

KNOWLEDGE ORGANISER BOOKLET

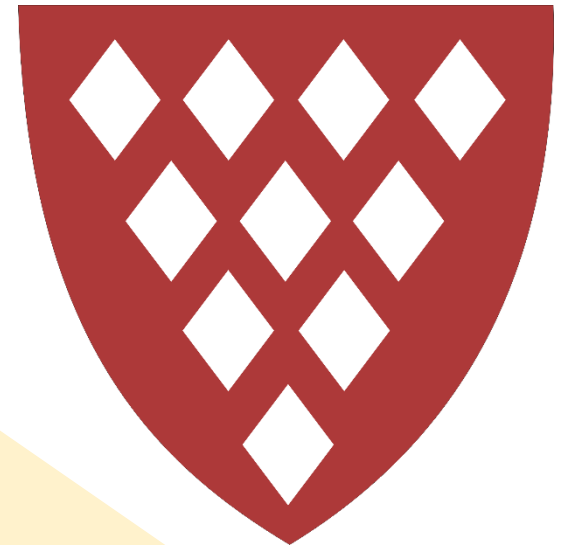
YEAR 10 – CYCLE 1

2025 - 2026

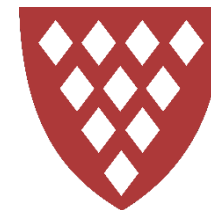
CORE & HUMANITIES

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Tutor Group:



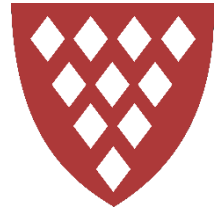
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CORE & HUMANITIES

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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.

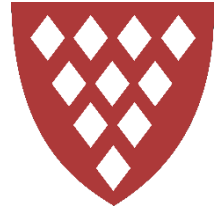
In this booklet are **Knowledge Organisers** for each subject which contain the core concepts that you have to know to be successful in your lessons.

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.



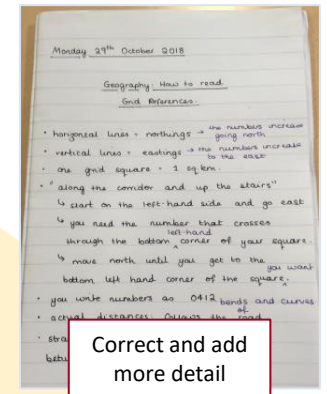
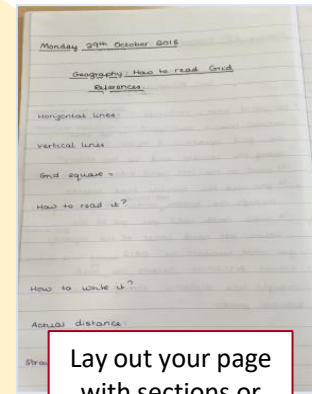
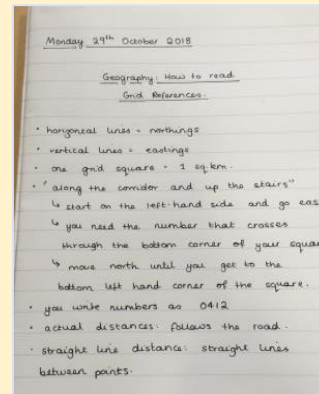
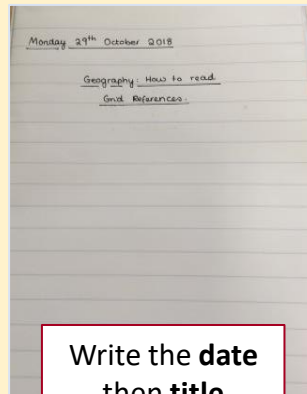
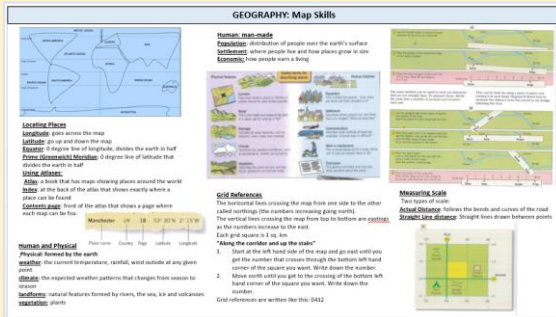
3. **WRITE:** write out as many details as you can from memory.



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.



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.

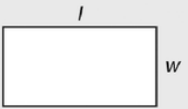
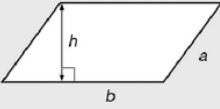
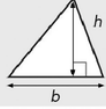
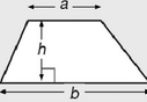
Why do I have to do 100%?

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.

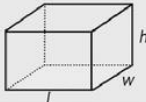
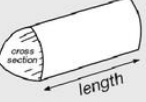

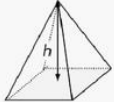
GCSE Maths

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

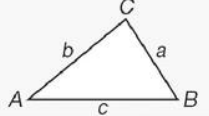
Areas

Rectangle = $l \times w$	
Parallelogram = $b \times h$	
Triangle = $\frac{1}{2} b \times h$	
Trapezium = $\frac{1}{2} (a + b)h$	

Volumes

Cuboid = $l \times w \times h$	
Prism = area of cross section \times length	
Cylinder = $\pi r^2 h$	
Pyramid = $\frac{1}{3} \times$ area of base $\times h$	


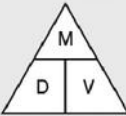

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$	
Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$	
Area of triangle = $\frac{1}{2} ab \sin C$	

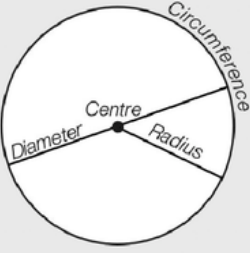
Quadratic equations

The Quadratic Equation
The solutions of $ax^2 + bx + c = 0$, where $a \neq 0$, are given by $x = \frac{-b \pm \sqrt{(b^2 - 4ac)}}{2a}$

Compound measures

Speed speed = $\frac{\text{distance}}{\text{time}}$	
Density density = $\frac{\text{mass}}{\text{volume}}$	
Pressure pressure = $\frac{\text{force}}{\text{area}}$	

Circles

Circumference = $\pi \times$ diameter, $C = \pi d$	
Circumference = $2 \times \pi \times$ radius, $C = 2\pi r$	
Area of a circle = $\pi \times$ radius squared, $A = \pi r^2$	

Foundation tier formulae

Higher tier formulae

English: Unseen Poetry Analysis Skills Knowledge Organiser

Literature Paper 2 Section B

Part A: In the given poem, how does the speaker present ideas about the theme of _____ (24 marks)

Part B: In both poems '_____' and '_____', the poets present feelings about _____. What are the similarities and differences between the ways the poets present these feelings? (8 marks)

(n.b. In part B, you must make links between methods rather than ideas).

Part A: Attacking the question

Step 1: Read and highlight key words in the question. Pay particular attention to the theme you need to write about, as this will help you to understand what the poem is about.

Step 2: Read the poem through to get a general sense of the meaning. Think about who? / what? / why?

Step 3: Read the poem again. Make a note of two or 3 key ideas from the poem, linked to the topic of the question.

Step 4: Identify, highlight and annotate the words and methods that help to create these ideas. (If you find step 3 difficult, you can always start with step 4, and use this to help you to work out the ideas in the poem).

Step 5: Create a brief plan (ideas linked to methods) and then write your response. You may want to use PEZE or 'What? How? Why?' to structure your paragraphs

Extension: End with a conclusion linked to 'big ideas'.

Poetic Techniques - Language

Abstract	An idea rather than a real thing
Alliteration	Repeated first letter
Cliché	Over-used phrase
Consonance	Repeated consonant sound
Concrete imagery	Description based on real qualities of an object
Colloquial language	Informal/casual language
Extended metaphor	A series of metaphors all relating to each other
Imagery	Language that is used to create description
Metaphor	Something is described as being something else
Mood	Atmosphere
Personification	When a non-human thing is described as having human qualities or emotions.
Rhyme	Words that end in the same sound
Semantic field	Words belonging to the same topic
Simile	A form of description using 'like' or 'as' to form a comparison
Symbol/ symbolism	An object that represents something else (especially an idea)
verb	Word naming an action

Poetic Techniques: Structure and Form

chronological	in time order
flashback	moving back to an earlier point in time
juxtaposition	two different things placed next to each other to create contrast
rhythm	beat pattern
caesura	strong pause (i.e. sentence ending) in the middle of a line of a poem
enjambement	a sentence running over more than one line
rhyming couplet	a pair or lines that rhyme
volta	turning point of a poem
free verse	poem with no regular rhyme or rhythm
first person	told from the speaker's point of view (I / me/ my)
third person	told from an external point of view (He / she / they)
repetition	repeated words / ideas
dramatic monologue	poem told by the speaker talking directly to the reader

English Power and Conflict Poetry: 'Remains' – Knowledge Organiser

What happens in the poem? The speaker and two other soldiers are sent to tackle some looters who are robbing a bank. They open fire on a looter who is running away. The looter is seriously wounded He is carried away in the back of a lorry. The soldier has to walk past the blood stain left on the ground week after week. He returns home and is haunted by the memory of what he has done, reliving it again and again. He drinks and takes drugs in an attempt to forget what happened. However, he is unable to forget the looter and what he did. The memory remains stuck in his mind.

What is the context of the poem?

- Simon Armitage wrote 'Remains' (and other poems) for a Channel 4 programme called 'The Not Dead'.
- He has never been to war himself and has never been a soldier.
- To write the poems, he interviewed a number of soldiers who have survived war (in Iraq, Afghanistan, the Falklands etc.) i.e. the 'not dead'.
- The poems show the suffering soldiers experience long after wars have finished.
- 'Remains' is heavily based on the experience of Guardsman Tromans who fought in the Iraq war.
- Tromans shot a looter in Iraq and suffers from PTSD.

What is the significance of the title? The poem is about PTSD – in other words, how the traumatic experience of war REMAINS with the soldier. It could also refer to the human REMAINS – the image of the looter – that the soldier obsesses over so much as part of his PTSD.

What is a central idea in this poem? As is implied by the title, the poem explores the trauma experienced by soldiers and the terrible impact of PTSD on survivors long after the battle has ended.

What other ideas are explored in the poem?

- War can cause suffering beyond the battlefield.
- War is damaging.
- Guilt is powerful and can overwhelm us.
- War can result in us dehumanising the enemy.
- War can cause us to act in ways we later regret.
- Memory can have a powerful effect on us.

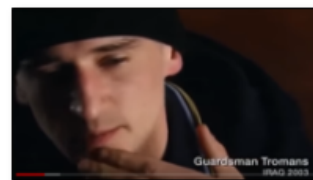
Key Vocabulary	Definition	Example
Traumatic	Causing severe and lasting emotional shock or pain.	Being involved in war is deeply disturbing and a highly _____ experience.
PTSD (post-traumatic stress disorder)	This is an anxiety disorder caused by very stressful, frightening or distressing events. Someone with this often relives the traumatic event through nightmares and flashbacks, and may experience feelings of isolation, irritability and guilt.	The soldier in 'Remains' is suffering from _____.
Guilt	A feeling of worry or unhappiness that you have because you have done something wrong.	The soldier struggles to come to terms with the _____ he feels over shooting the looter.
Haunt	To revisit again and again.	The memory of the shooting _____ the soldier.
Dehumanisation	To treat people as less than human.	It can be argued that the soldiers in 'Remains' _____ the looter by treating him with so little respect.
Dramatic monologue	A poem made up of a single <i>character</i> speaking (i.e. the poet is very clearly writing as someone else).	'Remains' is a _____ because Armitage is writing as someone else and there is only one speaker in the poem.

English Power and Conflict Poetry: 'Remains' – Knowledge Organiser

Writer's Craft:	Example
Why is the poem written as a dramatic monologue?	To explore a traumatised soldier's thoughts and feelings; because the poem was produced following an interview with a soldier.
Why does Armitage use colloquial language?	To create a convincing voice – an ordinary person/soldier; to contribute to the almost matter-of-fact tone in the first half of the poem.
What does the first/second half focus on? What is the turning point?	First half: the shooting; second half: the emotional impact on the soldier. Turning point = 'End of story, except not really.'
Why is the shooting described with graphic imagery?	To convey the brutality; to show what has traumatised the soldier; because it's so vivid in the soldier's mind.
Why is the blood on the street described as a 'blood shadow'?	Shadow = dark imagery – connotations of death and misery; the shooting has cast a shadow over his life; a shadow follows you around
What does the imagery 'dug in behind enemy lines' suggest?	To the looter, the soldier is the enemy; the soldier's mind is enemy territory. The looter is in the soldier's mind, so this is 'behind enemy lines'. 'Dug in' means well defended and prepared for attack – this suggests that the memory of the looter is difficult to remove; 'dug in' is a military term, suggesting that the war/conflict is still going on for the soldier.
What impression does the final stanza leave us with and what is meant by 'bloody hands'?	It leaves us with the impression that the pain will be ongoing – there seems little hope of an end as the looter is still 'here and now'. 'Bloody' can suggest frustration (swearing), but 'to have blood on your hands' also means to be responsible for an act of violence against someone i.e. to be guilty of something.

Key Quotes: 'probably armed, possibly not' 'End of story, except not really' 'carted off in the back of a lorry' 'blood-shadow' 'his bloody life in my bloody hands'

For more revision of 'Remains', search for 'Remains BBC Revision'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'London' – Knowledge Organiser

What happens in the poem? It's the late 1700s. The persona (Blake we might imagine) walks around the poor streets of London by the Thames river and comments on what he sees. What he sees is misery: in every face he looks at. He thinks about those who are especially powerless in this miserable city and how the powerful in society are responsible for their suffering: children work in dangerous conditions, but the powerful church does nothing about this; kings and governments send soldiers off to die in their wars. In all the sounds of suffering that he hears he sees that people are metaphorically imprisoned, mental slaves. Although they are not physically trapped, they are trapped in their misery and slaves to the city or the powerful people within it.

What is the context of the poem?

- The poem was written in the 1790s.
- London was (and is) the capital city of the United Kingdom.
- As a capital city, it is where the power is: it's where the king lives, it's where the government meets.
- London was at the centre of the rapidly-growing British Empire and was a place where extreme wealth could be found (as today).
- However, it was a place of extremes: it was also a place of extreme poverty (as today).

What is the significance of the title? The poem describes Blake's view of London poverty; however, the word London has connotations of power because it is the capital and so hints at the idea of powerlessness.

What are the central ideas in this poem?

- London is a miserable and nightmarish place for the poor.
- People are trapped in lives of misery because they are powerless (or feel powerless) to make changes to their lives.
- The powerful don't care about the suffering of ordinary people.
- Childhood is destroyed by city life.

Key Vocabulary	Definition	Example
Nightmarish	Extremely upsetting and very unpleasant or frightening.	The poem describes a dark and _____ world without hope.
Wealth	A large amount of money or valuable things that someone has.	It has been argued that some people have too much money and that _____ should be shared more evenly.
Poverty	The condition of being extremely poor.	In a city like London, it is possible to see great wealth but also great _____.
Freedom	<ol style="list-style-type: none"> 1. The power or right to act, think or speak as you want. 2. The state of not being imprisoned or enslaved. 	She gained her _____ after 10 years of imprisonment.
Slavery	The condition of being owned by someone and forced to do their work or obey them.	We often associate _____ with the past, but the sad truth is that there are people in this country who are 'owned' by criminal gangs.
Restriction	Something that limits your actions or movements.	There is a _____ on what you are allowed to do before you are 18.
Misery	Great unhappiness.	It wasn't just sadness that I saw when I visited the town; it was _____.
Woe	Extreme sadness.	I cried when I heard his story: it was such a tale of _____.
Repetition	Writing (or saying) something more than once in order to emphasise it.	The writer uses _____ of the word 'every'

English Power and Conflict Poetry: 'London' – Knowledge Organiser

Writer's Craft:	Explanation
Why does the title 'London' connote power and control?	London is the capital city: it is where the king is based and where government meets. It is where all the important decisions that affect ordinary people's lives are made.
How does the use of the word 'chartered' suggest a lack of freedom?	It means that there are rules and restrictions about how places can be used: the streets and the river are effectively owned. Describing the Thames in this way is interesting as we would normally associate nature with freedom.
What is Blake trying to emphasise through repetition of the word 'every'?	He's trying to make it clear that suffering is omnipresent (everywhere) in this part of London: it's not just one or two people in this miserable state. It suggests that it's a problem with society rather than individual people.
What is Blake trying to emphasise through repetition of the word 'cry'?	Cry can mean 'shout' but it can also mean to call out in pain. Repeating it suggests that pain is also omnipresent (everywhere) in this part of London.
What is Blake suggesting through the image of the mind-forged manacles?	He's suggesting that the people he sees are trapped in their misery through invisible slavery (the manacles (handcuffs) are in the mind rather than physically imprisoning them. It could be that they are 'slaves' because they are ordinary poor people without the power to change the system; it could be that they have been trained to think that this misery is a normal part of life and so can't even imagine trying to change anything.
What do the words 'cry', 'tear' and 'woe' have in common? What is Blake suggesting?	They are part of the semantic field of suffering (i.e. they are all words to do with suffering). Blake is making us constantly aware of how much suffering there is in London.
What does the metaphorical blood on the palace walls represent?	It symbolises the blood shed by soldiers who have fought in wars on behalf of the palace (i.e. the king and the government).
How does the end of the poem suggest that the misery will continue?	There is no hope mentioned. The next generation seem already 'infected' and cursed to suffer.

Key Quotes: 'mind-forged manacles' 'chartered Thames' 'chimney-sweeper's cry' 'marks of weakness, marks of woe' 'black'ning church appals'

For more revision of this poem, search for 'William Blake London Lit Charts'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'Bayonet Charge' – Knowledge Organiser

What happens in the poem? The poem starts mid-action with a soldier charging towards the enemy with a bayonet attached to his rifle - it is exhausting, disorienting and overwhelming. In the heat of battle, the soldier realises he is no longer motivated by patriotism. The soldier is suddenly confused: if he's not there for patriotism, why is he fighting? He reflects on how he is there because of the decisions of others: he's a cog in a machine. He briefly pauses in his charge as he realises this. However, the soldier is shaken from his reflection by the danger to him: his instincts take over and charges towards the enemy because the only thing he cares about now is surviving (by killing).

What is the context of the poem?

- Ted Hughes was inspired to write the poem by World War 1 (his father fought in it and Hughes admired the poetry of WW1 poets such as Wilfred Owen).
- There were strong feelings of patriotism at the start of WW1: men queued up to fight. Many expected the war to be over in just a few months.
- However, the war lasted from 1914-18 and conditions were horrific.
- Nearly a million British personnel died in the war.

What is the significance of the title? The poem describes the experience of being in a bayonet charge (and considers the thoughts and feelings a soldier might have).

What are the central ideas in this poem?

- The battlefield is a chaotic and overwhelming place.
- People might choose to fight because of patriotism or a sense of duty; however, these are soon forgotten on the battlefield.
- On the battlefield, it is survival instinct that truly motivates people to fight.
- Soldiers on the battlefield are just pawns in the games of kings and governments.
- Even thoughtful, reflective individuals can become mindless killing machines when the survival instinct takes over.

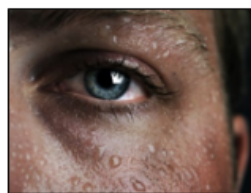
Key Vocabulary	Definition	Example
Patriotic	Describing someone who loves or is proud of their country.	Many people _____ at the start of WW1: they were proud to fight for their country.
Overwhelmed	The feeling that there is much more than you can deal with.	If you let work pile up, it is easy to feel _____ because it becomes difficult to see how you will manage it all.
Disorientated	Confused about where you are or where you are going.	When walking through a maze, it is easy to become _____.
Bewilderment	Confusion.	If are confused about why we are doing something, we might experience _____.
Terror	Extreme fear.	If I saw a real ghost, I wouldn't just experience fear, I'd experience _____.
Survival instinct	The instinct in humans and animals to do things in a dangerous situation that will prevent them from dying.	It's amazing what we can do when we're threatened – once the _____ kicks in, we become more like animals.
Imagery	The use of words or phrases to create mental images.	In 'Bayonet Charge', the phrase 'his terror's touchy dynamite' is a very effective use of _____.
Destructive	Causing great damage; destroying	Hughes' imagery shows the _____ effects of war on the natural environment.

English Power and Conflict Poetry: 'Bayonet Charge' – Knowledge Organiser

Writer's Craft:	Explanation
How does the poet convey the chaos of battle in the first stanza?	By using a list of sensory detail (e.g. the dazzling guns, the loud noises, the exhaustion) as a single sentence. The poem also starts in the middle of the action which adds to the sense of chaos.
Why describe the sweat as 'like molten iron'?	Molten iron is incredibly hot; it suggests that his chest is burning (perhaps his lungs from the effort of charging); this sweat is what was once his 'patriotic tear'.
What is meant by 'the cold clockwork of the stars and the nations'?	Hughes presents the soldier as the second hand of a clock; a second hand has to move if the cog it is attached to moves: one cog turns another etc. The soldier is powerless: he's ended up where he is because of governments making decisions (turning cogs) which have led to him being where he is.
What is meant by 'king, honour, human dignity dropped like luxuries'?	Luxuries are things that are pleasant to have but not necessary; when you are fighting to survive luxuries are worthless; 'honour' and patriotism ('king') are 'dropped' on the battlefield because they are luxuries: only fighting and surviving matters.
What is meant by 'his terror's touchy dynamite'?	The soldier's survival instincts. Dynamite can explode, but it needs a spark; the soldier's survival instincts need the spark of danger to 'light the fuse'; terror is this spark and the suggestion is that he will 'explode' when he reaches the enemy.
How does Hughes use sentence length to present the soldier as feeling overwhelmed?	The first sentence doesn't end until part way through the second stanza. This means that the reader is given little pause and might struggle to take in everything that is happening: this mirrors the soldier's experience on the battlefield.
How does Hughes structure the poem to present the soldier's changing thoughts and feelings?	The poem starts in the middle of the action and the first stanza focuses on how overwhelming and chaotic it feels to be on a battlefield. The second stanza shows the soldier questioning why he is fighting and wondering if he is just a powerless cog in a machine. The third stanza shows the soldier's survival instincts kick in (causing him to abandon his deep thoughts).

Key Quotes: 'Suddenly, he awoke' 'cold clockwork of the stars and the nations.' 'his foot hung like statuary' 'dropped like luxuries' 'his terror's touchy dynamite'

For more revision of this poem, search for 'Bayonet Charge poemanalysis.com'



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'Checking Out Me History' – Knowledge Organiser

What happens in the poem? The poem is written in first person. The unnamed speaker explores the difference between the (British) history that they were taught in school, and the (Caribbean) history that they were never taught but which they believe is a vital part of their identity. The speaker starts by accusing an unnamed 'them' of failing to teach him about his culture. He then gives examples of the common British figures that we learn about, and contrasts them with Caribbean figures, who are presented in a more positive light. The poem ends with the speaker feeling empowered and setting out to discover his culture and his identity.

What is the context of the poem?

- The poet, John Agard, grew up in Guyana (in the Caribbean) where he was educated. He moved to Britain in 1977.
- Guyana is a former British colony.
- Agard's educational curriculum was chosen by the British so, in Guyana, he learned British history rather than Caribbean history.
- Modern curricula are still seen as lacking in diversity, despite our multi-cultural society.

What is the significance of the title?

The non-standard language gives an immediate sense of pride in his Caribbean identity. The pronoun 'my' suggests that the speaker now feels ownership over his identity, as opposed to the identity that was given to him through his education.

What are the central ideas in this poem?

- Cultural knowledge is a vital part of a person's identity
- Colonisation has had a long-lasting impact on education and history and has failed to recognise the contributions of non-white citizens.
- Those in power have the ability to control the lives of those with less power.

Key Vocabulary	Definition	Example
agency	the ability of individuals to act independently and make their own choices. (Can also mean 'an organisation that offers a service')	At the start, the speaker feels a lack of _____ as all the decisions about what he learns are made by other people.
identity	sense of who you are as an individual; the qualities and beliefs that make a person or group different from others.	Knowledge of your culture helps to form your _____.
pride	a feeling that you respect yourself and deserve to be respected by other people	The speaker shows a great sense of _____ in his Caribbean culture and language.
heritage	the traditions, achievements, beliefs, etc., that are part of the history of a group or nation	At the end, the speaker sets out to learn about his Caribbean _____.
oral tradition	sharing stories and beliefs through speech rather than writing	Use of phonetic spelling reflects the _____.
non-standard language	words and grammatical forms that don't follow the usual formal rules of speaking and writing	The use of 'me' rather than 'my' in the title of the poem is an example of _____.
emancipation	freedom from someone else's power and control	By the end, the speaker has gained a sense of _____.
colonisation	to take control of (an area) and send people to live there; take control of a place for one's own use	The poem deals with the effects of _____ on the education and identities of people in the Caribbean.
ethnocentric	based on the idea that your own group or culture is better or more important than others	Agard illustrates the _____ nature of the education system and, specifically, the teaching of history.

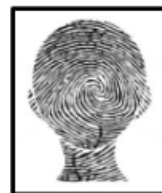
English Power and Conflict Poetry: 'Checking Out Me History' – Knowledge Organiser

Writer's Craft	Explanation
What is phonetic spelling? Why is it used?	Phonetic spelling is when words are spelled as the sound, rather than using standard spellings. It reflects a Caribbean voice and creates a sense of pride in this language. It also makes a British English speaker feel 'out of place'.
What is the effect of using the pronoun 'dem'?	'Dem' is the phonetic spelling of 'them'. It refers to a group of unknown people who decide on the curriculum. It sounds sinister and powerful. The speaker doesn't belong to this group and so has no power.
What is the effect of frequent repetition of 'Dem tell me'?	It conveys a sense of anger at having his education and his cultural identity controlled by others. The fact that 'dem' always comes at the start of the sentences represents the speaker's lack of agency.
What is the effect of Agard's use of imagery linked to vision and blindness?	The speaker believes that his education kept his identity hidden from him: he was 'blinded' to it. Images of light are often associated with Caribbean figures and represent freedom, hope and wisdom.
Why does Agard use more figurative language when writing about figures from Caribbean history?	This represents the Caribbean culture as interesting and worthy of study. In contrast, figures from British culture are undermined and seen as mundane. Through this, Agard is able to redress the balance between the cultures.
How does Agard use rhyme in this poem?	Rhyme is used throughout the poem. This reflects the oral tradition of Caribbean culture. Rhyme in the Caribbean sections is less regular, which creates a serious tone. The British stanzas have simple rhymes, making them seem childish.
What is the effect of the non-standard language?	It shows that Agard is proud of his language and that it is just as good as Standard English for expressing complex ideas. He is reclaiming his language and fighting back against people who believe it is somehow 'wrong'.
What is a volta? How is it used in this poem?	A volta is a turning point in a poem: a significant change in idea or emotion. In the final two lines, when the speaker says 'But now I checking out me own history' it marks a change from being controlled to a state of emancipation.

Key Quotes:

'Dem tell me' 'Bandage up me eye with me own history' 'Toussaint de beacon/ of de Haitian Revolution' 'I carving out me identity'

For more revision of this poem, search for 'PMT English Checking Out'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'The Emigrée' – Knowledge Organiser

What happens in the poem?

The speaker describes her memories of a home city that she was forced to flee. We learn about the speaker's memories of the city that she still feels is a key part of her identity. The city is now "sick with tyrants", giving us the impression that it has been corrupted and is in conflict. Despite the city's problems, her positive memories of the place are very powerful and will always be with her. Some people also read the poem as a metaphor for growing up, with the city of the speaker's past symbolising her childhood.

What is the context of the poem?

- The Emigrée was published by Carol Rumens in 1993. Rumens was born in South London, which has a high level of cultural diversity.
- The home country of the speaker is not revealed – this ambiguity gives the poem a timeless relevance.
- The poem is increasingly relevant to many people in current world political situation, with many people having to flee their homes due to conflict and corruption.

What is the significance of the title?

An emigrée is a female who is forced to leave her country for political or social reasons. The fact that she is 'The' emigrée makes it seem like she is the only one, so she is more isolated from her new home. By being an emigrée rather than an immigrant, her identity is also focused on loss of her old city rather than her arrival in a new one.

What are the central ideas in this poem?

- Memory can be a source of hope and comfort in difficult times.
- Memories can be unreliable.
- Places can become a strong part of our identities.
- Forced migration causes long-lasting trauma.
- Individuals have little power against the state.

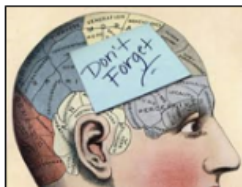
Key Vocabulary	Definition	Example
emigration	the act of leaving a country to go and live elsewhere.	Civil war in Syria has led to mass _____.
tyranny	cruel and unfair treatment by people with power over others.	The speaker flees her country due to war and _____.
ambiguous	having more than one possible meaning.	The poem's setting is intentionally _____.
nostalgia	pleasure and sadness that is caused by remembering something from the past and wishing that you could experience it again	The speaker reflects on her home country with a sense of _____.
frontiers	a border between two countries	The _____ mark the boundaries between two countries.
opposition	1. the relationship between two things that are completely different from each other; 2. conflict	The pleasure of sunlight is in _____ to the pain caused by branding.
alludes	speaks of or mentions (something or someone) in an indirect way	The opening _____ to traditional fairy tales.
idealise	to think of or represent (someone or something) as being perfect	The speaker seems to _____ her city by ignoring the pain and conflict.
motif	an image or idea that is repeated across a text	The sun is used as a _____ in the poem.
branded	put a mark on the skin of an animal to show who owns it	The speaker is _____ by the memories of her home country.
distortion	to change something so that it is no longer true or accurate	The speaker's memories suffer from _____ after she has left her country.

English Power and Conflict Poetry: 'The Emigrée' – Knowledge Organiser

Writer's Craft	Explanation
What's the effect of the use of first person singular 'I'?	It creates a personal tone, and also makes the speaker seem isolated in her new country.
What effect is created by the opening?	It sounds like a fairy tale, making us question whether the speaker's memories are believable.
Why does the writer use sunlight as a motif?	'Sunlight' has positive connotations and represents the speaker's happy memories of her country. However, it can also blind you and create shadows, so we are reminded that the happiness is always accompanied by pain.
What does the verb 'branded' suggest?	It suggests that the memories are permanent and that the speaker's home country is a central part of her identity.
Why are the streets described as 'white'?	White symbolises cleanliness and purity: it makes the streets seem almost heavenly. However, we could also interpret the colour 'white' as representing sterility and lifelessness.
What does the metaphor 'time rolls its tanks' mean?	This metaphor is describing the effect of time on memory. It refers to the fact that time usually destroys memories and weakens them. This contrasts with the speaker's view of her own memories, which are strong.
What does the speaker mean in the line 'I comb its hair and love its shining eyes'?	The speaker is referring to her city: she is personifying it. This suggests that she views the city as her child and feels a need to care for and protect it.
Who are the 'they' referred to in stanza 3?	'They' are unknown, presenting a menacing and undefeatable enemy. The speaker seems vulnerable as a single person against a powerful group.
How is enjambement used in the poem?	The first two stanzas contain lots of enjambement. This represents the freedom that the speaker associates with her home country. The final stanza uses more end-stopping, showing how the speaker feels trapped in her new 'city of walls'.

Key Quotes: 'branded by an impression of sunlight' 'Time rolls its tanks' 'I comb its hair and love its shining eyes' 'My city hides behind me'

For more revision of this poem, search for 'PMT The Emigrée'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'The Charge of the Light Brigade' – Knowledge Organiser

What happens in the poem? The poem tells the story of a brigade consisting of 600 soldiers who rode on horseback into the "valley of death" for half a league (about one and a half miles). They were obeying a command to charge the enemy forces that had been seizing their guns. They followed orders and rode straight into the line of enemy fire. The enemy was more heavily armed and launched a brutal attack on the brigade, who had only light weapons and on horseback. Many of the men were killed as they fought. The remaining men rode back, but were no longer the 600.

What is the context of the poem?

Alfred, Lord Tennyson was the poet laureate - the country's official poet - from 1850 until his death in 1892. Tennyson wrote COTLB in 1854. It is based on a battle in the Crimean War: 600 men rode into battle but over 150 were killed and over 120 injured after a general made a mistake. The Crimean War was the first war that was reported on in the news, so people knew about this tragedy. The poem was written as a memorial to the soldiers, to honour the patriotism and nobility of those who died.

What is the significance of the title? The use of the verb 'charge' presents the light brigade in a positive light, focusing on the energy and strength of their fight. This helps to show the British soldiers as brave and noble. The title is also a direct reference to the events that are being commemorated, showing the poem to be a memorial to those who perished.

What are the central ideas in this poem?

- Death in battle is noble and those who give their lives should be honoured.
- It is a soldier's duty to follow the orders of their superiors.
- The decisions of those in power can have a significant impact on the lives of those fighting on the front line.

Key Word	Definition	Example
blundered	made a mistake	The verb '_____ ' highlights the fact that the deaths were down to a mistake made by the military leaders.
patriotism	a feeling of love towards your country	The soldiers' _____ is shown by their determination to fight to the bitter death.
noble	having personal qualities that are admired e.g. bravery, honesty	Tennyson commemorates the _____ soldiers by showing how bravely and fiercely they fought.
sacrifice	Giving something up in order to help someone else; killing a person or animal in order to please a god.	The poem shows the soldiers as willing to _____ themselves for the good of their country.
sabre	a type of sword	The image of the _____ contrasts with the powerful cannons used by the enemy.
hierarchy	A system of organising people or things into different ranks or levels of importance.	The soldiers are praised for respecting the military _____, even though leaders may have made poor decisions.
commemorate	do something in order to remember or honour someone	The poem _____ a real battle in the Crimean War.
immortality	the state of never dying; never being forgotten	Tennyson gives the soldiers a sense of _____ by keeping the memory of them alive in his poem.
unpredictable	not always behaving in a way that is expected; unable to be worked out	The poem's irregular structure helps to reflect the _____ nature of war.
evoke	bring a memory, feeling or image into the mind	Tennyson's description helps to _____ a sense of being in the charge alongside the soldiers.

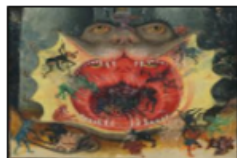
English Power and Conflict Poetry: 'The Charge of the Light Brigade' – Knowledge Organiser

Writer's Craft	Explanation
How does Tennyson use rhythm in the poem?	The incessant rhythm creates sense of pace, imitating the relentless charge of the soldiers on horseback. However, the rhythm is not entirely regular, echoing the unpredictable nature of war.
What is the origin of the metaphor 'Into the Valley of Death'?	This is an allusion to a line from the Christian funeral service and Psalm 23 (a part of the Bible) where the speaker's faith protects him from the 'shadow of the valley of death'.
Why does Tennyson use the metaphor of a 'valley' to describe death?	A valley is a low place and a place where it is easy to be trapped. This suggests that death is inescapable. However, the link to the Bible suggests that those who died in the battle will be protected by God after death.
Why does Tennyson use the metaphor of a 'mouth' and 'jaws' to describe death / the soldiers' experiences?	Imagery of the 'mouth' and 'jaws' again suggests that death in battle is inevitable and inescapable: there is no return. The fact that the soldiers carried on knowing this shows their courage and determination.
What is the effect of the repetition?	The repetition creates a sense of pace and reflects the soldiers' relentless charge into battle. Tennyson also uses close repetition to trace the story of the soldiers: the 'six hundred' becomes 'not the six hundred', showing the human impact of the battle.
What is suggested by the powerful verbs 'volleyed' and 'thundered'?	These verbs help to convey the danger and destruction that the soldiers faced in battle. The verb 'thundered' also helps the reader to imagine the deafening sounds of the cannon, adding to the terrifying nature of the battlefield.
What is the effect of the image 'stormed at by shot and shell'?	The verb 'stormed' conveys the idea that the attack was a powerful, destructive storm that couldn't hope to be beaten by the men, just as we couldn't hope to control a force of nature.
How does Tennyson convey a sense of pride in the dead at the end of the poem?	<ol style="list-style-type: none"> 1. Through the rhetorical question: 'When will their glory fade?' 2. Through the exclamation: 'O the wild charge they made!' 3. Through the command to 'Honour the charge they made!'

Key Quotes:

'Into the Valley of Death' 'Into the mouth of hell' 'cannons to the right of them/ canons to the left of them' 'stormed at with shot and shell' 'When will their glory fade?' 'noble six hundred'

For more revision of this poem, search for 'PMT The Charge'.



How does each image link to the ideas in the poem?

What happens in the poem?

The speaker of the poem is a mother. She starts by remembering the moment when her child left, and she cared for him, tidying his clothes and sending him on his way. She also remembers even further back to when her child was younger. She then experiences the sense of loss from her child being gone. It's suggested that her son went away to war and is now dead.

What is the context of the poem?

Weir was commissioned to write this poem as part of a collection of war poems. Jane Weir is a mother of two boys. In an interview, she tells us that she was imagining how she might feel if her sons had been called up to fight. She was also imagining the grief of Wilfred Owen's mother, who learned of her son's death on Armistice Day, when the rest of the country was celebrating peace.

What is the significance of the title?

The reader recognises the poppy as a symbol of remembrance, reflecting the mother's remembrance of her son. The poppy is also beautiful and delicate. These ideas combine to represent the conflicting relationship between the mother and child: one of love and loss.

Key Vocabulary	Definition	Example
intoxicated	an inability to control behaviour caused by taking an addictive substance (e.g. drugs / alcohol)	The speaker's son feel _____ by the sense of freedom that he imagines comes with being an adult.
inevitable	certain to happen; unavoidable	It is _____ that parents will eventually have to let their children grow up.
isolation	the state of being far away from others (physically or emotionally)	The speaker feels a sense of _____ as no-one else seems to understand her experiences.
internal conflict	having two opposing emotions or desires	Parents feel _____ between protecting their children and letting them grow up.
empathy	the ability to understand and share the feelings of another person	Poppies encourages to show _____ towards the experiences of families left behind during war.
nostalgia	a sense of longing for a time in the past	The speaker feels a sense of _____ towards her son's childhood.
innocence	Having no experience or knowledge of the more difficult or unpleasant parts of life; blameless	The son's _____ is shown by his complete excitement at leaving home: he isn't aware of the dangers and difficulties he will face.
ambiguous	open to more than one interpretation	The poem is _____ as it could relate to a son going to war, or to a son growing up and leaving home.
Armistice Sunday	Armistice Day is 11 th November – the day when World War 1 ended. Armistice Sunday is another name for Remembrance Sunday.	Mentioning ' _____ ' at the start of the poem immediately focuses us on the idea of war and conflict.

What are the central ideas in this poem?

- Parents face a constant conflict between protecting their children from danger and letting them grow up and take their own risks in life.
- Parents inevitably have to face the loss of their children, either through their death or, more usually, through their growing up.
- Children are often naïve and don't appreciate the risks that come with growing up.
- War can have significant impacts on those left at home, not just the soldiers themselves.

English Power and Conflict Poetry Anthology: 'Poppies' – Knowledge Organiser

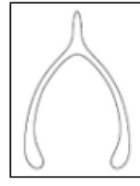
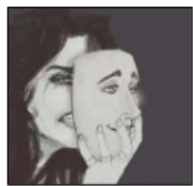
Writer's Craft	Explanation
What is the symbolism of the poppy in the poem?	The poppy is a recognised symbol of remembrance and links to the idea of the mother remembering her son before she lost him. The poppy as a flower is also beautiful and vulnerable, just like the son in the poem.
How is the poem ambiguous?	The speaker doesn't make it clear whether her son has died at war or whether he has just grown up and left home. This ambiguity makes the poem more universally applicable.
What idea is conveyed by the image 'stepped the softening of my face'?	The mother is hiding her emotions in order to protect her son. She hardens her face so that he won't be able to see her sadness.
What idea is conveyed by the image 'the world overflowing like a treasure chest'?	It conveys the son's sense of excitement: the world is full of rich, new experiences and he values the freedom that he now has to explore them. It links to him being described as 'intoxicated': drunk on the excitement of freedom, but unaware of the dangers.
What idea is conveyed by the image 'released a songbird from its cage'?	The songbird symbolises the son: it is beautiful and fragile. The cage represents the protective environment of the home, where the mother can protect the son. However, the cage is not the bird's natural environment and it needs to experience the freedom of the wild. This represents the son's need to grow up and take risks: it is natural and right for children to do this.
What idea is conveyed by the image 'leaned against it [the war memorial] like a wishbone'?	It conveys the mother's need for support in dealing with the loss. She is isolated from others who haven't shared her experiences. The only support she gets is from memories of the past and this physical symbol of remembrance.
What is the effect of using free verse?	It creates a more realistic voice for the persona: we are able to empathise more with their experiences as they sound believable.
What is the effect of the enjambment?	It represents the mother's struggle to contain her emotions: the poem is an outpouring of her grief and loss.
What is the effect of setting the poem 'Three days before Armistice Sunday'?	It adds a sense of poignancy: Armistice Sunday commemorates the end of the war but, for this mother, the battle against loss and grief will never end. It also links to the image of the war memorial at the end. This creates a cyclical structure, reflecting the idea that the sense of loss as a parent is inevitable and inescapable.

Key Quotes: 'poppies had already been placed on individual war graves'
'released a songbird from its cage'

'stepped the softening of my face'
'leaned against it [the war memorial] like a wishbone'

'the world overflowing like a treasure chest'

For more revision of this poem, search for 'PMT Poppies'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'Kamikaze' – Knowledge Organiser

What happens in the poem? The main speaker of the poem is the daughter of a Kamikaze pilot who is telling her father's story. The pilot sets off on a mission but turns back halfway through. We learn about the impact of this: he is socially isolated and treated as if he no longer exists, as his actions have brought shame on the family. We learn what the daughter *thinks* about his actions: she doesn't *know* as she was never able to speak to him about the experience.

What is the context of the poem? Kamikaze was a Japanese practice in World War 2. A kamikaze pilot would fly an aeroplane loaded with explosives into a target, killing the pilot as well as destroying the target. Being a Kamikaze was a great honour. If a pilot had turned back, it would have brought great shame on the family. Honour and shame were central parts of Japanese culture.

What is the significance of the title? The title immediately places us in the context of the poem. It also shows how the daughter still views her father in the role of Kamikaze pilot rather than father, possibly as she was unable to be close to him and learn more about him as a person afterwards.

What are the central ideas in this poem?

- Social pressures such as patriotism can have a significant power over people's choices in life.
- People can face internal conflict between following social expectations and doing what they personally believe is right
- The power of nature and life can be stronger than the power of society and human rules.
- Failing to live up to social expectations can bring huge consequences, seen here by the father's isolation and lack of voice.

Key Vocabulary	Definition	Example
kamikaze	a unit of the Japanese army whose role was to fly planes into Allied naval vessels during World War 2.	The poem explores the experience of a _____ pilot who decided to turn back from his mission.
samurai sword	a Japanese sword used by the ancient Samurai warriors.	The _____ in the cockpit symbolises the ancient warrior culture that the pilot sets off to join.
honour	doing what you believe is right, and being confident that what you do is right.	The pilot belongs to an _____ culture, where reputation is important and members are willing to defend their rights and their values.
shame	the painful feeling that comes from doing something that is not honourable.	The pilot feels _____ as he goes against the values of his society and brings dishonour to his family.
patriotism	a strong sense of love for and pride in your country.	Garland shows how _____ can motivate people to huge lengths.
isolation	the state of being far away from others (physically or emotionally)	The pilot feels a sense of _____ as his family do not talk to him
reflective tone	a thoughtful mood	The poem uses a _____
distanced	separated; apart	The daughter feels _____ from her father.
incantation	Words said as a magic spell or charm	The powerful _____ could represent the power of training, or social pressures

English Power and Conflict Poetry: 'Kamikaze' – Knowledge Organiser

Writer's Craft	Explanation
What is the effect of the use of free verse?	Free verse creates a realistic, natural voice for the speaker. It sounds like we are listening to a personal story.
What is represented by the 'sunrise' at the start of the poem?	As well as referring to the start of a day, this also reminds the reader of the Japanese flag and the 'Land of the Rising Sun'. There is also irony: sunrise is usually associated with new starts but, for this pilot, it was the end of his previous life.
What is suggested by the 'shaven head full of powerful incantations'?	This suggests that the pilot was under a kind of spell. This could hint at propaganda: the pilots were trained to believe that it was a great honour to die for your country in this way.
What is the effect of using such a larger amount of natural imagery?	It reflects the pilot's love of the natural world and how he valued his natural environment. Nature is presented as powerful: it is one of the things that makes the pilot turn back. He sees it as natural to want to live.
How does the poet signal the end of the father's old life?	The first full stop in the poem comes at the end of line 30, at the end of the flight. It suggests that the flight should have ended in death. Instead, the pilot returns to his family who disown him.
What is the effect of the short sentence in the last line?	It focuses us on the irony of the pilot's choice: he chose to live, but died a social death through isolation. Here, the poet is highlighting the destructive nature of patriotism.
How does the poet create a sense of distance between the pilot and his daughter?	The use of a mainly third person narrative, combined with the absence of the pilot's own voice, creates a sense of distance between the two characters.
What is the effect of including direct speech (for example '- yes, grandfather's boat -')?	This makes the poem seem more personal. We see the impact of war on the families of those who are left behind.

Key Quotes: 'Her father embarked at sunrise' 'a shaven head full of incantations' '...like a huge flag... huge swathes of fishes' 'gradually, we too learned to be silent'
 'And sometimes, she said, he must have wondered which had been the better way to die'

For more revision of this poem, search for 'PMT Kamikaze'.



How does each image link to the ideas in the poem?

What happens in the poem? The speaker describes the experience of being in the trenches in World War 1. Rather than the expected experience of combat, the soldiers are inactive, waiting in a **salient** without being able to attack. Although they are afraid of being attacked by the German forces, the weather is a much greater enemy and is killing the men. They imagine returning home but feel that they will never be able to return to their old lives. Instead, they return to thinking about their deaths in the frozen trenches.

What is the context of the poem?

The poet, Wilfred Owen, was a soldier who fought and died in World War 1. He was writing from personal experience, making his descriptions feel authentic. Owen wanted to present the brutal reality of war, to counteract the naïve patriotism that had been present when the war broke out. During the winter of 1917, weather conditions were particularly horrific. Owen had to lie outside in freezing conditions for two days, an experience that inspired the writing of 'Exposure'.

What is the significance of the title?

1. The word 'exposure' represents the soldiers' exposure to the natural elements. This was what was causing the deaths of many of the soldiers and is reflected in the detailed descriptions of the weather as an attacking enemy.
2. To 'expose' something is also to reveal the truth about it. In this poem, Owen provides an 'exposure' of the realities of fighting in the war. He contradicts the patriotic image of heroism and, instead, shows suffering and futility.

Key Vocabulary	Definition	Example
salient	a piece of land that sticks out – it can be surrounded by enemies on several sides, making it vulnerable to attack.	The speaker in <i>Exposure</i> is positioned in a _____, putting them in a vulnerable position.
futile	pointless; without purpose	Owen suggests that war is _____ as 'nothing happens'.
indomitable	impossible to subdue or defeat	Nature is presented as an _____ force when it attacks the soldiers.
poignant	painfully sad	Owen paints a _____ image of soldiers dying in terrible weather, for no real purpose.
sentries	soldiers watching out for danger	The _____ are described as 'worried' rather than brave and heroic.
incessant	non-stop; constant (usually about something negative)	Nature mounts an _____ attack on the soldiers.
melancholy	long-lasting feelings of sadness	The arrival of dawn is described as '_____' rather than being associated with the usual hope.
sacrifice	giving up something valuable in order to protect something seen as more worthy.	The soldiers _____ themselves for their families back home.
antagonist	a person who is hostile; enemy	Nature is presented as the main _____.
hostile	showing feelings of opposition and unfriendliness	The weather is presented as _____ when the wind 'knives' the soldiers.

What are the central ideas in this poem?

- War is futile: millions of lives are lost for very little gain.
- War is a time of suffering and pain for those on the front line. They feel outcast from their lives at home.
- Nature is ultimately powerful and is an indomitable force.
- There is no glory or honour to be found at war: instead, the soldiers' lives are filled with fear and boredom.

English: Power and Conflict Poetry - 'Exposure' – Knowledge Organiser

Writer's Craft:	Explanation
What is the effect of using first person?	It creates an intimate, personal tone – we are accessing the soldier's thoughts. The plural pronoun 'our' also presents a group of soldiers. Many men are in a similar position, making the poem even more poignant.
Where does Owen personify nature? Why does he do this?	'Iced east winds that <u>kn</u> ive us'; 'Dawn massing in the east her melancholy army'; 'Pale flakes... come feeling for our faces'. The personification presents the weather as being the enemy. It also gives it a sense of intentionality: it is setting out to cause misery to the men.
What idea is conveyed in the line 'Dawn massing in the east her melancholy army'?	'Dawn' is usually a symbol of hope, as it's the start of a new day. Here, dawn brings sadness as the men know that this day, like every other, will be filled with death. 'Dawn' is presented as female, part of 'Mother Nature'. Usually, Mother Nature is presented as kind and supporting life. The image here contradicts that and presents nature as destructive.
Why does Owen repeat the line 'But nothing happens'?	It conveys the futility of war: many men are dying but they are achieving nothing. The fact that both the first and last stanzas end with this line reflects the lack of progress that the soldiers make. For them, war is monotonous.
What is half rhyme? What effect does it have?	Half-rhymes are words that almost rhyme, but not quite. Examples from the poem include 'silent / salient' and 'brambles / rumbles'. The regular use of half-rhyme reflects the monotony of war. However, the fact that the rhymes are not perfect full rhymes creates a sense of uncertainty and unease.
What idea is conveyed in the image 'Shutters and doors, all closed; on us the doors are closed'?	This image is part of the soldiers' dreams of being back home. The first part shows the sense of comfort and protection that they associate with home. However, the semi-colon separates them from this experience. They will never return to this comfort.
What image is conveyed in the line 'All their eyes are ice'?	It presents a literal image of the men who have died: their eyes are physically frozen and lifeless. However, it also acts as a metaphor for the living soldiers who are no longer able to feel any emotion. They are cold and hardened by the war.

Key Quotes: 'the merciless iced east winds that knife us' 'But nothing happens' 'What are we doing here?' 'Dawn massing in the east her melancholy army' 'All eyes are ice'

For more revision of this poem, search for 'PMT Exposure'



How does each image link to the ideas in the poem?

What happens in the poem?

The narrator recalls an incident from his childhood. He steals a boat and rows it out into the middle of a lake. He starts off admiring the beauty of nature while he rows. However, he then starts to realise the immense size of the mountain in front of him and feels overwhelmed by its stature in comparison with his own small size and insignificance. He gets scared and rows back to the shore. However, he is haunted by the memory of this event for days to come. The experience has a permanent effect on how he views himself and the world around him.

What is the context of the poem?

This is an extract from a *much* longer poem. The whole poem is a narrative which recounts key events and experiences in Wordsworth's life. This part of the poem is close to the start and focuses on an event from Wordsworth's childhood. Wordsworth lived in the Lake District, which is where the events of this poem take place. Wordsworth (the poet) was a **Romantic** poet. The Romantics believed in the power of nature over humanity. They were also interested in the idea of the **sublime**.

What is the significance of the title?

'The Prelude' is the title of the whole poem (made up of 14 books). A 'prelude' is an introduction to a longer work of art, or something that acts as an introduction to a more significant event. The title 'The Prelude' could suggest that the childhood events within the poem are important in creating the character of the adult.

Key Vocabulary	Definition	Example
sublime	producing strong sensations of awe and terror.	The Romantics linked nature to the _____: it is both beautiful and overwhelming.
epiphanic moment	a moment when you suddenly realise the real, essential meaning of something.	The speaker has an _____ when he realises his own vulnerability.
formative event	an experience, often in childhood, that helps to form your character.	Being alone in the natural world is a _____ for the speaker.
overwhelmed	felt a strong, overpowering emotional response (to something)	The speaker is _____ by the size of the mountains.
narrative	story	The Prelude is a _____ poem.
conflicted	experiencing two opposing feelings	The speaker of the poem is _____ by the beauty and terror of the natural world.
solitude	the state of being alone	The speaker experiences _____ when he takes the boat across the lake.
intimidating	frightening in a threatening way	Nature is presented as _____ due to its size and scale.
indomitable	Impossible to subdue or defeat	Wordsworth presents the _____ power of nature.
insignificance	the state of being too small to be of value or worth consideration.	Wordsworth presents ideas about the _____ of humanity.

What are the central ideas in this poem?

- Offers a critique of the arrogance of humans, who believe that they are ultimately powerful and in control.
- Nature is an indomitable force: it can not be defeated and can have a long-lasting impact.
- Our encounters with the natural world can have a significant role in carving out our identities.

English: Power and Conflict Poetry - 'The Prelude' – Knowledge Organiser

Writer's Craft:	Explanation
What is blank verse? What's the effect of using it in this poem?	Blank verse is a type of poetry that has a regular rhythm (iambic pentameter) but no set rhyme scheme. In <i>The Prelude</i> , it is used to create a realistic, conversational voice. It makes us feel like we are hearing the speaker's intimate thoughts.
How does the structure of the poem help to reflect the ideas in the poem?	The poem is split into 3 sections: First – light, carefree tone; Second – darker sense of fear or nature; Third – reflection on impact of the experience. The structure reflects how the experience of nature creates a permanent change in the speaker.
How does the poet present the speaker's initial love of the beauty of nature?	The verb 'glittering' and the noun phrase 'sparkling light' both create images of beauty. They show the speaker's appreciation of the natural world.
What is the effect of the personification in 'As if with voluntary power instinct, upreared its head'.	This phrase personifies the mountain and presents it as a threatening force that is overpowering the speaker. The verb 'upreared' makes the mountain seem like it is ready to attack.
What idea is conveyed through the image 'the grim shape towered up between me and the stars'?	Stars often represent positivity, so the fact that the mountain gets between the speaker and the stars could symbolise the idea that the experience with the mountain is an end to the wholly positive view of nature. The verb 'towered' conveys a sense of the mountain's size, and makes its sound intimidating and overwhelming.
How does the poet show the change in the speaker?	At the start, the speaker describes himself with the phrase 'like one who rows, proud of his skill'. This suggests confidence and arrogance. After seeing the 'grim peak', he rows back with 'trembling awes', showing that the confidence has left him.
What idea is conveyed by the repetition in 'No familiar shapes... No pleasant images... No colours'?	The repetition of 'no' helps to suggest the extent of the psychological impact that this experience has had on the speaker. He has entirely lost the innocent belief in the tame beauty of nature.
What is the effect of ending with the line 'a trouble to my dreams'?	This creates an unsettling ending – we are left with the idea that the speaker is permanently changed and will never again see the natural world as a purely beautiful and innocent place.

Key Quotes:	'It was an act of stealth and troubled pleasure'	'small circles glittering idly in the moon'	'huge peak, black and huge'
	'the grim shape towered up between me and the stars'	'no familiar shapes remained'	'a trouble to my dreams'

For more revision of this poem, search for 'PMT The Prelude'



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'My Last Duchess' – Knowledge Organiser

What happens in the poem? It's the 16th century and we're in a Duke's palace. The Duke is showing an emissary around. The emissary works for a Count and has come to negotiate the marriage of the Count's daughter to the Duke. The Duke stops at a painting of his former – now dead – wife (his last Duchess). The Duke uses this as an opportunity to show his irritation that his wife seemed to be too happy around other men and hints that she may have been unfaithful. He seems to think she should have only smiled and blushed for him. The Duke says that he gave orders and that the smiles stopped – hinting that he had her killed. The Duke then calmly moves on to discussing his next marriage.

What is the context of the poem?

The poem is based on real life people (and rumours about them). The Duke in the poem is Duke Alfonso II who ruled Ferrara in Northern Italy; the Duchess is his wife, Lucrezia de Medici. The Duke's wife died in mysterious circumstances – there were rumours at the time that the Duke had her poisoned. Browning wrote the poem in the Victorian period. Although it set in the 16th century, the poem is seen by some as a criticism of Victorian values e.g. attitudes to women.

What is the significance of the title? The title shows the Duke's desire to possess ('my'); it also hints at the Duke's almost obsessive focus in the poem on his last Duchess.

What are the central ideas in this poem?

- Some people feel a need to dominate others.
- Power can cause people to see other human beings as objects.
- Paranoia and jealousy can lead people to cruel acts.

- Powerful people can be immoral.
- Women have historically been treated as objects.
- Jealousy is an immensely powerful force.

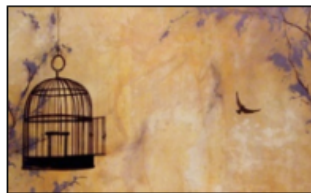
Key Vocabulary	Definition	Example
Dominate	To control someone or something (often in a negative way) because you have more power or influence.	It is not healthy for one person to _____ a relationship.
Obsession	Something or someone that you think about all the time.	The toy was his _____. He couldn't think of anything else.
Possessive	Not wanting to share someone's love and attention with anyone else.	The Duke is very _____ of the Duchess; he doesn't want anyone else to share her affection.
Status	Social rank; position in the hierarchy.	Being important matters to some people; to them, _____ can be worth more than money.
Superiority	One person or thing better or more important than another.	Some people look down on others and act with a sense of _____.
Omnipotent	All powerful.	According to Christian belief, God is _____.
Stoop	To bend the top half of the body forwards and down.	If you are very tall, you might have to _____ in a house with low ceilings.
Countenance	The appearance or expression of someone's face.	His countenance conveyed his fear.
Symbolise	To represent something else.	A sun might _____ light or happiness.
Diatribes	Another word for a rant.	The Duke's _____ about his last wife shows the level of his irritation.

English Power and Conflict Poetry: 'My Last Duchess' – Knowledge Organiser

Writer's Craft:	Explanation
What's the effect of using 'my'?	It suggests possession, as if the Duchess belongs to the Duke.
Why does Browning include the detail about only the Duke opening the curtains?	The curtains are in front of the picture of the Duchess; this detail allows Browning to demonstrate the Duke's desire to dominate: he controls who sees his Duchess (in a way he couldn't when she was alive).
The poem is a dramatic monologue. How does this make the Duke seem controlling?	It makes it seem as though the Duke even wants to control the conversation as no-one else (e.g. the emissary) is allowed to speak.
The poem is written as a single stanza. How does this make the Duke seem dominating?	It gives the reader little pause from the Duke's speech; it is as if we are being dominated by his words.
The Duke says 'I choose never to stoop'. Why does Browning include this?	To stop means to bend down. The Duke sees himself as superior (more important than) other people and thinks he would be lowering himself to even tell the Duchess that he is disgusted with her.
It is hinted that the Duke kills his wife. Why has Browning included this detail?	This shows the Duke's obsession with control – he is so infuriated that he can't fully control his wife's physical responses (e.g. blushing) that he has her killed. It also shows how immoral the Duke is and how power can be abused.
What does the statue of Neptune taming a seahorse in this poem symbolise?	Neptune is the Roman god of the sea; a seahorse is a weak creature in comparison, but one that is wild. The statue symbolises how the Duke sees himself: as an almost omnipotent figure who has to tame his 'wild' wife (by killing her and then controlling who sees her blush by putting her portrait behind a curtain).
How does evidence about the Duke build up over the poem?	The reader's impression of the Duke builds up gradually. As the poem progresses, there is more and more evidence that he is controlling, jealous and paranoid. This builds to the dramatic hint that he had his wife killed because he was irritated her, followed by his quick switch to the topic of his next marriage. This shows him to be immoral and remorseless.

Key Quotes: 'Notice Neptune though, / Taming a sea-horse' 'I choose / Never to stoop' 'I gave commands; / Then all smiles stopped together'

For more revision of this poem, search for 'My Last Duchess Lit Charts'.



How does each image link to the ideas in the poem?

What happens in the poem? The poem is built around the idea of the persona ('I') meeting a traveller from an old and distant land. The main focus of the poem is what that traveller describes: a broken statue of the Egyptian ruler Ozymandias (Ramases II) standing in a desert. The statue is huge: the legs are 'vast'. But it's only the legs that are left standing; there's no sign of the main body (the trunk). The head is lying in the sand 'half sunk' and is 'shattered'. The legs stand on a pedestal with an inscription boasting about Ozymandias' power. However, the statue is broken and there is nothing left of Ozymandias' empire: the statue is surrounded by desert that stretches into the distance. Ozymandias' boast – which must once have meant something – is now empty as both he and his empire are dead.

What is the context of the poem?

- Ozymandias was a pharaoh (king) of ancient Egypt.
- He is more widely known as Rameses II (he was referred to as Ozymandias in ancient Greece).
- He ruled for 67 years from 1279 BC to 1213 BC (that's over 3000 years ago!).
- Both he, and Egypt, were incredibly powerful.
- He ordered the building of many great works in his lifetime.
- Shelley was a Romantic poet. Romantic ideas included a belief in the power of nature over humans. Romantics also believed in the power of art.

What is the significance of the title? The poem – like the statue – is all about Ozymandias. By using the lesser-known Greek name, many when reading this poem will think 'who?' This emphasises just how much Ozymandias' power and influence have changed since his lifetime.

Key Vocabulary	Definition	Example
Ephemerality	The state of lasting for only a short time.	_____ applies to everything; nothing lasts forever.
Permanence	The state of lasting unchanged for a very long time/forever.	There seems to be a _____ to conflict; it never seems to end.
Mortality	The state of not living forever	Humans die; _____ is just a part of being human.
Immortality	The state of living forever, not dying	No one lives forever; _____ doesn't exist in real life.
Insignificance	The condition of being too small or unimportant for people to care about.	When thinking about how many millions of years the dinosaurs walked the earth, it's easy to see the _____ of humans.
Despair	To give up hope	It's easy to feel miserable and _____ in the winter, but it's important not to give up hope.
Decay	To become gradually damaged, worse, less	Everything will _____ if you leave it for long enough. Even the great pyramids are starting to crumble.
Colossal	Extremely large	It wasn't a small mess that she had made in her bedroom; it was _____.
Boundless	Without limit, without end	He was such a positive person. He had _____ enthusiasm.

What are the central ideas in this poem?

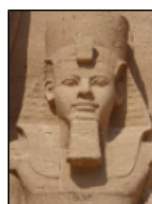
- Power is ephemeral (not permanent)
- Human power in particular is ephemeral
- Nature/time is more powerful than humans
- Even the most powerful humans are mortal

English: Power and Conflict Poetry - 'Ozymandias' – Knowledge Organiser

Writer's Craft:	Explanation
How can a statue symbolise someone's power?	To have a statue of yourself built, you need to have power and wealth in the first place. The statue itself is a display of this power.
How do the adjectives 'vast' and 'colossal' emphasise the scale of this power?	The bigger the statue, the more power and wealth needed to construct it. A vast statue is, therefore, a symbol of vast power.
In 'Look on my works ye Mighty and despair!', how does the word 'Look' suggest Ozymandias' power? What tone is suggested by the exclamation mark?	Look is a command (an imperative verb) and makes it sound as if Ozymandias is so powerful that he has the power to command other powerful people ('ye Mighty). 'Despair' is also a command – it's as if he is ordering other powerful people to give up hope because they will never be as powerful as him. The exclamation mark suggests that this order is being spoken loudly and confidently – just as we might imagine a powerful and confident ruler to speak.
How does Ozymandias' boast contrast with the following line: 'Nothing beside remains'?	The boast contrasts with the next line because there are no 'works' to look on. The statue itself is broken and although it might once have been surrounded by a great civilisation, now there is just desert. Ozymandias' words are undermined by reality.
How does Shelley use the statue to symbolise Ozymandias' loss of power?	The statue once symbolised Ozymandias' power. The fact that it is now broken and decaying symbolises that Ozymandias' power has also decayed – he no longer has the wealth or power to look after it (because he's long dead).
Why does Shelley use the word 'shattered' rather than broken to describe the visage of the statue?	Shattered suggests that something is broken into many pieces, almost completely destroyed. It's making the point that Ozymandias' power has been completely destroyed too.
Why does Shelley describe the statue as a 'wreck' rather than as just broken?	'Wreck' makes it sound destroyed – just like Ozymandias' power.
Why do you think the poem ends by focusing on the desert: 'the lone and level sands stretch far away'?	The sands symbolise nature – or perhaps the sands of time. Ozymandias' civilisation has disappeared beneath the desert. Shelley therefore leaves us with the image of emptiness and a focus on the true power in this poem: nature/time.

Key Quotes: 'Two vast and trunkless legs of stone / Stand in the desert.' 'shattered visage' 'Look on my works, ye Mighty, and despair!' 'Nothing beside remains.'

For more revision of this poem, search for 'Ozymandias Lit Charts'.



How does each image link to the ideas in the poem?

English: Power and Conflict Poetry: 'War Photographer' – Knowledge Organiser

What happens in the poem?

The poem starts with a war photographer developing photographs in his darkroom. It seems that he has just returned from his latest trip to photograph the suffering in conflict zones. He is back in England where the pain people feel on an everyday basis is nothing compared to the pain people feel in conflict zones where, for example, children die because of running over landmines. As one photo develops, he sees the image of a man he photographed start to slowly appear. He remembers the cries of the man's wife and how he had to ask permission from her to photograph the man (likely injured or dead). In the final stanza we learn that the photographer has hundreds of photos showing suffering and that these are passed to a newspaper editor who selects just five or six to go into the paper. We learn that readers will feel temporarily sad when they see these photos, but only in between their warm bath and a beer before lunch. The poem ends with the war photographer in an aeroplane, seemingly flying off to another conflict zone to take photographs. He looks down at England without emotion and the poem ends with the reflection that they – the people of England – do not really care about the suffering of people abroad.

What is the context of the poem?

A war photographer is someone whose job it is to travel to conflict (war) zones. They photograph the effects of conflict on people and places. They do this so that the rest of the world can see the suffering that is happening. Some of the photographs they take will appear online, in newspapers and in magazines.

What is the significance of the title? The title points to the focus of the poem: a war photographer and their experiences.

Key Vocabulary	Definition	Example
Empathy	The ability to understand the feelings of another person (by imagining what it would be like to be in that person's situation).	He's good at _____. He knows how to put himself in someone else's shoes.
Compassion	A strong feeling of sympathy and sadness for the suffering or bad luck of others and a wish to help them.	Ingrid was full of _____ for the injured squirrel; she wanted to help it.
Indifference	A lack of interest in someone or something.	There was a strong sense of _____. No-one cared.
Victim	Someone who has suffered because of the actions of someone else.	Duffy wants us to empathise with the _____ of war.
Conflict zone	An area of extreme violence e.g. war	Syria is a current _____.
Impassively	In a way that expresses no emotion or reaction.	She didn't react when she was sacked; she just stared _____.
Rural	In the countryside (rather than in a town or city).	City life just isn't for him. He prefers a _____ existence.
Dispel	To make something disappear (e.g. a feeling, doubt, idea).	The news didn't _____ his fears; it just made them worse.
Editor	A person who is in charge of a newspaper or magazine.	I wrote a letter to the _____ about an article I disagreed with.

What are the central ideas in this poem?

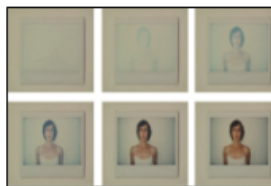
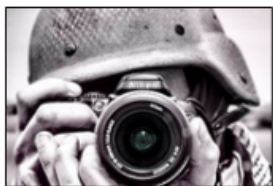
- There is suffering happening elsewhere in the world.
- Photographing this suffering is traumatic for war photographers.
- We might care briefly about what is happening in other countries.
- However, we don't really care and soon forget about this suffering, instead carrying on with our comfortable lives.

English: Power and Conflict Poetry: 'War Photographer' – Knowledge Organiser

Writer's Craft:	Explanation
What might Duffy be using the red light to symbolise?	The danger of conflict zones; the blood that is spilt; hell on earth.
Duffy lists conflict zones. What is the effect of this?	It emphasises the fact that there are many conflict zones all over the world.
In the second stanza, how does Duffy contrast the suffering in England with the suffering in conflict zones?	The suffering in England is 'ordinary pain which simple weather can dispel' i.e. very mild pain that we might forget about on a sunny day - a contrast to the extreme suffering in conflict zones e.g. children stepping on landmines.
What are two possible interpretations of the image (metaphor) of the 'half-formed ghost'?	It could represent the photo slowly appearing as its developed; 'ghost' has connotations of death and haunting, so this could suggest that the photographer is haunted by what he has seen (e.g. death).
Why does Duffy refer to 'a hundred agonies' rather than 'a hundred photos'? Why use the word 'agonies' rather than 'sufferings'?	Agony means extreme suffering and so conveys the severity; she wants to remind us how widespread suffering is and how much suffering a war photographer sees: every single one of the photos shows suffering.
Why does Duffy write that the reader's eyeballs 'prick with tears' rather than saying that they cry? Why mention that this is 'between the bath and pre-lunch beers'?	Pricking with tears means being on the verge of crying. This suggests less feeling than actual crying i.e. the readers are a little affected by what they see, but not enough to actually cry. That this happens between the bath and pre-lunch beers suggest it is brief and quickly forgotten (as well as emphasising the comfort the readers live in).
How does Duffy use the final line of the poem to make her point explicit?	The words 'they do not care' bluntly spell out the problem for the reader (the fact that we don't care has been implied up to this point). There's no escaping the message here.
The poem is structured to describe the process of developing pictures and these being selected for a newspaper. How does the ending of the poem suggest that this process is about to start all over again?	The photographer is on an aeroplane and we might imagine that he is off to another conflict zone to take more photographs. This suggests that it won't be long before the whole process will begin again from the start of the poem (with little having changed because people don't care enough to really help solve the problems).

Key Quotes: 'a half-formed ghost' 'a hundred agonies in black and white' 'The reader's eyeballs prick with tears between the bath and pre-lunch beers'

For more revision of this poem, search for 'War Photographer BBC Bitesize'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'Tissue' – Knowledge Organiser

What happens in the poem?

This poem is what's known as an 'impressionistic' poem. This means that it doesn't have a surface plot or storyline to it. Instead, it is a philosophical poem exploring ideas about power and humanity. It is full of figurative imagery and many of the lines are open to multiple interpretations.

The poem explores both the power and powerlessness of humanity, by linking humans with paper. The poem is written from the point of view of someone looking out at the problems with the world: greed, pride, money, politics. The speaker reflects on how nothing is meant to last, and we should not put too much importance on material things. Instead, we should focus on humanity and spirituality.

What is the context of the poem?

- Poet Imtiaz Dharker was born in Pakistan and grew up in Scotland. She describes herself as a 'Calvinist Muslim'.
- When writing this poem, Dharker's husband was being treated for cancer, and so she was focused on exploring the fragility of human life.
- The poem was published in a collection called 'The Terrorist at the Table', which explores ideas about religion and fundamentalism.

What is the significance of the title? The poem reflects on two meanings of the word 'tissue'. First, 'tissue' is a thin, fragile form of paper, which reflects the idea of humans being weak and powerless. The other meaning of 'tissue' relates to the groups of cells that humans are made from. This meaning relates to poem to ideas about humans and their power.

What are the central ideas in this poem?

- Nature is more powerful than humanity.
- Things that are created by humans and seen as powerful – like borders, statues and political institutions – are only short-lived and we shouldn't give them too much importance.
- Religion and spirituality are more important than wealth.
- Family history and identity is important

Key Vocabulary	Definition	Example
ambiguous	able to be understood in more than one way : having more than one possible meaning	Many of the images in the poem are _____.
ephemeral	lasting a very short time	Symbols of human power are presented as _____.
impressionistic	a style of art that involves general feelings or thoughts rather than creating a specific story or picture.	The style of this poem is _____.
fragility	the state of being easily broken or damaged	Many of the images in the poem represent the _____ of human life.
unpredictable	not always behaving in a way that is expected	Human life is shown as being _____.
spirituality	the state of being aware of religion, the soul, and powers greater than humanity.	Dharker sees _____ as being more important than a focus on human power and wealth.
grand design	the belief in a god's plan behind the creation of the universe	Many religions believe in the idea of a _____.
transparent	able to be seen through	Paper becomes thin and _____ as it gets older.
monolith	a large stone that was erected as a monument; a large building or built structure	The _____ in the poem represents humans' attempts at showing their power.

English Power and Conflict Poetry: 'Tissue' – Knowledge Organiser

Writer's Craft	Explanation
How does Tissue make use of extended metaphor?	The poem uses paper as an extended metaphor for humans. Dharker uses the metaphor to show how humans can be both fragile and powerful, just like paper.
What is the effect of using such a large amount of figurative language?	It makes the poem appear abstract and complex. This might reflect Dharker's view of the world: our systems and beliefs are complicated, and this can lead to conflict and misunderstanding. It also helps to convey the ideas that aspects of our world are interrelated.
What is the effect of not using a fixed rhyme scheme?	By not using end rhyme, the poet creates a more natural voice for the speaker. This also reflects ideas of freedom in the poem. Instead, the poet uses irregular rhyme, and alliteration to focus our attention on the links between specific groups of words.
What is the effect of the enjambement in the poem?	Again, enjambement creates a sense of freedom throughout the poem. The speaker doesn't feel trapped by having to fit the patterns that have been created by other humans.
What is symbolised by 'light' in the poem?	Light symbolises hope and positivity. It enables people to see beyond physical representations of power and it travels across boundaries. Light can also symbolise spirituality and human goodness.
What is the effect of the monologue form in this poem?	It creates a personal, reflective tone.
Why does the speaker use the pronoun 'you'?	This makes her ideas seem more universal. This is particularly true in the last line, where the speaker reminds us that we are <i>all</i> influenced by our heritage, and that this is more important than wealth.
What does the poet mean when she writes 'Fine slips... might fly our lives like paper kites'?	The 'fine slips' are shop receipts. The poet uses the image to show the power of paper: items such as this often seem to have power over our lives. The simile comparing them to 'paper kites' suggests that humans have little control over their lives; they are unpredictable, just like the kite's movements in the air.

Key Quotes: 'Paper that lets the light shine through' 'Fine slips...might fly our lives like paper kites' 'let the daylight break through / capitals and monoliths' 'raise a structure never meant to last'

For more revision of this poem, search for 'PMT English Tissue'.



How does each image link to the ideas in the poem?

English Power and Conflict Poetry: 'Storm on the Island' – Knowledge Organiser

What happens in the poem? The poem is written in first person. The unnamed speaker begins by confidently describing the islanders' preparations in order to deal with the weather. Nature itself is already prepared through the absence of trees or hay, which would be destroyed in the storm anyway. The tone changes in line 14, when the speaker describes the experience of the storm. At this point, he presents the islanders as 'sitting tight', unable to defend themselves against the violent weather and having to sit passively while the storm rages around them.

What is the context of the poem?

- The poet, Seamus Heaney, was raised in Northern Ireland.
- Much of his poetry reflects a sense of awe and wonder at the natural world. This particular poem draws on his experiences of the fierce weather on the Irish coast.
- Northern Ireland was also a divided country, in the midst of both political and religious conflict. Some people read the poem as an extended metaphor symbolising the struggles that its citizens experience during this time.

What is the significance of the title?

The title gives us a literal indication of the content of the poem: it focuses on the power of nature and ignores the humans. The first 8 letters also spell 'Stormont', the name of the Northern Irish Parliament, adding weight to the political interpretation of this poem.

What are the central ideas in this poem?

- The forces of nature are ultimately more powerful than humanity. They can be violent and destructive.
- Nature can be unpredictable: it is both comfort and threat. We have to learn to live with this unpredictability.
- By working together, humans can survive the forces of nature but are still unable to overpower them.

Key Vocabulary	Definition	Example
bombarded	Continuously attack with bombs, shells or missiles.	Heaney describes how the islanders are ' bombarded ' by the forces of nature.
salvo	A series of shots or attacks	The metaphoric use of ' salvo ' conveys the idea of the relentlessness of nature's attacks.
wizened	Shriveled or wrinkled with age	The earth is wizened as it has been stripped of moisture by the sun and the wind.
intimidating	Threatening; overpowering	The power of nature's attack is presented as intimidating .
unpredictability	The quality of being changeable; unable to be predicted	The power of nature is partly due to its unpredictability .
vulnerability	The quality of being physically weak and exposed to attack.	Heaney's poem highlights the vulnerability of humans.
co-exist	Live at the same time or in the same place	Through the poem, Heaney illustrates how we learn to co-exist with the storms.
omnipotent	Having unlimited power	Heaney's military imagery helps to present nature as an omnipotent force.
inhospitable	(of an environment) Harsh and difficult to live in.	The island described in the poem appears to be an inhospitable location.

English Power and Conflict Poetry: 'Storm on the Island' – Knowledge Organiser

Writer's Craft	Explanation
What mood is conveyed in the opening line?	The opening establishes a sense of the speaker's confidence through the use of short, decisive sentences.
What is the effect of using the pronoun 'we'?	The first person plural 'we' suggests that the speaker is part of a strong community. Working together is the most effective way of dealing with the forces of nature.
What idea is conveyed through the simile 'spits like a tame cat turned savage'?	The simile describes the sea spray hitting the rocks. It conveys a sense of the violence and aggression of nature through the verb 'spits'. It also shows that unpredictable, contrasting elements of nature.
What is oxymoron? How is it used in the poem?	An oxymoron is a phrase that appears to include a contradiction (ideas that oppose each other). Examples in the poem include 'exploding comfortably' and 'huge nothing'. In this poem, they highlight the contrasting and unpredictable aspects of the natural world.
How does Heaney use the semantic field of war in this poem?	It present nature as an attacking force which intends to harm humanity. It also conveys the relentless nature of the storm, and allows us to see nature as an omnipotent force.
What is the effect of the regular rhyme scheme?	It conveys the relentless nature of the storm: there is no end to its power.
What is the effect of the absence of rhyme?	This reflects the unpredictability of the weather. This unpredictability is part of nature's power: humans are powerless as they are unable to entirely prepare for or defend against the natural elements.
What is a volta? How is it used in this poem?	A volte is a turning point in a poem: a significant change in idea or emotion. This happens in Line 14. Before this point, the speaker conveys a sense of confidence at the community's preparations for the storm. From line 14, we see the fear and vulnerability of the islanders as the speaker describes the experience of living through the storm.

Key Quotes:

'We are prepared: we build our houses squat'
'Strange, it is a huge nothing that we fear'.

'the flung spray... spits like a tame cat turned savage'

'We are bombarded by the empty air'

For more revision of this poem, search for 'PMT English Storm on the Island'.



How does each image link to the ideas in the poem?

Biology Year 10 – Cycle 1– Respiration

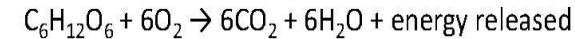
Respiration equations

Aerobic Respiration in Animals

Word Equation:

Glucose + oxygen → carbon dioxide + water + energy released

Symbol Equation:



Anaerobic Respiration in Animals

Glucose → lactic acid + energy released (less than aerobic)

Aerobic Respiration in plants and fungi (fermentation)

Glucose → ethanol + carbon dioxide + energy released (less than aerobic)

Effect on Heart Rate

- Heart rate increases
- Supplies muscles with more oxygen
- Removes more carbon dioxide from muscles
- Removes lactic acid from muscles
- Transports lactic acid to the liver



Effect on Breathing Rate

- Breathing rate increases
- Breathing volume increases
- Brings more oxygen to body
- Removes more carbon dioxide from body



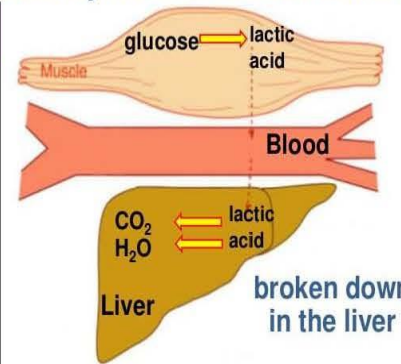
	Aerobic	Anaerobic
Presence of oxygen	Present.	Absent or in short supply.
Oxidation of glucose	Complete	Incomplete. The products of respiration still contain energy.
Products of respiration	Carbon dioxide and water. The products do not contain stored chemical energy.	Mammalian muscle: lactic acid. Yeast: ethanal and carbon dioxide. Some plants: ethanal and carbon dioxide. The products still contain stored chemical energy.
Amount of energy released	Relatively large amount.	Small amount, but quickly.

Anaerobic Respiration in Plants and Fungi

Some plants and **fungi** such as yeast can respire anaerobically – it's preferable to release energy but remain alive.

Glucose in yeast cells is converted to carbon dioxide and **ethanol**, which we refer to simply as 'alcohol'

Lactic acid is removed from muscle by the bloodstream and is

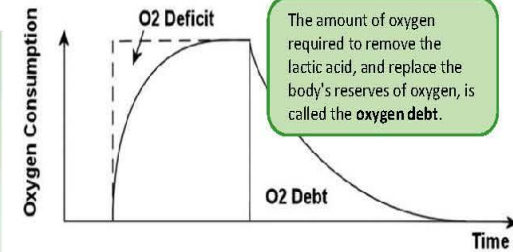


Brewing and Baking...

Glucose → ethanol + carbon dioxide + energy



Oxygen debt



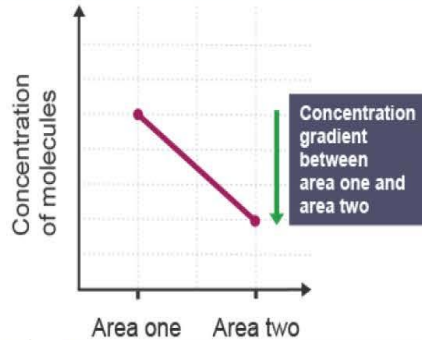
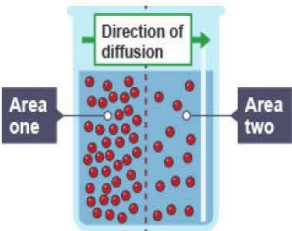
Anaerobic respiration in animals produces lactic acid which makes muscles fatigue. The lactic acid is transported to the liver where it is converted back to glucose using extra oxygen..

Key Word	Information
cellular respiration	An exothermic reaction, continuously occurring in living cells which transfers all the energy for living processes.
exothermic	A reaction that transfers energy to the surroundings and the temperature of the surroundings increases.
Aerobic respiration	Respiration that uses oxygen to break down glucose molecules and release lots of energy.
Anaerobic respiration	Respiration that happens without oxygen and releases less energy due to the incomplete breakdown of glucose.
Lactic acid	The product of anaerobic respiration in animals, causes muscles to fatigue and must be carried to liver in blood stream to be broken down when oxygen becomes available.
Oxygen debt	The amount of extra oxygen the body needs after exercise to react with the build up of lactic acid and remove it from cells.
fermentation	Anaerobic respiration in yeast cells. It has economic importance in the manufacture of bread and alcoholic drinks.

Biology Year 10 – Cycle 1– Transport

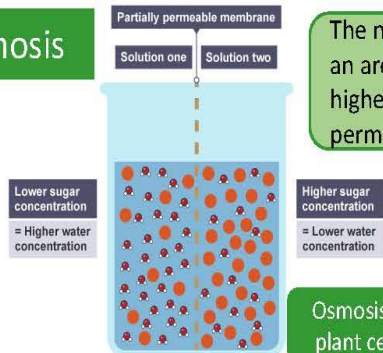
Diffusion

The net movement of particles in a liquid or gas from an area of higher concentration to an area of lower concentration.



Osmosis

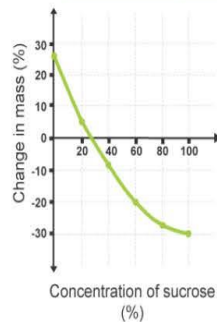
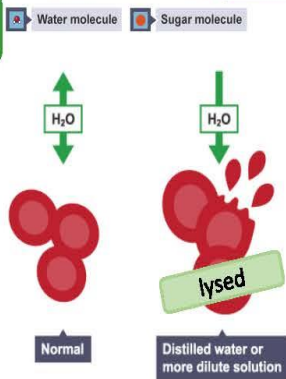
The net movement of water molecules from an area of lower concentration to an area of higher concentration through a partially permeable membrane.



Osmosis in plant cells



Osmosis in Animal cells

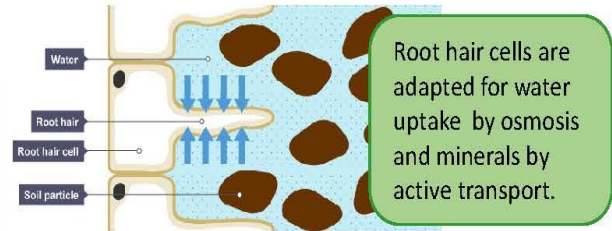
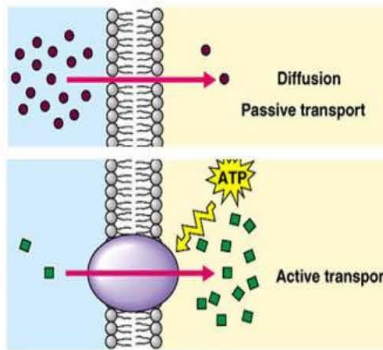


Effect of osmosis on plant tissue

$$\text{change in mass} = \frac{\text{mass at end} - \text{mass at start}}{\text{mass at start}} \times 100$$

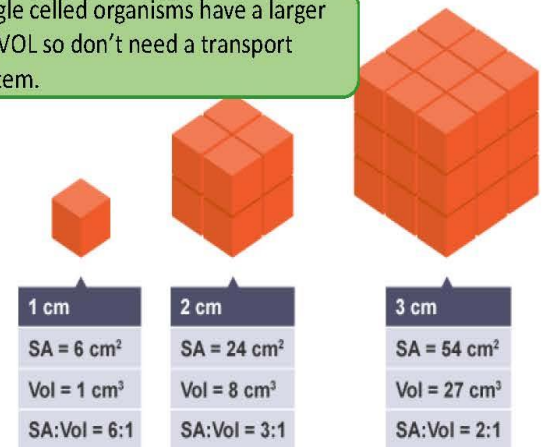
Where the plotted line crosses the horizontal axis at 0 per cent change in mass, the sucrose concentration is equal to the concentration of dissolved substances in the potato cells. This can be identified on the graph as the point which shows no change in mass, and therefore represents no net movement of water by osmosis.

Active Transport



Surface Area: Volume

Single celled organisms have a larger SA:VOL so don't need a transport system.



Process	Descriptions	Substances moved	Energy required
Diffusion	Substances move from a high to a low concentration down a concentration gradient	Carbon dioxide, oxygen, water, food substances, wastes, eg urea	No
Osmosis	Water moves from a high to a low concentration across a partially permeable membrane and down a concentration gradient	Water	No
Active transport	Substances move against a concentration gradient	Mineral ions into plant roots, glucose from the gut into intestinal cells, from where it moves into the blood	Yes

The Mole

The Avogadro constant, 6.02×10^{23} , is the number of molecules of a substance that make up one mole of that substance.

Iron has an A_r of 56, so 1 mole of iron has a mass of 56g.

Oxygen (O_2) gas has an M_r of 32, so 1 mole of oxygen has a mass of 32g.

Ammonia (NH_3) has an M_r of 17, so 1 mole of ammonia has a mass of 17g.

$$\text{number of moles} = \frac{\text{mass in g (of an element or compound)}}{M_r \text{ (of the element or compound)}}$$

Moles and Equations

Write a balanced symbol equation for the reaction in which 5.6g of iron reacts with 10.65g of chlorine to form iron chloride.

Work out the M_r of all the substances.

A_r of Fe = 56 and A_r of Cl = 35.5

Divide the mass of each substance by its M_r to calculate how many moles of each substance reacted or produced.

$$\text{moles Fe} = 5.6/56 = 0.1$$

$$\text{moles Cl} = 10.65/35.5 = 0.3$$

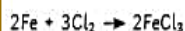
Divide by the smallest number of moles

$$\text{Fe} = \frac{0.1}{0.1} = 1 \qquad \text{Cl} = \frac{0.3}{0.1} = 3$$

Write down the balanced symbol equation.



Chlorine exists as Cl_2 so the whole thing must be multiplied by 2.



Limiting Reactions

If one reactant gets used up in a reaction before the other, then the reaction will stop. The reactant that has been used up is limiting.

If you halve the amount of reactant then the amount of product will also be halved.

Group 7 Elements and Noble Gases

Halogens

The halogens are **non-metals**: fluorine, chlorine, bromine, iodine. As you go down the group they become less reactive. It is harder to gain an extra electron because its outer shell is further away from the nucleus. The melting and boiling points also become higher.

Noble Gases

The noble gases (group 0 elements) include: helium, neon and argon. They are un-reactive as they have full outer shells, which makes them very stable. They are all colourless gases at room temperature.

The boiling points all increase as they go down the group – they have greater intermolecular forces because of the increase in the number of electrons.

Metals and Non-metals

They are found at the **left** part of the periodic table. Non-metals are at the **right** of the table.

Metals

Are strong, malleable, good conductors of electricity and heat. They bond metallically.

Non-Metals

Are dull, brittle, and not always solids at room temperature.

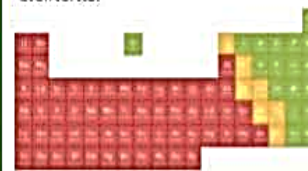
Development of the Periodic Table

In the early 1800s, elements were arranged by atomic mass. The periodic table was not complete because some of the elements had not been found. Some elements were put in the wrong group.

Dimitri Mendeleev (1869) left gaps in the periodic table. He put them in order of **atomic mass**. The gaps show that he believed there was some undiscovered elements. He was right! Once found, they fitted in the pattern.

The Modern Periodic Table

Elements are in order of **atomic mass/proton number**. It shows where the metals and non-metals are. **Metals** are on the **left** and **non-metals** on the **right**. The **columns** show the groups. The **group number** shows the number of **electrons** in the **outer shell**. The **rows** are **periods** – each period shows another full shell of electrons. The periodic table can be used to predict the reactivity of elements.



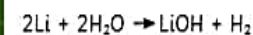
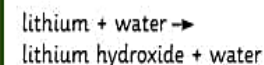
Alkali Metals

The alkali metals (group 1 elements) are soft, very reactive metals. They all have **one electron** in their **outer shell**, making them **very reactive**. They are **low density**. As you go down the group, they become more reactive. They get bigger and it is easier to lose an electron that is further away from the nucleus.

They form ionic compounds with non-metals.

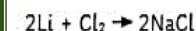
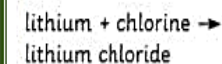
They react with water and produce hydrogen.

E.g.



They react with chlorine and produce salt.

E.g.



They react with oxygen to form metal oxides.

Cycle 1

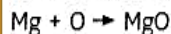
Chemistry Yr 10

Conservation of Mass

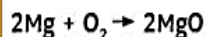
No atoms can be created or made during a chemical reaction, so the mass of the reactants will equal the mass of the product.

Reactions can be shown as a word or symbol equation.

magnesium + oxygen → magnesium oxide



Symbol equations should also be balanced; they should have the same number of atoms on each side.

**Relative Formula Mass**

The relative formula mass (M_r) is the sum of all the relative atomic masses (A_r) of the atoms in the formula.

Examples:

HCl

A_r of H = 1

A_r of Cl = 35.5

M_r of HCl = 1 + 35.5 = 36.5

H₂SO₄

A_r of H = 1

A_r of S = 32

A_r of O = 16

M_r of H₂SO₄ = (1 × 2) + 32 + (16 × 4)

M_r of H₂SO₄ = 2 + 32 + 64

M_r of H₂SO₄ = 98

Calculating Percentage Mass of an Element in a Compound

percentage mass of an element in a compound =

$$A_r \times \frac{\text{number of atoms of that element}}{M_r \text{ of the compound}}$$

Find the percentage mass of oxygen in magnesium oxide.

A_r of magnesium = 24

A_r of oxygen = 16

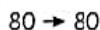
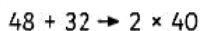
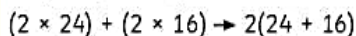
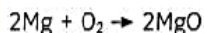
M_r of MgO = 24 + 16

= 40

$$\% \text{ mass} = \frac{A_r}{M_r} = \frac{16}{40} = 0.4 \quad 0.4 \times 100 = 40\%$$

Conservation of Mass

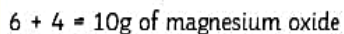
Show that mass is conserved in a reaction.



Total M_r on the left-hand side of the equation is the same as the M_r on the right-hand side.

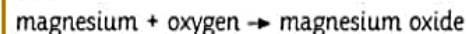
Calculate the mass of the product.

6g of magnesium reacts with 4g of oxygen:



During a reaction the mass can change. If one of the reactants is a gas, the mass can go up.

E.g.

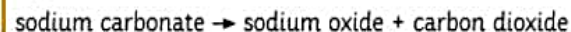


Oxygen from the air is added to the magnesium (making the product) which will be heavier in mass.



If one of the products is a gas, the mass can go down.

E.g.



When sodium carbonate is thermally decomposed, carbon dioxide gas is produced and released into the atmosphere.

**Concentration of Solutions**

Concentration is the amount of a substance in a specific volume of a solution. The more substance that is dissolved, then the more concentrated the solution is.

It is possible to calculate the concentration of a solution with the following equation:

$$\text{concentration (g/dm}^3\text{)} = \frac{\text{mass (g)}}{\text{volume of solvent (dm}^3\text{)}}$$

The equation can be rearranged to find the mass of the dissolved substance:

$$\text{mass (g)} = \text{concentration (g/dm}^3\text{)} \times \text{volume (dm}^3\text{)}$$

P2 Current Electricity – Yr10 Cycle 1: Knowledge Organiser



Cell	Battery	Switch	Lamp	Ammeter	Volt meter	Diode	LED	LDR	Fuse	Resistor	Variable resistor	Thermistor
Store of chemical energy	Two or more cells in series	Breaks circuit, turning current off	Lights when current flows	Measures current	Measures potential difference	Current flows one way	Emits light when current flows	Resistance low in bright light	Melts when current is too high	Affects the size of current flowing	Allows current to be varied	Resistance low at high temp

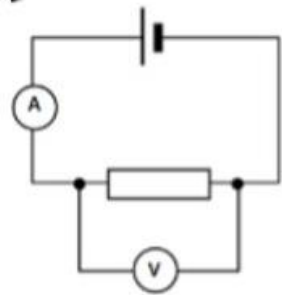
Potential difference (p.d.)	A measure of the electrical work done by a cell (or other power supply) as charge flows round the circuit. Potential difference is measured in volts (V).
Electric current	A flow of electrical charge. The size of the electric current is the rate at which electrical charge flows round the circuit.
Resistor	A component that acts to limit the current in a circuit. When a resistor has a high resistance, the current is low.
Directly proportional	When two quantities are directly proportional, doubling one quantity will cause the other quantity to double. When a graph is plotted, the graph line will be straight and pass through the origin.
Inversely proportional	When two quantities are inversely proportional, doubling one quantity will cause the other quantity to halve
Ohmic	The current flowing through an ohmic (name after George Ohm) conductor is proportional to the potential difference across it. If the p.d. doubles, the current doubles. The resistance stays the same.
Non-ohmic	The current flowing through a non-ohmic resistor is not proportional to the potential difference across it. The resistance changes as the current flowing through it changes.

Charge
Electric current is the flow of electric charge. It only flows when the circuit is complete.
The **charge** is the current flowing past a point in a given time. Charge is measured in **coulombs (C)**.
 $Q = It$

Calculating Charge
charge flow (C) = current (A) × time (s)
 $Q = It$

potential difference = current × resistance
 $V (V) = I (A) \times R (\Omega)$

Measuring Resistance



$$R = V \div I$$

FACTORS THAT AFFECT RESISTANCE
"As resistance of a conductor depends on its..."

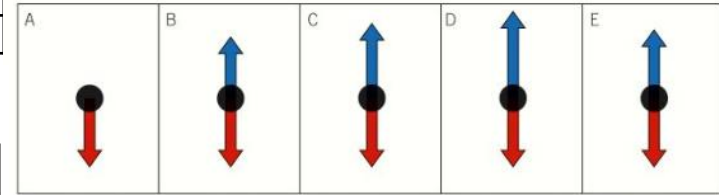
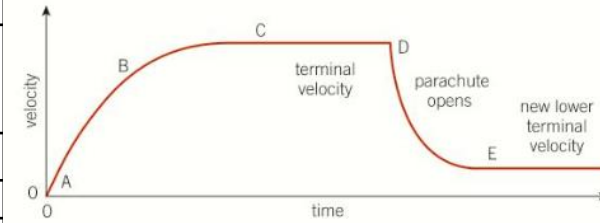
LENGTH
"As length increases, resistance increases."
"More length = more resistance!"

THICKNESS and TEMPERATURE
"As thickness increases, resistance decreases."
"More thickness = less resistance!"

P5 Forces 3 – Yr10 Cycle 1: Knowledge Organiser

Terminal velocity	An objects final speed, when the weight of the falling object is balanced by resistive forces.
Inertia	Inactivity. Objects remain in their existing state of motion – at rest or moving with a constant speed in a straight line – unless acted on by an unbalanced force.
Thinking distance	The distance a car travels while the driver reacts.
Braking distance	The distance a car travels while the car is stopped by the brakes.
Stopping distance	The sum of the thinking distance and braking distance
Velocity	The vector equivalent of speed. It has a direction as well as a size.

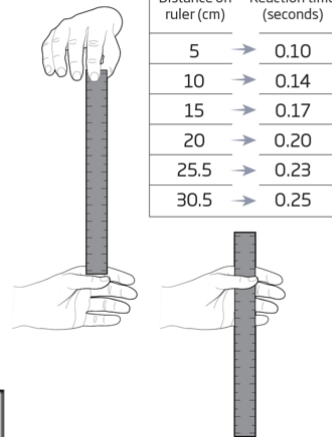
Skydiving



STOPPING DISTANCES



Quick, as a rule
Gauging a persons reaction time



Units of Measurement

Speed / velocity	Metres per second (m/s)
Distance	Metres (m)
Time	Seconds (s)
Acceleration	Metres per second squared (m/s²)
Force	Newton (N)
Mass	Kilogram (Kg)
Momentum	Kilograms metres per second (Kgm/s)

$$p = m \times v$$

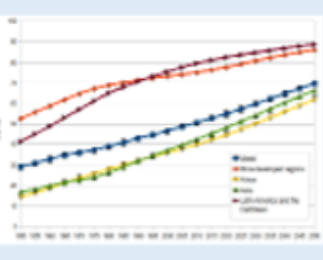
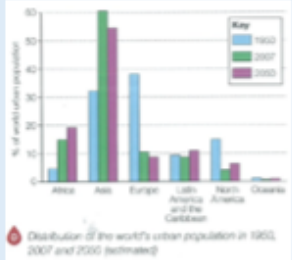


momentum = mass x velocity




Factors affecting stopping distances	Drivers reaction times	Drinking alcohol, taking drugs, tired.
	Braking distances	Weather conditions, worn brakes or tyres, road surface, size of braking force.
Braking and kinetic energy	Work done by braking force, reduces kinetic energy	Kinetic energy decreases, temperature of brakes increases due to frictional forces.




Conservation of momentum




When two objects collide, the momentum they have before the collision = the momentum they have after the collision


Closed system = no external forces acting on it.



Lesson 1 Urban Change	Lesson 2 Urban Growth and Megacities	Lesson 3 LIC city – Mumbai Location and Importance
<p>What is urbanisation? Urbanisation is the increase in the amount of people living in urban areas such as towns or cities.</p> <p>In 2007 the UN announced that more than 50 % of the world's population live in urban areas</p> <p>Where is Urbanisation happening? The number of people living in urban areas is highest in HIC But Urbanisation is highest in LICs and NEEs This is mostly because of the rapid economic growth, which is leading to increasing life expectancies.</p> <p>The population is rising fastest in Asia so they are projected to have the highest levels of urbanisation whereas in Europe and the US, urban populations will decrease as their populations are stagnating.</p>  	<p>Causes of urbanisation Rural to urban migration – the movement of people from the countryside to towns and cities areas</p> <p>Push factors that encourage people to move away from a place. Natural disasters e.g. drought, War and Conflict, Lack of jobs</p> <p>Pull factors that encourage people to move to a place (can be perceived rather than actual) More jobs, Better education and healthcare, Following family members</p> <p>Natural Increase When birth rate is greater than the death rate</p> <ul style="list-style-type: none"> Migration can involve young adults when there is a high percentage of population of child-bearing age this leads to higher birth rate <p>Types of Cities Megacities Urban area with over 10 million people living there 2/3 of megacities currently in NEEs/ LICs and in Asia. Predicted to increase from 28-41 by 2030.</p> 	<p>Location and Background of Mumbai Located on the west coast of India on the Arabian Sea it has access to the Indian Ocean and is therefore an important trade route. It one of the most globalised cities.</p>  <p>Importance of Mumbai</p> <ul style="list-style-type: none"> It has regional HQ of important TNCs such as Disney, GlaxoSmithKline, Johnson and Johnson and Volkswagen. It is the location of the Indian Stock Exchange It is a globally important transport hub It has a population of over 21 million people It is India's commercial and financial capital <p>Growth of Mumbai Mumbai has grown rapidly due to rural to urban migration. It has a population of 23 million and is growing by 1 person a minute</p> <p>The majority of migrants are between 20 and 35, 64% are male and looking for work in TNCs or manufacturing</p> <p>The initial economic activity was textiles and trade as it is a port. This stimulated further economic growth through the positive multiplier effect. Which encouraged further investment and in migration</p>
<ol style="list-style-type: none"> 1. Define urbanisation? 2. What is happening to the global rate of urbanisation? 3. Which type of countries have the highest levels of urbanisation? 4. Where is urbanisation going to increase the most? 5. Why will urbanisation slow down in Europe? 	<ol style="list-style-type: none"> 1. What is meant by 'push factor'? 2. Why might natural increase be higher in cities? 3. Define Megacity. 4. Where are most megacities? 5. What is likely to happen to the number of megacities? 	<ol style="list-style-type: none"> 1. What is the population of Mumbai? 2. Which TNCs have regional HQ based in Mumbai? 3. Mumbai is the world's ___th largest city. 4. Name one economic reason for the importance of Mumbai. 5. What was the primary function of Mumbai and why did this lead to economic growth

Lesson 4 Opportunities in Mumbai	Lesson 5 Challenges in Mumbai	Lesson 6 Improving Quality of Life in Mumbai
<p>OPPORTUNITIES in Mumbai</p> <p>Social Access to education means that literacy rates are 86% although rapid population growth means that places are limited and some struggle to attend. Employment is 85% within slums and 90 % total. However, some people lack the education, skills and training for formal employment and therefore work in the informal sector in markets</p> <p>Economic The TNCs and other businesses such as telecommunications and call centres mean there is a range of high skilled and low skilled employment opportunities. The incomes are reliable. Within the slum 15 000 informal businesses create over \$1 billion per year</p> <p>Environmental Whilst rapid urban growth has created environmental challenges the city is trying to improve air quality by improving public transport and vision Mumbai.</p>  	<p>CHALLENGES in Mumbai</p> <p>Social Rapid economic migration has caused hyper-urbanisation so there is a growth in informal settlements such as Dharavi which is a slum/ squatter settlement. There is 1 million people within 1 mile². Limited access to water 10 families share a stand pipe that comes on for 2 hours a day. There is a lack of sanitation 500 people share 1 toilet and 4000 cases of water related diseases e.g. cholera, per day.</p> <p>Economic However, 90% of people are employed, some in the informal sector and provide an invaluable service such as recycling. 80% of all plastic is recycled by 35000 ragpickers however, there is corruption and many of these people earn very low wages and work in dangerous conditions which cause a hazard to their health.</p> <p>Environmental There are 3.2 million vehicles in Mumbai. It is one of the most congested cities. The cars are usually older and highly polluting- contributing to Mumbai being the 4th most polluting city globally.</p>	<p>Vision Mumbai Under the government-led Dharavi Redevelopment Project, developers will provide the people living there – who can prove residency since 2000 – a new, 300 sq ft house for free. The plan has created a storm of controversy.</p> <p>Toilets, sanitation and electricity improvements to Dharavi Since 1993, 366 toilets blocks with 6,952 toilets serving more than 350,000 people have been built in Mumbai, thanks to the federation of slum and pavement dwellers.</p> <p>Providing Electricity Reliance infrastructure, the Global Partnership on Output-Based Aid (GPOBA), and other partners have launched a project to provide improved access to safe electricity supply to around 104,000 Indian slum dwellers.</p> <p>Reducing Crime: This is hard as cyber crime is difficult to track and occurs across countries borders</p> 
<ol style="list-style-type: none"> Why are literacy rates higher in Mumbai? What is the rate of employment in informal settlements Which sectors do uneducated people work in in Mumbai? How much income is generated from businesses in the informal sector each year? How is air quality being improved in Mumbai 	<ol style="list-style-type: none"> Why do people migrate to Mumbai? What is the name of the largest slum in Mumbai? There are 2 sectors that people can work in, what are they? What can rapid economic migration lead to? How many cases of water related diseases are there per day? 	<ol style="list-style-type: none"> Name the strategy to improve the lives of the urban poor? What is a negative impact of moving people to the new apartments? How many people got a safe electricity supply? Which informal settlement has gained from improvements to sanitation How many people have benefitted from the new toilet blocks?

Lesson 7 Traffic congestion	Lesson 8 Economic Growth in Mumbai	Lesson 9 Major UK cities and population distribution
<p>Traffic Management Urban areas are busy places with many people travelling by different modes of transport. This has caused traffic congestion leading to various issues.</p> <p>Environmental Problems Traffic increases air pollution which releases greenhouse gases that is leading to climate change. More roads have to be built.</p> <p>Economic Problems Congestion can make people late for work. Business deliveries take longer. This costs companies more money as drivers take longer to make the delivery.</p> <p>Congestion Solutions Costing \$1 billion, Mumbai Urban Transport Project (MUTP) aims to improve and build roads and highways in Mumbai, such as the East West Highway; providing modern trains that are safer, faster and with more space; and 600 eco- friendly buses, enabling more people to travel.</p> <p>In HICs, roads can be widened to allow more traffic to flow more easily and avoid congestion. Build ring roads and bypasses to keep traffic out of city centres.</p> <p>Introduce park and ride schemes to reduce car use.</p>	<p>Positive Multiplier Effect for Mumbai</p> <ol style="list-style-type: none"> Mumbai was originally a port in the 1800s which caused the growth of the textile industry The textile industry employed 20,000 workers in Mumbai. The workers received an income The government used taxes from income to improve infrastructure, schools and hospitals and other services. Mumbai became a more attractive place to live TNCs such as Disney/VW and the Bollywood film industry set up HQ. Workers immigrate People/workers spend money in local economy which starts the cycle again The government uses taxes to improve infrastructure, roads, railways, airports, ports and superfast broadband 	<p>Distribution of Population and cities in the UK The UK's population is unevenly distributed. Some parts have a high population density, such as the South East, whereas some have a low population density such as the North West of Scotland</p> <p>The location of most UK cities is linked to the availability of natural resources (particularly coal), or near to the coast for imports, and the subsequent location of industry during the industrial revolution. This is because coal was the original source of power for the factories e.g Glasgow, Newcastle, Nottingham and Cardiff.</p>   <p>London is a major anomaly to this trend. Instead its location on the River Thames enabled resources to be imported along the River Thames. Imports from across the British Empire were then used in industry.</p>
<ol style="list-style-type: none"> How many vehicles are there on the roads in Mumbai? Why are cars in Mumbai so polluting? Which gases lead to climate change? Name 2 economic problems linked to traffic congestion in Mumbai. What is the name of the Mumbai project aimed at improving transport? 	<ol style="list-style-type: none"> What is the name of the positive process where people work, pay taxes and then these taxes are used to invest in infrastructure/improve an area? Approximately how many people were employed in the port in 1800 in Mumbai? What country is Mumbai located in? What are the taxes paid by workers used for? Which TNCs have been attracted to Mumbai? 	<ol style="list-style-type: none"> Describe the population distribution in the UK Define high population density Which region in the UK has the highest population density? What is the location of most UK cities linked to? Which cities in the UK used coal as a source of power?

Lesson 10 Location and importance of London	Lesson 11 London Opportunities	Lesson 12 Urban Greening and Sustainable Urban Living
<p>Location, Migration and Growth in London London is the UK capital and is located in the SE. It has a population of 8 million inhabitants (likely to rise to 10million by 2030. It has 5 international airports, rail links to Europe through HS1 and Eurotunnel. The majority are national migrants between 18 and 35 who attend university or work. There is considerable international migration. 300 languages spoken. The majority do low skilled work such as security guards and cleaners but many work for TNCs or in the NHS as doctors, dentists and nurses. 45% is white British and the other 55% is other ethnicities such as Asian and Eastern European.</p> <p>London's importance</p> <ul style="list-style-type: none"> • It is the location of many TNCs such as GlaxoSmithKline, HSBC, Barclays and the UK stock exchange • It is the administrative capital where UK Parliament sits House of Commons • London is the UK capital • It is the largest and wealthiest city • It has 5 international airports, rail links to Europe through HS1 and Eurotunnel • It generates 20% of the total UK GNI • Home to major media companies BBC, Ch 4, ITV 	<p>Social and economic opportunities Migrants are attracted to the wide range of employment and high wages (£10,000 higher than national average) although cost of living is also very high. There is also a wide variety of recreation and entertainment such as the West End and Olympic Park. The wide variety of ethnicities has led to Cultural Mix through various festivities such as Notting Hill Carnival. The ITS attracts people as it is makes travel easy (1 billion journeys a day) but it can be congested which makes people late for work</p> <p>Environmental opportunities Although many people feel that city life is very built up, London is actually one of the greenest cities in the world with 46% being green space. This is good for the environment and peoples physical and mental health.</p> <div style="display: flex; justify-content: space-around;">   </div>	<p>Sustainable urban living means being able to live in cities in ways that do not pollute the environment and using resources in ways that ensure future generations can also use them. Sustainable living should ensure that all facilities necessary for people are available, and that areas are economically viable.</p> <p>Water conservation- reducing the amount of water used. Example- Rainwater harvesting provides water for gardens and for flushing toilets.</p> <p>Energy Conservation- Using less fossil fuels can reduce the rate of climate change. Example- Making homes and appliances more energy efficient.</p> <p>Urban Greening- Creating green spaces in urban areas can improve places for people who want to live there.</p> <ul style="list-style-type: none"> • 47% of London is open green space. This includes parks such as Hyde and Regent's Park. • 8.1 million trees in London • Provide natural cooler areas for people to relax in. • Encourages people to exercise. • Reduces the risk of flooding from surface runoff. <p>Waste recycling- More recycling means fewer resources are used. Less waste reduces the amount that eventually goes to landfill. This reduces waste gases (methane) and contamination of water sources.</p>
<ol style="list-style-type: none"> 1. How many different languages are spoken in London? 2. What is a positive impact of international migration into London? 3. What is the approximate population of London? 4. Name a major international airport in London 5. State one economic reason why London is internationally important. 	<ol style="list-style-type: none"> 1. How much higher are wages in London compared to the national average? 2. What makes travel in London easier? 3. Why are high levels of ethnicity positive? 4. Name a social opportunity linked to entertainment. 5. What is negative about the cost of living in London? 	<ol style="list-style-type: none"> 1. How many parks are there in London? 2. What % of London is considered green space? 3. Why is London known as a urban forest? 4. Name 2 major parks in central London. 5. Why is open space important in cities? <div style="text-align: right;">  </div>

Lesson 13 Urban Sprawl	Lesson 14 London Social Challenges	Lesson 15 Urban Regeneration – London Olympic Park
<p>Urban Sprawl The unplanned growth of urban areas into the surrounding countryside</p> <p>The Issue More houses are needed due to a rising population. It is better for the environment to build on brownfield sites as you are not removing trees and vegetation. It is closer to existing roads and infrastructure. However, it is costly to decontaminate the land so companies prefer greenfield sites as the land is cheaper so that is why they are building on the rural urban fringe</p> <p>Rural Urban Fringe A zone of transition between built up areas and the countryside, where there is often competition for land use. It often has mixed land uses such as golf courses and shopping centres</p> <p>Greenbelt - This is a zone of land surrounding a city(14 in the UK) where new building is strictly controlled to try to prevent cities growing too much and too fast. Some developments are now being allowed on green belt. This is controversial</p> <p>Brownfield site - Abandoned buildings and wasteland or land that has previously been built on, is now derelict and awaiting some new use. Commonly found across urban areas and inner cities.</p>	<p>Social and economic challenges: Urban deprivation Not everyone has benefited from urban growth. Newham is one of the most deprived boroughs in London. Life expectancy is 7 year below national average. Unemployment is 9.4% as opposed to 4% in the UK. Pupils achieving 5A*C is 62% as opposed 80%. The government has tried to ease these by regeneration projects like Docklands, but they haven't always met the needs of local people. There is a lack of affordable housing</p> <p>Environmental Challenges: <i>Waste disposal and pollution</i> There is a high level of air pollution with 4000 premature deaths as it frequently rises above the EU limit. The government is trying to improve this with electric buses and taxis, the low emission zone and congestion charge. London recycles 61% of its waste but this varies between boroughs.</p> 	<p>Reasons why the area needed regeneration Newham was one of most deprived areas of London and UK with 6.7% unemployment (England and Wales average 3.4%), low GCSE 51% (London average 57%), high crime 8.9 per 1000 (England and Wales average 1.8), low income £600/week average (London average £800/week+)</p> <p>The main features of the project Social: The athletes' village has been relaunched as a housing estate called the East Village. A new school opened in the grounds of the park - Chobham Academy. The aquatics centre now uses its 50m pools as facilities for the community, schools and elite athletes. Economic: The new Stratford Tube station helped to connect the area to the rest of London. The Olympics brought more than £9bn of investment to east London, much of which went into transport. Lloyds TSB estimated that the Olympics will generate £10 billion in extra income for the UK economy. All the Olympic venues have been sold, including the £300m high-tech media centre Environmental: Grounds in the Olympic Park have been kept as parkland. Water quality improved in the River Lea. Wildlife habitats were created, stadiums made of at least 25% recycled materials.</p>
<ol style="list-style-type: none"> 1. What is the unplanned growth of urban areas into the surrounding countryside known as? 2. Why are more homes needed in the UK? 3. Describe a benefit of building on brownfield sites. 4. What is the protected land called that is found around 14 of the UK's largest urban areas called? 5. What do we call an area where there is competition from different uses on the edge of urban areas? 	<ol style="list-style-type: none"> 1. What is a key term used to describe a standard of living below the majority? 2. Name a deprived borough in London. 3. How much higher is unemployment in Newham compared to the rest of the UK? 4. How many premature deaths are there due to air pollution each year? 5. Why is a 61% recycling rate misleading? 	<ol style="list-style-type: none"> 1. Name the regeneration project that was built to reduce deprivation in Newham, London. 2. Why did Newham need regenerating? Quote 2 pieces of data to support your answer 3. What happened to the Athletes village after the 2012 event? 4. State one environmental feature of the project. 5. Describe one economic benefit to the UK

Lesson 16 BedZED – Sustainable Urban Living	Lesson 17 Urban Transport Strategies	Key Terms
<p>BedZED (Beddington Zero Energy Development) is the UK's first and largest carbon-neutral eco-community. It consists of 82 residential homes, an onsite shop, café, sport facilities, health centre and childcare facilities. BedZED's aim = Produce at least as much energy from renewable sources as it consumes.</p> <p>Transport: A green transport plan promotes walking, cycling and use of public transport. On-site charging points for electric cars are available. There are accessible pavements and good local transport links</p> <p>Energy: Buildings made from materials that store heat during warm conditions and release heat at cooler times. Houses have south facing terraces to maximise heat gain from the sun. Low energy lighting and energy efficient appliances. 777 square meters are covered with solar panels.</p> <p>Water: Water use is reduced to 76 litres/day; out of which 18% represents rainwater or recycled water; use of aerated taps, low flush toilets, smaller baths</p> <p>Local materials: Materials were sourced within a 35 mile radius of BedZED wherever possible.</p> <p>Social: 50% of the dwellings are allocated to low income families</p> <p>Recycling- Multi-bins have been designed in to the kitchens for standard recycling so that residents can separate their waste</p>	<p>Integrated Transport System This is the linking of different forms of public and private transport within a city and the surrounding area e.g. bus timetables coincide with train arrivals and departures. Trams lines associated with peak flow from park and ride locations.</p> <p>London Traffic Management The congestion charge Introduced in 2003 and extended in 2007 and 2011 the London congestion charge covers an area of central London. Motorists are discouraged from driving in the zone by a £15 daily charge. Buses, taxis, emergency vehicles and low emission vehicles are exempt. The number of vehicles driving in the congestion zone is 10% lower than before its introduction. Evidence that the congestion charge has caused local business problems is limited.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Cultural mix</p> <p>Commuter settlement</p> <p>Challenge</p> <p>Deprivation</p> <p>Brownfield site</p> <p>Greenfield site</p> <p>Importance</p> <p>Informal/ formal sector</p> <p>Informal settlement</p> <p>Infrastructure</p> <p>ITS</p> <p>Migration</p> <p>Megacity</p> <p>Multiplier effect</p> <p>Opportunity</p> <p>Rural urban fringe</p> <p>Sustainability</p> <p>Urbanisation</p>
<ol style="list-style-type: none"> 1. What does BedZED stand for? 2. Which way do the windows face in BedZED and why? 3. What is sustainable about the materials sourced to build the project? 4. They also make use of rain water. What is the term for this? 5. What is the main aim of BedZED? 	<ol style="list-style-type: none"> 1. What does ITS stand for? 2. What does ITS link together? 3. How are drivers discouraged from driving in central London? 4. Which vehicles are exempt from the congestion charge? 5. How much lower is the number of vehicles driving in central London? 	<p>Urban change</p> <p>Urban Greening</p> <p>Urban poor</p> <p>Regeneration</p> <p>Write out the definition of all of the key words</p>

Buckland Abbey (Monastery) Knowledge Organiser

1	Who founded Buckland Abbey in 1273?	Amicia, Countess of Devon
2	What order of monks were at Buckland Abbey?	Cistercian
3	What was a 'lay brother'?	A monk who mostly did manual labour rather than mostly religious duties
4	Which end of a church is most holy?	East End – it faces Jerusalem
5	In what shape were churches built in medieval times?	A cross (Cruciform)
6	Name 5 buildings that existed in the monastic era.	The abbey, the Great Barn, an infirmary, dormitories, Cloisters, north and south transepts
7	What is the Rule of St Benedict?	Collection of religious texts read by the Choir monks
8	What would have been produced on site as a Monastery?	Beer, bread, agricultural produce, wool.
9	What feature dominated the abbey building?	The crossing tower
10	Name 2 reasons the monks picked such an isolated place in Dartmoor to build an abbey.	To avoid distractions (better for religious reflection). Good water supply. Building materials.
11	Why might an artist's modern-day reconstruction of what Buckland looked like as a monastery not be accurate?	Lack of sources and lots of changes made over the years (particularly by Richard Grenville).
12	How might an artist overcome the problem of not knowing what Buckland used to look like?	There are some remains of the original monastery. Comparison to other monasteries like Fountains Abbey.
13	What are the architectural features of the monastic buildings?	Buttresses, slit windows, bar tracery (stonework that supports glass in a stained-glass windows), arched windows, made of stone.
14	What is a bar tracery?	Stonework that supports glass in a stained-glass window

Key Terms

Abbot	a man who is the head of an abbey of monks
Abbey	the building or buildings occupied by a community of monks or nuns, also known as a monastery
Dormitories	the building in which the monks sleep
Chapter House	the building where monks hold meetings and where a chapter of the Rule of St Benedict would be read to them every morning
Buttress	a structure of stone or brick built against a wall to strengthen or support it.

Buckland Abbey (Tudor Home) Knowledge Organiser

1	Which King dissolved the monasteries by 1539?	Henry VIII
2	Who bought Buckland from Henry VIII?	Richard Grenville the Elder
3	Why did Henry Break from Rome? (To leave the Catholic church and create the Church of England)	To get a divorce from Catherine of Aragon and to gain the wealth of England's monasteries.
4	In what decade does Richard Grenville (the grandson) make alterations?	1570s
5	What kind of changes did Richard Grenville the Grandson make?	Removed North and South transepts; demolished cloisters and dormitories; Created a second floor in the Nave; Changed the Chancel into a service wing for servants + kitchen.
6	Why did Grenville make the changes?	Changed the building to take away its Catholic roots. Complex and solid build of the abbey meant to was too difficult and costly to change much.
7	What did MOST Tudor gentlemen do when buying an old monastery?	Demolish it and build a new home from scratch.
8	What other general features of Buckland show that it was a Tudor manor?	Rectangle/square windows (a design popular in the Tudor era. These did not exist in the monastic era.
9	How can we prove that the Grenville family had the fireplaces built in Drake's Chamber?	They have the family device or logo on them.
10	Who did Grenville sell Buckland to in 1580?	Sir Francis Drake
11	When the Drakes took over Buckland, did they invest heavily in it between 1590-1740?	No because their main property became Nutwell Lodge in Exeter from 1699 onwards and Buckland became a second home, visited irregularly.

Key Terms

Break From Rome	When Henry VIII broke away from the Catholic Faith and replaced the Pope as the Head of the Church in England. This occurred in 1533-4 and he dissolved the Catholic monasteries in England by 1539.
Tudor Era	A period in History with Tudor monarchs (like Henry VIII and Elizabeth I)
Catholic	A Christian who follows the Catholic faith and who follows the words of the Pope
Protestant	A Christian who does not follow the words of the Pope. They are 'protesting' against Catholicism.
Dissolution	The process of closing (dissolving) the monasteries in England. It happened from 1536. Buckland was dissolved in 1541.

Buckland Abbey (Agricultural Revolution) Knowledge Organiser

1	Name two ways that the Agricultural Revolution made farming more productive	Enclosure meant more food could be grown. New machinery like the Seed Drill. Selective breeding to improve the quality of sheep, cows, pigs.
2	Which agricultural reformer visited Buckland in the late 18 th century (late 1700s)?	William Marshall
3	How was the Great Barn amended?	3 new doors added, allowing carts to be driven the whole length of the barn.
4	Who owned Buckland when changes were made during this era?	Lord Francis Augustus Heathfield
5	Which extra buildings were built during this time?	The Ox Sheds and The Linhay
6	What animal was used to plough the fields?	Oxen
7	A diary was kept by Marshall, telling us about daily life. How many days per week did agricultural labourers work?	6
8	Did just men work at Buckland?	No – oxen and children too.
9	Name different tradesmen named in Marshall's diary	Mason, wheelwright, blacksmith, miller, cooper, harness-maker and a Mole Catcher.
10	Name types of crops grown at Buckland	Wheat, barley, oats, turnips, potatoes, cabbages, peas, dairy produce, honey and cider.
11	What did the owner of Buckland do with the wealth generated by improved farming?	Built the impressive wooden Georgian staircase.
12	Did the Drake's live Permanently at Buckland Abbey?	No, they were based at Nutwell Lodge near Exeter
13	What did the area which is now the Education Centre used to	The Milking yard for dairy cows.

Key Terms

Agricultural Revolution	a period of technological improvement and increased crop productivity that occurred during the 18th and early 19th centuries in England and Europe
Linhay	A type of farm building found in Devon and Somerset. It has two storeys – the hay loft at the top and bottom storey is for keeping cattle in during winter. The hay at the top acted as insulation for the cows to keep warm
An estate (noun)	an extensive area of land in the country, usually with a large house, owned by one person or family
Georgian period	The Georgian era is a period in British history from 1714 to c. 1830–37, named after the kings George I, George II, George III and George IV.

Buckland Abbey (National Trust) Knowledge Organiser

1	Which resident of Buckland does the National Trust celebrate the most?	Sir Francis Drake
2	Name ways in which Drake is commemorated	There is a sundial to commemorate 400 th anniversary of his death. A Drake statue in the Lifetimes gallery. Drake's Drum on display. Paintings and artefacts. Stag horns in kitchen.
3	What have the Ox Sheds been converted into?	Shops, galleries, toilets, video presentation room..
4	Name some changes the National Trust has made to make it attractive for tourists	Access made easier (e.g. for wheelchair users); Information signs ; Restaurants, toilets to ensure people are relaxed; opportunity to spend money (e.g. Gift Shop)
5	What has been done to attract children to Buckland?	The upstairs of the main house is modelled as a ship with entertainment for children, like being able to dress up. Ice cream!
6	What is the Linhay now used for?	To display agricultural machinery such as different types of ploughs
7	What is the Great Barn used for now?	It has a Victorian Cider Press (simply because it is interesting to tourists) and sometimes art exhibitions
8	What is the Guest House now used for?	The building tourists walk into to pay for entry/present their membership card of the National Trust. Another part of the Guest House is the gift shop. The Restaurant/Café.
9	What is the significance of Education Room?	Provides a base for visiting schools – shows the National Trust care about education

Key Terms

National Trust	UK conservation charity, protecting historic places and green spaces
English Heritage	Another charity, founded by the government to preserve historic sites.

Buckland Abbey (Compared with Fountains Abbey) Knowledge Organiser

1	What was Fountains Abbey built from?	Sandstone
2	Was the abbey bigger or smaller than Buckland?	Bigger
3	How many people worked at Fountains when the abbey was at the height of its wealth?	200
4	What ornamentation was there on Fountains Abbey?	The Green Man (like a gargoyle) and carving of the Abbot's face.
5	How were choir monks and laybrothers kept separate in terms of the abbey buildings at Fountains?	Stairs and dormitories were separate
6	Name additional buildings at Fountains Abbey other than the abbey	Dormitories, Refectory, library, Chapter House, Kitchen
7	Name three ways Fountains abbey is DIFFERENT to Buckland Abbey	Had a library and separate place for lay brothers The burial ground at Fountains Abbey is much more understood – as there are gravestones which mark the burials of 19 Abbots The cloisters are on the south side of the monastery (like nearly all monasteries) whereas Buckland was on the North (due to draining issues).
8	Fountains Abbey was dissolved in 1539 like Buckland was. In the 1600s ,Stephen Proctor decided to make a Tudor Home on the site. Did he convert the abbey or use the stone from the Abbey ruins to build a new house?	Used the stone from the ruins to build a new house.
9	When was Fountains Abbey at its wealthiest?	1200s
10	Why did Fountains Abbey face financial troubles in the 1300s?	It experienced sheep disease. The Black Death killed many of its inhabitants. Famine in Scotland meant Scots came from the north to steal from Fountains Abbey

Key Terms

Fountains Abbey

The ruins of an Abbey in North Yorkshire

People's Health (Medieval Period 1250-1500) Knowledge Organiser

1	Differences in Diet between Country, Town and Monasteries	Country: Healthy food (eg. Veg) but bad harvest =starvation. Towns: Not so fresh food; using the same cart for food and waste; Butchering animals. Monastery: Fish from ponds; bakeries; farming fresh food.
2	Differences in Housing between Country, Town and Monasteries	Country: No chimney = lung problems. Geese and ducks bring in disease to houses. Towns: Rich merchants would have houses with upper floors over street = less light for those below. Dirty gutters and drains. Monastery: Stone buildings, separate beds and infirmary for sick.
3	Differences in Water between Country, Town and Monasteries	Country: Streams and wells for clean water. Towns: Conduit (water fountain) but lead pipes could poison people. Water carriers selling water but often from dirty rivers. Monastery: Pure spring water pumped into kitchens.
4	Differences in Waste between Country, Town and Monasteries	Country: Middens and cesspits in back gardens = disease spread. Towns: Latrines and more built by Dick Whittington. End of market day, lots of food and dung on streets. Monastery: Latrines downstream from freshwater so no contamination.
5	When did the Black Death reach England?	1348
6	What kind of things did people believe caused the Black Death?	Punishment from God; Miasma (bad air); Imbalance of humours; blame on Jews
7	How did people respond to the Black Death?	Confession to Priests/praying; Carrying posies of flowers to purify air; blood-letting
8	What did National Government/King do for public health?	King Edward I ordered authorities in York to clear streets and keep town clear
9	What did local authorities do for public health?	Norwich: People named and shamed for polluting water ways or dumping waste; Carlisle: Couldn't afford to keep streets clean due to Scottish raids.
10	How did local health improve?	Only if the wealthy or the King ordered it, or taxation was good enough to pay for it.
11	What did London do for public health?	Piped water to its citizens since the 1230s; a warden appointed to check Thames banks were clean.

Key Terms

Midden	Dunghill consisting of human waste, rotting food and other waste.
Latrines	Early type of toilet
Conduits	A public water fountain
Four Humours	A belief that the body has 4 liquids. If these liquids were imbalanced you would get ill.

People's Health (Early Modern Period 1500-1750) Knowledge Organiser

1	How had people become more healthy by the Early Modern period?	Improvements in farming (like planting clover to increase soil quality) meant few people died of starvation
2	How did the growth of alehouses make people less healthy?	More drunkenness and smoking
3	What were the differences in diet for rich and poor?	Rich: Lots of beef, mutton and pork, wine and beer. But rotten teeth from imported sugar. Poor: Bread and Veg. Pottage (a veg soup). Healthy diet but not enough calories.
4	What were the differences in getting water for town and country?	Country: Clean water from wells and rivers. Town: Public water fountains (conduits), water sellers. Not very safe to drink.
5	What were the differences in removing human waste for town and country?	Town: Once or twice a week, it was collected by scavengers or rakers. Richer people might have privies (early toilets). Countryside: Little had changed from Medieval period. Many peasants built their own cesspits.
6	What were the similarities and differences in responses to the 1665 Plague compared to the 1348 Black Death?	Similarities: Same belief in causes. Turning to God, Running away (if rich enough), Avoiding the sick (people reluctant to take food to victims). Differences: Physicians (doctors) now wore heavy cloaks and 'beaks' with herbs. Using tobacco to get rid of the plague.
7	How did the National Government respond to the Plague?	1578 – Elizabeth I issued Plague Orders eg. Infected houses should be shut up for 6 weeks
8	How did local government respond to the Plague?	Cambridge: Strangers to town needed health certificate, streets cleaned, stray cats killed.
9	How did local government try to improve health?	York: Pigs to be kept in sties; fines for making a dunghill in your garden or throwing waste into street. None of this was very effective.
10	How was the Gin Craze eventually ended?	1751: Anyone selling gin illegally was imprisoned, whipped and faced transportation.

Key Terms

Midden	Dunghill consisting of human waste, rotting food and other waste.
Scavengers/Rakers	People who cleaned the streets
Conduits	A public water fountain
Transportation	To be deported for a crime to, for example, America or Australia
Privies	Early toilets - often plank of wood with a hole over a pit.




People's Health (Industrial Period 1750-1900) Knowledge Organiser

1	Why were living conditions so bad?	Overcrowded cities = diseases spread (and still not understood); too much human waste with few privies; poor quality housing. No help for the poor - Doctors had to be paid for.
2	Problems with Housing	Back to back houses: few windows so lack of fresh air meant diseases like TB. Overcrowded.
3	Problems with Food	Poor quality food for workers. Mainly lived on bread, potatoes and tea. Malnourished.
4	Problems with Water	Rare to have piped water. Use of contaminated water pumps. Only rich could afford water charges.
5	Problems with Waste	Rarely had sewers. Often one privy for 10 houses. Leaking cesspools contaminated water.
6	What responses to Cholera were ineffective?	Burning tar barrels (miasma), Day of Fasting and Prayer (God). Isolation in cholera hospitals.
7	How effective was the work of John Snow?	Removing water pump at Broad Street in 1854 worked. But only small area of London and the medical community didn't believe his link between water and cholera.
8	What effects did Joseph Bazalgette's sewers in London have?	Cholera struck in 1866, but human waste was carried away, so cholera didn't spread.
9	How effective was Edwin Chadwick and the 1848 Public Health Act?	Opposition to his ideas – more taxes to pay for it. 1848 Act was not compulsory.
10	What changes improved health between 1854-1875	1860 Pure Food Act ; 1867 Working Class got the vote – now politicians had to listen to their calls for better public health. Public Health Act 1875 (now councils HAD to clean up towns)
11	How did local authorities improve people's health?	Manchester Corporation dammed Thirlmere Lake and made 96 mile aqueduct to carry water to the centre of the city.
12	What were the key factors that improved people's health in the Industrial period?	Key individuals (eg. Snow, Pasteur, Chadwick); National and Local Government (eg Public Health Acts); Use of science/technology (eg. Germ Theory and Sewers and pumping stations)

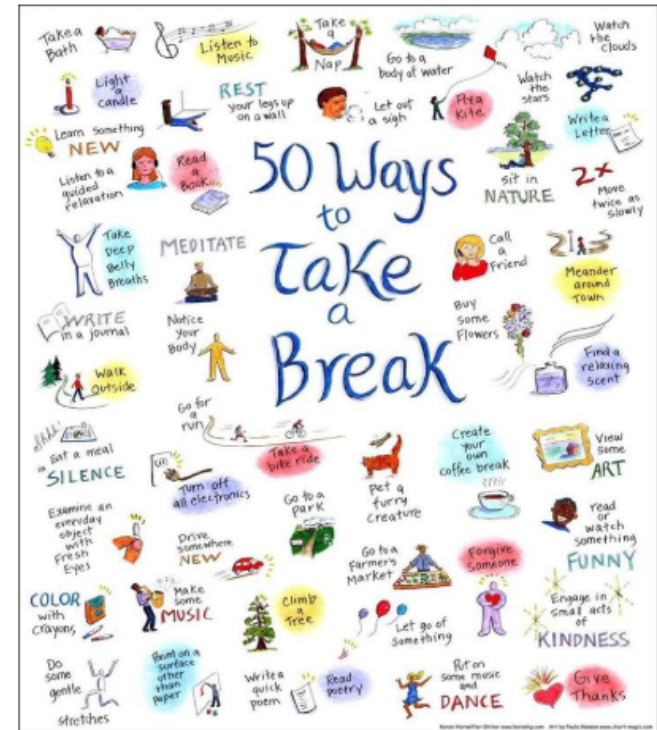
Key Terms

Democracy	Being able to vote – important because then politicians have to listen to your views (such as to improve public health)
Back to Back housing	Cheap housing with a front wall but joined to others on side and back. This was to pack in many people.
Laissez-Faire	Means 'Let it Be'. It was the general attitude that the government should not get involved in people's lives (like laws to improve public health). This attitude changed and the government got more involved.
Germ Theory	Louis Pasteur's discovery in 1861. It explained disease – no longer was it miasma or God.
Adulteration	Adding substances to food (eg chalk to make bread) which is cheaper to make but makes it poor quality.

Key terms:

Mental health		<p>This refers to how we feel, how well we're coping with daily life or what feels possible at the moment.</p>
Good mental health		<p>Having good emotional and mental health is when we are in control of our thoughts, feelings, and behaviour.</p> <p>We are able to cope with life's challenges, and we mostly feel good about ourselves and have good relationships with others.</p>
Mental health		<p>Relating to the mind</p>
Physical		<p>Relating to the body as opposed to the mind.</p>
Emotions		<p>These are also called feelings. They can be affected by situations and our relationships with others</p>
Healthy coping strategy		<p>Good things we can do to help us to manage our most intense, thoughts and emotions.</p>

Take a break: do something you enjoy
 Try to plan some activities that you enjoy, and which will take your mind off things, whether that's texting or facetimeing a friend, watching a film, reading a book or going for a walk.



- Your tutor
- Your Raising Standards Lead – Mr Hart
- Your Inclusion lead – Mrs Parry
- Your PSHE teacher /PSHE team including Mrs Joyce
- Ms Ray (in charge of safeguarding)
- Any teacher

Peer led student support:

- Your 6th from Mental Health Ambassador
- Your 6th form student leaders – email Mrs Joyce

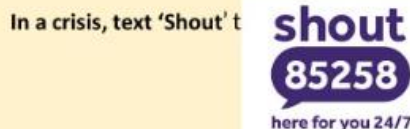


There are lots of places to get advice about emotional wellbeing, social media or to discuss feelings.

ChildLine:
www.childline.org.uk Phone: 0800 1111

Young Minds:
www.youngminds.org.uk

Samaritans:
www.samaritans.org Phone: 116 123



'10 a day' choices towards balancing our mental health

- Talk about your feelings
- Do something you enjoy and are good at
- Keep yourself hydrated
- Eat well
- Keep active in mind and body
- Take a break
- Stay connected to those you care about
- Ask for help
- Be proud of your very being
- Actively care for others

12









5 minute mental wellbeing actions

These are simple, free actions you can do daily. Many take very little time or energy, and most can be done in less than five minutes.








- Breathe – take a few deep breaths
- Have a glass of water
- Have a healthy snack
- Do a 5 minute burst of exercise
- Connect with someone you care about – give them a hug, send them a message
- Take a moment to be still and present

RE: Christian Beliefs Knowledge Organiser






1. Key Terms

Omnibenevolent 	The state of being all-loving and infinitely good. Attribute of God
Omnipotent 	The all-powerful, almighty and unlimited nature of God.
Omniscient 	The all-knowing nature of God
Omnipresent everywhere®	The all-present nature of God.
Transcendent 	The idea that God is above or beyond the world
Immanent 	The idea that God can also be active and 'within' the world
Trinity 	The three persons of God. God the Father, the Son and the Holy Spirit
Moral Evil 	Evil caused by humans e.g. murder
Natural Evil 	Evil caused by the natural world e.g. tsunami

2. More Key Terms

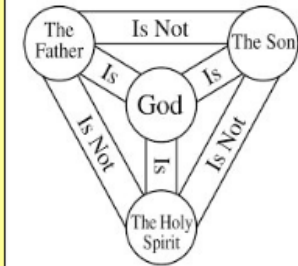
Incarnation 	God becoming human in the form of Jesus
Atonement 	The belief that Jesus' death on the cross healed the rift between humans and God
Resurrection 	The belief that Jesus rose from the dead on Easter Sunday
Crucifixion 	The death of Jesus on the cross on Good Friday
Salvation 	The belief that Jesus died on the cross in order to save the souls of all humanity and to bring them back to God
Sin 	Wrongdoing. Doing something that God doesn't approve of
Ascension 	When Jesus was taken up into heaven 40 days after Easter Sunday. This was the last day Jesus was seen on earth

3. A Few More Key Terms!

Original Sin 	The first sin/wrong doing committed by Adam and Eve in the Garden of Eden
Creation 	How the world was made
Non-Literal Creation 	The creation story shows a myth or a story to show the power of God. It is not a factual account of how the world was made.
Literal Christian 	The Bible is the word of God, and the world was made in 6 days.
Judgement 	The Christian belief that God will judge people on their actions

4. Trinity

- ❖ Christians believe that there is one God. He is best understood through three forms: Father, Son and Holy Spirit.
- ❖ Each role of God are different, but all are God.
- ❖ Father – Creator of the world, omnipotent
- ❖ Son – Jesus, incarnation, allowed for salvation
- ❖ Holy Spirit – Invisible, guide, spiritually active in the world



RE: Christian Beliefs Knowledge Organiser

5. Problem of Evil

- ❖ Christians believe God is Omniscient, Omnibenevolent and Omnipotent.
- ❖ If you remove one of these there doesn't seem to be a problem. However, it seems as if God cannot be all 3 whilst evil exists. Since we know that evil exists, atheists try to use this to disprove the existence of God.
- ❖ Why would an all loving, all powerful and all-knowing God allow evil to exist?
- ❖ Even for Christians, evil can pose a real problem to a person's faith however they may respond that it is either 'a test of faith' (story of Job) or is a result of human free will (freedom to make our own choices)

6. Jesus – Crucifixion, Atonement and Salvation

- ❖ Crucifixion – The death of Jesus on the cross on Good Friday.
- ❖ Christians believe Jesus' death was a sacrifice. They believe Jesus died for the sins of all humans, past, present and future. This is known as atonement.
- ❖ This also means they can be forgiven by God due to Jesus' sacrifice and that they will be able to enter heaven. This is known as Salvation.



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- ❖ Christians believe on Easter Sunday that Jesus was resurrected – came back to life. The resurrection is significant to Christians because:
 - ❖ It shows the power of Jesus
 - ❖ It proved Jesus to be the Son Of God
 - ❖ It means they no longer need to fear death and know that they can enter Heaven and be with God
 - ❖ It showed them that no matter how much you suffer in this life, you will not suffer in the next life
 - ❖ It meant that Jesus' disciples had even stronger belief and went on to spread the word of Christianity further.

7. Creation

- ❖ There are two main Christian views on creation – literal and non-literal.
- ❖ Literal Christians believe the Bible is true word for word and therefore believe the creation story in Genesis in the Bible is literally true. They believe the world was created in 6 days by God.
- ❖ Non-literal Christians do not take every part of the Bible literally and believe that the Bible can be seen as a myth or story and can be interpreted. This means they may believe the story shows God's power and may choose to fit their beliefs about God's creation with Science.



8. Jesus - Resurrection

10. Judgement, Heaven and Hell

- ❖ Christians believe that they will be judged by God on their actions on earth to determine whether they will go to Heaven or Hell.
- ❖ Christians look to parables such as The Rich Man and Lazarus or The Sheep and the Goats to show this.
- ❖ Many Christians believe they will go straight to either Heaven or Hell based on their actions. Others may believe Heaven and Hell are symbolic of the idea of the soul being with or without God in the afterlife.
- ❖ Catholics also believe in purgatory – a place where the soul can be cleansed before entering Heaven.

