breed.	• light intensity • temperature • moisture levels • soil pH and mineral content • wind intensity and direction • carbon dioxide levels for plants • oxygen levels for aquatic animals.

Predator-Prey Relationships



Population increases and decreases follow similar pattern in a cycle because they affect each other – more prey = more food for predator.

However predator and prey not 'in phase', e.g. predator population changes are delayed as it takes time for the predator population to grow.

Competition

Plants	Animals
Light Space Minerals ions Water	Food Mates Territory

Plant adaptations



Plants in desert areas have :

- deep roots to maximise water uptake
- thin/no leaves to minimise water loss
- Spines to stop them being eaten

Animal Adaptations

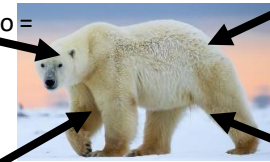


Can be:

- Structural – a feature of the organism's body (e.g. thick fur, bright colours, camouflage)
- Behavioural – responses from the organism (e.g. hibernation, migration, huddling together)
- Functional – a body process (e.g. camel breaking down hump of fat into water, producing little urine)

Small surface area to volume ratio = ↓ heat loss

Thick layer of fat
Thick fur
Fur colour camouflaged with snow



Large surface area to volume ratio = ↑ heat loss

Very little fat
Thin fur
Fur colour camouflaged with sand



Extremophiles

Extremophiles are organisms that live in extreme environments.
Extreme environments = high temperatures, high pressure or high salt concentration.

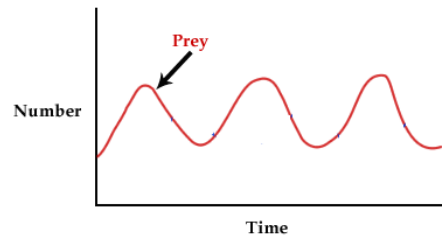
E.g. bacteria living in deep sea vents = extremophiles.

B7 – Ecology

Ecosystems

1. What is a community?
2. What is an ecosystem?
3. Give two things that animals rely on plants for
4. Give two things that plants rely on animals for
5. What is the term given to the predator at the very top of a food chain?
6. Why are green plants known as producers?
7. Name two biotic factors that can affect organisms within a habitat
8. What does the term 'abiotic' mean?
9. Name two abiotic factors

1. Name two things plants compete for
2. Name two things animals compete for
3. Sketch the line to show how the predator population would change on the graph below



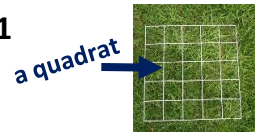
4. Why do some plants have spines instead of leaves?
5. Name two ways plants are adapted for living in desert climates.

1. Name the three types of adaptations
2. Name one behavioural adaptation
3. How are animals adapted to live in cold climates?
4. What are extremophiles?
5. What is the surface area : volume ratio like on desert animals?
6. Give an example of an extremophile

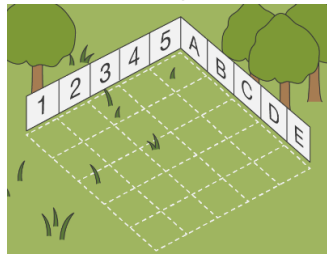
B7 – Ecology

RP7 – Estimating Populations Part 1

1. Calculate area of site.
2. Divide site up into a numbered grid
3. Use a random number generator to pick coordinates.
4. Randomly throw the 0.25m² quadrat at those coordinates.
5. Count the number of particular organism in the quadrat.
6. Repeat steps 3-5 **ten times (minimum)**.
7. Calculate mean number of organism.
8. Calculate estimated number organism in site using the following equation

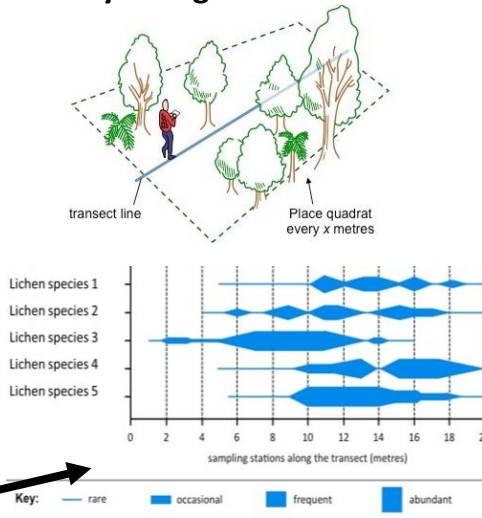


$$\frac{\text{area of site}}{\text{area of quadrat}} \times \text{mean}$$

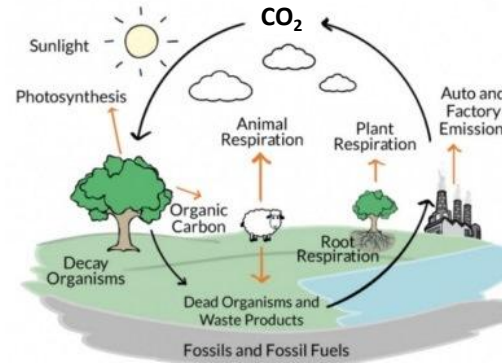


RP7 – how populations may change over a distance

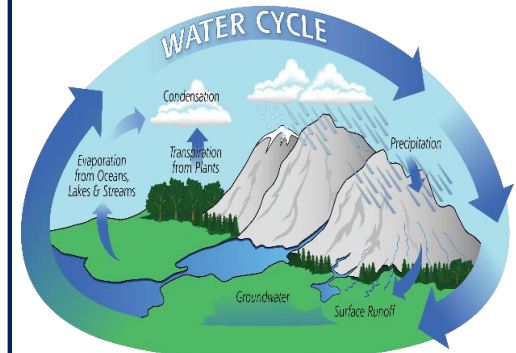
1. Place tape measure (a transect line) through ecosystem being investigated.
2. Place quadrat at regular, random intervals along the transect line and count the number of particular organisms.
3. Draw a distribution graph of your results. (They might look like this.)



The Carbon Cycle



The Water Cycle



Human Impact on Biodiversity

Waste management	Rapid growth in the human population = more resources are used and more waste is produced – this contributes to pollution. Can occur in water, in air and on land.
Land Use	Humans reduce the amount of land available for other animals and plants by building, quarrying, farming, dumping waste and the destruction of peat bogs.
Deforestation	In tropical areas it has occurred to provide land for cattle and rice fields or grow crops for biofuels.
Global Warming	Levels of carbon dioxide, methane and water vapour in the atmosphere are increasing, and contribute to 'global warming'.

Decay

Microbes such as fungi and bacteria break down dead or dying material. This returns carbon to the atmosphere as carbon dioxide and mineral ions to the soil.



Maintaining Biodiversity

- breeding programmes for endangered species
- protection of rare habitats
- reintroduction of hedgerows
- reduction of deforestation and CO₂ emissions
- increased recycling to avoid landfill

B7 – Ecology

1. What is the minimum number of times the organism should be counted when estimating population size?
2. What is a quadrat?
3. What is the equation used to estimate population size?
4. How can you ensure the quadrat is randomly placed throughout the site?

1. Which process takes carbon into plants?
2. What do plants make with the carbon (and water)
3. Name 2 process that releases carbon into the atmosphere as carbon dioxide.
4. What happens to carbon that gets trapped deep underground for millions of years?
5. By which process do plants return water from the ground to the air?

1. What is a transect line?
2. What is a transect line used to investigate?
3. How is the quadrat placed?

1. Why has large scale deforestation occurred in tropical areas?
2. Name two ways humans use land that reduces biodiversity.
3. Which three gases contribute to global warming?
4. Name 3 types of pollution.

1. Which types of microbes cause decay?
2. What can decay release into the environment?

1. What has been done to prevent some species from becoming extinct?

C10 – Using Resources

Earth's Resources

We use Earth's resources to provide **warmth, shelter, food and transport**.

E.g.:

- metals from the Earth's crust to build buildings and cars
- Timber and oil to burn for warmth
- Crop plants for food
- Products from crude oil to serve as fuels in cars, trains and planes

Finite resources – ones that will run out as they are being used much faster than they can be replaced, e.g. oil

Renewable resources – resources that will not run out, e.g. wood, wind etc.

Chemistry plays an important part in finding improvements or alternatives to **current resources**.

Natural	Improved or replaced by....
Wood for furniture	Plastic/polymers
Food crops	Fertilisers/artificially grown foods such as Quorn
Oil for fuel	Ethanol/hydrogen fuel cells
Rubber for tyres	Polymers

Life-Cycle Assessments (LCA)

- These assess the environmental impact of a product in these stages:

Stage 1 – extracting raw materials needed to make products.

- Energy cost and effect on habitats of extraction
- Are the raw materials finite/renewable?

Stage 2 – Manufacturing and packaging product

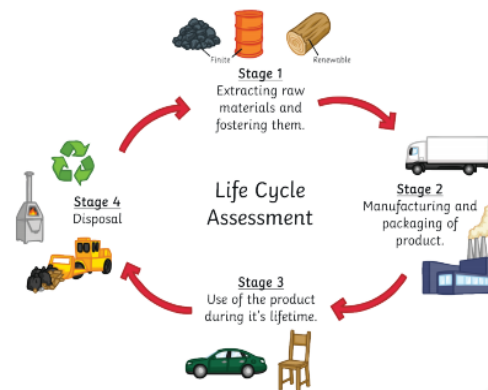
- How much energy and resources are needed?
- What waste products/pollution are released?
- Transportation of goods from factories to user need considering.

Stage 3 – Use of product during its lifetime

- E.g. a car has a significant impact as needs filled up with petrol which is a finite resource.

Stage 4 – Disposal at end of product's life.

- 1) Landfill – high environmental impact
- 2) Incineration – burning of product
- 3) Recycling – e.g. batteries contain metals that are harmful to environment – recycling means no new compounds need to be taken out of the ground.



Example LCA for plastic vs paper bags:

Stage of Life Cycle Assessment	Plastic Bag	Paper Bag
Stage 1 – raw material	Uses finite resource. Process of fractional distillation, cracking and polymerisation all require energy.	Made from trees/recycled paper. Making paper from trees required more energy than recycled paper. Less energy than plastic bags.
Stage 2 – Manufacture	Cheap to make	More expensive to make
Stage 3 – Use	Low environmental impact as can be re-used many times. Much stronger product.	Only be reused a limited number of times – short lifetime.
Stage 4 - disposal	Do not biodegrade easily in landfill.	Paper bags degrade easily in landfill sites.

- Different people have different opinions and so depends on who completes the LCA. Bias may be added.
- Some companies may only discuss some of environmental impacts of their product.
- Accurate numerical values should be used where possible – for example to show how much energy has been used.

C10 – Using Resources

- | | |
|--|--|
| <ol style="list-style-type: none">1. What are the 4 main uses of the Earth's materials?2. What is a renewable resource?3. What is a finite resource?4. Give an example of a finite resource5. Give an example of a renewable resource6. Give an example of a natural product that has been replaced by modern chemistry or farming. | <ol style="list-style-type: none">1. What does LCA stand for?2. What does an LCA assess?3. What are the 4 stages that are assessed in an LCA?4. Suggest one environmental impact of extraction of raw materials such as metals or oil.5. Name two ways products are disposed of at the end of their 'life' |
| | <ol style="list-style-type: none">1. Why might an LCA be inaccurate?2. What are the raw materials for a<ol style="list-style-type: none">a) paper bagb) plastic bag3. Why might the disposal of a plastic bag have a greater environmental impact than the disposal of a paper one? |

C10 – Using Resources

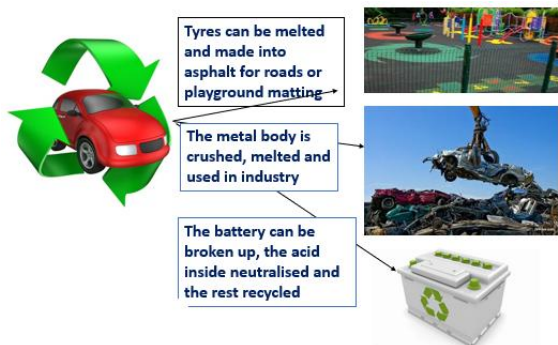
Reducing the use of resources

Metals, glass, ceramics, building materials and most plastics are produced from limited resources. The energy for the processes involved in making/extracting raw materials also comes from limited resources – e.g. oil. We can reduce the use of limited resources by reducing use, reusing materials and recycling materials at the end of their life.

Reduce, reuse, recycle.

E.g.

- Glass bottles can be reused.
- Metals can be melted down and recast and so recycled.
- Scrap steel can be added to extracted iron to reduce the amount of iron that has to be extracted in the blast furnace.



Evaluating methods to reduce, reuse, recycle

Advantages	Disadvantages
Fewer resources such as mines and quarries are needed to extract finite materials	Requires collection and transport of items – involving staff, vehicles and use of fuel
Crude oil does not need to be extracted – avoids high energy costs for fractional distillation etc.	Materials, such as metals, very often have to be separated from other materials first
Less greenhouse gases produced.	Some metals need melting before being reused – energy costs.
Less items in landfill	

Biological extraction techniques (HT only)

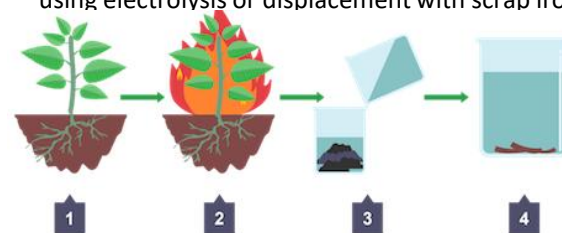
- Earth's supply of metal ores is limited.
- There are fewer sites that give lots of copper (high grade ore sites)
- New ways of extracting from low grade ore sites are:
 - Phytomining
 - Bioleaching

Disadvantage = **slow processes**

Advantage = reduce need for the traditional mining methods of digging, moving and disposing of large amounts of rock.

Phytomining (HT only)

- 1) Plants are grown on a low-grade ore
- 2) The plants absorb metal ions through their roots
- 3) The plants are harvested and burnt
- 4) Ash left behind contains metal compounds
- 5) Ash is dissolved in acid and copper is extracted using electrolysis or displacement with scrap iron.



Bioleaching (HT only)

- Uses **bacteria** to produce a solution called **leachate** – contains copper ions.
- The copper can be extracted by using iron to **displace** the copper from the leachate.
- Does not need high temperatures
- Produces **toxic substances** which can damage the environment.
- Iron is cheaper than copper – use of scrap iron is a cost-effective way to produce copper from leachate.
- Can also undergo **electrolysis** to produce copper.

C10 – Using Resources

1. Give three ways we can reduce our use of limited resources.
2. Give an example of a product that can be reused
3. What has to be done to metals before they can be recast?
4. How is scrap iron used to reduce the amount of iron needing to be extracted?

1. State two advantages of recycling.
2. State two disadvantages of recycling.

1. What is a 'high grade ore' site?
2. Name the two biological extraction techniques
3. State a disadvantage of biological extraction techniques.

1. What organisms are used in phytomining?
2. What happens to the plants once they've grown?
3. What is used to displace the copper ions from solution?
4. What organisms are used in bioleaching?

C10 – Using Resources

Water

Potable Water

- Water is **essential** for life.
- **Potable water** is water that is safe to drink.
- Potable water is not pure as it contains some dissolved substances.

In the UK – rain water provides water with low levels of dissolved substances that collects in the ground and in lakes and rivers. This is fresh water.

Most potable water is produced by:

- 1) Choosing an appropriate source of fresh water
- 2) Passing the water through filter beds
- 3) Sterilising to kill bacteria

Sterilising agents used for potable water include:

- Chlorine
- Ozone
- Ultraviolet light



Desalination of Sea Water

- **Potable** water can be made from sea water through desalination.
- Required a lot of **energy** to **remove salt** in sea water.

Can be done by:

Distillation

- Sea water heated until it boils
- Steam is **condensed** to make potable water
- Requires a lot of **energy**

Reverse Osmosis

- Water put under **high pressure** and passed through **membrane** with tiny holes in.
- Holes allow water through but not salt/ions
- Very **expensive**
- Produces **large volumes** of waste water.

Waste Water Treatment

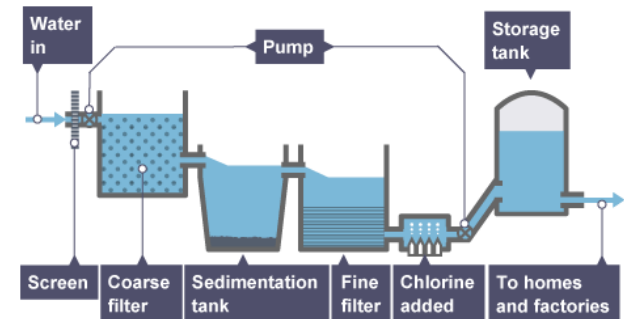
- Waste water needs to be treated before being released back into environment

Pollutants can be present in waste water including:

- Human waste contains harmful **bacteria** and nitrogen – can harm aquatic ecosystems.
- Industrial waste can contain **toxic** substances
- Agricultural waste water can contain **fertilisers** or **pesticides** – disrupt ecosystems.

Sewage treatment involves:

- 1) Screening and grit removal to remove large particles
- 2) Sedimentation – allows tiny particles to settle – produces sewage sludge and effluent (liquid that remains on the top)
- 3) Sewage sludge is digested anaerobically by specific bacteria
- 4) Effluent is treated with aerobic bacteria to reduce volume of solid waste.



C10 – Using Resources

1. What is potable water?

2. What is fresh water?

3. Where does fresh water collect in the UK?

4. After finding an appropriate source of water, what two stages are needed to make it potable?

5. What are the 3 methods of sterilising water?

6. Why is water treated with chlorine?

1. How can potable water be made from sea water?

2. Give a disadvantage of this technique.

3. Describe the process of distillation.

4. Describe the process of reverse osmosis.

1. State three pollutants that may be present in waste water.

2. Complete the table to explain the steps in treating waste water.

Step	Explanation
Screening	
Sedimentation	
Anaerobic digestion	
Aerobic digestion	

C10 – Using Resources – Required Practical – Analysis and purification of water

Analysing the pH of Water Samples

- Test pH of each water sample using pH probe or universal indicator.
- Compare to pH chart if using universal indicator

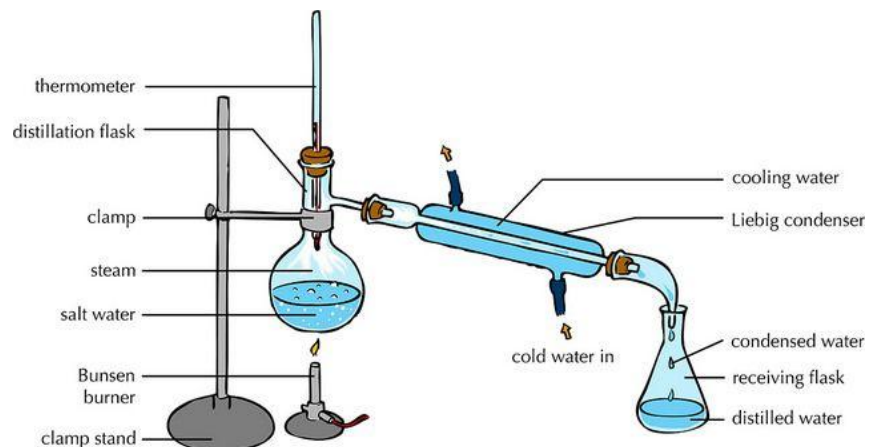
Analysis the Mass of Dissolved Solids

- 1) Measure out 50 cm³ of water sample using measuring cylinder.
- 2) Take the mass of evaporating basin using top pan balance.
- 3) Heat the sample in the evaporating basin gently until all liquid evaporates.
- 4) Let the evaporating basin cool
- 5) Re-take the mass of the evaporating basin.



- 6) Calculate the mass of the solid left behind by doing: final mass – initial mass.
- 7) Repeat with different water samples (e.g. rainwater, salt water, spring water)

Distillation of water Sample

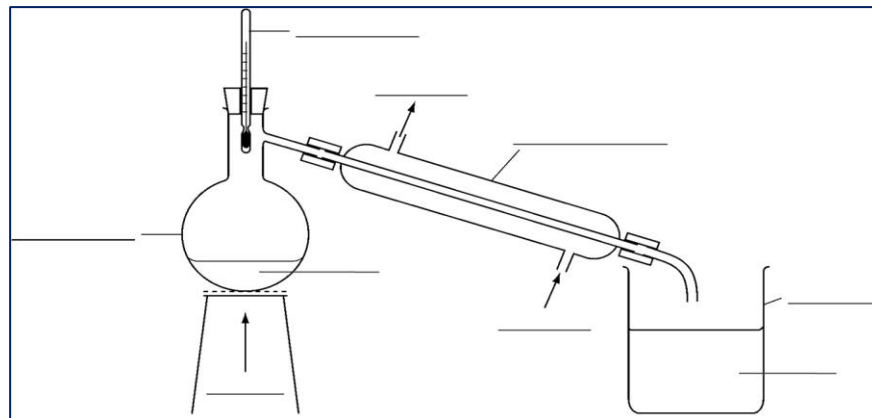


- 1) Set up apparatus as shown in picture with the sample of water in the round bottom flask.
- 2) Heat water sample until it boils gently.
- 3) Water vapour enters the tube at the side (condenser)
- 4) There is cold water surrounding the tube
- 5) The water vapour cools and condenses and collects in the flask.
- 6) The water collected should be **pure**.

C10 – Using Resources – Required Practical – Analysis and purification of water

1. Write a method of how to investigate the mass of solids in different samples of water.

1. Label the diagram below to show how to purify salt water.



Bunsen, water sample, water, beaker, condenser,
water in, water out, thermometer, round bottom
flask

2. What is the name of this technique?
3. What two changes of state happen during this?
4. Describe the water that is collected in the beaker

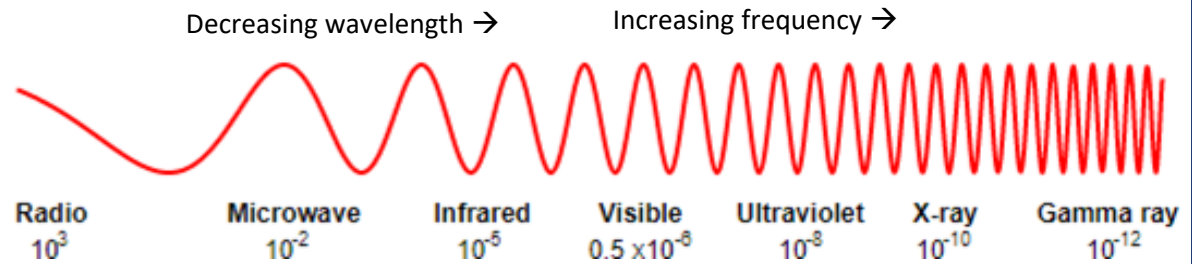
P8 Space

Orbit - the curved path taken by a moving body around another larger (more massive) body, due to mutual gravitational attraction.

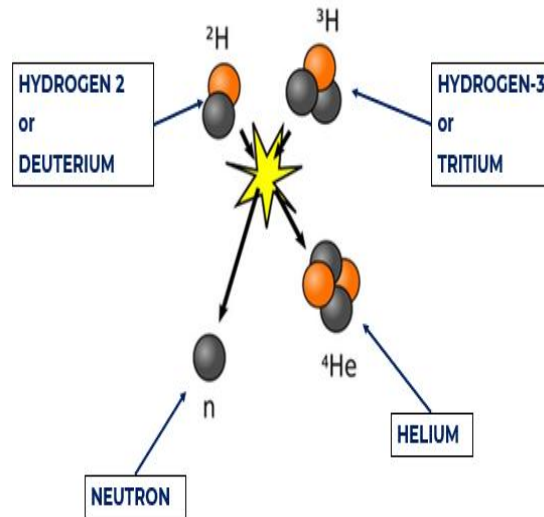
8 Celestial bodies (in order of decreasing size)

1. **Universe** - The entire cosmos and everything within it; all of space and time
2. **Galaxy** - Billions of stars, gravitationally bound, e.g. the Milky Way
3. **Nebula** - Cloud of gas and dust from which stars and planets are formed
4. **Solar System** - A star and all local bodies in orbit around it
5. **Star** - Large mass of mainly hydrogen, undergoing nuclear fusion and emitting electromagnetic radiation
6. **Planet** - A spherical body (rocky/gaseous) in a cleared orbit around a star
7. **Dwarf Planet*** - A mostly spherical body in orbit around a star which has not cleared its orbit
8. **Moon*** - A body in orbit around a planet; a natural satellite

*in either order



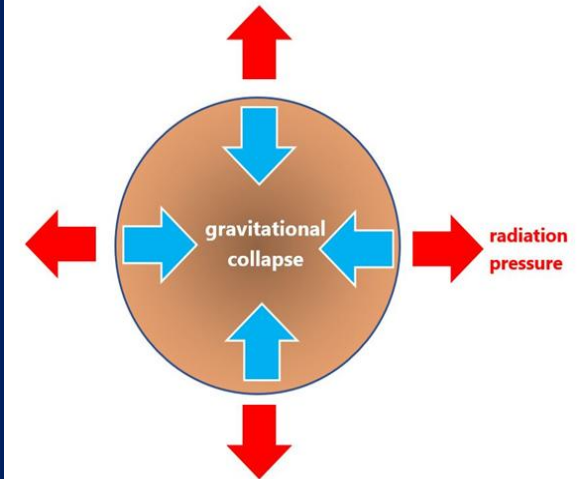
Nuclear Fusion



Description:

Small hydrogen nuclei join to form larger helium nuclei and a small quantity of mass is converted into energy.

Stellar equilibrium



Description:

Two forces are equal in magnitude and in opposition, due to radiation pressure outwards and gravitational collapse/force/gravity inwards.

P8 Space

1. What is an orbit?

List the regions of the electromagnetic spectrum in order of:

a) increasing frequency?

2. Give the 8 celestial bodies in order of **increasing** size?

b) Increasing wavelength?

1. What is a planet?

Draw a labelled diagram of nuclear fusion of H into He

Draw a labelled diagram of stellar equilibrium

2. What is a dwarf planet?

3. What is a nebula?

Description:

Description:

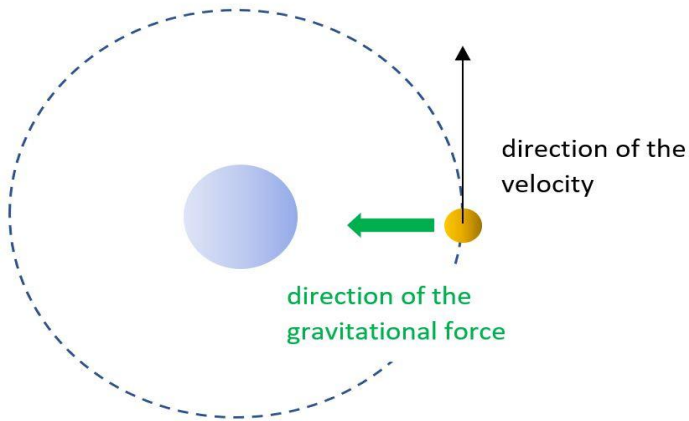
4. What is a galaxy?

P8 Space

Circular motion (eg orbits) the body is accelerating but speed is constant

Velocity – speed with direction (vector)

Acceleration - a change in velocity (ie speed or direction)



Gravity is perpendicular to direction of velocity in circular motion

The further away from the sun, the weaker the force of gravity

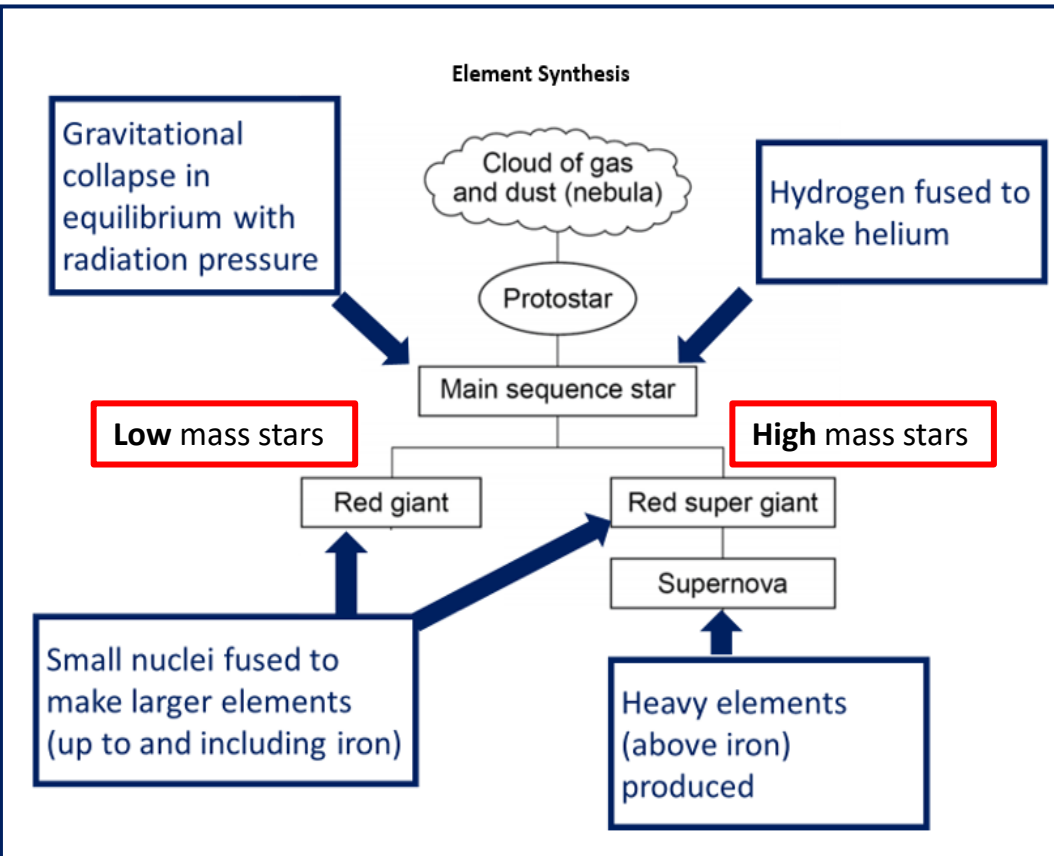
The further away from the sun, the slower the orbital speed

Life cycle of low mass stars:

Nebula → protostar → main sequence → red giant → white dwarf → black dwarf

Life cycle of high mass stars:

Nebula → protostar → main sequence → red supergiant → supernova → neutron star or black hole



P8 Space

1. What do we mean by circular motion?
2. Why are planets in orbit said to be accelerating?
3. Sketch a diagram of circular motion of a planet orbiting a star, label both the direction of velocity and the direction of gravitational force
4. Describe the direction of gravity in relation to the direction of velocity
5. Describe the relationship between distance from the star and orbital speed

Describe the stages of the life cycle of a:

1. **low** mass star
2. **high** mass star

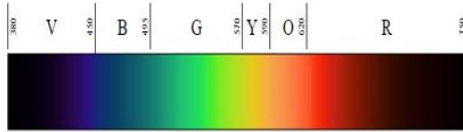
In which stage of a stars life cycle does the following take place:

1. Gravitational collapse in equilibrium with radiation pressure
2. Hydrogen fused to make helium
3. Elements larger than helium (up to and including Iron) are made
4. Elements larger than Iron are made

P8 Space

Short wavelength
High frequency

Long wavelength
Low frequency



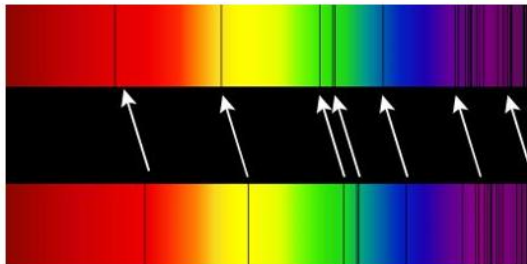
Emission spectra - unique 'bar code' pattern because every element has a different number and arrangement of electrons which emit specific wavelengths of light.

Red-shift – emission spectra shifted to the red region of the spectrum when a luminous object is moving away from the observer.

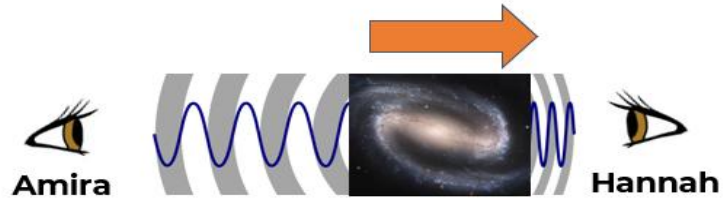
Blue-shift - emission spectra shifted to the blue region of the spectrum when a luminous object is moving towards the observer.

**On Earth
(stationary)**

**Distant
galaxy**



- Spectral lines are red-shifted
- Therefore the galaxy is moving away from Earth
- This is evidence the universe is expanding



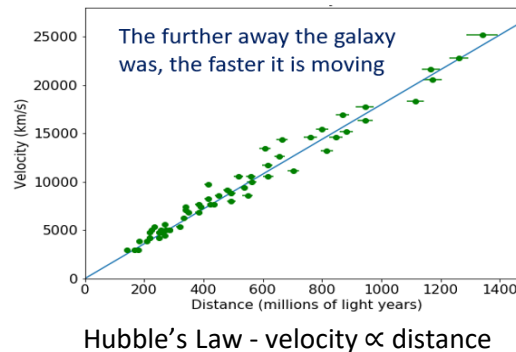
Moving away:

- longer wavelength
- red-shifted

Moving towards:

- shorter wavelength
- blue-shifted

Hubble's Law – the evidence of an expanding universe



Big Bang - universe started very small, containing all matter & energy, therefore was hot and dense, since then, space has been expanding.

Dark matter and **dark energy** are two things about the universe that we don't yet understand

CMBR

- Space is expanding
- The ancient radiation's wavelength is stretched
- Red-shifted to the microwave region of EM spectrum
- This is called the **Cosmic Microwave Background Radiation (CMBR)**

P8 Space

1. Which colour of visible light has the longest wavelength?
2. What is an emission spectra?
3. What do we mean by red-shift?
4. What does the red-shift of light from most galaxies tell us about the universe?

1. What does red shift tell you about an observed object **and** its wavelength?
2. What does blue-shift tell you about an observed object **and** its wavelength?

1. Sketch a graph of velocity against distance for galaxies
2. Describe the relationship shown in the graph

1. What do we mean by the Big Bang?
2. Give two things that we do not understand about the universe

1. What is the CMBR?
2. Why has the ancient radiation become microwaves?

1. The UK's diverse landscapes



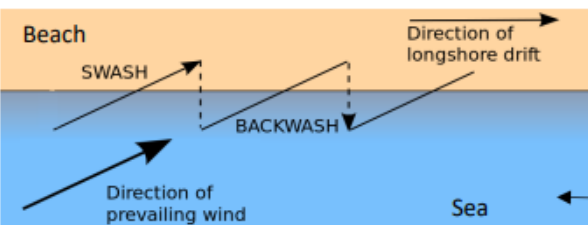
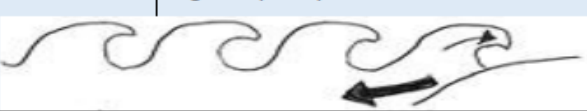
Term	Definition
Relief	Shape of the land.
Upland areas	Land over 200m. Highlands. Steep.
Lowland areas	Land below 100m. Flat or rolling hills

2. Waves

Term	Definition
Swash	Movement of the water UP the beach in the direction of the prevailing wind.
Backwash	Movement of water DOWN the beach at right angles (90°) due to gravity.
Constructive waves	Build up the beach. Strong swash. Weak backwash. Low height, long wave length. Low frequency.



Destructive waves	Erode the coast. Weak swash. Strong backwash. Tall height, short wave length. High frequency.
-------------------	---



3. Processes

Sub-aerial processes (above the sea)

Weathering

Wearing away of rocks in situ. Material not removed.

Mechanical weathering The breaking down of rock without changing its composition. Freeze thaw.

Chemical weathering The breaking down of rock caused by chemicals. (e.g. weak acid rain).

Mass movement

The downhill movement of material under the force of gravity.



Rockfall Free fall of rocks under force of gravity.

Sliding Material collapsing in a straight line.

Slumping Downward rotation of sections of cliff along a slip plane. Worse when saturated.

Marine processes

Erosion

The wearing away and removal of material by a moving force such as a breaking wave.

Hydraulic power The sheer force of the water compressing air into cracks causes bits to break off.

Abrasion Sediment scraping against the cliff (like sandpaper) removing small pieces.

Attrition The 'smashing' of sediment against each other to become more rounded.

Solution Chemical erosion caused by the dissolving of rocks by sea water.

Deposition

Dropping of material Occurs when there is a loss of energy. e.g.. Sheltered bays, when the wind drops.

Transportation

Longshore drift Zig zag movement of sediment along the coastline.

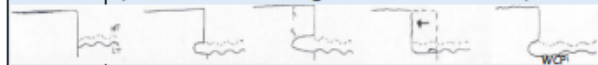
4. Erosional landforms

Headlands and bays

Step 1	Discordant coastlines have alternating bands of more resistant (chalk) and less resistant rock (clay).
Step 2	The less resistant rock is eroded faster through abrasion , creating bays.
Step 3	The more resistant rock erodes slower and is left jutting out to sea forming a headland.

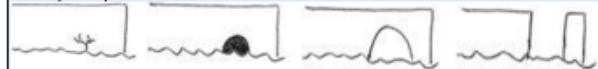
Wave cut platforms

Step 1	Waves erode cliff base between high+ low tide
Step 2	Abrasion create a wave cut notch which enlarges over time.
Step 3	The rock above the notch is unsupported so will collapse due to gravity (mass movement).
Step 4	Cliff retreats , leaving a wave cut platform (the un-eroded original cliff left behind).



Cave, arch, stack

Step 1	Hydraulic power enlarges cracks in headland
Step 2	Over time they turn into a cave.
Step 3	Back of cave is deepened by abrasion until it erodes through the headland > arch.
Step 4	Weathering and erosion wear away at the arch until it eventually collapses (gravity).
Step 5	A stack is formed.



Example of a UK coastline. Dorset coastline.

Headlands and bays	Swanage Bay, Durlston Head
Wave cut platform	Kimmeridge
Arch	Durdle Door (concordant)
Stack	Old Harry

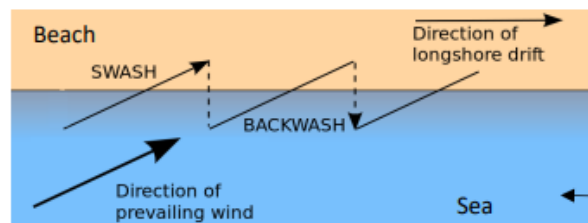
1. The UK's diverse landscapes

Term	Definition
Relief	
Upland areas	
Lowland areas	



2. Waves

Term	Definition
Swash ↗	
Backwash ↓	
Constructive waves	
Destructive waves	



3. Processes

Sub-aerial processes (above the sea)	
Weathering	
Mechanical weathering	
Chemical weathering	
Mass movement	
Rockfall	
Sliding	
Slumping	

Marine processes	
Erosion	
Hydraulic power	
Abrasion	
Attrition	
Solution	
Deposition	
Dropping of material	
Transportation	
Longshore drift	

4. Erosional landforms

Headlands and bays	
Step 1	
Step 2	
Step 3	

Wave cut platforms	
Step 1	
Step 2	
Step 3	
Step 4	

Cave, arch, stack	
Step 1	
Step 2	
Step 3	
Step 4	
Step 5	

Example of a UK coastline. Dorset coastline.	

5. Depositional landforms**Beaches Swanage**

Step 1	Beaches form when deposition occurs.
Step 2	There needs to be a source of sediment nearby like soft cliffs.
Step 3	Constructive waves deposit material in sheltered areas like bays.

Sand dunes Studland

Step 1	Wind blows sand up the beach (saltation).
Step 2	Obstacles such as seaweed cause the wind speed to decrease resulting in deposition .
Step 3	Over time sand dunes build up and are colonised by marram and lyme grass.
Step 4	This vegetation stabilises the sand dunes.

Spits Sandbanks

Step 1	Longshore drift transports sediment along the coast in the direction of the prevailing wind (swash and backwash).
Step 2	Where the coastline changes direction...
Step 3	Sediment is deposited in calm weather out to sea.
Step 4	Can form a hooked end and a salt marsh behind the spit where it is sheltered.

**Bar**

Step 1	When a spit joins two headlands.
Step 2	A lagoon forms behind the bar.

**6. Coastal management****Hard engineering**

Man made structures built to control the sea. Reduces flooding and erosion.

Strategy	Explanation	Costs	Benefits
Sea walls	A hard wall made out of concrete that reflects waves back out to sea	Expensive (£2000 per/m). Life span 75 years.	Prevents erosion / flooding. Often protects tourist resorts.
Rock armour	Boulders piled up along the coast. These erode rather than the coast.	Boulders can be moved by waves and need replacing.	Gaps allow water through, reducing wave energy. Cheap
Gabions	Wire cages filled with rocks at the base of cliffs. Absorb wave energy.	Ugly to look at. £100 per/m Metal corrodes over time.	Cheap and easy to build. Reduce erosion.
Groynes	Wooden fences at right angles to the coast, preventing sand moving by longshore drift = wider beach.	Starve beaches further along the coast = more erosion there. Life span only 25 years	Stops longshore drift removing beaches. Fairly cheap.

Soft engineering

Schemes set up using a natural approach to managing the coast.

Strategy	Explanation	Costs	Benefits
Beach nourishment	Sand and shingle from elsewhere is added to beaches. Wider beaches stop erosion and flooding	Needs redoing every 5 years. Sand has to be brought from elsewhere. Expensive.	Blends with existing beach. Larger beaches = tourists.
Reprofiling	Sediment is redistributed from the lower part to the upper part of the beach. Increases gradient.	Only works if wave energy is low. Needs to be redone lots.	Cheap and simple. Reduces energy of the waves.
Dune regeneration	Creating or restoring sand dunes by nourishment or planting marram grass to stabilise the sand	Protects only a small area. Areas zoned off from public which is unpopular.	Sand dunes create a barrier between the sea and land. Stabilisation is cheap.

Managed retreat

Coastal realignment

Remove current defences, allow sea to flood the land behind. Over time land becomes a marshland.

Land is lost = conflict (farmers) Salt water can negatively impact existing ecosystems.

Cheap and easy. Doesn't need maintenance. New habitats created.

7. An example of a coastal management scheme

What?	Reasons for management	Management strategy	Effects and conflicts
Bournemouth Beach Management Scheme. Aim: Hold the line and protect tourism.	Coastline would erode at a metre a year. Beach important for tourism (£413million). 3114 homes at risk from collapsing cliffs.	3 phases costing £50 million. HARD: Replaced or added 53 groynes. SOFT: 3 lots of replenishment, every 5 yrs	✓ Beaches = More tourists = 9000 jobs ✗ Barton on Sea at risk from erosion. ✗ Conflict: locals vs construction.

5. Depositional landforms**Beaches** Swanage

Step 1	
Step 2	
Step 3	

Sand dunes Studland

Step 1	
Step 2	
Step 3	
Step 4	

Spits Sandbanks

Step 1	
Step 2	
Step 3	
Step 4	

**Bar**

Step 1	
Step 2	

**6. Coastal management****Hard engineering**

Man made structures built to control the sea. Reduces flooding and erosion.

Strategy	Explanation	Costs	Benefits
Sea walls			
Rock armour			
Gabions			
Groynes			

Soft engineering

Schemes set up using a natural approach to managing the coast.

Strategy	Explanation	Costs	Benefits
Beach nourishment			
Reprofiling			
Dune regeneration			

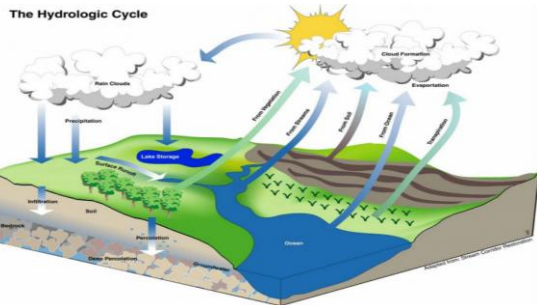
Managed
retreat
Coastal realignment

7. An example of a coastal management scheme

What?	Reasons for management	Management strategy	Effects and conflicts



The Hydrologic Cycle



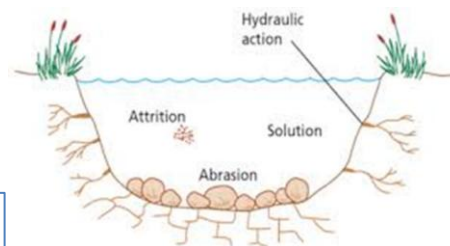
What are we learning this term

- The Hydrological cycle
- Drainage basins
- Factors influencing the hydrological cycle
- Key terms



Some factors will influence the way that water travels to the river – see below.

The drainage basin is the area of land drained by a river and its tributaries. Its boundary is the *watershed*. The start of a river is called the *source*, and the end of the river as it enters the sea is the *mouth*. The main river channel may be joined by smaller rivers called *tributaries*, and this meeting point is called a *confluence*.



Erosion in a river has a number of different forms.

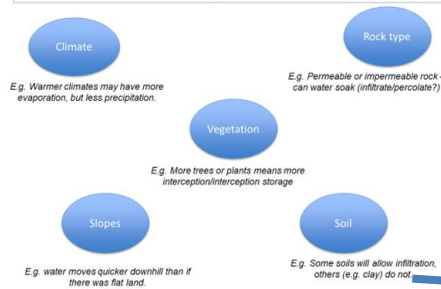
D	Key terms
Attrition	is the 'smashing' of sediment against each other to become more rounded.
Hydraulic action	is the sheer force of the water breaking down the river banks and bed.
Corrosion (solution)	is the dissolving of material.
Abrasion (corasion)	is the action of sediment scraping against the bed and bank of the river (like sandpaper)

A. The hydrological cycle

The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:

Evaporation	the process of water turning from a liquid in to water vapour as it is warmed.
Transpiration	Transpiration – the loss of water from trees and plants
Condensation	water vapour returning to a liquid once cooled.
Interception	water being trapped by tree leaves and plant leaves
Surface run off	water travelling over the land
Infiltration	water soaking into the soil
Throughflow	water flowing downhill in the soil
Percolation	water passing vertically through soil and rock
Groundwater flow	water flowing vertically through rock.
Channel flow	water flowing in a river channel
Channel storage	water being stored in the river

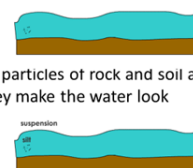
Factors influencing the hydrological cycle- what speeds it up, or slows it down?



Hydrographs are a method to show us the relationship between rainfall and discharge (the amount of water in the river at a given time). Hydrographs can help us to predict the risk of flooding, but also can help us to understand how water has made it's way the river...

Transportation.

- Transportation happens in one of four ways:
- As solution: dissolved minerals carried in the water.
- Suspension: Small particles of rock and soil are carried along – they make the water look cloudy or muddy.



- As **saltation**: sand grains and small stones just bounce along.



- As **traction**: Larger stones and rocks get rolled along.

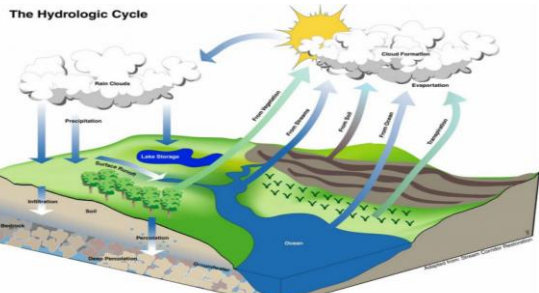


The **lag time** of a hydrograph is the time between the peak rainfall and the peak discharge. If this is long (e.g. b) then it means water will have infiltrated rather than moved through surface run off, as surface run off would cause water to enter the river quickly, and so our hydrograph would have a shorter lag time (e.g. a).



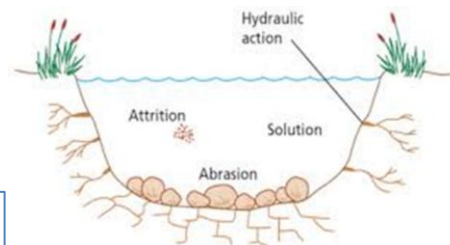


The Hydrologic Cycle



What are we learning this term

- A. The Hydrological cycle
- B. Drainage basins
- C. Factors influencing the hydrological cycle
- D. Key terms



Erosion in a river has a number of different forms.

A. The hydrological cycle

The hydrological cycle is a closed system. This means that water never leaves, or enters the cycle of water from sea, land and atmosphere. The cycle is important because it shows us how water can enter the drainage basin, and how water can be responsible for increasing or decreasing our risk of flooding. Key words include:

Evaporation

Transpiration

Condensation

Interception

Surface run off

Infiltration

Throughflow

Percolation

Groundwater flow

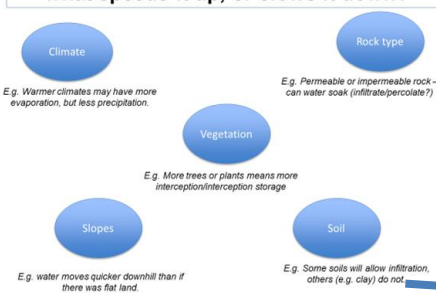
Channel flow

Channel storage

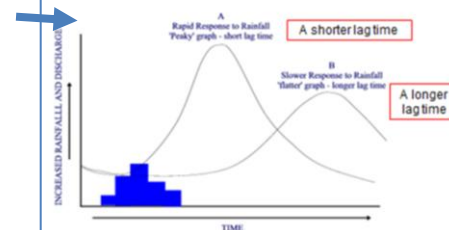


Some factors will influence the way that water travels to the river – see below.

Factors influencing the hydrological cycle- what speeds it up, or slows it down?



D	Key terms
Attrition	
Hydraulic action	
Corrosion (solution)	
Abrasion (corasion)	

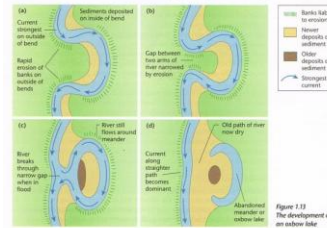




Geography Knowledge Organiser: Year 11 Term 3 Rivers

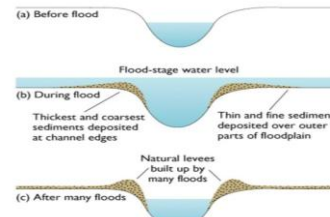


E	Reducing flooding
Rivers flooding can be caused by a number of factors. These could be human factors:	
Farming	ploughing can cause water to collect in the troughs and run directly in to the river.
Urbanisation	building with tarmac and concrete does not allow infiltration so water moves to the river through surface run off, or might sit on the land.
Deforestation	cutting down trees will reduce interception storage and increase surface run off.
Or physical factors:	Or physical factors:
Weather and climate:	hotter weather increases evaporation which will then decrease the amount of discharge. Colder weather will cause more surface run off as frozen ground cannot infiltrate water.
High amounts of rainfall	saturated ground will not infiltrate further rainfall, which increases surface run off, and therefore the discharge in the river.
Steep land	steep land increases surface run off and therefore the discharge in the river

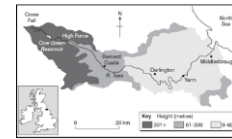


A meander is a bend in a river. Erosion happens on the outside of the bend as the velocity is faster. Deposition happens on the inside of the bend as velocity is slowest. This meander may over time become an oxbow lake as erosion on the outside of the bend exaggerates the bend, and when the river floods, water might take the quickest route – therefore cutting off the bend!

Formation of Natural Levees



The river is 85 miles long, and drains an area of 710 square miles. Its source is in the Pennine hills, and flows in to the North Sea at Middlesbrough.



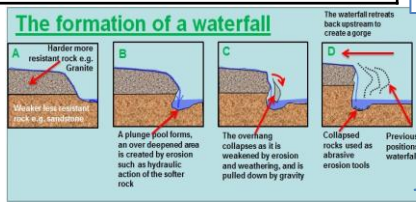
Middle/lower course:

There are good examples of meanders, levees and floodplains along the River Tees. The natural levees have built up over time as the river floods and sediment is deposited on the banks of the river. There are large industries in the lower course of the river, making the most of the flat land and river's flow in to the North Sea. This area of the river needs high levels of management. In Yarn there are extensive flood protection methods.

Upper course: The upper course of the river has impressive waterfalls. The river drops 20m in a single sheet of water – High Force Waterfall (tallest in England). The waterfall has retreated back overtime to form a gorge. There are high v-shaped valleys, and interlocking spurs in the upper course of the river.

The river has been straightened and widened over time to allow navigation for industry and trade.

The image above tracks the journey of a river from source to mouth. Note that the river starts on high land, and meets the sea on flat land. The features of a river will change from source to mouth. This is due to erosion and transportation of material. Typically larger material is found in the upper course of a river, and the material reduces in size as it makes its way to the mouth. Erosion will change from vertical (downwards) to horizontal erosion.



A waterfall will form when bands of hard and soft rock lie on top of each other. Over time the hard (more resistant) rock will be eroded, and therefore the soft rock will be eroded vertically. This creates a plunge pool – and overtime the waterfall will retreat backwards creating a gorge.

Banbury Floods:

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

In 1998 flooding led to the closure of the railway station, local roads and caused £12.5m damage. More than 150 homes and businesses were affected. In 2007 these impacts were repeated.

What has been done to reduce flooding?

- A361 raised, and drainage below the road improved.
- Earth embankments built.
- Floodwalls built.
- Pumping station to transfer excess water.
- Creation of new Biodiversity Action Plan to allow nature to 'soak' up excess water.

What were the costs/benefits?

Socially: quality of life has improved, reduced levels of anxiety of flooding, the A361 will no longer need to be closed.
Economically: Cost £18.5m, but benefits of protecting are over £100m!
Environmentally: Small reservoir created from earth taken for embankments, new Biodiversity Action Plan has created new habitats, and floodplain protected for flooding.

River flooding might bring a lot of effects to an area. They are worse in LICs as the countries are unable to prepare, or protect. These impacts can be social, economic or environmental.

Social: loss of homes, death, loss of possessions etc.



Economic: Cost of repairs, loss of income from flooded farmland, loss of business, loss of jobs etc.

Environmental: Damaged habitats, destroyed land, contaminated water sources etc.



E

Reducing flooding

Rivers flooding can be caused by a number of factors.
These could be human factors:

Farming

Urbanisation

Deforestation

Or physical factors:

Weather and climate:

High amounts of rainfall

Steep land

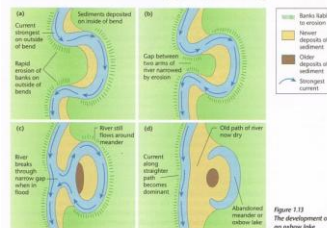
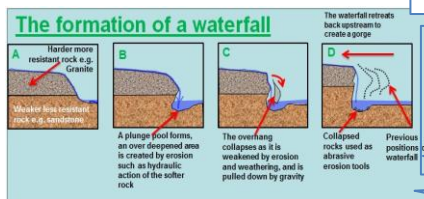
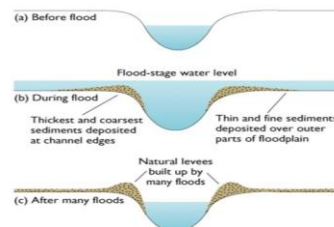


Figure 1.13
The development of an oxbow lake

A meander is _____. Erosion happens on _____ as the velocity _____. _____ happens on the inside of the bend as velocity _____. This meander may over time become _____ as erosion on the _____ of the bend exaggerates the bend, and when the river floods, water might take the quickest route – _____!

Formation of Natural Levees



Banbury Floods:

What has been done to reduce flooding?

Banbury is located in the Cotswolds, north of Oxford.

Impacts of flooding:

What were the costs/benefits?



The Living World:

Useful links:

- http://www.worldbiomes.com/biomes_map.htm http://www.ducksters.com/science/ecosystems/world_biomes.php
- <https://www.bbc.co.uk/education/topics/z2tqwx5>
- http://www.softschools.com/facts/biomes/desert_biome_facts/167/
- http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/



A **biome** is a large scale ecosystem. They are closely linked to climate belts globally. E.g. **Deserts** are found at 22.5°N/S where pressure is high so air sinks leading to a lack of precipitation. **Rainforests** are found along the equator, in areas of low pressure where the air rises, leading to condensation and precipitation.

In an ecosystem there are three elements to its existence.

- **A decomposer** (breaks down the waste e.g. Fungi)
- **A producer** (produces their own food e.g. grass)
- **A consumer** (eats the producer. Primary consumers may include snails/grasshoppers. Secondary consumers then refer to an animal that eats the primary consumer).

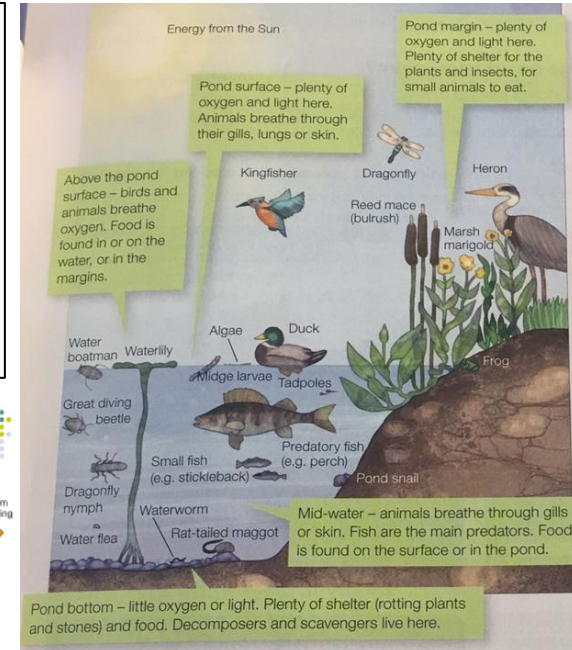
These three elements interact to recycle nutrients. Each one depends on one another.

Humans can upset the balance of ecosystems by introducing new consumers/producers; or removing consumers/producers. E.g. the introduction of the Grey Wolf in Yellowstone National Park meant that there was more competition for consumers, leading to an imbalance further down the food chain.

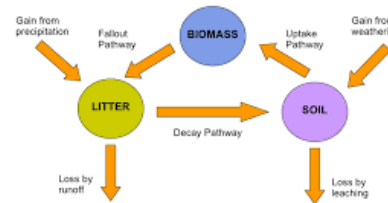
See an example of a food chain & food web opposite.

Ecosystems can also be small scale. By definition an ecosystem is an environment where there is an interaction/relationship between the **abiotic** (non living, e.g. soils/rain/rocks), and the **biotic** (living, e.g. plants/animals) components.

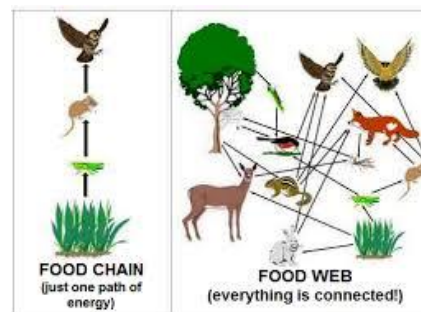
- A freshwater pond is a good example of a small scale ecosystem. Check out the interactions....



Nutrient Cycle



The nutrient cycle in an ecosystem is also incredibly important, and emphasises the links between the **abiotic** and **biotic** elements of the ecosystem.

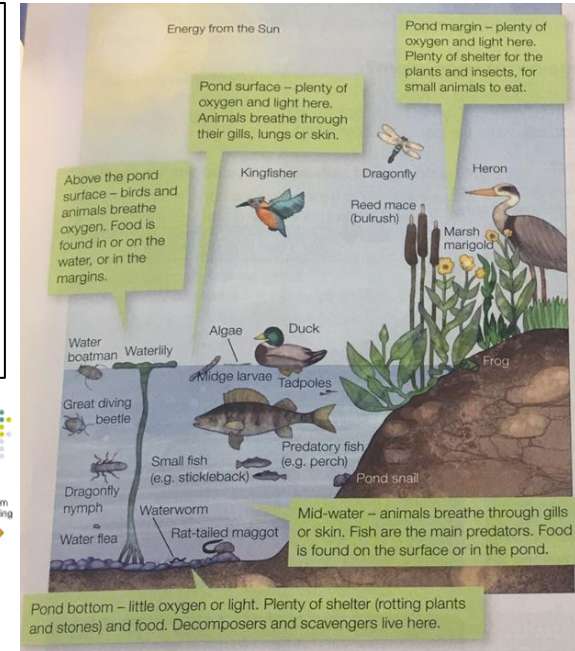
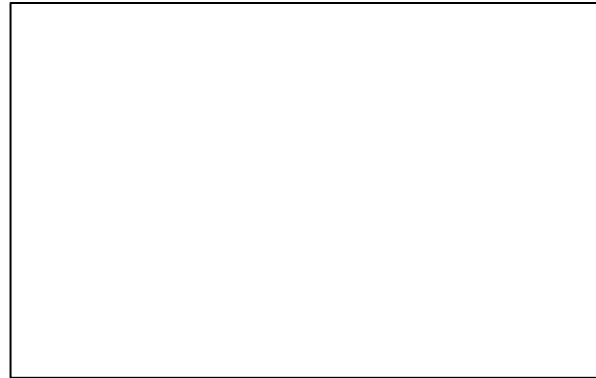


Carnivores (meat eaters), **herbivores** (plant eaters) and **omnivores** (meat & plant eaters) are all important too.

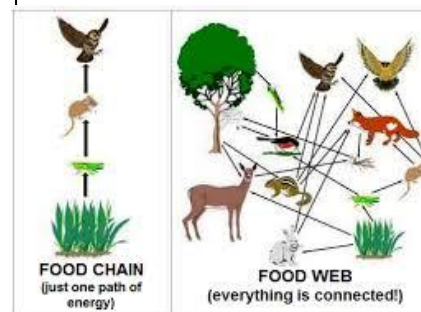
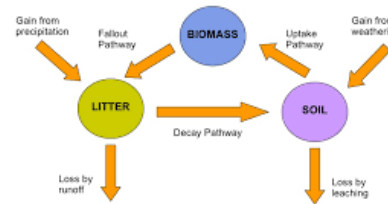
The Living World:

Useful links:

- http://www.worldbiomes.com/biomes_map.htm http://www.ducksters.com/science/ecosystems/world_biomes.php
- <https://www.bbc.co.uk/education/topics/z2tqwxs>
- http://www.softschools.com/facts/biomes/desert_biome_facts/167/
- http://www.softschools.com/facts/biomes/tropical_rainforest_biome_facts/160/



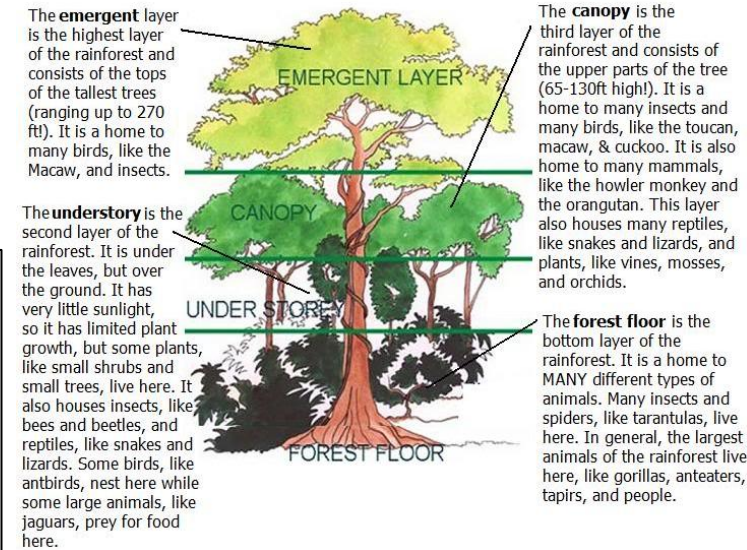
Nutrient Cycle



Biome case study 1: The Tropical Rainforest: The Amazon Rainforest:

Emergent trees have buttress roots to anchor them to the ground. Trees in the canopy/emergent layer will have drip tips to direct water to the floor.

Rainforests hold over ½ of the world's species of animals and plants. They are complex ecosystems with high levels of interdependence. The climate of the rainforest (humid, wet, high temperatures) means that there is huge competition between species, and therefore there is a high level of adaptation from plants and animals.



Causes of deforestation:

Logging – this accounts for 3%. Timber companies are interested in trees such as mahogany and teak and sell them to other countries to make furniture (selective logging). Smaller trees are often used as wood for fuel or made into charcoal.

Mineral extraction – Some of the minerals that richer countries need are found beneath rainforest. In the Amazon, mining is mainly about gold. In 1999, there were 10, 0000 hectares of land being used for gold mining. Today, the area is over 50,000 hectares.

Energy development – The vast Amazon River has encouraged dams to be built to generate hydroelectric power. This involves flooding large areas of rainforest.

Commercial Farming: Cattle. This accounts for 80% of tropical rainforest destruction in Brazil. Crops. The forest is being cleared to make way for vast plantations, where crops such as bananas, palm oil, pineapple, sugar cane, tea and coffee are grown. The cultivation of soy bean has also caused a lot of clearance in the Amazon. The amount of rainforest cleared for this crop doubled between 1990 and 2010.

Road building: Roads are needed to bring in equipment and transport products to markets, but road building means cutting great swathes of rainforest. The Trans-Amazonian highway began construction in 1972 and is 4000km long.

Impacts of deforestation:

Environmental:

- The Amazon stores around 100 billion tonnes of carbon, releasing this will contribute to global warming.
- Soil erosion is caused by deforestation which means that the soil loses its fertility and it takes a long time for things to grow.
- Loss of biodiversity – estimations that the Amazon could lose between 30-40% by 2030.

Economic:

- Wealth brought to countries that were very poor.
- Farming makes a lot of money for countries in the rainforest (E.g. Brazil made \$6.9b in 2008).
- Mining creates jobs for people; and logging contributes to Brazil's economy.
- Decline of native (indigenous) tribes.

Sustainable management of deforestation:

Selective logging: Only some trees are cut down, reducing the pressure.

Replanting (afforestation) – replanting trees that are cut down.

Conservation: National parks/nature reserves set up to restrict activity.

International policies: Putting laws into place internationally to encourage conservation. This could relate to countries only using sustainably sourced materials.

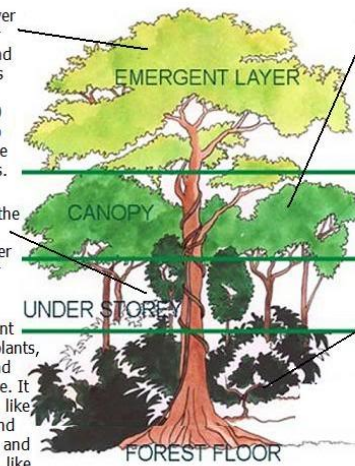
Education: Educating locally and globally to encourage sustainable use of the rainforest.

Biome case study 1: The Tropical Rainforest: The Amazon Rainforest:

Emergent trees have buttress roots to anchor them to the ground. Trees in the canopy/emergent layer will have drip tips to direct water to the floor.

The **emergent** layer is the highest layer of the rainforest and consists of the tops of the tallest trees (ranging up to 270 ft!). It is a home to many birds, like the Macaw, and insects.

The **understory** is the second layer of the rainforest. It is under the leaves, but over the ground. It has very little sunlight, so it has limited plant growth, but some plants, like small shrubs and small trees, live here. It also houses insects, like bees and beetles, and reptiles, like snakes and lizards. Some birds, like antbirds, nest here while some large animals, like jaguars, prey for food here.



The **canopy** is the third layer of the rainforest and consists of the upper parts of the tree (65-130ft high!). It is a home to many insects and many birds, like the toucan, macaw, & cuckoo. It is also home to many mammals, like the howler monkey and the orangutan. This layer also houses many reptiles, like snakes and lizards, and plants, like vines, mosses, and orchids.

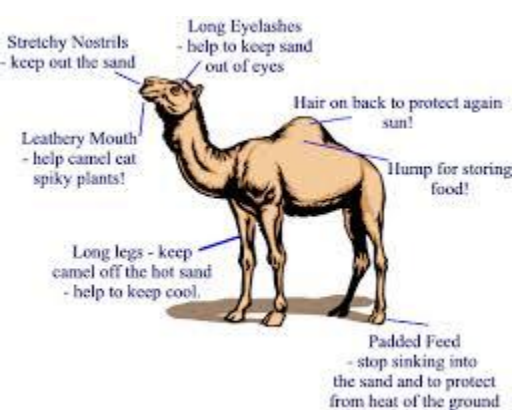
The **forest floor** is the bottom layer of the rainforest. It is a home to MANY different types of animals. Many insects and spiders, like tarantulas, live here. In general, the largest animals of the rainforest live here, like gorillas, anteaters, tapirs, and people.



Biome case study 2: The Desert: The Thar Desert.



The desert is an ecosystem of harsh and extreme climatic conditions. During the day temperatures can hover near to 40°C, and during the night in some areas they can drop below freezing (due to lack of cloud cover because of the area being in high pressure zone). Deserts make living conditions difficult for both animals and plants, and adaptations are essential for these to survive.



Very low biodiversity in the desert, as seen by the image above.



1. Spikes instead of leaves - reduces moisture loss (and helps protect from predators!)
2. Cactus have fleshy stems to soak up lots of water (pleats in stem help to increase storage space!)
3. Thick, waxy skin - helps to reduce transpiration and loss of moisture
4. Long roots to search for underground water and a large number of long but shallow roots to collect water when it does rain
5. Some plants have a rapid life cycle - grow very quickly when rain does come
6. Some plants have bulbs on their roots in which they store water!

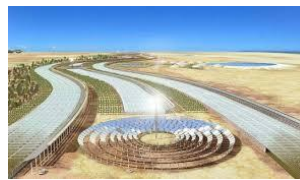
Grand plans by the EU to use land in the Sahara Desert for a vast solar farm.

Development opportunities:

1. **Mineral resources** – Gypsum, Kaolin, Limestone
2. **Solar energy** – 12 or more hours of bright sunshine and cloudless skies everyday are perfect conditions. Badla Solar Farm produces enough energy to power factories and develop the Thar desert are
3. **Wind energy** - Jaisalmer Wind Farm
4. **Coal** - large coal mine owned by the Chinese however enough coal to provide energy to India for 200 years and allow development of factories
5. **Tourism** – camel trekking in the desert, Jaisalmer Fort to visit as a cultural experience
6. **Commercial Farming** – water is essential so farming only happens where there is enough water. Indira Gandhi Canal allows water to be used for commercial farming. Crops include, sesame, mustard and cotton.

Challenges to development:

- Extreme temperatures – daily temperatures can be as high as 40°C due to lack of cloud cover, and freezing at night.
- Inaccessibility – due to the sheer size of the desert it is often expensive and long distances for people to access the whole desert. Use of transport is limited due to poor quality roads and traditional use of camels
- Water supply – low annual rainfall (less than 70mm in some places) – unpredictable rainfall, and huge demand on rainfall/water means it is difficult to provide enough water for all.



Desertification is a huge threat to the desert ecosystem. As pressure is placed on land by human and physical factors such as:

- Removal of vegetation cover.
- Overgrazing.
- Uncontrolled fuel wood collection.
- Unsustainable farming practice and loss in fertility of soil.
- Excessive tree felling.

It can be reduced by:

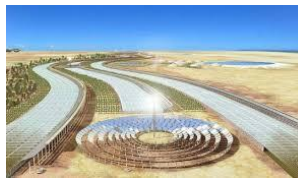
- Appropriate technology (e.g. Stone Lines used to reduce soil erosion) & planting pits
- Tree planting (to hold soil in place)
- Water & soil management (E.g. restricting overuse of water for irrigating crops) Great Green Wall

Biome case study 2: The Desert: The Thar Desert.



Very low biodiversity in the desert, as seen by the image above.

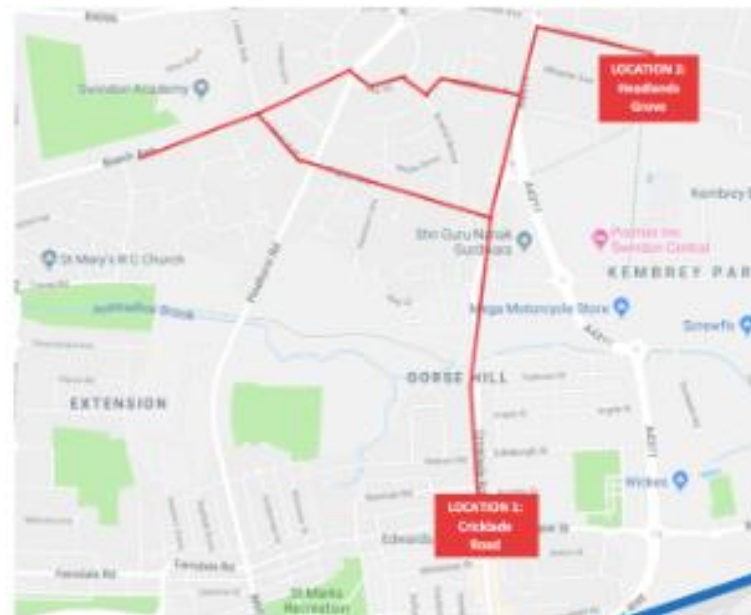
Grand plans by the EU to use land in the Sahara Desert for a vast solar farm.



Title of Human investigation: Do inequalities in housing exist in Swindon?

Why is this suitable as a title? Swindon is a town which has a range of different housing estates. Housing quality and type varies depending on age within the town.

Why is this location suitable? 1) We can walk to locations easily from school. 2) It is a safe location. 3) Easy access around the town 4) No permission needed



Location 1:
Inner city area, close to
CBD
High density, low quality
housing

Location 2:
Previously suburban area
(Now central to Swindon
due to urban sprawl)
Low density, higher quality
housing

Central Business District

The risk rating (high, medium or low) indicates the level of response required to be taken when designing the action plan.

Risk assessment ranking of risk:

Rating Bands (a x b)		
LOW RISK (1 – 8)	MEDIUM RISK (9 - 12)	HIGH RISK (15 - 25)
Continue, but review periodically to ensure controls remain effective	Continue, but implement additional reasonably practicable controls where possible and monitor regularly	-STOP THE ACTIVITY- Identify new controls. Activity must not proceed until risks are reduced to a low or medium level

		Risk				
		1 Near Impossible	2 Unlikely	3 Possible Chance	4 Likely	5 Almost Certain
Severity	1 Insignificant	1	2	3	4	5
	2 Minor Injuries	2	4	6	8	10
	3 Moderate Injuries	3	6	9	12	15
	4 Major Injuries	4	8	12	16	20
	5 Death	5	10	15	20	25

Risk	Why is it a risk?	Solution	Rank score
Tripping on pavement	Urban area with uneven surfaces, so minor injuries could occur from tripping.	Wore sensible shoes / flat trainers.	Severity 2 Likelihood 3 Score 6

		A first aid kit and first aider attended the visit	LOW RISK
Traffic	Crossing roads and conducting the investigation in an urban area leaves participants open to risk from traffic. Especially when crossing the road and carrying out EQS.	Observe the green cross code, using pedestrian crossings and looking both ways before crossing. Walk in single file on narrow pavements to avoid students walking in the road.	Severity – 1 Likelihood 5 Score 5 LOW RISK

Hypothesis Inequalities in housing exist in Swindon. Reasons for the hypothesis? It gives a focus for my study. It is measurable. It allows me to find out if there are differences in housing quality across my home town. Only simple equipment needed.

Background / Location

Swindon is a town in the south west of England. It has a population of 182,000.

Swindon developed as a railway town in the 1840's. During the 1950's Swindon became an 'Expanded Town,' which led to a big increase in population. Today Swindon continues to grow due to Honda and Mini factories being in the area, and due to it being on the commuter belt to London.

Theory/ Secondary –Burgess Model

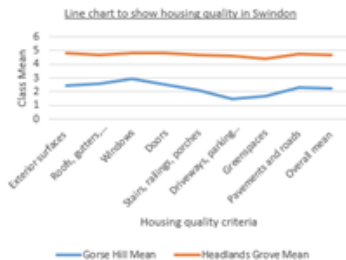
- Shows that towns and cities have different zones
- Housing type and quality varies in each zone.
- More modern, nicer housing is found on the outskirts of cities/ towns

Why is secondary information useful?

- I can test this theory by creating a hypothesis.
- I can link my results back to this model and it will help to explain my findings.
- It is a model based on extensive research.
- Limitations of this data.
- It is a general model it does not take into account other location issues e.g. the war.
- This may be out of date.



Presentation method 1 – Line graph



Presentation method 2

Location 1:
Gorse Hill



Location 2:
Headlands Grove

Interpretation:

- The building quality is better in Headlands Grove in comparison to Gorse Hill.
- The inner city area of Gorse Hill scored lower in all 8 categories, with the largest difference being for the quality of driveways and paths which was a score of -3.08 lower than Headlands Grove.
- Gorse Hill overall housing quality mean score is 2.23 lower than Headlands Grove, this is significant.

Explanation:

- Headlands Grove is in a suburban area. Housing is more modern. Furthermore, the people who live here are more likely to be home owners, so maintain their properties more.
- Proves hypothesis is correct.
- No anomalies exist.

Links to other data:

- This links with secondary data as it shows that housing quality improves as we move out towards the suburbs in Swindon.
- Photographs support the quantitative data that the differences shown in the graph above exist.

Evaluation of presentation method:

Advantages –

- Easy to see patterns differences in buildings quality, due to height of the line.
 - ICT quick and accurate to use.
- ##### Disadvantages –
- Not easy to work out differences as the scores are in decimal points.
 - Difficult to read and interpret scores accurately.

Improvements –

- Located bars using GIS, easier to interpret and consider the locational reasons for differences.

Interpretation:

- The housing in Gorse Hill is clearly older and suffering from signs of dereliction. Houses in Headlands Grove, are detached / semi-detached and more modern.

Explanation:

- The houses at Gorse Hill were built in the 19th century for railway workers. Today many people rent in this area, the houses are in decline due to age and people not being able to afford/ or caring about the upkeep.
- Houses in Headlands Grove have been built around 1930. They are often owner occupied and so maintenance and upkeep are clearly taking place.

Links to other data: This supports the building quality survey and the Burgess model. As both show housing quality would improve as we move out from the centre.

Evaluation of the presentation method:

Good:

- First-hand account of what we saw on the day.
- Can annotate back in class and link to quantitative data.
- It is qualitative data which supports the quantitative results which I have found.

Problems:

- May contain errors, as it is only focused on one part of the street, small things like damaged gutters maybe missed (no rain).
 - Biased as the pictures were taken after the BQS was done = trying to prove hypothesis.
 - Cannot see the exact location on the street.
- ##### Solution
- Locate on a GIS map next to quantitative data.

Methodology:

Method	How it was done?	Why it was done?	Sampling method and reason	Links to hypothesis
Housing quality survey	- Filled in bipolar building quality survey in 2 contrasting residential areas. - A scale of 1-5 used, this meant that we couldn't be impartial. - I will test 2 areas – one from the inner city and one from the suburbs.	- To show if housing differences were occurring across Swindon. - Using a scale of 1-5 for each of the categories would allow me to work out the mean housing quality score in the 2 areas and therefore it would be easy to compare. - Testing 2 areas means I can link findings back to the Burgess Model.	- Random sampling – we stopped at 5 points did the survey 5 times in each of the residential areas. - This means that we are able to work out a mean score therefore giving reliable and accurate results.	Would clearly show if inequalities in housing exist across Swindon.
Annotated photographs	Use phones to take pictures of housing at each site.	Show the building quality and aesthetics of each site.	Random sampling – area chosen to photograph to show housing quality differences.	As above

Conclusion:

- Inequalities in housing do exist in Swindon. Both pieces of information clearly show this. As we move outwards the quality of buildings improve. This is tightly linked to the Burgess model.
- The overall mean BQS for Gorse Hill is 2.26, whereas for Headlands Grove it is 4.68, this is a total difference of 2.43. This is a significant difference and no anomalies for any building feature were present.
- I can now conclude that my hypothesis is correct 'Inequalities in housing do exist in Swindon.'

Reliability of my conclusion:

- Two pieces of evidence clearly support my conclusion and this links to secondary information studied at the start.
- BQS score is reliable as completed four times and the mean worked out, therefore reducing anomalies.
- A significant difference between the mean scores of the 2 residential areas.

Unreliability of my data of my conclusion:

- Some of the building quality features are difficult to measure. For example, rain may have given better evidence in regards to things such as gutters. This means that information may have been missed, or what I have gathered is misleading in regards to the conclusion.
- Certain streets were chosen in each area, however the streets picked may not effectively show represent the variety of housing in that area e.g. In Gorse Hill we may have picked the worst street to test, the next street might have been much nicer – however time stopped us from doing this = inaccurate conclusion.
- Random sampling was used, this meant that we stopped to complete our BQS at the times we thought were best to support our hypothesis e.g. when we saw a bad house in Gorse Hill we tended to stop as we knew this would support our hypothesis – this could have exaggerated our results, which will have led to misleading conclusions.



Evaluation

Method	Problem	Impact on results and conclusion	Solution	Impact on results and conclusion
Building quality survey	• Random sampling used within the two sites to complete the BQS. • Biased when stopping to complete the BQS as we wanted to support our hypothesis. • Only compared 2 housing areas in the UK.	• Contains bias as we stopped where we wanted to, so the differences in housing quality may be inaccurate and unreliable as they could be over exaggerated. • Only compared 2 areas. These areas were picked as we knew that housing quality would be different, this again could have exaggerated our results and led to unreliable conclusions.	• Measure a transect line across the two sites (not streets) which we will visit. Then use SYSTEMATIC sampling at four equal intervals along this transect. • I could add 2 more unknown housing areas in Swindon to the sites studied.	• This will remove bias as I will have to record the BQS based on fairly picked locations, covering a range of streets, meaning that my results will be more accurate and the conclusions will be valid as the mean scores will not have been over exaggerated. • Adding 2 more areas will show if the differences in housing quality in Swindon are as great as stated, or if they gradually change, from different areas = accurate representation in regards to housing quality differences in Swindon.
Photographs	• Random sampling taken in areas to show the building quality and sometimes the pictures were staged to support the hypothesis e.g. the most negative part of the street was pictured in Gorse Hill, even though some areas looked well kept.	• Bias results. Not accurate findings – does not take into account the full aspect of each sites building quality = over exaggerated conclusion.	• Take pictures with the systematic points mentioned above.	• Removes bias showing the variation in building quality in each location = valid results and accurate conclusions

Name:

Appendix- Overall results table

	Gorse Hill Mean	Headlands Grove Mean	Difference
Exterior surfaces	2.44	4.78	2.34
Roofs, gutters, chimneys	2.55	4.65	2.1
Windows	2.94	4.84	1.9
Doors	2.54	4.8	2.26
Stairs, railings, porches	2.1	4.64	2.54
Driveways, parking areas	1.5	4.58	3.08
Greenspaces	1.66	4.4	2.74
Pavements and roads	2.31	4.77	2.46
Overall mean	2.26	4.68	2.43

Significance difference in overall mean - 2.42.

Overall mean for housing quality is higher in Headlands Grove

Quality of housing significantly better in Headlands Grove

Biggest difference between two areas is driveways, parking areas and greenspaces

Links to theory

Less space in Gorse Hill as inner-city area for parking and greenspaces

Headlands Grove had much bigger houses with gardens, driveways as more space in suburbs

Terraced housing in Gorse Hill vs Semi-detached in Headlands Grove

High density, low quality housing in Gorse Hill

Lower density, better quality housing in Headlands Grove

Balboa the Conquistador
1509 Balboa rescues Spanish expedition in trouble on mainland America. 1510 Founds first permanent settlement on mainland America, Santa Maria de la Antigua del Darien. 1511 Confirmed, by King Ferdinand, as captain general and governor of Darien. 1513 Expedition across Isthmus of Panama – finds the Pacific and claims it and surrounding lands for Spain. 1514 Plans an expedition to sail south on the Pacific. Replaced as governor by Pedrarias. Arrested for treason, tried and beheaded.

Pedrarias and Espinosa: the significance of Panama
Pedrarias and Espinosa explored the south coast separately, but both ended up on the same point on the Pacific coast – this became Panama. Panama significant because: -Situated on Pacific coast – closest in distance to Nombre de Dios on the Caribbean Sea. -a route between Panama and Nombre de Dios was the quickest way of moving goods, people and messages between the Pacific and the Caribbean sea. -land surrounding Panama was fertile and had sea rich in fish. -Panama was a port, well situated for Spanish treasure ships to off-load.

Velázquez conquers Cuba	
1511 – Hatuey a native chief living in Haiti, flees to Cuba with 400 natives to escape Spanish cruelty. Velázquez and 300 conquistadors pursue them.	1512 – After strong native resistance, Hatuey is captured and burned alive.
1513 – Massacre at Canao – thousands of natives killed.	1514 – Conquest of Cuba complete. City of Santiago de Cuba founded and becomes capital of Cuba.
1515 – City of Havana founded.	

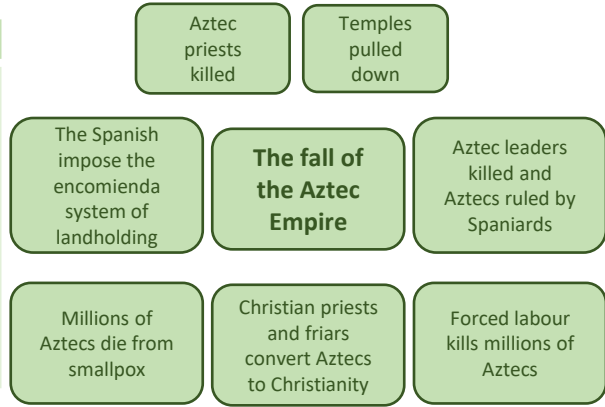


Cortes’ expedition to Mexico 1519		
1519 February – Cortes sails from Cuba, despite Velázquez attempts to stop him.	March – Lands on Yucatan Peninsula and claims land for Spain.	April – Fights Tabascan natives and takes control of the city of Pontonchon. Makes peace with Tabascans. Given Malinche.
July – Re-establishes a Spanish settlement at Vera Cruz. Cortes also sinks his ships.	August – Cortes is met by cheering natives at Cempoala and allies with them.	September – Fights Tlaxcalans – enemies of the Aztecs – makes peace and allies with them.
Aztec religion		
	What beliefs did the Aztecs have towards the Spanish?	
Quetzalcoatl	Some Aztecs wanted to treat Cortes and the Conquistadors as returning gods; others as dangerous invaders. Aztecs worshipped many gods. They were usually connected to nature. Human sacrifices were common among the Aztecs. The god Quetzalcoatl was the god of life. Aztecs believed he had vanished into the sea and would one day return. Many Aztecs believed that Cortes and the conquistadors were returning gods. Cortes and the conquistadors appeared from the same sea, and in the same spot, from which Aztecs believed Quetzalcoatl disappeared.	

Magellan	Cortes removed as governor
Magellan and his ships managed to circumnavigate the world between 1519 and 1522 and claim the Phillipines for Spain. This was important because: • It meant that Spain could claim the Spice Islands – as they had found a western route to it. • It brought prestige to Spain – Magellan and his ships were the first to complete a voyage of global circumnavigation.	Cortes had many enemies which were causing him problems back in Spain. In 1528 he was removed as governor because: • Velázquez became a determined enemy. • Rumours of greed reached the Spanish court. • The king wanted to control Cortes. In 1528 Cortes returns to Spain. Charles I was impressed with what Cortes had found but did not trust him. Cortes was no longer governor but he kept his land. An enemy of Cortes was installed so they could keep an eye on both, and to prevent one gaining too much power.

Date	Event
1519	Feb Cortes sails from Cuba March Lands on Yucatan peninsula and claims land for Spain April Fights Tabascan natives and takes control of Pontonchon. Makes peace with Tabascans. Given Mayan woman, Malinche. July Re-establishes Spanish settlement at Vera Cruz. Sinks his ships. August Met by cheering natives at Cempoala and allies with them. Sept Fights Tlaxcalans – enemies of the Aztecs – makes peace and allies with them. October Cortes and his forces massacre 3000 natives in the town of Cholula. 8th Nov Cortes and his forces enter Tenochtitlan – welcomed by Montezuma. 14th Nov Montezuma taken prisoner by Cortes – becomes a puppet emperor. 1520 April Spanish troops arrive at Vera Cruz under instructions from Velázquez, intending to arrest Cortes. May Cortes leaves Tenochtitlan to oppose Velázquez’s troops. Cortes deputy, Alvarado, massacres thousands of Aztec nobles. 24-29 June Spaniards trapped in Tenochtitlan as Aztecs rise against them. 29th June Montezuma killed. 30th June The Night of Tears: Spaniards are massacred as they flee from Tenochtitlan and spend nearly a year re-grouping and planning. 1521 22nd May Battle for Tenochtitlan begins. 1st Aug Spaniards fight their way into the centre of Tenochtitlan. 13th Aug Tenochtitlan falls to the Spaniards and the Aztecs surrender.

Cortes strengthens Spanish control
In the years to 1528, Cortes strengthened control in many ways: -He continued killing Aztecs and natives that supported them. -He took tribute from remaining Aztec chiefs. -Tenochtitlan was rebuilt on the ruins of the Aztec city. -He encourages exploration and establishment of new communities. -Agriculture was developed. -Industry was developed. -He helped with the spread of Christianity.



Balboa the Conquistador
1509
1510
1511
1513
1514

Pedrarias and Espinosa: the significance of Panama

Velázquez conquers Cuba

1511 –	1512 –
1513 –	1514 –
1515 –	



Cortes’ expedition to Mexico 1519

1519 February –	March –	April –
July –	August –	September –

Aztec religion



Quetzalcoatl

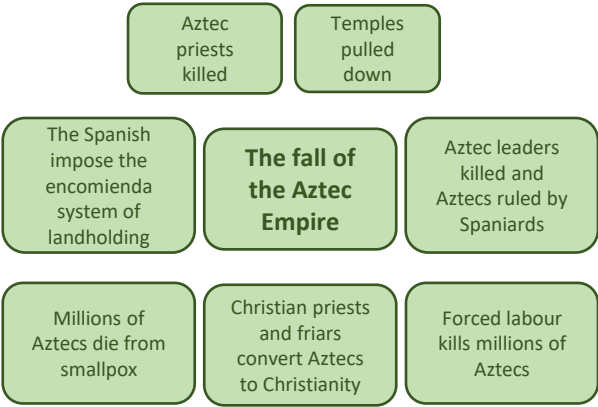
What beliefs did the Aztecs have towards the Spanish?

Magellan

Cortes removed as governor

Date	Event
1519 Feb	
March	
April July	
August Sept	
October 8 th Nov	
14 th Nov	
1520 April May	
24-29 June	
29 th June	
30 th June	
22 nd May	
1 st Aug	
13 th Aug	

Cortes strengthens Spanish control





Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah
Tawalla	Showing love for God and for those who follow Him	A. The 5 Pillars and 10 Obligatory Acts B. Salah C. Sawm D. Zakah E. Hajj F. Jihad G. Id-ul-Adha H. Id-ul-Fitr		What is it?	“Salah is a prescribed duty that has to be performed at the given time by the Qur'an” Muslims pray 5 times per day and this allows them to communicate with Allah. - The prayers are done at dawn (fajr), afternoon (zuhr), late afternoon (asr), dusk (maghrib) and night (isha) - Muslims face the holy city of Makkah when paying.
Tabarra	Disassociation with God's enemies			Wuzu	- The washing process to purify the mind and body for prayer - Muhammad said the key to Salah is cleanliness - Hands, arms, nose, mouth, head, neck and ears are cleaned as well as both feet up to the ankle.
Khums	The obligation to pay one-fifth of acquired wealth			Rak'ahs and recitations	- These are the movements that Muslims make during prayer - Takbir – raise hands to ears and say 'Allahu Akbar' - Qiyam – Standing, Muslims recite Surah - Then bow to the waist saying “Glory be to my Great Lord and praise be to Him” - Then sink to their knees saying “Glory be to my Lord, The Most Supreme...”
Lesser jihad	The physical struggle or holy war in defence of Islam			Salah at home	- Salah is a big part of family life - Meals and other activities are usually scheduled to fit around prayer times - Families pray all together and might have a room set aside for prayer
Greater jihad	The daily struggle and inner spiritual striving to live as a Muslim			Salah in the mosque	- All mosques have a qiblah wall which is to show where to face Makkah - Men and women pray in separate rooms at the Mosque
Sunni	Muslims who believe in the successorship of Abu Bakr, Umar, Uthman and Ali as leaders after the Prophet Muhammad	What are the 5 pillars	5 key practices or duties for Muslims - Both Sunni and Shi'a keep these (Shi'a have them as part of the 10 obligations) - They are seen as pillars “holding up the religion” and are all of equal importance	Jummah	- Jummah is congregational prayer held on a Friday at the mosque where the imam leads the prayer - Praying together as a community develops the feeling of unity amongst Muslims - Men are obliged to attend unless they are sick or too old - Women do not have to go – they may pray at home instead
Shi'a	Muslims who believe in the Imamah, leadership of Ali and his descendants	What are the 10 obligatory acts	- There are 10 obligations for a Muslim according to the Shi'a branch of Islam. - These include prayer, fasting, almsgiving, pilgrimage, jihad, khums, directing others towards good, forbidding evil, tawalla and tabarra	Differences between Sunni and Shi'a	- Shi'a Muslims combine some prayers so they may only pray 3x a day - Shi'a use natural elements e.g. clay where their head rests
Niyyah	Intention during prayer - having the right intention to worship God	Shahadah	- Shahadah is the first of the 5 pillars - It is the Muslim declaration of faith “there is no God but Allah, and Muhammad is His messenger” - This is a statement that Muslims reject anything but Allah as their focus of belief - It also recognises that Muhammad has an important role and his life is an example to follow		
Du'a	A personal prayer that is done in addition to Salah e.g. asking Allah for help				
		<i>Jihad</i>			
Lesser Jihad		- Originated when Prophet Muhammad and early Muslims were being attacked and oppressed by the Meccans and had no choice but to engage “Fight in the way of God those who fight against you but do not transgress” - Conditions for declaration - self-defense - proportionate - legitimate authority - no harm to civilians			
Greater Jihad		- A struggle within oneself to follow the teachings of Islam and be a better person - e.g. perform the Five Pillars, follow Sunnah and avoid temptation “encourage what is right and forbid what is wrong”			



	Keywords		What we are learning in this unit		B.	The 5 Pillars - Salah
Tawalla			A. The 5 Pillars and 10 Obligatory Acts B. Salah C. Sawm D. Zakah E. Hajj F. Jihad G. Id-ul-Adha H. Id-ul-Fitr		What is it?	
Tabarra						
Khums						
Lesser jihad						
Greater jihad				A.	5 Pillars of Islam and 10 obligatory acts	
				What are the 5 pillars		
Sunni				What are the 10 obligatory acts		
Shi'a				Shahadah		
Niyyah						
Du'a						
			Jihad			
Lesser Jihad						
Greater Jihad						
			Jummah			
			Differences between Sunni and Shi'a			



Year 11 GCSE Religious Education KO - Islam Practices



	<i>The 5 Pillars - Zakah</i>
The role of giving alms	Muslims believe it is their duty to ensure Allah's wealth has been distributed equally as everyone is the same - The Qur'an commands to give to those in need
The significance of giving alms	- Giving 2.5% of savings/wealth to charity - Wealth can cause greed which is evil, so Zakah purifies wealth – wealth is given by God and must be shared - The Prophet Muhammad practiced Zakah as a practice in Medina - Given to the poor, needy and travellers Sadaqah is giving from the heart out of generosity and compassion
Khums	- Shi'a Islam – one of the 10 obligatory acts 20% of any profit earned by Shi'a Muslims paid as a tax - Split between charities that support Islamic education and anyone who is in need "know that whatever of a thing you acquire, a fifth of it is for Allah, for the Messenger, for the near relative, and the orphans, the needy, and the wayfarer"

	<i>The 5 Pillars - Sawm</i>
The role of fasting	- Fasting during Ramadan (9th month in Muslim calendar) - Muslims give up food, drink, smoking and sexual activity in daylight hours - Pregnant people, children under 12, travellers and elderly people are exempt from fasting.
The significance of fasting	- Ramadan is believed to be the month that Prophet Muhammad began to receive revelations of the Qur'an - Helps Muslims to become spiritually stronger
Reasons for fasting	- Obedying God and exercising self-discipline - Develops empathy for the poor - Appreciation of God's gifts - Giving thanks for the Qur'an - Sharing fellowship and community with other Muslims
Night of power	- The night when the Angel Jibril first appeared to Muhammad and began revealing the Qur'an. - The most important event in history – "better than a thousand months" [Surah 97:3] - Laylat Al-Qadr is the holiest night of the year. Muslims try to stay awake for the whole night to pray and study for the Qur'an

	<i>The 5 Pillars - Hajj</i>
The role of pilgrimage	A pilgrimage to Makkah which is compulsory for Muslims to take at least once as long as they can afford it and are healthy
The significance of pilgrimage	- God told Ibrahim to take his wife and son on a journey and leave them without food or water - Hajira ran up and down two hills in search of water, could not find any and prayed to God. Then water sprung from the ground. This is the Zamzam well - When Ibrahim returned he was commanded to build the Ka'ba as a shrine dedicated to Allah - Hajj is performed in the month of Dhu'l-Hijja
Actions	- Ihram – dressing in two pieces of white cloth - Circling the Ka'aba 7 times (tawaf) - Drinking water from the Zamzam well like Hajar - walking between Al-Safa and Al-Marwa hills seven times - Throwing stones at 3 pillars (jamarat) to represent casting out the devil and remembering Ibrahim throwing stones at the devil to drive him away - Asking Allah for forgiveness at Mt Arafat - Collecting pebbles at Muzdalifah

	<i>Id-ul-Adha, Id-ul-Fitr, Ashura</i>
Id-ul-Adha Not an official holiday in UK	Festival of sacrifice - Marks the end of Hajj and is a chance for whole Ummah to celebrate Origins – Ibrahim's commitment to God in being willing to sacrifice his son, Ishmael. God was testing Ibrahim Key events – new clothes, sacrificing an animal, visiting the Mosque. - People ask a butcher to slaughter a sheep for them and share the meat with the community
Id-ul-Fitr Public holiday in Muslim majority countries, not UK	Festival of fast-breaking - Marks the end of Ramadan Key events – Decorate homes with colourful light and banners, dress in new clothes, gather in Mosques, give gifts and money, give to the poor Zakah ul-Fitr – donation to the poor so that everyone can eat a generous meal at the end of Ramadan.
Ashura	- Sunni celebration – many fast on this day which was established by Prophet Muhammad - Shi'a mourning – Husayn was murdered and beheaded. Muslims remember his death and betrayal Key events – public displays of grief, day of sorrow, wear black, re-enactments of martyrdom, not a public holiday in Britain but Muslims may have day off school



Year 11 GCSE Religious Education KO - Islam Practices



	<i>The 5 Pillars - Zakah</i>
The role of giving alms	
The significance of giving alms	
Khums	

	<i>The 5 Pillars - Sawm</i>
The role of fasting	
The significance of fasting	
Reasons for fasting	
Night of power	

	<i>The 5 Pillars - Hajj</i>
The role of pilgrimage	
The significance of pilgrimage	
Actions	

	<i>Id-ul-Adha, Id-ul-Fitr, Ashura</i>
Id-ul-Adha Not an official holiday in UK	
Id-ul-Fitr Public holiday in Muslim majority countries, not UK	
Ashura	

Key Verbs				
Llevarse to get on	Ir To go	Soportar To stand	Hacer – to do/make	Discutir to argue
Me llevo I get on	Voy I go	Soporto I can stand	Hago I do	Discuto I argue
Te llevas You (s) get on	Vas You go	Soportas You can stand	Haces You do	Discutes You argue
Se lleva He/se gets on	Va s/he goes	Soporta He/she can stand	Hace s/he does	Discute He/she argues
Nos llevamos They get on	Vamos They go	Soportamos W can stand	Hacemos We do	Discutios We argue
Se llevan They get on	Van They go	Soportan They can stand	Hacen They do	Discuten They argue

1.1H Relaciones con la familia	1.2F Planes para el futuro
parecido/a la pelea perezoso/a provocar el sobrino / la sobrina tender a todavía tratar triste	similar fight lazy to cause nephew, niece to tend to still to treat sad

1.2G Hablando de parejas	1.2H Las relaciones de hoy en día
el beso cada vez más cocinar comprar echar de menos enamorado/a los familiares feliz la gente el invitado/a maleducado/a el marido el matrimonio la mujer la novia el novio parecer la pareja los parientes pelear(se) el piso serio/a sonreír	kiss more and more to cook to buy to miss someone in love relatives happy people guest rude husband marriage wife, woman girlfriend, fiancée boyfriend, fiancé to seem partner relatives to fight flat, apartment serious, responsible to smile

así que la boda buscar cambiar el casamiento casarse el compañero/a decepcionado/a encontrar la felicidad la fiesta por eso próximo/a el sitio solo/a soltero/a tener suerte las vacaciones ya no	so, therefore wedding to look for to change wedding to get married colleague, friend disappointed to find happiness party, festival therefore next place alone, only single to be lucky holidays no longer
---	--



GCSE unit 1 SPANISH Knowledge organiser. Topic Me my family and friends



Translation Practice. G – blue F – orange H - Green	
Mi a _____ es	My grandfather is
a _____ y _____	Happy and Kind
Tiene los ____ verdes	He has green eyes
Y tiene el pelo ____	He has Curly hair
la _____ de mis sueños	The wife of my dreams
Quiero un _____ guapo	I want a pretty boyfriend
Mis padres me dan buenos _____	My parents give me good advice
Es importante _____ a otros	It's important to look after others
Se debe _____ a los niños	It's necessary to advise kids
Mi hermano es _____	My brother is understanding
Es bueno _____ a otra gente	It's good to know other people
Tener una _____ me importa	Having a partner is important
_____ me interesa	Getting married interests me
Mis padres me dan mucho _____	My parents give me lots of affection
No soy nunca _____	I'm never jealous
Estoy _____/a de los deberes	I'm fed up of homework
encontrar _____	To find a partner
Fue una buena _____	It was a good party
No quiero ser _____	I don't want to be single

Key Questions: Answer the following in your own words. Use these model answers	
¿Puedes describir te? ¿Cómo es tu aspecto físico, tu personalidad?	Soy bastante alto y delgado. Tengo los ojos azules y el pelo marrón y liso. Mis padres me describen como una persona cariñosa, comprensiva, sensible, honesta y un poco vaga.
¿Cómo sería un novio perfecto/una novia perfecta? ¿Por qué?	Mi novia perfecta sería muy guapa y honesta y tendría el pelo rubio, corto y rizado. Todos los días sería sensible y no sería nunca perezosa o torpe.
¿Quiénes son los miembros de tu familia?	Somos cinco en mi familia. Vivo con mis padres que se llaman Tengo un hermano menor que se llama .. y tengo una hermana mayor que tiene _____ años
¿Te llevas bien con tu familia? ¿Por qué?	Me llevo bien con mi hermano porque es cariñoso y siempre comprensivo. No me llevo bien con mi hermana porque nos peleamos mucho y mi hermana se enfada conmigo.
¿Hay discusiones en tu familia? ¿De qué se discute?	Sí, hay discusiones en mi familia. Hay tensión en la casa de vez en cuando. No estoy de acuerdo con los consejos de mis padres. También hay discusiones porque mi hermana pone su música demasiado fuerte
¿Quieres casarte y tener niños en el futuro? ¿Por qué?	Si, en el futuro me gustaría casarme con un hombre/mujer (man/woman) honesto y sensible. Quiero casarme porque el matrimonio es muy importante para mi y quiero una boda perfecta en una iglesia. Quiero tener dos niños, una chica y un chico. Voy a tener niños después de haber ido a la universidad
¿Qué has hecho recientemente con tu familia?	Recientemente, fui al centro de la ciudad con mi familia. Fuimos juntos en coche y fuimos para comprar unos regalos para el cumpleaños de mi abuelo. Después comimos en un restaurante, yo comí un bocadillo de pollo, mi hermana comió una ensalada. Me gustó mucho porque fue muy divertido y la comida fue muy deliciosa.
¿Crees que el matrimonio es importante para ti? ¿Por qué?	Quiero casarme porque el matrimonio es muy importante para mí y quiero una boda perfecta en una iglesia. Aunque las bodas son muy caras, tener una boda es mi ambición.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

Key Verbs				
Descargar To download	Subir To upload	Mandar To send	Hacer – to do/make	Chatear To chat
Descargo I download	Subo I upload	Mando I send	Hago I do	Chateo I chat
Descargas You download	Subes You upload	Mandas You send	Haces You do	Chateas You chat
descarga He/she download	sube He/she uploads	Manda He/she sends	Hace s/he does	Chatea He/she chats
Descargamos We download	Subimos We upload	Mandamos We send	Hacemos We do	Chateamos We chat
Descargan They download	suben They upload	Mandan They send	Hacen They do	Chatean They chat
2.2F La tecnología portátil			2.1H Las redes sociales	
andar	to walk		a mi juicio	in my opinion
archivo	file		acosar	to bully
borrar	to delete, erase		el acoso	bullying
la canción	song		apasionar	to excite
cargar	to load		aun	even
contestar	to answer		bajo	low
el correo basura	spam, junk mail		compartir	to share
cualquier	any		el comportamiento	behaviour
de vez en cuando	from time to time		el desarrollo	development
el disco duro	hard drive		la desventaja	disadvantage
el espacio	space		divertirse	to have a good time
igual	same		gratuito/a	free of charge
el ordenador portátil	laptop		mejorar	to improve
sacar fotos	to take photos		el riesgo	risk
sentir	to feel		el/la seguidor/a	follower
la tableta	tablet		tener éxito	to be successful
la tecnología	technology		el/la usuario/a	user
2.2H ¿Podrías vivir sin el móvil y la tableta?				
la conexión inalámbrica	wireless connection			
chatear	to chat online			
correr	to run			
darse cuenta de	to realise			
en vez de	instead of			
las felicitades	best wishes,			
congratulations				
felicitar	to send best wishes/to			
congratulate				
hasta	until			
imprescindible	essential			
preocupar	to worry			



GCSE Unit 2 SPANISH Knowledge organiser. Topic Technology in Everyday Life



Translation Practice. G – blue F – orange H - Green	
Mando _____ _____ a mis amigos	I send emails to my friends
Me gusta usar _____	I like to use social networks
Siempre _____ fotos a Instagram	I always upload photos to Instagram
Recibo más _____ en Facebook que Twitter	I receive more messages on FB than Twitter
El _____ es más útil que Facebook	Email is more useful than Facebook
Twitter es menos divertido que las _____	Twitter is less fun than chatrooms
Estoy borrando _____	I am deleting files
Los _____ son muy caros	Laptops are very expensive
Me gusta _____ a los videojuegos	I like playing video games
_____ muchas fotos con mi tableta	I take lots of photos with my tablet
Prefiero _____ correos electrónicos	I prefer to send emails
I hate _____	I hate spam emails
Estamos ayudando a niños usar un _____	We are helping young children to use a laptop
He _____ de usar Instagram	I have stopped using Instagram
Está _____ hablar con su familia en Francia	He's trying to talk to his family in France
He _____ con comprar un móvil nuevo	I have dreamt of buying a new mobile
_____ de hablar con nuestros amigos	We have just finished speaking to our friends
_____ es importante para todos	Technology is important for everyone
He _____ Facebook antes	I have used Facebook before

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo usas las nuevas tecnologías/los redes sociales?	Todos los días uso las nuevas tecnologías. Uso mi ordenador, mi portátil nuevo, mi móvil y las redes sociales. Uso mi ordenador para ver videos de mis artistas favoritos en YouTube. Uso mi ordenador para hacer mis deberes y uso mi móvil para jugar juegos y subir y descargar fotos de mis amigos en Facebook.
¿Las nuevas tecnologías/los redes sociales son importante para ti? ¿Por qué?	Las redes sociales son muy importantes para mí. Las uso para contactarme con mis amigos, para charlar con mis amigos, para compartir experiencias y fotos, para ver videos de mis músicos favoritos. Ayer usé mi móvil para llamar a mis amigos, mandé mensajes a mis amigos y hice mis deberes.
¿Crees que las redes sociales son buenas o malas? ¿Por qué?	De un lado, lo bueno de las redes sociales es que puedes compartir experiencias y fotos con tus amigos, puedes seguir tus artistas o músicos favoritos. También lo bueno es que es muy rápido y barato mantenerte en contacto con tu familia. Lo malo es que los móviles cuestan mucho dinero, tu vida no es muy privada, es difícil para, es muy fácil ser dependiente de las redes sociales. Lo malo es que las personas no hablan y solo usan sus móviles.
¿Para qué usaste tu ordenador ayer?	Ayer usé mi ordenador para charlar con mis amigos y para mandar mensajes. También, ayer descargué música de la Red y subí fotos en Facebook. Me gustó porque fue entretenido y fue mejor que hacer mis deberes.
¿Qué es tu opinión de Facebook/youtube/skype/Twitter/Instagram?	En mi opinión Facebook etc es muy importante/útil/entretenido/divertido.
¿Podrías vivir sin tu móvil / tu tableta? ¿Por qué?	No podría vivir sin mi móvil. Soy adicto a mi móvil. Lo uso todos los días para contactar con mi familia y es muy importante para buscar información, ayudar con los deberes

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a subir fotos = I'm going to upload photos Va a mandar un correo electrónico = He / She is going to send an email

Key Verbs				
Salir To go out	Ir To go	Jugar To play	Hacer – to do/make	Tocar To play (ins)
Salgo I go out	Voy I go	Juego I play	Hago I do	Toco I play
Sales You go out	Vas You go	Juegas You play	Haces You do	Tocas You play
Sale He/she goes out	Va s/he goes	Juega He/she plays	Hace s/he does	Toca He/she plays
Salimos We go out	Vamos They go	Jugamos We play	Hacemos We do	Tocamos We play
Salen They go out	Van They go	Juegan They play	Hacen They do	Tocan They play

3.1G ¿Qué te gusta hacer?	
aburrido/a	boring
bailar	to dance
cantar	to sing
el cine	cinema
de vez en cuando	from time to time,occasionally
entretenido/a	entertaining
estimulante	challenging
jugar	to play (game, sport)
leer	to read
libre	free
odiar	to hate
la película	film
practicar	to practise
salir	to go out
la tarde	afternoon, evening
el teclado	keyboard
tocar	to touch, to play(an instrument)
ver	to see, watch

3.2G Comer y Beber	
el (fem.) agua	(mineral) water
beber	to drink
el bocadillo	sandwich
la carne	meat
la cena	evening meal
cenar	to have supper / to have
an evening meal	
comer	to eat
la comida	lunch, food, meal
desayunar	to have breakfast
el desayuno	breakfast
después	afterwards
el helado	ice cream
el huevo	egg
el jamón	ham
la leche	milk
las legumbres	pulses
la mantequilla	butter
la manzana	apple
la mermelada	jam, marmalade
las patatas fritas	chips, fries

3.3G ¿Haces deporte?	
activo/a	active
al aire libre	in the open air,
outdoors	
ayudar	to help
el baloncesto	basketball
el campo	countryside, playing
field	
la cancha	court
los deberes	homework
la equitación	horse riding
el estadio	stadium
montar a caballo	to ride a horse
montar en bicicleta	to ride a bike

3.2G Comer y Beber	
el perrito caliente	hot dog
el pescado	fish
el pollo	chicken
el postre	dessert, pudding
el queso	cheese
la sopa	soup
el té	tea
tomar	to take, to have (food,
drink)	
la tortilla	omelette
la tostada	toast
el vaso	glass
las verduras	vegetables

3.2F Vamos a comer fuera	
el atún	tuna
el bacalao	cod
la barra	loaf
el bistec	steak
los calamares	squid
la cebolla	onion
el cerdo	pork
la cerveza	beer
los champiñones	mushrooms
el chorizo	chorizo
la chuleta	chop
el cordero	lamb
el filete	fillet
la fresa	strawberry
las gambas	prawns
el gazpacho	chilled tomato soup
los guisantes	peas
el jamón serrano	cured ham
las judías verdes	green beans

3.1H Hablando del tiempo libre y de los planes	
aburrido/a	boring
agradable	pleasant
al aire libre	in the open air,
outdoors	
la batería	drums
la canción	song
dar un paseo	to go for a walk
de vez en cuando	from time to time,
occasionally	
desafiante	challenging
divertido/a	fun
emocionante	exciting

3.3F ¿Qué deportes harás?	
el alpinismo	rock climbing
cansado/a	tired
la carrera	race
el concurso	competition
(contest)	
contestar	to answer
durante	during
el ejercicio	exercise
el entrenamiento	training
entrenar	to train
el equipo	team
el esquí	skiing
este, esta	this
ganar	to win
el jugador	player
mañana	tomorrow
el miembro	member
el partido	match
probar	to try, to test



GCSE Unit 3 SPANISH Knowledge organiser. Topic Free Time Activities



Translation Practice. G – blue F – orange H - Green	
No me gusta _____	I don't like going shopping
Me encanta _____ con mis amigos	I love going out with my friends
Me _____ escuchar música	I love listening to music
No me gusta _____	I don't like dancing
Si tengo _____	If I have the time
Hago _____ de música	I do music classes
De vez en cuando _____ una novela	From time to time, I read a novel
Siempre _____ la guitarra con la banda	I always play the guitar with the group
A veces _____ a algún concierto	Sometimes I go to some concert
El fin de semana _____ juego al fútbol	On the weekend I always play football
Siempre _____ muy preocupada	I am always busy
Generalmente _____ música por las tardes	Generally I listen to music in the evenings
Me _____ jugar a los videojuegos	Playing video games interests me
Ella quiere patina en la pista de _____	She wants to skate on the ice rink
_____ al gimnasio	I will come to the gym
_____ if there is a match?	Will you know if there's a match?
_____ el ciclismo	I will try cycling
Fue una buena _____	It was a good party
No quiero _____	I don't want to participate

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces en tu tiempo libre? Frecuencia? Opiniones?	-Normalmente juego al fútbol todos los días después del colegio. Lo que me encanta es jugar al fútbol con mis amigos porque es bueno para la salud y es emocionante y relajante jugar contra tus amigos. De vez en cuando juego con videojuegos pero ayer hice ciclismo, hice mis deberes y toque mi guitarra. Ayer, fui al colegio durante el día. Después del colegio fui al polideportivo con mis amigos y jugué/jugamos al baloncesto juntos. Ayer por la mañana fui de compras en el centro de la ciudad con mi madre y fuimos a las tiendas de ropa. Lo que me encantó/gustó fue que ví una película entretenido por la noche/ fue que jugué mi deporte favorito y podía entrenarme. Todos los días juego al fútbol y al baloncesto, que son mis deportes favoritos. De vez en cuando hago ciclismo y practico el atletismo pero son muy estresantes, duros y no son relajantes. Lo que me encanta es jugar al fútbol en mi equipo los fines de semana.
¿Te gusta ver la televisión? Qué has visto en la televisión recientemente?Tienes un programa favorito?	Si, me gusta ver la televisión, me gustan los programas de horror, de tele-realidad, los documentales y de deporte. Lo que me encanta es ver los dibujos-animados porque son más entretenidos que las noticias. Ayer ví las noticias con mis padres. Mi programa favorito es ... porque es
¿Qué es tu película favorita? Qué película has visto recientemente en el cine?	Mi película favorita es ... porque me encantan las películas de acción/tiene mucha violencia/tiene buenos actores/es muy romántica/me encanta la historia/tiene buenos efectos especiales.
¿Cuando se cena en Inglaterra y en España? ¿Cuándo prefieres cenar o almorzar?	Normalmente se cena en Inglaterra a las seis, como mi almuerzo a las dos, como mi desayuno a las ocho.
Describe una cena especial	Recientemente fui a un restaurante con mi familia para celebrar el cumpleaños de mi abuelo. Fuimos a un restaurante chino porque es la comida favorita de mi abuela. Primero, comí .. y bebí. Para el postre comí y bebí . Lo que me gustó fue la buena comida/ver a y hablar con toda mi familia. Fue muy emocionante.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the future tense ('will')	Future Tense ('will...') All verb groups: -é, -ás, -á, -emos, -éis, -án
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían

Key Verbs				
Celebrar To celebrate	Ir To go	Disfrutar To enjoy	Hacer – to do/make	Disfrazar To dress up
Celebro I celebrate	Voy I go	Disfruto I enjoy	Hago I do	Disfrazo I dress up
Celebras You celebrate	Vas You go	Disfrutas You enjoy	Haces You do	Disfrazas You dress up
Celebra – he/she celebrates	Va s/he goes	Disfruta He/she enjoys	Hace s/he does	Disfraza He/she dresses up
Celebramos We celebrate	Vamos They go	Disfrutamos We enjoy	Hacemos We do	Disfrazamos We dress up
Celebran They celebrate	Van They go	Disfrutan They enjoy	Hacen They do	Disfrazan They dress up

What we are learning this term:		4.1F Algunas costumbres regionales	
A. Learning about Spanish life and routines B. Learning about local customs C. Talking about a Spanish festival D. Learning about Latin American culture E. Skim reading for key information F. Using past expressions of time		la actuación performance agradable pleasant el ambiente atmosphere antiguo/a old la batalla battle el caballo horse la camisa shirt el concurso competition conmemorar to commemorate correr to run la costumbre custom demasiado too much, too many el desfile parade, procession el diablo devil divertirse to enjoy oneself emocionante exciting el encierro bull run encontrar to find enorme enormous entender to understand entrenarse to train el espectáculo show, display extraño/a strange fatal awful formar to form histórico historic humano human impresionante impressive incómodo/a uncomfortable llevar to wear, take, carry el Mediterráneo Mediterranean el/la moro/a Moor (historically a person from North Africa) nadie no one natural natural el origen origin pasarlo bien to have a good time el peligro danger peligroso/a dangerous por encima de over precioso/a beautiful el producto product saltar to jump la seguridad safety, security la suerte luck el toro bull la torre tower el traje suit, costume único/a only, unique varios/as several vestirse (de) to dress (in)	
6 Key Words for this term			
1. divertirse	4. el desfile		
2. hispánico	5. celebrarse		
3. el turismo	6. los antepasados		
4.1G La vida en familia			
a media mañana at mid-morning acostarse to go to bed el bollo bun la cena evening meal coger to catch la comida food, meal, lunch el desayuno breakfast la dieta diet la leche milk levantarse to get up ligero/a light participar to participate, to take part probar to try, to try out el recreo break saludable healthy la sobremesa sitting chatting at the table after a meal el trabajador worker la tradición tradition traer to bring tranquilamente calmly el vaso glass			
4.1H ¿Cambian las costumbres?			
acostarse to go to bed cerrarse to close coger to catch corto/a short empezar to start hace calor it is hot levantarse to get up el marido husband la mayoría majority el ordenador computer			

4.2G Las fiestas de España – la Tomatina	4.2F Las fiestas del mundo hispano
al final at the end americano/a American australiano/a Australian británico/a British el camión lorry la camiseta T-shirt el carnaval carnival divertirse to enjoy oneself duchar to shower empezar to start la entrada (entry) ticket la foto photo la gente people hace (+ tiempo) (time) ago japonés/esa Japanese limitar to limit limpiar to clean llegar to arrive la manguera hose, hosepipe mojado/a wet, soaked el montón heap, pile la plaza mayor the main square primero/a first pronto soon rojo/a red sucio/a dirty típico/a typical tirar to throw todo el mundo everyone, everybody el tomate tomato el turismo tourism varios/as several el/la visitante visitor el/la voluntario/a volunteer volver to return, to go back	el altar altar, shrine los antepasados ancestors aparecer to appear el azúcar sugar la calavera skull celebrarse to be held el cementerio cemetery cerca de close to, near to la ciudad city, town comenzar to start completamente completely describir to describe el desfile parade el diablo devil disfrazado dressed up, disguised en honor a in honour of encendido/a lit el esqueleto skeleton el estaño tin los familiares family members famoso/a famous la flor flower hispánico Hispanic (i.e. of the Spanish speaking world) la mina mine el/la minero/a miner el mole 'mole' sauce / Mexican chocolate sauce la montaña mountain muerto dead la normalidad normality el número number la plata silver proteger to protect el pueblo village, (small) town



GCSE Unit 4 SPANISH Knowledge organiser. Topic Customs and Festivals



Translation Practice. G – blue F – orange H - Green	
Normalmente _____ cereals	Normally for breakfast we have...
Ayer _____ una manzana	Yesterday I ate an apple
Carmen _____ de casa a las ocho	Carmen leaves the house at 8.00
Esta tarde _____ con la familia de mi amigo	This afternoon I chatted with my friend's family
Muchas veces no _____ nada	Many times they don't drink anything
No hablamos _____	We don't speak a lot
El año pasado _____ Pamplona	Last year I visited Pamplona
El _____ es una tradición extraña	The bull run is a strange tradition
Fue muy _____	It was very exciting
_____ dos años fuimos a Burgos	2 years ago we went to Burgos
Ayer fuimos a ver el _____	Yesterday we went to see the procession
El pueblo _____ interesante	The town was interesting
Vimos un _____ muy interesante	We saw a very interesting competition
¿Qué _____?	What did you do?
Hoy me _____ muy temprano	Today I got up very early
Compré _____ para mi familia.	I bought presents for my family
La _____ fue que..	The disadvantage was that...
_____ mucha basura.	There was a lot of rubbish.

Key Questions: Answer the following in your own words. Use these model answers	
Describe una fiesta popular en España	Una fiesta muy popular en España es la Tomatina. La gente celebra la Tomatina en Agosto en Buñol cerca de Valencia. Durante la fiesta, la gente tira tomates, hay desfiles y bailes, se puede comer comida tradicional, la gente lleva disfraces. Después de la fiesta las calles están llenas de tomates. Es mi fiesta española favorita porque es muy entretenida y cómica.
Describe una fiesta popular en tu país	En Inglaterra celebramos la fiesta de Fuegos artificiales. Cada 5 de noviembre, celebramos el día de Guy Fawkes. Durante la noche, la gente va a parques o el centro de la ciudad y hay muchos fuegos artificiales. Celebra la noche cuando Guy Fawkes intentó poner fuego al gobierno de Inglaterra. Es muy entretenida y cómica.
Describe tu experiencia la última vez que fuiste a una fiesta en tu país	La última vez que fui a una fiesta en Inglaterra fue muy entretenida y cómica. Fue en Noviembre cuando celebramos la fiesta de Guy Fawkes. Fuimos en el centro de la ciudad o el parque para ver muchos fuegos artificiales. Fue muy entretenido, porque comí algodón de azúcar y pasé la noche con mis amigos.
¿Qué diferencias notas entre la vida española y la vida de tu propio país?	La vida en España y en Inglaterra es un poco diferente. En España se come una dieta mediterránea, la gente come muchas frutas, verduras, mucho pescado y aceite de oliva. En Inglaterra comemos más patatas fritas y más carne y menos frutas y verduras. En Inglaterra los jóvenes suelen llevar uniforme para ir al colegio pero en España los jóvenes no llevan uniforme. ¡Qué bueno! También, en España los jóvenes de 17 o 18 años no suelen emborracharse durante el fin de semana pero en Inglaterra hay más problemas con los jóvenes y el alcohol.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR: -í, -íste, -ió, -imos, -istéis, -ieron
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

Key Verbs				
Vivir To live	alquilar To rent	Comprar To buy	Hacer – to do/make	Mudarse To move
Vivo I live	Alquilo I rent	Compro I buy	Hago I do	Me mudo I move
Vives You live	Alquilas You rent	Compras You buy	Haces You do	Te mudas You move
Vive He/she lives	Alquila He/she rents	Compra He/she buys	Hace s/he does	Se muda He/she moves
Vivimos We live	Alquilamos We rent	Compramos We buy	Hacemos We do	Nos mudamos We move
Viven They live	Alquilan They rent	Compran They buy	Hacen They do	Se mudan They move

5.1G Mi casa	
la alfombra	carpet, rug
el armario	cupboard, wardrobe
el ascensor	lift
la butaca	armchair
la cocina	kitchen, cooker, cuisine
cómodo	comfortable, convenient, handy
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
los electrodomésticos (electrical)	appliances
la escalera	stairs
el espejo	mirror
la estantería	shelves, shelving unit
el fregadero	kitchen sink
la habitación	room
el lavabo	washbasin
la lavadora	washing machine
el lavaplatos	dishwasher
el microondas	microwave oven
la nevera	fridge
la pared	wall
el salón	lounge, living room
el sillón	armchair
el suelo	ground, floor
la terraza	terrace

5.2G ¿Qué se puede hacer donde vives?	
el barrio	neighbourhood, area
la biblioteca	library
la bolera	bowling alley
el bolso	handbag
la carnicería	butcher's
el césped	lawn
el collar	necklace
descansar	to rest
el dinero	money
divertirse	to enjoy oneself, to
have a good time	
el estanco	tobacconist's (also sells stamps)
los grandes almacenes	department stores
la joyería	jeweller's
la juguetería	toy shop
el mercado	market
la muñeca	doll
el museo	museum
la panadería	baker's
el parque	infantil park, playground
la pastelería	cake shop
los pendientes	earrings
la plaza de toros	bull ring
la ropa (de marca)	(designer) clothes
la tienda de comestibles	grocery store, food

5.2F Mi ciudad	
la avenida	avenue
el ayuntamiento	Town Hall
bienvenido/a	welcome
el centro comercial	shopping centre
la ciudad	city, large town
el club de jóvenes	youth club
Correos	Post Office
construir	to build
convertirse en (+ noun)	to become
los espacios verdes	open spaces
la fábrica	factory
fundar	to found
el/la habitante	inhabitant
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	square (in a town)
el polideportivo	sports centre
el pueblo (small)	town, village, people
el puente	bridge
el puerto	port, harbour
el siglo	century

5.1H Mi casa y mi barrio	5.1F ¿Cómo es tu casa?
abajo	under, downstairs
amplio/a	spacious, roomy
arriba	above, upstairs, up
el balcón	balcony
la calefacción	heating
la cocina amueblada	fitted kitchen
el comedor	dining room
el comercio	business, shop
imprescindible	essential, indispensable
inferior	lower
el jardín	garden
lujoso/a	luxurious
la mascota	pet
la piscina	swimming pool
la planta	floor (of a building), plant
la planta baja	ground floor
superior	upper, higher
la tienda	shop
la torre	tower, tower block
la vista	view, sight

las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside,
field,sports ground	
el chalet / chalé	bungalow, detached house, villa
la costa	coast
el estante	shelf
encontrar	to find
encontrarse	to be situated
encontrarse con	to meet up with
la granja	farm
guardar	to keep, to put
away,to save	
la librería	bookcase, bookshop
la montaña	mountain
el mueble	piece of furniture
los muebles	furniture
peor	worse



GCSE Unit 5 SPANISH Knowledge organiser. Topic Home, Town, Neighbourhood and Region



Translation Practice. G – blue F – orange H - Green	
La nevera _____ en la cocina	The fridge is in the kitchen
¿Dónde _____ el cuarto de baño?	Where is the bathroom?
En ____ casa hay muchos libros.	In his / her house there are many books.
Creo que esta _____ es muy bonita.	I think that this house is very beautiful.
¿Qué _____ ?	What do you think ?
Estoy en _____ de esto.	I am against this.
Los libros están _____ de la mesa	The books are under the table
Vivo muy _____ de la ciudad	I live very far away from the city
Mi abuelo vive en el _____	My grandfather lives in the countryside
La _____ está debajo de la ventana.	The bookcase is under the window
La casa de mi amigo _____ cerca del colegio	My friend's house is near the school
Mi casa está _____ de la costa	My house is near to the coast
¿Cómo es tu _____ casa?	What is your new house like?
Es un _____ moderno	It's a modern apartment
_____ vivir en la ciudad	I prefer to live in the city
_____ falta un ascensor	It's missing a lift
¿Dónde _____ exactamente?	Where is it exactly?
Si _____ hay vistas del mar	If there are sea views

Key Questions: Answer the following in your own words. Use these model answers	
¿Cómo es tu casa y describe la casa de tus sueños? ¿Compartes piso? ¿Qué piensas de tu casa?	Vivo en una casa adosada en las afueras de Swindon. Mi casa tiene dos plantas. Abajo tenemos una cocina grande, un cuarto de baño pequeño y el salón acogedor. Arriba tenemos el dormitorio de mis padres y mi dormitorio. También tenemos un jardín enorme detrás del jardín con muchos árboles y flores. La casa de mis sueños estaría en los Estados Unidos, cerca de Los Ángeles en California. La casa de mis sueños estaría en la costa cerca de una playa bonita. La casa tendría una piscina enorme, cuatro plantas y un garaje doble. Habría mucho espacio para todas mis cosas y todos mis coches. No tengo que compartir mi dormitorio pero cuando era joven tenía que compartir mi dormitorio con mi hermano Lo que me gusta de mi casa es que está cerca de mis amigos y es bonito y caliente en invierno. Lo que me molesta de mi casa es que la cocina es muy vieja (tenemos que renovar la cocina) y también lo que odio es que no tenemos mucho espacio en el salón.
¿Cómo es tu habitación, donde está tu casa exactamente?	Mi habitación está arriba/en la segunda planta. Mi habitación está cerca del cuarto de baño y la habitación de mis padres. Me encanta mi habitación porque no tengo que compartir con mi hermano. Me encanta mi habitación porque tengo muchos posters de mis grupos favoritos y mi consola porque me encanta jugar con video-juegos.
¿Cómo es/era tu pueblo/región ahora/antes y como era en el pasado? ¿tu opinión de tu pueblo? ¿Qué puedes hacer en tu pueblo? ¿Qué hay en tu pueblo?	Mi pueblo se llama Swindon. Está en el sur-oeste de Inglaterra. Creo que mi pueblo es muy industrial y poco bonito. En el centro hay muchas tiendas de ropa donde se puede ir de compras durante el fin de semana. También hay buenas instalaciones si te gusta hacer deporte. Hay muchos polideportivos donde se puede ir al gimnasio, hacer musculación y hacer deportes de equipo. Antes el barrio era más bonito que ahora. Antes había muchas granjas y había mucho campo pero ahora hay más edificios, más industria y más contaminación del aire. Antes no había tanta contaminación del aire o basura en las calles pero ahora hay más basura y contaminación. Lo que me gusta/me chifla/me mola de mi barrio es que es/hay...

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (<i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i>)	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>

Key Verbs				
Ayudar To help	Ir To go	Soportar To stand	Hacer – to do/make	Limpiar To clean
Ayudo I help	Voy I go	Soporto I can stand	Hago I do	Limpio I clean
Ayudas You help	Vas You go	Soportas You can stand	Haces You do	Limpias You clean
Ayuda He/she helps	Va s/he goes	Soporta He/she can stand	Hace s/he does	Limpia He/she cleans
Ayudamos We help	Vamos They go	Soportamos W can stand	Hacemos We do	Limpiamos We clean
Ayudan They help	Van They go	Soportan They can stand	Hacen They do	Limpian They clean

What we are learning this term:	
A. Talking about different ways of volunteering B. Talking about charities and voluntary work C. Talking about healthy eating D. Talking about healthy and unhealthy lifestyles E. Listening for different tenses	
6 Key Words for this term	
1. un voluntario/a	4. comedor social
2. ecologista	5. banco de alimentos
3. los sin techo	6. quiero

6.1G ¿Quieres ser voluntario/a?	
arreglar	to tidy, to fix, to arrange
ayudar (a)	to help (to)
el banco de alimentos	food bank
charlar	to chat
el comedor social	soup kitchen
el concurso	competition
cultivar	to grow, cultivate
disfrutar	to enjoy
ecologista	environmental
la gente mayor	old people
hogar	home
limpiar	to clean
marcar (un gol)	to score (a goal)
necesitado	needed, required
los necesitados	the needy
la organización benéfica	charitable organisation, charity
participar (en)	to take part (in)
pasarlo bien	to have a good time
proteger	to protect
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos	charity shop
/tienda solidaria	
el/la voluntario/a	volunteer

6.1F Me gustaría ayudar	
agradecer	to thank
aprender	to learn
el asombro	amazement, surprise
contar (que)	to tell, to relate
el curso	school year, course
los/las demás	the others, the rest
esperar	to wait for, to hope, to expect
formar parte	to be part (of)
hacer la cama	to make the bed
el centro de menores	children's home
tutelados	
el idioma	language
inútil	useless
propósito	aim, purpose, objective
repartir	to deliver, to hand out
tener sueño	to be sleepy
la tienda solidaria	charity shop
útil	useful

6.2G ¿Comes bien?	
acostarse	to go to bed
las bebidas alcohólicas	alcoholic drinks
las bebidas azucaradas	sugary drinks
borracho/a	drunk
el dolor	pain, ache
emborracharse	to get drunk
evitar	to avoid
glotón	greedy
la grasa	fat
grasiento/a	fatty, greasy
intentar (+ infinitive)	to try to
el ladrón	thief, robber
malsano	unhealthy
musulmán	Muslim
poco sano	not healthy
la ración	portion
saludable	healthy
sano	healthy

6.1H La importancia de hacer obras benéficas	
andar	to walk
el bolsillo	pocket
contribuir	to contribute
dar asco	to nauseate
el dibujo	drawing
donar	to donate
en vías de extinción	threatened (threatened with extinction)
escaso/a	scarce
la exposición	exhibition
el ganador	winner
ganar	to win
gastar	to spend
las instalaciones	facilities
el medio ambiente	environment
las obras benéficas	charity, charitable works
la pérdida	loss
perteneciente a	belonging to
el/la político/a	politician
los recursos	resources
seropositivo/a	HIV positive
el sida	AIDS
temer	to fear

6.2H ¿Qué opinas?	
aguantar	to put up with, to bear
asqueroso/a	disgusting
ataque cardíaco	heart attack
aumentar	to increase
el botellón	drinking party in the street
cada vez más	more and more
el cerebro	brain
el consumo	consumption
el corazón	heart
cuanto antes	as soon as possible
el/la drogadicto/a	drug addict
la edad	age
la encuesta	survey
enfrentar	to face
grave	serious
hacer daño a	to injure, to harm
el hígado	liver
nocivo/a	harmful
participar (en)	to take part (in)
pedir	to ask (for), to ask (someone to do something)
los primeros auxilios	first aid
prohibir	to prohibit, to forbid
provocar	to cause, to provoke
el pulmón	lung
reducir	to reduce
síndrome de abstinencia	withdrawal symptoms
el sobrepeso	excess weight, obesity
subir	to go up
el tabaquismo	addiction to tobacco
la venta	sale



Translation Practice. G – blue F – orange H - Green	
Trabajo _____ voluntario	I work as a volunteer
_____ comida a los clients	I serve food to the customers
Pienso _____ en el instituto	I'm thinking about working in the school
_____ ayudar a otra gente	I hope to help other people
_____ muchas horas el fin de semana	I work many hours on the weekend
Pienso que _____ a otra gente es muy importante	I think that helping other people is very important
_____ ser voluntario/a	I'd like to be a volunteer
_____ ayudar	I would like to help
Quisiera _____ las comidas	I'd like to prepare the meals
Me gustaría _____ fondos	I'd like to raise funds
_____ en un hospital	I used to help in a hospital
_____ el trabajo un poco difícil	I find the work a little difficult
No _____ hacer nada	I don't want to do anything
_____ imposible hacer todo ese trabajo	It would be impossible to do all that work
¿Qué _____ tú?	What would you do ?
_____ de estudiar por voluntar	I stopped studying to volunteer
A mi _____ le encanta voluntar	My boyfriend loves volunteering
No _____ nada	I wouldn't give anything
No _____ el tiempo	I wouldn't have the time

Key Questions: Answer the following in your own words. Use these model answers	
¿Llevas una vida sana? ¿Comes demasiada comida rápida?	Pienso que llevo una vida sana. Todos los días como un poco de fruta y bebo agua que es sano aunque de vez en cuando como las patatas fritas que son grasientas y malsanas. Solo como la comida rápida a menudo porque lo que no me gusta es la comida grasienta. No fumo y nunca voy a fumar. Es asqueroso pero mi padre fuma. Hago también mucho ejercicio. Ayer comí una ensalada que fue muy sana y hice ciclismo y deporte en colegio.
¿Cómo te mantienes en forma? ¿te acuestas tarde? ¿haces ejercicio?	Creo que como suficiente fruta y verdura porque como frutas y verduras todos los días. Mi fruta favorita es la manzana porque es dulce y fácil a comer, aunque como bastante comida rápida también. Ayer para la cena comí dos manzanas y un plátano. ¡Qué sano! Cuando tengo calor bebo mucha coca light con hielo sin embargo los gaseosas/las bebidas azucaradas no son muy sanas. Cuando tengo frío bebo chocolate caliente con mucha leche que es delicioso. Ayer bebí demasiado coca light Normalmente hago bastante ejercicio, que es muy sano. Todos los días voy a pie al colegio y los fines de semana hago ciclismo con mis amigos en el campo que es entretenido y bueno para el cuerpo/la salud. No me acuesto tarde durante la semana. Me acuesto a las diez pero los fines de semana me acuesto a los doce de la noche porque veo películas y videos de Youtube en mi móvil. Ayer me acosté a las once.
¿Qué comes para el desayuno, la cena, tu almuerzo? ¿es sano?	Para el desayuno, como normalmente los cereales que son deliciosos con zumo de naranja. Para la cena como normalmente carne con patatas y verduras con mi familia en casa que es un poco sano. Para mi almuerzo, como un bocadillo con jamón y queso en el colegio con agua o coca. Ayer desayuné ... cené ...comí para mi almuerzo ...
¿Crees que es necesario llevar una vida sana/es necesario para los jóvenes llevar una vida sana?	Creo que es muy importante llevar una vida sana/Creo que es muy importante para los jóvenes llevar una vida sana. Es importante llevar una vida sana para ayudar con el trabajo en el colegio, para mantenerse en forma, para no ser gordo, para tener un buen aspecto físico, para mantener una buena salud, porque ayuda con tus estudios
Key Grammar	
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Perfect Tense ('have done...')	Formed with the verb ' haber ': he, has, ha, hemos, habéis, han + past participle: -ar: -ado -er/ir: -ido e.g. <i>He estudiado</i> = <i>I have studied</i>

GCSE Unit 7 SPANISH Knowledge organiser.
Topic Global Issues

What we are learning this term:		7.1F Protegiendo el medio ambiente	
A. Talking about reusing things, reducing waste and recycling		la basura rubbish	
B. Talking about ways of protecting the environment		la bombilla (de bajo consumo)(low-energy) light bulb	
C. Talking about poverty		el combustible fuel	
D. Talking about homelessness		combatir to fight, to combat	
		la contaminación atmosférica air pollution	
6 Key Words for this term		desaparecer to disappear	
1. la libertad	4. el destrozo	el desastre disaster	
2. pensamientos	5. violento/a	desconectar to disconnect, to unplug,	
3. asistir a	6. la culpa	switch off	
		deshacer to undo	
		los desperdicios rubbish, refuse, waste	
		la especie species	
		incluso even	
		inquietante worrying	
		luchar to struggle, fight	
		la medida measure, means	
		medioambiental environmental	
		el motor engine	
		los residuos refuse, waste, rubbish	
		salvar to save	
7.1G Reutilizar, reducir, reciclar		7.2G Los necesitados	
ahorrar to save		a favor (de) in favour (of)	
la basura rubbish		la alimentación feeding,	
la bolsa de plástico plastic bag		nourishment,food	
el cartón cardboard		la asistencia médica medical care	
cerrar to shut, to close,to turn off (tap)		asistir a to attend	
el contenedor container		buscar to look for	
en vez de instead of		contribuir to contribute	
intentar to try to		la creencia belief	
la lata tin, can		la culpa blame, fault	
el malgasto waste		la enfermedad illness	
el papel (reciclado) (recycled) paper		en contra against	
la papelera wastepaper basket		estar dispuesto/a a to be prepared to, to be	
la pila battery		ready to	
el plástico plastic		faltar to be lacking, to be	
ponerse to put on (clothes)		missing	
los productos químicos chemicals, chemical		fresco fresh	
products		hace(n) falta to be necessary, to need	
el proyecto project		la libertad (de pensamiento) freedom (of thought)	
recargable rechargeable		merecer to deserve	
reciclar to recycle		necesitar to need	
reutilizar to reuse		perder to lose	
la Tierra Earth		perezoso/a lazy	
tirar to pull, to throw away		querer to love	
tratar de to try to			
el vidrio glass			

Key Verbs				
Reciclar To recycle	Ir To go	Apagar To turn off	Hacer – to do/make	Encender To turn on
Reciclo I recycle	Voy I go	Apago I turn off	Hago I do	Enciendo I turn on
Reciclas You recycle	Vas You go	Apagas You turn off	Haces You do	Enciendas You turn on
Recicla Sh/e recycles	Va s/he goes	Apaga He/she turns off	Hace s/he does	Enciende He/she turns on
Reciclamos We recycle	Vamos They go	Apagamos We turn off	Hacemos We do	Encendemos We turn on
Reciclan They recycle	Van They go	Apagan They turn off	Hacen They do	Enciendan They turn on
7.2F Los “sin techo”			7.1H Problemas ecológicos	
el destrozo damage, destruction			acercarse a to approach	
escoger to choose			el agujero hole	
la falta lack			la aldea (small) village	
formar parte de to be part of			alejarse to move (something)	
el/la gamberro/a hooligan, lout,			further away	
troublemaker			alejarse de to move further away	
maltratar to mistreat, to ill-treat			from	
los niños de la calle street children			amenazar to threaten	
la ONG (organización NGO (non-governmental organisation)			arruinar to ruin	
no gubernamental)			el atasco traffic jam, hold-up	
			el ave (marina) (fem.) (sea) bird	
la pobreza poverty			el calentamiento global global warming	
recoger to pick up			la capa de ozono ozone layer	
robar to steal, rob			el casco helmet, hull (of ship)	
el vertedero rubbish dump, tip			el centenar about a hundred	
la violencia violence			la central eléctrica power station	
violento/a violent			la circulación traffic	
7.2H Es importante ayudar a los demás			constituir to constitute	
el agua corriente (fem.) running water			cortar to cut, to cut off	
bastar to be enough			el efecto invernadero greenhouse effect	
la comisaría police station			extender to spread, to stretch	
consumir to consume			frenar to brake, to put a stop	
la corriente (electric) current,			to	
electricity supply			el humo smoke	
crear to create			el huracán hurricane	
la criminalidad crime			el incendio fire	
cualquier(a) any			la lluvia rain	
el empleo job			la mancha stain	
el/la encargado/a person in charge			la marea negra oil slick	
el éxito success			la muerte death	
			el nivel level	
			el petrolero oil tanker	
			el/la pescador/a fisherman/fisherwoman	



GCSE Unit 7 SPANISH Knowledge organiser. Topic Global Issues



Translation Practice. G – blue F – orange H - Green	
_____ agua	I save water
_____ transporte público	I use public transport
Uso pilas _____	I use rechargeable batteries
_____ al instituto a pie	I go to school by foot
_____ latas	I recycle cans
_____ el uso de productos químicos	I avoid the use of chemical products
Es necesario tomar _____ urgentes	It's necessary to take urgent measures
_____ que luchar	We have to fight
_____ que proteger el medio ambiente	We must protect the environment
_____ uso bolsas reciclables	I always use recyclable bags
_____ reciclar lo mucho que posible	I try to recycle as much as possible
No _____ nada	I don't recycle anything
_____ ayudar	I want to help
Me _____ que hay tanta pobreza	It worries me that there is so much poverty
Me _____ que hay gente sin comida	It annoys me that there are people without food
Me _____ de que tu hermana pueda ayudar	I'm delighted that your brother can help
Me _____ triste la situación	It makes me sad the situation
Nos _____ falta recursos	We are missing resources
Me _____ mucho	It matters to me a lot

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué haces para ahorrar energía/agua?	Me importa ahorrar energía y agua. Normalmente me ducho en vez de bañarme. Siempre cierro los grifos. Intento no malgastar agua o energía. Me pongo un jersey en vez de ponerla calefacción y solo pongo el lavaplatos cuando el lavaplatos está lleno.
¿Qué cosas reutilizas?/reciclas? / ¿Usas papel reciclado?	Me preocupa el reciclaje. Me importa reutilizar cosas y reducir el malgasto de recursos. Uso pilas recargables y reutilizo bolsas de plástico y el vidrio. Reciclo las latas, el papel, y el cartón, el plástico y el vidrio. Siempre separo la basura.
¿Qué deberías hacer para proteger el medio ambiente?	Hay muchas cosas que deberías hacer para proteger el medio ambiente. Deberías apagar las luces, el televisor y el ordenador. Tienes que cerrar las puertas en casa y debes reciclar las latas, las bolsas de plástico y el vidrio. Debes bañarte lo menos posible. Deberías usar el coche lo menos posible.
¿Qué vas a hacer para proteger el medio ambiente?	En el futuro voy a reciclar más. Siempre voy a reciclar las botellas de vidrio y de plástico. Voy a apagar el televisor y el ordenador cuando termino. Voy a ir lo más posible en bicicleta o a pie. Voy a ir en coche lo menos posible.
¿Qué hiciste ayer para proteger el medio ambiente?	Ayer reciclé la basura en casa. Ayer separé la basura en casa para mis padres. Ayer fui a colegio a pie en vez de ir en autobús/en coche. Ayer cerré las puertas y las ventanas en casa para conservar el calor en casa.
¿Qué es el problema del planeta que te preocupa más?	Lo que más me preocupa es la deforestación/el problema del tráfico/la sequía/las mareas negras/la contaminación del aire porque es importante evitar el cambio climático/porque causa huracanes/sequias/el calentamiento global/los incendios forestales/las enfermedades de los pulmones/afecta la flora y la fauna/ los animales/los seres humanos/amenaza el planeta/amenaza la vida humana/la vida de los animales.

Key Grammar	
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>
Forming the conditional ('would' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

Key Verbs				
Quedarse To stay	Ir To go	Veranear To summer holiday	Hacer – to do/make	Volar To fly
Me quedo I stay	Voy I go	Veraneo I summer holiday	Hago I do	Vuelo I fly
Te quedas You stay	Vas You go	Veraneas You summer hol	Haces You do	Vuelas You fly
Se queda He/she/it stays	Va s/he goes	Veranea He/she summer hol	Hace s/he does	Vuela He/she/ it flies
Nos quedamos We stay	Vamos They go	Veraneamos We summer hol	Hacemos We do	Volamos We fly
Se quedan They stay	Van They go	Veranean They summer hol	Hacen They do	Vuelan They fly

8.1G ¡Me voy de vacaciones!	
el aire acondicionado air conditioning el andén platform el asiento seat el autocar coach el AVE (tren de alta velocidad) high-speed train el avión plane barato/a cheap el barco boat la bici(cleta) bike, bicycle el coche car la consigna left-luggage office el crucero cruise desde luego of course echar de menos to miss Escocia Scotland estrecho/a narrow el equipaje luggage el ferrocarril railway el invierno winter la maleta suitcase el metro underground no fumador non smoking el otoño autumn la primavera spring la sala de espera waiting room Sudamérica South America el tranvía tram las vacaciones holidays el verano summer viajar to travel el viaje journey	

8.1F ¿Dónde te alojas?
el abrebotellas bottle-opener el abrelatas tin-opener el aeropuerto airport a la derecha on the right a la izquierda on the left el albergue juvenil youth hostel Alojarse to stay (in a hotel) el bañador swimming costume la cama de matrimonio double bed camping campsite, camping la estación de servicio petrol station la estrella star fatal awful, terrible el folleto leaflet la gasolina (sin plomo) (unleaded) petrol el guía / la guía guide (person) la guía guidebook la habitación (doble/ (double/single) room individual) la llave key mojarse to get wet la oficina de turismo tourist office el papel higiénico toilet paper el parador state-owned hotel (in Spain) el pasaporte passport la pensión boarding house, B & B ponerse en camino to set off por desgracia unfortunately la recepción reception la reserva reservation el saco de dormir sleeping bag los servicios toilets la tarjeta de embarque boarding card la tienda (de campaña) tent la taquilla ticket office
8.2G ¿En qué región vives?
el desempleo unemployment la diversión entertainment muy poblado crowded nacer to be born Nací I was born nació he/she was born el país country Pescar to fish el río river la sierra mountain range tanto so much, so many

8.2F Un folleto turístico	8.1H ¿Qué hiciste y qué te gustaría hacer durante las vacaciones?
abrir to open abierto/a open callado/a quiet, reserved cargar to load cerrar to close, shut la cocina cuisine, cooking conocer to know (a person /a place) el cultivo crop entero/a entire, whole gruñón/oña grumpy ir de paseo to go for a walk la mina mine el monasterio monastery el monte hill, mountain la oveja sheep Pintoresco picturesque recomendar to recommend el recuerdo memory, reminder,souvenir la refinería (de petróleo) (oil) refinery la sombrilla sunshade, parasol el taller workshop tranquilo/a peaceful la vaca cow el valle valley el/la visitante visitor	aburrirse to get bored acabar de (+ infinitive) to have just (done something) broncearse to get a tan coger to catch, to take el crucero cruise descansar to rest el esquí acuático water skiing extranjero/a foreign el extranjero (en el __, abroad al __) Francia France genial brilliant, great Grecia Greece la insolación sunstroke la isla island las Islas Canarias Canary Islands a mediados de in the middle of (time) el Mediterráneo Mediterranean ocupado/a busy, engaged el oro gold la plata silver regresar to return relajarse to relax la sombrilla sunshade, parasol el vestuario changing room, cloakroom la vida nocturna night life volver to return el vuelo flight colocar to place, to put la empresa company, firm la época era, age, time
8.2H Describiendo tu región	
acostumbrado/a accustomed to, used (adj) to la barca pesquera fishing boat casero/a home-made la cita amorosa date (with someone) el clima climate	



GCSE Unit 8 SPANISH Knowledge organiser. Topic Holidays and Travel



Translation Practice. G – blue F – orange H - Green	
¿Con quién _____?	Who do you go with?
Vamos a ir en _____	We are going to go by coach
Voy a _____ en avión	I'm going to travel by plane
_____ ir en barco	I want to go by boat
Me gusta _____ en coche	I like going by car
Voy con mis _____ en bici	I go with my friends by bike
Después de _____	After arriving...
_____ de comer voy a nadar	Before eating I'm going to swim
¿A dónde _____ el año pasado?	Where did you go last year?
Me _____ en...	I stayed in...
Está _____ en el sur	It's situated in the south
Las casas están _____ blancas	The houses are painted white
La región está _____ por unos ríos	The region is crossed by some rivers
Cuando _____ pequeño/a...	When I was younger...
_____ he ido a Francia.	I've already been to France.
El próximo verano _____ a Chipre	Next summer I will go to Cyprus
El pueblo _____ muy tranquilo	The town was very quiet
¿Dónde te _____?	Where did you stay ?
Nunca _____ ido.	We have never been.

Key Questions: Answer the following in your own words. Use these model answers	
. ¿Dónde vas de vacaciones normalmente, con quien, cuando, como viajas, el tiempo, qué haces?	Normalmente en verano voy de vacaciones a Barcelona en España. suelo ir a ... / En general voy con ... (pero el año pasado fui con ... / en el futuro me encantaría ir con ... De vez en cuando hace ... weather .. pero a menudo hace ... weather Todos los años nos quedamos/me alojo en ... accomdation - Me parece que (accommodation) (describe opinion) es ... opinion pero preferería alojarme en ... where you would like to stay Viajamos en ... transport (opinion?), Durante las vacaciones hago ... nado ... practico ... tomo el sol ... etc
¿Donde fuiste el año pasado de vacaciones? ¿Cómo fueron, Qué hiciste? Comiste?	El año pasado fui a Málaga en España y fui con mis padres. Viajamos en tren y en avión. No me gustó el viaje porque fue demasiado largo y no fue relajante. Tuve que esperar demasiado tiempo en el aeropuerto. Durante las vacaciones nadé en el mar, tomé el sol en la playa y mis hermanas menores jugaron mucho en el agua. Probé platos típicos de la región de Málaga pero no me gustaron los mariscos o las gambas. Sobre todo, me encantaron mis vacaciones porque hizo mucho sol y España es mejor que Inglaterra. nadé ... hice ... jugué ... fui a .. descansé... me relajé... me alojé ... ¡Qué bueno!
¿Qué tipo de vacaciones prefieres?	Prefiero las vacaciones en las montañas/en el campo/en una ciudad/de verano/de invierno porque en verano suele hacer calor y puedo relajarme en la playa/en invierno porque me encanta el frio y me lo paso bomba celebrar las navidades con mi familia. ¡Que divertido!
¿Qué hacías en vacaciones cuando eras joven?	Cuando era joven, iba a Escocia cerca de Edimburgo. Siempre viajábamos en coche. Nos alojábamos en un hotel de lujo. Solía (I used to usually) ir a un restaurante para comer. Comía siempre las patatas fritas y pescado pero mi hermano comía siempre los platos típicos de escocia como el Haggis, que era asqueroso. Qué Asco

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Imperfect Tense (<i>Past, ongoing actions, descriptions, 'used to' or 'was doing'</i>)	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

What we are learning this term:	
A. Giving your opinion about different subjects B. Talking about your studies C. Talking about your school life and daily routine D. Talking about school rules and uniform E. Translating into English	
6 Key Words for this term	
1. asignaturas	4. suspender
2. notas	5. licienciatura
3. aprobar	6. elegir

9.1G El instituto y las asignaturas
el arte dramático drama la asignatura subject la carrera career, university course las ciencias science la clase class la cocina cooking, food technology continuar to continue, carry on los deberes homework dejar to drop el dibujo art difícil difficult, hard divertido/a fun la educación física PE Escoger to choose el español Spanish estudiar to study fácil easy el francés French la geografía geography la historia history el inglés English las matemáticas maths práctico/a practical próximo/a next la selección choice Útil useful

9.1F ¿Cómo ser buen estudiante?
abrir to open Afectar to affect el apoyo support aprender to learn los apuntes notes asistir a to attend la biblioteca library el/la compañero/a classmate completar to complete Consultar to consult el debate discussion los deberes homework el diccionario dictionary la duda doubt, query el ejercicio exercise entender to understand la escuela school Esperar to hope, to wait, to expect el examen, exámenes exam, exams la excursión trip faltar a clase to miss lessons la frase sentence Intentar to try interrumpir to interrupt el instituto school levantar la mano to raise your hand la literatura literature llevar to take, to carry, to wear mejorar to improve mirar to look at el mundo world necesitar to need la nota grade ofrecer to offer el ordenador computer organizar to organise la palabra word la pantalla screen participar to take part pedir to ask for, to request pegado/a a glued to perder to lose, miss la pizarra blackboard la pizarra interactiva smartboard Preguntar to ask el/la profesor(a) teacher el progreso progress la prueba test Repasar to revise

Key Verbs				
Aprobar To pass	Elegir To choose	Suspender To fail	Estudiar To study	Pensar To think
Apruebo I pass	Eligo I choose	Suspendo I fail	Estudio I study	Pienso I think
Apruebas You pass	Eliges You choose	Suspendes You fail	Estudias You study	Piensas You think
Aprueba He/she/it passes	Elige He/she/it chooses	Suspende He/she/it fails	Estudia He/she/it studies	Piensa He/she/it thinks
Aprobamos We pass	Elegimos We choose	Suspendemos We fail	Estudiamos We study	Pensamos We think
Aprueban They pass	Eligen They choose	Suspenden They fail	Estudian They study	Piensan They think

9.1F ¿Cómo ser buen estudiante?
el repaso revision responsable responsible resultar en to end up with, to lead to saber to know sacar buenas / to get good / bad grades malas notas serio/a serious las tareas homework el trabajo work, piece of work la tutoría tutorial Usar to use el vocabulario vocabulary

9.1H ¿Qué tal el instituto?
preocupar to worry la sala de informática IT room sencillo/a simple Sentirse to feel usar to use el viaje journey la zona área

9.1H ¿Qué tal el instituto?
el/la alumno/a pupil antiguo/a old asustado/a frightened asustar to frighten el atasco traffic jam, blockage atento/a attentive el aula (fem.) classroom ayudar to help buscar to look for cambiar to change cansado/a tired conocer to meet, to get to know contento/a glad, happy contestar to answer el curso school year, course los deberes homework deteriorado/a dilapidated, shabby distinto/a different la emoción excitement emocionante exciting encima on top encontrar to find explicar to explain feo/a ugly el gimnasio sports hall, gym hambriento/a hungry el idioma language inmenso/a immense el laboratorio laboratory largo/a long mejor better nervioso/a anxious, nervous el patio del recreo the school yard, playground la pregunta question



Translation Practice. G – blue F – orange H - Green	
Me ____ el francés	I like French
La historia es ____ divertida que el inglés	History is more fun than English
____ a estudiar las matemáticas	I am going to study maths
La literatura es más ____ que el francés	Literature is more fun than French
Me encanta dibujo. Voy a ____ en Septiembre	I love art. I'm going to study it in September.
No, no ____ elegir esa opción	No, I don't want to pick that option
Pienso que las ciencias son muy ____	I think that science is really useful
No creo que voy a ____	I don't believe that I'm going to fail
____ informática en la escuela primaria	I used to study ICT in primary school
Ayer ____ mis deberes	Yesterday I did my homework
La semana pasada ____ con mi profesora	Last week I spoke with my teacher
Voy a ____ estudiando tecnología	I'm going to continue studying technology
Si necesitas algo, ____ al profesor.	If you need anything ask the teacher
____ mucho estudiar ciencias	I enjoy studying science a lot
Ya ____ hablado con el profesor	I have already spoken with the teacher
Va a ____ muy interesante	It's going to be very interesting
He ____ esta opción	I have chosen this option
Quiero ____ mucho	I really want to do it a lot
No sé ____ hacer	I don't know what to do

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué estudias ahora, que te gustaría estudiar en el futuro, que vas a dejar?	Ahora en el colegio, estudio unas asignaturas obligatorias. Las asignaturas obligatorias son las matemáticas, las ciencias y el inglés. También he elegido estudiar el español, la geografía, la historia, la tecnología, el arte, el dibujo La asignatura que me interesa más es porque La asignatura que me molesta/irrita más es porque ...
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande ... En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal... En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora
¿Describe tu primer día en tu colegio?	El primer día, estaba un poco nervioso porque me preocupaban los profesores, los otros alumnos, las clases, .. me preocupaba que los profesores serían estrictos, me preocupaban los exámenes, me preocupaba que el colegio sería tan inmenso
Es obligatorio estudiar matemáticas. ¿Crees que es una buena idea? ... ¿Por qué (no)?	Si, en mi opinión me parece una buena idea porque ... las matemáticas son muy importantes en el futuro/para un buen trabajo bien pagado/para mi futuro/para ir a una buena universidad/porque las matemáticas se usan en todos los trabajos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos

Key Grammar	
Imperfect Tense (Past, ongoing actions, descriptions, 'used to' or 'was doing')	-ar -aba, -abas, -aba, -ábamos, -abais, -aban -er and -ir -ía, -ías, -ía, -íamos, -íais, -ían
Forming the conditional ('would like to' tense). Always remove the -AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for -AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Future Tense ('will...')	All verb groups: -é, -ás, -á, -emos, -éis, -án <i>With this tense, do NOT take the verb ending away but ADD it on to the infinitive.</i>

What we are learning this term:	
A. Talking about your school and daily routine B. Talking about school rules and uniform C. Translating into English D. Revising 'se debe', 'hay que', 'tener que' E. Using questions to help your answer F. Using quantifiers and intensifiers	
6 Key Words for this term	
1. acabar de	4. demostrar
2. actuar	5. las instalaciones
3. la ausencia	6. el maquillaje
10.1G El día en el instituto	
acabar de	to have just done something
actuar	to perform
el aire libre	the open air
aislado/a	isolated
el/la alumno/a	pupil
aprender	to learn
la asignatura	subject
el bachillerato	A-level equivalent
el bocadillo	sandwich
bonito	lovely
campo de deportes	sports field
la clase	class
el/la compañero/a	classmate
corto/a	short
durar	to last
empezar	to start, to begin
el equipo	team, equipment
el estante	shelf
la evaluación	assessment
funcionar	to work, to function
ganar	to win
ir al baño	to go to the bathroom
el juego de mesa	board game
la hora de comer	lunch hour
el laboratorio	laboratory
la obra de teatro	play
la opción	option
la oportunidad	opportunity
pasar la lista	to take the register
el producto químico	chemical

10.1F Las reglas y el uniforme	
la agenda	diary, planner
el apellido	surname
el artículo	article
la ausencia	absence
buscar	to look for
el chicle	chewing gum
el daño	harm
dejar	to let, allow
demostrar	to show, demonstrate
el edificio	building
escolar	school (adj.)
firmar	to sign
el individuo	individual
las instalaciones	facilities
el intercambio	exchange
llevar	to take, carry, wear
el maquillaje	make up
los materiales	materials
mientras	while
el nombre	name
la palabra	word
el pasillo	corridor
el pendiente	earring
ponerse en contacto	to get in touch
prohibido	prohibited, banned
la puntualidad	punctuality
la regla	rule
el respeto	respect
sufrir	to suffer
traer	to bring
el trayecto	journey
el uniforme	uniform

Key Verbs				
Acabar de To have just finished	Mejorar To improve	Maquillarse To put makeup on oneself	Hacer – to do/make	Ofrecer To offer
Acabo de I have just finished	Mejoro I improve	Me maquillo I put make up on	Hago I do	Ofrezco I offer
Acabas de You have just finished	Mejoras You improve	Te maquillas You put make up on	Haces You do	Ofreces You offer
Acaba de He/she it has just finished	Mejora He/she/ it improves	Se maquila He/she/it puts make up on	Hace s/he does	Ofrece He/she/it offers
Acabamos de We have just finished	Mejoramos We improve	Nos maquillamos We put make up on	Hacemos We do	Ofrecemos We offer
Acaban de They have just finished	Mejoran They improve	Se maquilan They put make up on	Hacen They do	Ofrecen They offer

10.1H Lo bueno y lo malo del instituto	
el acoso	bullying
aguantar	to put up with
aislado/a	isolated
alegrar	to brighten up, to cheer up
aprobar	to pass an exam
el aspecto	appearance
la calefacción	heating
el castigo	punishment
el comportamiento	behaviour
la conducta	behaviour
corregir	to mark, to correct
cumplir con	to fulfil
en cuanto a	as regards
encenderse	to be turned on
enfadado/a	angry
enseñar	to teach, show
el equipo	equipment
la espalda	back
el estante	shelf
la explicación	explanation

10.1H Lo Bueno y lo malo del instituto	
travieso/a	naughty, badly behaved
el trimestre	term
ya que	since, as
el fracaso	failure
golpear	to hit
hace falta	it is necessary
incómodo/a	uncomfortable
la intimidación	bullying
la pizarra	digital smartboard
mejorar	to improve
molestar	to disturb, to annoy
el ocio	leisure
la pared	wall
recordar	to remember
el repaso	revision
sucio/a	dirty
tardar	to take time, to delay



Translation Practice. G – blue F – orange H - Green	
Irene _____ porque estudió muy poco	Irene failed because she studied very little
No practicamos _____ atletismo.	We don't practise much athletics.
Cuando _____ de clase hay mucha gente	When we change class there are too many people
No _____ bastantes ordenadores	We don't have enough computers
El instituto está _____ lejos	The school is too far away
Hay _____ posibilidades de estudiarlo	There are few possibilities to study it
Hay ____ llevar uniform	You have to wear a uniform
No _____ usar el móvil	We cannot use mobile phones
No _____ fumar	You must not smoke
Me gustaría _____ para ir al colegio	I would like to put makeup on to go to school
Soy educado y _____	I am polite and considerate
Odio _____ los deberes en casa	I hate doing homework at home
Hay muchas _____ entre los dos	There are many differences between the two
Las aulas _____ ser más grandes	The classrooms ought to be bigger
Debería _____ más ordenadores	There ought to be more computers
Deberían _____ una piscina	They ought to build a swimming pool
He _____ mis estudios	I have finished my studies
Han _____ a casa	They have returned home

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué crees que es lo peor / lo mejor aspecto del instituto?	El mejor aspecto del colegio es ... porque ... El peor aspecto del colegio es ... porque ...
¿Qué cambiarías de tu colegio si tuvieras la oportunidad?	Si tuviera la oportunidad, cambiaría/me gustaría cambiar las reglas. Me gustaría cambiar el uniforme porque me parece que es tan feo, me gustaría cambiar las reglas porque son demasiadas estrictas, me gustaría cambiar unos profesores porque son tan antipáticos
En tu opinión, ¿cuáles son las características más importantes de un buen profesor?	En mi opinión, un buen profesor es siempre simpático, nunca malhumorado, es de vez en cuando gracioso, es comprensivo y cariñoso, es siempre alegre y no es nunca antipático
¿Cómo es tu colegio, las reglas, los edificios, las instalaciones?	Mi colegio es un colegio grande que tiene circa ochocientos alumnos. Está en las afueras de Swindon en los barrios de Pinehurst y Penhill. Tenemos una biblioteca nueva, una cantina acogedora, un patio grande ... En el colegio no debes comer chicle, no debes acosar, no tienes que gritar, no deberías comportarse mal... En el colegio tienes que comportarse bien, llevar el uniforme, ir al baño solo durante el recreo, llegar al colegio a hora

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste, -ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
Perfect Tense ('have done...') Formed with the verb 'haber':	Formed with the verb ' haber ': he, has, ha, hemos, habéis, han + past participle: -ar: -ado -er/ir: -ido e.g. <i>He estudiado</i> = <i>I have studied</i>

What we are learning this term:		11.1F ¿Trabajar o estudiar?	
A. Talking about options at 16 B. Discussing choices at 18: work or university? C. Talking about different jobs D. Looking for and applying for jobs E. Using a variety of tenses F. Using 'quisiera'		considerar to consider demostrar to show, demonstrate la desventaja disadvantage estar harto/a de to be fed up with estar obsesionado/a con to be obsessed with furioso/a furious ganar to earn, to win, to gain la habilidad skill, ability horroroso/a dreadful imaginar to imagine inútil useless mundo world necesitar to need pedir to ask for peor worse, worst por otra parte on the other hand la promoción promotion relacionarse con to relate to, to get on with repasar to revise el repaso revision seguro/a sure la sociedad society todavía still vale la pena it's worth it, it's worthwhile	
6 Key Words for this term			
1. porcentaje	4. la empresa		
2. por ciento	5. el/la jefe/a		
3. la ama de casa	6. cuidar a		
11.1G ¿Qué voy a hacer?			
a tiempo completo full time a tiempo parcial part time el/la alumno/a pupil aprender to learn el aprendizaje apprenticeship aprobar to pass la asignatura subject avanzado/a advanced el beneficio benefit buscar to look for la carrera (universitaria),(university) course, career carrera profesional conseguir to get, to manage, to achieve el consejo advice continuar to continue dejar to leave el dinero money encontrar to find esperar to wait for, to hope, expect los estudios studies el examen exam la experiencia experience la experiencia laboral work experience feo/a ugly la informática information technology, IT mejor better, best mientras while la nota grade, mark, result la opción option la oportunidad opportunity quedar to stay el resultado result sacar buenas / malasto get good / to get bad grades notas seguir + gerund to carry on ...ing			

Key Verbs				
Aprender To learn	Ir To go	Querer To want	Preparar To prepare	Dar To give
Aprendo I learn	Voy I go	Quiero I want	Preparo I prepare	Doy I give
Aprendes You learn	Vas You go	Quieres You want	Preparas You prepare	Das You give
Aprende He/she/it learns	Va s/he goes	Quiere He/she/ it wants	Prepara He/she/it prepares	Da He/she/it gives
Aprendemos We learn	Vamos They go	Queremos We want	Preparamos We prepare	Damos We give
Aprenden They learn	Van They go	Quieren They want	Preparan They prepare	Dan They give
11.1H ¿Vale la pena ir a la universidad?			11.1H ¿Vale la pena ir a la universidad?	
a solas on one's own acabar de + infinitive to have just adecuado/a adequate, decent aislado/a isolated al final de at the end of apetecer to appeal aprender to learn así que so avanzado/a advanced el beneficio benefit bien pagado/a well paid la calidad quality la carrera (universitaria) university course, career claro of course conseguir to get, to manage, to achieve consejo advice deber to owe devolver to give back, to pay back disfrutar to enjoy la edad age escoger to choose esperar to wait for, to hope, to expect estar a punto de to be about to la experiencia laboral work experience feo/a ugly el folleto leaflet el/la graduado/a graduate hacerse miembro to become a member inquietar to worry, to concern lejos de far from mejor better, best			el mundo laboral world of work ofrecer to offer olvidarse to forget pedir prestado to borrow poco a poco bit by bit preocupar to worry, to be concerned recoger to pick up, to collect la residencia de estudiantes student residence el resultado result seguir to follow seguir + gerund to carry on ...ing tan pronto como as soon as el título (university) degree tomar un año libre to take a year out la ventaja advantage	



Translation Practice. G – blue F – orange H - Green	
Quiero _____ estudiando	I want to carry on studying
Quiero _____ más dinero	I want to earn more money
_____ que seguir estudiando	I will have to carry on studying
Si _____ buenas notas, iré a la universidad	If I get good grades I will go to the university
Voy a _____ el instituto	I am going to quit school
No _____ que hacer	I don't know what to do
He _____ que no quiero trabajar	I have decided that I don't want to work
Creo que _____ mejor estudiar	I believe that it will be better to study
Quiero buscar un _____	I want to find an apprenticeship
La _____ de mi plan es que...	The advantage to my plan is that...
Hemos _____ otro plan	We have considered another plan
_____ un titulo universitario	I need a degree
Mi madre es _____	My mum is a dentist
_____ contento cuando termine mis estudios	I will be content when I finish my studies
_____ la decision tan pronto como tenga mis resultados	I will make the decision as soon as I have my results
Espero _____ una casa	I hope to buy myself a house
Se puede _____ de todo lo que hay	You can enjoy everything there is
_____ dejado de estudiar	She had quit studying

Key Questions: Answer the following in your own words. Use these model answers	
¿Qué vas a hacer/estudiar/trabajar cuando termines en el colegio/ si sacas buenas notas?	Si saco buenas notas/en el futurovoy a estudiar/me gustaría estudiar en la universidad porque será muy útil para mi carrera, porque quiero trabajar en el aire libre/porque siempre me encanta trabajar con niños ... En el futuro, voy a trabajar como (job) porque ...
¿Qué son tus planes para el futuro? - ¿Cuál es la ventaja de este plan?	Las desventajas de mi trabajo preferido son que... Las ventajas de mi trabajo preferido son que...
¿Qué son las ventajas y desventajas de ir a la universidad?	Las ventajas/desventajas son que .. es cara pagar los gastos para la universidad, el precio es muy caro, tienes que prestar dinero del gobierno, tienes que trabajar y estudiar mucho, tienes que esforzarse mucho, es inquietante no vivir con los padres, y vivir con otra gente, va a ser fenomenal encontrar nuevos amigos ...
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar mis idiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.
¿Cuáles son los aspectos positivos de encontrar un trabajo a los dieciocho años?	...Las (des)ventajas de empezar a trabajar a los 18 años son que... ...No tienes la oportunidad de ir a la universidad ...No tienes tantas oportunidades de ganar tanto dinero ...Puedes empezar a ganar dinero más joven que es importante para el futuro ...Puedes aprender una carrera mientras estás haciendo el trabajo – no tienes que estudiar más

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father

What we are learning this term:		12.1F Buscar trabajo	
A. Talking about different jobs B. Looking for and applying for jobs C. Recognising percentages and fractions D. Learning useful phrases E. Using a variety of tenses		a principios de at the beginning of el/la administrativo/a clerk, office worker ambicioso/a ambitious anciano/a elderly animado/a lively arreglar to sort, fix, arrange el aspecto appearance, aspect atender a to attend to la caja till, check-out el camping campsite el carnicero/a butcher el carpintero/a carpenter la carta letter los conocimientos knowledge el correo electrónico email cortés polite, courteous cuidar a to care for, look after el/la dependiente/a shop assistant el detalle detail dominar + language to be fluent in el/la electricista electrician el empleado/a employee la empresa company, firm en seguida straightaway la energía energy fiable reliable la gente people el/la hombre / mujer de businessman / business woman negocios el juego game el/la maestro/a primary school teacher mayor older organizado/a organised paciente patient la panadería bakery el panadero/a baker práctico/a practical el problema problem el/la recepcionista receptionist servir to serve sincero/a honest el sitio web website el sobre envelope sueldo wage trabajador/a hard-working el traductor/a translator el trimestre term la variedad variety	
6 Key Words for this term			
1. buscar	4. empezar		
2. una entrevista	5. ganar		
3. anuncios	6. desafiante		

12.1G Los trabajos	
el ama de casa (fem.)	housewife
el banco	bank
el/la cajero/a	cashier
el/la cliente/a	customer
el cocinero/a	cook
estar en paro	to be unemployed
el ingeniero/a	engineer
el jardinero/a	gardener
limpiar	to clean
la mitad	half
la oficina	office
la peluquería	hairdresser's
el peluquero/a	hairdresser
el/la policía	police officer
por ciento	per cent
el/la porcentaje	percentage
quisiera	I would like
resolver	to solve, resolve
salvar	to save
temporal	temporary
el/la veterinario/a	vet
la vida	life

Key Verbs				
Tener To have	Ir To go	Buscar To look for	Hacer – to do/make	Encontrar To find
Tengo I have	Voy I go	Busco I'm looking for	Hago I do	Encuentro I find
Tienes You have	Vas You go	Buscas You're looking for	Haces You do	Encuentras You find
Tiene He/she/it has	Va s/he goes	Busca He/she/it is looking	Hace s/he does	Encuentra He/she/it finds
Tenemos We have	Vamos They go	Buscamos We're looking for	Hacemos We do	Encontramos We find
Tienen They have	Van They go	Buscan They're looking	Hacen They do	Encuentran They find

12.1H El trabajo ideal	
el/la abogado/a	lawyer
el/la albañil	builder, bricklayer
el/la amo/a de casa	house
husband/housewife	
ascender	to move up
el/la azafato/a	flight attendant
el/la cajero/a	cashier
el/la camionero/a	lorry driver
la capacidad	ability, capacity
el/la cartero/a	postal worker
el/la cliente/a	customer
la compañía aérea	airline
compartir	to share
el/la contable	accountant
la cuenta	account
diseñar	to design
fijo/a	fixed, permanent
físico/a	physical
la formación	training
funcionar	to function
el/la gerente	manager
el/la granjero/a	farmer
las horas de trabajo	flexitime, flexible
working hours	
flexibles	
el/la jardinero/a	gardener
el/la jefe/jefa	boss
limpiar	to clean
la lluvia	rain
mejorar	to improve
la peluquería	hairdresser's
el/la peluquero/a	hairdresser
la perspectiva	prospect
el proyecto	project
el rincón	corner

12.1H El trabajo ideal	
temporal	temporary
utilizar	to use
el viento	wind
ya que	as, since



Translation Practice. G – blue F – orange H - Green	
Me gustaría _____ policia	I would like to be a policeman
_____ trabajar en una tienda	I would like to work in a shop
Quisiera ser _____	I would like to be a nurse
Me gustaría _____ con animales	I would like to work with animals
Mi madre _____ profesora	My mum is a teacher
Mi hermana _____ en el hospital	My sister works in the hospital
Me interesa _____ el trabajo	The job really interests me
El trabajo me _____ muchas oportunidades	The job will offer me many opportunities
_____ que soy una persona muy trabajadora	I think that I am a very hard working person
_____ empezar el lunes	I can start on Monday
He _____ en una oficina	I have worked in an office
_____ ayudado en el colegio	I have helped at school
El _____ ideal dominará dos idiomas	The ideal candidate will be fluent in 2 languages
_____ un trabajo que me da oportunidades	I'm looking for a job that gives me opportunities
_____ trabajar con una empresa que tiene oficinas en el extranjero	I want to work with a company that has offices abroad
_____ un trabajo que ofrece buen sueldo	I need a job that offers a good salary
_____ con una empresa muy buena	I used to work with a really good company
En el futuro _____ con mis padres	In the future I will work with my parents

Key Questions: Answer the following in your own words. Use these model answers	
¿Te gustaría trabajar en España? ... ¿Por qué (no)?	...Si/No – (no) me gustaría trabajar en España porque ...Seria guay trabajar en un país caloroso ...Seria guay trabajar en un país donde puedo utilizar mis idiomas y mi español ...Seria chulo porque hay la posibilidad to ganar más dinero trabajando entre dos países ...Seria bueno conocer a otra gente y hacer nuevos amigos en el extrajero
A los dieciséis años, ¿crees que es mejor seguir un curso académico o uno de formación profesional?	...Hay ventajas y desventajas de hacer un curso académico y formación profesional ...Las ventajas de hacer un curso académico son que... ...tienes la oportunidad de ganar más dinero en el futuro ...tienes la oportunidad de aprender más habilidades que serán útiles en el futuro De otro lado, las ventajas de hacer formación profesional son que puedes aprender mientras haces el trabajo puedes ganar más dinero a una edad joven puedes disfrutar de tus días y tus tardes porque no tienes que estudiar y tienes más dinero puedes ganar más confianza con el público mientras trabajas con otra gente
¿Qué trabajo quieres hacer? Por qué te interesa este trabajo? Qué son las ventajas y desventajas de hacer este trabajo?	En el futuro, quiero ser (job). Quiero hacer este trabajo porque... me interesa mucho / puedo ganar mucho dinero / tengo la oportunidad de trabajar en equipos / prefiero trabajar en una oficina/ prefiero trabajar en el aire libre/ quiero un trabajo donde puedo utilizar mis idiomas / quiero un trabajo donde puedo mejorar mi confianza con el público.

Key Grammar	
Forming the preterite (past tense). Always remove the –AR, -ER, -IR endings first	Remember the preterite (past) tense endings for –AR, -ER, -IR verbs. They are: -AR: -é, -aste,-ó, -amos, -astéis, -aron -ER: -í, -íste, -ió, -imos, -istéis, -ieron -IR : -í, -iste, -ió, -imos, -istéis, -ieron
Forming the conditional ('would like to' tense). Always remove the –AR, -ER, -IR endings first	Remember the conditional ('would') tense endings for –AR, -ER, -IR verbs. They are: -AR, -ER, -IR: -ía, -ías, -ía, -íamos, -íais, -ían
Using the immediate future tense IR + A + INFINITIVE	Voy a casarme = I'm going to get married Va a discutir con su padre = He / She is going to argue with his/her father
Conditional Perfect Tense (the 2 tenses put together) "I would have bought..."	habría, habrías, habría, habríamos, habríais, habrían + past participle <i>E.g. lo habría comprado pero no tenía tiempo –I would have bought it but I didn't have time</i>

1. Types of Production

There are three main types of production:

Type of Production	Explanation
Job Production	Job production is one-off production for a one-off order. It is tailored-made to the specific requirements of a single customer. This can be a very costly method production however this means that the business has increased flexibility in terms of the product produced.
Batch Production	Batch production involves producing a limited number of the same item. This method of production is cheaper than job production however this method of production is not as flexible.
Flow Production	Flow production is continuous output of identical products. This is the cheapest method of production as production becomes fully automated. <u>However</u> this affords the business no flexibility in terms of product differentiation.

2. Types of Production (Advantages and Disadvantages)

There are three main types of production:

Type of Production	Advantages and Disadvantages
Job Production	Advantages: Highly flexible; gives the customer exactly what they want. Disadvantages: High production costs. Skills may be in short supply, making it hard for the business to grow
Batch Production	Advantages: Gain some cost advantages from producing several items at once...yet still able to offer customers the colour/size they want Disadvantages: May be limited scope for automation, making production costs far higher than with flow production. Not as flexible as job production.
Flow Production	Advantages: Can automate production fully, making it highly cost effective (which should be good for customers as well as suppliers). Many customers value consistency, and flow will provide an identical product each time. Disadvantages: Likely to be expensive to set up and inflexible to use; could be a disaster if a product life cycle proves much shorter than expected. Lacks flexibility in terms of meeting individual customer needs.

3. Managing Stock – Key Definitions

Term	Explanations
Bar Gate Stock Graph	A diagram used to manage stock.
Buffer (stock)	The minimum stock level always held to avoid running out.
Just in Time (JIT)	When new supplies must arrive 'just in time' moments before they are required.
Stock	Items held by a firm for use or sale, for example components for manufacturing or sellable products for a retailer
Managing Stock well is vital to the success of a business. Successful stock management requires the right balance between reliability and cost. Too little stock and customers will feel let down. Too much stock and high costs will force high prices. Without stock, sales cannot happen. Manufacturers and retailers need to make sure they supply the right amount of goods to keep the shelves full.	

GCSE Business. Paper 2.

4. Procurement – Working with Suppliers

There are five main factors at the heart of a relationship between a company and its suppliers:

Quality	Suppliers must supply high quality products to businesses, suppliers will struggle to maintain a good relationship with a company if they are not supplying good durable products. First and fore most suppliers must supply high quality materials to businesses.
Delivery	Suppliers must deliver on time to clients, there is little point supplying at the right price and with the right product, if the product doesn't arrive on time. Failing to deliver supplies on time can bring manufacturing to a halt or leave shops with empty shelves.
Availability	Suppliers must be available and able to cope with varying orders in a timely fashion and sometimes within a short timeframe. Suppliers must be flexible and aware of the needs of their customers.
Cost	Cheaper supplies mean lower variable costs and higher profit margins. Therefore, the price charged by a supplier will be a key factor in the relationship between a firm and its suppliers. Price to highly and firms may look to alternative suppliers, price to low and firms may question the quality of merchandise. Pricing is key to the relationship between supplier and firm.
Trust	Trust is key for the relationship between firm and supplier. Most business transactions are on credit and not cash – therefore suppliers <u>have to</u> be able to trust that a firm will make a profit and be able to pay them back in cash.

8. Placing Strategy – Managing Quality within a Business

Type of Quality Control	Explanation:
Quality Control	Quality control is a system of inspection to try to make sure that customers don't experience a poor-quality product or service. Such controls may include Factory Inspectors at the end of a production line checking the quality of a product
Quality Assurance	Quality Assurance describes the system put into place by a company to assure quality within the production system. Every member of staff will have responsibilities to quality assure products. Over time this should lead to quality products as people become better at their roles.
Quality Culture	Quality culture means the general attitudes and behaviours among staff within a workplace is focussed on high quality production. Quality culture describes motivated, punctual, diligent and invested employees who care about the business and strive to improve it.

9. The Sales Process

Term	Definition
Customer Engagement	The attempt to make a customer feel part of something rather than an outsider.
Customer Feedback	Comments, praise or criticisms given to the company by its customers
Post-Sales Service	Service received after the purchase is completed because something has gone wrong or as a way of promoting customer engagement
Product Knowledge	How well staff know all the features of the products and service issues surrounding the products.

10. Customer Service

Great Customer Service is pivotal to any successful business, but there is far more than that to the sales process. To succeed in sales, a business must make sure it provides:

Component of Customer Service	Term
Product Knowledge	Customers expect that staff will be sufficiently well trained and well-motivated to have good knowledge of the products and services being offered. In order to ensure staff, have good product knowledge, certain things are essential: Good Training – if businesses provide good training to staff, then staff will be knowledgeable about products and therefore will be able to improve the customer experience Loyal Staff – The longer staff stay working in a job the better they become. If staff only stay three to six months, they will never develop a rich understanding of the products and services that the business provides. Well managed businesses pay fairly and treat staff with respect. Committed Staff – Committed and enthusiastic staff are crucial to the smooth running of any business. This is affected by the quality of recruitment, the standard of training and the overall culture that exists within the company's workforce.
Speedy and Efficient Service	Good customer service is designed for the customer not the company. Efficient service: Gets products to customers exactly when you want them Gets products to customers in good condition If there is anything <u>wrong</u> - it will be sorted out as soon as possible and considerably
Customer Engagement	In the world of social media, it becomes possible to try to keep customers engaged with the business on a regular basis. Companies engage customers in a variety of ways: E-Mail Social Media (Facebook and Instagram) Post Text Television/Web advertisements. It is vital that customers feel up to date and informed about any product innovations
Responses to Customer Feedback	How companies respond to customer feedback is vital, providing great customers service where people feel listened too ensures customers continue to come back and buy products from the business. It can cost a lot of money to persuade new customers to come advertising is expensive and it's affects are hard to judge. Building up a reputation for responding to customer feedback can travel by word of mouth and this is much cheaper.

Excellent Post Sales Service

2. Net Profit Margin

2. Net Profit Margin	
There are three main types of production:	
Type of Production	Advantages and Disadvantages
Job Production	Advantages: Highly flexible; gives the customer exactly what they want. Disadvantages: High production costs. Skills may be in short supply, making it hard for the business to grow
Batch Production	Advantages: Gain some cost advantages from producing several items at once...yet still able to offer customers the colour/size they want Disadvantages: May be limited scope for automation, making production costs far higher than with flow production. Not as flexible as job production.
Flow Production	Advantages: Can automate production fully, making it highly cost effective (which should be good for customers as well as suppliers). Many customers value consistency, and flow will provide an identical product each time. Disadvantages: Likely to be expensive to set up and inflexible to use; could be a disaster if a product life cycle proves much shorter than expected. Lacks flexibility in terms of meeting individual customer needs.

3. Average rate of return

[illegible]



Year 11 PRODUCT DESIGN Term 3



A. Physical & Working Properties		What we are learning this term:		E.	6 R's		
Physical properties are the traits a material has before it is used.		A. Physical & Working Properties B. Forces & Stressors C. Types of Motion D. Paper & Card/Boards E. 6 R's F. Natural & Manufactured Timbers		You can use the 6R's when designing to help reduce the impact that new products have on the environment.			
Absorbency	Ability to soak up moisture, light or heat	B. Forces and Stressors		C. Types of Motions		Repair	It's better to fix things instead of throwing them away.
Density	How solid a material is			Linear	Moves something in a straight line. E.g. a train moving down a track	Reuse	You can extend a products life by passing it on or using it again.
Fusibility	Ability of a material to be heated and joined to another material when cooled	Forces apply stress to objects, causing them to break or change shape. Different materials can withstand different forces.		Reciprocating	Has a repeated up and down motion or back-and-forth motion. E.g a piston or pump	Recycle	The uses less energy than obtaining new materials.
Electrical Conductivity	Ability to conduct electricity	Tension	Is a stretching or pulling force. E.g. the ropes of a suspension bridge	Rotary	Is where something moves around an axis or pivot point. E.g a wheel	Rethink	You should think about your design carefully. Is it needed?
Thermal Conductivity	Ability to conduct heat	Compression	Is a pushing or squashing force, e.g. the weight of a building on its foundation	Oscillating	Has a curved backwards and forwards movement that wings on an axis or pivot point. E.g a swing or clock pendulum	Reduce	Making long-lasting durable products. Think rechargeable!
Working properties are how a material behaves when it is manipulated.		Bending	Is a combination of tension and compression. It exerts tension on one side and compression on the other, e.g. bending anything	D. Paper & Card/Boards		Refuse	You can refuse to buy a product if you think it is wasteful. Such as plastic bags.
Strength	Ability of a material to withstand compression, tension and shear	Shear	Is a cutting force. The opposing forces are not directly opposite each other, e.g. cutting paper with scissors.	Paper and cards/boards both come from wood pulp.		F. Natural & Manufactured Timbers	
Hardness	The ability to withstand impact with damage	Torsion	Is a twisting force that attempts to rotate two ends of a material in opposite directions, e.g. wringing out a wet cloth.	Paper		Natural timber comes from trees.	
Toughness	Materials that are hard to break or snap are tough & can absorb shock			Board		Hardwood	Softwood
Malleability	Being able to bend or shape easily would make a material easily malleable			Cartridge Paper		Ash	Larch
Ductility	Materials that can be stretched are ductile			Grid Paper		Beech	Pine
Elasticity	Ability to be stretched and then return to its original shape			Layout Paper		Mahogany	Spruce
				Tracing Paper		Oak	Softwoods are faster growing and cheaper to buy.
				Corrugated Card		Balsa	
				Solid White Board		Manufactured Boards	
						Manufactured boards are usually made from natural timber waste and adhesive.	
						Medium-density fibreboard (MDF)	
						Plywood	
						Chipboard	



Year 11 PRODUCT DESIGN Term 3



A. Physical & Working Properties		What we are learning this term:		E.	6 R's
Physical properties are _____.		A. Physical & Working Properties B. Forces & Stressors C. Types of Motion D. Paper & Card/Boards E. 6 R's F. Natural & Manufactured Timbers		You can use the 6R's when designing to help reduce the impact that new products have on the environment.	
Absorbency		B. Forces and Stressors	C. Types of Motions	Repair	
	How solid a material is				You can extend a products life by passing it on or using it again.
Fusibility		Tension	Linear	Recycle	
					You should think about your design carefully. Is it needed?
	Ability to conduct electricity		Rotary	Reduce	
Thermal Conductivity	Ability to conduct heat				You can refuse to buy a product if you think it is wasteful. Such as plastic bags.
Working properties are _____.		Bending		F. Natural & Manufactured Timbers	
Strength				Natural timber comes from _____.	
	The ability to withstand impact with damage		D. Paper & Card/Boards		
Toughness				Hardwood	Softwood
	Being able to bend or shape easily would make a material easily malleable	Torsion	Paper and cards/boards both come from _____.	Ash	
Ductility					Pine
Elasticity	Ability to be stretched and then return to its original shape		Paper	Mahogany	
					Softwoods are _____
			Board	Balsa	
					Manufactured Boards
			Cartridge Paper	Manufactured boards are usually made from _____.	
			Layout Paper		
			Corrugated Card	Plywood	
			Solid White Board		



Understanding the effects of engineering achievements

Types of engineering developments

Structural design – the development of components designed to resist or apply **forces**, for example the frame of a bicycle

Developments include – the use of frames, triangulation and shell structures, the use of CAD to test the structural integrity of a product before manufacture.

Mechanical design – the development of components designed to perform a physical function..

Developments include - Suspension systems, gears and pulleys, chain drives, the use of mechanical advantage.

Electronic design – The development and use of electronic components within products.

Developments include – smart home devices with connectivity to user's mobile phones, touch screen controls, miniaturization of transistors (smaller and more powerful circuits).

Effects of engineering developments

Frame and shell structures: The introduction of cheap and strong materials led to high-rise buildings, fast construction methods and a broad range of shell-frame products (cars, airplanes).

Development of new materials:

- Some give improved strength and reduced weight
- Smart materials and new alloys increase the diversity of products that can be designed
- Complex synthetic materials are difficult or impossible to recycle

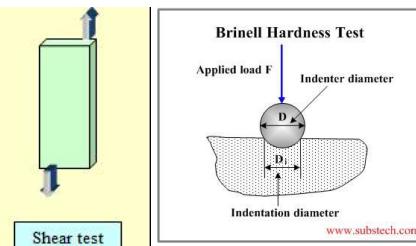
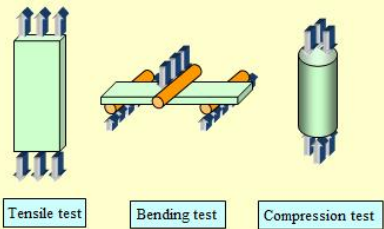
Smart technology:

- Smart home products in the home leads to designers focusing on linking more products to Bluetooth/wifi
- Smart tech can improve quality of living in a variety of ways
- Smart tech can be difficult to repair and become obsolete quickly

Electronic components:

- Miniaturization of circuits makes for smaller and faster products with increased data storage, making them more efficient and reliable
- The minerals used in complex circuits are finite and difficult to mine, leading to land destruction and pollution. These products are also hard to recycle

C. Mechanical property testing

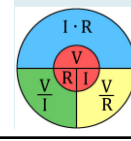


1. **First, you need to:**
1. Have a clear question that can be answered through experiment
2. Change only one variable at a time and keep all other conditions the same
3. Repeat the experiment multiple times to avoid basing your conclusion on too few events
4. Use an **objective measurement system** that others can use in the same way
5. Avoid bias and consider the possibility of chance differences

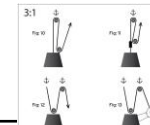
Explain using notes and sketches questions:

1. Must have two or more drawings
2. Drawings must be annotated
3. Drawings and annotations must give a reasonable answer to the question in the setting they ask for i.e workshop tools used for a workshop process

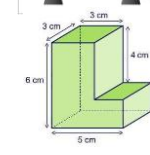
D. Use of calculations in engineering



Ohms law is used to calculate resistance, current and voltage.
Voltage = Resistance x current
Resistance = voltage / current
Current = voltage / resistance



When using mechanisms (levers, pulleys, gears etc) you can calculate the mechanical advantage using the formula:
Mechanical advantage = load / effort



Calculating the area of a variety of common shapes:
Quadrilateral - Base x height
Triangle - (base x height) / 2
Circle - $A = \pi r^2$
 To calculate the volume of a prism, calculate the area of a face and multiply by the depth of the prism.

(1:2)
 (real size: image)

Using scale factors when reading or producing working drawings: Scales are shown as ratios, and calculated as fractions i.e a scale of 1:2 is the same as the drawing being ½ size.

E. How environmental issues affect engineering

Materials development	More emphasis on developing sustainable materials and recycling technology has had a positive impact on the engineering industry, for example the use of starch-based polymers.
Costs	Manufacturing can be made more efficient to reduce overall costs of production. However, some raw material costs are still volatile due to oil and ore scarcity.
Transportation	Transport is needed at each stage of the life cycle of the product and produces emissions: raw material extraction => manufacture = warehousing => retail => customer use => customer disposal => landfill
Usage	Are customers able to easily repair or maintain the product after it is purchased or does it have planned obsolescence?
Disposal	How do different countries dispose of products? Are there policies in place to ensure recycling?
Sustainability	What design features have been included in the product or its functions to reduce the impact of each stage of the product life cycle? Are the raw materials used renewable? How efficient is the manufacturing process with these materials?



Understanding the effects of engineering achievements

Types of engineering developments

Structural design – the development of components designed to for example
Developments include – the use of frames, and
 , the use of CAD to test the of a
 product before manufacture.

Mechanical design – the development of components designed to perform ..

Developments include - Suspension systems, gears and
 , chain drives, the use of .

Electronic design – The development and use of electronic components within products.

Developments include – smart home devices with connectivity to user's mobile phones, touch screen controls, (smaller and more powerful circuits).

Effects of engineering developments

Frame and shell structures: The introduction of cheap and strong materials led to

Development of new materials:

- Some give improved and reduced
- Smart materials and new alloys increase the diversity of products that can be designed
- Complex synthetic materials are difficult or impossible to

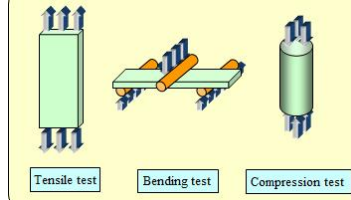
Smart technology:

- Smart home products in the home leads to designers focusing on linking more products to Bluetooth/wifi
- Smart tech can in a variety of ways
- Smart tech can be difficult to repair and become quickly

Electronic components:

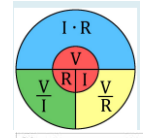
- Miniaturization of circuits makes for smaller and faster products with increased data storage, making them more
- The minerals used in complex circuits are and difficult to mine, leading to land destruction and These products are also hard to recycle

C. Mechanical property testing

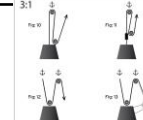


Describe, using notes and sketches, a test that could be conducted in the workshop to measure the ability of a ruler to tension. (include at least two drawings, annotations, and an explanation of the process and how it is recorded). [6]

Use of calculations in engineering

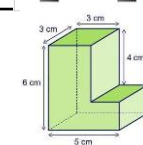


1. What is the current in a circuit with a voltage of 9 V and a resistance of 3 Ω ?
2. If the resistance in a circuit is halved, what will happen to the current?
3. What is the resistance of a resistor in a circuit with a voltage of 12 V and a current of 0.5 A?



What is the mechanical advantage of the two pulley systems on the left? Think about how many anchor points there are.

- 1.
- 2.



What is the volume of the shape on the left?

What would the volume be if there were a 6mm diameter hole drilled through this shape?

(1:2)
(real size: image)

1. A map has a scale 1:125,000. The distance between two points on the map is 3.8 cm. What is the real distance in kilometres?

How environmental issues affect engineering

Materials development

Name three modern materials that are sustainable and why.

Costs

Name three sustainable cost saving measures a company could take:

Transportation

What are the stages of a product life cycle that require transport?

Usage

Planned obsolescence is –
 The opposite of this is -

Disposal

What are the disposal options for a modern bicycle?

Sustainability

Name two modern sustainable materials and two finite resources:

Describe a product that uses all four materials:



Year 11 Food & Nutrition Term 3



What we are learning this term:

A. Food Spoilage B. Enzymes C. Critical Temperatures D. Preparing Food Safely E. Date Marks F. Food Poisoning G. Ambient Foods

A. Food Spoilage

Most microorganisms are harmless, but **pathogenic** microorganisms **spoil** food and cause **food poisoning**

Microorganisms need five things to grow:



Warm temperature



Lost of **moisture**



Lots of **food**



Right **pH**



Plenty of **time**

Bacteria: **Ready-to-eat foods are at high risk** of bacteria (moist, high in protein and short shelf life) e.g. cooked foods, dairy products...

Moulds: Can **spoil bread, cheese & fruit**. Make food look '**fuzzy**' and change the smell and taste.

Yeasts: Can **spoil fruit by fermenting sugars** into alcohol & CO₂

C. Critical Temperatures

Cooked food should stay above 63 °C for no longer than 2 hours.

Reheat food for minimum 2mins (microwave)

Cook food until core temperature is 75 °C

This KILLS all bacteria

5°C - 63°C

Bacteria multiply quickly. Optimum temp 37 °C

0 °C - 5 °C

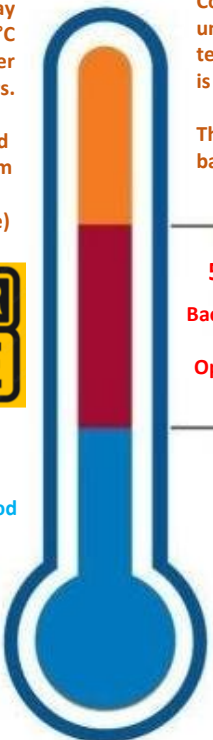
Chilling food slows the growth of bacteria

Below -18 °C

Freezing bacteria makes it become dormant which activates again once defrosted

Defrost meat completely in the fridge 24hours

Keep leftovers covered and tinned foods transferred to separate container.



D. Preparing Food Safely

Avoid **cross-contamination** by following **safety & hygiene procedures**:

Preparing	Have good personal hygiene, separate raw & cooked foods, wash veg, clean equipment, sanitise work surfaces, defrost food fully
Cooking	Cook at right temperatures for right amount of time, cook all the way through, use a temperature probes - 75°C
Serving	Serve hot food straight away or keep it above 63°C for up to 2 hours, cool food down within 90mins, keep food covered & dated

E. Date Marks – printed on food packaging

Use By	Best Before
- Short shelf life - Food may not be safe to eat after this date has past	- Longer shelf life - Food may not taste as nice after this date has past

Eggs has a best before date BUT should be treated like a use by date

F. Food Poisoning – from eating contaminated food

Symptoms include: sickness, diarrhoea, stomach cramps, fever (*even death*)

Campylobacter	2-5 days	Raw or undercooked poultry
E. Coli 0157	1-3 days	Raw beef, unwashed veg
Staphylococcus aureus	1-6 hours	Animals / people e.g. skin, hair
Salmonella	6-72 hours	Raw poultry, eggs
Listeria	Up to 70 days	Soft cheese, pate, shellfish

- Milk is **pasteurized** (heat treated to 72°C) to kill bacteria
- Chickens are **vaccinated** against salmonella to avoid contaminating eggs

B. Enzymes – proteins that act as a biological catalysts (which speed up chemical reactions)

- **Make fruit ripen** e.g. bananas become soft and sweet

- **Cause food to turn brown** e.g. sliced apples or potatoes

Slow enzymes by **adding an acid** (to stop browning) or destroy them by **blanching** (before freezing)

E. Ambient Foods – safely stored at room temperature

Should be stored in a sealed container in a cool, dry place. Preservation =

Freeze-drying	Vacuum Packing
Canning	Using Chemicals



Year 11 Food & Nutrition Term 3



What we are learning this term:

A. Food Spoilage B. Enzymes C. Critical Temperatures D. Preparing Food Safely E. Date Marks F. Food Poisoning G. Ambient Foods

A. Food Spoilage

Most microorganisms are harmless, but **pathogenic** microorganisms **spoil** food and cause **food poisoning**

Microorganisms need five things to grow:



Bacteria:

Moulds:

Yeasts:

C. Critical Temperatures

Cooked food should stay above 63 °C for no longer than 2 hours.

Reheat food for minimum 2mins (microwave)



0 °C - 5 °C

Chilling food slows the growth of bacteria



Cook food until core temperature is 75 °C

This KILLS all bacteria

5 °C - 63 °C

Bacteria multiply quickly. Optimum temp 37 °C

Below -18 °C

Freezing bacteria makes it become dormant which activates again once defrosted

Defrost meat completely in the fridge 24hours

Keep leftovers covered and tinned foods transferred to separate container.

D. Preparing Food Safely

Avoid **cross-contamination** by following **safety & hygiene procedures**:

Preparing

Cooking

Serving

E. Date Marks – printed on food packaging

Use By

Best Before

Eggs has a best before date BUT should be treated like a use by date

F. Food Poisoning – from eating contaminated food

Symptoms include: sickness, diarrhoea, stomach cramps, fever (*even death*)

Campylobacter

E. Coli 0157

Staphylococcus aureus

Salmonella

Listeria

- Milk is **pasteurized** (heat treated to 72°C) to kill bacteria
- Chickens are **vaccinated** against salmonella to avoid contaminating eggs

B. Enzymes – proteins that act as a biological catalysts (which speed up chemical reactions)

- **Make fruit ripen** e.g. bananas become soft and sweet

- **Cause food to turn brown** e.g. sliced apples or potatoes

Slow enzymes by **adding an acid** (to stop browning) or destroy them by **blanching** (before freezing)

E. Ambient Foods – safely stored at room temperature

Should be stored in a sealed container in a cool, dry place. Preservation =

Freeze-drying

Vacuum Packing

Canning

Using Chemicals

What we are learning in LAA:	
A.	Key words
B.	Definitions of health and wellbeing
C.	Genetic inheritance

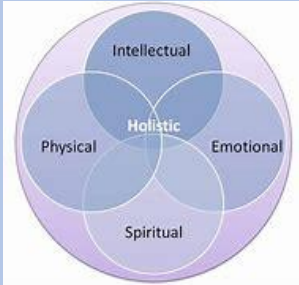
A.	Key words for this Unit
Genetic inheritance	The genes a person inherits from their parents
Predisposition	Someone is more likely to suffer from a particular condition
Chronic	Gradual illness that is long term (longer than 3 months) and generally can be treated but not cured
Acute	A short-term illness that can be cured
Monitor	To check progress over a period of time.
Person-Centred	Planning care around the wants and needs of a service user
Bereavement	The process of coming to terms with the death of someone close.
Circumstances	Events that change your life, over which you have no control
Physiological	Relates to how a person and their bodily parts function normally.
Interpret	understand an action, mood, or way of behaving as having a particular meaning
Collaboratively	Working well together with other people or services
Obstacles	Difficulties a person might face when they implement a plan.
Goal	What you want to achieve in the long term
Norm	Something that is usual, typical or standard
Targets	Challenges to help you reach your goal

B	Definitions of health and well-being	
Positive Definition		Looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and wellbeing if you realise that there is something you can do to improve your health and wellbeing and do it.
Negative definition		Looks at the absence of physical illness, disease, and mental distress. You have a negative attitude towards your health and wellbeing if you: • Base your attitude on not having anything wrong with you. • Continues as you are- Inc. keeping bad habits like smoking. • Assume that because you currently feel fine you will stay healthy in the future.
Holistic definition		It is a combination of physical health and social and emotional wellbeing. It is not just the absence of disease or illness; it looks at all aspects of a person's health and wellbeing. You have a holistic attitude towards health and wellbeing if you look after your: • Physical Health: Be meeting the needs we have to keep our bodies working as well as they can, e.g. Food, water, shelter, warmth, clothing, rest, exercise and good personal hygiene. • Intellectual health: By meeting the needs we have to develop and keep our brains working as well as possible; these include mental stimulation to keep us motivated and interested. • Emotional aspects of wellbeing: By meeting the needs we have that make us feel happy and relaxed, e.g. being loved, respected and secure. Knowing how to deal with negative emotions, having positive self-concept and being respected by others. • Social aspects of wellbeing: By meeting the needs we have to help us develop and enjoy good relationships with others, including mixing with others in appropriate environments and having access to leisure facilities/ activities.

C.	Genetic inheritance		
Inherited physical Characteristics		Genes and environment	
• Children inherit their physical; characteristics from their parents e.g. height, skin and eye colour and hair type and colour. • These characteristics can affect social and emotional wellbeing because they influence a person's self-concept (self-image and esteem).		• Chromosomes carry genes that determine aspects of persons physical makeup. • Gene is a section of DNA that carries a code. Different versions of a gene are called alleles (they can be faulty). • Environmental factors such as diet, also influence physical appearance. For example, a person may not grow to their full, genetically determined height if they do not have enough food.	
Allele type	Dominant: If a gene is dominant a child inheriting it from only one birth parent will have the condition, e.g Huntington's disease.	Effects of inherited disorders	• Physical health: Body systems, growth and mobility • Intellectual wellbeing: learning, thinking, problem solving and decision making. • Emotional wellbeing: how people feel about themselves. • Social wellbeing: the ability to build relationships and maintaining them.
	Recessive: If the gene is recessive a child would only develop the condition if it was inherited from both birth parents, e.g. Cystic fibrosis.		

What we are learning in LAA:	
A.	Key words
B.	Definitions of health and wellbeing
C.	Genetic inheritance

A.	Define the key words for this Unit
Genetic inheritance	
Predisposition	
Chronic	
Acute	
Monitor	
Person-Centred	
Bereavement	
Circumstances	
Physiological	
Interpret	
Collaboratively	
Obstacles	
Goal	
Norm	
Targets	

B	Definitions of health and well-being	
Positive Definition		
Negative definition		
Holistic definition		Definition:
		• Physical Health:
		• Intellectual health:
		• Emotional aspects of wellbeing:
		• Social aspects of wellbeing:

C.	Genetic inheritance		
Inherited physical Characteristics		Genes and environment	
Allele type	Dominant:	Effects of inherited disorders	
	Recessive:		

What we are learning in LAA:

- D. Balanced diet
- E. Chronic and acute illness
- F. What are the effect of exercise?
- G. What are the effect of excessive substance use?



D.	Balanced diet
What is a balanced diet?	- Diet that contains the correct nutrients in the right proportions to keep out bodies and minds healthy. - It is also a lifestyle choice - Choosing to eat too much or too little might make us less able to take all the opportunities that life offers.
Overweight or underweight may:	A person over weight or under weight may: - Be prone to illness and conditions - Have their life expectancy reduced - Be less able to exercise effectively - Miss out on learning experiences - Miss out on some sporting activities - Be less successful in job interviews - Feel embarrassed and self-conscious about their appearance in social situations.
Essential parts of a healthy diet:	- Fats (saturated and unsaturated) - Carbohydrates (sugars and starches) - Minerals - Vitamins - Proteins
Eat well guide says you should eat:	- Eat at least 5 portions of a variety of fruit and vegetables every day. - Base meals on potatoes, bread, rice, pasta or other starchy carbohydrates; choosing wholegrain versions where possible. - Have some dairy or dairy alternatives (such as soya drinks); choosing lower fat and lower sugar options. - Eat some beans, pulses, fish, eggs, meat and other proteins (including 2 portions of fish every week, one of which should be oily). - Choose unsaturated oils and spreads and eat in small amounts. - Drink 6-8 cups/glasses of fluid a day.
If you eat <u>more</u> than you need:	- The body will store food as fat and this can lead to: - Obesity, heart disease, high blood pressure, Strokes, Tooth decay or cancer
If you eat <u>less</u> than you need	- The body does not get enough nutrients to grow and develop properly and this can lead to: - Eating disorders, stunted growth, anaemia, heart failure, depression, tiredness, cancer or rickets.

E	Chronic or Acute Illness
Chronic illness- Illness comes on gradually, is long term (more than 3 months) and generally can be treated but not cured. E.g Asthma, Diabetes, epilepsy, bipolar disease, Alzheimer's disease	Acute illness- Illness comes on quickly, is short term and can be cured. E.g. Cold, flue, broken bones, heartburn, appendicitis or Diarrhoea.
Some chronic conditions are acute but may develop because of chronic conditions. For example: osteoporosis (a chronic condition that weakness bones) masking their bones fragile and more likely to break. Broken bones are then an acute condition.	
Possible negative effects of chronic illness	
Physical: - poor rate of growth - Unusual physiological change during puberty - Restricted movement	Emotional: - Negative self-concept - Stress - Decision making
Intellectual: - Disturbed learning because of missing school - Difficulties in thinking and problem solving - Memory problems.	Social - Isolation - Loss of independence - Difficulties developing relationships

F.	What are the effect of exercise?
Positive effects of exercise	Physical: maintain a healthy weight, reduce BMI, boosting energy levels. Improved flexibility, stamina, endurance and stronger bones and muscles. Reduce risk of heart disease and diabetes. Intellectual: improved brain function like mentor and thinking skills. Emotional: improves confidence and mood and reduces stress. Aid relaxation and sleep and lead to better self concept. Social: encourages social interaction, reducing isolation and improving social skills.
Negative effects of exercise	Physical: Obesity and associated health problems. Intellectual: Reduced pain performance, hard to concentrate and retain information. Emotional: poor self-concept and reduced ability to cope with stress. Social: Fewer opportunities for social interactions.

G.	What are the effect of excessive substance use?
Negative effects of excessive alcohol consumption	Physical: Alcohol dependence, damage to major organs: liver, heart, kidneys, pancreas. Cancers: mouth, throat, oesophagus, liver, breast. Infertility and impotence, weight gain. Intellectual: difficulty in making decisions, depression and anxiety, chance of stroke and brain damage, impaired brain development of unborn baby. Emotional: poor self-concept, poor judgement leading to a risk of accidents and unsafe sex, can have an impact on relationships, depression. Social: breakdown of relationships, domestic violence, social isolation

What we are learning in LAA:

- D. Balanced diet
- E. Chronic and acute illness
- F. What are the effect of exercise?
- G. What are the effect of excessive substance use?



D.	Balanced diet
What is a balanced diet?	
Overweight or underweight may:	
Essential parts of a healthy diet:	
Est well guide says you should eat:	
If you eat <u>more</u> than you need:	
If you eat <u>less</u> than you need	

E	Chronic or Acute Illness	
Chronic illness-		Acute illness-
Explanation:		
Possible negative effects of chronic illness		
Physical:		Emotional:
Intellectual:		Social
F.	What are the effect of exercise?	
Positive effects of exercise 	<u>Physical:</u> <u>Intellectual:</u> <u>Emotional:</u> <u>Social:</u>	
	Negative effects of exercise <u>Physical:</u> <u>Intellectual:</u> <u>Emotional:</u> <u>Social:</u>	
G.	What are the effect of excessive substance use?	
Negative effects of excessive alcohol consumption 	<u>Physical:</u> <u>Intellectual:</u> <u>Emotional:</u> <u>Social:</u>	

What we are learning in LAA:

- H. The effects of social interactions on wellbeing
- I. What are the effects of stress on health and wellbeing
- J. What are the hazards of smoking
- K. What are the effects of personal hygiene

H. The effects of social interactions on wellbeing

Social integration	When people feel they belong to a group and can interact with others. Social interactions can happen between family members and friends, work colleagues, school learners, members of a community or interest groups.
Social isolation	Occurs when people do not have regular contact with others. This may be because they don't go out much because of physical illness, reduced mobility or unemployment. They might have a difficulty in communicating if they have a mental illness, depression or learning difficulties. Lastly, a person might be discriminated against because of culture, religion or disability.

Positive effects of relationships


Physical: physical support and day to day care and practical assistance.
Intellectual: shared experiences, supported learning and thinking
Emotional: unconditional love, security and encouragement, positive self-concept, feeling content, ability to build relationships with people outside the family, independence and confidence.
Social: Companionship, social circle increases.

Negative effects of social isolation


Physical: poor lifestyle choices like smoking and drinking, poor diet that can cause eating disorders.
Intellectual: reduced ability to use thinking skills, missing school/work
Emotional: feelings insecure, depression, anxiety, negative self-concept, feeling of hurt, loneliness and distrust, lack of independence, difficulty in controlling emotions.
Social: difficulties in building relationships as lack skills.

I. What are the effects of stress on health and wellbeing

Physical effects	Intellectual effects	Emotional effects	Social effects
Increased heartbeat Increased breathing rate Tense muscles Sweaty palms Dry mouth High blood pressure Loss of appetite Sleeplessness Digestive problems	Forgetfulness Poor concentration Difficulty in making decisions	Difficulty in controlling emotions Feeling insecure Negative self-concept Feeling anxious and frightened Loss of confidence	Difficulty in making friends and building relationships Breakdown of close relationships Social isolation

J. What are the hazards of Smoking

Heart disease and poor circulation mean:

- increased blood pressure
- increased risk of heart attack
- narrowing of the arteries.

Carbon monoxide causes:

- decreased oxygenation
- poor growth
- extra work for the heart
- increased risk of thrombosis.

Exposure in childhood means that children:

- are prone to chest infections and asthma
- tend to be smaller and weaker
- do less well at school.

Irritant particles cause:

- bronchitis
- emphysema
- asthma
- smoker's cough.

Nicotine causes:

- addiction
- increased blood clotting leading to thrombosis.

Conditions such as:

- stroke
- gum disease.

Tar causes cancers of the nose, throat, tongue, lungs, stomach and bladder.

Smokers':

- breath and clothes smell of smoke
- hands and nails are nicotine stained
- faces often become wrinkled from the effects of smoking.

The hazards of smoking

Exposure in pregnancy causes:

- smaller babies
- more stillbirths
- more miscarriages.

K. What are the effects of Personal Hygiene?

Positive effects of good personal hygiene



- Helps prevent the spread of infection
 - Improves self-concept
 - Reduces number of bacteria that lives on us.
- You must:**
- Brush you teeth
 - Shower daily or bath
 - Wash your hair regularly
 - Keep fingernails and toenails clean and trimmed

Negative effects of poor personal hygiene

Physical: catching and spreading disease like food poisoning, sore throat, meningitis and athlete's foot. Bad body odour, bad breath and tooth decay.
Emotional: loss of friendships and social isolation. Might be bullied and poor self-concept.
Social: low social interactions as people don't want to be friends with someone that neglects their hygiene. Social isolation.

When caring for others:

- Bad hygiene can stop effective communication.
- Negative effect on the person being cared for and their health and wellbeing- pass on infection
- Discomfort for the person being cared for because of the odour or visible dirt under fingernails.

What we are learning in LAA:

- H. The effects of social interactions on wellbeing
- I. What are the effects of stress on health and wellbeing
- J. What are the hazards of smoking
- K. What are the effects of personal hygiene

J.
What are the hazards of Smoking- draw out the mind map in the space below:
H. The effects of social interactions on wellbeing

Social integration

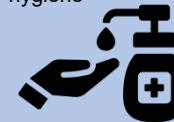
Social isolation

Positive effects of relationships

Physical:
Intellectual:.
Emotional:
Social:
Negative effects of social isolation

Physical:
Intellectual:.
Emotional:
Social:
I. What are the effects of stress on health and wellbeing
Physical effects
Intellectual effects
Emotional effects
Social effects
K. What are the effects of Personal Hygiene?

Positive effects of good personal hygiene



-
-
-
- You must:**
-
-
-

Negative effects of poor personal hygiene

Physical:
Emotional:
Social:

When caring for others:

-
-
-

What we are learning in LAA:

- L. What are the barriers to seeking help.
 M. What are the effects of unexpected life events on health and wellbeing
 N. What are the effects of economic factors (e.g, income) on health and wellbeing
 O. What are the effects of expected life events on health and wellbeing

L. What are the barriers to seeking help.

Culture	Accessing HSC services can be influenced by values, traditions, way of life and beliefs of the society or group. - Some may have received discrimination when accessing other services. - Some may not speak English well enough. - Values and traditions not understood e.g. eye contact means respect in some cultures but not others. - Some cultures a woman must be treated only by a female professional. - Alternative therapies are used in some cultures
Gender	Research shows that men are less likely to talk about their health and wellbeing than women. This is because men are: - Often less open about their feelings - Sometimes reluctant to appear vulnerable by asking for help - Not aware of poor health signs as health campaigns target women's health more - Unhappy to be examined by a female health worker.
Education	Research shows that people who are better educated are more likely to seek help. This is because: - They like to research symptoms and know when help is needed - Understand the importance of early diagnosis and treatment - Know how and where to access services.
Stigma	In some cultural groups there is a stigma attached to certain conditions like depression. Stigma is a word used to describe something that people feel embarrassed about. Therefore, they wouldn't seek help.

M. What are the effects of unexpected life events on health and wellbeing

Life event	Positive Effects:	Negative Effects:
Imprisonment	- Depression - Loss of contact with family and friends - Social isolation - Restrictions on physical activity	- Opportunity to study - Improvement in health through balanced diet, lack of alcohol, reduced use of nicotine
Redundancy	- Poor self-concept - Anxiety about finances - Fewer opportunities	- Opportunities to study or train for a new job - More time to spend with family and friends
Exclusion or dropping out of education	- Loss of contact with friends - Social isolation - Poor self-concept - Lack of learning opportunities	- Catalyst for change of behaviour - Opportunities for more suitable study or work situation

N. What are the effects of economic factors (e.g, income) on health and wellbeing

	Positive Effects:	Negative Effects:
Physical	- Better financial resources can result in good housing conditions and healthy diet - Manual jobs may improve muscle tone and stamina.	- Low wages can affect diet and housing, leading to poor health. - Manual jobs can cause muscular and skeletal problems - Desk jobs lead to less activity and weight gain.
Intellectual	- Better financial resources can result in more leisure time for intellectual activities - Work, education or training helps to develop problem solving and thinking skills	- Some people work very long hours to improve their financial position, leading to less leisure time and reduced learning opportunities. - Being unemployed can result in poor mental health.
Emotional	- A well-paid job gives a feeling of security. - Being financially secure promotes positive self-concept	- Financial worries can result in stress and breakdown of relationships. - Unemployment or low-status work can lead to low self-concept
Social	- Better financial resources provide opportunities for socialising. - Work gives opportunities for socialising with colleagues.	- Lack of financial resources reduces opportunities for socialising. - Unemployment reduces opportunities for relationships, leading to social isolation.

O. What are the effects of expected life events on health and wellbeing

Life event	Positive Effects:	Negative Effects:
Starting school, college or uni	- Build new relationships - Extend knowledge and learning - Develop new skills - Improve confidence	- Anxiety about new routines and meeting new people - Insecurity about leaving parents and other families
Start a new job or career	- Develop independence - Improve thought processes - Improve self-concept	- Stress about learning new skills and routines - Anxiety about meeting new people
Moving to a new house or area	- Excitement - Develop new friendships and relationships	- Unhappiness at loss of old life - Stress of moving - Social isolation
Retirement	- Reduced stress - Time to socialise with family and friends - Opportunities for leisure of physical activities	- Loss of relationships with colleagues - Possible loss of fitness and mobility - Loss of intellectual stimulation and status

What we are learning in LAA:

- L. What are the barriers to seeking help.
 M. What are the effects of unexpected life events on health and wellbeing
 N. What are the effects of economic factors (e.g, income) on health and wellbeing
 O. What are the effects of expected life events on health and wellbeing

L.**What are the barriers to seeking help.****Culture****Gender****Education**

Stigma

M.**What are the effects of unexpected life events on health and wellbeing****Life event****Positive Effects:****Negative Effects:****Imprisonment****Redundancy****Exclusion or dropping out of education****N.****What are the effects of economic factors (e.g, income) on health and wellbeing****Positive Effects:****Negative Effects:****Physical****Intellectual****Emotional****Social****O.****What are the effects of expected life events on health and wellbeing****Life event****Positive Effects:****Negative Effects:****Starting school, college or uni****Start a new job or career****Moving to a new house or area****Retirement**

What we are learning in LAB:

- A. Physiological health indicators
- B. What are health indicators?
- C. Interpreting lifestyle data

A.	Physiological health indicators
Pulse	Resting pulse rate is measured when a person has been still for about 5 minutes. Health reading for an adult is 60-100 bpm. Pulse rate during exercise: 220bpm minus the person's age.
Blood pressure	- This is the pressure exerted by blood against the artery walls. - It is measured in millimetres of mercury (mm Hg) and is shown in two numbers: - Systolic pressure: (the top number) is the maximum pressure in the blood vessels as the heart pushes out blood. - Diastolic pressure: (the bottom number) as the minimum pressure in the vessels when the heart relaxes between the beats.
Peak flow	- Measured how quickly you can blow air out of your lungs. - it is measured in litres per min (L/min).
BMI	Measures the amount of fat on your body in relation to your height to tell you if your weight is healthy.

B.	What are health indicators?
Importance of understanding indicators	- Detect health problems at an early stage - Track improvements or deterioration in health - Make recommendations about health and treatments - Give advice about future health risks - Support individuals to make different lifestyle choices.
What are lifestyle indicators?	- These indicators can be used to assess risks to an individual's health and wellbeing now and in the future. - Professionals collect information about lifestyle choices by asking about a person's: - Weekly alcohol consumption - Smoking habits - Levels of physical activity and exercise.
What are physiological indicators?	- They show how well the body's systems are functioning. - Health professionals check a person's health by taking measurements. - They compare the results with published guidance.

C.	Interpreting lifestyle data
Interpreting data on smoking 	- Smoking causes around 96,000 deaths in the UK annually. - Smoker under the age of 40 are 5 times more likely to have a heart attack than non-smoker. - Smoking causes 80% of deaths from lung cancer, 80% of bronchitis and 14% of deaths from heart disease. - More than 25% of all cancer deaths are caused by smoking. - On average a smoker will die 10 years earlier than a non-smoker. - Smokers are more likely to develop facial wrinkles. - Smoking is a cause of impotence and can lead to sperm abnormalities.
Interpreting data on alcohol 	- Strongly linked to at least 7 types of cancer - Alcohol-related liver disease accounts for 37% of liver disease and deaths. 2/3s of cases of chronic pancreatitis are caused by heavy drinking - You are between 2 and 5 times more likely to have an accident or injury - Each drink per day increases the risk of breast cancer in woman between 7-13% - Men and woman should not drink more than 14 units a week and not all in one go.
Interpreting data on inactivity 	- Increased risk of breast cancer by 17.8% and colon cancer by 18.7% - Increased risk of type 2 diabetes by 13%. - Increased risk of coronary heart disease by 10.5% - Leads to obesity and joint pain 16.9% of all premature deaths are caused by inactive lifestyle. - Active people have a lower risk of premature death. - People who are inactive visit their GP more often and they spend 38% more time in hospital.

What we are learning in LAB:

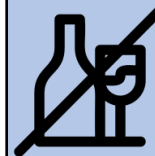
- A. Physiological health indicators
- B. What are health indicators?
- C. Interpreting lifestyle data

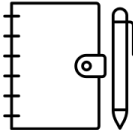
A. Physiological health indicators

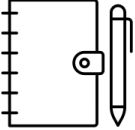
Pulse	Resting pulse rate : Pulse rate during exercise:
Blood pressure	• • • •
Peak flow	• •
BMI	•

B. What are health indicators?

Importance of understanding indicators	
What are lifestyle indicators?	
What are physiological indicators?	

C. Interpreting lifestyle data**Interpreting data on smoking****Interpreting data on alcohol****Interpreting data on inactivity**

What we are learning in LAC:		C.	Recommended action to meet health and wellbeing improvement goals	
A. What is a person-centred approach B. Health improvement plan C. Recommended action to meet health and wellbeing improvement goals D. SMART targets for health improvement plan E. Sources of support			<u>To lower blood pressure:</u> • Eat five or more portions of fruit and veg a day • Cut out salt • Use relaxation techniques to reduce stress • Join a gym • Drink water alongside alcohol to reduce consumption	<u>To reduce BMI:</u> • Reduce fat and sugar intake • Do not exceed the recommended daily calories intake • Get off the buss a stop early and walk the rest of the way • Drink water instead of sugary drinks.
Person-centred approach	A holistic approach that puts the individual at the heart of health care planning, so that the whole range of physical, intellectual, emotional and social health needs are met.		<u>To increase peak flow reading:</u> • Half the number of cigarettes smoked each day • Use nicotine replacement therapies • Join an exercise or dance class.	<u>To reduce pulse rate and improve recovery time after exercise:</u> • Walk for half and hour at lunchtime • Drink decaffeinated drinks • Take up a physically active hobby • Join a yoga group.
When planning for health improvements include:	• The needs: physical, intellectual, emotional and social. • The wishes: likes, dislikes, choices and desired health goals. • Circumstances: illness or disability, access to facilities, previous experiences, family and relationships, responsibilities.			
Benefits of person-centred approach:	• Will feel involved • Is more likely to trust a health professional who listen to them • Will feel more secure • Is more likely to follow the plan and achieve the targets • Will take responsibility for their own health.			
B.	Health improvement plan			
What is it?	Health and welling improvement plans are often based on an individual's physiological and lifestyle indicators. Plans should be person-centred and include goals, actions and targets and possible sources of support.			
The plan will identify:	• The health issues and goal • The recommended actions to take • A set of targets for health improvement • The supports that are needed • Possible obstacles to progress and way to overcome them.			
Positive effects of a health improvement plan	• Be fitter • Loose weight • Have improved self-concept • Lower blood pressure, healthier heart • Reduced risk of cancer • Taking control of their health outcomes and reaching health goals			
D.		SMART targets for health improvement plan		
<u>Specific</u>		The target must be clearly stated. It should say exactly what you mean, such as to 'lose 2 kg in weight in a week'. The target should be clear and not open to any misunderstanding.		
<u>Measurable</u>		A target of to 'lose weight' is too vague. A specific amount must be stated so you can prove you have met your target.		
<u>Achievable/attainable</u>		If you are following a health and wellbeing improvement plan you must feel it is possible to achieve it. If you do not, you will probably give up before you have even started. An achievable target is to 'lose 1kg this week'. An unachievable target would be to 'lose 20kg this week'.		
<u>Realistic</u>		The target set must be realistic in that you must be able to physically do it. It is not realistic to expect a person who is older and not very fit to run for 30 minutes a day to help weight loss, but it is realistic to ask the same of a fitter, younger person.		
<u>Time-related</u>		The target must have a deadline, so that you know when you need to achieve the target by, and progress can be assessed.		
E.		Sources of support		
Informal support		Informal support is the support an individual receives from partners, family and friends. It is usually the first form of support an individual experiences after and expected or unexpected life event. Informal support can provide reassurance, encouragement, advice, a sense of security, someone to talk through options with and practical help.		
Professions (formal) support		Formal support may be provided by statutory care services (the state), private care services and charitable organizations. Professional support may include counsellors, teachers, careers advisers, occupational therapists, social workers and health specialists. Professional support may be needed to help people with a health condition, regain mobility, deal with life changes and emotions, get advice and information or change their lifestyle.		
Voluntary support		Organizations offering voluntary support are charities, community groups and religious groups. At voluntary support services, many staff are volunteers (they work for free), but they also employ qualified people who are paid by donations. Community groups work at a local level to meet the needs of people living in a specific neighbourhood i.e. foodbanks. Religious groups are formed by people who share the same religious or spiritual beliefs but they help all people in need regardless of their beliefs and background i.e. a church run soup kitchen for the homeless.		

What we are learning in LAC:		C.	Recommended action to meet health and wellbeing improvement goals	
A. What is a person-centred approach B. Health improvement plan C. Recommended action to meet health and wellbeing improvement goals D. SMART targets for health improvement plan E. Sources of support		<u>To lower blood pressure:</u>		<u>To reduce BMI:</u>
A.	What is a person-centred approach.		<u>To increase peak flow reading:</u>	<u>To reduce pulse rate and improve recovery time after exercise:</u>
Person-centred approach				
When planning for health improvements include:				
Benefits of person-centred approach:		D.	SMART targets for health improvement plan	
		<u>Specific</u>		
		<u>Measurable</u>		
		<u>Achievable/attainable</u>		
		<u>Realistic</u>		
		<u>Time-related</u>		
B.	Health improvement plan	E.	Sources of support	
What is it?		Informal support		
The plan will identify:		Professions (formal) support		
Positive effects of a health improvement plan		Voluntary support		

F.	What are the potential obstacle to implementing plans?	G.	What are the possible obstacles to accessing services?		
Emotional/ psychological- Lack of motivation	• A conflict between choices such as worrying that giving up smoking could result in weight gain • Other priorities in a person's life- such as getting married or bereavement. • Having negative attitude- believing change will be too difficult • Lack of progress for example losing eight quickly in the first weeks but then slowing down. • Having a blip- thinking there is no point in continuing the plan after briefly returning to an old lifestyle.	Type of obstacle	Possible obstacles	Suggestions to overcome obstacles	
Emotional/ psychological- Low Self- concept	• People with low self-concept don't value themselves, • Feel powerless to change their lifestyle or that there's no point in starting because the task seems too big. • Some thin that because they were unsuccessful in other aspects of their life, they won't achieve their health goals. • They may not feel they have support and approval from family and friends even if they really do.		Geographical	• Service is difficult to get to because of poor bus or train services.	• Arrange hospital transport • Suggest telephone helplines or internet support groups.
Emotional/ psychological- Acceptance of the current state	• People my accept their present health problems or lifestyle choices, as it Is easier to stay the same than to make changes. • Have no incentive to make a change because they do not understand the health risks. • Have no desire to change, for example, if they are happy with their weight or don't want to give up smoking.		Financial	• Charges to use the services • Time off from work would mean loss of pay	• Check for entitlements, such as medicines and treatments • Direct the person to advice on benefits and employee rights.
Time constraints	People find that they do not have the time to achieve their health improvements targets because of: • Care of young children, family members that are not well. • Regular and additional work and study commitments • Domestic chores • Medical appointments		Psychological	• Fear of being judged because there is stigma around a health problem (mental health, obesity)	• Talk about concerns and reassure • Direct the person to a charity that supports people with a particular health problem.
Availability of resources	Financial obstacles: • Gym memberships, entry fee for a swimming pool • Cost of attending exercise classes • Cost of travel to the gym. pool or to attend health appointments • Higher costs of some healthy foods. • Lack of and the cost of exercise equipment		Physical	• Difficulty getting into the buildings where the service is provided (no wheelchair access). • No where to park near the service	• Be aware of services that are adapted for easy access • Ask a friend or family member to drop the person off at the service
Unachievable targets	• Expectations too high • Targets are not clear • There are too many targets • Timing is wrong/poor • Targets are not suitable for the individual • Fear of not being able to meet targets • Not being in the right frame of mind to commit to the plan, e.g. due to depression.		Personal needs	• Communication difficulties because of pool language skills, sensory or learning disability . • Concern that cultural needs are not understood	• Provide support services that meet the person's needs, such as a BSL signer, interpreter, advocate • Use anti-discriminatory practice and encourage others to do so
Lack of support	• Diet- find it difficult if a person on a healthy eating plan is surrounded by others that eat junk food or tempted by the chocolate and biscuits in the cupboard, Family and friends go out for meals instead of doing other activities. • Smoking- friends and family smoking and offering them cigarettes. Lacking will power to quit. • Alcohol consumption- someone that is used to drinking with family and friends will find it difficult to stop without their support. It would be hard to quit if the family and friends drink wine with their meals, friends centre a night out around heavy drinking at pubs and clubs.		Resources	• Limits on services, such as support aids and equipment • Staff shortages, leading to long waits for appointments and support.	• Suggest sources of second-hand equipment • Look for alternative strategies, for example an exercise DVD if there are no places at an exercise class.
Ability, disability and addiction	• Understand what they need to do • Learn how to make the required changes in their lives. • Any places the person uses are wheelchair accessible • Any exercise advised is wheelchair friendly. • If stop smoking, then can put on weight- put people off. • Like the way alcohol makes them feel but cant admit that they have a problem				

F.	What are the potential obstacle to implementing plans?	G.	What are the possible obstacles to accessing services?		
Emotional/ psychological- Lack of motivation		Type of obstacle	Possible obstacles	Suggestions to overcome obstacles	
		Geographical			
Emotional/ psychological- Low Self- concept		Financial			
		Psychological			
Emotional/ psychological- Acceptance of the current state		Physical			
Time constraints		Personal needs			
Availability of resources		Resources			
Unachievable targets					
Lack of support					
Ability, disability and addiction					

BUILDING BRICKS:

Exploring the Elements of Music and the Functions of a Keyboard
Why? – To excel in listening, analysis, composition & performance

M

A

D

T

S

H

I

R

T

T

A. MELODY

Melody is a succession of pitches in rhythm. The melody is usually the most memorable aspect of a song, the one the listener remembers and is able to perform.

B. ARTICULATION

Articulation refers to the way that notes should be performed. There are many types of articulation, with each having a different effect on how the note is played.

C. DYNAMICS

The dynamics of a piece is the variation in loudness between notes or phrases. Musicians use a variety of dynamics to add excitement and emotion to songs.

KEYWORD	MEANING
Pitch	How high or low a sound is
Octave	A series of 8 notes e.g., C-C, D-D
Pentatonic	A musical scale with 5 notes
Range	The distance between the lowest and highest pitched note in a melody
Motif	A repeated theme that is memorable
Hook/Riff	A very catchy melodic phrase
Imitation	Repeated melody in a different instrument or voice

KEYWORD	MEANING
Staccato	Short and detached notes
Legato	Smooth and slurred notes
Accent	Emphasis placed on a particular note/beat
Pizzicato	Plucked strings
Arco	Bowed strings
Col Legno	Hitting strings with the wood of the bow
Glissando	Sweeping notes (think of the harp)
Vibrato	Subtly vibrating the sound by alternating the pitch between two notes

KEYWORD	MEANING	SYMBOL
Pianissimo	Very quiet	<i>pp</i>
Mezzo Piano	Moderately quiet	<i>mp</i>
Piano	Quiet	<i>p</i>
Mezzo Forte	Moderately loud	<i>mf</i>
Forte	Loud	<i>f</i>
Fortissimo	Very loud	<i>ff</i>
Crescendo	Gradually louder	
Diminuendo	Gradually quieter	

D. TEXTURE

Texture describes how layers of sound within a piece of music interact. Texture is determined by how many instruments are playing and how many different parts there are.

E. STRUCTURE

Structure is the order that different parts of the song are played in. The basic structure of a song can include an intro, verse, pre-chorus, chorus, and bridge.

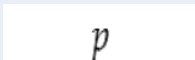
F. HARMONY

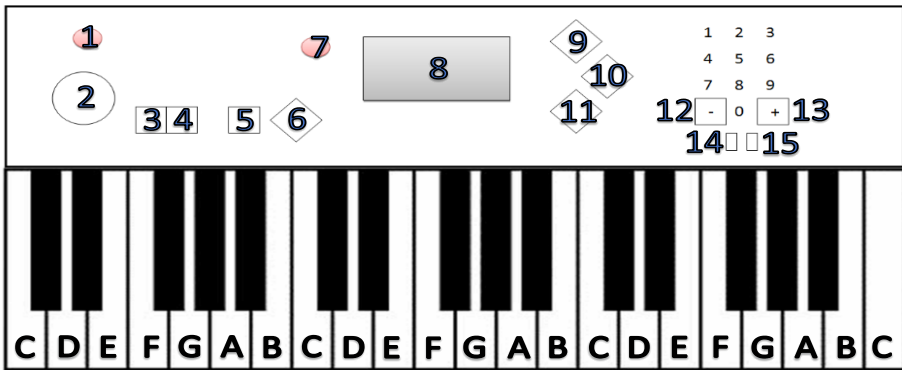
Harmony is the blending of simultaneous sounds of different pitch. A harmony differs from a melody in the way that it stacks multiple notes on top of one another to create a sound.

KEYWORD	MEANING
Unison	All playing or singing the same note
Thick/Thin	Number of layers of instruments/voices
Monophonic	A single line of musical notes
Homophonic	Moving together in chordal fashion
Polyphonic	Multiple layers, weaving melodic lines
Tutti	Meaning 'everyone' or 'all together'
Call & Response	Like question and answer – two parts having a musical conversation
Counter melody	A tune that complements the main melody

KEYWORD	MEANING
Binary	Two main sections, AB
Ternary	Three distinct sections, ABA
Rondo	Initial section that recurs, ABACADA
Theme & Variations	A melody is stated and is then repeated several times with changes
Verse	Tells the main story of a song
Chorus	A catchy part that is repeated in a song
Bridge	A contrasting section that prepares the listener for the return of the chorus

KEYWORD	MEANING
Chord	Three or more notes played together
Triad	Three notes: root, third, fifth
Arpeggio	Broken chord: notes are sounded individually
Perfect Cadence	Two chords at the end of a passage that sound as though the music has come to an end
Imperfect Cadence	Two chords at the end of a passage that make the music sound unfinished
Modulation	The change from one tonality to another
Dissonance	Two or more clashing notes

Question	Answer	Question	Answer
Identify this musical symbol 		What is a Motif ?	
What does this symbol mean? 		What does pizzicato mean?	
What does Homophonic mean?		What does Fortissimo mean?	
How many sections are there in a Binary form piece of music?	1 2 3 4	Draw the symbol for Fortissimo	
What sections are in a Ternary Form piece of music?	AB ABA ABACA	Identify this musical symbol 	
Identify this musical symbol 		What does the above symbol mean?	
What does this symbol mean? 		Put these dynamic markings in order from quietest to loudest: p ff f mp pp mf	
What is the definition for a hook/riff ?		What is an accent ? The symbol is >	
How many beats is this note worth?		What's the musical term for notes that are played short and detached ?	
What is the musical term for notes that are played smooth and slurred ?		What does Pentatonic mean?	
What is an Octave ?		What texture has multiple layers and weaving melodic lines?	

G. INSTRUMENTS		H. RHYTHM		I. TIMBRE	
KEYWORD	MEANING	Rhythm involves time—the duration of musical sounds. Rhythm can exist without melody, as in the drumbeats of music, but melody cannot exist without rhythm.		Timbre refers to the quality of a sound made by a particular voice or musical instrument. It is what makes a musical note sound different from another one.	
Strings	Violin, Viola, Cello, Double Bass, Harp	KEYWORD	MEANING	SYMBOL	
Brass	Trumpet, French Horn, Trombone, Tuba	Semiquaver	¼ beat		
Woodwind	Piccolo, Flute, Clarinet, Oboe, Bassoon	Quaver	½ beat		
Percussion	Timpani, Xylophone, Glockenspiel, Maracas	Pair of Quavers	1 beat		
Soprano	Highest female singing voice	Crotchet	1 beat		
Alto	A lower female singing voice	Minim	2 beats		
Tenor	Standard male singing voice	Dotted Minim	3 beats		
Bass	Low male singing voice	Semibreve	4 beats		
		Breve	8 beats		
J. TEMPO		K. LAYOUT AND FUNCTIONS OF A KEYBOARD			
Tempo means the speed at which a piece of music should be played. As with many other musical terms, Italian words are used to describe different tempos of music.					
KEYWORD	MEANING	SYMBOL			1. Power Button (on/off) 2. Volume 3. Accompaniment 4. Intro/Ending 5. Sync. Start 6. Start/Stop Button 7. Tempo Button 8. Screen 9. Song 10. Voice 11. Style 12. Go left on options 13. Go right on options 14. Dual
Presto	Very fast	168-200bpm			
Allegro	Fast	120-168bpm			
Moderato	Moderate	108-120bpm			
Andante	Walking pace	76-108bpm			
Adagio	Slow	66-76bpm			
Largo	Very slow	40-66bpm			
Accelerando	Gradually faster	accel.			
Rallentando	Gradually slower	rall.			
L. DRILL TERMS					
KEYWORD	MEANING	KEYWORD	MEANING	KEYWORD	MEANING
Treble Clef	Also known as the G Clef as it starts on the G line	Quaver	A note that lasts for ½ beat	Dotted Minim	A note that lasts for 3 beats
Bass Clef	Also known as the F Clef as it starts on the F line	Crotchet	A note that lasts for 1 beat	Semibreve	A note that lasts for 4 beats
Stave	5 lines, 4 spaces that music notes are written on	Minim	A note that lasts for 2 beats	Sharp/Flat	Higher/Lower by 1 semitone

Question	Answer	Question	Answer
How many Semi-quavers are in a Crochet ?		What Instrument has a Dark Timbre ?	
What does Accelerando mean?		What is the definition of Allegro ?	
Give the names of 4 Brass instruments ...		How many Quavers are in a Minim ?	
How many Beats is this note? 		What does Alto mean?	
What is the name the note? 		What Clef is also know as the F Clef ?	
What does the word Presto mean?		Identify this musical symbol 	
List 3 instruments found in the Brass section of an orchestra		How many beats is this symbol? 	
Solve this problem:  +  - 		List 3 instruments found in the Woodwind section of an orchestra	
What note lasts for 4 beats ?		What musical term is used for the highest female singing voice ?	
What does Sharp/Flat mean?		What Timbre does the Violin have?	
What does the key word Andante mean?		List 3 instruments that can be found in the string section	

SWINDON ACADEMY READING CANON

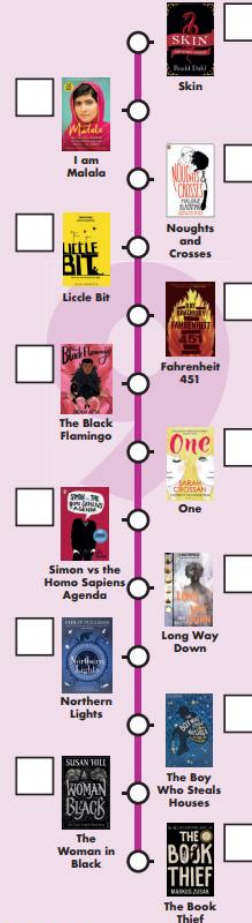
Year 7



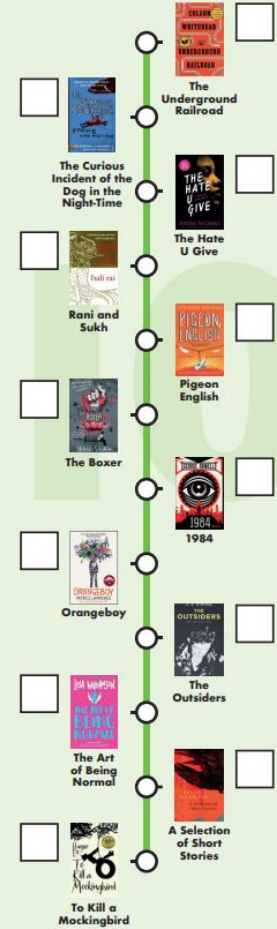
Year 8



Year 9



Year 10



#ReadingisPower