



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 1: Multiplicative Reasoning

Section 1: Distance, Speed, Time

Revision: <https://corbettmaths.com/2016/01/01/speed-distance-time/>

Practice: <https://corbettmaths.com/wp-content/uploads/2018/09/Speed-Distance-Time-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2018/09/Speed-Answers.pdf>

Section 2: Proportion

Revision: <https://corbettmaths.com/2013/04/04/direct-proportion/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/03/Proportion-Direct-and-Inverse.pdf>

Solutions: https://corbettmaths.com/wp-content/uploads/2019/03/Direct_Inverse-Proportion-Answers.pdf

Section 3: Reverse Percentages

Revision: <https://corbettmaths.com/2013/02/15/reverse-percentages/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/10/Reverse-Percentages.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2022/11/Reverse-Percentages-ans.pdf>



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 2: Similarity and Congruence

Section 1: Similarity missing sides

Revision: <https://corbettmaths.com/2013/11/16/similarshapes/>

Practice: <https://corbettmaths.com/wp-content/uploads/2021/09/Similar-Shapes-Textbook.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2021/09/Video-292-answers-1.pdf>

Section 2: Similarity - area and volume

Revision: <https://corbettmaths.com/2013/11/16/similarshapes/>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/similar-shapes-area-volume-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/similar-shapes-answers.pdf>

Section 3: Congruency

Revision: <https://corbettmaths.com/2013/04/15/congruent-triangles/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/02/Congruent-Triangles-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/02/Congruent-Triangle-answers.pdf>



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 3: Further Trigonometry

Section 1: Trigonometric Graphs

Revision: <https://corbettmaths.com/2019/02/12/trigonometric-graphs-3/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/02/Trigonometric-Graphs.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/02/Graphs-of-Trigonometric-Functions.pdf>

Section 2: Calculating areas and the sine rule

Revision: <https://www.youtube.com/watch?v=hZHzechFkwh8>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/sine-and-cosine-rule-pdf1.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/advanced-trig.pdf>

Section 3:

Revision: <https://corbettmaths.com/2018/09/17/cosine-rule/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/07/Cosine-Rule-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2020/07/Cosine-rule.pdf>



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 1: Ratio and Proportion

Section 1: Share Ratio

Revision: <https://corbettmaths.com/2013/03/03/ratio-sharing-the-total/>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/ratio-sharing-the-total-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/ratio-2.pdf>

Section 2: Compare Ratio

Revision: <https://corbettmaths.com/2018/01/29/given-2-ratios/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/07/Ratio-Two-Ratios-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/07/Two-Ratios-answers.pdf>

Section 3: Proportion

Revision: <https://corbettmaths.com/2013/04/04/direct-proportion/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/03/Proportion-Direct-and-Inverse.pdf>

Solutions: https://corbettmaths.com/wp-content/uploads/2019/03/Direct_Inverse-Proportion-Answers.pdf



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 2: Right-angled triangles

Section 1: Pythagoras

Revision: <https://corbettmaths.com/2012/08/19/pythagoras-video/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/02/Pythagoras-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/02/Pythagoras-Answers.pdf>

Section 2: Trigonometry missing side

Revision: <https://corbettmaths.com/2018/04/25/trigonometry-videos/>

Practice: <https://corbettmaths.com/wp-content/uploads/2021/12/Trigonometry-Exercise-329-330-331.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2023/04/Trigonometry-1-1.pdf>

Section 3: Trigonometry missing angle

Revision: <https://corbettmaths.com/2018/04/25/trigonometry-videos/>

Practice: <https://corbettmaths.com/wp-content/uploads/2021/12/Trigonometry-Exercise-329-330-331.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2023/04/Trigonometry-1-1.pdf>



Your teacher will tell you which topic you should revise. Revise all the information in the topic, ready for a Quiz in lesson.

Topic 3: Calculating Probability

Section 1: Experimental probability

Revision: <https://corbettmaths.com/2013/06/20/relative-frequency/>

Practice: <https://corbettmaths.com/wp-content/uploads/2018/12/Relative-Frequency-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2018/12/Relative-Frequency-answers.pdf>

Section 2: Tree Diagrams

Revision: <https://corbettmaths.com/2013/05/07/tree-diagrams/>

Practice: <https://corbettmaths.com/wp-content/uploads/2019/04/Tree-Diagrams.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2019/08/Tree-diagrams.pdf>

Section 3: Venn Diagrams

Revision: <https://www.youtube.com/watch?v=xwK--rNDI9E>

Practice: <https://corbettmaths.com/wp-content/uploads/2013/02/venn-diagrams-pdf.pdf>

Solutions: <https://corbettmaths.com/wp-content/uploads/2015/03/venn-diagrams-answers.pdf>



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 1: How is the UK government planning to maintain our energy supply?

In 2009, the government set a target that 15% of The UK's total energy needs should be supplied by renewable energy sources. They also had a policy of reducing the amount of carbon dioxide emissions by 35% by 2020 and 80% by 2050. There are four strategies that the government is using to ensure that its targets will be met:

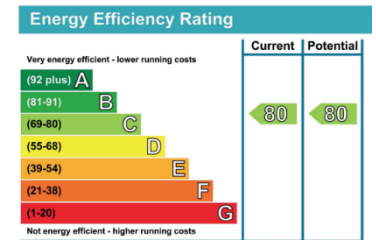
Increase the contribution of renewable energy:

The government has made a commitment to increase the contribution that renewable energy sources to UK energy supplies to be at least 15% of energy supplied in the UK.



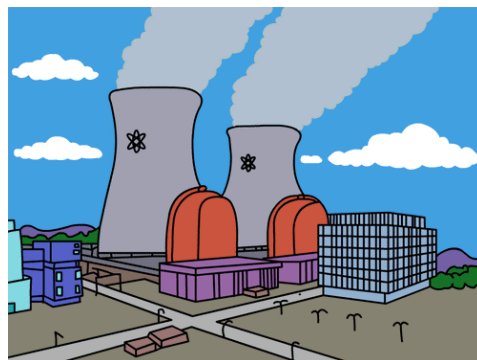
Encourage energy saving and conservation:

All energy devices such as fridges and washing machines require a label which confirms that they are energy efficient. The government also offered grants and financial incentives to install solar panels on



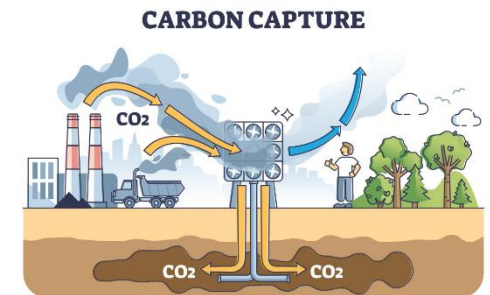
Increase the use of nuclear power:

Whilst nuclear power is not strictly renewable, it uses very small amounts of raw materials and has very low carbon emissions. Renewable energy will not be able to meet all of the UK's energy needs so nuclear energy represents a long-term alternative.



Develop carbon capture and storage:

This involves capturing carbon rather than releasing it into the atmosphere. Technology is now available that can capture carbon from power stations and store it underground within rocks. In the future, this could considerably reduce the carbon emissions from fossil-fuel burning power stations.



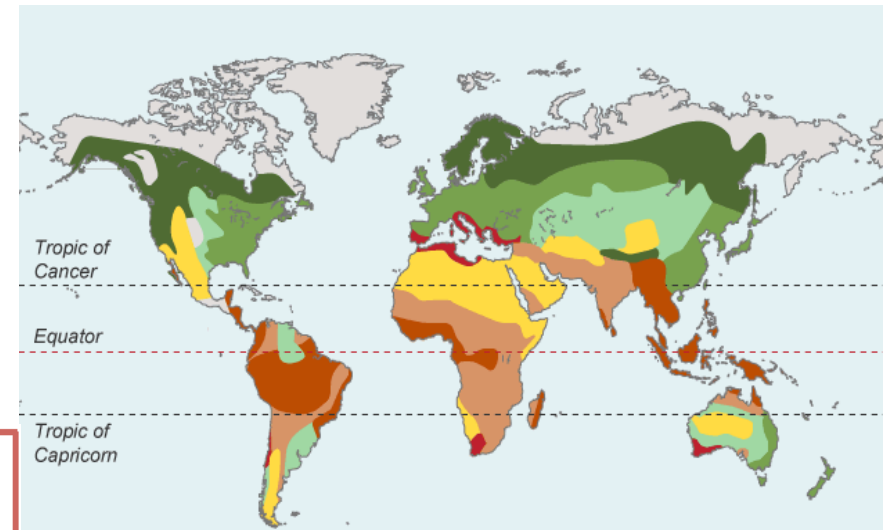


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Topic 2: Biomes

Large scale ecosystems are known as biomes.

- Each biome has animals and plants that are unique to it.
- Biomes are identified by their climate, soils, plants and other species.
- Climate and latitude (how far it is from the equator) are important factors in the location of biomes.
- Tropical biomes (tropical rainforests, coral reefs, tropical grasslands and deserts) are all nearest the equator and have hot weather.
- Temperate biomes (temperate forests and temperate grasslands) all have milder temperatures (neither hot nor cold).
- Polar biomes (polar regions) are furthest from the equator so have very cold weather.



Biotic elements are all living parts of the ecosystem:

- Animals include insects, birds and mammals.
- Plants include trees, flowers, grasses, mosses and algae. They provide food and shelter for animals.
- Micro-organisms like fungi and bacteria are decomposers. They breakdown dead plants and animals (decompose), releasing nutrients into the ecosystem so they can be recycled and taken up by new plants.. This is called nutrient cycling.

An ecosystem

Abiotic elements are all non-living parts of the ecosystem:

- Rocks help in the formation of soils and rock type is important. Weathering releases nutrients stored in rocks into the ecosystem.
- Soils store water and carbon nutrients which plants can use.
- Sunshine and rain are needed for photosynthesis, so they are essential to the ecosystem.
- Wind and frost also play a role.

Key

	Tundra		Desert
	Taiga (coniferous forest)		Tropical rainforest
	Temperate deciduous forest		Savanna grassland
	Temperate grassland		Chaparral or evergreen hardwood (Mediterranean)

The biotic factors and abiotic factors all rely upon each other (this is called interdependence) – for example animals need plants, plants need nutrients from the soil and the soil needs the climate to weather the rock to give it new nutrients. A change to one part of an ecosystem has an impact on other parts because of this interdependence.



Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 3: Tropical rainforests

Processes within Tropical Rainforests

The Water Cycle

As the rainforest heats up in the morning, the water evaporates to form clouds. The clouds then rain the next day. This is called convectional rainfall. Water is lost through the pores in leaves and then evaporated by heat through evapotranspiration. The roots of plants take up some water and then it is lost again through transpiration. The removal of trees means that there is less moisture in the atmosphere. This leads to less rainfall and can sometimes lead to drought.

The Carbon Cycle

Rainforests take in carbon dioxide from the air as they photosynthesise and grow. With their large leaves, plants and trees store a lot of carbon which means they have role to play in reducing global warming and climate change. When trees and plants are burned the carbon is released back into the atmosphere and adds to the greenhouse effect.

Nutrient cycling

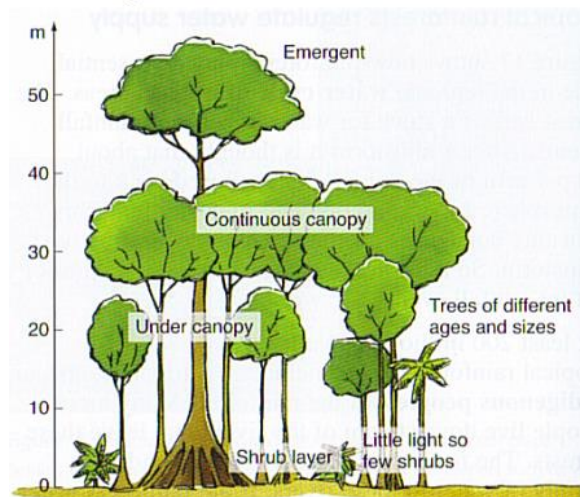
All parts of the rainforest (climate, water, soils, plants, animals and people) are all dependent on one another.

1. Trees are evergreen so dead leaves and other material fall all year round.
2. The warm and wet climate means dead plant material is decomposed quickly by fungi and bacteria on the forest floor. This makes the top of the soil high in nutrients so plants grow quickly; this is why many trees have their roots on the surface.
3. Plants pass on their nutrients when they are eaten by animals. Many plant and animal species have formed symbiotic relationships (where they depend on each other for survival).

Therefore, most nutrients are stored in the biomass with the rest stored in dead organic material and the soil.

There are distinct layers to the vegetation of the tropical rainforest due to these cycles.

- Emergents – the tallest trees, up to 50m, that appear to stick out above the canopy. They have large buttress roots to support the thin and branchless trunk so it can grow tall enough.
- Canopy – most of the trees grow to a height of about 30m. This layer of trees receive 70% of the sunlight and 80 of the rainfall and creates a continuous blanket of leaves.
- Under canopy – where there is a gap in the canopy to give sunlight smaller trees can grow.
- Shrub layer – the lowest layer where only some species survive because it is very dark; less than 5% of sunlight reaches the forest floor.



Location of Tropical Rainforests





Vocabulary	Wider Research	Apply
<ul style="list-style-type: none"> • Abiotic • Algae • Biome • Biotic • Canopy • Climate • Coral • Desert • Ecosystem • Emergent layer • Equator • Forest floor • Latitude • Photosynthesis • Polar • Pollution • Polyp • Rainforest • Sediment • Shrub layer • Temperature • Tourism • Tropic of Cancer • Tropic of Capricorn • Tropical • Tundra • Under-canopy 	<p>Energy in the UK: https://www.internetgeography.net/topics/how-is-the-uks-energy-mix-changing/ https://www.bbc.co.uk/bitesize/guides/zxhnwxs/revision/1</p> <p>GCSE Bitesize: https://www.bbc.co.uk/bitesize/guides/z2ntk7h/revision/1 https://www.bbc.co.uk/bitesize/guides/zpbfqty/revision/1 https://www.bbc.co.uk/bitesize/guides/zwvh82p/revision/1</p> <p>YouTube: https://www.youtube.com/watch?v=UibplCn8-zs https://www.youtube.com/watch?v=um2Q9aUecy0 https://www.youtube.com/watch?v=ZiULxLLP32s https://www.youtube.com/watch?v=EJXeMDVNsRk https://www.youtube.com/watch?v=7oy-viAbKSM</p>	<p>Using your wider research complete the following exam questions</p> <ol style="list-style-type: none"> 1. Define the terms biotic and abiotic and give two examples of each. [4] 2. Describe the location of the polar regions. [3] 3. Describe how soil is dependent on animals. [2] 4. Describe the location of hot deserts. [3] 5. Describe the location of tropical rainforests. [3] 6. Explain the nutrient cycle in the tropical rainforest. [4] <p>Create some revision material</p> <ul style="list-style-type: none"> • Create a detailed diagram to show the nutrient cycle in a coral reef. • Create a series of detailed mind maps showing the different processes that occur in tropical rainforests. • Your case studies for next term are the Peruvian Amazon Rainforest and the Great Barrier Reef. Conduct your own research on both of these locations and write a comparison paragraph about the two. • Conduct your own research and create a poster titled 'What are the threats to tropical rainforests and coral reefs?'

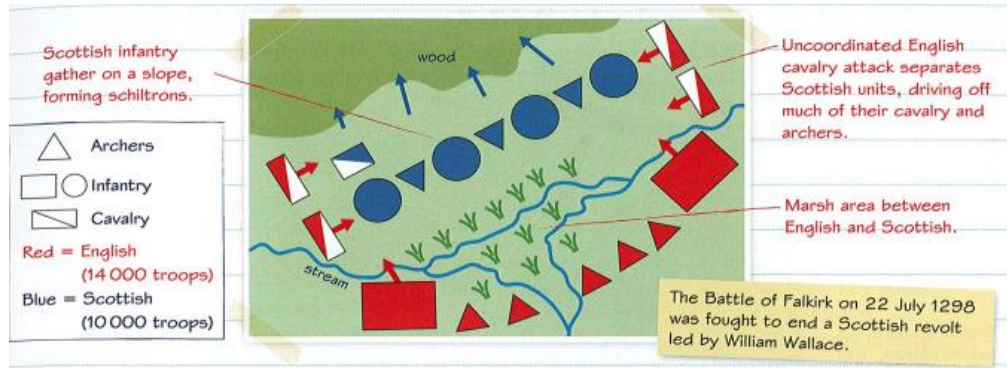


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Topic 1: The Battle of Falkirk 1298 and The Battle of Agincourt 1415

The Battle of Falkirk was fought between the Scottish and the English in 1298. The English won due to their use of longbow archers but the Scots also effectively used the schiltron. The Scots were fighting against English efforts to impose control over Scotland.

Leaders: English = King Edward I Scottish = William Wallace



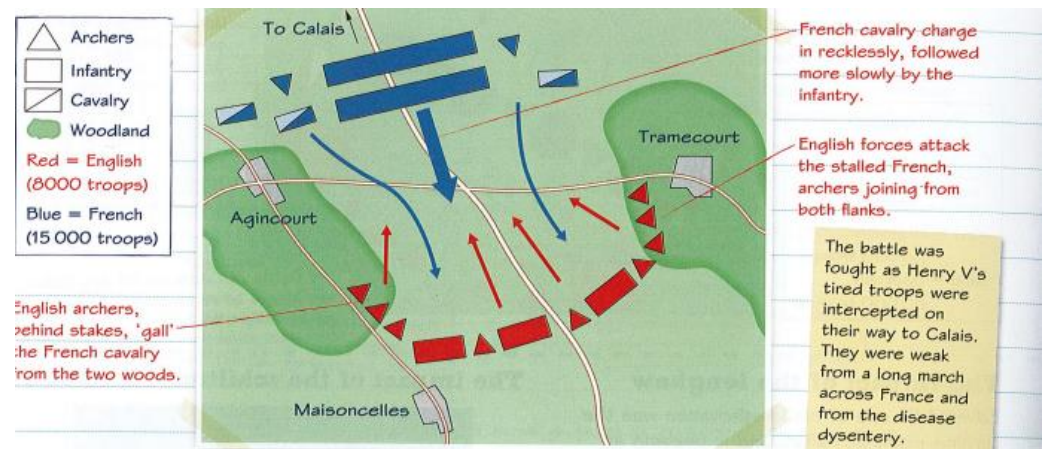
Edward used longbow men as the essential feature of English strategy. The English were having difficulties penetrating the Scottish schiltrons so Edward decided to use his 5000 long bows. A storm of arrows came down on the Scottish infantry. With no armour, many died. As gaps appeared in the walls of Scottish pikes, the English cavalry were able to charge the Scottish lines. Wallace's troops fled and the English infantry joined the attack.

The Battle of Agincourt 1415

The Agincourt campaign of 1415 was part of the Hundred Years' War between France and England.

Henry V chose the perfect defensive position. They were placed at the narrowest point of the battlefield to funnel the French into a tighter space and make it harder for them to attack the English. The flanks were protected by woodland.

English longbow men fired into the sides or directly onto the heads of the French cavalry. The French cavalry tried to retreat but did not succeed. The French infantry were exhausted due to the thick mud. The English knights fought on foot holding the centre. The archers joined from the flanks with swords and daggers. The French were forced to retreat.

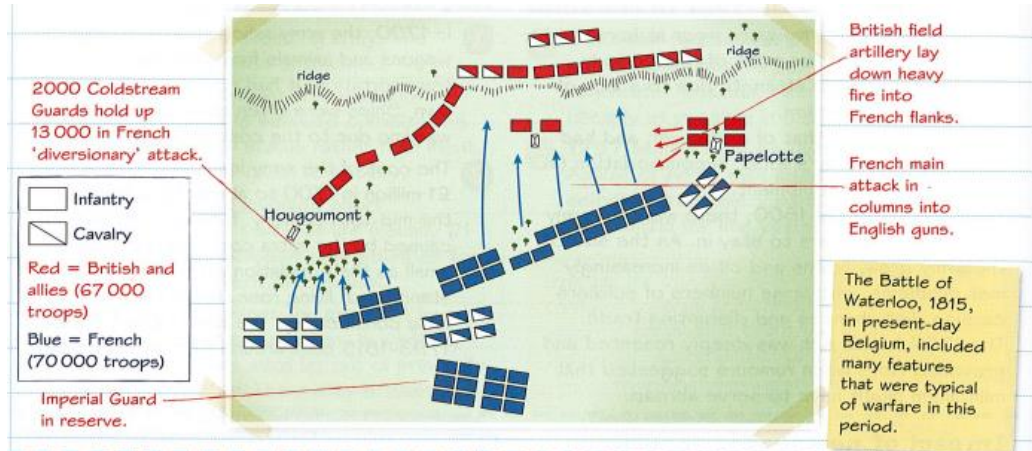




Your teacher will tell you which topic you should revise. Read and learn all the information in the topic, ready for a Quiz in lesson.

Topic 2: The Battle of Waterloo 1815

The Battle of Waterloo was part of the Napoleonic Wars against Napoleon Bonaparte. This was led by the famous British Commander, the Duke of Wellington.



Wellington chose a good defensive position.

- The battlefield was good for defence as it was only about 3 miles across.
- He deployed his men behind a ridge to reduce the damage done by enemy artillery.
- He set up to positions on the flanks of the ridge to interrupt the French attack.
- He concealed field artillery in the village of Papelotte on one flank.

The tactics and battle:

- Napoleon attacked with infantry columns, cavalry charges and heavy artillery.
- Wellington used 20 infantry squares each 60 metres across with muskets and bayonets to hold back the French cavalry.
- Wellington then sent in the cavalry with infantry in lines firing volleys.

Choice and use of battleground

Wellington chose a good defensive position.

- 👉 The battlefield was good for defence as it was only about three miles across.
- 👉 He deployed his men behind a ridge to

The tactics and battle

- 1 Napoleon attacked with infantry columns, cavalry charges and heavy artillery. The columns were 200 men wide, and could punch through lines, but lacked firepower

The Duke of Wellington

Wellington's tactics were successful:

- 👉 He prepared to defend his position. He needed to avoid being beaten until he was reinforced by the Prussian army.
- 👉 He used squares for defence, with cannon on the corners and infantry firing in rotation – hard to break.
- 👉 He switched from defence to attack just in time and personally led his troops into the fiercest fighting. Cavalry were deployed behind the advance to discourage desertion.

Napoleon Bonaparte

Napoleon made some important errors:

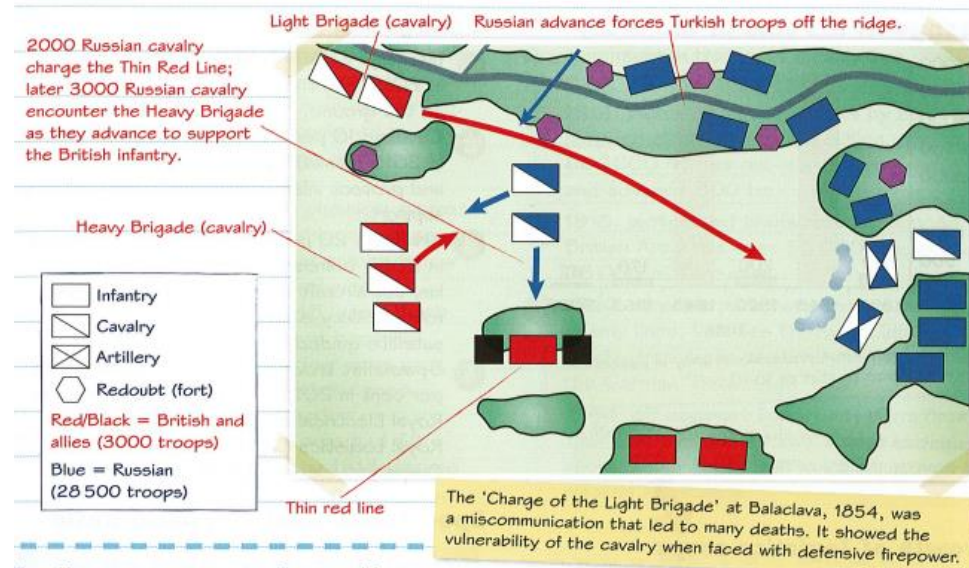
- 👉 Suffering with piles and irritable, he was unable to properly assess the battlefield.
- 👉 He used 33 000 men to slow the Prussians; they returned late, exhausted.
- 👉 He delayed the start as he believed the battlefield was too muddy for cavalry.
- 👉 His unsuccessful attack on Hougoumont tied up a quarter of his infantry.
- 👉 Late in the afternoon he launched another attack when he could have withdrawn.



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Topic 3: The Battle of Balaclava 1854

The Battle of Balaclava was a Russian attack on a British-held port in Crimea. The British fought off the Russians but launched a costly cavalry charge.



Tactics, weapons and supplies:

- The 93rd Highlanders used rifles and held a defensive position against an attacking force of Russian cavalry.
- The soldiers were in two deep lines in their red tunics.
- Their volleys drove off the cavalry. The Heavy Brigade then moved in and defeated a large force of Russian cavalry. The use of old methods like a cavalry charge against an infantry line armed with latest rifles led to a huge loss of life.



Charge of the Light Brigade

- Later in the battle, the Russians began to remove the allied cannon they had captured on the ridge.
- Lord Raglan ordered Lord Lucan to recapture the cannon, but the orders were vague and poorly explained. In the confusion, Lucan thought he was being asked to attack the Russian cannons.
- Despite the uncertainty, Lucan ordered Lord Cardigan's Light Brigade to charge the Russian cannon.
- Out of 673 men in the Light Brigade, 113 were killed, 134 wounded and most of the horses had to be destroyed, for no gain.



Vocabulary	Wider Research	Apply
<ol style="list-style-type: none"> 1. Permanent army 2. Standing army 3. Infantry 4. Schiltrons 5. Flanks 6. Mounted knights 7. Napoleonic Wars 8. Napoleon Bonaparte 9. Duke of Wellington 10. Charge of the Light Brigade 11. Cavalry 12. Longbow men 13. Crossbow men 14. Formations 15. Volleys 16. Infantry columns 	<p>Battle of Falkirk https://www.englishmonarchs.co.uk/battle_falkirk.html</p> <p>Battle of Agincourt https://www.youtube.com/watch?v=mZzaaORehzs</p> <p>Battle of Waterloo https://www.youtube.com/watch?v=nDZGL1xsqzs</p> <p>Battle of Balaclava https://www.nam.ac.uk/explore/battle-balaklava</p>	<p>Revision Activity: Create a flash card for each case study battle. Include: weapons, composition of the army, training and tactics, civilian experience.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 80%;"> <div style="border: 1px solid black; padding: 5px; text-align: center; margin-bottom: 10px;"> BATTLE NAME </div> <div style="border: 1px solid black; padding: 5px;"> <p>Where did this take place?</p> <p>Who was involved?</p> <p>Weapons used:</p> <p>Composition of the army:</p> <p>Tactics:</p> <p>Outcome:</p> </div> </div> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: 20%;"> <p>Challenge!</p> <p>Research into other battles:</p> <ul style="list-style-type: none"> Battle of the Somme (WW1) Iraq Invasion and Counterinsurgency </div>



KS4 Knowledge Organizer. Subject: French Y10.

Raising Standards Leader for KS4: Mrs Bennett (bailc197@sflt.org.uk).

Head of Languages Department: Ms Lara (larae006@sflt.org.uk).

How to use the Knowledge Organiser:

- Your teacher will direct you to what topics to revise for each week. **This topic is usually the topic taught in class during that week.** Topics are taught in a chronological order from **sections 1 to 4** as stated in this document.
- **You are expected to revise the vocabulary and the key sentences for at least 30 minutes each evening.**
- Ask someone to quiz you on the key information
- Remember to **APPLY** the information using the tasks included in each Knowledge Organiser

F.R.A.C.T.I.O.N. =

F.R.A.C.
T.I.O.N.

1. F → Frequency words / time expressions.
2. R → Reasons
3. A → Another pronoun/ person apart from "je"
4. C → Connectives
5. T → Tenses (at least 3)
6. I → Intensifiers/ qualifiers
7. O → Opinions
8. N → Negatives

Made and used by Mme Sangar



Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes
10. 'Look, cover, say, write, check' – use this method to make sure that you are remembering key information



Revision tips

- Make sure you get some sleep – cognition (acquiring and understanding information) and ability to recall learned facts is limited when you are sleep deprived.
- Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.
- Switch off social media/distractions - ignore your phone for a few hours! It will help you keep focused. Social networking, while it's fun, is a big distraction from your revision.
- Give yourself a nice space to work in - have a nice, organised study space with lots of stationary to help you make quality notes/highlight.
- Make a plan - schedule dedicated study time into your daily schedule. Be organised with your time. Stick to your plan. Sacrifice some of your social time for study time. No pain, no gain!
- Start your revision early - start now, if you have not already done so, not days before your exam.
- Do small chunks of revision. Your brain is not capable of mass storing information in a short space of time. Digesting small chunks of information, over a longer period of time, means you are more likely to remember it

Click on the QR code below which will take you to the revision support page on our website:





French. Theme 2: Local, national, international and global areas of interest (les centres d'intérêt local, national, international et mondial)

Unit 5: Home, town, neighbourhood and region.

Section 1

5.1G À la maison

<i>aider</i>	to help
<i>l'armoire (f)</i>	wardrobe
<i>la bibliothèque</i>	book case / library
<i>blanc(he)</i>	white
<i>en bois</i>	made of wood
<i>le bureau</i>	desk
<i>le canapé</i>	sofa
<i>la chaise</i>	chair
<i>la commode</i>	chest of drawers
<i>cuisiner</i>	to cook
<i>dur(e)</i>	hard
<i>l'étagère (f)</i>	shelf
<i>faire la cuisine</i>	to cook
<i>faire le jardinage</i>	to do the gardening
<i>le fauteuil</i>	armchair
<i>la fenêtre</i>	window
<i>gris(e)</i>	grey

<i>jaune</i>	yellow
<i>laver la voiture</i>	to wash the car
<i>le lit</i>	bed
<i>en métal</i>	made of metal
<i>les meubles (m)</i>	furniture
<i>le miroir the</i>	mirror
<i>le mur</i>	wall
<i>nettoyer</i>	to clean
<i>noir(e)</i>	black
<i>la peinture</i>	paint / painting
<i>la porte</i>	door
<i>propre</i>	clean / own
<i>ranger</i>	to tidy
<i>rose</i>	pink
<i>rouge</i>	red
<i>le tapis</i>	rug
<i>en tissu</i>	made of fabric
<i>travailler</i>	to work
<i>en velours</i>	made of velvet
<i>vert(e)</i>	green
<i>violet(te)</i>	purple

Remember that when using an adjective (a describing word), it must go after the noun it describes and agree with it.

All adjectives go after the noun that they describe except for 'BAGS' adjectives: beauty, age, goodness and size.

Dans ma chambre, il y a beaucoup de **meubles**.

In my bedroom, there is a lot of **furniture**.

J'ai un **lit blanc** en métal, une **vieille armoire** et deux **petites commodes grises**.

I have a **white bed** made of metal, an **old wardrobe** and two **little grey chests of drawers**.

En plus, sous la fenêtre, il y a **mon bureau** et **une chaise**, mais il n'y a pas d'**étagère**.

On top of that, under the window, there are **my desk** and **a chair**, but there is no **shelf**.

J'aimerais avoir un **grand canapé bleu** dans ma chambre.

I would like to have a **big blue sofa** in my bedroom.

5.1F Des maisons différentes

<i>agaçant(e)</i>	annoying
<i>le bureau</i>	office / study
<i>la cave</i>	cellar
<i>la chambre</i>	bedroom
<i>la cuisine</i>	kitchen
<i>déménager</i>	to move house
<i>douillet(te)</i>	cosy
<i>l'escalier (m)</i>	staircase
<i>l'étage (m)</i>	floor, storey
<i>la fenêtre</i>	window
<i>le grenier</i>	attic
<i>le jardin</i>	garden

Section 2

<i>la pièce</i>	room
<i>le rez-de-chaussée</i>	ground floor
<i>la salle à manger</i>	dining room
<i>la salle de bains</i>	bathroom
<i>la salle d'eau</i>	wet room
<i>le salon</i>	living room
<i>le séjour</i>	lounge, living room
<i>sombre</i>	dark
<i>le sous-sol</i>	basement
<i>les toilettes (f)</i>	WC, toilet

la maison (individuelle / jumelée / mitoyenne) (detached / semi-detached / terraced) house

J'**habite** dans un **grand appartement** dans le centre-ville

I **live** in a **big flat** in the city centre

près des magasins/ commerces.

near the shops.

On a **un salon** et **une salle à manger**

We have a **lounge/ living room** and a **dining room**

où nous passons **la plupart de** notre temps.

where we spend **the majority of** our time.

Le problème **est que** les voisins sont **trop bruyants** et

The problem **is that** the neighbours are **too noisy** and

nous n'avons pas de jardin.

we don't have any garden.

Mes grands parents **vivent** dans **une maison mitoyenne à la campagne**.

My grandparents **live** in a **terraced house** in **the countryside**.

J'aime **les** visiter car c'est **plus calme** **qu'**en ville.

I like to visit **them** because it's **quieter** **than** in town.

Section 3

5.2G Là où j'habite

<i>animé(e)</i>	lively
<i>beau / belle</i>	beautiful
<i>au bord de la mer</i>	by the seaside
<i>calme</i>	quiet
<i>à la campagne</i>	in the countryside
<i>le centre-ville</i>	city centre
<i>la banlieue</i>	the suburbs
<i>l'est (m)</i>	east
<i>grand(e)</i>	big
<i>habiter</i>	to live
<i>historique</i>	historic

<i>joli(e)</i>	attractive
<i>à la montagne</i>	in the mountains
<i>mort(e)</i>	dead
<i>le nord</i>	north
<i>nouveau / nouvelle</i>	new
<i>où</i>	where
<i>l'ouest (m)</i>	west
<i>petit(e)</i>	small
<i>le sud</i>	south

<i>touristique</i>	touristic
<i>vieux / vieille</i>	old
<i>le village</i>	village
<i>vivre</i>	to live

Habiter and vivre

To describe where you live, you can use either *habiter* or *vivre*. *Habiter* is a regular -er verb but *vivre* is irregular.

vivre: je vis, tu vis, il / elle / on vit, nous vivons, vous vivez, ils / elles vivent

Corine habite à Lyon, dans le sud-est, près des montagnes,	Corine lives in Lyon, in the south-east, near the mountains,
dans la troisième plus grande ville de France.	in the third largest city of France.
Thomas vit à Chatham, à Kent,	Thomas lives in Chatham, in Kent,
une belle région historique dans le sud-est de l'Angleterre.	a beautiful historic region in the south-east of England.
Mes cousins habitent en banlieue. Ils vivent dans une nouvelle maison jumelée .	My cousins live in the suburbs. They live in a new semi-detached house.
Sébastien, où habites-tu? / où vis-tu?	Sébastien, where do you live?

Section 4

5.2F Trouver ta ville jumelée idéale

<i>accueillir</i>	to welcome
<i>artisanal(e)</i>	hand-made
<i>attirer</i>	to attract
<i>avoir besoin de</i>	to need
<i>bon marché</i>	cheap
<i>le centre commercial</i>	shopping centre
<i>le château</i>	castle
<i>cher / chère</i>	expensive
<i>le choix</i>	choice
<i>dehors</i>	outside
<i>essayer</i>	to try (on)
<i>l'étudiant(e)</i>	student
<i>fermé(e)</i>	closed
<i>gratuit(e)</i>	free of charge

<i>loin (de)</i>	far (from)
<i>ouvert(e)</i>	open
<i>pas grand-chose</i>	not much
<i>pratique</i>	practical
<i>le quartier</i>	area, part of town
<i>surtout</i>	especially
<i>de taille moyenne</i>	medium-sized
<i>tard</i>	late
<i>tôt</i>	early
<i>trop de</i>	too many
<i>la ville jumelée</i>	twin city / town
<i>voir</i>	to see
<i>le / la voisin(e)</i>	neighbour
<i>l'usine (f)</i>	factory
<i>la zone piétonne</i>	pedestrian zone

Dans ce village, il y a un château	In this village, there is a castle
que beaucoup de touristes visitent.	that a lot of tourists visit.
Cet hôtel de ville est un bâtiment magnifique .	This town hall is a magnificent building .
Cette ville est trop loin de la capitale.	This town is too far away from the capital city.
La charcuterie est entre la bibliothèque et le musée .	The delicatessen/ the porc butcher shop is between the library and the museum .
Le centre commercial est à gauche de la boulangerie .	The shopping centre is to the left of the bakery .
L'inconvénient est qu'il y a trop de monde .	The inconvenience/ disadvantage is that there are too many people .

Section 5

Wider Research	Apply
<ul style="list-style-type: none">• Online Dictionary and conjugation tool: www.wordreference.com• Also, please remember that you should spend at least 20 minutes each week, PRACTISING INDEPENDENTLY, on each of the following app and website: https://www.memrise.com/ https://www.kerboodle.com/users/login <div data-bbox="174 1034 763 1193" style="border: 1px solid black; padding: 5px; margin-top: 10px;"><p>If you need support with any of the above learning resources, please email your teacher.</p></div>	<p>Answer the following questions in French.</p> <ul style="list-style-type: none">• it is wise to use words/ expressions that you'll easily remember. Aim to write 3 sentences as answer per question set – where possible. Have, on average 30 words in total per answer – where possible.• Mind the tense in which each question is set. The tense in your answers should reflect the tense in the question you are answering. Remember that what you write does not have to be true. Just show off your vocab and grammar knowledge. <p>1/ Dans quel(le) ville ou village habites-tu? (<i>In which town or village do you live?</i>) 2/ Où est située ta maison? (<i>Where is your house located?</i>) 3/ Tu peux décrire ta maison? (<i>Can you describe your house?</i>) 4/ Quels sont les avantages et les inconvénients de ta maison? (<i>What are the advantages and disadvantages of your house?</i>) 5/ Qu'est-ce qu'il y a dans ta chambre? (<i>What is in your bedroom?</i>) 6/ Qu'est-ce que tu fais pour aider à la maison? (<i>What do you do to help at home?</i>) 7/ Qu'est-ce qu'il y a dans ta ville/ ton village? (<i>What is in your town/ your village?</i>) 8/ Qu'est-ce que tu as fait dans ta ville/ ton village le weekend dernier? (<i>What did you do in your town/ your village last weekend?</i>) 9/ Quel est l'inconvénient/ quels sont les inconvénients de ta ville/ ton village? (<i>What is (are) the disadvantage(s) of your town/ your village?</i>) 10/ Où est-ce que tu voudrais habiter à l'avenir/ dans le futur? (<i>Where would you like to live in the future?</i>)</p>



KS4 Knowledge Organiser. Subject: Spanish (Y10).

Raising Standards Leader for KS4: Mrs Bennett (bailc197@sflt.org.uk).

Head of Languages Department: Ms Lara (larae006@sflt.org.uk).

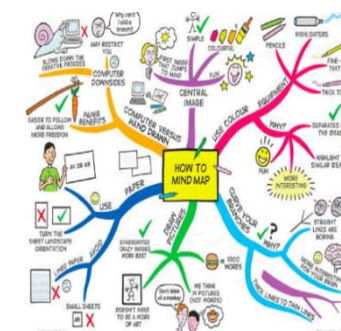
How to use the Knowledge Organiser:

- Your teacher will direct you to what topics to revise for each week. **This topic is usually the topic taught in class during that week.** Topics are taught in a chronological order from **sections 1 to 6** as stated in this document.
- **You are expected to revise the vocabulary and the key sentences for at least 30 minutes each evening.**
- Ask someone to quiz you on the key information
- Remember to **APPLY** the information using the tasks included in each Knowledge Organiser



Revision techniques and strategies

1. Turn your huge amount of revision notes into small and easy to handle
2. Put a question on the front of your flash cards and write the answer on the reverse – then ask someone to quiz you
3. Mind map – what is the topic and what are the key points you need to remember? You could use different colours for different ideas/characters
4. A question a day – complete an exam question, under timed conditions, each day
5. Record yourself reading your notes and listen back to yourself
6. BUG the question – write out exam questions, examine the key words and plan an answer
7. Use of post-it notes – place post-it notes in key places so you are constantly reading key information
8. Make lists of important facts and figures
9. Draw diagrams to help you visually remember your notes
10. 'Look, cover, say, write, check' – use this method to make sure that you are remembering key information



Revision tips

- Make sure you get some sleep – cognition (acquiring and understanding information) and ability to recall learned facts is limited when you are sleep deprived.
- Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.
- Switch off social media/distractions - ignore your phone for a few hours! It will help you keep focused. Social networking, while it's fun, is a big distraction from your revision.
- Give yourself a nice space to work in - have a nice, organised study space with lots of stationary to help you make quality notes/highlight.
- Make a plan - schedule dedicated study time into your daily schedule. Be organised with your time. Stick to your plan. Sacrifice some of your social time for study time. No pain, no gain!
- Start your revision early - start now, if you have not already done so, not days before your exam.
- Do small chunks of revision. Your brain is not capable of mass storing information in a short space of time. Digesting small chunks of information, over a longer period of time, means you are more likely to remember it

Click on the QR code below which will take you to the revision support page on our website:





Spanish. Theme 2: Local, national, international and global areas of interest

Unit 5: Home, town, neighbourhood and region

Section 1. My house

5.1G Mi casa

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

Section 3. What can you do where you live?

5.2G ¿Qué se puede hacer donde vives?

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

Section 2. Describe your house

5.1F ¿Cómo es tu casa?

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

Section 4. My town.

5.2F Mi ciudad

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

SENTENCES BUILDERS

1. ¿Dónde vives? Where do you live?

Vivo en I live in	una casa a house una casa adosada a semi-detached house una granja a farm un piso a flat	con with	mi padre my dad mi madre my mum mis padres my parents mis abuelos my grandparents
Está situado/a en It is situated in/on	el campo the countryside la costa the coast las afueras de una ciudad the outskirts of a city un pueblo a town un pueblo pequeño a small village	que se llama... which is called...	
Mi casa es My house is	blanca/negra/roja/marrón white/black/red/brown enorme/grande/mediana/pequeña /alta/nueva/moderna/antigua/ bonita/fea enormous/big/medium-sized/small/old/new/modern/old/ pretty/ugly		
Mi casa tiene My house has	una chimenea/dos chimeneas a chimney / two chimneys un techo rojo/marrón a red/brown roof pocas ventanas/muchas ventanas a few windows/lots of windows una puerta roja a red door un jardín / un patio / una terraza a garden / a patio / a terrace una piscina / un garaje a swimming pool / a garage		
Cerca de mi casa hay Close to my house there is/are	un lago / un río / un parque / muchas casas / árboles / plantas / flores a lake / a river / a park / lots of houses / trees / plants / flowers		



2. Describe tu casa. ¿Qué habitaciones hay? ¿Te gusta? Describe your house. What rooms are there? Do you like it?

Lo bueno es que mi casa es The good thing is that my house is	claro/a light/clear grande big bonita/a pretty cómodo/a comfortable nuevo/a new adosado/a semi-detached barato/a cheap moderno/a modern lujoso/a luxurious elegante elegant			
Lo que más me gusta es que es What I like the most is that it is				
Lo malo es que mi casa es The bad thing is that my house is	oscuro/a dark feo/a ugly viejo/a old aislado/a isolated pequeño/a small antiguo/a old caro/a expensive			
Lo que menos me gusta es que es What I like the least is that it is				
Lo peor es que es The worst thing is that it is				
En mi casa hay In my house there are	cinco/cuatro...habitaciones. five/four...rooms.			
Tengo mi propio dormitorio. I have my own bedroom. Tengo que compartir mi dormitorio con mi hermano/a. I have to share my bedroom with my brother/sister. Hay un jardín. There is a garden. Tenemos un garaje. We have a garage.				
El salón The living room La cocina The kitchen Mi dormitorio My bedroom El cuarto de baño The bathroom	es is está is	muy very un poco a bit	grande big cómodo/a comfortable tranquilo/a quiet pequeño/a small desordenado/a untidy/messy	
Las paredes The walls	son are	amarillas/verdes/marrones yellow/green/brown.		
Hay There is/are	an a una a unos some muchos lots of	sofá sofa mesa table lámpara lamp cama bed silla chair armarios wardrobes cuadros pictures/posters	pequeño small grande big pequeña small grande big marrón brown pequeños small grandes big	a la izquierda on the left a la derecha on the right

3. ¿Cómo era tu pueblo o ciudad antes y cómo es ahora?

What was your town/village like before and what is it like now?

En el pasado In the past Antes Before Hace diez años Ten years ago	mi barrio era my neighbourhood was	muy very más more menos less	moderno modern antiguo old sucio dirty limpio clean bonito pretty feo ugly
Había There used to be	muchos/muchas lots of más more menos less pocos/pocas few	tiendas shops cines cinemas coches cars fábricas factories industria industry espacios verdes green spaces restaurantes restaurants	donde se podía where you could hacer compras go shopping ver una película watch a film cenar have dinner trabajar work relajarse relax
Pero ahora But now Hoy en día Nowadays Pero hoy But today Actualmente Currently	mi barrio es my neighbourhood is	muy very más more menos less	moderno modern antiguo old sucio dirty limpio clean bonito pretty feo ugly
También hay Also there is/are	muchos/muchas lots of más more menos less pocos/pocas few	tiendas shops cines cinemas coches cars fábricas factories industria industry espacios verdes green spaces restaurantes restaurants	donde se puede where you can hacer compras go shopping ver una película watch a film cenar have dinner trabajar work relajarse relax



4. ¿Qué se puede hacer en tu pueblo o ciudad?

What can you do in your village or town?

Hay There is/are	una bolera a bowling alley un cine a cinema un centro comercial a shopping centre unas tiendas some shops una biblioteca a library un instituto a school un museo a museum un parque a park una playa a beach	donde se puede where you can	jugar a los bolos go bowling ver una película see a film ir de compras go shopping leer un libro read a book aprender mucho learn lots aprender de la historia del pueblo learn about the history of the town jugar con los amigos play with friends jugar al fútbol play football tomar el sol sunbathe descansar rest
Desafortunadamente no hay Unfortunately there isn't	ni neither a	bolera bowling alley cine cinema centro comercial shopping centre tiendas shops biblioteca library instituto school museo museum parque park playa beach	ni nor a bolera bowling alley cine cinema centro comercial shopping centre tiendas shops biblioteca library instituto school museo museum parque park playa beach
Así que no se puede So you can't	jugar al bowling go bowling ver una película see a film ir de compras go shopping leer un libro read a book aprender mucho learn lots aprender de la historia del pueblo learn about the history of the town jugar con los amigos play with friends jugar al fútbol play football tomar el sol sunbathe descansar rest		
Me gustaría tener I would like to have	una bolera a bowling alley un cine a cinema un centro comercial a shopping centre unas tiendas some shops una biblioteca a library un instituto a school un museo a museum un parque a park una playa a beach	para que la gente pueda so that people can	jugar al bowling go bowling ver una película see a film ir de compras go shopping leer un libro read a book aprender mucho learn lots aprender de la historia del pueblo learn about the history of the town jugar con los amigos play with friends jugar al fútbol play football tomar el sol sunbathe descansar rest

5. ¿Dónde te gustaría vivir en el futuro?

Where would you like to live in the future?

Me gustaría vivir en I would like to live in	una casa a house una casa adosada a semi-detached house	En una gran ciudad in a big city en las afueras de la ciudad in the outskirts of the city en un pueblo pequeño in a small village en una granja on a farm
	un piso a flat un barco a boat una mansión a mansion un chalé a bungalow una caravana a caravan una casa moderna/antigua a modern/old house un castillo a castle	en el campo in the countryside en la ciudad in the city/town al lado del mar beside the sea en la costa on the coast en las montañas in the mountains en el norte/sur/este/oeste in the north/south/east/west
Sería It would be	muy very bastante quite un poco a bit tan so	claro/a light/clear grande big bonito/a pretty cómodo/a comfortable nuevo/a new adosado/a semi-detached barato/a cheap moderno/a modern lujoso/a luxurious elegante elegant
Tendría It would have	una chimenea/dos chimeneas a chimney / two chimneys un techo rojo/marrón a red/brown roof pocas ventanas/muchas ventanas a few windows/lots of windows una puerta roja a red door un jardín / un patio / una terraza a garden / a patio / a terrace una piscina / un garaje a swimming pool / a garage cinco/cuatro...habitaciones. five/four...rooms un cuarto de baño masivo a huge bathroom	
También Also	pasearía my perro todos los días en la playa. I would walk my dog every day on the beach. tendría un limpiador para hacer las tareas del hogar. I would have a cleaner to do all the housework. tendría un cocinero para cocinar las comidas deliciosas I would have a chef to cook delicious meals tendría una sala de juegos masiva I would have a massive games room	

* 6. ¿Qué hay para los jóvenes en tu pueblo o ciudad?

What is there for young people in your village or town?

Para los jóvenes hay For young people there is/a	una bolera a bowling alley un cine a cinema un centro comercial a shopping centre unas tiendas some shops una biblioteca a library un instituto a school un museo a museum un parque a park una playa a beach un club de jóvenes a youth club	lo que es which is	emocionante exciting seguro safe estimulante stimulating divertido fun fascinante fascinating fantástico fantastic guay cool
Lo mejor es que hay The best thing is that there is/are			
	bolera bowling alley cine cinema		jugar a los bolos go bowling ver una película see a film
Sin embargo no hay However there isn't a	centro comercial shopping centre tiendas shops biblioteca library instituto school museo museum parque park playa beach club de jóvenes youth club	así que los jóvenes no pueden so young people cannot	ir de compras go shopping leer un libro read a book aprender mucho learn lots aprender de la historia del pueblo learn about the history of the town jugar con los amigos play with friends jugar al fútbol play football tomar el sol sunbathe descansar rest



***7. ¿Qué es lo mejor y lo peor de tu pueblo?**

What is the best and worst thing about your town?

Lo mejor es que es The best thing is that it is	muy very bastante quite	moderno modern antiguo old
Pero lo peor es que es But the worst thing is that it is	un poco a bit terriblemente terribly generalmente generally siempre always a veces sometimes	sucio dirty limpio clean bonito pretty feo ugly ruidoso noisy tranquilo quiet
No obstante es mejor que antes porque Nonetheless it is better than before because	no había There wasn't/weren't era It was	bolera bowling alley cine cinema centro comercial shopping centre tiendas shops biblioteca library instituto school
Y ahora A now	hay There is/are es más/menos it's more/less	museo museum parque park playa beach club de jóvenes youth club moderno modern antiguo old sucio dirty limpio clean bonito pretty feo ugly ruidoso noisy tranquilo quiet



Section 5

Wider Research

- Online Dictionary and conjugation tool:

www.wordreference.com

- Also, please remember that you should spend at least **20 minutes each week, PRACTISING INDEPENDENTLY**, on each of the following app and website:

<https://www.memrise.com/>

<https://www.kerboodle.com/users/login>

If you need support with any of the above learning resources, please email your teacher.

Apply

Use the sentence builders above to answer the following questions in Spanish. Those questions are usually bullet points that you will have to use in your writing paper and in your speaking paper.

- It is wise to use words and expressions that you will easily remember. **Aim to write at least 3 sentences as answer per question set – where possible.** Have, on average 30 words in total per answer – where possible.
- **Mind the tense** in which each question is set. The tense in your answers should reflect the tense in the question you are answering. **Remember that what you write does not have to be true. Just show off your vocab and grammar knowledge.**

1/ ¿Dónde vives? Where do you live?

2/ Describe tu casa. ¿Qué habitaciones hay? ¿Te gusta? Describe your house. What rooms are there? Do you like it?

3/ ¿Cómo era tu pueblo o tu ciudad antes y cómo es ahora? What was your village/town like before and what is it like now?

4/ ¿Qué se puede hacer en tu pueblo o ciudad? What can you do in your village/town?

5/ ¿Dónde te gustaría vivir en el futuro? Where would you like to live in the future?

6/ ¿Qué hay para los jóvenes en tu pueblo o ciudad? What is there for young people in your village?

7/ ¿Qué es lo mejor y lo peor de tu ciudad? What is the best and worst thing in your town?



KS4 Knowledge Organiser



Subject: Construction - Year 10 Term 5

Mrs Bennett Raising Standards Leader for KS4	bailc197@sflt.org.uk
Mrs Adsett Head of Year 10	adsea001@sflt.org.uk
Mrs Burgiss Head of Department	Khatk095@sflt.org.uk

Also, please remember, you should spend 20 minutes on the following apps and websites:

GCSE Pod
PIXL Lit
PIXL Maths App
Tassomai
BBC Bitesize
Onmaths
Corbett Maths
English Instagram
@greenacreenglish
Quizlit

Click on the QR code below which will take you to the revision support page on our website:



If you would like support with any of the apps, please email gahomework@sflt.org.uk

How to use the Knowledge Organiser:

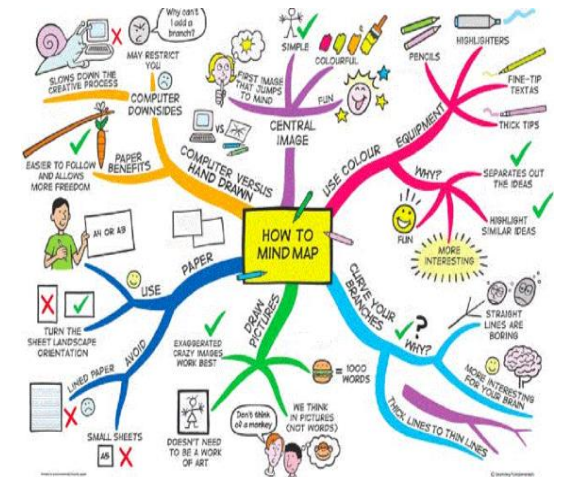
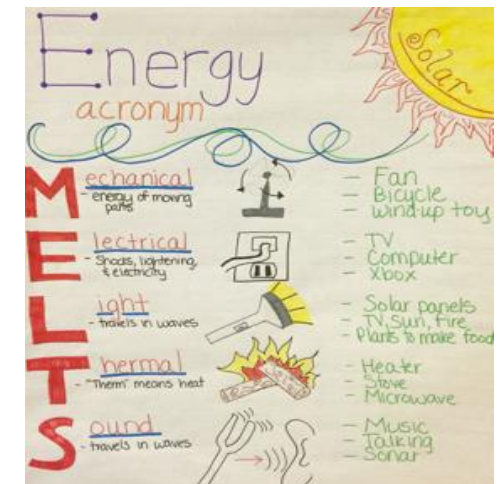
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Revision techniques and strategies

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9. Draw diagrams to help you visually remember your notes
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- Eat a healthy, balanced diet - lots of fruit and veg, meats for protein, limit sugary fatty foods.
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Constructing the Built Environment

Unit 1 revision

TOPIC: 1.5 Building structures and forms

At the designing stage of construction, architects and engineers are required to make a multitude of decisions about the most appropriate structure and form for the project in development. These decisions will be based on factors such as function, location and cost.

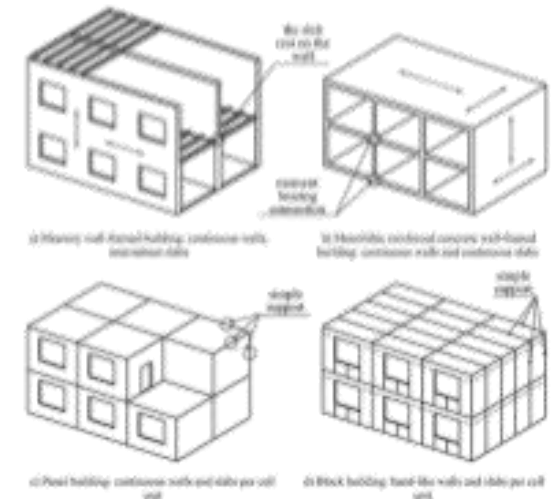
In this section, you will look at the main types of building structures and forms along with their characteristics, advantages and disadvantages. You will also look at the heritage and traditional methods used in the maintenance of the historic built environment.

Cellular Construction

Cellular construction, also called box frame or cross wall construction, is a method of building with concrete in which individual cells, or rooms, are set horizontally and vertically together to create an overall structural frame.

As the main weight of the building is carried through the walls, they must be thick enough to carry their own weight as well as loads from above. This means the potential height of a structure built in this manner is limited.

These load-bearing walls provide the main vertical support and lateral stability for multiple floors, with external wall panels, lift shafts or staircases also providing stability.

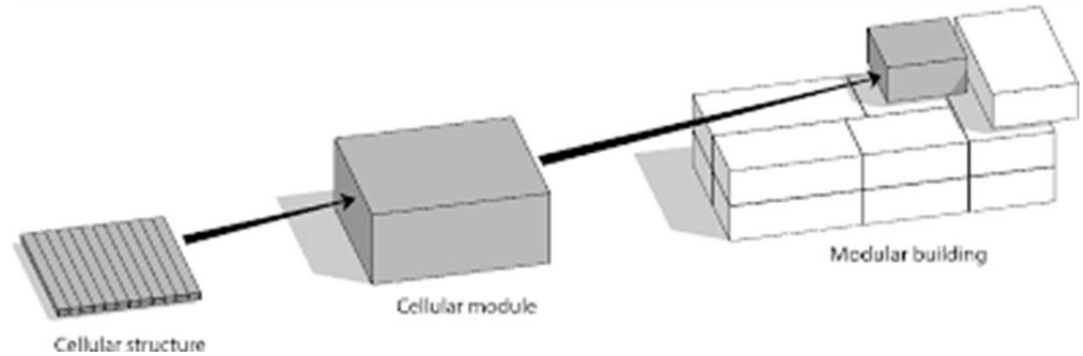




Constructing the Built Environment
Unit 1 revision
TOPIC: 1.5 Building structures and forms

Cellular constructions are usually restricted to 6-10 stores depending on location and exposure to wind action. Their most common application is in low apartment flats and similar buildings where the walls and floors are formed from reinforced concrete slabs.

Cellular construction methods create structurally efficient buildings with high levels of acoustic and fire separation between adjacent rooms. They are suitable for buildings that follow regular grids and repeating floor plans where internal separating or party walls are required, such as in blocks of flats and student accommodation.



The individual cells or pods that make up the overall structure of the building may be prefabricated offsite. This saves production time as the cells can be hoisted into place as soon as they arrive onsite.





Constructing the Built Environment
Unit 1 revision
TOPIC: 1.5 Building structures and forms

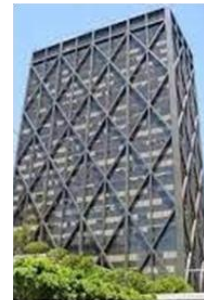
Rectangular frame Constructions

In rectangular frame constructions, the weight of the building is carried by a skeleton or framework of columns and beams, rather than being supported by walls. The rectangular grid supports the internal floors, roof and external walls of the building as well as carrying all loads to the foundations.

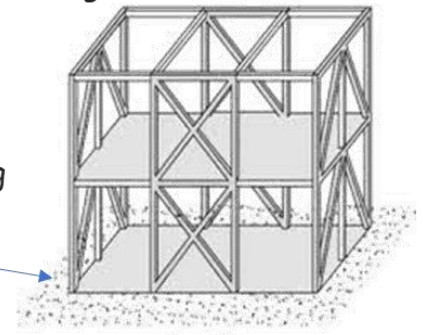


A braced frame is a development of the skeleton frame used in structures that are subject to high lateral loads, such as wind pressure. The beams and columns carry vertical loads and the bracing systems (such as floor slabs and diagonal steel sections) transfer lateral loads.

A lightweight timber frame is a common structure used in the construction of contemporary housing, while steel and reinforced concrete frames are used in larger structures. This method is often preferred by contractors because of its rapid construction time, cost-effectiveness and the sustainability of timber materials.



The skeletal frame structure has made it possible to construct tall buildings and skyscrapers with non-load-bearing internal walls, allowing for flexible floor spaces that can be easily rearranged. Some contemporary commercial framed buildings have replaced traditional, load-bearing external walls with non-load-bearing metal and glass screens, or curtain walls, as exterior cladding.





Constructing the Built Environment

Unit 1 revision

TOPIC: 1.5 Building structures and forms

Portal frame Constructions

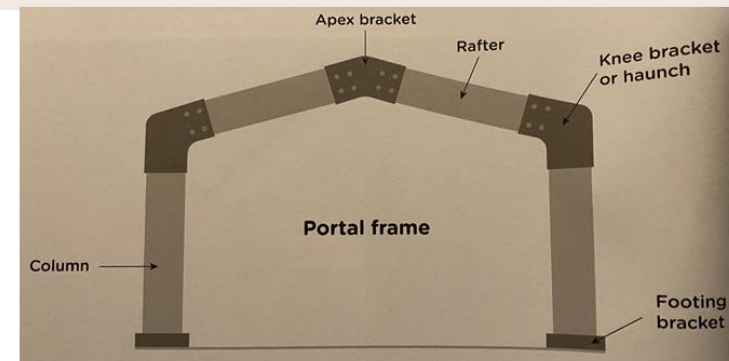
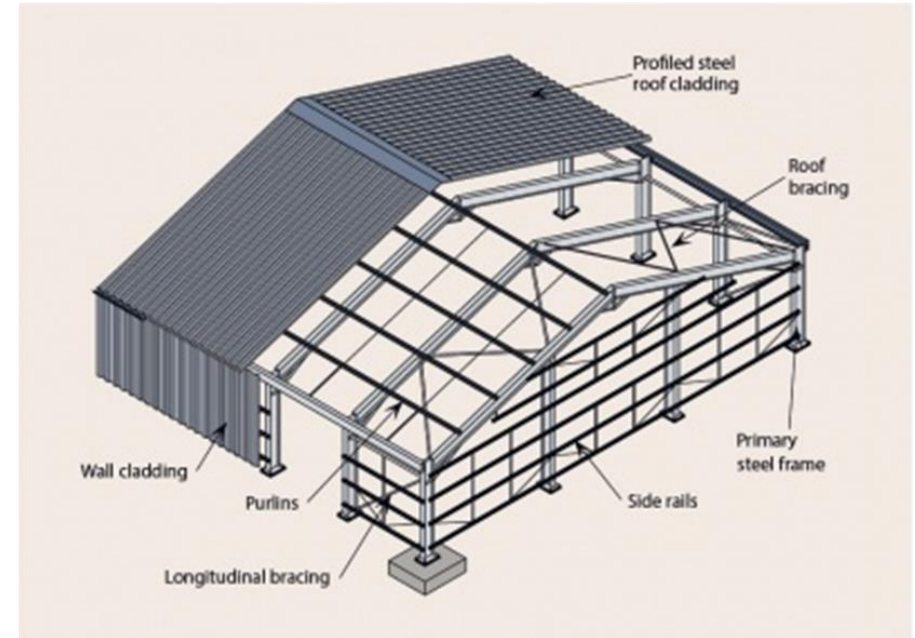
Buildings made by the portal frame method of construction are a common feature of the modern built environment. This method is used in a range of buildings, from small domestic garages to vast commercial storage depots.

In essence, a portal frame is a construction technique where vertical supports or columns are connected to horizontal beams or trusses by fixed joints. As the joints between the beams and columns are 'rigid', the beam can be thinner in cross-section and can span large distances.

A building can be formed using a series of parallel portal frames, typically 6-8 metres apart with a span that could be between 15 and 50 metres.

A secondary framework of side rails fixed to columns and purlins fixed to rafters is required to support cladding such as profiled sheeting or prefabricated composite metal panels.

Bracing is usually required on the sides and roof to give the row of parallel frames rigidity and the stability to resist strong winds. Masonry cladding is sometimes included at low levels to give greater resistance to damage and to improve security.





Constructing the Built Environment

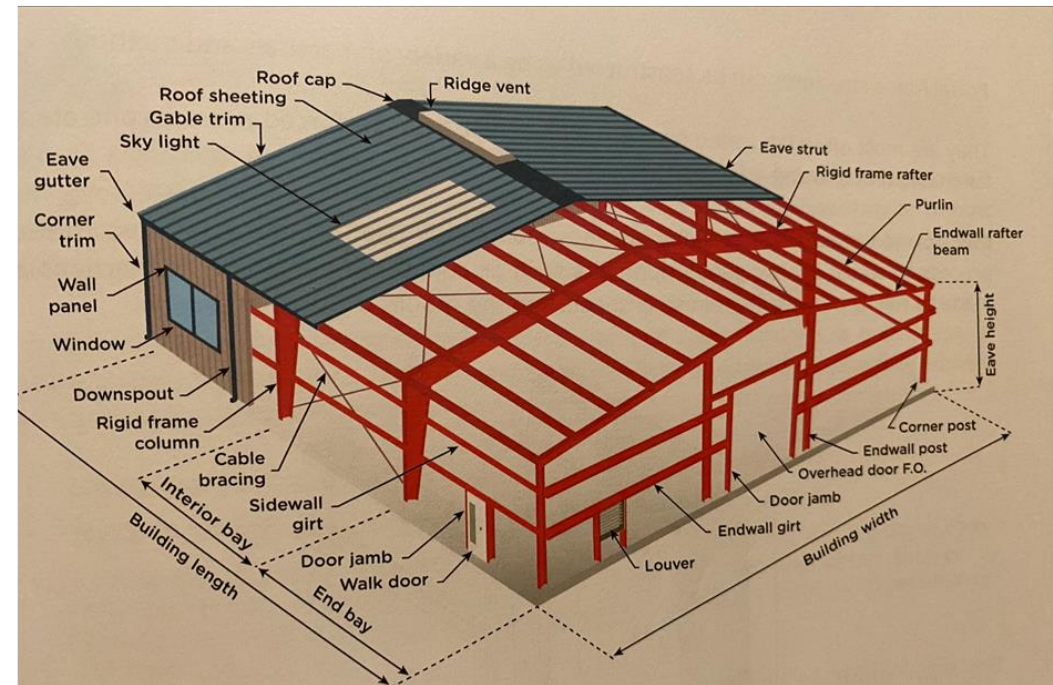
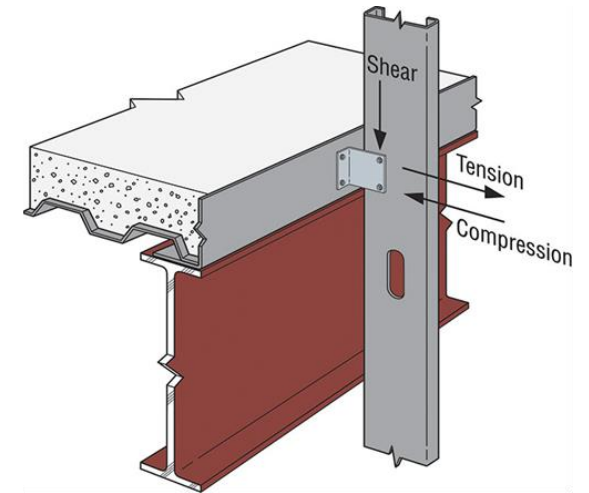
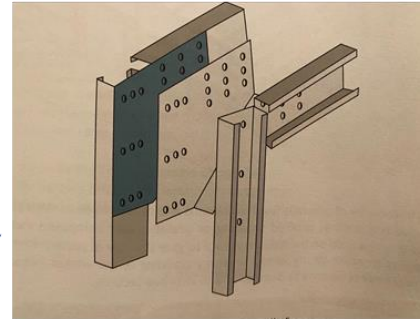
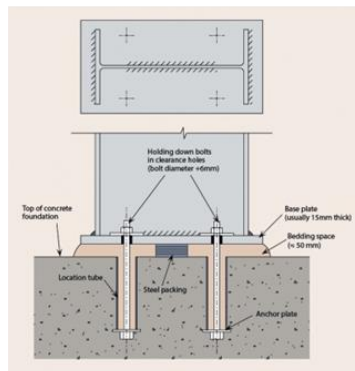
Unit 1 revision

TOPIC: 1.5 Building structures and forms

Portal frame structures can be constructed using a variety of materials and methods. They are most often fabricated from structural steel, with reinforced precast concrete and laminated timber being other options.

Cold-formed steel (CFS) sections are most commonly used in portal frames. This is a process by which lightweight components such as columns, beams and connections are made by rolling or pressing thin steel sheets into the required shape or section.

Reinforced concrete portal frame structures are built from concrete that contains steel bars (these are known as reinforcement bars, or rebar for short).





Constructing the Built Environment
Unit 1 revision
TOPIC: 1.5 Building structures and forms

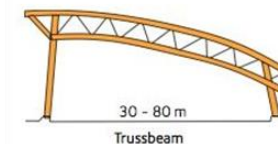
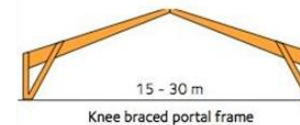
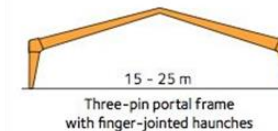
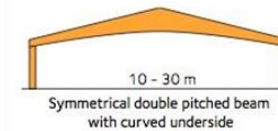
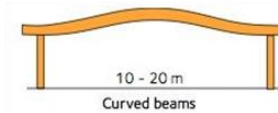
Portal frame Constructions

Laminated timber can also be used for portal frame structures.

Multiple layers of timber are glued together to make much larger columns and beams. The laminating process can allow timber to be used for much longer spans, heavier loads and more complex shapes than reinforced concrete or steel.

Advantages of portal frames:

- All the different types of portal frame construction are relatively lightweight when compared with other forms of building construction.
- They can be fabricated offsite and then assembled and erected rapidly onsite. It is a relatively simple, low-cost and weatherproof construction method.
- Portal frames result in a wide, clear span that is perfect for a variety of commercial and agricultural building functions.



Heritage and traditional methods

Our built environment includes many historic buildings and structures, some of which have been given listed status. A building is listed when it is of special architectural or historic interest considered to be of national importance and therefore worth protecting. All listed buildings can be found in the National Heritage List for England.

It is essential that the maintenance and renovation of such buildings is undertaken by architects and tradespersons who are qualified and experienced in the appropriate heritage and traditional methods.

This is to:

- ensure that the history and character of the building is maintained preserve heritage for the benefit of present and future generations
- comply with planning regulations within conservation areas (such as the city of Bath in Somerset). A conservation area is defined as an 'area of special architectural or historic interest, the character and appearance of which it is desirable to preserve or enhance'.
- The work performed using traditional methods is essential to the conservation and maintenance of the historic built environment, as is the preservation of the skills and knowledge required to carry out this work.



The maintenance methods used should always include:

- a regular programme of maintenance to help prevent small problems escalating or further deterioration occurring
- efforts to match existing materials and methods of construction wherever possible
- retaining as much of the original building fabric (the components and materials that the building is made of such as its floors, walls, roof, windows and doors) as is practicably possible.

Heritage and traditional maintenance methods as practised by traditional trades include:

- masonry and stone carving
- timber framing/rafter and purlin roofs, carpentry and joinery thatching and roofing using natural shingles leadwork, including sheeting and ornamental work
- plasterwork, including mouldings and repairs
- blacksmithing and ornamental metal work.

Heritage and traditional methods

The design and installation of building services such as electricity, pipework, lifts and fire and security alarms in historic buildings need to be considered carefully. They should aim to protect the building and its setting whilst having the least effect on historic fabric as is possible by following the principles of mitigation, minimisation and reversibility.

Mitigation - the installation of modern building services in historic buildings during renovation projects is often essential in order to make the building habitable and to prevent further deterioration, such works will inevitably lead to a change in the character and fabric of the building and so efforts should be made to mitigate, or reduce, their severity. This could include making a record of the significant features that will be removed or altered and using existing features such as mouldings or balustrades to conceal services such as pipework and cabling. The use of wireless technology for CCTV and alarm and control systems can eliminate the need for extensive cabling.

Minimisation - this means choosing effective and affordable options that minimise any harm to the historical significance of the building, carrying out the minimum amount of work that would disturb the buildings existing fabric and, where this is necessary, reusing as much of the existing fabric as is appropriate and practical.

Reversibility - this means giving as much thought to the removal of services at the end of their useful life as is given to their installation. In both instances, this should be done with the intention of minimising their effect on the historic fabric of the building

Vocabulary	Wider Research	Apply
Cellular Rectangular frame Portal frame Laminated timber Listed building Mitigation Minimisation Reversibility Maintenance Heritage Historic	<p>Cellular construction https://www.youtube.com/watch?v=QvHaQDJ_3m8</p> <p>Rectangular frame https://www.youtube.com/watch?v=0IVPthARKbY</p> <p>Portal frames https://www.youtube.com/watch?v=kPstcBkN6u8</p> <p>https://www.youtube.com/watch?v=AUdHfQo3CX4</p> <p>Maintaining heritage buildings https://www.youtube.com/watch?v=kvNb6klkuLs</p> <p>https://www.youtube.com/watch?v=z9XRM8TZsho</p>	<ol style="list-style-type: none"> 1. What is cellular construction and what are the benefits of it? 2. Draw a diagram of cellular construction and label the steps to explain it 3. What are rectangular frame constructions and what are the benefits of it? 4. Draw a rectangular frame construction and label it 5. What are portal frame constructions and what are the benefits of it? 6. Draw your own 2d diagram of a portal frame and label the main parts correctly. 7. Explain the advantages of using laminated timber for portal frames 8. What is a listed building and name some examples in the local area 9. Why do listed and historic buildings have to be considered in more detail compared to other types of buildings? 10. Explain the 3 core principles for modernising a historic building and its setting whilst having the least effect on historic fabric as is possible. 11. Explain what should be considered when maintaining a historic building. 12. Research one historic building in the local area. How has it been modernised with consideration to maintaining its character?



KS4 Knowledge Organiser
Subject: Engineering WJEC
Term 5 Yr 11

Mrs Allen Raising Standards Leader for KS4	stern029@sflt.org.uk
Mr Roberts Head of Year 11	robem008@sflt.org.uk
Mr Akehurst Head of Department	akehr005@sflt.org.uk

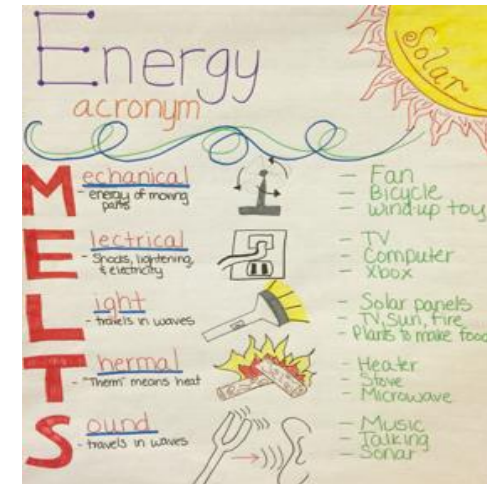
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- BBC Bitesize
- Onmaths
- Corbett Maths
- English Instagram @greenacreenglish
- Quizlit

If you would like support with any of the apps, please email
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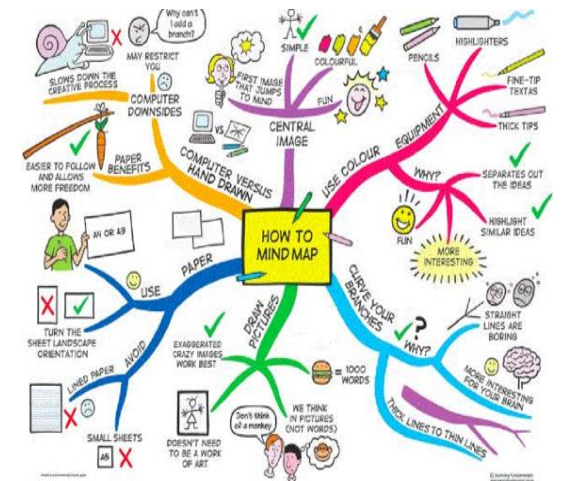


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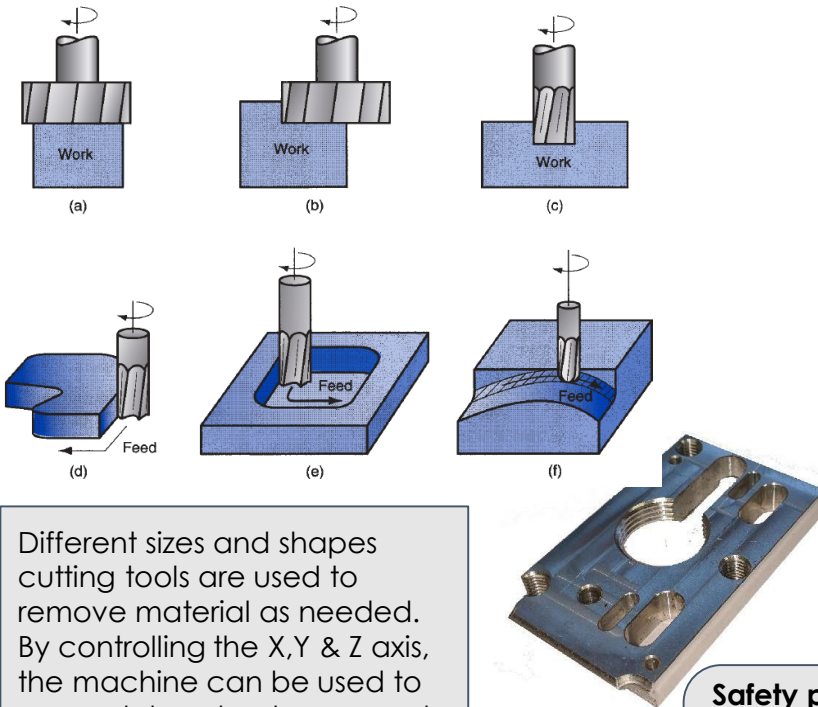
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Click on the QR code below which will take you to the revision support page on our website:



What is a vertical milling machine used for?

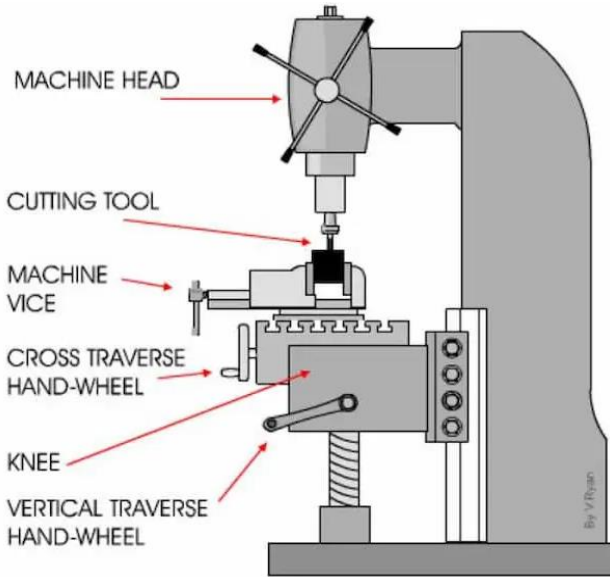
This machine uses a rotating cutting tool to produce machined surfaces by progressively removing material from a work piece. The machine vice is controlled using handles to allow it to accurately move along 3 axis. More advance machine can be partly or fully automated.



Different sizes and shapes cutting tools are used to remove material as needed. By controlling the X,Y & Z axis, the machine can be used to accurately cut out areas such as slots.

Useful websites:

[Technology student: vertical miller](#)
[BBC bitesize](#)
[DT online: vertical milling machine](#)



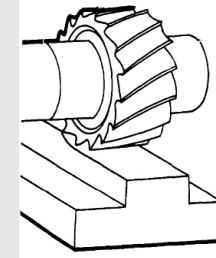
Safety precautions

- A **risk assessment** must be completed before using this machine.
- Safety goggles and apron must be worn.
- Long hair must be tied back
- Limited persons around the machine e.g. user plus instructor only.
- Workpiece must be securely closed in the chuck.
- Machine guard must be set to the correct position.
- Tools must be sharpened and set up correctly.
- Correct machine speed must be selected.

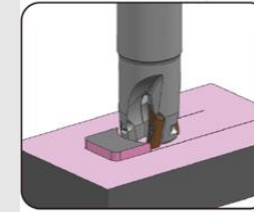
Common operations:

- **Plain milling/ surface milling:**

(this the the most common operation) this is performed to the flat, horizontal surface, parallel to the cutter.



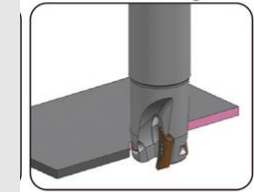
Face Milling



- **Face milling**
Removing material from the top face of the workpiece

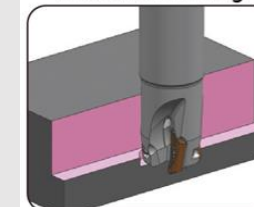
- **Side milling**
Removing material from the side of the workpiece

Side Milling



- **Shoulder milling**
Removing material from the side of a workpiece

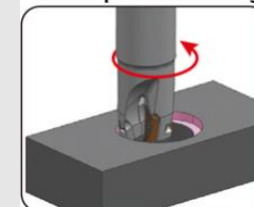
Shoulder Milling



- **Boring/ hole expansion drilling**
Enlarging an existing drilled hole

- **Tapping**
adding a screw thread to a pre-drilled hole

Hole Expansion Drilling



Tools, Machines & Equipment

Machine Tools

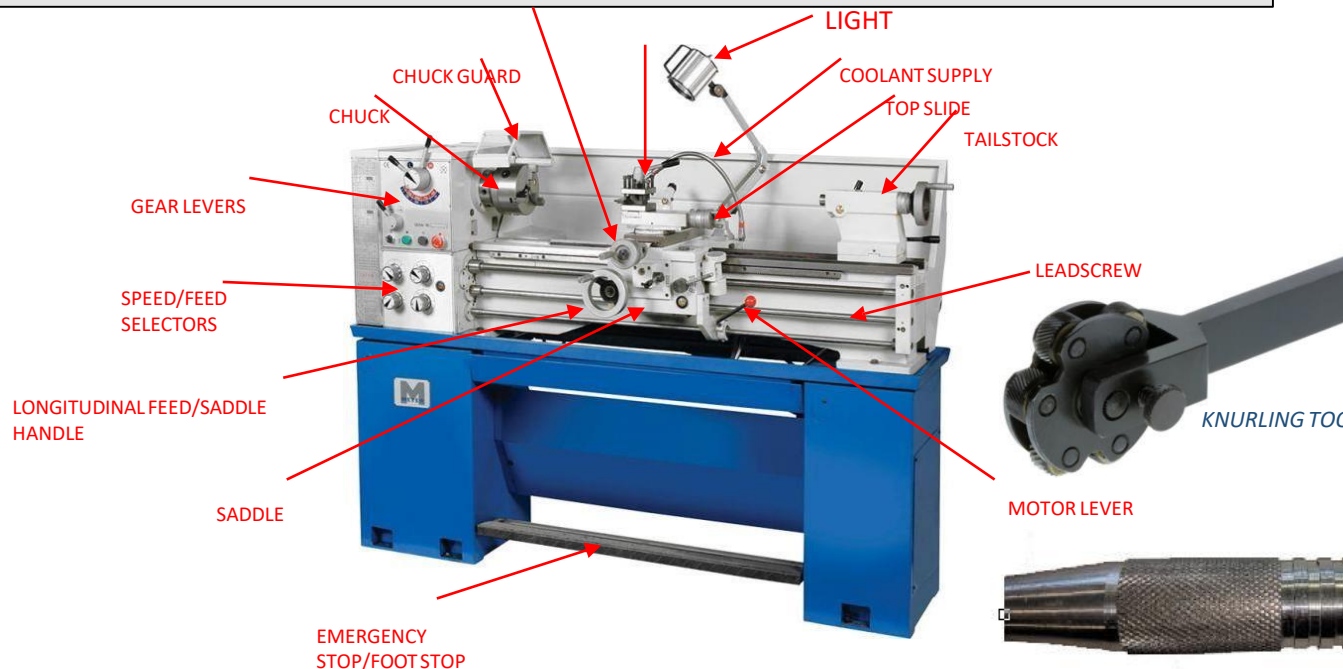
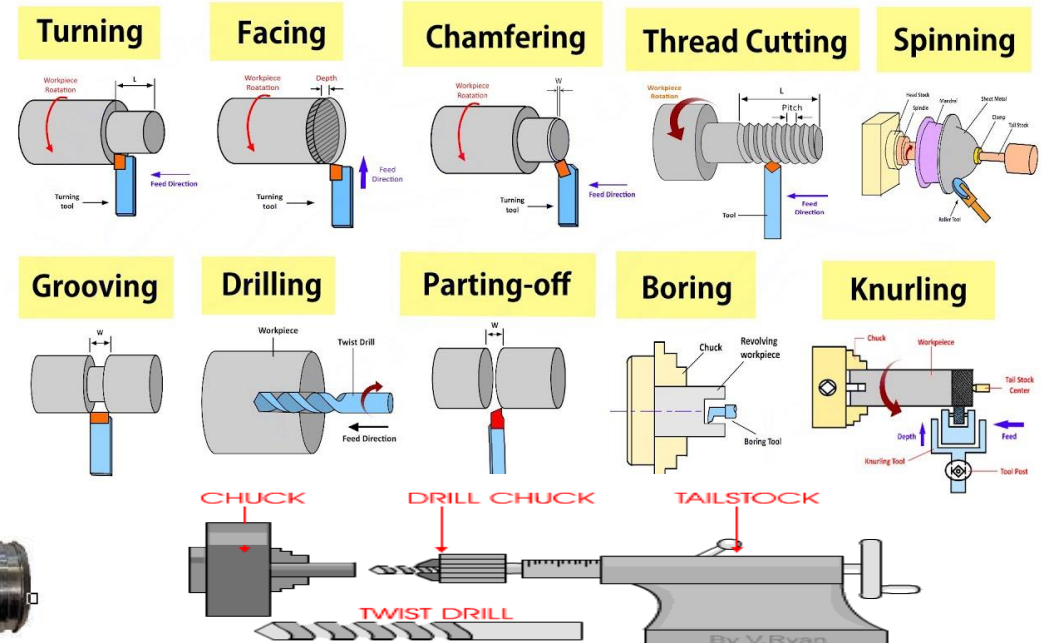
The Centre Lathe

The Centre Lathe is a machine used to manufacture cylindrical products/objects. They are operated both manually (workshops) and via CAD/CAM (Computer Aided Design Computer Aided Manufacture) or CNC (Computer Numerically Controlled) in Industry. Think about how many items/parts there are in the world that are cylindrical. Many different materials can be used on a centre lathe such as metals and plastics. Below is an image of a centre lathe that you would typically find in a manual workshop.

Common Phrases:

- TURNING - Reducing the **diameter** of a cylindrical object
- FACING OFF – Ensuring the **END** of a cylindrical object is flat (perpendicular to its sides)
- PARTING OFF – **Cutting** the work-piece to a specific length
- TAPER TURNING – Creating a **taper** down the length of the work-piece
- KNURLING – Creating a **textured surface** on your work-piece
- GROOVING/FACE GROOVING – Creating a **groove** on the **external diameter** or **face**
- BORING – Enlarging an existing hole in a work-piece using cutting tools

Lathe Operations



Tools, Machines & Equipment

What is a centre lathe used for?

A centre lathe is used to manufacture mainly cylindrical products/ objects. Lathe can be operated both manually (in the workshop) or using CNC in industry.

Fitting tools

The workpiece (material) on a lathe is held in place using a chuck. This uses 3 or 4 jaws to **self-centre** the workpiece as they come together.

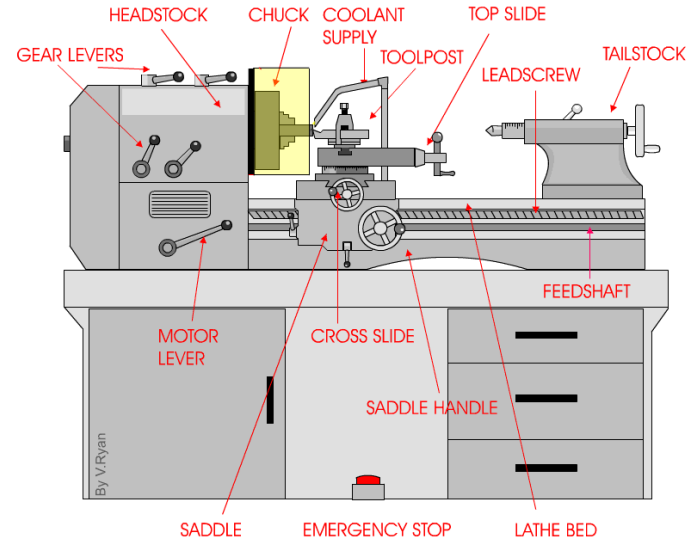
A **chuck key** is used to tighten the jaws of the chuck.

Spring loaded chuck key

This has a spring so that it cannot be left in the chuck and cause injury to the user.



4-jaw
centre lathe
chuck



Safety precautions

- A **risk assessment** must be completed before using this machine.
- Safety goggles and apron must be worn.
- Long hair must be tied back
- Limited persons around the machine e.g. user plus instructor only.
- Workpiece must be securely closed in the chuck.
- Machine guard must be set to the correct position.
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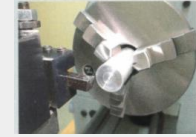
Turning:

Reducing the diameter of a cylindrical object.



Facing off:

Ensuring that the **end** of a cylindrical object is flat (perpendicular to its sides)



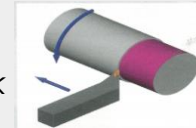
Parting off:

Cutting the workpiece to a specific length with a specific cutting tool (parting tool)



Taper turning:

Creating a **taper** down the length of the workpiece (*think cone-shaped*)



Knurling:

Creating a **textured surface** on your workpiece



Grooving/ face grooving:

Creating a **groove** on the **external diameter** or **face**



Boring:

Enlarging an existing hole in a workpiece using cutting tools or a 'boring bar'



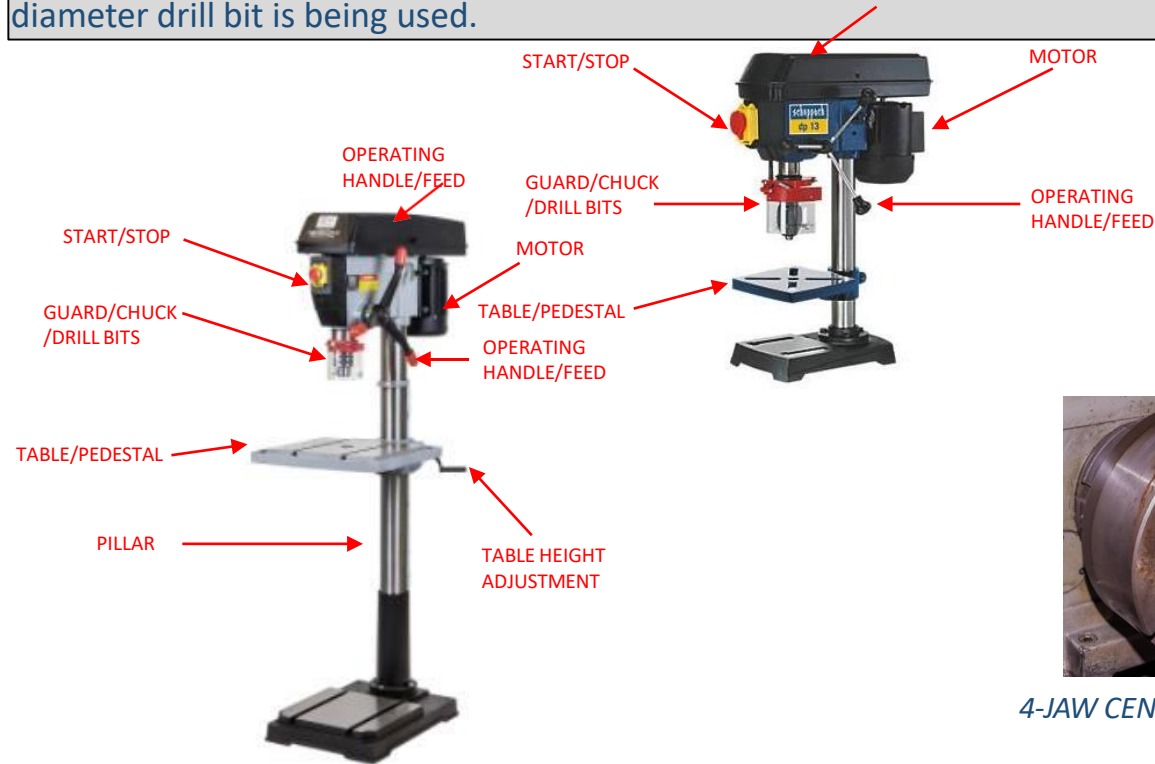
Tools, Machines & Equipment

Machine Drills

Machine Drills are drills that are fixed in one place. Unlike hand drills (e.g. cordless), machine drills can be very accurate as the work-piece can be clamped down or held in a machine vice and the rotating drill bit is lowered using the feed lever.

There is the Bench Drill, a smaller type of machine drill that is bolted to a desk/bench and there is the Pillar Drill that is larger and stands on the workshop floor. The larger Pillar Drill is more powerful and can therefore be used to drill larger diameter holes.

All machine drills have a changeable belt system that allows the user to speed-up or slow-down the speed of the drill bit depending on what material is being drilled and what diameter drill bit is being used.



Chucks

Chucks are the part of a drill/machine that holds the drill bit (cutting tool). Chucks are also used in **Centre Lathes** to hold the work-piece and drill bit in the headstock.

On corded drills (as well as Machine Drills) you will mainly have chucks that need to be used with a chuck-key. The chuck-key is used to loosen/tighten the jaws of the chuck and can be tightened-up to a high torque setting for bigger diameter drill bits.

On cordless drills you will mainly see keyless-chucks that can be tightened by hand. These types of chucks rely on a strong grip from the user to ensure a high torque fit for a drill bit. The cordless chucks have the added advantage of not having an extra part/component to carry or use and there is no danger of not being able to use the drill because of a lost chuck-key.

Most chucks are 3-Jaw chucks that are self-centring when using round or hexagonal sections. However, chucks on centre lathes can also be changed to a 4-Jaw chuck for square/octagonal sections. These 4-Jaw chucks need to be centred manually.



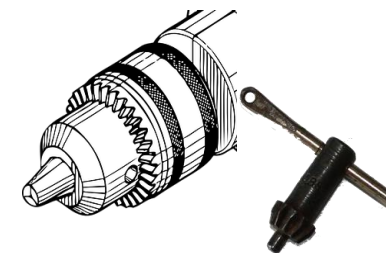
4-JAW CENTRE LATHE CHUCK



3-JAW CENTRE LATHE CHUCK



KEYLESS CHUCK



'JACOBS' CHUCK (WITH KEY)

Vocabulary

Wider Research

Apply

- Common operations:**
- Plain milling/ surface milling
 - Face milling
 - Side milling
 - Shoulder milling
 - Boring/ hole expansion
 - Tapping
- Turning:**
- Facing off:**
- Parting off:**
- Taper turning:**
- Knurling:**
- Grooving/ face grooving:**

<https://technologystudent.com/equip1/vert1.htm>

<https://www.bbc.co.uk/bitesize/guides/zn2w7p3/revision/9>

<https://www.bbc.co.uk/bitesize/guides/zcxmfcw/revision/1>

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<https://www.slideshare.net/MechieProjects/met-al-joining-processes-welding-riveting-bolting-brazing-soldering>

<https://www.bbc.co.uk/bitesize/guides/zn2w7p3/revision/9#:~:text=Non%2Dpermanent%20methods%20include%20nuts%20and%20bolts%2C%2>



1. Your practical product is made from mild steel. Explain what options you have to join two of the pieces together permanently. Justify using Topic 1.
2. What process should be carried out before using a milling machine? State and justify 5 of these.
3. The main frame of a bicycle is made from mild steel tubing. Using clear notes and sketches, name and describe a suitable joining process for the manufacture of the frame.
4. Classify these materials – Mild steel, Aluminium, Brass, Stainless Steel, Cast Iron and Duralumin.
5. The modern signposts are attached to vertical posts with a series of clips and domed nuts. Describe two advantages of using this method. [4] Advantage 1: Advantage 2:
6. A group of pupils have been asked to update the door sign for the staffroom at their school. The old one was small and had started to fade. The new sign will be manufactured out of 2mm thick High Impact Polystyrene (HIPs). Below is a front view of the piece of HIPs, after it has been laser cut. It is a standard rectangle with four screw holes, one in each corner. Calculate the total volume of the remaining HIPs plastic after the laser cutting operation. [6] You must show all your calculations.