

KNOWLEDGE ORGANISER BOOKLET

YEAR 10 – CYCLE 3

2025-2026

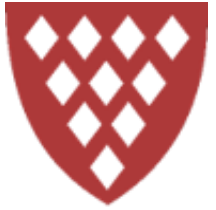
CORE & HUMANITIES

Name:

Tutor Group:

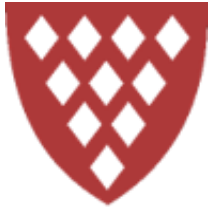


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CORE & HUMANITIES

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Instructions for Use

For all of your subjects, there are certain **facts** that you **need** to know in order for you to best understand the content you study in lessons.

In this booklet are **Knowledge Organisers** for each subject which contain the core concepts that you have to know to be successful in your lessons.

The **first 15 minutes** of Home Learning is the same in all subjects (apart from Maths) and should be completed in your single **Home Learning exercise book**:



Look: read a specific section of the *Knowledge Organiser*.



Cover: cover it over or put it to one side;



Write: from memory, write out as much of the information as you can remember for that section;

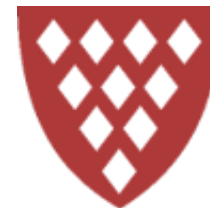


Check: check back with the *Knowledge Organiser*. Anything missing or incorrect, add in purple pen.



Review: information you didn't recall the first time you may wish to check in a different format, such as repeating the process or creating revision cards.

The next lesson, your teacher will check that you have completed this process and you will be quizzed in your subject lesson to see what you can recall.



Instructions for Use: Example

Show My Homework for Geography says: 'Knowledge Organiser: How to Read Grid References'.



1. **LOOK:** carefully read the section of the *Knowledge Organiser* which you are learning.



2. **COVER:** cover it over or put it to one side.



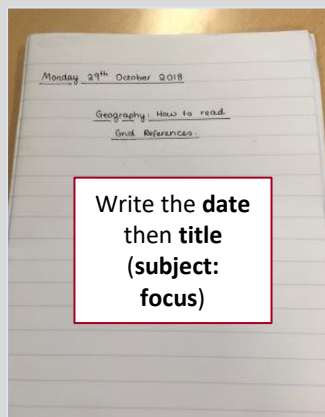
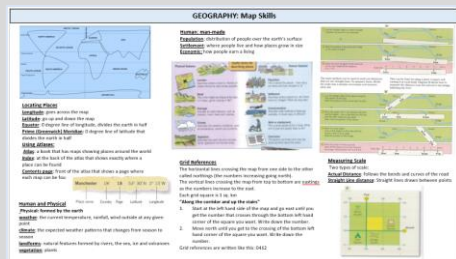
3. **WRITE:** write out as many details as you can from memory.



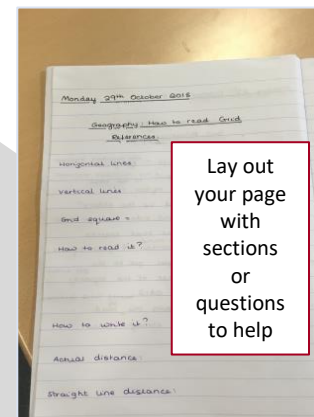
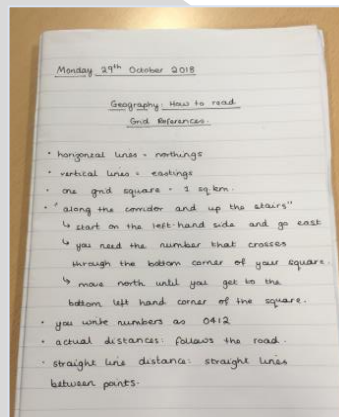
4. **CHECK:** check back over your answer with the *KO*. Anything which is missing or incorrect, add in in **purple pen**.



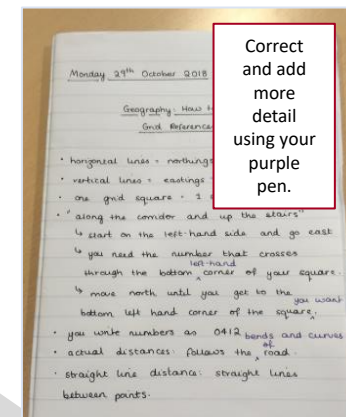
5. **REVIEW:** if you had significant gaps or parts you didn't understand, repeat the process from Step 1.



Write the date
then title
(subject:
focus)



Lay out
your page
with
sections
or
questions
to help



Correct
and add
more
detail
using your
purple
pen.

sparx is your Maths homelearning

You do not have a knowledge organiser for maths. This is because the best way to remember and understand mathematics is to do it. Write your Sparx password in the space below so you don't forget it.

Sparx username:

Sparx password:

How do I log on?

Go to www.sparxmaths.uk. Select **Kingsbridge Academy** and enter your username and password.

What do I have to do each week?

Complete all of your Compulsory Section Sparx homework and get it 100% correct.

If within your hour of home learning time you should complete the target and optional sections which are designed to help you make better progress in Maths.

How long should it take?

Sparx will adjust your homework so it should take about 1 hour. If you find yourself taking longer than this you should make sure you are coming for help on the difficult bits.

When should I do it?

You should complete your Sparx homelearning in the 4 allocated 15 minute slots in your homelearning timetable

What if I get stuck or can't do it?

You can watch the videos, ask a friend or parent or ask a maths teacher (in person or by email).

Why do I get different questions to my friend?

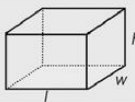
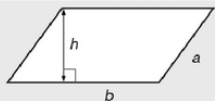
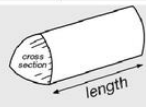
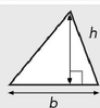
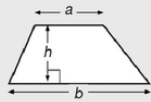
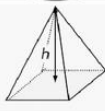
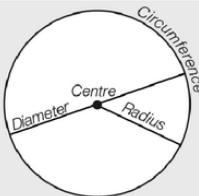
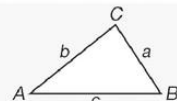
Sparx creates a custom homework just for you – because you are an individual. We are really pleased that we are able to offer you personalised homework.

Why do I have to do 100%?

We care about you and believe that you deserve to do well in maths. Students who do all questions learn more and get better results.

GCSE Maths

For GCSE Maths you are required to learn the following formulas.

Areas		Volumes		Compound measures	
Rectangle = $l \times w$		Cuboid = $l \times w \times h$		Speed $\text{speed} = \frac{\text{distance}}{\text{time}}$	
Parallelogram = $b \times h$		Prism = area of cross section $\times$ length		Density $\text{density} = \frac{\text{mass}}{\text{volume}}$	
Triangle = $\frac{1}{2} b \times h$		Cylinder = $\pi r^2 h$		Pressure $\text{pressure} = \frac{\text{force}}{\text{area}}$	
Trapezium = $\frac{1}{2} (a + b)h$		Pyramid = $\frac{1}{3} \times \text{area of base} \times h$		Quadratic equations	
Circles		Trigonometric formulae		The Quadratic Equation	
Circumference = $\pi \times \text{diameter}, C = \pi d$		Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$	The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$		
Circumference = $2 \times \pi \times \text{radius}, C = 2\pi r$		Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$	Foundation tier formulae		
Area of a circle = $\pi \times \text{radius squared}, A = \pi r^2$		Area of triangle = $\frac{1}{2} ab \sin C$	Higher tier formulae		
					

English Knowledge Organiser: Language Paper 2 Section A Glossary

Word	Definition	Example
adjective	A word that describes a quality of a noun.	The fearsome wolf had sharp teeth and a body that was long and lean .
adverbial	A word or phrase that adds information about a verb (how, when, where, how often and to what extent).	Every morning , the sun rises slowly .
alliteration	Words close together that begin with the same sound.	The dastardly demon darted in my direction .
connotation / connote	A feeling or idea that a person associates with a word.	The colour red can have connotations of love , anger and danger .
emotive language	Words and phrases that are designed to evoke an emotional response in the reader.	Through the emotive description ' Her world was torn apart ', the writer evokes a sense of pity.
explicit information	Information that is clearly stated and doesn't require interpretation.	' It was cold ' is an explicit statement: it doesn't require interpretation.
first person pronoun	Pronouns that refer to or include the person who says them.	I and me are first person singular; we and our are first person plural.
hyperbole	Language – often figurative – that is used to over-exaggerate something for purposeful impact.	' Her father prepared enough food to feed an army ' is likely to be hyperbolic rather than literal.
imagery	Language that is designed to engage the senses; it helps the reader create a mental picture of what they read.	' Mountain peaks glistened and shone as far as the eye could see ' is an example of visual imagery.
imperative	A firm command. Its first word is a verb.	Don't ignore my pleas. Give generously.
implied information / implies	Information that is hinted at or given to us by a series of clues.	' She shivered ' could imply that a person is cold, or that they are scared, or that they are ill.
intention	A goal, purpose or aim. The author's intention is what the author sets out to achieve through the text.	The intention of the politician's speech was to persuade voters to support his campaign.
juxtaposition	Placing two contrasting things near each other in order to highlight the difference between them.	Blake juxtaposes imagery of wealth and poverty to highlight the inequality in London.

English Knowledge Organiser: Language Paper 2 Section A Glossary

Word	Definition	Example
listing	A number of examples written one after the other.	He felt that he had lost his friends, his family, his home, practically everything he valued in life.
metaphor	A form of description where one thing is described as being something else (although it literally isn't).	' Her eyes burned ' is likely to be used as a metaphor.
modal verb	A verb that indicates possibility, certainty, permission or obligation.	The key modal verbs are can, could, will, would, shall, should, must, may, might.
personification	Describing a non-living object as having human emotions or characteristics.	' The sun smiled down on us ' is an example of personification.
repetition	Using the same significant word or phrase on multiple occasions	In 'An Inspector Calls', Priestley repeats the word 'we' to highlight the need for shared responsibility.
rhetorical question	A question that is asked without the intention of it being answered.	How can we be expected to live like this?
'rich' language choices	Words, phrases, methods and patterns of language that require interpretation.	
semantic field	A group of words that all relate to the same general topic.	The words battle, strike, weapon and combat all belong to the semantic field of war.
simile	A form of description which compares one thing to another using the words 'like' or 'as _____ as'	Her skin was as delicate as the wings of a moth.
statistic	A fact that is presented as numeric data e.g. percentages, ratios	Recent studies suggest that the average Brit takes 3,500 steps per day.
tone	The emotion or mood created in the text through the writer's choices.	
verb	A word that identifies an action or state of being.	Strong waves pummeled the cliffs, battering the rock and flinging plumes of spray into the air.
writer's craft	The act of consciously choosing language features to shape a text and its meanings.	

English Knowledge Organiser: Language Paper 2 Section A

Language Analysis: Sentence Structures for Commenting on Writers' Choices

Technique	Impact
<i>The writer uses...</i>	<i>to...</i>
adverbials	...help the reader to establish [e.g. passage of time / place]
alliteration	... focus the reader's attention on... ... imitate the sound of... , presenting it as...
emotive language	... evoke a feeling of [emotion] in the reader when they consider...
first person plural	... present a sense of unity between... ... highlight their feeling of belonging to... ... suggest that the reader also shares the feeling of...
first person singular	... convey their sense of isolation when... ... present themselves as powerful and independent when...
hyperbole	... create an exaggerated representation of... as...
the juxtaposition of _____ and _____	... highlight the contrast between (one thing) and (another). ...reflect that (something) is impossible or confusing because the words used to describe it are seemingly contradictory. ... highlight the complexity of (something) because the words used to describe it suggest that it is both... and ...
imagery	... help create a vivid image of stimulate the reader's imagination by evoking images of... ... evoke the emotion of... in the reader by...

English Knowledge Organiser: Language Paper 2 Section A

Language Analysis: Sentence Structures for Commenting on Writers' Choices

Technique	Impact
<i>The writer uses...</i>	<i>to...</i>
imperatives	... create a powerful tone when instructing [who?] to...
listing	... portray the abundance of... ... suggest that there is an overwhelming amount of... ... convey the idea that [thing] is tedious or never-ending.
a metaphor	... present (thing a) as (thing b) in order to convey... ... create an image of... by evoking connotations of...
modal verbs	... indicate a [high / low] degree of confidence that... ... suggest the vital importance of...
personification	... give (something) power and life. ... give (something) a sense of intentionality. ... make (something) seem more menacing or threatening.
repetition (of...)	... create the impression of (something) being inescapable or unstoppable because the same words/ideas arise again and again ... make (an idea) more memorable ... focus the reader's attention on...
rhetorical question	... invite the reader to consider their own views... ... suggest that it would be foolish to disagree with the view that...
a semantic field (of...)	... create a continual reminder that... ... focus the reader's attention on... ... create the impression of (something) being inescapable or unstoppable because related words arise repeatedly.

English Knowledge Organiser: Language Paper 2 Section A

Language Analysis: Sentence Structures for Commenting on Writers' Choices

Technique	Impact
<i>The writer uses...</i>	<i>to...</i>
a simile	... compare (one thing) to (another thing) in order to highlight that both things are... ... to create an image of... by evoking connotations of...
statistics	... add credibility to the view that...
the symbol of (thing)	... represent the wider idea of...
powerful verbs	... present [thing] as busy and chaotic ... present [thing] as
word '_____'	... evoke connotations of... which suggests that... ... convey the idea that...

Writing comparisons

While both text explore [x], they are different in that Source A... while Source B...

In Source B, the writer presents [x] as [comparative adjective] than source B when it states...

While Source A explores... Source B suggests...

Both writers are similar in their [use of... / presentation of... / views on... / experience of...]

The presentation of [x] in Source A [is similar to / differs from] that in Source B as...



Comparative Adjectives

Comparative adjectives are used to compare two or more things and indicate the degree of difference between them. They are often formed by adding the suffix "-er" to the adjective for one-syllable words, or by using "more" before the adjective for longer words.

One-syllable adjectives

- old → older
- tall → taller
- fast → faster
- long → longer
- hot → hotter
- cold → colder
- high → higher
- low → lower

Two-syllable adjectives ending in -y

- happy → happier
- busy → busier
- funny → funnier
- easy → easier
- messy → messier
- lucky → luckier
- pretty → prettier

Two-syllable adjectives not ending in -y

- happy → happier
- angry → angrier
- quiet → quieter
- brave → braver
- gentle → gentler
- simple → simpler
- polite → politer
- shiny → shinier

Adjectives with three or more syllables

- beautiful → more beautiful
- creative → more creative
- expansive → more expansive
- delicious → more delicious
- intelligent → more intelligent
- dangerous → more dangerous
- mysterious → more mysterious
- difficult → more difficult

English Knowledge Organiser: Language Paper 2 Section B

What is discursive writing? Discursive writing is writing that presents a personal viewpoint, opinion or experience. It will appear in Language Paper 2 Section B.

Genre Features:

Letter:

- Address in top right corner
- Appropriate opening (e.g. Dear Sir)
- Appropriate ending (e.g. Yours faithfully). 'Sincerely' is used for a formal letter where you know the name of the recipient. 'Faithfully' is used when you don't know the recipient's name.

Article:

- Engaging headline (e.g. topic: opinion)
- Engaging strapline (subheading)
- Engaging opening to introduce topic

Speech:

- More frequent direct address to the audience (who would be present).
- Engaging hook first before introducing yourself and your topic / viewpoint.
- Rhetorical devices to make it memorable

Essay:

- Write in the style of a formal article but without the headline.
- Open with a clear thesis statement

Leaflet:

- Only write the text – no pictures / no columns
- Include heading – can use subheadings

Elements of a viewpoint text (Note: these can appear in different orders)

Engaging introduction: Choose a strategy to engage your audience in your topic. See the box (right) for a range of possible openings.

Thesis statement: Craft a clear statement which outlines your topic and introduces your key line of argument. You need to plan your text first, as your thesis statement should act as a guide to your whole piece.

Argument appealing to logos (logic): Take a factual approach to your line of argument. Include facts, statistics, anecdotes and examples to increase the validity of your argument. Consider economic impacts.

Argument appealing to ethos (emotion): Develop a line of argument that allows your audience to empathise. Use emotive language, hyperbole and imagery to show your emotions and make your audience care. Consider social and moral impacts.

Single sentence paragraph: Make a clear statement of your opinion or include 'famous words' to support your view. Remember that you can make these up!

Counterargument: Acknowledge the opposition to your viewpoint and present yourself as knowledgeable by showing that you understand your opposition. Then, explain exactly why your opponents are wrong! Be logical.

Conclusion: Make sure your audience know they are at the end. Leave them with a clear statement of your viewpoint (and understanding anything you'd like them to do). Link your ending back to your opening.

Connectives and Connecting Phrases:

In addition / Additionally / Furthermore / On top of this / Similarly

Above all / Equally / Significantly / Notably

In contrast / Alternatively / However / Despite this /

In consequence / As a result / In conclusion / To conclude / Consequently / Therefore / Although

Top Tips for Success:

Focus on exploring a **single viewpoint** on a topic in detail. Don't try to cover too many different arguments.

Develop a **clear structure** to your writing, including a linked opening and ending.

Show off your **punctuation skills**: revise the use of colons, semi-colons and dashes. Use them accurately.

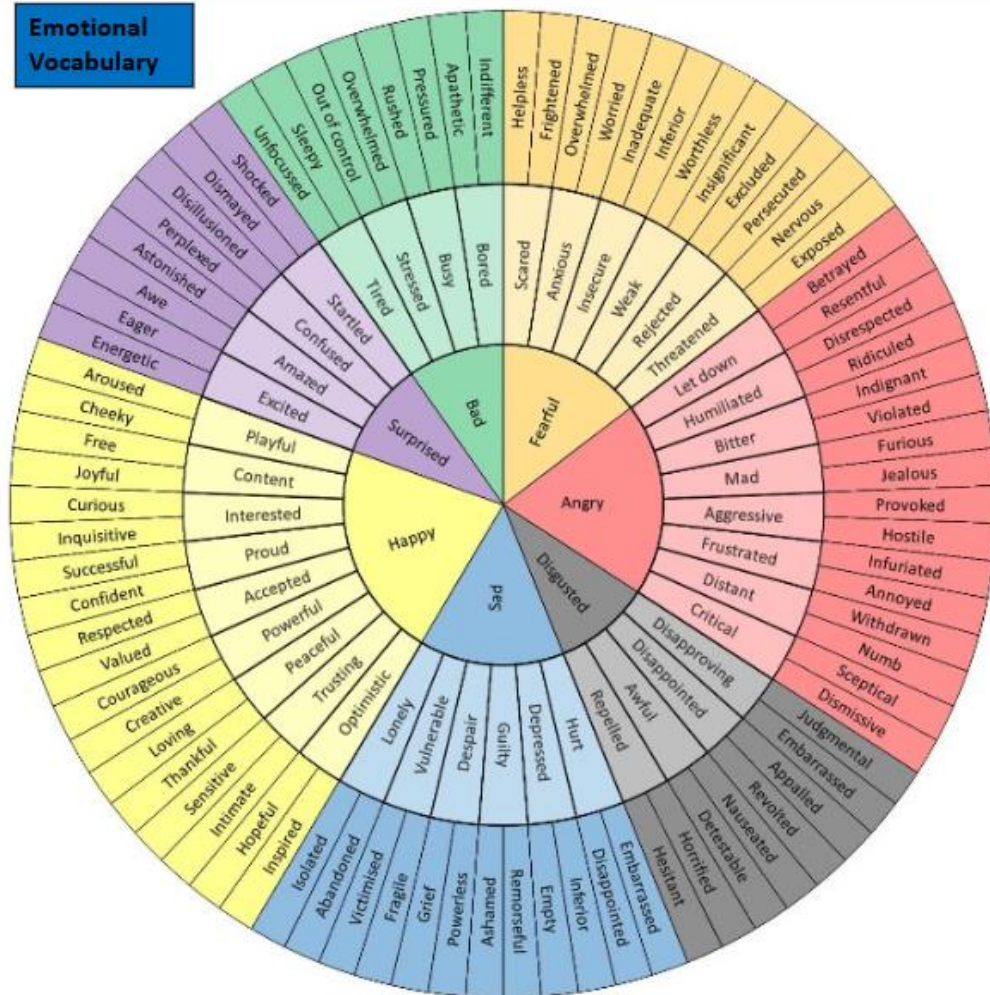
Include **rhetorical techniques**: questions, imagery, emotive language, listing, direct address, imperatives etc.

Choose your **vocabulary** for impact. Remember to use a wide range of appropriate, precise vocab.



English Knowledge Organiser: Language Paper 2 Section B

Emotional Vocabulary



Upgrading Sentence Structures:

Anaphora: Repeating the same sentence opening several times in close succession
e.g. **We will** fight them on the beaches. **We will** fight them on the landing grounds.
We will fight them in the fields.

Repeating the opening helps to emphasise the ideas in this part of the speech (on this occasion, emphasising Churchill's determination to keep fighting until the enemy were defeated).

Apposition: Listing noun phrases that all relate to the same thing e.g. 'This country, this green and pleasant land, this noble place that I'm proud to call my home needs protection.'

Here, the phrases in bold all refer to the same thing (in this case, England). The phrases often build up in detail or complexity.

Imperative: An imperative is a command e.g. 'Stay alert. Control the virus. Save lives'.

Imperatives are a powerful way of telling your audience what to do. It presents the action as if the audience has no choice but to comply. It's often effective to combine them in a 'list of 3' (tricolon).

Colon: One way of using a colon is to introduce evidence to support a clear point e.g. **'Poverty is increasing: current statistics indicate that the number of people living without sufficient financial support has increased by 400,000 in the last 5 years.'** Not only does this show control of a range of punctuation, it also prompts you to develop and justify your ideas. Just make sure that you use a full main clause before your colon.

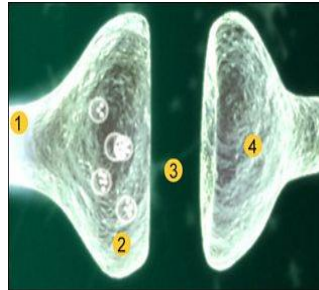
Subordinate Clauses: In a similar technique to anaphora, you can list several subordinate clauses the use the same structure before ending with your main clause e.g. 'When we teach our children to be kind, when we show our teenagers how to forgive, and when we show out adults how to listen, then we will have a stronger society.'

Again, the repetition here emphasises the ideas in the sentence and makes them more memorable.

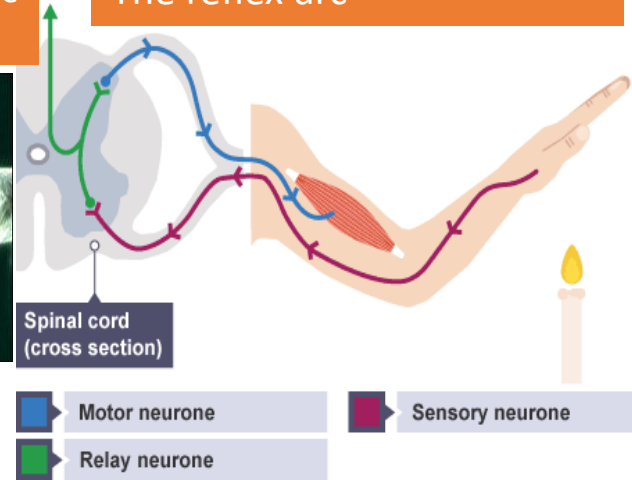
Biology Year 10 – Cycle 3 - The Nervous System

Homeostasis	Maintains optimal conditions for enzyme action throughout the body, as well as all cell functions. E.g. blood glucose concentration body temperature water levels
Reflex action	A rapid , automatic and protective response

The synapse where 2 neurones meet



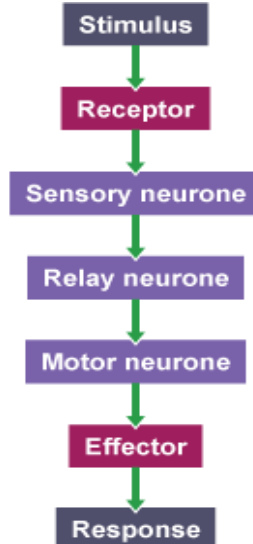
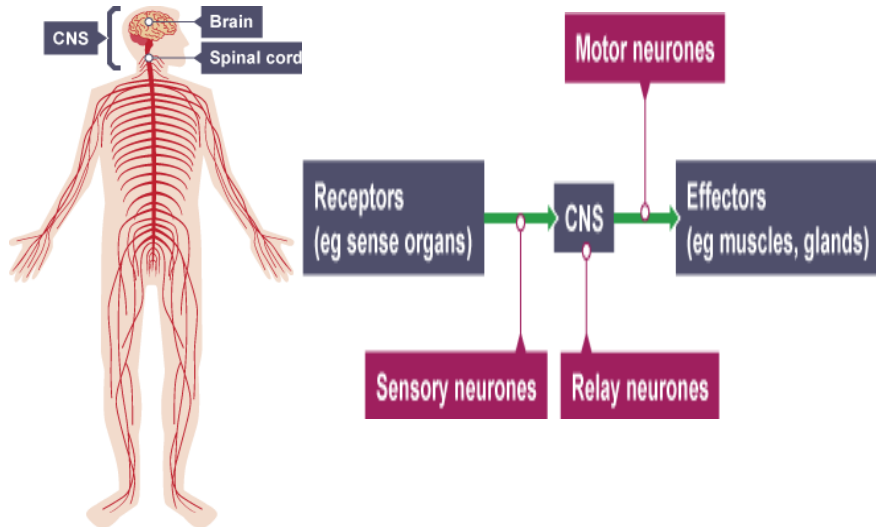
The reflex arc



Nervous System

Receptors to effectors

Stimulus to response

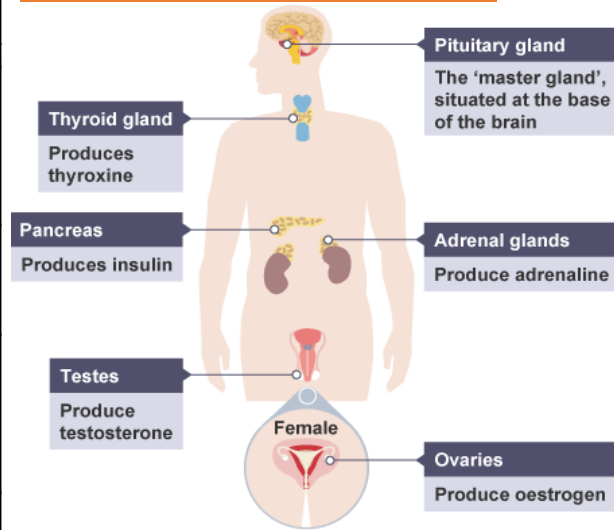


Control System:	Function(s)
Receptors	Specialised cells that detect stimuli (Changes in the environment) found in sense organs
Coordination centre	receives and processes information from receptors around the body
Effectors	Groups of specialised cells that bring about responses, which restore optimum levels. They can be muscles and glands

Biology Year 10 – Cycle 3 - The Endocrine System

	Nervous	Endocrine (Hormonal)
Type of signal	Electrical (chemical at synapses)	Chemical
Transmission of signal	By nerve cells (neurones)	By the bloodstream
Effectors	Muscles or glands	Target cells in particular tissues
Type of response	Muscle contraction or secretion	Chemical change
Speed of response	Very rapid	Slower
Duration of response	Short (until nerve impulses stop)	Long (until hormone is broken down)

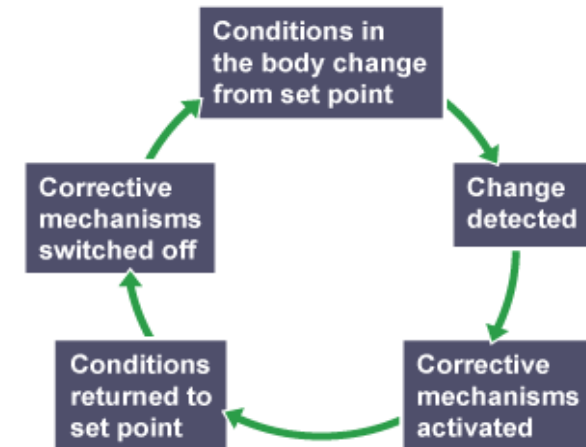
The Endocrine System



Keyword	Function/role
Hormone	a chemical substance, produced by a gland and carried in the bloodstream, which alters the activity of specific target organs .
Adrenaline	Preparation for 'fight or flight'
Thyroxine	Stimulates basal metabolic rate

	High glucose	Low glucose
Effect on pancreas	Insulin not secreted into the blood	Insulin secreted into the blood
Effect on liver	Does not convert glucose into glycogen	Converts glucose into glycogen
Effect on blood glucose level	Increases	Decreases

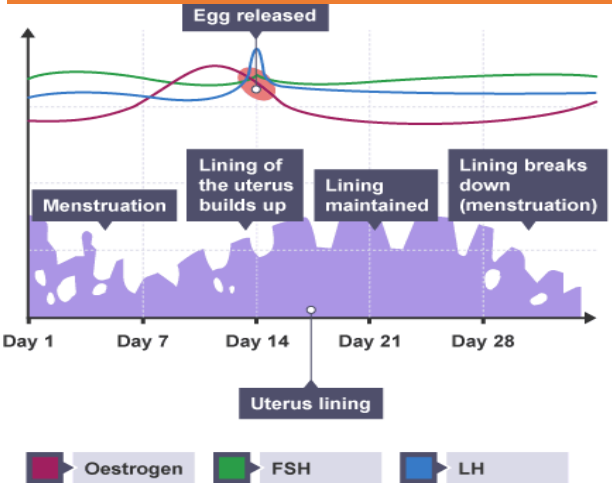
Negative feedback mechanism



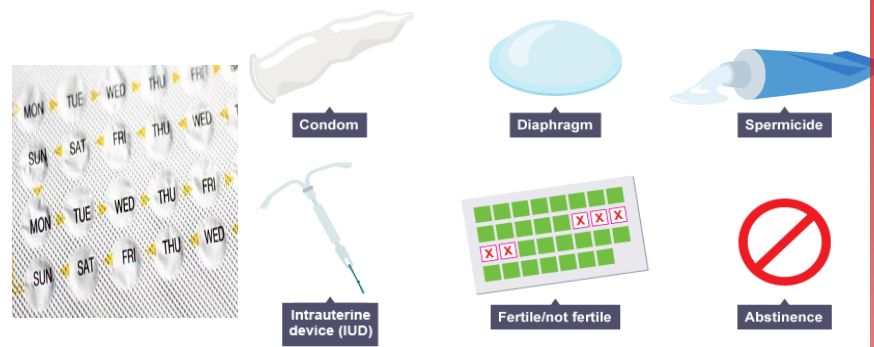
Biology Year 10 — Cycle 3 - Hormones in Human Reproduction

Menstrual Cycle	A recurring process which takes around 28 days. During the process, the lining of the uterus is prepared for pregnancy. If implantation of the fertilised egg into the uterus lining does not happen, the lining is then shed. This is known as menstruation .
In vitro fertilisation (IVF)	Eggs are collected from the mother and fertilised by sperm from the father in a dish in the laboratory. Fertilised eggs develop into embryos and one or two are inserted into the mother's uterus (womb)

Control of the menstrual cycle



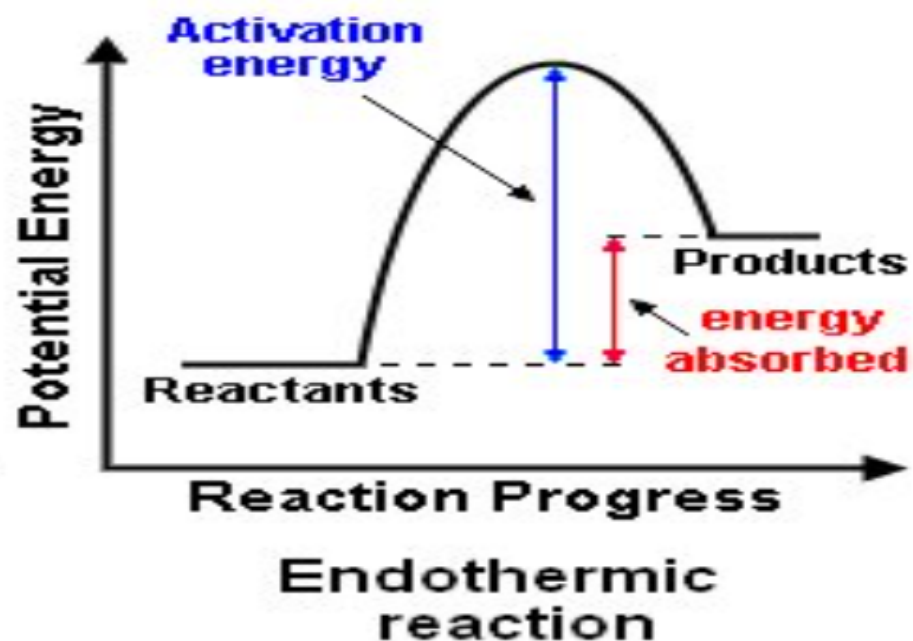
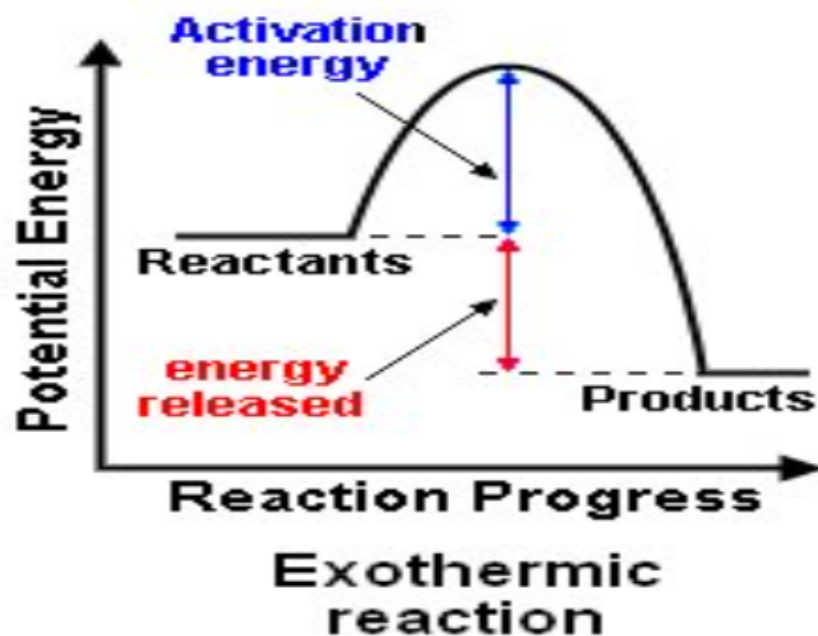
Contraception



Hormone	Produced in	Role
FSH (follicle stimulating hormone)	Pituitary gland	Causes an egg to mature in an ovary. Stimulates the ovaries to release oestrogen
Oestrogen	Ovaries	Stops FSH being produced (so that only one egg matures in a cycle). Repairs, thickens and maintains the uterus lining. Stimulates the pituitary gland to release LH.
LH (luteinising hormone)	Pituitary gland	Triggers ovulation (the release of a mature egg)
Progesterone	Ovaries	Maintains the lining of the uterus during the middle part of the menstrual cycle and during pregnancy.

Knowledge Organiser – Energy Changes

Exothermic reaction	Reaction where thermal energy is transferred from the chemicals to the surroundings and so the temperature increases
Endothermic reaction	Reaction where thermal energy is transferred from the surroundings to the chemicals and so the temperature decreases
Activation energy	The minimum energy particles must have to react

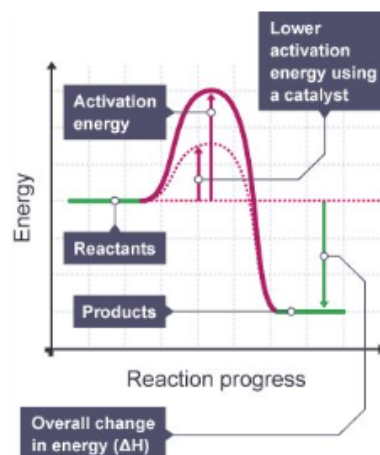
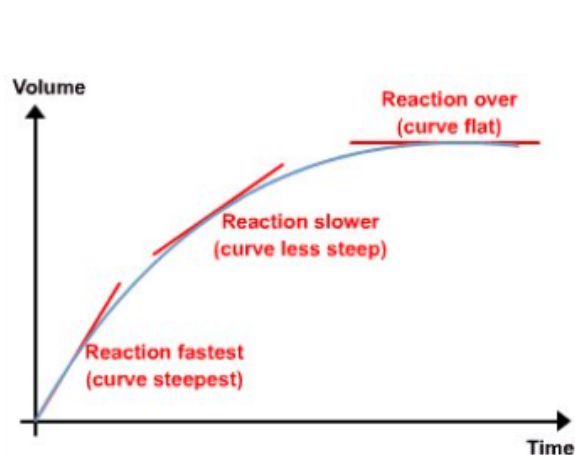


Key Terms

Knowledge Organiser – The Rate and Extent of Chemical Change

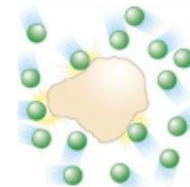
Diagrams

Rate of reaction	The speed at which a reaction takes place. This can be worked out in two ways: Mean rate of reaction = quantity of reactant used $\div$ time Mean rate of reaction = quantity of product formed $\div$ time
Activation energy	The minimum energy particles must have to react
Catalyst	A substance that speeds up a chemical reaction by lowering the activation energy
Enzymes	Molecules that act as catalysts in biological systems
Closed system	A system where no substances can get in or out
Dynamic equilibrium	System where both the forward and reverse reactions are taking place simultaneously and at the same rate

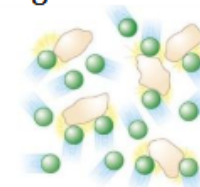


Factors affecting rates of reaction

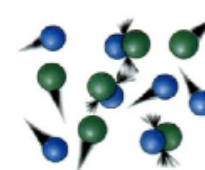
Low surface area High surface area



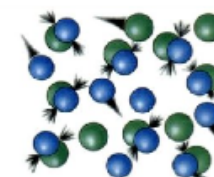
one big lump (slow reaction)



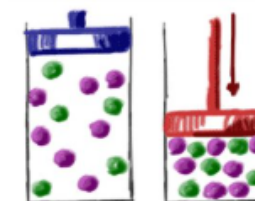
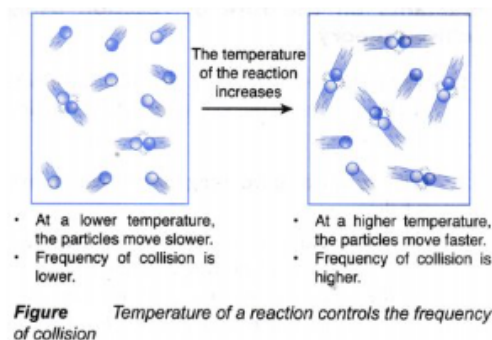
several small lumps (fast reaction)



Low concentration = Few collisions



High concentration = More collisions



AS PRESSURE INCREASES, THE GAS MOLECULES CAN HAVE MORE COLLISIONS.

P7 and P3 Magnetism and Density

A magnetic material can be magnetised or will be attracted to a magnet. These metals are magnetic: Iron, Cobalt and Nickel. Steel is mostly iron, so steel is magnetic too.

A bar magnet is a **permanent magnet**. This means that its magnetism is there all the time and cannot be turned on or off.

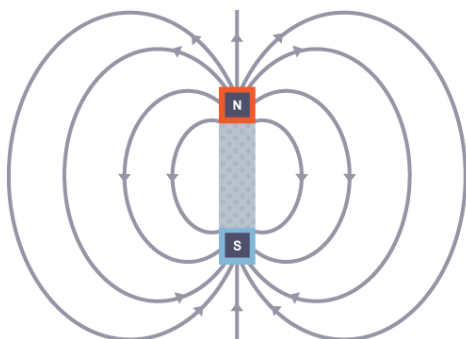
A bar magnet has two magnetic poles:

north pole (or north-seeking pole)

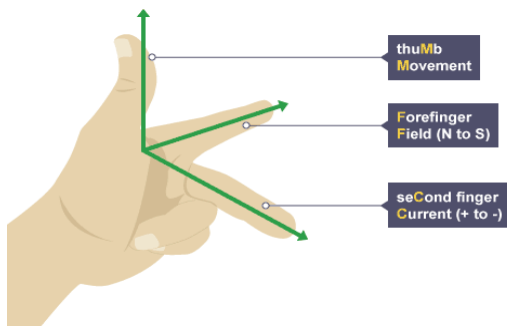
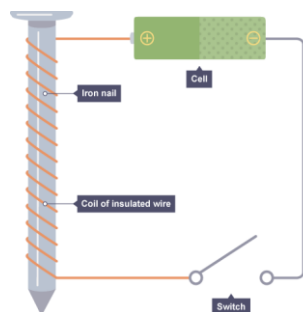
south pole (or south-seeking pole)

In the diagram, note that:

- each field line has an arrowhead on it
- the field lines come out of the north pole and go into the south pole
- the field lines are more concentrated at the poles.



When an electric current flows in a wire, it creates a magnetic field around the wire. This effect can be used to make an **electromagnet**. A simple electromagnet comprises a length of wire turned into a coil and connected to a battery or power supply.



Electromagnets have some advantages over permanent magnets. For example:

- they can be turned on and off
- the strength of the magnetic field can be varied

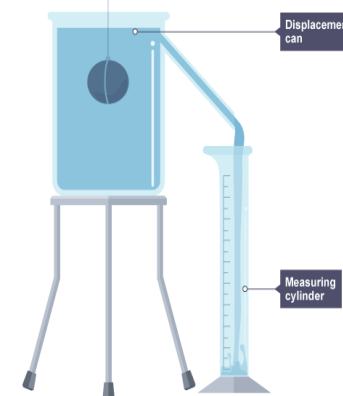
Density can be calculated using the equation:

$$\text{density} = \text{mass} \times \text{volume}$$

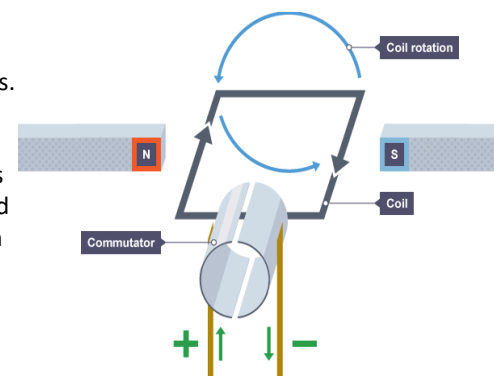
$$\rho = m/V$$

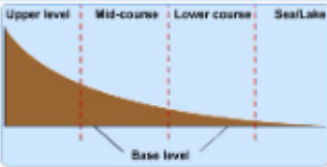
This is when:

- density (ρ) is measured in kilograms per metre cubed (kg/m^3)
- mass (m) is measured in kilograms (kg)
- volume (V) is measured in metres cubed (m^3)



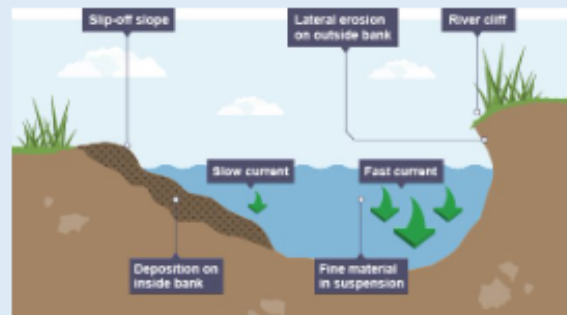
A simple **electric motor** can be built using a coil of wire that is free to rotate between two opposite magnetic poles. When an electric current flows through the coil, the coil experiences a force and moves. The direction of the current must be reversed every half turn, otherwise the coil comes to a halt again. This is achieved using a conducting ring split in two, called a **split ring** or **commutator**. A coil of wire is used with lots of turns to increase the effect of the magnetic field.



Lesson 1: Long and Cross Profile	Lesson 2: Interlocking Spurs	Lesson 3: Waterfalls and Gorges
Long Profile of a river – diagram that shows how the gradient changes from source to mouth.  Cross Profile – shows how the river valley and channel looks at certain points in the upper, middle and lower course.  Source – where a river starts (usually in the mountains or uplands). Main Channel – Describes the channel the river flows in. Mouth – Describes where a river ends (usually in the sea/lake). In the upper course, the river flows over a steep gradient from the hill/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow V-shaped valleys and interlocking spurs. The middle course becomes less steep with a u-shaped valley, meander and oxbow lakes. The lower course of the river widens further and becomes flatter. Material transported is deposited at the river end of the river- the mouth.	Vertical erosion involves the deepening of the river bed in the upper course. This is mostly by hydraulic action. Lateral erosion erodes the banks of the river. This is more common in the middle and lower courses of a river.  V Shaped Valley: - Rivers near their source are a long way above sea level. This means they have high gravitational potential energy. So, they erode mainly downwards (vertically). - The valley sides are also weathered. - The slopes can't stay vertical because that's not stable, so the soil and rocks on the slopes slide down. - This makes the V-shape to the valley sides.  Interlocking Spurs: Outcrops of land along the river course in a valley. - These are alternate hills on each side of the valley, that stick out like the teeth of a zip in the river's path. - The river in the upper course doesn't have enough energy to erode the spurs. - So, the river has to flow around the spurs of land.	Waterfall – A step in the long profile of a river usually formed when a river crosses over a hard (resistant) band of rock. Gorge – A narrow steep sided valley – often formed as a waterfall retreats (moves back) upstream. Waterfall formation: - A waterfall forms when a river crosses a band of hard and soft rock. - The softer rock gets eroded more quickly by abrasion and hydraulic action. - This forms an overhang. - The erosion of the softer rock continues and undercuts the hard rock. - The hollow at the bottom is called the plunge pool, which is full of bits of rock from above, so there is lots of abrasion. - Eventually the overhang collapses. - The process keep going and the waterfall moves backwards (retreats). - In front of the waterfall, a steep sided gorge of recession is formed. 
- What term describes where a river starts? - What key term describes where a river ends? - What diagram shows the gradient of the river from source to mouth? - What are the 3 sections of a river called (NOT top, middle and bottom)? - What 2 characteristics are shown in the cross profiles?	- What type of erosion deepens the river bed? - As well as erosion, what process acts upon valley sides? - What shape is created by steep valley sides? - What is an interlocking spur? - Why does the river flow around the spur rather than erode the spurs?	- What 2 types of erosion are dominant in the formation of a waterfall? - What O forms by erosion of softer rock faster than hard rock? - What is the hollow at the base of a waterfall called? - What term describes the waterfall moving backwards? - What can be found in front of the waterfall?

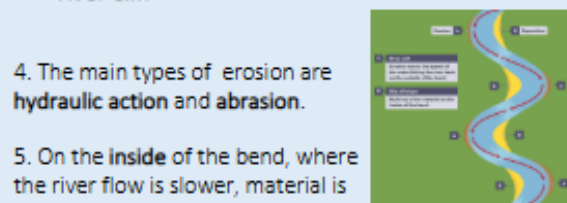
Lesson 4: Meanders

Meanders – A wide bend or horse-shoe like loop in a river.



Meander Formation:

1. In the middle course the river has **lateral erosion** which widens the river channel.
2. This forms large bends and then horseshoe-like loops called **meanders**.
3. The **fastest flow (thalweg)** is on the **outside** of the meander bend. The force of the water erodes and undercuts the river bank, forming a **river cliff**.



4. The main types of erosion are **hydraulic action** and **abrasion**.

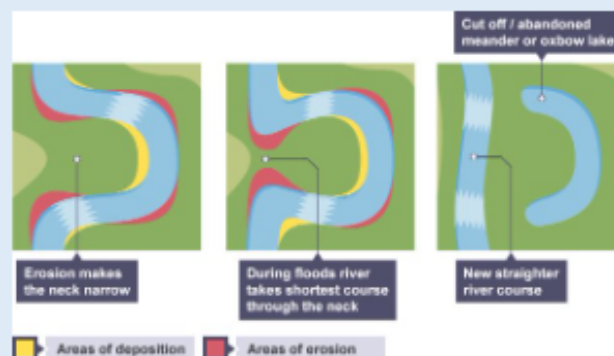
5. On the **inside** of the bend, where the river flow is slower, material is **deposited**. A **river beach/slip off slope** forms here.
1. In what direction is erosion happening to form a meander?
2. What feature forms on the outside bend?
3. What feature forms on the inside bend?
4. What is the fastest flow called?
5. What are the 2 main types of erosion forming meanders

Lesson 5: Ox-Bow Lakes

Ox-Bow Lake – An arc-shaped lake on a floodplain formed by a cut-off meander.

Ox-Bow Lake Formation:

1. Meanders become more **sinuous** (wiggly) due to **lateral erosion**.
2. The meander becomes really tight, known as a **swans neck meander**.
3. During times of high discharge, the river erodes across the **meander neck** through **hydraulic action** and **abrasion**.
4. The river will now use the **new channel**.
5. The old meander channel is left as an **oxbow lake** due to sediment being deposited at either end.
6. Eventually the water will evaporate leaving a **meander scar**.



1. What term describes a meander becoming more wiggly?
2. What is a tight meander known as?
3. When does the river erode across the meander neck?
4. What process causes an ox-bow lake to be created?
5. What is formed after the water has evaporated?

Lesson 6: Depositional Landforms

Floodplain – Relatively flat area forming the valley floor either side of a river channel that is sometimes flooded.

Levee – Raised bank found on either side of a river, formed naturally by flooding or built to protect the area against flooding.

Floodplain Formations:

Either
Meanders migrate across the floodplain due to lateral erosion. When they reach the edge of the floodplain they erode the valley side (bluff). This explains why floodplains are very wide.



OR
When a river floods, it deposits silt, creating a very flat floodplain. Layer upon layer builds up over many years to form a thick deposit of fertile alluvium.

Levee Formation:

1. When a **river floods**, sediment (from upstream) spreads out across the floodplain. **Friction** with the land **causes deposition**.
2. When a flood occurs, the **river loses energy**. The **largest** material (sand and gravel) is **deposited first** on the sides of the river banks and **smaller material** (finer silt and mud) **further away**.
3. After many floods, the **sediment builds up** to increase the height of the river banks, so the **levees become higher** than the surrounding floodplain.

1. What key process forms floodplains and levees?
2. What causes sediment to be deposited on the floodplain?
3. What size sediment is deposited first? Why?
4. What happens to the size of the levees after each flood?
5. Give examples of smaller material that is deposited in levee formation?

Lesson 7: Estuaries

Estuary – Tidal mouth of a river where it meets the sea. Wide banks of deposited mud are exposed at low tide.

Estuary formation:

1. During a **rising tide**, the river is unable to be discharged into the sea.
2. The rivers **velocity falls** and sediment is **deposited**.
3. At low tide, these fine deposits form **extensive mud flats**.
4. These develop into **saltmarshes** and are important **habitats** for species.
5. They provide protection for boats too.



1. What happens to stop the river discharging into the sea?
2. What happens to the velocity of the river?
3. What material is deposited in the mouth of the river?
4. What provides important habitats for species?
5. When are the banks of mud exposed?

Lesson 8: River Tees

Location and Background

The River Tees is located in the north of England. The **source** of the River Tees is located in the Pennines and it flows east 137km to its **mouth** where the river joins the North Sea.



Upper Course – Vertical erosion has formed a **V-Shaped valley**. **High force Waterfall** drops 21m and is the UK's largest waterfall by volume. An area of harder rock (Whinstone) is located above a layer of softer rock (sandstone and shale). Gradually a gorge has been formed.

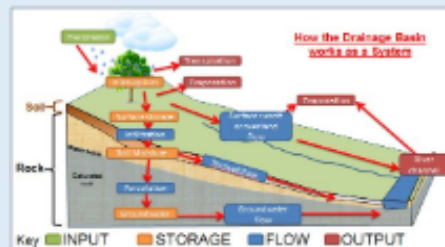
Middle Course – Features include **meanders** and ox-bow lakes due to lateral erosion. These can be found near **Barnard Castle** in the middle course. The meander near **Yarm** encloses the town.

Lower Course– Greater lateral erosion creates features such as floodplains & levees. The River Tees has a very large **estuary** with mudflats and sandbanks which supports wildlife in the area. Sites such as **Seal Sands** are protected areas.

1. Where is the River Tees located?
2. How long is the River Tees?
3. What is the name of the UK's largest waterfall?
4. What town is enclosed by a meander?
5. What is the name of the protected mudflats in the lower course?

Lesson 9: Flooding

Water Cycle and Drainage Basin Key Terms



Physical Causes of flooding

Precipitation- Heavy rain means more water doesn't have time to infiltrate so there is more surface runoff.

Relief (Steep slopes) - means the water doesn't have time to infiltrate. More surface runoff raises the discharge.

Geology- Impermeable rocks (do not allow water to pass through) won't let the water infiltrate so it travels as surface runoff.

Human Causes of flooding

Deforestation- When trees are removed less interception occurs so more water reaches the river channel.

Urbanisation- Building on floodplains increases impermeable surfaces. Water can't infiltrate, flood risk rises.

Agriculture- soil becomes compacted by animals and machines, water can't infiltrate. This increases if ploughing takes place.

1. What input into the drainage basin is defined as rain, hail, sleet or snow falling from the atmosphere?
2. What type of rocks do not allow water to pass through?
3. What human cause of flooding means less interception?
4. What 'flow' can't take place if soil becomes compacted?
5. What 'flow' increases if there is heavy rain?

Lesson 10: Hydrographs

River discharge is the volume of water that flows in a river.

Hydrographs show how discharge at a certain point in a river changes over time in relation to rainfall.



Flashy Hydrograph	Low, flat hydrograph
Small basin size, high drainage density, impermeable rocks, urbanised areas, steep slopes, saturated soils and heavy rain all lead to rapid water transfer into the river channel and hence a flashy hydrograph with a short lag time and high peak.	Large basin sizes, low drainage density, permeable rocks, forested areas, gentle slopes, dry soils and light rain all lead to slower water transfer and hence a low, flat hydrograph with a longer lag time and low peak.

- What is described as the time between peak rainfall and peak discharge?
- What is the volume of water that flows in a river?
- What type of hydrograph does steep slopes produce?
- What type of hydrograph does forested areas produce?
- Does a large basin size produce a short or longer lag time?

Lesson 11: Management

Hard Engineering	Dams and Reservoirs (Walls built across a river and an artificial lake).	✓ Stored water can be used for HEP X Very expensive
	Embankment (Raised river bank on either side of the channel).	✓ Earth mounds look more natural and cheaper X They can collapse
	Flood Relief Channels (Man made river channel constructed to by-pass a town/city)	✓ Effective flood protection to urban areas. X Expensive and move flood risk downstream
	Channel Straightening (Rivers course is straightened)	✓ Water moves out of the area quickly. X Moves flood risk down river
Soft Engineering	Flood Warnings (Warning people through media)	✓ People are prepared therefore damage is less. X Warnings don't stop a flood.
	Flood Plain Zoning (restrictions on where to build on the floodplain)	✓ No impermeable surfaces on the floodplain. X Limits expansion of cities
	Afforestation (planting trees to intercept rain)	✓ Cheap and looks natural X Loss of grazing land
	River Restoration (return river to natural state)	✓ Increases habitats X Expensive & may lose land

- Is channel straightening hard or soft engineering?
- What is the benefit of dams and reservoirs?
- What is the cost (negative) of flood relief channels?
- What is the benefit of flood plain zoning?
- What is the cost (negative) of river restoration?

Lesson 12: Boscastle

Boscastle is a small village in north Cornwall. 90% of jobs in the village are linked to tourism.

Reasons for management- 5 hours of heavy rain (3 inches in 1 hour), Impermeable rock, steep valley sides, thin soils limit vegetation. Buildings narrowing river channel. Narrow bridges trapped debris. Located at confluence of 3 rivers.

Effects of flood - 100 homes and 25 businesses damaged. 75 cars and 8 boats washed away. 150 people had to be rescued. Damage cost £15 million.

Flood management scheme- Scheme cost £4.6 million. Beds of rivers lowered, and channels widened. Bridges widened. Car park raised. Trees removed from near river.

Issues of the management scheme:

(Economic) Peter Gibson lost 79% of his turnover in the winter, in his local shop.

(Social) People's anxiety around flooding is now reduced.

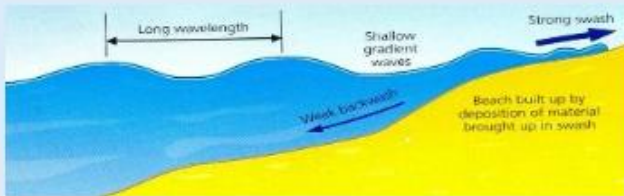
(Environmental)

Trees were removed from river banks, which may be important habitats for various species.



- Where is Boscastle located?
- How much rain fell in one hour?
- How many cars were washed away?
- How much did the management scheme cost?
- State one social issue as a result of the management scheme.

Key Terms	Notes
Source – where a river starts (usually in the mountains/uplands) Main Channel – Describes the channel the river flows in Tributary – a small stream that joins (or contributes) to the main channel Confluence – This is where the tributary meets the main channel (the joining point) Mouth – Describes where a river ends (usually in the sea/lake) Drainage Basin – an area of land drained by a single river and all its tributaries. Watershed – the edge of a drainage basin. Thalweg – fastest flow in the river channel. Usually on the outside bend of a meander. Deposition - This is when a river 'drops' the sediment it is transporting in low energy environments e.g. on the inside of a meander bend. Soft Engineering – Working with natural river processes to manage the flood risk. Hard Engineering – Using manmade structures to prevent or control natural processes from taking place. Flooding - when the river's discharge (volume of water) exceeds the capacity of the channel and so over-tops the banks. Precipitation – moisture falling from the sky in the form of hail, snow, sleet or rain. Interception – water being caught by vegetation and buildings Stem flow – Water dripping and falling from plants Surface Run off – Water moving over the ground Infiltration – water soaking down into the soil Through flow – water flowing through the soil towards the stream Percolation – Water soaking into the bedrock Groundwater flow – Water flowing through the saturated bedrock towards the river Evaporation – water turning into water vapour Evapotranspiration –water is transferred from the land to the atmosphere by evaporation and by transpiration from plants. Geology – The study of the Earth – the rocks and rock types of which it is made. Deforestation – The cutting down and removal of trees	

Lesson 1: UK Landscapes	Lesson 2: Waves	Lesson 3: Erosion																
Relief is the physical features of a landscape. This includes the height above sea level, steepness of slopes and shapes of different landscape features.  North and West have highland areas +600m: These are made of igneous and metamorphic rock: eg Dartmoor and Pennines, Grampians South East are lowlands areas -200m: Flat or rolling hills. Made from sedimentary rock. Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics. <table><tr><th>Uplands</th><th>Lowlands</th></tr><tr><td>800 m</td><td>800 m</td></tr><tr><td>600 m</td><td>600 m</td></tr><tr><td>400 m</td><td>400 m</td></tr></table>	Uplands	Lowlands	800 m	800 m	600 m	600 m	400 m	400 m	Waves are created by wind blowing over the surface of the sea. As the wind blows over the sea. The size of the wave is determined by the strength (speed) of the wind, time over which it blows and distance (fetch) it blows over. Constructive Wave This wave has a swash that is stronger than the backwash. This therefore builds up the coast.  Destructive Wave This wave has a backwash that is stronger than the swash. This therefore erodes the coast. 	Erosion is the break down and transport of rocks – smooth, round and sorted. Types of erosion: <table><tr><td>Attrition</td><td>Rocks that bash together to become smaller and smoother</td></tr><tr><td>Solution</td><td>A chemical reaction that dissolves rocks.</td></tr><tr><td>Abrasion</td><td>Rocks hurled at the base of a cliff like a sandpapering action that cause it to become smoother.</td></tr><tr><td>Hydraulic Action</td><td>Water enters cracks in the cliff, or river bank, air compresses, causing the crack to expand.</td></tr></table> 	Attrition	Rocks that bash together to become smaller and smoother	Solution	A chemical reaction that dissolves rocks .	Abrasion	Rocks hurled at the base of a cliff like a sandpapering action that cause it to become smoother .	Hydraulic Action	Water enters cracks in the cliff, or river bank, air compresses , causing the crack to expand.
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- What term describes the height and shape of the land? - Which areas of the UK are mainly uplands? - What rock type are the Uplands made from? - Which areas of the UK are lowlands? - How high are the upland areas?	- What creates waves? - What are the 2 types of wave called? - Which wave has a strong backwash? - Which wave has a long wavelength? - Which wave erodes the coast?	- What is erosion? - What type of erosion involves the dissolving of rocks? - What type of erosion causes rocks to become smaller and smoother? - What happens to air when it is forced into cracks in the process of hydraulic action. - What type of erosion is like a sandpapering action?																

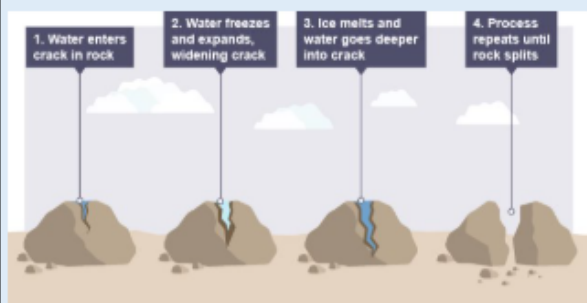
Lesson 4: Weathering

Weathering is the breakdown of rocks where they are (in situ).

Biological	Breakdown of rock by plants and animals e.g. roots pushing rocks apart.
Mechanical/Physical	Breakdown of rock without changing its chemical composition e.g. freeze thaw
Chemical	Chemicals (acids) react with the rocks (limestone). e.g. as carbonation

Freeze-thaw weathering

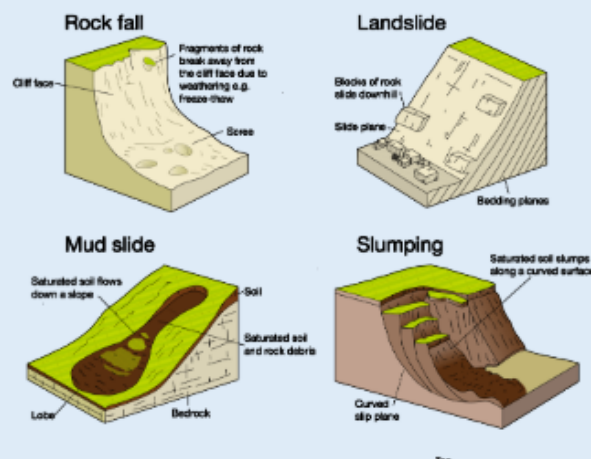
Freeze-thaw weathering occurs when rocks are **porous** (contain holes) or **permeable** (allow water to pass through).



1. What is weathering?
2. How many types of weathering are there?
3. Physical weathering is also known as what type of weathering?
4. What type of rock is easily weathered by chemicals?
5. Freeze-thaw is an example of what type of weathering?

Lesson 5: Mass Movement

Mass movement is a large movement of soil and rock debris that moves **down slopes** in response to the pull of **gravity** in a vertical direction.



Rockfall – fragments of rock break away from the cliff face, often due to freeze-thaw weathering.

Landslide – blocks of rock slide down

Slumping/ Rotational Slip– slump of saturated soil and weak rock along a curved surface.

Mudflow – saturated soil and weak rock flows down a slope.

1. What force causes soil to move down slope?
2. How many different types of mass movement are there?
3. What type of mass movement might occur due to freeze-thaw weathering?
4. What type of mass movement occurs along a curved surface?
5. What type of mass movement produces scree?

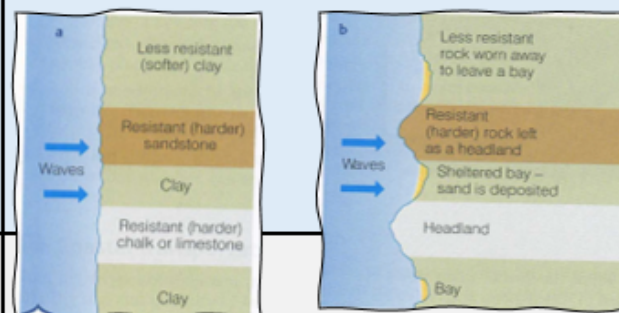
Lesson 6: Headlands and Bays

A **headland** is a rocky coastal highpoint of land made of rock that is resistant to erosion.

A **bay** is an area of less resistant rock where the land has been eroded by the sea.

Formation of Headlands and Bays:

1. Coastlines can be made of alternating bands of hard and soft rock.
2. These rock types will erode at different rates.
3. Headlands form where more resistant (hard) rock such as limestone or sandstone is eroded slowly.
4. Bays form where weaker (soft) rock such as clay erode more easily through processes of hydraulic action and abrasion.
5. Bays are sheltered areas and so deposition takes place to form beaches.
6. Headlands are dominated by high energy on the land sticking out, so erosional landforms are found at headlands.



1. What landform is made of hard rock?
2. What landform is made of soft rock?
3. What 2 types of erosion help to form the bays?
4. Give an example of a hard rock type.
5. Give an example of a soft rock type.

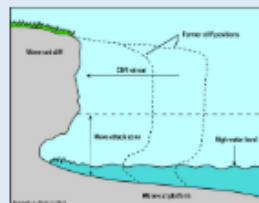
Lesson 7: Cliffs and Wave Cut Platforms

A **wave cut platform** is a rocky, level shelf at or around sea level representing the base of old, retreated cliffs.

A **cliff** is a steep high rock face formed by weathering and erosion.

Formation of Cliffs and Wave Cut Platforms:

1. The sea erodes the cliff through **processes** such as **hydraulic action** and **abrasion**.
2. This forms a **wave-cut notch** between high and low water.
3. Over time the **cliff is undercut** and eventually **collapses** due to the force of gravity.
4. The process is repeated with the cliff **retreating over time**.
5. At the base of the cliff a **wave-cut platform** is formed.
6. This is an area of **flat rock that extends into the sea**.
7. This is exposed at **low tide**.



1. What is defined as a rocky shelf at the base of an old cliff?
2. What feature forms between the high and low water mark?
3. What 2 types of erosion help form a wave cut platform?
4. What word describes the position of the cliff moving back?
5. What causes the overhang to collapse?

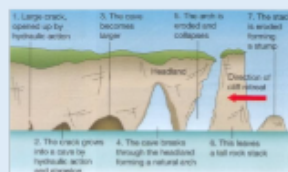
Lesson 8: Cave, Arch, Stack and Stump (CASS)

Cave – A large hole in a cliff caused by waves forcing their way into cracks in the cliff face.

Arch – A wave-eroded passage through a small headland. This begins as a cave which is gradually widened and deepened until it is cut through.

Stack – Isolated pillar or rock left when the top of an arch collapses

Stump – The eroded remains of a sea stack.



Formation of Cave, Arch, Stack and Stump:

1. **Wave refraction** causes the waves to **erode** a headland from **both sides**.
2. **Hydraulic action** and **abrasion** erode a **crack/ fault** in the cliff.
3. This process continues to create a **cave**.
4. The waves continue to erode from both sides forming an **arch**.
5. The arch is **unsupported and** weathered from the top so the **roof of the arch collapses**, due to gravity.
6. This leaves a **stack**.
7. The **stack is weathered** and eroded and forms a **stump**.

1. What causes waves to erode a headland on both sides?
2. What erosion type is the force of water getting into cracks?
3. What is the name given to the part of the arch that collapses?
4. What comes first a stack or stump?
5. What happens to the position of the cliff (another term for moving back)?

Lesson 9: Transportation and Longshore Drift

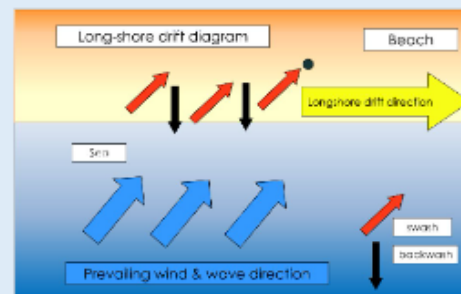
Transportation – the movement of eroded material.

Types of Transportation:

Traction	Boulders and pebbles are rolled along the sea bed during times of high wave energy (storms).
Saltation	Sand sized particles are bounced along the sea bed by the flow of water.
Suspension	Fine clay and sand particles are suspended (float) within the water.
Solution	Some minerals dissolve in water such as calcium carbonate. This requires very little energy.

Longshore Drift:

Transport of sediment along a stretch of coastline caused by waves approaching the beach at an angle, due to prevailing winds.



1. How many types of transportation are there?
2. Which type of transportation involves sand bouncing?
3. What type of minerals dissolve in solution?
4. What causes waves to approach the beach at an angle?
5. What term describes the movement of sediment along a coastline in a zig-zag pattern?

Lesson 10: Deposition and Beaches

Deposition- when material (sediment) being carried by sea water is deposited at points along the coast. **List of conditions for deposition to occur:**

- Low/little energy environments
- Sheltered bays
- Waves are not very powerful/constructive waves
- Large supply of sediment
- Sea defences (e.g. Groynes) stop the movement of sediment

Beach: A beach is a landform of coastal deposition that lies between the high and low-tide levels. They can be made of sand, shingle, pebbles, mud and silt.

	Sandy Beach	Pebble Beach
Gradient	Generally shallow, almost flat	Generally steep
Dominant Wave	Constructive	Destructive
Distance inland	A long way	Not far
Back of beach	Sand Dunes (sometimes)	Storm beach with large pebbles

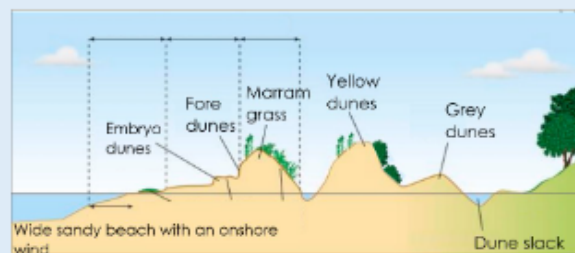
1. What is deposition?
2. List 3 conditions for deposition to occur.
3. What is a beach?
4. Which type of beach has a flat gradient?
5. Which type of beach is dominated by destructive waves?

Lesson 11: Sand dunes

Sand dunes – Coastal sand hill above the high tide mark, shaped by wind action.

Formation of sand dunes:

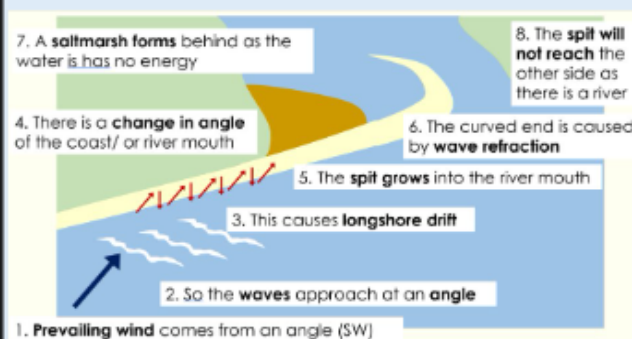
1. **Embryo dunes** form around **deposited obstacles** such as pieces of wood or rocks.
2. These develop and become **stabilised by vegetation** to form **fore dunes** and tall **yellow dunes**.
3. **Marram grass** is **adapted to the windy, exposed condition** and has long roots to find water. These **roots help bind the sand** together and stabilise the dunes.
4. In time, **rotting vegetation adds organic matter** to the sand making it more fertile. A much greater range of plants colonise these '**grey**' dunes.
5. Wind can come from **depressions** in the sand called **dune slacks**, in which ponds may form.



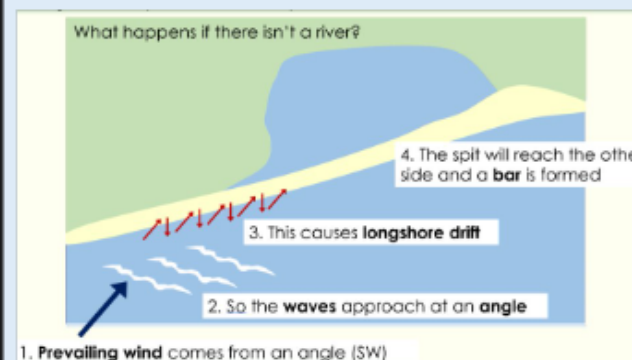
1. What is sand dune?
2. What is first required for sand to deposit around?
3. What type of grass is adapted to windy, exposed conditions?
4. What is a dune slack?
5. What is the name of the first dune that forms?

Lesson 12: Spits and Bars

Spit – Depositional landform formed when a finger of sediment extends from the shore out to sea, often at a river mouth.



Bar –



1. What is a spit?
2. What causes longshore drift?
3. What is a spit exposed to that causes it to have a recurved end?
4. What can form behind a spit?
5. What is a bar?

Lesson 13: Coastal Management	Lesson 14: Holderness	Key Terms
Hard Engineering: Curved Sea Wall (£5000-10,000 per m) ADV: Effective at stopping the sea. DISADV: Can look obtrusive and unnatural. Groynes (£150,000 each) ADV: Create a wider beach, which can be popular with tourists. DISADV: Starve beaches further along the coast of sediment. Rock Armour (£200,000 per 100m) ADV: Relatively cheap and easy to maintain. DISADV: Often do not fit in with the local geology. Gabions (£50, 000 per 100m) ADV: Can improve drainage of cliffs. DISADV: Cages only last 5-10 years before they rust. Soft Engineering: Beach Nourishment and re-profiling (£500,000 per 100m) ADV: Blend in with existing beach. DISADV: Needs constant maintenance. Sand Dune Regeneration (£200-£2000 per 100m) ADV: Maintains a natural coastal environment that is popular with people and wildlife. DISADV: Time consuming to plant the marram grass and fence areas off. Managed Retreat (Highly variable) ADV: Allows some land to flood. DISADV: Expensive to pay compensation.	Location and Background North East coast, Yorkshire. 61 km stretch of coastline, from Flamborough Head (headland in the north; hard resistant chalk) to Spurn Point (spit) in the south. Fastest eroding coastline in Europe – much of the softer rock (geology) is boulder clay; harder, resistant rock is loose unconsolidated clay. On average, 1.8m of coastline lost to erosion annually. Processes and need for management: Long shore drift moves sediment from north to south. Large rock groyne at Mablethorpe- resulting in a wider beach which reduces the rate of erosion and protects the village (cost £2 million in 1991). Bridlington – hard engineering has been put in place; a 4.7km sea wall plus groynes. Eastern side of Spurn Head spit has been protected with groynes and rock armour / rip-rap. Resulting effects and Conflicts: Groynes create downdrift starvation as longshore drift is interrupted and beaches to the south become narrower and erode more rapidly – houses in Skipsea have collapsed onto the beach. The Gas terminal at Easington (accounts for 25% of British gas) is 25m from the cliff and sea defences have been very expensive.	Erosion – the breakdown and transport of rocks – smooth, round and sorted. Transportation – The movement of eroded material. Deposition – When material is dropped by the sea losing energy. Deposition- when material (sediment) being carried by sea water is deposited at points along the coast. This happens when the sea has little or no energy in protected areas such as bays and river mouths. Management – The techniques of controlling an event. Landform – a natural feature formed by earth's processes Process – Something that causes a change over time; physical or human. Soft Engineering – Managing erosion by working with natural processes to help restore beaches and coastal ecosystems. Hard Engineering – Using concrete or larger artificial structures to defend against natural processes, such as coastal flooding erosion and longshore drift. 
1. What are the 2 types of engineering? 2. Is rock armour an example of hard or soft engineering? 3. What is an advantage of a curved sea wall? 4. How much does it cost to re-profile the beach? 5. What is a disadvantage of managed retreat?	1. Where in England is Holderness? 2. What is the geology of the coastline? 3. What sea defence is in place at Mablethorpe? 4. What effect do groynes create? 5. How much does the gas terminal at Easington account for British Gas?	

Norman Conquest (Anglo-Saxon England) Knowledge Organiser

1	List three features that made England strong in 1065	It was divided into shires which made it easier to administer. The currency was respected and this encouraged trade and taxation. Burhs were fortified towns - good for defence.
2	Name the types of people in Anglo-Saxon England	King; Earls; Thegns; Ceorls; Thralls
3	What was the Wergild?	If someone was killed, the person responsible would have to pay the person's worth e.g. a Ceorl was worth 160 shillings, a thrall was worth nothing.
4	What was lifelike for women in Anglo-Saxon England?	In some ways good (e.g. a woman's wergild was the same as a man's). But for thralls it was not good (e.g. Gangs of men would buy women thralls, rape them and sell them on.)
5	What were the main influences on Anglo-Saxon religion?	Roman Catholic Church and Celtic traditions from Ireland (which meant different forms of worship and art).
6	In what ways did the English not follow the Church's rules?	Some villages didn't have a church – they worshipped around a stone cross. There was a belief in local English Saints. Too much eating, drinking and sex.
7	List 3 ways St Dunstan reformed the English Church?	Ended corruption among Church leaders; Improving education of monks, nuns and priests; rebuilding churches, abbeys and monasteries.
8	What famous jewel could show the Anglo-Saxon to be a 'golden' era?	The Alfred Jewel
9	What was the purpose of the burhs?	They were protected towns that people could go to during Viking raids
10	Who was the corrupt Archbishop of Canterbury in England?	Stigand
11	Name Edward The Confessor's most treasured building, made of stone.	Westminster Abbey. Stone buildings in England were very rare at this time. Nearly all building were made of wood.

Key Terms

Earl	King's chief advisers. There were 6 in 1065. Harold Godwinson was the most powerful
Thegn	These were wealthy landowners. There were around 5,000. They ran local courts and collected taxes.
Ceorls	Most people in England were Ceorls. Most lived on Thegns' land and farmed
Thrall	Slaves. 10% of the population were Thralls
Witan	Group of Earls and Bishops that were advisers and decided who should king when one died.

Norman Conquest (How/Why William became King) Knowledge Organiser

1	Why were the Normans effective warriors?	They had private armies supplied with armour and weapons; used horses (cavalry).
2	How did William take control of Normandy in 1047?	He persuaded the King of the Franks to help him crush a rebellion, he was brutal towards the rebels and married Matilda of Flanders (Flanders was a powerful neighbouring country)
3	Who was King of England at the start of 1066?	Edward the Confessor
4	Name the claimants to the throne in 1066	Harold Godwinson; Harald Hardrada; William of Normandy; Edgar Aetheling
5	In what ways was William prepared to win the Battle of Hastings?	Had cavalry, the Saxons did not Assembled a fleet of over 700 ships Took over two months to assemble his invasion fleet William's knights had spent years training to fight from horseback
6	In what ways was William a good leader during the Battle of Hastings?	William used the trick of fake retreats (feints) William fought the Battle of Hastings from horseback, Harold was on foot Towards the end of the battle William ordered his archers to change the angle they were shooting their arrows at
7	In what ways was William lucky to win the Battle of Hastings?	Some of Harold's troops left the shield wall at the Battle of Hastings Harold's army had to first defeat the Vikings in the north of England Harold's army had to do two very long marches with battles at the end of each Many of Harold's army at Hastings were from the fyrd (inexperienced soldiers) Harold was killed at a crucial point in the Battle of Hastings
8	How did the Normans break the English shield wall?	A group of Norman soldiers turned from the battle and ran down the hill. Some English soldiers chased after them.

Key Terms

Stamford Bridge	The battle between the Anglo-Saxons (Godwinson) and the Vikings (Hardrada). The Anglo-Saxons won.
Fyrd	This is the untrained men in Godwinson's army who were called up to fight when needed.
Cavalry	The soldiers on horses.
Normandy	The place in Northern France that William and his army came from.

Norman Conquest (How did William control England) Knowledge Organiser

1	Why did William take key English nobles (Edwin and Morcar) to Normandy?	As hostages to discourage the English from rebelling.
2	Which city was destroyed by Edric the Wild?	Hereford
3	How did William get the city of Exeter to promise to be loyal to him?	He asked the people to swear an oath of loyalty to him. After they refused, William had a hostage's eyes gouged out, then attacked the city for 18 days. Exeter surrendered and in return for their loyalty, William promised to show them mercy. He also built castles like at Totnes.
4	What kind of reasons did people in England have for resisting the Norman rule?	Anger over loss of land; Damaged pride at being defeated and ruled by a foreigner; anger at having to pay greater taxes.
5	What was the Harrying of the North?	In 1070, William ordered for an attack on Northern England (the least likely to be loyal to him because of their Viking roots). Crops, animals and food were destroyed. As many as 100,000 died of starvation.
6	Why did William confiscate treasure from monasteries?	To pay for the cost of putting down rebellions. Also, a method of control (that wasn't too brutal). He did this at the same time as reforming the church, for example, English churchmen were largely replaced by Normans.
7	Why did King Svein (of Denmark) decide to leave England?	There were not enough Danes to take England. After a hard winter, they were tired and hungry. William told them to go, so King Svein left with treasures from Ely and Peterborough.
8	How did William capture the island of Ely from Hereward the Wake?	Gathered an army. Sent ships and boats to block supplies. Built a causeway (a bridge). Bribed some monks to lead them to the island.

Key Terms

Gytha	Harold Godwinson's mother. She led the rebellion in Exeter
Coronation	The ceremony where the king or queen is crowned.
Harrying	To carry out attacks
Differ	Be different – as in 'how far do these interpretations differ?' (Are they different or similar?)
Rebellion	An act of armed resistance against a government or a leader.

Norman Conquest (Castles) Knowledge Organiser

1	What was a 'ringwork'?	A castle without a motte. They had earth enclosures
2	Name some key features of Norman castles	Motte, Bailey, Ramparts (earth banks), Palisade (Wooden fence at the top of the ramparts), Moat, Gatehouse, Tower.
3	How many castles had William built by 1071?	35
4	How many castles were there by 1086 (when William died)?	Around 500 – mostly built by Norman lords.
5	Why did Normans build castles?	To control surrounding land. As a status symbol – to project an image of power. They were also used as an administrative centre for a local area.
6	What is the traditional interpretation of castles?	They were built for military purposes
7	What is the revisionist interpretation of castles?	The structures were weak, so they were more about status
8	What is the recent interpretation of castles?	Castles were for controlling the local population. Heavily defended sites containing garrisons of Norman cavalry
9	Provide a military purpose that castles were built for?	To provide a defended area for Normans in control of rebellious areas. To provide a base for Normans so if a rebellion broke out in the local area, there were Normans nearby to deal with it.
10	What were the fortified sites that Anglo-Saxon thegns had built prior to Normans building castles?	Burh-Geats

Key Terms

Interpretation	A view of something in History. In this case a written or pictorial view of the Norman era
Rampart	Earth banks which could be several metres high.
Motte	The hill in the bailey that the tower sat on. Good for defence.
Bailey	An enclosure inside the ramparts.
Burh-geat	Small defended sites used in Anglo-Saxon England

Norman Conquest (Impact of the Normans) Knowledge Organiser

1	What is Domesday Book?	It's actually 2 volumes that record every piece of land and every item of property in the country.
2	Why did William order Domesday Book to be made?	William knew how much tax to charge individuals in England. He needed money to pay for defence against invasion. Some historians think it was a way of legally proving the land in England had been taken by the Normans – therefore making William the undisputed ruler.
3	How many circuits (regions) were there? How many commissioners (people who collected the information for Domesday Book) in each?	7 circuits, 4 commissioners in each.
4	What percentage of land was owned by English landowners in 1086?	2% (William had given the rest of England to those who fought alongside him or funded William's invasion of England)
5	How did William prevent his nobles becoming a threat to him?	By spreading their land out. William's cousin, Alan Rufus, owned land in 12 different shires.
6	What was the Murdrum fine?	If a Norman was murdered, the local community had to pay an enormous fine until the murderer was found.
7	What was the main language after the Conquest?	Latin for writing. French for the ruling class. English for the lower (English!) class. This highlighted the difference between conquerors and conquered even more.
8	In what ways did life get better for the English under the Normans?	Most people still worked on the land – farming was unaffected. The number of thralls reduced hugely. Trade expanded in southern towns.
9	In what way did life get worse for the English under the Normans?	Number of free peasants were reduced. Peasants' rights were restricted e.g. stopped from fishing in rivers, banning collecting firewood from forests. Also, for the English noble, they had their land taken from them.

Key Terms

Undisputed	Nobody challenges you (as in William was undisputed King of England)
Exploit	To take advantage of (e.g. The Normans exploited the Anglo-Saxons)
Trial by combat	A new law introduced by the Normans – a sword fight between the accused of a crime and the accuser – whoever won was telling the truth
Ruling class	People who are the more powerful in a country. e.g. The Normans were the ruling class.

Making of America (Growing Tensions 1789-1838) Knowledge Organiser

1	Name three states which joined the USA between 1790 and 1838	Maine; Alabama; Ohio; Indiana; Illinois; Michigan; Tennessee; Mississippi; Vermont; Missouri; Rhode Island; Kentucky; Louisiana; Arkansas
2	Name one early President of the USA 1789-1838	George Washington; John Adams; James Madison; Thomas Jefferson; James Monroe; John Adams; Andrew Jackson;
3	What powers did states have to make laws?	Each had its own Governor and could make their own laws but couldn't go against the US Constitution
4	How many slaves lived in the South by 1838?	Over 2 million
5	Give three reasons why slavery expanded	Cotton gin sped up the process of separating cotton fibres. - New cotton-growing lands became available after 1790 - A huge demand from the North and overseas
6	What piece of machinery did Eli Whitney invent?	Cotton Gin
7	How much cotton was the USA exporting by 1838?	Over a million bales a year
8	Explain how the Missouri Compromise tried to solve divisions over slavery in the USA	New states would be in pairs: For every free state there would have to be a slave state. This would keep the balance of power in government
9	Name three of the Five Civilised Tribes	The Cherokee; Chickasaw; Choctaw; Creek; Seminole
10	What was the Indian Removal Act of 1830?	A law that promised money to tribes if they relocated to the west of the Mississippi
11	Which tribe challenged the Indian Removal Act in the Supreme Court?	Cherokee
12	Which President was responsible for the Indian Removal Act?	Andrew Jackson.
13	What was the 'Trail of Tears'?	Cherokee were force marched to Indian Territory. 4000 died.

Key Terms

Supreme Court	Highest, most important court in the USA
Constitution	Set of 'rules' by which a country is run, e.g. Who can vote
Congress	USA's place of government (Like UK's Houses of Parliament)
State	Areas of the USA with their own government and a governor. They can pass some laws.
Territory	Land with not enough people to be a State. They don't send representatives to Congress.

Making of America (Visions of the West 1839-1860) Knowledge Organiser

1	Name the two main branches of the Sioux Indians	Lakota and Dakota. Lakota Sioux were more experienced with guns and horses.
2	What was the main source of food for the Cheyenne?	Buffalo
3	What was the name of the sacred centre of Sioux culture?	Black Hills of Dakota
4	Explain why the Sioux moved on to the Plains	Sioux homelands began filling up with other Indian tribes escaping white expansion in the East
5	Why did migrants from East USA want to travel West from the 1840s onwards?	Economic problems in the East.; Oregon and California had advertising campaigns to attract people.; Manifest Destiny – the belief that God wanted white people to settle in the West of America
6	Name two diseases which killed people on the trails to Oregon and California	Cholera and Typhoid
7	Who led the Mormons to Utah?	Brigham Young
8	Why were the Mormons so keen to settle in the West?	They wanted to practise their religion. They had been persecuted in the East and their leader, Joseph Smith had been killed.
9	Where was gold first discovered in California in 1848?	Sutter's Mill, California Territory
10	Name two states or territories added to the USA between 1839 and 1860	California, Colorado, Utah, Kansas
11	Why did more people go to Pike's Peak than to California to search for gold?	It was nearer and easier to get to. Plus, trains could take you to the edge of the Plains.
12	What impact did the gold rush have on California?	Improved Californian economy (created jobs); Impacted negatively on Indians; environmental impact (mining damaged landscapes and created flooding)
13	Impacts of Pike's Peak	Population rose = Colorado became a state. New towns grew, tensions with Native Americans

Key Terms

Sioux	The largest Indian tribe
Mormons	A religious group. Christian but with specific beliefs different to most Christians
Gold Rush	Many people travelling to find gold
Wakan Tanka	The Great Spirit – The idea that all living things had their own spirit which came from the earth.
Manifest Destiny	The belief that God's plan was for white Americans to settle the whole continent of America

Making of America (Cause and aftermath of Civil War) Knowledge Organiser

1	Which political party was established in 1854?	The Republican Party (an anti-slavery party)
2	What Act was passed in 1854 that allowed states to decide if they wanted to be free or slave states?	Kansas-Nebraska Act
3	Give a political reason for the start of the Civil War	People in the North were worried that slaveholders in the South were becoming too powerful. People in the South were angry at the election of President Lincoln
4	Give an economic reason for the start of the Civil War	The North was jealous that the South were benefitting from slavery – ie. not paying their workforce and receiving huge profits from cotton
5	How did the election of Abraham Lincoln in 1860 lead to Civil War?	His election in 1860 meant that South Carolina voted to secede (leave) the United States. It was quickly followed by 6 other states. Lincoln called this 'Confederacy' of states illegal.
6	When was the Emancipation Proclamation (which freed all slaves) issued?	1863
7	Name one positive change for black Americans during the Civil War	By 1862, South Carolina was freed, and ex-slaves began setting up regiments. Many slaves in the South were given 40 acres of land by General Sherman.
8	Name one negative change for black Americans during the Civil War	Some slaves were made to hard labour (eg. digging ditches). Some slaves continued working on cotton plantations even though they were free. They were paid less than white soldiers.
9	In what year did soldiers get equal pay in the army?	1864 (but they still couldn't serve as officers)
10	What was the Sea Islands Experiment?	Islands of the coast of South Carolina were given to freed slaves of the South
11	Name two steps that Lincoln took to rebuild the USA	Passed the 13 th Amendment freeing slaves. Set up the Freedman's Bureau (a charity to help ex-slaves)
12	Name two ways President Johnson failed to help black Americans	Ended the Freedman's Bureau; Allowed Southern states to introduce Black Codes (removed rights for blacks); pardoned (forgave) thousands of Confederate soldiers
13	Name two ways Radical Republicans helped black Americans	Re-established the Freedman's Bureau; Passed a Civil Rights Law in 1866; Passed the 14 th and 15 th Amendments (saying that blacks could be citizens and could vote); Sent in soldiers to police the South
14	Name two ways things got worse for Black Americans after 1870	Freedman's Bureau shut down in 1872; The Supreme Court said that voting rights were down to states to decide; In 1877, soldiers stationed in the South were removed.

Key Terms

Emancipation Proclamation

A statement made by Abraham Lincoln in 1863 declaring that all slaves will be free

Absolute morality	Certain actions are right or wrong, regardless of the context of the act.
Relative morality	There are no universal moral truths, instead claims <u>relative</u> to social, cultural, historical or personal circumstances.
Conscience	An inner voice which keeps a person on track, a sense of right from wrong. Some say <u>it's</u> the voice of God.
Virtues	A quality thought of as good, right and honest.
Sin	Deliberate immoral action, breaking a religious moral law.
Good	That which is considered morally right, beneficial and to our advantage.
Evil	That which is considered extremely immoral, wicked and wrong.
Punishment	A penalty given to someone for a crime or wrong they have done.
Morality	Principles and standard determining which actions are right or wrong.
Reconciliation	Accepting an apology, forgiving and moving forward in harmony.
Crime	An action or offence that breaks the law and is punishable.

"Father forgive them, for they know not what they do."

"Do not repay anyone evil for evil. Be careful to do what is right in the eyes of everyone. If it is possible, as far as it depends on you, live at peace with everyone."

"Whoever sheds the blood of man, by man shall his blood be shed."

"It is better to risk saving a guilty person than to condemn an innocent one." Voltaire

RE: issues of Good and Evil	
Forgiveness	To grant pardon for a wrongdoing; to give up resentment and the desire to seek revenge against a wrongdoer.
Justice	Fairness, where everyone has equal provisions and opportunity.
Suffering	Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.
Retribution	punishment should make the criminal pay for what they have done wrong
Deterrence	punishment should put people off committing crime
Reformation	punishment should reform the criminal
Freewill	Is a human's ability to make free choices in life.
Utilitarianism	The belief that a good act is one that brings the greatest good for the greatest number.
Restorative justice	A system of justice that enables criminals to make amends for their behaviour by meeting their victim and apologising.
Parole officer	A person who supports prisoners on their release from prison and their return to the community.
Humane	Showing kindness and compassion.
Capital punishment	The death penalty

"But let justice roll on like a river, righteousness like a never-failing stream." Amos

"Right is right, even if everyone is against it, and wrong is wrong, even if everyone is for it." Quakers

RE - Issues of Human Rights - "You are all in in Jesus Christ"
Buddhist teaching - We all had previous lives as people of all colours and all nations.

Censorship	The practice of suppressing and limiting access to materials considered obscene, offensive or a threat to security. People may be restricted in their speech by censorship laws.	UNDHR	United Nations Declaration of Human Rights	The Parable of the Rich Man and Lazarus	"... in your lifetime you were given all the good things, while Lazarus got all the bad things... now he is enjoying himself here, while you are in pain.
Discrimination	Acts of treating groups of people, or individuals differently, based on prejudice.	First article of UNDHR	"All humans are born free and equal in dignity and rights."	Amnesty International	Human rights organisation, campaigning against injustice & inequality everywhere.
Extremism	Believing in and supporting ideas that are very far from what most people consider correct or reasonable.	Eight Fold Path	The Middle Way / Threefold Way / Magga - eight guiding principles to be followed throughout a Buddhist's life		
Human Rights	The basic entitlements of all human beings, afforded to them simply because they are human. An example of human rights as stated in the declaration of Human Rights is that all people should receive an education.	Agape	Selfless, unconditional love, the highest of the four types of love in the Bible.	Malala Yousafzai	Human rights campaigner - against a lack of education for girls. "Everyone has the right to education."
Personal conviction	Something a person strongly feels or believes in.	Dignity	Being worthy of honour or respect	Liberation Theology	Christian idea that God has the power to change situations in the world that are unjust.
Prejudice	Pre-judging: judging people to be inferior or superior without cause.	Empowered	Authority or power given to someone to do something	Oscar Romero	Was born in El Salvador in 1917. Became a priest in 1942, Archbishop of El Salvador in 1977. Was shot dead for his personal conviction
Relative Poverty	A standard of poverty measured in relation to the standards of a society in which a person lives, for example, living on less than x percent of average UK income	Oppressed	Governed or treated with cruelty or injustice	Martin Luther King	Influenced by Jesus' teachings on love. Campaigned against racism in the USA, through non-violent protest. "love one another."
Absolute poverty	An acute state of deprivation, whereby a person cannot access the most basic human needs.	Religious discrimination	Unequal treatment of an individual or group based on their beliefs.	Christian Aid	Christian Charity working in partnership with local organisations in over 60 countries to help those in need - regardless of religion
Social justice	Promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities and rights.	Racism	Discrimination against people on the basis of their race.	Karuna Trust	Inspired by Buddhist values, we exist to end discrimination, poverty and inequality in India and Nepal. Focused on education, gender equality and dignified livelihoods, transforming communities and changing society
		Religious Expression	Having the freedom to express your religion - through clothing, symbols, mission, conversion, evangelism.		
		Mission	Calling of a religious organisation, especially a Christian one, to go out into the world and spread its faith.		

GCSE Religious Education Cycle 3 – Part A question revision.

Buddhism.		Part A questions	
Anicca	The impermanent nature of all things		
Anatta	No independent or permanent self		
Dukkha	Suffering/unsatisfactoriness		
The (S)kandhas	The five elements that make up a human being: form, sensation, perception, mental formations and consciousness		
Samatha	Calmness or breathing meditation		
Pratitya	Dependent origination; everything 'exists' only because of the 'existence' of other phenomena in an incredibly complex web of cause and effect covering time past, time present and time future.		
Mettabhavana	The development of loving kindness, usually through Meditation.		
Vipassana	'Insight' meditation enabling the individual to see the true nature of things.		
"even death is not to be feared by one who has lived wisely" Buddha			
"wisdom springs from meditation, without meditation wisdom wains" Buddha			

Christianity	Component 2 - Part A questions
Omni-benevolent	The state of being all-loving and infinitely good – a characteristic often attributed to God.
Omni potent	The all-powerful, almighty and unlimited nature of God.
Trinity	The three persons of God: God the Father, Son and Holy Spirit.
Incarnation	God becoming human in the form of Jesus
Atonement	The belief that Jesus' death on the cross healed the rift between humans and God.
Resurrection	The belief that Jesus rose from the dead on Easter Sunday, conquering death
Sacraments	An outward sign of an invisible and inward blessing by God, for example baptism, Eucharist.
Evangelism	Preaching of the gospel to others with the intention of converting others to the Christian faith.
Then the LORD God formed a man from the dust of the ground and breathed into his nostrils the breath of life, and the man became a living being.	

Relationships	Theme 1, Component 1 - part A questions
Adultery	Voluntary sexual intercourse between a married person and a person who is not their spouse.
Divorce	To legally end a marriage.
Cohabitation	To live together in a sexual relationship without being married or in a civil partnership
Commitment	A sense of dedication and obligation to someone or something
Contraception	Methods used to prevent a woman from becoming pregnant during or following sexual intercourse
Gender equality	People of all genders enjoying the same rights and opportunities in all aspects of their lives
Responsibilities	Actions/duties you are expected to carry out
Roles	A position, status or function of a person in society, as well as the characteristics and social behaviour expected of them.
"You created my innermost being... you knit me together in my mother's womb." - God knows every person before they are born – Sanctity of Life	
Then God blessed the seventh day and made it holy, because on it he rested from all the work of creating that he had done.	

GCSE Religious Education Cycle 3 – Part A question revision.

Issues of good and evil	Theme 3, component 1 - part A questions	Human Rights	Theme 4, component 1 - Part A questions	God made a woman from the rib he had taken out of the man, and he brought her to the man.
Good	That which is considered morally right, beneficial and to our advantage.	Censorship	The practice of suppressing and limiting access to materials considered obscene, offensive or a threat to security. People may also be restricted in their speech by censorship laws.	"You shall not kill." Ten Commandments: for some terminating a foetus is still taking life.
Evil	That which is considered extremely immoral, wicked and wrong	Discrimination	Acts of treating groups of people, or individuals differently, based on prejudice.	Honour thy father and thy mother.
Forgiveness	To grant pardon for a wrongdoing; to give up resentment and the desire to seek revenge against a wrongdoer.	Extremism	Believing in and supporting ideas that are very far from what most people consider correct or reasonable	Thou shalt not commit adultery.
Freewill	The ability to make choices voluntarily and independently. The belief that nothing is pre-determined.	Human Rights	The basic entitlements of all human beings, afforded to them simply because they are human. An example of human rights as stated in the Declaration of Human Rights is that all people should receive an education	I do not permit a woman to teach or to assume authority over a man; she must be quiet.
Justice	Fairness; where everyone has equal provisions and opportunity.	Personal conviction	Something a person strongly feels or believes in	There is neither Jew nor Gentile, neither slave nor free, nor is there male and female, for you are all one in Christ Jesus.
Morality	Principles and standards determining which actions are right or wrong.	Prejudice	Pre-judging; judging people to be inferior or superior without cause.	what God has joined together, let no one separate
Punishment	A penalty given to someone for a crime or wrong they have done.	Relative poverty	A standard of poverty measured in relation to the standards of a society in which a person lives, for example, living on less than x per cent of average UK income.	Love one another.
Sin	Deliberate immoral action, breaking a religious or moral law.	Absolute poverty	An acute state of deprivation, whereby a person cannot access the most basic of their human needs.	"the golden rule" of the Bible. Do unto others as you would have them do unto you. In other words, if you want to be treated with kindness, be kind to others. ... Treat others as you would wish to be treated.
Suffering	Pain or distress caused by injury, illness or loss. Suffering can be physical, emotional/psychological or spiritual.	Social Justice	Promoting a fair society by challenging injustice and valuing diversity. Ensuring that everyone has equal access to provisions, equal opportunities and rights.	"Two become one flesh."
				"... between us and you a great chasm has been set in place, so that those who want to go from here to you cannot, nor can anyone cross over from there to us."

GCSE Religious Education Cycle 3 – key concepts and language and sources of wisdom – Christianity Beliefs and teachings

Key concept	Source of wisdom - The Bible				
Creation	"Let there be light"—and light appeared.	Omnipotence	Moses places his staff into the Sea of Reeds and the waters part.	Parable of the sheep & the goats - Afterlife / how Christians should act on earth - Judgement	For I was hungry and you gave me something to eat, I was thirsty and you gave me something to drink, I was a stranger and you invited me in, I needed clothes and you clothed me, I was sick and you looked after me, I was in prison and you came to visit me.'
Creation	Now the earth was formless and empty.	Characteristics of God	But you, O Lord, are a merciful and loving God, always patient, always kind and faithful.		
Creation - sanctity of life - reproduction - dominion	"Let us make mankind in our image, in our likeness, so that they may rule over the fish in the sea and the birds in the sky, over the livestock and all the wild animals, and over all the creatures that move along the ground." So, God created mankind in his own image, in the image of God he created them; male and female he created them. God blessed them and said to them, "Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground."	Omnibenevolence	Nothing can ever separate people from the love of God.		
		Salvation / Love	For God loved the world so much that he gave his only Son, so that everyone who believes in him may not die but have eternal life.	Last supper / eucharist	"Take and eat it," he said; "this is my body." Then he took a cup, gave thanks to God, and gave it to them. "Drink it, all of you," he said; "this is my blood,"
Literalist	Some Christians believe that the creation story in Genesis is literally true and can be understood as an historical account of how the world was created in six days.	Incarnation / trinity	'The Father and I are one.'	Crucifixion	"This is Jesus, the King of the Jews."
Non-literal	Some Christians do not believe that the creation story in Genesis is literally true. They might see it more as a poem or myth, a story which isn't intended to be literally true. It might matter less for them how the world was created than that it was created by God. They might accept scientific explanations of creation but see them as being caused by God. They might understand a 'day' as meaning a period of time rather than literally 24 hours.	Afterlife / trinity / salvation	"I am the way, the truth, and the life; no one goes to the Father except by me.	Evil & suffering	The story of Job - there is evil and suffering in the world, but God share's in people suffering
		Afterlife / forgiveness / crucifixion	My Father's house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you?	Resurrection	Why do you look for the living among the dead? He is not here, he is risen!"
		Incarnation / trinity / word of God	<i>The Word became a human being and, full of grace and truth, lived among us. We saw his glory, the glory which he received as the Father's only Son.</i>	Afterlife - soul	that flesh and blood cannot inherit the kingdom of God, nor does the perishable inherit the imperishable.

GCSE Religious Education Cycle 3 – key concepts and language and sources of wisdom – Buddhism beliefs and teachings

Buddha	The awakened one – one who understands the truth about life.	The dharma	The teachings of the Buddha – "truth" about the way the world works.	Tanha	Craving / desire – leading to dukkha
The four sights	1. An old man 2. A sick man 3. A dead man 4. A holy man	The three marks of existence (lakshanas)	- Anicca is the belief that nothing in the universe is fixed. Nothing stays the same and everything will change. - Anatta is the belief that because everything in the universe changes, so too do human beings. - Dukkha is the idea that people suffer.	The four noble truths	The truth of suffering (Dukkha) The truth of the origin of suffering (Samudāya) The truth of the cessation of suffering (Nirodha) The truth of the path to the cessation (ending) of suffering (Magga)
Renunciation	Giving up worldly goods and relationships. Trying to deprive the body of something that it needs or desires.	The four noble truths	If with an impure mind a person speaks or acts suffering follows him like the wheel that follows the foot of the ox.	The eight fold path	Path to the cessation of suffering (Magga) The Eightfold Path is also called the Middle Way: it avoids both indulgence and severe asceticism, neither of which the Buddha had found helpful in his search for enlightenment.
Meditation	Developing self-control as a step to control or calm the mind. It can be used to try and gain insight or understanding.	Human Personality / skandhas	Better it is to live one day seeing the rise and fall of things than to live as hundred years without ever seeing the rise and fall of things.	Right Understanding – Accepting Buddhist teachings. (The Buddha never intended his followers to believe his teachings blindly, but to practise them and judge for themselves whether they were true.) Right Intention – A commitment to cultivate the right attitudes. Right Speech – Speaking truthfully, avoiding slander, gossip and abusive speech. Right Action – Behaving peacefully and harmoniously; refraining from stealing, killing and overindulgence in sensual pleasure. Right Livelihood – Avoiding making a living in ways that cause harm, such as exploiting people or killing animals, or trading in intoxicants or weapons. Right Effort – Cultivating positive states of mind; freeing oneself from evil and unwholesome states and preventing them arising in future. Right Mindfulness – Developing awareness of the body, sensations, feelings and states of mind. Right Concentration – Developing the mental focus necessary for this awareness.	
Enlightenment	Understanding the truth about life. Overcoming the 3 poisons and breaking out of the cycle of samsara when you die reaching nirvana	The Five Precepts	1. I undertake the precept to refrain from destroying living creatures. 2. I undertake the precept to refrain from taking that which is not given. 3. I undertake the precept to refrain from sexual misconduct. 4. I undertake the precept to refrain from incorrect speech. 5. I undertake the precept to refrain from intoxicants which lead to carelessness.		
Nirvana	A blissful state of nothingness. Like extinguishing a candle.				
Samsara	Rebirth – The endless cycle of life, death and rebirth.				
The three poisons	- Greed and desire, represented by a rooster - Ignorance or delusion, represented by a pig - Hatred and destructive urges, represented by a snake				

