The John of Gaunt School
A Community Academy

Name TG

Year 10

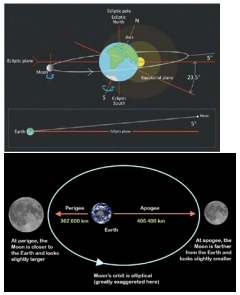
Knowledge Organisers

Term 3 - 2026

Astronomy GCSE. Term 3

Recall and Describe the surface features of the Moon.

Describe the Moon's orbit

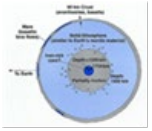


Explain Librations and how they can be used.

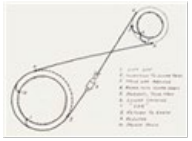
Exploring the Moon

Near side and far side.

Describe the internal divisions of the Moon.



Describe a variety of probes that have gone to the Moon and their roles.



1.Oblate spheroid: A spheroid is sphere-like but not perfectly spherical. The polar diameter of the moon is less than the equatorial diameter, so it's an oblate spheroid.

2. Maria – the Latin word for seas. Mare is the singular. These consist of volcanic basalt rock and they appear as dark-grey smooth looking areas on the moon's surface.

3. Terrae- mountainous highlands made of igneous rock called anorthosite which appear lighter grey.

Key Words

4. Ejecta: Material that has splattered out of the lunar craters as meteoroids struck the surface of the moon.

5. Rays: Bright streaks of ejecta material spreading out in all directions from the lunar craters.

6. Tidal gravitational forces: Forces which slowed down the moon's period of rotation until it was tidally locked.

7. Tidally locked: When the period of rotation of a moon is equal to it's orbital period they are said to be tidally locked.

8. Synchronous rotation: As the period of rotation is equal to the orbital period the moon is said to be in synchronous rotation and the same side always faces Earth.

9. Near side: The side of the moon which is visible from the Earth.

10. Sidereal month: The moon's orbital period, equal to 27.3 days.

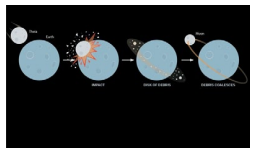
11. Lunar libration: Variations in the position of the moon so that it appears to observers on Earth to wobble, which allows slightly more than half of the moon to be seen over time.

NOTE: ***You need to know and be able to use all of the key words in the boxes above, the ones from last time, and any words in bold.***

Origin of the Moon.

Most popular theory;

The Giant Impact Hypothesis, involving a collision between a large body and Earth.



Describe alternative formation theories;

1.Fission Theory; The Earth was once spinning so fast that a chunk of it spun off and formed the moon.

2.Capture Theory; The Moon and Earth both formed in different parts of the solar system but the Moon became captured in orbit by the Earth's gravitational field.

3.Condensation (Co-accretion) **Theory;** The Earth and Moon both formed at the same time from the same cloud of material (the solar

Exploration of the Solar System- Planets and dwarf planets

1.Terrestrial planets: Small rocky planets with iron cores. *Mercury, Venus, Earth and Mars.*

2.Giant planets: Liquid interiors and atmospheres of hydrogen and helium with small amounts of methane and ammonia. *Jupiter, Saturn, Uranus and Neptune*.

3.Dwarf planets: Smaller than planets. Eg *Ceres, in the Asteroid Belt and Pluto, Eris and Makemake in the Kuiper Belt in the outer part Solar System.*

Small Solar System Objects (SSSOs)

Asteroids: *Rocky objects with diameters of less than 1000km*

Meteorites: *Rocky objects of less than 10m diameter.*

Comets: *Mixtures of compacted dust rock and ice (more about these later!)*

Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

Term 1 	What is a career? You will be able to identify career sectors Using the careers library Using the know how library	Resources on unifrog What is a career digital workbook What is a career ppt	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.
	Reflecting on my career What is important to me in my career Record an activity on the activity tool	Reflecting on a career journey workbook Reflecting on a career journey ppt	
Term 2 	Who are employers? How to research employers What skills do employers want? How to find vacancies Am I suitable for that role?	Exploring employer profiles workbook Exploring employer profiles ppt	
	What career is suitable for me? The difference between career and job Learning to use the careers library	What type of career is best for me? Workbook What type of career is best for me? ppt	
Term 3 	Interests profile	Interests profile ppt Interests profile quiz	
	Personality profile Learning about psychometric testing	Personality profile ppt Personality profile quiz Knowledge about psychometric testing through hyperlinks in the ppt	
Term 4 	Work environment profile	Work environment ppt	Useful websites to use https://www.johnofgauntschool.org/parents-and-carers/careers-information https://nationalcareers.service.gov.uk/ https://www.gov.uk/apply-apprenticeship https://www.ucas.com/ https://www.wiltshire.ac.uk/ https://www.bathcollege.ac.uk/
	Skills profile What are skills The skills tool	Skills profile ppt Skills quiz What are skills hyperlink in ppt	
Term 6 	Skills test How do your skills compare to other students your age	Skills profile part 2 ppt Skills test – hyperlink in ppt	
	Reflecting on your psychometric tests	Reflecting on your psychometric tests workbook Reflecting on your psychometric tests ppt	

Terms 2 - 6	Work Experience		

Career readiness means being prepared to succeed in the world of work — not just having a job, but being ready to grow, learn, and thrive in a career. It's about having the skills, knowledge, and attitudes that employers look for. The activities below are to help you reach career readiness.

Term 1 	Get work experience ready Not sure where to start with work experience? This course helps you cut through common myths, recognise your unique strengths, and craft a compelling CV/resumé.	Resources on unifrog Lloyds bank video 'get work experience ready' starter level	These are the tasks on unifrog and the suggested time when to do them. You are given the title of the resources so that you can find them yourself but they will appear on unifrog. You will get an email notification. The tasks are tracked. The activities include the teacher powerpoint, which gives suggestions. Sometimes, it might be good to do the activity with a friend or parent so that you can share ideas. The powerpoints are designed for a class of 30 pupils and have the teacher notes to help you. When working on your own, it will take 15 – 30 mins for the activities and longer for the thinking. Create a folder in which to save your worksheets.
	What are my employability skills You will learn about the skills which employers consider to be important	What are my employability skills ppt What are my employability skills workbook	
Term 2 	The CV tool This video will talk you through how to create your CV using unifrog	Overview: CV and Resumé tool video	
	How to find a placement A guide to get you thinking about finding a placement	A guide to work placements video	
Term 3 -5 	Once you've found a placement How do you contact employers?	WEXCV and cover letters ppt WEXCV and cover letter workbook	
	Once you've been accepted onto a placement The placements tool Part 1 The placements tool Part 2	The placements tool video How to add a placement	
Term 5 	Wellbeing on placement Name examples of reasonable adjustments an employer could make in response to mental health	Wellbeing in the workplace ppt Wellbeing in the workplace workbook	Useful websites to use https://www.johnofgauntschool.org/parents-and-carers/careers-information https://nationalcareers.service.gov.uk/ https://www.gov.uk/apply-apprenticeship https://www.ucas.com/ https://www.wiltshire.ac.uk/ https://www.bathcollege.ac.uk/
	Health and safety Learning to be safe on placement	WEX – health & safety ppt WEX – health & safety workbook	
Term 6 	ReviewYou will review your WEX experience and will your employer	Reviewing a placement ppt	

Year 10 child development term 6

Stages of play

We study 4 stages of play all of which are important for child's development. All stages of play involve exploring, being creative, and having fun. This list explains how children's play changes by age as they grow and develop social skills.

Solitary Play (Birth-2 Years)
This is the stage when a child plays alone. They are not interested in playing with others quite yet.

Parallel Play (2+ Years)
When a child plays alongside or near others but does not play with them.

Associate Play (3-4 Years)
When a child starts to interact with others during play, but there is not a large amount of interaction at this stage. A child might be doing an activity related to the those around them, but might not actually be interacting with another child. E.g, children might be playing on the same piece of playground equipment but all doing different things like climbing, swinging….

Cooperative Play (4+ years)
When a child plays together with others and has interest in both the activity and other children involved in playing they are participating in cooperative play.

Types of play

Type of play	Definition	examples
Creative play	Children experiment with materials, collage, painting, music, imagination	Dancing, making music, creating an artefact
Physical play	Play that involves **gross motor skills**, the muscles and moving around	Ball games, ride on toys, climbing frame
Manipulative play	children **use their hands**, (fine motor skills) for example to turn things to make them fit.	Puzzles, painting, holding toys (palmer/pincer grip) fastening buttons
Co-operative play	This is play which takes account of **others actions** within their play together; sharing, group play	Board games, role play games,

What to learn more?
Use the course text book to find out about these stages and types in more detail

R059 Plan and evaluate play activities

1: **Add details**: name of child (initials only) age of child, when the activity will take place, where the activity will take place

2. Briefly describe the activity you have planned. Give it a **clear title.**
This could include: mark making, gardening. What's the time Mrs Wolf?, ride on bikes, stepping stones, collage, model making…..

3. **Developmental area** What area of development are you targeting/promoting?

4. Reasons for choice. Explain how this activity will help the children's development in the area you have chosen. Explain how it will relevant to a particular child and their developmental norms

5. Aims: Identify what area of the child's development needs support/developing. Focus on the specific skill you wish to promote and link it to the area of development. E.g. The aim may be to develop the fine motor skill of fastening and unfastening buttons. Make sure the aim is measurable

6. Timing Take into consideration the time it will take. Break the activity into parts and think about the time needed for each one e.g. the introduction, developing the activity, time for the child to put things away, time for the child to talk about what they have done.

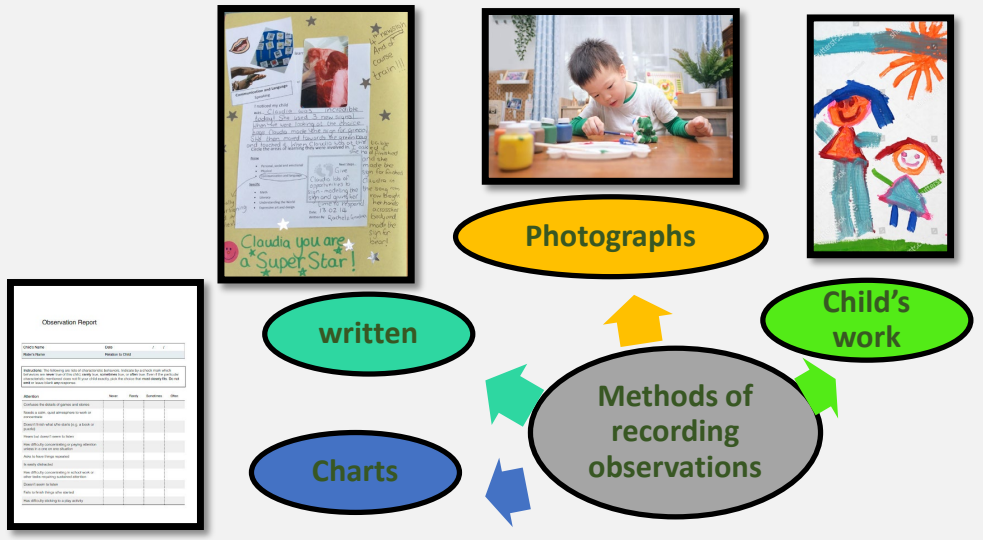
7. Safety considerations Think carefully about any safety issues there may be and explain how you will reduce this risk. Consider: where the activity will take place, the equipment needed, how you will supervise it. Consider the weather if you are doing the activity outside. Think about safety labels

8. Resources This includes everything you need to carry out the activity. Eg. Space needed, materials, equipment**,** List all the equipment you will need for the activity. Check that these will be available and are in usable condition.

9. **How will you introduce the activity to the child?** You need to capture the child's interest so they are keen to be involved. You might start by reading a story to inspire them, or show resources or material they could use, Think about if you will introduce the activity and step back or play alongside the child.

Child Development Year 10 term 3

Method of observation	What the method involves
Narrative	A detailed written description of what is being observed over a short period of time.
Checklist	A list of possible skills is produced so that the observer can check off the child's skills as they are observed.
Snapshot	A brief note is made about a child to capture something they do or a skill they use.
Time sample	Capturing information about what a child is doing at particular times of the day. It could be how they play or how they behave.



Computer Science

Algorithms

Sequence

Addition example code

```
number1 = int(input("Input the first number :"))
number2 = int(input("Input the second number :"))
answer = number1 + number2
print("The answer is " + str(answer))
```

The code above takes two number inputs and stores them as variables called number1 and number2. It then adds these together and saves them in a variable called answer.

The final line prints the answer out in a sentence.

Iteration

for i in range(0,10):	Repeats any code indented after this line a set number of times, in this case, 10.
while x < 10:	Repeats any code indented after this line until a condition is met, in this case x becoming equal to or greater than 10.
list = ["","",""]	Creates a variable and makes it an array – a list which can store many values.

Selection

Selection example code

```
fav_num = int(input("Pick a number between 1 & 10..."))

if(fav_num == 7):
    print("Good guess!")
elif(fav_num < 7):
    print("Too low!")
else:
    print("Too high!")
```

The code above inputs a number. If the number is 7 it will print "Good guess!", if it is less than 7 it will print "Too low!" and for anything else it will print "Too high!".

Key vocab

Method	Description	Method	Description
.length	Outputs the length in characters of the string.	.count(x)	Outputs the number of instances of x in the string.
.substring(x,y)	Outputs the character that are between positions x and y.	.reverse	Outputs the characters of the string but in reverse.
.upper	Outputs the string in upper case.	.split	Splits the string, into a list, usually where there are spaces.
.lower	Outputs the string in lower case.	string[3]	Outputs the character at index 3.
.replace(x,y)	Outputs the string but with all instances of x being replaced with y.	.strip(x)	Outputs the string but with any instances of x removed from the front and end of string.

Key content

Concatenating Strings

This means joining multiple strings together. A plus symbol (+) is used in Python.

greeting = "Hello"
name = "Elizabeth"

```
print(greeting + " " + name)
```

```
Hello Elizabeth
```

More info can be found here:
https://youtu.be/wLJ1n47sGRI

Computer Science

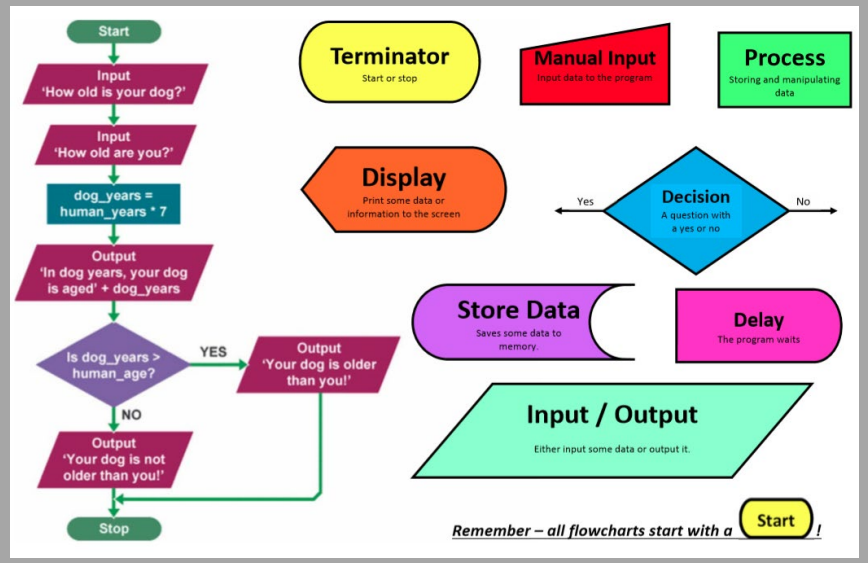
Algorithms

Key content

Comparative operators	
==	Equal to
!=	Not equal to (or different to)
>	Greater than
<	Less than
>=	Greater than or equal to
<=	Less than or equal to

Arithmetic operators			
Operation	**Symbol**	**Example**	**Output**
Addition	+	2 + 10	12
Subtraction	-	9 – 6	3
Multiplication	*	5 * 4	20
Division	/	5 / 2	2.5
Floor Division	//	7 // 2	3
Remainder	%	7 % 3	1

Diagrams



Key vocab

Word	Definition
Abstraction	The process of removing unnecessary details and including only the relevant details. It is a method of computational thinking that focusses on what is important in problem solving
Decomposition	The process of breaking a complex problem down into smaller more manageable parts. Dealing with many different stages of a problem at once is much more difficult than breaking a problem down into a number of smaller problems and solving each, one at time.
Flowchart	A method of representing the sequences of steps in an algorithm in the form of a diagram. Sometimes called a Flow diagram
Structure Diagram	A diagram showing a top-down breakdown of a complex problem
Pseudocode	A text based alternative of representing the sequences of steps in an algorithm. Pseudo-code can be thought of as a simplified form of programming code.
OCR Reference Language	You must be able to read this but you can always use Python in your exams— but be precise
Syntax Error	Syntax errors are errors which break the grammatical rules of the programming language. They stop it from being run/translated
Logic Error	Errors which won't stop the program running. Logic errors are errors which produce unexpected output. E.g Outputting an answer that was multiplied when it should have been taken away

More info can be found here:
https://youtu.be/wLJ1n47sGRI

DT & ENGINEERING YEAR 10 MODULE 3 Properties of materials

PHYSICAL PROPERTIES KEY WORDS

Density

This is mass per unit volume, how much matter is contained within a certain space.

Fusibility

This is the ability of a material to change into a liquid when heated to its melting point.

Electrical conductivity

The ability of a material to conduct electrical current.

Thermal conductivity

The ability of a material to conduct heat.

Testing Materials

The quality of a material going into a manufactured product is as important as the **reliability of the production process**. Materials testing helps us to understand and quantify whether a specific material is suitable for a particular application.

Materials testing is a well-established technique used to determine the physical and mechanical properties of raw materials and components from a human hair to steel, composite materials and ceramics.

Impact test is one method of texting materials; this **determines the amount of energy absorbed by a material during fracture**. This absorbed energy is a measure of a given material's toughness. this determine whether the material is brittle or ductile in nature. EG will the material break when dropped of hit.

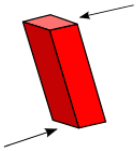
Forces

Tension

Pulling force

Shear

Tearing force

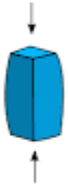


Torsion

Twisting force

Compression

Squeezing force



Functional requirements

This refers to the function of the finished product and what demands will be made of the material and how it will be used.

Manufacturing demands

This is about choosing the right materials for the product and how that product could be made using that material.

Eg plastics can be melted and moulded into shape however woods would generally need to be cut and joined.

Availability of supply

Most materials are available only in **standard forms and sizes.** The forms of materials are usually the cross-sectional shape of the material. Round, square, sheet, bar and tube.

Economics

Cost is always an important part of the choice of materials. Cost have also to be considered in how that material can be formed or manufactured.

MECHANICAL PROPERTIES KEY WORDS

Strength

The ability of a material to withstand a force without breaking.

Elasticity

The ability of a material to bend and stretch without breaking.

Plasticity

The ability of a material to have is shape changed permanently.

Malleability

The ability of a material to be changed when a force is applied.

Hardness

The ability of a material to resist wear or indentations.

Toughness

The ability of a material to withstand sudden impacts.

Brittleness

The opposite of toughness.

Durability

The ability of a material to stay the same over time without wear or deterioration.

Extension Task:- collect images of different product that use different materials and explain the properties required for each product and material?

Where food comes from

Where food comes from
Food can be grown, reared or caught.

Plants are grown in an environment where light, food (soil) and water are available to help them grow and photosynthesise.

Food production and processing ensures that food is edible and safe.

Historical changes
Throughout the ages, people have hunted animals and gathered plants for food, relying on what was growing locally and animals that were easy to catch. The discovery of fire meant animals and plants could be cooked to eat and taste better. The industrial revolution in the 19th century led to greater mechanisation of food production allowing for the development of new products and increased volumes of production, as well as jobs outside of the home or even the local area.
Today, other factors that affect food production include:

- domestication of animals and crops;
- preservation methods;
- development of villages and towns;
- changes of land ownership;
- transport and travel;
- war;
- religion and culture;
- famine, drought, flood, disease,
- research and development of food ingredients.

Diets have changed too and the need for cooking in the home has been reduced by the availability of processed foods.

Food provenance
Food provenance is about where food is grown, caught or reared, and how it was produced.
Food certification and assurance schemes guarantee defined standards of food safety or animal welfare. There are many in the UK, including:


Farming systems
Agriculture in the UK can be grouped into the following:

- **Intensive** – a system of production using large amounts of labour and capital relative to land use (high input/high output);
- **Extensive** – a system of production using small amounts of labour and capital in relation to area of land being farmed (low input/lower output);
- **Conventional** – a system that may include the use of artificial and natural pesticides (to control pests, weeds and diseases), artificial fertilisers and organic manures; other techniques used may include concentrated animal feeding/rearing operations, includes both intensive and extensive approaches;
- **Organic** – a system where artificial fertilisers are not allowed to be used, soil fertility is built through crop rotation, and inorganic pesticide use is severely restricted. It is a form of extensive farming;
- **Free-range** – a system where animals, for at least part of the day, can roam freely outdoors. This may be done within a conventional or an organic system;
- **Regenerative farming** – a cropping system and grazing practice that, among other benefits, reverses climate change by rebuilding soil organic matter and restoring degraded soil biodiversity, resulting in both carbon capture and improving the water cycle.



Farming types in the UK
There are seven main types of farming in the UK:

- **aquaculture** – farming fish in fresh or sea water;
- **arable** – growing of crops and cereals;
- **horticulture** – production of flowers, fruit, vegetables or ornamental plants;
- **market gardening** – small scale production of fruit and vegetables;
- **mixed farming** – combination of arable and pastoral;
- **pastoral** – rearing and production of animals, including pigs, chickens, hill farming sheep, beef and dairy cattle;
- **viticulture** – grapes.

For more information, go to: https://bit.ly/398qABo

Farming across the UK
Some parts of the UK have excellent soil for crops, while others are used for cattle, sheep, pigs and poultry.

North West England, Wales and Scotland	Sheep and beef cattle are most suited to the land and colder temperatures.
Northern Ireland	Sheep, cattle, pigs and dairy are the largest commodity sectors.
South West England	Dairy farming is suited to this region due to the quality grass grown.
East of England	Arable crops such as wheat and barley and vegetables are grown.
South East of England and lowlands of Scotland	Grain, potatoes and sugar beet are grown along with vegetables.

Hydroponics
Hydroponic vegetables are grown in a nutrient solution rather than soil. Tomatoes, peppers and lettuce are increasingly grown this way. Growing vegetables hydroponically enables them to be grown in a controlled environment with less chance of disease, faster growth and greater yield.

Genetic modification and biotechnology
Genetic modification of plants and crops can help:

- improve crops resistance to pests, disease or drought;
- extend shelf life;
- improve nutrition and taste;
- produce higher yields;
- animals may be made more resistant to disease, produce less fatty meat, grow faster or be more fertile.

Key terms
Food provenance: Knowing where food was grown, caught or raised and how it was produced.
Genetic modification: The direct manipulation of an organism's genes using biotechnology.
Hydroponics: The process of growing plants in sand, gravel, or liquid, with added nutrients but without soil.
Organic farming: A system of farming and food production. Certification is legally required to grow, process or market organic products.
Photosynthesis: The process by which green plants and some other organisms use sunlight to synthesise nutrients from carbon dioxide and water.
Seasonality: Fruit and vegetables naturally grow in cycles, and ripen during a certain season each year.

Seasonality in the UK
Fruit and vegetables naturally grow in cycles and ripen during a certain season each year. When they are in season they are harvested.
Buying and eating food that is season means that it is fresh, has the best flavour, texture and colour, and has optimum nutritional value. Other benefits include lower cost, supporting local growers, reduced energy needed to grow and transport the ingredients and food.

World food
There are a wide variety of ingredients and foods that are not readily available in the UK, due to the climate. These are imported from other countries.

The availability of these ingredients and foods provides consumers with a wide choice throughout the year.

The variety of ingredients and foods that are now readily available have been introduced to the UK over a long period of time.



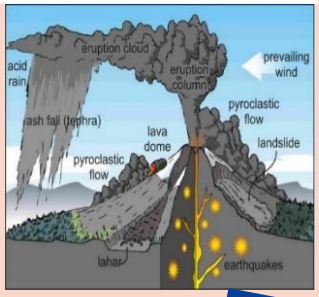

Tasks
1. The Red Tractor food assurance scheme requires strict standards of animal welfare. List the main requirements for cows, sheep and pigs.
2. Create a presentation about farming in your local area. Include how it has changed over time.

The structure of the Earth

The Crust	Varies in thickness (5-70 km). Made up of giant slabs of rock called tectonic plates. Can be oceanic or continental.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state **(magma)** that is in a state of convection.
The Inner and outer Core	Hottest section (5000 degrees +). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.

Volcanic Hazards

Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
Pyroclastic flow	A fast moving cloud of super-heated gas and ash (up to 1000°C). They travel at up to 450mph down the side of the volcano
Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat within a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.

Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents

The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

1	Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
2	When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
3	As they move towards the top they cool down, become **more dense** and **slowly sink**.
4	These **circular movements** of semi-molten rock are **convection currents**
5	Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

LIC -CS: Haiti Earthquake 2010

Causes
On a conservative plate margin, involving the Caribbean & North American plates. The magnitude 7.0 earthquake in 2010 was only 15 miles from the capital Port au Prince. With a very shallow focus of 13km deep.

Effects
230,000 people died and 3 million affected. Many **emotionally affected**. **250,000 homes** collapsed or were damaged. **Millions homeless**. Rubble blocked roads and shut down ports.

Management
Individuals tried to recover people. Many countries **responded with appeals** or **rescue teams**. Heavily relied on **international aid**, e.g. **$330 million** from the EU. **98% of rubble** remained after **6 months**.

Earthquake Management

PREDICTING

Methods include:
- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer measures vibrations or shaking in the crust.
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:
- Building earthquake-resistant buildings
- Raising public awareness through education
- Improving earthquake prediction

Unit 1a

AQA

The Challenges of Natural Hazards

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	**These are hazards caused by weather and climate.**

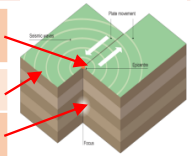
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

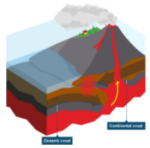
The point at which pressure is released is called the **FOCUS**.



Types of Plate Margins

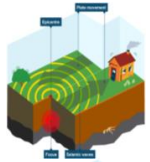
Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.



Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.



Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.

HIC - CS: Eyjafjallajokull (E15) Eruption, Iceland 2010

Causes
The North-American and Eurasian plates move apart on a constructive plate boundary.
The disruption caused by Eyjafjallajökull was the result of a series of small volcanic eruptions from March to October.

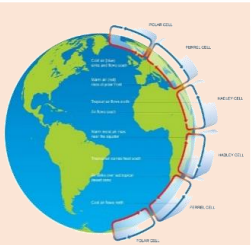
Effects
The **thick ice cap m**elted which caused major flooding.
No reported deaths.
Airspace closed across Europe, with at least **17,000** flights cancelled
Cost insurers **£65m** in cancelled flights.

Management
Iceland had a good warning system with **texts being sent** to residents within **30 minutes**.
Large sections of **European airspace were closed** down due ash spread over the continent.
Airlines developed **ash monitoring equipment**.

Global pattern of air circulation

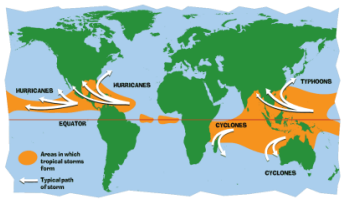
Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the **Equator** to between **30° to 40° north & south**.
Ferrel cell	Middle cell where air flows **poleward** between **60° & 70°** latitude.
Polar cell	**Smallest & weakest** cell that occurs from the poles to the Ferrel cell.



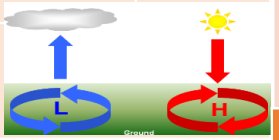
Distribution of Tropical Storms.

They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.



High and Low Pressure

Low Pressure	High Pressure
Caused by hot air rising. Causes stormy, cloudy weather.	**Caused by cold air sinking. Causes clear and calm weather.**



Formation of Tropical Storms

1	The sun's rays heats large areas of ocean in the summer and autumn. This causes **warm, moist air** to rise over the particular spots
2	Once the **ocean temperature is 27°**, the rising warm moist air leads to a **low pressure**. This eventually turns into a thunderstorm. This causes air to be sucked in from the **trade winds**.
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to **spin**.
4	When the storm begins to **spin faster than 74mph**, a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, **more cool air sinks** in the centre of the storm, creating calm, clear conditions called the **eye of the storm**.
6	When the tropical storm hits land, it **loses its energy source** (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms

Protection
Preparing for a tropical storm may involve construction projects such as sea walls that will improve protection.

Aid
Aid involves assisting after the storm, commonly in LIC's.

Development
The scale of the impacts depends on whether the country has the resources to cope with the storm.

Planning
Involves getting people and the emergency services ready to deal with the impacts.

Prediction
Constant monitoring by satellites can help to give advanced warning of a TS

Education
Teaching people about what to do in a tropical storm.

Primary Effects of Tropical Storms

- The intense winds of tropical storms can destroy whole **communities, buildings** and **communication networks**.
- As well as their own destructive energy, the winds can generate abnormally high waves called **storm surges**.
- Sometimes the most destructive elements of a storm are these subsequent **high seas and flooding** they cause to coastal areas.

Secondary Effects of Tropical Storms

- People are **left homeless**, which can cause distress, poverty and ill health due to lack of shelter.
- **Shortage of clean water** and **lack of proper sanitation** makes it easier for diseases to spread.
- **Businesses are damaged** or destroyed causing unemployment.
- Shortage of food as **crops are damaged**.

Case Study: Typhoon Haiyan 2013

Causes
Started as a tropical depression on **2rd November 2013** and gained strength. Became a Category 5 **"super typhoon"** and made landfall on the Pacific islands of the Philippines.

Effects
- Almost **6,500 deaths**.
- **130,000 homes destroyed.**
- Water and sewage systems destroyed which caused **diseases**.
- **Emotional grief** for dead.

Management
- The UN raised **£190m in aid**.
- USA & UK **sent helicopter carrier ships to** deliver aid to remote areas.
- **Education** on typhoon preparedness.

Extreme weather in the UK Case Study: Somerset Levels floods

Causes - Wettest January since 1910 & a series of depressions from the Atlantic ocean brought several weeks of very wet weather. The low lying farmland of the levels & 350mm or rain in January and February led to extensive flooding.

Effects
- Over 600 houses flooded
- £10 million in flood damage
- Floodwaters polluted with sewage, oil & chemicals.
- Power supplies cut off
- Road & rail links cut off

Management
- Flood victims travelled around in boats to go shopping & et to work
- £20 million flood action plan launched by Somerset council
- Rivers Tone & Parratt dredged to remove silt

What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.

Global temperature	Average global temperatures have increased by more than **0.6°C since 1950**.
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by **10% in 30 years**.
Sea Level Change	Average global **sea level has risen by 10-20cms** in the past 100 years. This is due to the additional water from ice and thermal expansion.

Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change

Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the **amount of energy Earth receives** from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of **dust containing gases**. These can **block sunlight** and results in cooler temperatures.

Managing Climate Change

Carbon Capture
This involves new technology designed to reduce climate change.

Planting Trees
Planting trees increases the amount of carbon absorbed from the atmosphere.

International Agreements
Countries aim to cut emissions by signing international deals and by setting targets.

Renewable Energy
Replacing fossil fuels with clean/natural sources of energy like wind or solar

THE VIETNAM WAR KNOWLEDGE ORGANISER

Overview

The Vietnam War, also known as the Second Indochina War, was a conflict that took place in Vietnam, Laos, and Cambodia between 1st November 1955 and 30th April 1975.

It was officially fought between North Vietnam and the government of South Vietnam. However North Vietnam was supported by the Soviet Union, China, and other communist nations, whilst South Vietnam was aided by the United States, South Korea, and other anti-communist allies.

The war resulted in Vietnam, Laos and Cambodia all becoming communist countries by 1975.

The Geneva Accords had previously established North and South Vietnam the 17th parallel as the dividing line.

Both sides, assisted by their allies, fought with the aim of unifying Vietnam in accord with their own political ideals.

The Vietnam War is considered a proxy war of the Cold War. Although the USA and USSR did not directly go to war, they each supported a different side.

Main Combatants

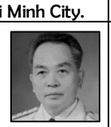
- NORTH VIETNAM
- SOVIET UNION
- VIET CONG
- CHINA
- SOUTH VIETNAM
- SOUTH KOREA
- UNITED STATES
- KINGDOM OF LAOS

Key People

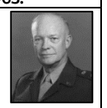
Ho Chi Minh – (1890-1969) was a Vietnamese Communist revolutionary leader who was President of the Democratic Republic of Vietnam (North Vietnam) between 1945 and 1969. He led the Viet Minh independence movement from 1941 onwards, establishing the Democratic Republic of Vietnam, before defeating the French Union in 1954. Knowing that Minh would likely win the elections (resulting from the Geneva Accord) to unify Vietnam, the south refused to participate, triggering the events leading to the war. Minh died in 1969 after several health problems. After the war, Saigon was renamed as Ho Chi Minh City.

Ngo Dinh Diem – (1901-1963) was a strongly anti-communist Vietnamese politician, who refused to ally with Ho Chi Minh after the defeat of the French imperialists. With the support of the United States government, Diem led the South Vietnamese government between 1954 and 1963. He refused to hold the unification elections as stipulated in the Geneva Accords, as he would have almost certainly have lost power to Ho Chi Minh. He was an unpopular leader - owing to his (minority) Catholic stance and his ruthlessness – which contributed to the rise of the Viet Cong . Diem was executed by his own generals in November 1963.

Vo Nguyen Giap – (1912-2013) was a Vietnamese military commander who is particularly known for his leading role in liberating Vietnam from French colonial rule, and for leading the armies of north Vietnam against the south and their allies. After the Fall of Saigon, he served as Vietnam's Minister of Defence and Deputy Prime Minister. Some of his most notable battles include the crushing of the French colonial forces at Dien Bien Phu, The 1972 Easter Offensive (gaining considerable territory) and the final Ho Chi Minh campaign - leading to the Fall of Saigon.



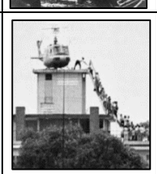
Dwight D. Eisenhower – (1890-1969) Eisenhower was a popular American President, who served between 1953 and 1961. Prior to becoming President, he had been a military man, who led the D-Day invasions in France in World War II. In February 1954, he refused to commit American troops to aiding France in Vietnam, instead authorizing military aid such as training the Vietnamese troops. After France surrendered to the Viet Minh, the Eisenhower administration provided aid to Ngo Dinh Diem's ant-communist regime, as he attempted to secure power in Saigon.



John F. Kennedy – (1917-1963) John F. Kennedy (often known as JFK) was the 35th President of the United States. During his years as President, JFK tripled American military and economic aid to South Vietnam, however he only marginally increased the number of US troops physically sent to the region. In return, he requested that the Diem government liberalised their regime, in order to win more popular approval. Many have suggested that if Kennedy not been assassinated in November 1963, he would have pulled US troops out of Vietnam subsequent to the 1964 elections.

Lyndon B. Johnson – (1908-1973) Lyndon B. Johnson assumed the White House office after the assassination of John F. Kennedy – he had previously been JFK's Vice President. He inherited the escalating crisis in Vietnam, and sought to bring a swift end to American involvement. He increased US forces in an attempt to quickly win the war before withdrawing troops. However, North Vietnam and the Viet Cong proved far more resolute than foreseen, leading to increasing American deaths and Johnson's plummeting approval rating. He did not seek re-election.

Major Events

Event	Image	Description	Date/s	Fact
Battle of Dien Bien Phu		The Battle of Dien Bien Phu signalled the climax of the First Indochina War, in which the Viet Minh communist revolutionary nationalists comprehensively defeated forces from Imperial France. Led by General Vo Nguyen Giap, the Vietnamese forces surrounded and besieged the French, using the mountainous terrain to their advantage. The Battle was over within 2 months.	13th March – 7th May 1954	Powerless against the Vietnamese, the French commander, Charles Piroth, committed suicide.
Geneva Accords		The Geneva Accords served to temporarily split Vietnam along the 17th parallel, with North Vietnam being governed by Ho Chi Minh's rebels, and South Vietnam governed by the state of Vietnam. General elections were agreed, to be held by July 1956, to unify the country.	26th April – July 20th 1954	Despite helping to create the pacts, neither south Vietnam nor USA signed them.
Ho Chi Minh Trail		The Ho Chi Minh trail was a logistical system that provided manpower and materials from North Vietnam to the Viet Cong is South Vietnam, via Laos and Cambodia. The trail effectively supplied troops in the south – a great feat considering the bombing campaign.	From May 1959 onwards	The trail is considered one of the greatest feats of engineering of the 20th C.
Guerilla Warfare	 	Guerilla Warfare is an unconventional form of warfare in which combatants use the element of surprise in order to gain an advantage over the opponent. The Viet Cong, more familiar and adapted to the terrain and climate of the vast forests, were able to use this understanding to their advantage. The forests were a perfect environment for them to camouflage themselves, and their anonymity also allowed them to pose as farmers and citizens, before attacking. Attacks were often quick and precise, with before they escaped amongst the forest, evading capture.	Throughout the war (although particularly in the early parts).	The Viet Cong were skilled in scavenging American mines and arms, in order to create their own bombs and booby traps.
The use of Agent Orange		Frustrated with the covert tactics of the Viet Cong amongst the forests of Vietnam, the USA began to drop defoliants to strip vegetation – Agent Orange was principal amongst these. It also starved the Viet Cong of food and left many veterans with horrific scarring.	From 12th January 1962 onwards	The chemical, a carcinogen, caused cancer to thousands involved.
Operation Rolling Thunder		This was the title given to a gradual, sustained aerial bombardment campaign conducted by the US and South Vietnam air forces against North Vietnam. It was the most difficult air campaign the US faced since WWII.	2nd March 1965 - 2nd Nov 1968	Foreign aid made the NV air defences extremely tough.
Tet Offensive		The Tet Offensive was one of the largest military attacks of the war. It was a campaign of surprise attacks against military and civilian control centres across South Vietnam. Although South Vietnam recovered, the Offensive turned the tide of opinion against the war in the US.	30th January- 23rd September 1968	More than 80,000 troops struck more than 100 targets.
American Withdrawal		Extensive casualties and the involvement of US soldiers in war crimes created discord amongst Americans in relation to the war effort. As protests mounted, the US signed the Paris Peace Treaty and removed all forces from Vietnam.	12th February 1972 onwards	North Vietnam violated the ceasefire almost immediately.
Easter Offensive		The Easter Offensive was a major North Vietnamese campaign that aimed to gain as much territory and destroy as many units as possible, in order to gain the best negotiating position in the Paris Peace Accords. The size of the offensive caught the opposition off guard.	30th March – 22nd October 1972	The attack took place on 3 fronts, using the bulk of the N. Vietnam army.
Fall of Saigon		The Fall of Saigon was the capture of the Southern Vietnamese capital, Saigon, by the People's Army of Vietnam (North Vietnam) and the Viet Cong. The event marked the end of the Vietnam War, and the start of the Vietnamese reunification process. Led by General Nguyen Van Toan, the PAVN launched a heavy bombardment on 29th April, and by the afternoon of the next day had raised their flag over the Presidential Palace.	30th April 1975	After the Fall of Saigon, the city was renamed Ho Chi Minh city, after the late north Vietnamese President.

Timeline of Major Events

- May 1954 – French are defeated by Viet Minh forces – the end of colonial rule.
- July 1954 – Geneva Accords split Vietnam into north and south, along 17th parallel.
- November 1955 – The Vietnam War officially begins between the north and south armies.
- May 1959 – North fund guerilla attacks against the south, through Ho Chi Minh trail.
- December 1961 – US military advisors begin to take a direct role in the war.
- August 1964 – The Gulf of Tonkin resolution allows US troops to use armed force in the area.
- March 1965 –The first US combat troops arrive. Operation Rolling Thunder begins.
- January 1968 – North Vietnam launches the Tet Offensive, attacking around 100 South Vietnamese cities.
- July 1969 – Nixon begins the withdrawal of US troops.
- March 1972 – North Vietnam attack across the border in the Easter Offensive.
- 30th April 1975 – The Fall of Saigon.

Year 10 HSC Term 2

Health and Social Care Component 1: adapting to change

Key terms:

Recap:

Life events: are unexpected or expected events that can affect development.

Expected: is a belief that something is about to happen

Unexpected: not thought of as likely to happen.

New terms:

Resilience: an ability to come to terms with and adapt to changes that happen in life.

Support: to give help/assistance to another person.

Understanding change: Thinking about how change may affect people, thinking about how they can adapt to the change.

Giving time: people may need a long time to adapt to changes in their life. They may need support to do this.

Effective support: is about giving people the confidence they need to adapt

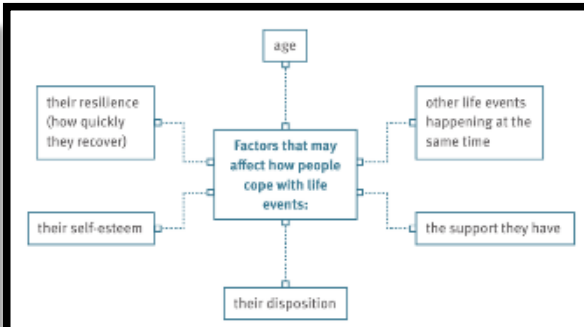


Figure 1.21: People cope with change in different ways

event	Why some people may find this difficult
accident	May feel a loss of old self (self-image) May feel a loss of skills and abilities
redundancy	May feel a loss of routine, colleagues and friends May feel a loss of earnings
Moving house	May feel a loss of neighbours and friends May feel anxious because of a change of environment
Starting a family	May feel a loss of independence May miss old lifestyle

Table 1.6: The positive and negative effects of some life circumstances

Life circumstances	Possible positive effects	Possible negative effects
Moving house	Excitement because of new experiences, opportunities to meet new people and discover new areas	• Anxiety and stress at the physical and mental pressures of moving • Possible loss of close friends/neighbours
Starting or moving school	Opportunities to build new friendships and relationships and learn new things	• Anxiety about learning new routines and building relationships • Young children may feel insecure when leaving parents for the first time
Exclusion from education	May remove the stress that caused the exclusion	• Can lower self-image and self-esteem • Missed schooling may affect learning and loss of friendships
Redundancy	Opportunities to take on new/different challenges or career	• Can lower self-image and self-esteem • Loss of earning may impact on diet/lifestyle choices, ability to socialise
Imprisonment	May provide opportunities for: • learning • developing new skills • making different life choices.	• Can lower self-image and self-esteem • Loss of independence • Loss of social contact
Retirement	• Reduced stress • More time to spend with family • More time to take on new interests an	• Loss of relationships with colleagues • Loss of self-image if people lack purpose in life

Formal support: advice/help given by professionals who are trained, and paid, to give support to people. E.g. doctor, midwife, therapist.

Information and advice: Information and advice is important because it helps people understand; where to go for help, choices available to them, how to make healthy choices.

Financial support: some people will need money to help them adapt to changes, for example an individual with a change of physical condition might need financial assistance to adapt their home to make it easier to move around in.

Childcare: childcare may be needed to support parents who have a long-term health condition or is disabled. It can support a lone parent after a divorce or provide respite care for children who need 24 hour care.

Transport: Transport can support people with mobility problems. A car could be adapted to support someone who is unable to walk after an accident.

Informal support: support given by partners, family and friends.

Reassurance: words of advice and comfort to make someone feel less worried.

Advice: Family and friends are a good source of advice because they know a person's background, needs and can recognise if someone is not coping.

Security: Make someone feel safe

Practical support: help can be given by supporting everyday tasks, providing childcare, helping with transport.

Knowledge organiser Health and Social Care

Early Adulthood (19 – 45 years)

Physical changes

- Reaches maturity
- In the prime of life
- Fit and healthy

Towards the end of this life stage, their physical capabilities begin to decline. Fertility starts to drop for both men and women, and the signs of aging appear.

Intellectual changes

- Qualifications for career achieved
- Continued professional development
- Still learning new things/Development of wisdom
- Some people often reach their productive peak at work, they often get promoted to jobs where specialist training or education is needed
- Some people choose to follow a further education course to develop skills needed for a chosen profession (e.g. lawyer, doctors etc)
- Some people return to education to achieve their full potential

Emotional changes

- Close intimate and sexual relationships firmly established for many can lead to people choosing to cohabit, marry or go through a civil ceremony
- Steady relationships create a sense of security and allows them to give and receive love
- Identity clearer and more established
- Parenthood and bonding with children for many – gives a sense of purpose and added meaning
- Security for many

Social changes

- Established relationships
- Closer circle of friends than in adolescence
- Less hectic social life with parenthood responsibilities
- Social life and friendships often focused on working life and colleagues

Middle Adulthood (46 – 65 years)

Physical changes

- Aging process begins to take an effect on the human body.
- Physical capabilities begin to decline – skin loses elasticity, wrinkles appear more obvious, muscle tone slackens, senses become less precise
- Menopause
- Hormonal changes for both men and women

Women produce less oestrogen and men less testosterone. These hormonal changes mean that women will go through the menopause and in men, sperm production decreases.

- Weight increase

Intellectual changes

- Memory still generally good
- Short term memory not so quick
- New learning can still occur
- Decisions in life often based on wisdom
- Due to the ageing process, a person's memory may not be quite as quick as it used to be

Emotional changes

- Mid-life crisis for many
- Development of uncertainty
- Security in identity for many
- Love of grandchildren and pleasure from spending time with them
- Independence again for many as their children become mature and leave home
- Loss of own parents and some friends
- Realisation that no longer young
- Growing awareness of own mortality

Social changes

- Social life less intense for many
- Social life often involves less physical activity
- Wider social life if early retirement is achieved
- Try new activities and meet new people
- If children and have grown up and left home, the parents have less responsibility and more money to spend on themselves – so they can go out more to socialise with friends.
- Some parents have to support children financially through further education (University)

Later Adulthood (65+ years)

Physical changes

- Loss of skin elasticity
- Joints stiffen
- Muscle wastage
- Bones more brittle
- As a result stiffen up and begin to loose height
- Changes to eyesight and hearing that started in middle adulthood continue
- A regular exercise pattern and good diet can help people to improve their muscle tone, maintain joint flexibility and strength their bones.

Intellectual changes

- Many people at this stage in their lives are very active intellectually, enjoying activities such as reading, problem solving and keeping up with the news.
- Wisdom achieved from life experience
- Time to learn new things as retirement has taken place
- Stimulation to learn as physical activities are often not so time consuming
- Time for reflection on achievements

Emotional changes

- Loss of partner due to death
- loss of friends due to death
- Emotionally attached to family
- Proud of family achievements especially grandchildren
- Reflective on life
- Loss of independence for many

Social changes

- More time to socialise with friends
- New friends made
- Trying of new activities and meeting new people as time is available
- More time spent at home as the ageing process takes place

Instruments/Line Up

Rock Band:
Drum kit
Additional percussion – cow bell, gong, shakers, conga,
Lead electric guitar
Bass guitar
Synthesizers
Male lead vocals – tenor voice
Male backing vocals.

Texture

The texture is homophonic. This is typical of rock and pop music.

Dynamics

Most of the song is mezzo-forte whilst the choruses are forte.

Rhythm

This song has some rhythmic variety. It uses ostinato rhythms, consisting almost totally of quavers, with constant use of syncopation.

BACKGROUND

- Africa is a song recorded by the American rock band Toto in 1981
- It is a soft-rock love song with features of African music.
- The song was written by band members David Paich (born 1954) and Jeff Porcaro (born 1954, died 1992).

Africa by TOTO

Popular Music Set Work

Tonality

The majority of the song is in B major whilst the choruses are all in A major

Melody

The melody is mostly conjunct and includes occasional use of the pentatonic scale. The pitch range of the vocal line is just less than two octaves on the printed score, but it is wider on the recording with the vocal improvisations towards the end of the song.

Structure

The song is verse-chorus in structure (another description for this is strophic). The overall structure of *Africa* is:

Introduction	Bars 1 – 4	(4 bars long)
Verse 1	Bars 5 – 39	(35 bars long)
Chorus 1	Bars 40 – 57	(18 bars long)
Link 1	Bars 58 – 65	(8 bars long)
Verse 2	Bars 14 – 39	(26 bars long)
Chorus 2	Bars 40 – 57	(18 bars long)
Link 2	Bars 58 – 65	(8 bars long)
Instrumental	Bars 66 – 82	(17 bars long)
Chorus 3	Bars 40 – 92	(22 bars long)
Outro	Bars 93 – 96	(4 bars long)

Tempo and Time Signature

The tempo is described as a moderately fast. What is moderately fast?

The time signature (beats in a bar) is 2/2 (Split Common Time). It is a metre with 4 Quaver note beats.

Harmony

The harmony can be described as diatonic.

KNOWLEDGE ORGANISER: Módulo 3 – Mi gente, mi mundo — KEY VOCABULARY

INTRODUCCIÓN - ¡No hay dos familias iguales!

- ¿Quién es mi familia? - *Who is my family?*
- mi(s) / tu(s) - *my / your*
- su(s) - *his/her/their*
- nuestro/a(s) / vuestro/a(s) - *our / your*
- el padre / el padrastro - *father / step-father*
- la madre / la madrastra - *mother / step-mother*
- el hermano (mayor/menor) – *(older/younger) brother*
- el hermanastro – *step-brother*
- la hermana / la hermanastra - *sister / step-sister*
- el primo / la prima - *(male / female) cousin*
- los padres / los Hermanos - *parents / siblings*
- el/la hijo/a (único/a) - *(only) son/ daughter*
- el abuelo / la abuela - *grandfather / grandmother*
- los abuelos / los gemelos - *grandparents / twins*
- el tío / la tía - *uncle / aunt*
- el marido / la mujer - *husband / wife*
- el bebé - *baby*
- los miembros de la familia – *family members*
- La familia tradicional – *Traditional family*
- La familia monoparental – *Single parent family*
- Lo pasamos bien… – *We have a good time…*
- Me llevo bien con… – *I get on well with…*
- *Echo de menos… – *I miss…*

UNIDAD 1 – Esta es mi gente

- ¿A quién te pareces? - *Who are you like?*
- ¿Cómo eres? - *What are you like?*
- Soy / Es … - *I am / He/She is …*
- (bastante) alto/a / bajo/a - *(quite) tall / short*
- **moreno/a** - *dark-haired, tanned*
- rubio/a - *blonde*
- más alto/a que yo - *taller than me*
- más bajo/a que él/ella - *shorter than him/her*
- Somos / Son … - *We are / They are …*
- bajos/as – *short* • pelirrojos/as - *redheads*
- ¿De qué color tienes los ojos? - *What colour are your eyes?*
- ¿Cómo tienes el pelo? - *What is your hair like?*
- Tengo / Tenemos - *I have / We have …*
- Tiene(n) … - *He/She has / They have …*
- el pelo … - *… hair*
- castaño / negro - *brown / black*
- pelirrojo / rubio - *red / blonde*
- largo / corto - *long / short*
- los ojos … - *… eyes*
- azules / marrones / verdes - *blue / brown / green*
- la misma nariz - *the same nose*
- Llevo / Lleva gafas - *I wear / He/She wears glasses*
- ¿A quién **te pareces** de tu familia? - *Who are you like in your family?*
- (No) **Me parezco** (nada) a…- *I'm (not at all) like …*
- (No) **Se parece** a … - *He/She is (not) like …*
- nadie de mi/su familia - *anyone in my/his/her family*
- mis dos hermanos - *my two siblings*

UNIDAD 2 - ¿A quién sigues?

- ¿A quién sigues en las redes sociales? - *Who do you follow on social media?*
- Sigo … - *I follow …*
- a artistas / cantantes latinos - *artists / Latin singers*
- canales de cocina – *cooking channels*
- canales de *videojuegos – *videogames channels*
- *vlogs de… - *… vlogs*
- *rutinas / estilo de vida / moda - *routines / lifestyle / fashion*
- **¿Desde hace** cuánto tiempo? - *For how long?*
- **Desde hace** … - *For …*
- un mes/año - *a month/year*
- meses / (mucho) tiempo - *months / a long time*
- ¿Por qué te gusta? - *Why do you like it?*
- Me gusta porque … - *I like it because …*
- aprendo mucho - *I learn a lot*
- quiero aprender más - *I want to learn more*
- la música es mi vida - *music is my life*
- los vídeos son divertidos/útiles/*virales - *the videos are fun/useful/viral*
- soy aficionado/a - *I am a fan …*
- al deporte - *of sport*
- a la música latina - *of Latin music*
- ¿A quién admiras? - *Who do you admire?*
- *Admiro a… - *I admire …*
- Lo/La sigo / *admiro porque… - *I follow / admire him/her because …*
- **apoya** a otras personas - *he/she supports other people*
- es un buen modelo de conducta - *he/she is a good role model*
- es una *inspiración para otros - *he/she is an inspiration to others*
- Lucha / Luchó por… - *He/She fights/fought for…*
- los derechos de las personas transgénero - *transgender rights*
- la igualdad de **oportunidades** - *equal opportunities*
- Fue … - *He/She was …*
- la primera persona en… - *the first person to…*
- participar / ganar… - *participate / win…*
- El año pasado / Hace dos años… - *Last year / Two years ago…*
- participó en / ganó… - *he/she participated in / won …*

UNIDAD 3 - ¡Amigos para siempre! (Part 1)

- ¿Cómo es tu relación con tus amigos? - *What is your relationship with your friends like?*
- ¿Te llevas bien con tus amigos? - *Do you get on well with your friends?*
- (No) Me llevo bien con .. - *I (don't) get on well with…*
- Me divierto mucho con… - *I have lots of fun with…*
- Mi mejor amigo/a y yo… - *My best friend and I…*
- Mis amigos/as y yo… - *My friends and I…*
- nos llevamos *genial - *get on really well/great*
- nos divertimos mucho juntos/as - *have lots of fun together*
- porque… - *because…*
- hacemos muchas cosas - *we do lots of things*
- juntos/as - *together*
- me hace(n) reír - *he/she/they make(s) me laugh*
- me conoce(n) bien - *he/she/they know(s) me well*
- puedo **confiar** en él/ella totalmente - *I can trust him/her totally*
- siempre estamos juntos - *we are always together*
- **casi** nunca **nos peleamos** - *we hardly ever fight*
- puedo **contar** con él/ella/ - *I can count on him/her/*
- ellos/ellas (para todo) - *them (for everything)*
- tenemos los mismos - *we have the same*
- **intereses** - *interests*

UNIDAD 3 - ¡Amigos para siempre! (Part 2)

- ¿Cómo es un buen amigo? - *What is a good friend like?*
- ¿Cómo te ayuda tu mejor amigo/a? - *How does your best friend help you?*
- Mi mejor amigo/a… - *My best friend…*
- Un buen amigo / Una buena amiga… - *A good friend…*
- te comprende - *understands you* • te conoce bien – *know you well*
- te hace reír - *makes you laugh* • te respeta – *respects you*
- me acepta como soy - *accepts me as I am*
- te acepta como eres - *accepts you as you are*
- te ayuda cuando tienes problemas - *helps you when you have problems*
- **te apoya** en **lo** bueno y en **lo** malo - *supports you in the good and the bad*
- te da buenos **consejos** - *gives you good advice*
- no **te critica** - *does not criticise you* • es **fiel** - *is loyal*
- puede guardar un +secreto – *can keep a secret*

UNIDAD 4 – Así soy yo

- ¿Cómo eres? - *What are you like?*
- ¿Qué es **lo** más importante para ti? - *What is the most import thing to you?*
- Para mí, **lo** más importante es / son… - *For me, the most important thing is …*
- mi familia / mi educación - *my family / my education*
- mi cultura / mis derechos - *my culture / my rights*
- mis amigos / la **amistad** - *my friends / friendship*
- mi religión / mi **fe** - *my religion / my faith*
- ¿Qué cosas te interesan/**preocupan**? - *What things interest/worry you?*
- Las cosas que me interesan/ - *The things that interest/worry*
- **preocupan** son … - *me are …*
- el amor / la **paz** / el planeta - *love / peace / the planet*
- la **justicia** / el futuro del mundo - *justice / the future of the world*
- ¿Cuáles son tus sueños? - *What are your dreams?*
- Mi **objetivo**/sueño es… - *My objective/dream is to …*
- En el futuro voy a… - *In the future I am going to …*
- ser jefe/a (de una compañía) - *be a/the boss (of a company)*
- ser rico/a / tener éxito - *be wealthy / be successful*
- luchar por un mundo mejor - *fight for a better world*
- ¿Qué piensas de las redes sociales? - *What do you think about social media?*
- ¿Qué es **lo** bueno/**lo** malo de las redes sociales? - *What is the good/bad thing about social media?*
- Lo bueno/malo es que… - *The good/bad thing is that they…*
- causan *adicción/**presión**/*acoso - *it causes addiction/pressure/bullying*
- causan problemas para dormir – *it causes sleeping problems*
- son una gran *distracción – *it is a big distraction*
- son buenas/útiles para… - *it is good/useful for…*
- compartir fotos/vídeos/ideas - *sharing photos/videos/ideas*
- buscar información sobre… - *searching for information about…*
- estar en contacto con tus amigos - *being in touch with your friends*
- participar en la comunidad - *participating in the community*
- **expresarse** - *expressing yourself*
- chatear con… - *chatting with…*
- escuchar / ver… - *listening to / watching…*

KNOWLEDGE ORGANISER: Módulo 3 – Mi gente, mi mundo

KEY VOCABULARY & GRAMMAR POINTS

UNIT 5 – Necesito ayuda, ¿Qué puedo hacer?

- ¿Qué puedo hacer? - *What can I do?*
- Mi problema es que… - *My problem is that…*
- **me siento** / estoy… - *I feel / I am…*
- diferente / triste - *different / sad*
- solo/a / muy mal - *alone / very bad*
- no **me relaciono** con nadie - *I don't interact with anyone*
- **ignora** todos mis mensajes - *he/she ignores all my messages*
- es muy negativo/a - *he/she is very negative*
- **me peleo** mucho con él/ella - *I fight with him/her a lot*
- se ríen de mí - *they laugh at me*
- siempre me **critica** - *he/she is always criticising me*
- Deberías… - *You should…*
- Podrías… - *You could…*
- Es importante/necesario… - *It is important/necessary to…*
- **limitar** el tiempo en línea - *limit your time online*
- organizar actividades - *organise activities*
- **apoyar** a tu familia - *support your family*
- buscar ayuda **profesional** - *seek professional help*
- **explicarles** cómo **te sientes** - *explain to them how you feel*
- **expresar** tus **sentimientos** - *express your feelings*
- hablar con él/ella/ellos/ellas - *speak to him/her/them*
- cara a cara – *face to face*
- **crear** nuevas *rutinas - *create new routines*
- Tienes que ser fuerte. - *You have to be strong.*

DESCRIBING A FAMILY PHOTO

- ¿Quién está en la foto?

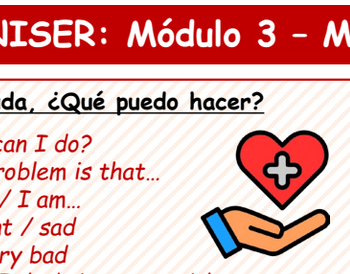
En la foto está mi familia. A la izquierda está mi padre y a la derecha está mi madre.

- ¿Dónde están?

Están en casa, en la cocina.

- ¿Qué están haciendo?

Están cocinando juntos.



¿Quién está en la foto?	En la foto está(n)… *In the picture is/are…* A la izquierda… *On the left…* A la derecha… *On the right…* En el centro… *In the centre…* Al **fondo**… *In the background…*	…mi padre. – *my dad.* …mi madre. – *my mum.* …mis padres. – *my parents.* …mi abuelo/a. – *my grandad/grandma.* …mis abuelos. – *my grandparents.* …mi hermano/a. – *my brother / sister.* …mi familia. – *my family.* …mi gemelo/a. – *my twin.*
¿Dónde están?	Está en… - ***he/she/it is** in…* Están en… - ***they** are in…*	…en casa. – *at home.* …en la cocina. – *in the kitchen.* …en el salón. – *in the living room.* …en el jardín. – *in the garden.* …en un restaurante. – *in a restaurant.*
¿Qué están haciendo?	Él / Ella está… *He / She is…* Ellos / Ellas están… *They are…*	…cocinando. – *cooking.* …comiendo. – *eating.* …jugando. – *playing.* …sonriendo. – *smiling.* …leyendo. – *reading.* …hablando. – *talking.*

POSSESSIVE ADJECTIVES

Possessive adjectives are words that clarify the ownership of things. They are placed before the noun and, in Spanish, they have to agree in gender (and sometimes in number) with the noun they precede.

Singular	Plural
Mi (My)	**Mis** (My)
Tu (Your)	**Tus** (Your)
Su (His/her/its)	**Sus** (His/her/its)
Nuestro/nuestra (Our)	**Nuestros/nuestras** (Our)
Vuestro/vuestra (Your pl.)	**Vuestros/vuestras** (Your pl.)
Su (Their)	**Sus** (Their)

Examples:

- Ella es **tu** hermana. – *She is **your** sister.*
- Estos son **nuestros** libros. – *These are **our** books.*
- Vosotros sois **sus** vecinos. – *You are **their** neighbours.*
- ¿Este es **mi** perro? – *Is this **my** dog?.*

SER vs. ESTAR (to be)

"Ser" and "estar" both mean "to be" in English and they are both irregular.

Ser and **Estar** in the present	
(Yo) **soy/estoy**	*I am*
(Tú) **eres/estás**	*You are*
(Él/ella) **es/está**	*He/she is*
(Nosotros/as) **somos/estamos**	*We are*
(Vosotros/as) **sois/estáis**	*You all are*
(Ellos/as) **son/están**	*They are*

When do we use SER:

- **Descriptions** – Es bonito – *It's beautiful*
- **Occupations** – Soy piloto – *I am a pilot*
- **Characteristics** – Soy feo – *I am ugly*
- **Time & date** – Es la una – *It's 1 o'clock*
- **Origin** – Soy español – *I am Spanish*
- **Relationships** – Es mi tía – *She is my aunt*

When do we use ESTAR:

- **Position** – Está aquí – *It's here*
- **Location** – Estoy en Paris – *I'm in Paris*
- **Action** – Está comiendo – *He is eating*
- **Condition** – Es nuevo – *It's new*
- **Emotion/feeling** – Está triste – *He's sad*

THE PRESENT CONTINUOUS TENSE

We use it to say what you are doing at the moment. It is made of two parts.

1. The present tense of ESTAR		2. GERUND (-ing word in English)
(Yo) **estoy**	*I am*	• -ar verbs: remove "ar" and add "ando" → habl**ando**
(Tú) **estás**	*You are*	• -er verbs: remove "er" and add "iendo" → com**iendo**
(Él/ella) **está**	*He/she is*	• -ar verbs: remove "ir" and add "iendo" → viv**iendo**
(Nosotros/as) **estamos**	*We are*	
(Vosotros/as) **estáis**	*You all are*	
(Ellos/as) **están**	*They are*	

Examples:

- Yo estoy hablando – *I am talking*
- Yo estoy compartiendo – *I am sharing*
- Ella está estudiando – *She is studying*
- Nosotros estamos comiendo – *We are eating*

USING "DESDE HACE" IN SPANISH

To say how long you have been doing something you use "desde hace" and the present tense of the verb.

- ✓ Sigo su canal de Youtube **desde hace seis meses** – *I have been following his/her Youtube channel **for six months**.*
- ✓ Toco el piano **desde hace un año** – *I have been playing the piano **for a year**.*
- ✓ Estudio español **desde hace tres semanas** – *I have been studying Spanish **for three weeks**.*

THE PERSONAL "a"

Use the personal "a" when the object of the verb is a person (do not use it when the object is not a person!). Examples:

- Ayer visité **a** mi abuela. – *Yesterday I visited my grandma.*
- Ayer visité la catedral. – *Yesterday I visited the cathedral.*

USING "DEBERÍAS" AND "PODRÍAS"

"Deberías" mean "you should" and "podrías" mean "you could". Use these verbs when you want to give advice or make suggestions. Examples:

- Si no te encuentras bien, deberías buscar ayuda profesional.
  If you don't feel well, you should seek professional help.
- Si hablas con el médico, podrías explicarle cómo te sientes.
  If you talk to the doctor, you could explain to him how you feel.

REFLEXIVE VERBS

- They are verbs that include a reflexive pronoun (me, te, se…). They describe actions we do to ourselves. Some verbs for describing relationships are reflexive in Spanish.
- The infinitive form of a reflexive verb always have "se" attached to it.
- They conjugate as normal verbs, you just need to add the pronoun.

LLEVARSE (to get on)	
(Yo) **me llevo**	*I get on*
(Tú) **te llevas**	*You get on*
(Él/ella) **se lleva**	*He/she gets on*
(Nosotros/as) **nos llevamos**	*We get on*
(Vosotros/as) **os lleváis**	*You all get on*
(Ellos/as) **se llevan**	*They get on*

PARA + INFINITIVE

The preposition "para" in Spanish can have different meanings. Use para + infinitive to mean "in order to" do something or "for… -ing" something.

Examples:

- Uso Spotify **para descargar** canciones en mi móvil y para escuchar música en el autobús- – *I use Spotify **for downloading** songs on my phone and **for listening** to music on the bus.*
- Las redes sociales son importantes **para estar** en contacto con mi familia y mis amigos. – *Social media is important **in order to be** in touch with my family and friends.*

LAST PAGE