BLACON HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

Knowledge Organisers

Year 11

Your guide to learning in lessons and at home

Use this booklet to revisit key knowledge regularly, strengthen memory and build confidence across every subject.

SCIENCE

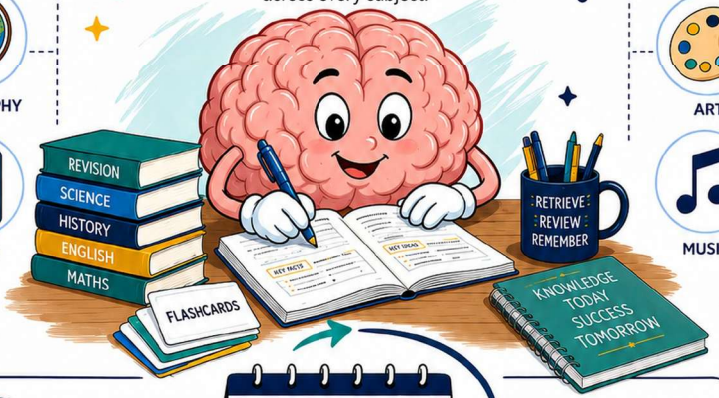
GEOGRAPHY

MATHS

ENGLISH

ART

MUSIC



RETRIEVE
Try to recall from memory.



REVIEW
Check, correct and fill gaps.

SPACED REPETITION
Revisit at regular intervals so it sticks.

Why they matter

- They organise the most important knowledge in one place.
- They help you practise remembering, not just rereading.
- They support regular review so learning sticks for longer.

Little and often | Review regularly | Test yourself | Build long-term memory

Autumn Term **Name:**

Revision & Study Skills

How to make learning stick and perform well in exams

Better Students Brighter Futures

THE STUDY CYCLE

A simple routine for long-term success

1 Retrieve



Try to recall from memory before looking at your notes.

2 Check



Check your answers, correct mistakes and fill gaps.

3 Space



Revisit the same topic later that day, later that week and again next week.

4 Connect



Link new learning to what you already know.

5 Apply



Practise using the knowledge in questions and tasks.

TOP REVISION TECHNIQUES

Six powerful ways to learn more and remember for longer

Retrieval Practice



Close the book and write or say everything you can remember.

Spaced Practice



Come back to the same topic again and again over time.

Dual Coding



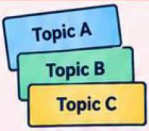
Combine words with pictures, flow charts, sketches or timelines.

Self-Explanation



Explain ideas in your own words and say how they connect.

Interleaving



Mix topics and question types so your brain has to choose the right method.

Correct and Improve



Fix mistakes, learn why they happened and try again.

A SIMPLE 20-MINUTE REVISION ROUTINE

Short, focused sessions make a big difference!

2 min



Choose one small section and set a goal.

8 min



Retrieve what you remember.

5 min



Check and correct.

5 min



Apply with an exam question.

EXAM TECHNIQUE

Be calm. Be smart. Do your best.

- **Read the command word** — E.g. explain, analyse, compare, evaluate.
- **Use the marks to judge detail** — More marks usually means more detail.
- **Answer the exact question** — Keep your response focused.
- **Show your working or reasoning** — Especially for maths and sciences.
- **Use subject vocabulary** — Show you know the key terms.
- **Check your answer at the end** — Look for mistakes and make sure you've answered what was asked.

AVOID THESE TRAPS

These don't work!



- Just rereading notes.
- Highlighting everything.
- Copying notes word for word.
- Leaving revision until the last minute.

Little and often beats cramming

Regular retrieval builds long-term memory.

BLAGON HIGH SCHOOL

ASPIRE BELIEVE ACHIEVE

BLACON HIGH SCHOOL
ASPIRE BELIEVE ACHIEVE

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WHERE WORDS TAKE FLIGHT

YEAR 11 ENGLISH LITERATURE KNOWLEDGE ORGANISER



STRANGE CASE OF DR JEKYLL and MR HYDE KNOWLEDGE ORGANISER

Context – *Dr Jekyll and Mr Hyde* was written by Robert Louis Stevenson, and was first published in 1886.

Robert Louis Stevenson – Stevenson was born in 1850 in Edinburgh, Scotland. Within his family, there were engineers, scientists, philosophy, and religious ministers, and so there were both religious and scientific influences in his family. He was a sickly man, who had severe lung issues. However, he had a keen sense of adventure, and travelled the world. He eventually settled and died in Samoa, in 1894.

The Victorian Era – The Victorian era describes the period in which Queen Victoria sat on the English throne – between 1837 and 1901. Whilst this was a harsh time to live, it was also signalled the start of the industrial revolution, and great advancements in science, literature and medicine. The Victorian era was a period of great change. In this time, the population of England doubled – from 16.8 million 1851 to over 30 million in 1901. New discoveries were being made all the time, constantly changing people's perceptions.

Science and Religion – The Victorian era was a period of great discovery and scientific advancement. Aspects of life that were previously attributed to being religious or supernatural phenomena or were now being explained in some parts by science. Some believed that the work of scientists was now encroaching upon the sphere of God, and felt that this was wrought with danger. *Jekyll and Hyde* approaches this subject through Jekyll's work with separating the human soul.

Darwin and Evolution –Charles Darwin had just published his research paper 'The Origin of Species.' This first set out the theory of evolution – that humans and other life has developed from more primitive species. People at the time saw this as an attack on religion, countering the belief that God created the world in seven days. Many people at the time thus felt that they must pick between science and religion.

Jack the Ripper Murders – The Jack the Ripper Murders were a spate of brutal murders that remained unresolved in London, likely committed by the same person. It was rumoured that the murderer was highly educated (and possibly even a royal) which captured an interest amongst the British public in the different areas of the human psyche – the calm, rational, everyday life, alongside nightmarish behaviour and violence. There was a wide interest amongst the public in these cases, as part of some sort of morbid fascination.

Healthcare and Death– Healthcare was more of a luxury at the time, and medicine was nowhere near as advanced today. Many diseases were rife, and childbirth and poverty were very real dangers to people living in the era. As a result, a middle class person may expect to live to 45 at the time - a working class person would have been lucky to have lived half that time. In *Jekyll and Hyde*, the numerous deaths and illnesses that the characters suffered would be less shocking then than today.

Main Characters – Consider what Stevenson intended through his characterisation of each of the below...

Dr Henry Jekyll – Jekyll is a highly-respected doctor and a friend to both Lanyon and Utterson. He is a prosperous man, who is well-established in the community, and is known for decency and charity. He has another side to his nature, however, that feels the need to commit corrupt behaviour. Burdened, he seeks to separate the two sides of his nature, thus forming Mr Edward Hyde.

Quote: "the smile was struck out of his face and succeeded by an expression of such abject terror and despair."

Mr Edward Hyde – Edward is a strange, detestable man who looks mildly pre-human. He is small in stature and is seen as ugly and deformed. He evokes hatred from those who encounter him, and he himself is both cruel and violent. Hyde is Jekyll's dark side, not held be the boundaries of conscience, and is released into the world via a mysterious potion. He commits atrocious acts without compassion.

Quote: "Mr. Hyde was pale and dwarfish, he gave an impression of deformity without any nameable malformation, he had a displeasing smile"

Mr Gabriel Utterson – Utterson is a prosperous and upstanding lawyer, who is well respected in the London community. He is reserved and calculated, yet he contains a morbid fascination and curiosity that leads tc explore the occurrences of the novel more closely. Although he himself is not a scientist, he represents Victorian society as a whole in his devotion to finding rational answers.

Quote: "a man of a rugged countenance that was never lighted by a smile."

Dr Hastie Lanyon – Dr Lanyon is a respected London doctor, and one of Jekyll's closest friends (alongside Utterson). Lanyon is rational and skeptical, which contrasts with the characteristics of his good friend Jekyll. Jekyll shares his dark secret with Lanyon, which is dramatic in that it instigates Lanyon's downfall. His death represents a victory for supernaturalism over materialism.

Quote: **"**I wish to see or hear no more of Dr. Jekyll,"

Mr Poole and Mr Guest – Mr Poole is Jekyll's loyal butler, who has worked for him for over twenty years. His concern for his master eventually leads him to seek Utterson's help, as he has become convinced that something has happened to Jekyll. Mr Guest is Utterson's clerk and confidant. He is an expert in handwriting, which becomes useful when Utterson gets him to analyse Hyde's writing. It is noted that it bears striking resemblances to Jekyll's.

Quote: "I think there's been foul play," said Poole, hoarsely."

Mr Enfield and Sir Danvers Carew – Mr Enfield is a distant cousin and friend of Utterson. He is reserved and formal, like his good friend Utterson. The two men often walk for a distance without saying a word to one another. Sir Danvers Carew is a well-liked old nobleman and a client to Utterson. He is brutally murdered (seemingly without reason) by Hyde during a chance encounter. This is witnessed by a maid, who faints upon witnessing the violence.

Quote: "with ape-like fury, he was trampling his victim under foot."

Themes – A theme is an idea or message that runs throughout a text.

Responsibility and Guilt – Jekyll feels the weight of responsibility and guilt for his negative behaviours throughout his early life. Burdened by these feelings, he seeks to separate himself from them. Creating Hyde, Jekyll is able to split the positive and negative aspects of his character, so that he no longer feels responsibility and guilt for evil actions (these are committed by Hyde, not Jekyll).

The Duality of Human Nature – *Jekyll and Hyde* focuses upon the idea that humanity is dual in nature. Jekyll asserts that 'man is not truly one, but truly two.' He imagines the soul as a battleground between an 'angel' and a 'fiend.' Eventually, Jekyll's evil side takes over and wins out, suggesting perhaps that man is predominantly primal and animalistic. Stevenson deliberately leaves this ambiguous.

Reputation – Preserving one's reputation emerges as all important. This is why characters such as Utterson and Enfield avoid gossip at all costs. Similarly, when Utterson suspects Jekyll's implication in Hyde's actions, he refuses to inform the authorities as doing so would blacken Jekyll's reputation. Even Jekyll splitting his personality partially stems from his fear of his reputation being damaged by his actions.

The Dangers of Science and Discovery – Jekyll and Lanyon feud over what constitutes appropriate research for scientific discovery – the more conservative Lanyon labelling Jekyll's attempts as 'unscientific balderdash.' By the end, it is clear that this is Jekyll's work with separating the human soul. Lanyon's view of this as dangerous and unnecessary is proven to be the case.

Chapter-by-Chapter Summary – Alongside key quotations from each scene.

1. Story of the Door	Mr Utterson is described as a well-liked and reserved man. He shares a friendship with Mr Enfield, who he takes walks with. On one walk, they approach an ugly building on a prosperous street. Enfield recalls it as the scene where a small misshapen man trampled a young girl. Revealed to be a man named Hyde, he then bought off the angry crowd with a cheque from a respectable man, which Enfield questions as curious.	*"Mr. Utterson the lawyer was a man of a rugged countenance . . . the last good influence in the lives of down-going men."*
2. Search for Mr Hyde	Utterson finds that Dr Jekyll's will is made out to Mr Hyde, which concerns him. He visits Dr Lanyon, who no longer speaks with Jekyll due to Jekyll's latest line of research. Intrigued, Utterson hangs around the decrepit building and sees Hyde. He confronts him, and is struck by his ugliness. He then finds out that the ugly building is a laboratory behind Jekyll's house. Hyde has a key, and the staff are told to obey his requests.	*"Mr. Hyde was pale and dwarfish, he gave an impression of deformity"*
3. Mr Jekyll was Quite at Ease	Two weeks later, Dr Jekyll throws a well-attended dinner party. Utterson stays after the party and the two men speak to one another privately. Jekyll jokes when Utterson mentions Hyde's presence on the will. However, he then turns pale when Utterson says that he knows about Hyde's behaviour. Jekyll states that the issue with Hyde is unique and cannot be solved through talking, and that he can deal with it if he needs to. He makes Utterson promise that he will carry out his will, should it come to it.	*"I only ask for justice; I only ask you to help him for my sake, when I am no longer here."*
4. The Carew Murder Case	One year later, a maid witnesses Hyde brutally and impulsively beat a polite old man to death. Utterson is called and identifies the man as Danvers Carew, a local politician. Utterson takes the police to Hyde's quarters. They do not find Hyde, but they do find incriminating evidence. Everyone that they ask knows nothing of Hyde.	*"with ape-like fury, he was trampling his victim under foot and hailing down a storm of blows."*
5. Incident of the Letter	Utterson speaks with Jekyll, who looks ill. Jekyll claims that Hyde has now left, that their friendship is over, and that the police will never find him. He gives Utterson a letter from Hyde, as he is afraid to show it to the police. He affirms that Hyde had dictated the terms of his will. Utterson asks Poole who delivered the letter, but Poole claims that no letters have been delivered. That night, he asks his clerk Mr Guest (a handwriting expert) to look over the letter. He compares the writing with some of Jekyll's own writing and concludes that they were written with the same hand. Utterson is alarmed that his friend Jekyll would forge a letter to conceal a murderer.	*"Well, sir," returned the clerk, "there's a rather singular resemblance; the two hands are in many points identical: only differently sloped."*
6. Incident of Dr Lanyon	With Hyde no longer around, Jekyll becomes healthier and devotes himself to charity. However, one day when Utterson calls on Jekyll, Poole reports that he is not taking visitors. As this continues, Utterson visits Lanyon, who he finds gravely ill. Lanyon says that he expects to die, and refuses to talk about Jekyll. After writing to Jekyll, Utterson receives a reply stating that he understands why Lanyon does not want to speak of him, and also that he will live a life of seclusion from now. Lanyon then dies, fulfilling his prophecy. Utterson cannot open Lanyon's letter until Jekyll too is dead.	*"not to be opened till the death or disappearance of Dr. Henry Jekyll."*
7. Incident at the Window	Utterson is on his usual walk with Enfield and they walk past the house where Hyde has entered. Enfield notes that it is physically linked to Jekyll's They spot Jekyll in one of the high open windows. They are in polite conversation, when suddenly a look of sheer terror seizes Jekyll's face, and he disappears inside, slamming the window shut.	*"...succeeded by an expression of such abject terror and despair, as froze the very blood of the two gentlemen below."*
8. The Last Night	Poole visits Utterson and worries of 'foul play.' They knock on Jekyll's laboratory door and a strange voice answers, nothing like Jekyll's, and saying that no visitors can come in. Poole reveals that the same voice has sent him on numerous errands, desperate for an ingredient that is not available anywhere. Utterson (suspecting Hyde) helps Poole break into the lab. There they find Hyde, dead, seemingly by suicide, wearing Jekyll's suit. He does not find Jekyll, but 3 items from him, a will, a note to read Lanyon's etter, and a sealed packet.	*"Right in the middle there lay the body of a man sorely contorted and still twitching."*
9. Dr Lanyon's Narrative	Lanyon's letter reveals that he received instructions to go to the upper room of Jekyll's home and retrieve a vial. When there Hyde emerged, and took the vial. He then turned into Jekyll before his eyes. Lanyon reveals that his deep shock about what Jekyll told him afterwards is too shocking to repeat, and that the horror of the event will kill him.	*"He put the glass to his lips, and drank at one gulp. . . . there before my eyes . . . there stood Henry Jekyll!"*
10. Henry Jekyll's Full Statement	Jekyll's letter reveals the story from his own viewpoint. He tells of how his good, upstanding side felt constantly burdened by his misdemeanours. As a result, he sought to separate his good nature from his evil characteristics. After many failed attempts, he finally succeeded – taking the potion, he became Hyde. He became overjoyed at being able to become Hyde, committing evil deeds with no sense of guilt. However, he began to involuntarily transform into Hyde. Jekyll started to take double doses to keep Hyde away, but eventually ran out of a crucial ingredient. In his last moments before turning into Hyde permanently, Jekyll writes his letter, stating that he does know what Hyde will do.	*"I learned to recognise the thorough and primitive duality of man . . . I could rightly be said to be either, it was only because I was radically both."*

Stevenson's Language Devices

Simile	Jekyll, at a low point, is described as being *"like some disconsolate prisoner."*
Metaphor	Utterson worries about his friend Jekyll, stating: *"my mind misgives me he is in deep waters!"*
Alliteration	Used to emphasise Hyde's hideous appearance: *"something displeasing, something down-right detestable."*
Personification	This technique is used throughout. Hyde, for example, personifies the darker, more primitive side of the human soul.

Gothic Features

Horror
Details are included to deliberately make the reader feel tense or scared, for example the description of Hyde's appearance or Jekyll's ghastly look at the window.

Death
Gothic texts often deal with the issue of death, and Jekyll and Hyde is no different. Jekyll, Hyde, Lanyon, and Danvers Carew all die at some point throughout the novella.

Settings and Supernatural
A gloomy, decaying setting is used (Hyde's lodgings) as are elements of the supernatural (splitting one's soul is not possible, as far as we know!)



GCSE AQA English Literature: *Unseen Poetry*

Paper 2 – Section C (Unseen poetry)



EXAM & TIMING

- **Question type:** one unseen poem + one comparison question
- **Marks:** 24 + 8
- **Paper 2 total time:** 2 hours 15 minutes

- **Suggested timing for unseen poetry:** 45 minutes total
- **Suggested 25% extra-time timing:** 56 minutes total
- **Suggested split:** Q1 30 mins, Q2 15 mins
- **With 25% extra time:** Q1 37 mins, Q2 19 mins

- **Suggested breakdown:** 5 mins read and annotate, 25 mins write Q1, 15 mins compare Q2
- **With 25% extra time:** 7 mins annotate, 30 mins write Q1, 19 mins compare Q2

1 BIG IDEAS

- meaning first
- writer's feelings and ideas
- methods create effects
- personal interpretation matters
- comparison should be clear and direct

2 KEY TERMINOLOGY

- **speaker** – the voice of the poem.
- **tone** – the attitude or mood.
- **imagery** – word pictures and sensory detail.
- **metaphor / simile / personification** – comparisons and effects.
- **structure** – how the poem is organised.
- **enjambment / caesura** – how lines flow or pause.
- **rhyme and rhythm** – patterns that shape meaning.
- **contrast** – *important shifts and differences.*

3 QUESTION 1: HOW TO APPROACH IT

1. **Read twice** and find the central idea.
2. **Decide** what the poet seems to feel or suggest.
3. **Select 3 or 4 short quotations.**
4. **Analyse methods** in relation to meaning.
5. **End** with a clear overall interpretation.

4 QUESTION 2: HOW TO COMPARE

- Start with a clear similarity or difference.
- Compare ideas first, then methods.
- Use short references from both poems.
- Comment on tone, viewpoint and structure.
- Keep the comparison concise and direct.

5 WHAT TO LOOK FOR

- **shifts in tone** – *feelings or attitudes change.*
- **key images** – *powerful word pictures and senses.*
- **voice and perspective** – *who is speaking and why.*
- **contrast** – *differences, opposites, tensions.*
- **repetition** – *words, phrases or ideas repeated.*
- **structure** – *how the poem is shaped.*
- **title and ending** – *set up meaning; leave impact.*

6 WHAT A STRONG ANSWER DOES

- Begins with an **interpretation,** *not a technique list.*
- Explains how methods create meaning.
- Uses short, relevant quotations.
- Avoids forcing context or anthology links.
- Stays precise and focused.
- *Trusts its own ideas.*

7 QUICK CHECKLIST

What is the poem really about?	☐
How does the speaker feel?	☐
Which words or images stand out?	☐
What changes across the poem?	☐
What is similar or different in the second poem?	☐
Have I explained effects clearly?	☐

AQA LITERATURE SUCCESS REMINDERS: read carefully • interpret first • compare clearly • analyse meaning, not just techniques

Year 11
English Language
Knowledge Organiser



"The more that you read, the more things you will know." – Dr. Seuss

EDUQAS GCSE ENGLISH LANGUAGE

COMPONENT 1: READING – KNOWLEDGE ORGANISER

1 hour exam • 80 marks • 5 questions ★ First, read the whole text carefully. Plan 9 minutes to read.

WHAT THIS PAPER ASSESSES

- ✓ Understanding of explicit and implicit information
- ✓ Analysis of language and structure
- ✓ Evaluation of writer's methods and effects
- ✓ Comparison, explanation and argument

QUESTION	TIMING (GUIDE)	WHAT YOU NEED TO DO (READ THE INSTRUCTIONS CAREFULLY)	REQUIREMENTS – PAY ATTENTION! (FOLLOW THE RULES)	GRADE 5 MODEL ANSWER (EXAMPLE EXTRACT) (WHAT A STRONG ANSWER LOOKS LIKE)
1 LIST 5 marks	5 minutes	List four things about the text. • Write four short, accurate points. • Use your own words or short phrases. • No need for quotes.	You may use ideas from anywhere in the text. Do not write in full sentences. No quotations needed.	The article: • describes how the volunteer is determined. • explains the ways she helps her local community. • shows how volunteering has built her confidence. • says more young people are getting involved.
2 HOW 5 marks	5 minutes	How does the writer use language here? • Focus on the given section of text. • Identify the language methods used. • Explain the effect on the reader.	You must only use the lines specified in the question. Do not refer to the whole text. Support every point with evidence from those lines.	Lines 10–20: The writer uses imagery to create a striking picture of the city at night. The phrase "towering shadows" suggests the buildings are looming and intimidating, which makes the reader feel tense. The use of "glittering lights" contrasts with the darkness and creates a sense of beauty, showing the city as both exciting and mysterious.
3 IMPRESSIONS 10 marks	13 minutes	What impressions do you get of a person or place? • Consider the whole text or a key part. • Use evidence to support your ideas. • Explain the impressions created.	You may use the whole text or the specified part. Support inferences with evidence (quotations or references). Write in full sentences.	The school is presented as supportive and ambitious. The writer describes it as "inspiring" and "full of energy", which creates a positive impression. The phrase "a place where every student is known and valued" suggests the school cares about individuals, making it seem welcoming and encouraging.
4 EXPLAIN 10 marks	13 minutes	Explain how the writer has achieved effects. • Analyse the writer's methods. • Explain how they affect the reader. • Explore the impact and why it works.	You may refer to the whole text or the specified part. Use a range of methods and include detailed evidences. Write in full sentences.	The writer uses repetition of "never" to emphasise the constant struggle faced by the volunteers. This stresses how difficult their work is and creates a powerful rhythm that makes the reader feel the pressure they are under. The short, punchy sentences add urgency, making the message more impactful and memorable.
5 DO YOU AGREE? 10 marks	15 minutes	To what extent do you agree with the statement? • Form a clear viewpoint. • Use ideas from the text and your own knowledge. • Write a balanced, convincing response.	Focus on the statement. Use the text to support your argument. Balance your response – consider other viewpoints.	I agree to a large extent that volunteering has more benefits for the volunteer than for the community. The text shows how the volunteer gains confidence, skills and experience that help her future. However, the community also benefits greatly, as the article explains how more young people are getting involved and how projects make a real difference.

HINTS & TIPS FOR SUCCESS

- **READ CAREFULLY** – Read the text at least twice. Underline key words and phrases.
- **MANAGE YOUR TIME** – Stick to the timings so you have time for every question.
- **USE EVIDENCE** – Always refer to the text – quote short phrases or use precise references.
- **ANSWER THE QUESTION** – Stay focused on what is being asked. Don't write about anything else.
- **ZOOM IN AND OUT** – Zoom in for HOW and EXPLAIN. Zoom out for IMPRESSIONS and AGREE (whole text).
- **CHECK YOUR WORK** – Leave a few minutes at the end to check for accuracy, spelling and grammar.

KEY REMINDERS

- ✓ Use clear, full sentences.
- ✓ Vary your vocabulary and sentence openers.
- ✓ Use subject terminology where appropriate.
- ✓ Check spelling, punctuation and grammar.
- ✓ Proofread your answers for errors.
- ✓ Leave time to review and improve your work.

LINK TO BRITISH VALUES

- **Democracy** – texts present different viewpoints for us to consider.
- **Individual Liberty** – we develop our own opinions and make informed choices.
- **Rule of Law** – fair, clear instructions help us succeed.
- **Mutual Respect** – understanding different perspectives.
- **Tolerance** – appreciating diverse ideas and experiences.

WHY THIS MATTERS

Strong reading skills help you in every part of life:

- Understand news and important issues.
- Make informed decisions.
- Build empathy and respect.
- Communicate confidently.
- Achieve in education and beyond.

READ. ANALYSE. THINK. SUCCEED.

LINK TO CAREERS

- **Journalist** – analyse texts and inform the public.
- **Lawyer** – interpret information and build arguments.
- **Teacher** – understand texts to inspire others.
- **Marketing Executive** – analyse audience and create effective messages.
- **Editor** – check, analyse and improve written content.

EXAM SUCCESS FORMULA

READ + ANALYSE + EXPLAIN + EVIDENCE + CHECK = SUCCESS

★ READ WISELY. THINK CRITICALLY. WRITE CLEARLY. RESPECT OTHERS. ACHIEVE YOUR BEST. ★

"You can make anything by writing."
– C.S. Lewis

EDUQAS GCSE ENGLISH LANGUAGE

COMPONENT 1: NARRATIVE WRITING – KNOWLEDGE ORGANISER

Craft a compelling story. Engage your reader. Leave a lasting impression.

WHAT THIS PAPER ASSESSES

- ✓ Communicating clearly, effectively and creatively for a specific purpose and audience.
- ✓ Organising information and ideas using structure and paragraphs.
- ✓ Using a range of vocabulary and sentence structures.
- ✓ Accurate spelling, punctuation and grammar.

NARRATIVE STRUCTURE – PLAN YOUR STORY

1. OPENING (Introduction)
- Hook the reader with an engaging first line.
- Introduce the setting, tone and key character(s).
- Create curiosity or tension.

2. BUILD-UP (Rising Action)
- Develop the situation and introduce conflict.
- Build tension through events and character reactions.
- Use description and dialogue to move the story on.

3. PROBLEM (Turning Point / Climax)
- The key moment of tension or crisis.
- The problem comes to a head.
- A choice, discovery or confrontation.

4. RESOLUTION (Falling Action)
- Loose ends begin to tie up.
- Show the consequences of the climax.
- Characters reflect or change.

5. ENDING (Conclusion)
- Provide closure or leave the reader thinking.
- Reflect the tone and message of your story.
- End with impact – don't fizzle out!

DEVELOPING PLOT – KEEP IT MOVING

- Create conflict – person vs person, self, nature, society or technology.
- Use tension – ask 'What will happen next?'
- Raise the stakes – make the problem bigger or more urgent.
- Use pacing – mix action, reflection and description.
- Include surprises or twists – keep the reader guessing.
- Plan key events – beginning, middle, climax and resolution.

BUILDING BELIEVABLE CHARACTERS

- Give your characters goals, motivations and fears.
- Show their personality through actions, thoughts and dialogue.
- Make them complex – strengths and flaws make them real.
- Use senses and details to describe how they look and move.
- Let them change – growth makes your story powerful.
- Consider relationships – how do they interact with others?

DEVELOPING THEME – WHAT'S YOUR STORY REALLY ABOUT?

- **Identity** – discovering who you are and where you belong.
- **Belonging** – finding a place or feeling accepted.
- **Courage** – facing challenges, standing up for what is right.
- **Justice** – fairness, inequality, doing the right thing.
- **Love & Relationships** – family, friendship, trust and betrayal.
- **Power & Control** – who has it, how it's used or misused.
- **Hope & Resilience** – overcoming hardship, never giving up.

How to develop a theme

- ✓ Embed your theme through plot, characters, setting and conflict.
- ✓ Show it through actions, dialogue and choices – not by telling.
- ✓ Use symbols, contrast and motifs to highlight ideas.
- ✓ Leave the reader thinking about your message.

EXAMINER HINTS & TIPS

ENGAGE THE READER EARLY
Start with action, a question or a surprising moment.

SHOW, DON'T TELL
Use description, dialogue and action to reveal, not explain.

USE VARIETY
Vary your sentence lengths, openers and types.

SENSORY DETAILS
Use all five senses to build vivid settings and bring scenes to life.

CHECK TECHNIQUES
Use techniques like metaphor, simile, personification and contrast.

PLAN, BUT BE FLEXIBLE
A plan helps, but let your creativity shape the final story.

KEY REMINDERS

- ✓ Write for a clear purpose and audience.
- ✓ Use the correct format – a story, not an essay.
- ✓ Plan your story – even a quick plan helps.
- ✓ Use paragraphs to organisrs your ideas.
- ✓ Use ambitious vocabulary and a range of sentence structures.
- ✓ Check spelling, punctuation and grammar.
- ✓ Leave time to proofread and improve.

EXAMPLE STORY STRUCTURE – A SHORT EXAMPLE

OPENING – SET THE SCENE

The wind howled through the empty streets, whipping rain against the broken windows. Maya pulled her coat tighter and hurried on, not wanting to be out after dark.

Hooks the reader, sets the mood and introduces character and setting.

MIDDLE – BUILD THE STORY

Maya found the letter tucked under the door. It was addressed to her, in a handwriting she didn't recognise. As she read, her hands began to shake. This wasn't meant for her... or was it?

Tension builds, conflict emerges and choices drive the story forward.

ENDING – RESOLVE OR REFLECT

The truth changed everything, but it also set her free. As the first light of morning crept in, Maya made a decision that would change her future forever.

The conflict is resolved or the reader is left with a thought to carry away.

USE POWERFUL LANGUAGE & TECHNIQUES

- **Metaphor** – 'The city was a beast, hungry and restless.'
- **Simile** – 'Her heart pounded like a drum.'
- **Personification** – 'The wind whispered secrets.'
- **Imagery** – vivid descriptions for all five senses.
- **Symbolism** – objects or settings that represent ideas.
- **Contrast** – light vs dark, hope vs despair, rich vs poor.

SENSORY WORD BANK

SIGHT	gloomy, golden, shattered, vibrant, misty
SOUND	echoed, whispered, thundered, screeched, murmured
TOUCH	icy, rough, silky, trembling, warm
SMELL	musty, floral, smoky, salty, fragrant
TASTE	bitter, sweet, stale, tangy, metallic

VOCABULARY BOOSTERS

Emotions	anxious, relieved, terrified, determined, hopeful
Actions	staggered, darted, clenched, hesitated, soared
Setting	desolate, bustling, eerie, ancient, claustrophobic
Time	as dawn broke, moments later, meanwhile, eventually
Transitions	suddenly, however, despite this, meanwhile, finally

LINK TO BRITISH VALUES

- **Democracy** – your voice matters, stories promote understanding.
- **Rule of Law** – characters face consequences for their actions.
- **Individual Liberty** – characters make choices and take responsibility.
- **Mutual Respect** – stories build empathy and understanding.
- **Tolerance** – celebrate difference and accept others.

LINK TO CAREERS

- **Writer** – create stories, novels, scripts.
- **Journalist** – tell real-life stories that inform the public.
- **Marketing Executive** – craft engaging stories to promote products.
- **Teacher** – inspire others with stories and creative lessons.
- **Game Developer** – write immersive narratives and characters.

★ YOUR STORY HAS POWER. IT CAN ENTERTAIN, INFORM AND INSPIRE. USE YOUR WORDS WISELY. SHOW EMPATHY. CHOOSE RESPECT. MAKE A DIFFERENCE. ★

Year 11 Maths

Knowledge Organiser

ASPIRE BELIEVE ACHIEVE



YEAR 11 FOUNDATION MATHEMATICS — AUTUMN TERM KNOWLEDGE ORGANISER

Autumn Half Term 1: Ratio & Proportion, Area & Volume, Similarity, Sequences & Proof

1. RATIO & NOTATION

- **Simplifying Ratios:** Divide all numbers by their Highest Common Factor (HCF). E.g. $12 : 18 = 2 : 3$ (divide by 6).
- **Ratios as Fractions:** In ratio $a : b$, total parts = $a + b$. The fraction for part a is $a / (a + b)$.
- **Unit Ratios:** Written as $1 : n$ or $n : 1$. Divide both sides by the corresponding number. E.g. $5 : 8 \rightarrow 1 : 1.6$.
- **Scale Drawings & Maps:** Scale $1 : 50{,}000$ means $1\ cm$ on map = $50{,}000\ cm$ ($500\ m$) in real life.

2. SHARING IN RATIO & PROPORTION

- **Step-by-Step Sharing:**
  1. **Add:** Find total parts ($3 + 2 = 5$).
  2. **Divide:** Total amount ÷ Total parts (£150 ÷ 5 = £30).
  3. **Multiply:** Scale up each part ($3 \times 30 =$ £90, $2 \times 30 =$ £60).
- **Given One Part:** If 3 parts = £27, 1 part = £9. Then find the other part or total amount.
- **Direct Proportion:** As one increases, the other increases at the same rate ($y = kx$). E.g. Recipe scaling.
- **Inverse Proportion:** As one increases, the other decreases ($y = k/x$). E.g. More workers = less time needed.

Recipe Problem:
4 cakes need 200g flour. For 10 cakes:
1 cake = $200g \div 4 = 50g \rightarrow$ 10 cakes = $50g \times 10 = 500g$.

3. LINEAR SEQUENCES & NTH TERM

- **Arithmetic Sequence:** Increases/decreases by a constant common difference (d).
- **Finding n^{th} Term Formula ($dn + c$):**
  1. Find common difference (d) → gives term multiplier (e.g. $+4 \rightarrow 4n$).
  2. Work backwards to find term 0 ($c = ext{1st term} - d$).

Sequence: 7, 11, 15, 19...

- Difference = $+4 \rightarrow 4n$
- Zero Term = $7 - 4 = +3 \rightarrow 4n + 3$
- Find 50th term: $4(50) + 3 = 203$.

4. 2D AREA & PERIMETER FORMULAS

SQUARE / RECTANGLE
$Area = length \times width$ | $Perimeter = 2l + 2w$

TRIANGLE
$Area = \frac{1}{2} \times base \times perpendicular\ height$

PARALLELOGRAM
$Area = base \times perpendicular\ height$

TRAPEZIUM
$Area = \frac{1}{2}(a + b) \times h$ (where a and b are parallel sides)

- **Composite Shapes:** Split shape into basic rectangles/ triangles, calculate areas separately, then sum them up.

5. VOLUME & SURFACE AREA OF 3D SHAPES

- **Prism Rule:** A 3D solid with uniform cross-section throughout.

VOLUME OF ANY PRISM
$Volume = Area\ of\ Cross\text{-}Section \times Length$

- **Cuboid:** $Volume = l \times w \times h$
- **Cylinder Volume:** $Volume = \pi r^2 h$
- **Total Surface Area (TSA):** Sum of the areas of ALL individual 2D faces bounding the shape.
- **Metric Conversions:**
  - $1\ m = 100\ cm \rightarrow 1\ m^2 = 10{,}000\ cm^2$
  - $1\ m^3 = 1{,}000{,}000\ cm^3$ | $1\ litre = 1{,}000\ cm^3$

6. SIMILARITY & CONGRUENCE

- **Congruent Shapes:** Exact same shape and size.
  - *Triangle Congruence Rules:* **SSS** (3 sides), **SAS** (2 sides, included angle), **ASA** (2 angles, side), **RHS** (Right angle, hypotenuse, side).
- **Similar Shapes:** Same shape, enlarged size. Angles remain identical, side lengths are proportional.
- **Scale Factor (SF):**

$Linear\ SF = Length\ on\ New\ Shape \div Matching\ Length\ on\ Old$

7. KEY VOCABULARY (HALF TERM 1)

Ratio	Compares relative sizes of two or more values.
Proportion	Relationship where two quantities maintain a fixed ratio.
HCF	Highest Common Factor used to simplify ratios/fractions.
Perpendicular	Lines meeting at a right angle (90°).
Cross-section	The shape made by cutting straight through an object.
Prism	3D shape with identical cross-section along its length.
Congruent	Identical in both shape and size.
Similar	Same shape, matching angles, proportional sides.
Arithmetic	Sequence with constant addition/ subtraction.
n^{th} Term	Algebraic expression generating any term position n.

8. HT1 COMMON EXAM PITFALLS

- **Perpendicular Height:** In triangles and parallelograms, always use perpendicular height, NEVER the slanted side!
- **Units Consistency:** Convert all dimensions to the same unit (e.g. mm to cm) BEFORE calculating area or volume.
- **Ratio Order:** Keep values in the order stated in the question ($A : B \neq B : A$).
- **nth Term Sign:** If sequence decreases (e.g., 10, 7, 4...), difference is negative ($-3n + 13$).

9. STANDARD FORM FUNDAMENTALS

- **Standard Form Format:**
  - $A \times 10^n$ where $1 \leq A < 10$ and n is an integer.
- **Large Numbers ($n > 0$):** Power is positive.
  - $450{,}000 = 4.5 \times 10^5$ (decimal moves 5 places left).
- **Small Numbers ($n < 0$):** Power is negative.
  - $0.00038 = 3.8 \times 10^{-4}$ (decimal moves 4 places right).
- **Ordering Standard Form Numbers:** Compare powers of 10 first. If powers are equal, compare front numbers (A).

10. CALCULATING IN STANDARD FORM

- **Multiplication:** Multiply front numbers, add powers.
  $(2 \times 10^3) \times (4 \times 10^5) = (2 \times 4) \times 10^{3+5} = 8 \times 10^8$
- **Division:** Divide front numbers, subtract powers.
  $(8 \times 10^7) \div (2 \times 10^3) = (8 \div 2) \times 10^{7-3} = 4 \times 10^4$
- **Adjusting Front Number:**
  If $A \geq 10$: $12 \times 10^4 \rightarrow 1.2 \times 10^5$
  If $A < 1$: $0.5 \times 10^6 \rightarrow 5 \times 10^5$
- **Addition & Subtraction:** Convert both to ordinary numbers first, compute, then convert back to standard form!

11. CIRCLE ANATOMY & TERMS

Radius (r)	Line from centre to edge.
Diameter (d)	Line across centre ($d = 2r$).
Circumference	Total perimeter around the circle.
Arc	Part of the curve of a circumference.
Sector	Region bounded by 2 radii ("pizza slice").
Segment	Region cut off by a chord.
Tangent	Line touching circle at exactly 1 point (meets radius at 90°).

12. CIRCLE CALCULATIONS & FORMULAS

CIRCUMFERENCE (PERIMETER)

$C = \pi d$ or $C = 2\pi r$

AREA OF CIRCLE

$Area = \pi r^2$

- **Working Backwards:**
  - Given Circumference C: $d = C \div \pi$
  - Given Area A: $r = \sqrt{A \div \pi}$
- **Semicircles & Quarter Circles:**
  - Semicircle Area = $\frac{1}{2} \pi r^2$
  - Semicircle Perimeter = $\frac{1}{2} \pi d + d$ **(Curved edge + flat diameter)**
- **Exact Answers in terms of π:** Keep π as a symbol. E.g. Radius = 5cm → Area = $\pi \times 5^2 = 25\pi$ cm².

13. PROBABILITY RULES

- **Probability Scale:** Lies between 0 (impossible) and 1 (certain). Express as fraction, decimal, or %.
- **Sum of Probabilities:** Total sum of mutually exclusive probabilities = 1.
  $P(\text{Not } A) = 1 - P(A)$
- **Mutually Exclusive Events (OR Rule):**
  $P(A \text{ or } B) = P(A) + P(B)$
- **Independent Events (AND Rule):**
  $P(A \text{ and } B) = P(A) \times P(B)$
- **Expected Frequency:** $\text{Expected count} = \text{Probability} \times \text{Number of trials}$

14. SETS & VENN DIAGRAMS

- **Set Notation:**
  - ξ (Universal Set): All items being considered.
  - $A \cap B$ (Intersection): In BOTH set A AND set B (middle region).
  - $A \cup B$ (Union): In set A OR set B OR both (all inside circles).
  - A' (Complement): Everything NOT in set A.

Venn Diagram Probabilities:

- $P(A \cap B)$ = Number in intersection ÷ Total in ξ.
- Conditional: $P(A \mid B)$ = Number in $A \cap B$ ÷ Total in circle B.

15. SAMPLE SPACE & FREQUENCY TREES

- **Sample Space Diagrams:** Grid listing all possible combined outcomes for two events (e.g. rolling two dice or spinning two spinners).
- **Frequency Trees:** Branching diagrams used to record real numbers/counts of categories across multiple stages.

16. HT2 COMMON EXAM PITFALLS

- **Diameter vs Radius:** Always check if given diameter or radius before using πr^2! If given diameter, halve it first.
- **Semicircle Perimeter:** Don't forget to add the straight edge diameter back on!
- **Standard Form Bounds:** 10×10^4 is NOT standard form because A must be less than 10. Write as 1.0×10^5.
- **Venn Totals:** Ensure values inside circles plus values outside add up to total given in ξ.

PEARSON EDEXCEL GCSE MATHEMATICS (HIGHER)

Knowledge Organiser — Year 11 Curriculum Overview & Key Reference Sheet

HIGHER TIER (GRADES 4–9)

1. ANGLES, BEARINGS & TRIGONOMETRY

Bearings: Measured from **North**, **clockwise**, written in **3 digits** (e.g. $045°$).

Right-Angled Trig:
$\sin\theta = O/H \mid \cos\theta = A/H \mid \tan\theta = O/A$

Non-Right-Angled Trig:
- **Sine Rule:** $a / \sin A = b / \sin B = c / \sin C$
- **Cosine Rule:** $a^2 = b^2 + c^2 - 2bc\cos A$
- **Area of Triangle:** $\text{Area} = \frac{1}{2}ab\sin C$

2. CIRCLE THEOREMS

- **Angle at Centre:** Double the angle at the circumference subtended by the same arc.
- **Semicircle:** Angle subtended by diameter is always $90°$.
- **Same Segment:** Angles in the same segment are equal.
- **Cyclic Quadrilateral:** Opposite angles sum to $180°$.
- **Radius & Tangent:** Meet at $90°$. Two tangents from a point are equal in length.
- **Alternate Segment:** Angle between tangent & chord equals angle in alternate segment.

3. SIMILARITY & CONGRUENCE

- **Scale Factors:** Length = k, Area = k^2, Volume = k^3.
- **Congruent Triangles (Proof):** Must state exact condition: **SSS**, **SAS**, **ASA**, or **RHS**.

4. AREA, VOLUME & COMPOUND RATES

Shape / Rate	Volume / Formula	Surface Area
Sphere	$V = \frac{4}{3}\pi r^3$	$A = 4\pi r^2$
Cone	$V = \frac{1}{3}\pi r^2 h$	$A = \pi r l + \pi r^2$
Frustum	$V_{frustum} = V_{large\ cone} - V_{small\ cone}$	

Compound Rates:
- $Speed = Distance \div Time$
- $Density = Mass \div Volume$
- $Pressure = Force \div Area$

5. FUNCTIONS & ADVANCED ALGEBRA

- **Composite Functions $fg(x)$:** Apply $g(x)$ first, then substitute result into $f(x)$.
- **Inverse Functions $f^{-1}(x)$:** Set $y = f(x)$, rearrange to make x the subject, swap variables.
- **Iteration:** $x_{n+1} = f(x_n)$ — Substitute previous term to converge on a numerical solution/root.
- **Graph Transformations:**
  - $y = f(x) + a$: Translate by $\begin{pmatrix}0\\a\end{pmatrix}$
  - $y = f(x - a)$: Translate by $\begin{pmatrix}a\\0\end{pmatrix}$

6. VECTORS & SET NOTATION

- **Parallel Vectors:** $\mathbf{a}$ and $\mathbf{b}$ are parallel if $\mathbf{a} = k\mathbf{b}$.
- **Collinear Points:** A, B, C are collinear if $\overrightarrow{AB} = k\overrightarrow{BC}$ and they share point B.
- **Set Notation:** $A \cap B$ (Intersection / Both), $A \cup B$ (Union / Either), A' (Not A).

7. COMMON EXAM MISCONCEPTIONS

- **Standard Form:** Writing 23×10^3 instead of 2.3×10^4. Front value must be $1 \le A < 10$.
- **Circle Proofs:** Stating geometric conclusions without writing full written reasons (loses full marks).
- **Function Order:** Misinterpreting $fg(x)$ as $gf(x)$ — always evaluate the inner function first.
- **Similar Area/Volume:** Scaling area or volume by k instead of k^2 or k^3.
- **Transformations:** Omitting required parameters (e.g. needing BOTH scale factor AND centre for enlargement).

8. KEY PEARSON SPECIFICATION VOCABULARY

Alternate Segment · Bearing · Collinear · Composite Function · Cyclic Quadrilateral · Frustum · Inverse Function · Iteration · Locus · Perpendicular Bisector · Scalar Multiple · Standard Form · Tangent · Vector · Venn Diagram

9. EXAM STRATEGY & ADVICE

- **Show all working:** Edexcel awards method marks even if the final calculation has an arithmetic error.
- **Exact Values:** Keep answers in terms of π or surds unless asked to round.
- **Check units:** Ensure compound units match (e.g. convert km/h to m/s when necessary).

YEAR 11

SCIENCE

KNOWLEDGE ORGANISER



Chapter 11: Hormonal coordination 1

Knowledge organiser

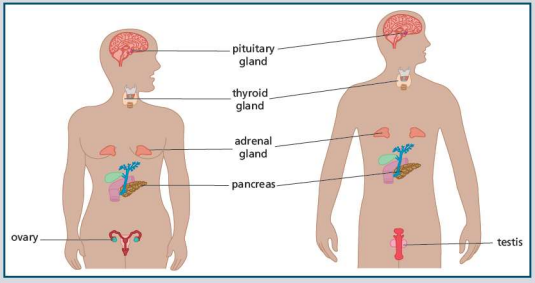
Human endocrine system

The **endocrine system** is composed of glands that secrete chemicals called **hormones** into the bloodstream.

The blood carries hormones to a target organ, where an effect is produced.

Compared to the nervous system, the effects caused by the endocrine system are slower but act over a longer period of time.

The **pituitary gland**, located in the brain, is known as a 'master gland', because it secretes several hormones into the blood.

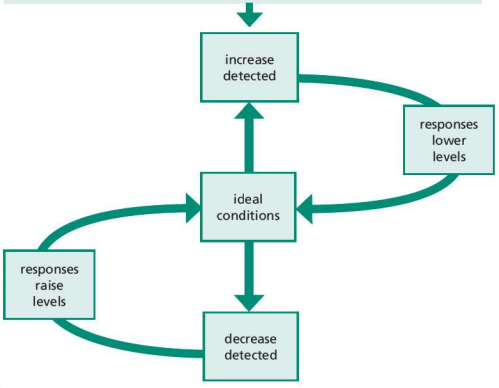


Endocrine gland	Role of the gland
Pituitary	• controls growth in children • stimulates the thyroid gland to make thyroxine to control the rate of metabolism • in females – stimulates the ovaries to produce and release eggs, and make oestrogen • in males – stimulates the testes to make sperm and testosterone
Thyroid	• controls the rate of metabolism in the body
Pancreas	• controls blood glucose levels
Adrenal	• prepares the body for stress • involved in the 'fight or flight' response
Ovaries	• controls the development of female secondary sexual characteristics • controls the menstrual cycle
Testes	• controls the development of male secondary sexual characteristics • involved in the production of sperm

Negative feedback

H

Negative feedback systems work to maintain a steady state. For example, blood glucose, water, and **thyroxine** levels are all controlled in the body by negative feedback.



Adrenaline

- produced by **adrenal glands** in times of fear or stress
- increases heart rate
- boosts delivery of oxygen and glucose to brain and muscles
- prepares the body for 'fight or flight' response
- levels are not controlled by negative feedback

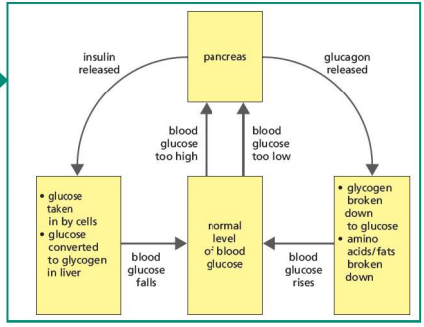
Thyroxine

- produced by the **thyroid gland**
- regulates how quickly the body uses energy and makes proteins **(metabolic rate)**
- important for growth and development
- levels controlled by negative feedback

Control of blood glucose levels

Blood glucose (sugar) concentration is monitored and controlled by the **pancreas**.

This is an example of negative feedback control, as the pancreas switches production between the hormones **insulin** and **glucagon** to control blood glucose levels.



Diabetes

Diabetes is a non-communicable disease where the body either cannot produce or cannot respond to insulin, leading to uncontrolled blood glucose concentrations. There are two types of diabetes: type 1 and type 2.

Type 1 diabetes	Type 2 diabetes
early onset	usually later onset, obesity is a risk factor
pancreas stops producing sufficient insulin	body doesn't respond to the insulin produced
commonly treated through insulin injections, also diet control and exercise	commonly treated through a carbohydrate-controlled diet and exercise

Key terms

Make sure you can write a definition for these key terms.

adrenal gland *adrenaline* *diabetes* *endocrine system* *glucagon* *hormone* *insulin* *metabolic rate* *negative feedback* *pancreas* *pituitary gland* *thyroid gland* *thyroxine*

Chapter 11: Hormonal coordination 2

Knowledge organiser

Hormones in human reproduction

During puberty, reproductive hormones cause secondary sex characteristics to develop:

Oestrogen

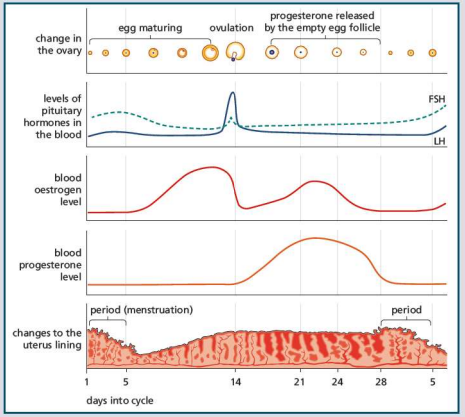
- main female reproductive hormone
- produced in the **ovary**
- at puberty, mature eggs are released every ~28 days

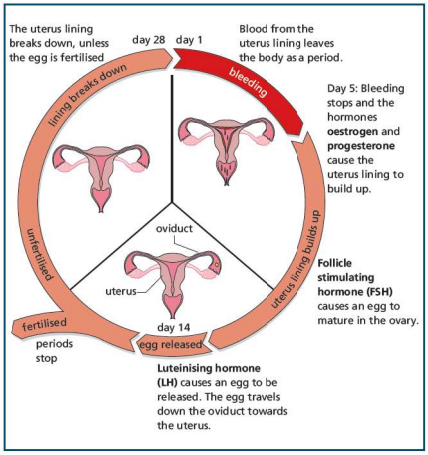
Testosterone

- main male reproductive hormone
- produced by the **testes**
- stimulates sperm production

The menstrual cycle

Hormone	Released by	Function
follicle stimulating hormone (FSH)	pituitary gland	• causes eggs to mature in the ovaries • stimulates ovaries to produce oestrogen
luteinising hormone (LH)	pituitary gland	• stimulates the release of mature eggs from the ovaries (**ovulation**)
oestrogen	ovaries	• causes lining of uterus wall to thicken • inhibits release of FSH • stimulates release of LH
progesterone	ovaries	• maintains thick uterus lining • inhibits release of FSH and LH





Treating infertility with hormones

Hormones are used in modern reproductive technologies to treat **infertility**.

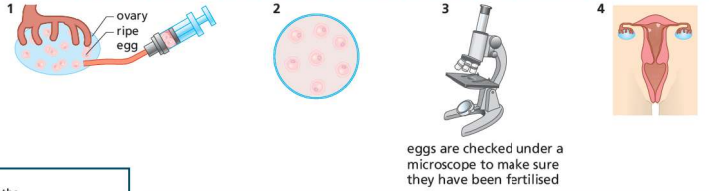
FSH and LH can be given as a drug to stimulate egg production, which can be used to treat infertility or start **in vitro fertilisation** (IVF) treatment.

IVF treatment

1. the female is given FSH and LH to stimulate the maturation of several eggs
2. the eggs are collected from the ovary of the female and fertilised by sperm outside the body in the laboratory
3. the fertilised eggs develop into embryos
4. one or two embryos are inserted into the carrier's **uterus** (womb) when the embryos are still tiny balls of cells

Fertility treatment has some disadvantages:

- it is emotionally and physically stressful
- it has a low success rate
- it can lead to multiple births, which are a risk to both the babies and the carrier.



Contraception

Fertility can be controlled by a variety of hormonal and non-hormonal methods of **contraception**.

Hormonal contraception

- oral contraceptives – contain hormones to inhibit FSH production so no eggs mature
- injection, implant, skin patch, or intrauterine devices (IUD) – slowly release progesterone to inhibit maturation and release of eggs; can last months or years

Non-hormonal contraception

- barrier methods, for example, condoms and diaphragms – prevent sperm reaching the egg
- copper IUD – prevents the implantation of an embryo
- surgical methods of male and female sterilisation
- spermicical agents – kill or disable sperm
- abstaining from intercourse when an egg may be in the oviduct

Key terms

Make sure you can write a definition for these key terms.

contraception *follicle stimulating hormone* *infertility* *in vitro fertilisation* *oestrogen* *ovary* *luteinising hormone* *menstrual cycle* *ovulation* *progesterone* *testes* *uterus*

Chapter 11: Hormonal coordination

Retrieval questions

Learn the answers to the questions below, then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

	B11 questions	Answers
1	What is the endocrine system?	system of glands that secrete hormones into the bloodstream
2	How do the effects of the endocrine system compare to those of the nervous system?	endocrine system effects are slower but act for longer
3	Where is the pituitary gland located?	brain
4	Which organ monitors and controls blood glucose concentration?	pancreas
5	Which hormones interact to regulate blood glucose levels?	insulin and glucagon
6	What is the cause of Type 1 diabetes?	pancreas produces insufficient insulin
7	What is the cause of Type 2 diabetes?	body cells no longer respond to insulin
8	What is the function of FSH?	causes eggs to mature in the ovaries, and stimulates ovaries to produce oestrogen
9	What is the function of LH?	stimulates the release of an egg
10	What is the function of oestrogen?	causes lining of uterus wall to thicken
11	What are the methods of hormonal contraception?	oral contraceptives, injection, implant, skin patch, IUD
12	What are the methods of non-hormonal contraception?	barrier methods, copper IUD, spermicidal agents, sterilisation, abstinence
13	State the disadvantages of IVF treatment.	• emotionally and physically stressful • low success rate • can lead to risky multiple births
14	What is the function of adrenaline in the body?	increases heart rate and boosts delivery of oxygen and glucose to brain and muscles to prepare the body for 'fight or flight'
15	What is the function of thyroxine in the body?	stimulates basal metabolic rate, so is important for growth and development
16	Name one hormone controlled by negative feedback.	thyroxine
17	Which endocrine glands control secondary sexual characteristics?	ovaries in females, testes in males

Put paper here

Chapter 8: ~~Equilibrium~~ 1

Knowledge organiser

Rates of reaction

The **rate of a reaction** is how quickly the reactants turn into the products.

To calculate the rate of a reaction, you can measure:

- how quickly a reactant is used up

$$\text{mean rate of reaction} = \frac{\text{quantity of reactant used}}{\text{time taken}}$$

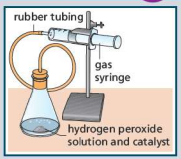
- how quickly a product is produced.

$$\text{mean rate of reaction} = \frac{\text{quantity of product formed}}{\text{time taken}}$$

For reactions that involve a gas, this can be done by measuring how the mass of the reaction changes or the volume of gas given off by the reaction.

Volume of gas produced

The reaction mixture is connected to a gas syringe or an upside-down measuring cylinder. As the reaction proceeds the gas is collected.



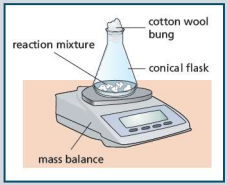
The rate for the reaction is then:

$$\text{rate} = \frac{\text{volume of gas produced}}{\text{time taken}}$$

Volume is measured in cm^3 and time is measured in seconds, so the unit of rate is cm^3/s.

Change in mass

The reaction mixture is placed on a mass balance. As the reaction proceeds and the gaseous product is given off, the mass of the flask will decrease.



The rate for the reaction is then:

$$\text{rate} = \frac{\text{change in the mass}}{\text{time taken}}$$

The mass is measured in grams and time is measured in seconds, so the unit of rate is g/s.

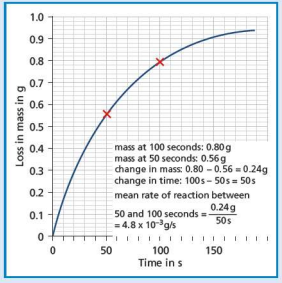
Calculating rate from graphs

The results from an experiment can be plotted on a graph.

- A steep gradient means a high rate of reaction – the reaction happens quickly.
- A shallow gradient means a low rate of reaction – the reaction happens slowly.

Mean rate between two points in time

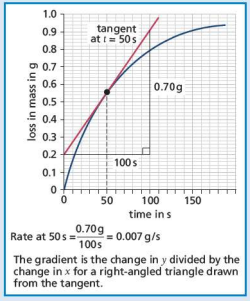
To get the mean rate of reaction between two points in time:



Mean rate at specific time

H

To obtain the rate at a specific time draw a **tangent** to the graph and calculate its **gradient**.



Collision theory

For a reaction to occur, the reactant particles need to collide. When the particles collide, they need to have enough energy to react or they will just bounce apart. The minimum amount of energy that particles must have to react is called the **activation energy**.

You can increase the rate of a reaction by:

- increasing the **frequency of collisions** between reacting particles
- increasing the energy of the particles when they collide.

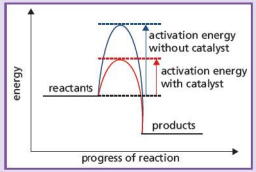
Factors affecting rate of reaction

Condition that increases rate	How is this condition caused?	Why it has that effect
increasing the temperature	heat the container in which the reaction is taking place	1 particles move faster, leading to more frequent collisions 2 particles have more energy, so a higher proportion of collisions result in a reaction (note that these are two *separate* effects)
increasing the concentration of solutions	use a solution with more solute in the same volume of solvent	there are more reactant particles in the reaction mixture, so collisions become more frequent
increasing the pressure of gases	increase the number of gas particles you have in a given container or make the container smaller	less space between particles means more frequent collisions
increasing the surface area of solids	cut the solid into smaller pieces, or grind it to create a powder, increasing the surface area (larger pieces have a smaller surface area)	only reactant particles on the surface of a solid are able to collide and react; the greater the surface area, the more reactant particles are exposed, leading to more frequent collisions

Catalysts

Some reactions have specific substances called **catalysts** that can be added to increase the rate of the reaction. These substances are not used up in the reaction.

A catalyst provides a different reaction pathway that has a lower activation energy. As such, more particles will collide with enough energy to react, so more collisions result in a reaction.

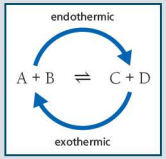


Chapter 8: ~~Equilibrium~~ 2

Knowledge organiser

Reversible reactions

In some reactions, the products can react together to produce the original reactants again. This is called a **reversible reaction**. When writing chemical equations for reversible reactions, use the ⇌ symbol.



In this reaction:

- **A** and **B** can react to form **C** and **D** – the forward reaction
- **C** and **D** can react to form **A** and **B** – the reverse reaction.

The different directions of the reaction have opposite energy changes.

If the forward reaction is *endothermic*, the reverse reaction will be *exothermic*.

The same amount of energy is transferred in each direction.

Equilibrium

In a **closed system**, no reactants or products can escape. If a reversible reaction is carried out in a closed system, it will eventually reach **dynamic equilibrium** – a point in time when the forward and reverse reactions have the same rate.

At dynamic equilibrium:

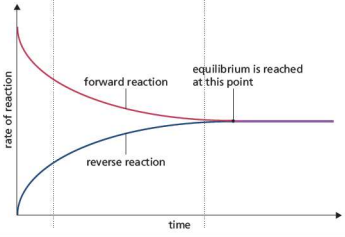
- the reactants are still turning into the products
- the products are still turning back into the reactants
- the *rates* of these two processes are *equal*, so overall, the amount of reactants and products are constant.

Dynamic equilibrium

At dynamic equilibrium, the amount of reactant and product are constant, but not necessarily equal.

You could have a mixture of reactants and products in a 50:50 ratio, in a 75:25 ratio, or in any ratio at all. The **conditions** of the reaction are what change that ratio.

How dynamic equilibrium is reached

	Start of reaction	Middle of reaction	At dynamic equilibrium
Amount of A + B	high	decreasing	constant
Frequency of collisions A + B	high	decreasing	constant
Rate of forward reaction	high	decreasing	same as rate of reverse reaction
Amount of C + D	zero	increasing	constant
Frequency of collisions C + D	no collisions	increasing	constant
Rate of reverse reaction	zero	increasing	same as rate of forward reaction
Graph of reaction progress			

Reaction conditions

The conditions of a reaction refer to the external environment of the reaction. When the reaction occurs in a closed system, you can change the conditions by:

- changing the concentration of one of the substances
- changing the temperature of the entire reaction vessel
- changing the pressure inside the vessel.

Le Châtelier's principle (H)

At equilibrium, the amount of reactants and products is constant.

In order to change the amounts of reactant and product at equilibrium, the *conditions* of the reaction must be changed.

The closed system will then counteract the change by favouring either the forward reaction or the reverse reaction.

This is known as **Le Châtelier's principle**.

Changing concentrations (H)

Change	Effect	Explanation
decrease concentration of product	favours the forward reaction	opposes the change by making *less* reactant and *more* product
increase concentration of product	favours the reverse reaction	opposes the change by making *more* reactant and *less* product
decrease concentration of reactant	favours the reverse reaction	opposes the change by making *more* reactant and *less* product
increase concentration of reactant	favours the forward reaction	opposes the change by making *less* reactant and *more* product

Changing temperature (H)

Change	Effect	Explanation
increase temperature of surroundings	favours the endothermic reaction	opposes the change by decreasing the temperature of the surroundings
decrease temperature of surroundings	favours the exothermic reaction	opposes the change by increasing the temperature of the surroundings

Changing pressure (H)

Change	Effect	Explanation
increase the pressure	favours the reaction that results in fewer molecules	opposes the change by decreasing the number of molecules within the vessel as this will decrease the pressure
decrease the pressure	favours the direction that results in more molecules	opposes the change by increasing the number of molecules within the vessel as this will increase the pressure

Key terms

Make sure you can write a definition for these key terms.

activation energy, catalyst, collision, collision theory, closed system, conditions, dynamic equilibrium, frequency of collision, gradient, Le Châtelier's principle, rate of reaction, reversible reaction, tangent

Chapter 8: ~~Equilibrium~~

Retrieval questions



Learn the answers to the questions below then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

C8 questions	Answers
1 What is the rate of a reaction?	how quickly reactants are used up or products are produced
2 What is the equation for calculating the mean rate of reaction?	mean rate = $\frac{\text{change in quantity of product / reactant}}{\text{time taken}}$
3 What is the unit for the rate of a reaction involving a change in mass?	g/s
4 What is the unit for the rate of a reaction involving a change in volume?	cm^3/s
5 What is the activation energy?	the minimum amount of energy colliding particles need to have before a reaction will take place
6 What effect does increasing concentration have on the rate of reaction?	the rate of reaction increases
7 Why does increasing concentration have this effect?	more reactant particles in the same volume lead to more frequent collisions
8 What effect does increasing pressure have on the rate of reaction?	the rate of reaction increases
9 Why does increasing pressure have this effect?	less space between particles means more frequent collisions
10 What effect does increasing surface area have on the rate of reaction?	the rate of reaction increases
11 Why does increasing surface area have this effect?	more reactant particles are exposed and are able to collide, leading to more frequent collisions
12 What effect does increasing temperature have on the rate of reaction?	the rate of reaction increases
13 Why does increasing temperature have this effect?	particles move faster, leading to more frequent collisions – particles have more energy so a higher proportion of collisions result in a reaction
14 What is a catalyst?	a substance that increases the rate of a reaction but is not used up in the reaction
15 How do catalysts increase the rate of a reaction?	provide a reaction pathway with a lower activation energy, so more particles collide with enough energy to react, so more collisions result in a reaction
16 What is a reversible reaction?	the reactants turn into products and the products turn back into reactants
17 Which symbol shows a reversible reaction?	⇌
18 What is dynamic equilibrium?	the point in a reversible reaction when the rate of the forward and reverse reactions are the same
19 What are the three reaction conditions that can be changed?	concentration, temperature, pressure
20 H What is Le Châtelier's principle?	the position of equilibrium will shift to oppose external changes
21 H What is the effect of increasing the concentration of reactants on a reaction at dynamic equilibrium?	favours the forward reaction
22 What is the effect of decreasing the concentration of products on a reaction at dynamic equilibrium?	favours the forward reaction
23 What is the effect of increasing pressure on a reaction at dynamic equilibrium?	favours the reaction that leads to the fewest molecules
24 What is the effect of decreasing pressure on a reaction at dynamic equilibrium?	favours the reaction that leads to the most molecules
25 What is the effect of increasing temperature on a reaction at dynamic equilibrium?	favours the endothermic reaction
26 What is the effect of decreasing temperature on a reaction at dynamic equilibrium?	favours the exothermic reaction

Put paper here

Chapter 8: Forces in balance

Knowledge organiser

Scalars and vectors

Scalar quantities only have a magnitude (e.g., distance and speed).

Vector quantities have a magnitude as well as a direction (e.g., velocity and displacement).

Forces

A **force** can be a push or pull on an object caused by an interaction with another object. Forces are vector quantities.

Contact force occur when two objects are touching each other.

For example, friction, air-resistance, and tension are contact forces.

Non-contact force act at a distance (without the two objects touching).

For example, gravitational force, electrostatic force, and magnetic force.

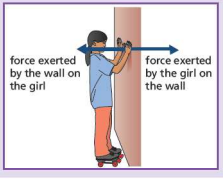
Newton's third law

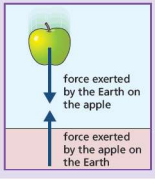
Newton's third law states that when two objects interact with each other, they exert equal and opposite forces on each other.

This means that forces always occur in pairs. Each pair of forces:

- act on separate objects
- are the same size as each other
- act in opposite directions along the same line
- are of the same type, for example, two gravitational forces or two electrostatic forces.

Force pairs





Resultant forces

If two or more forces act on an object along the same line, their effect is the same as if they were replaced with a single **resultant force**. The resultant force is

- the sum of the magnitudes of the forces if they act in the same direction
- the difference between the magnitudes of the forces if they act in opposite directions.

If the resultant force on an object is zero, the forces are said to be ***balanced***.

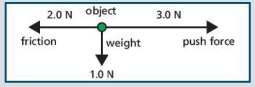
Newton's first law

Newton's first law states that if the forces acting on an object are balanced, the resultant force on the object is zero, and:

- if the object is at rest, it stays stationary
- if the object is moving, it keeps moving with the same speed and in the same direction.

Drawing forces

Free body diagrams use arrows to show all of the forces acting on a single object. For example:



A dot or circle represents the object, with the forces drawn as arrows:

- the arrow length represents the magnitude of the force
- the arrow direction shows the direction of the force.

Key terms

Make sure you can write a definition for these key terms.

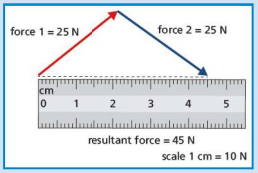
balanced · centre of mass · contact force · free body diagram · force pair · force · Newton's First Law · non-contact force · resultant · scalar · vector

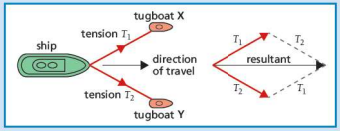
Scale drawings (H)

Scale drawings can be used to find the resultant of two forces that are not acting along the same line.

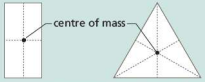
The forces are drawn end to end. The resultant can then be drawn between the two ends, forming a triangle.

You can also use the parallelogram of forces, where the two forces are drawn to scale as sides of a parallelogram.





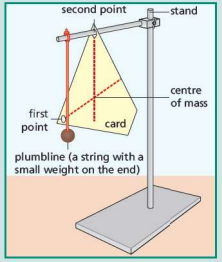
Centre of mass



For a flat symmetrical object, the centre of mass is where the axes of symmetry meet.

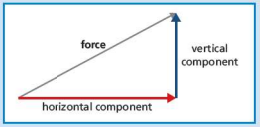
The point through which the weight of an object can be considered to act is called its ***centre of mass***.

For a flat, irregularly shaped object, find the centre of mass by suspending the object from different points and drawing a vertical line down. The centre of mass always lies beneath the point of suspension, so it will be where these vertical lines meet.



Resolving forces

A single force can always be resolved (split) into two component forces, at right angles to each other:



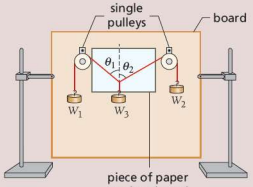
The two component forces added together give the same effect as the single force.

The parallelogram of forces

You can use weights and pulleys to investigate the parallelogram of forces. Adjust the three weights, W_1, W_2 and W_3 until the system is at rest. The tension in each string is equal to the weight it supports.

Measure angles θ_1 and θ_2. You can then draw a scale parallelogram of forces for W_1 and W_2.

The resultant force of W_1 and W_2 should be equal in size and opposite in direction to W_3.

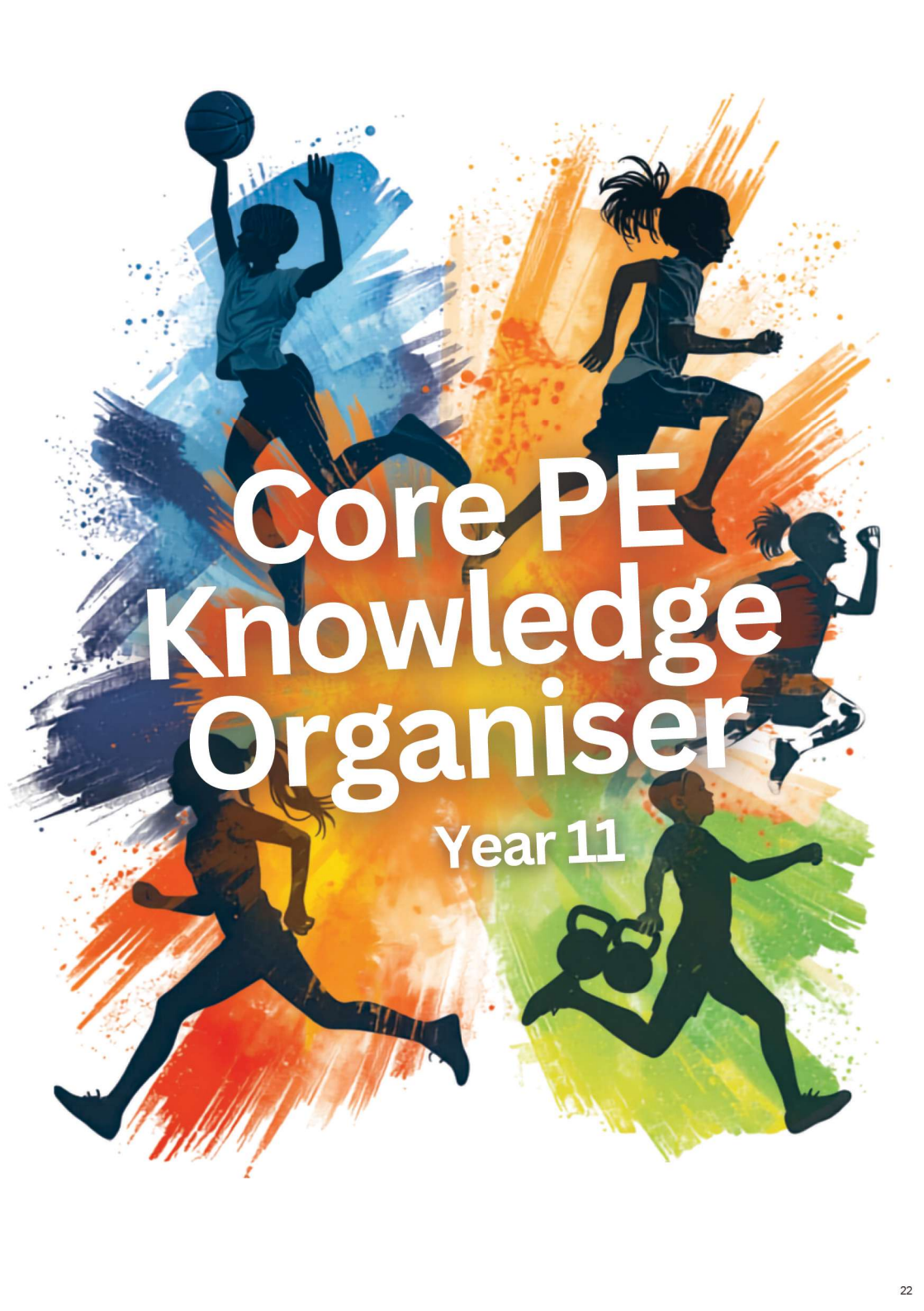


Chapter 8: Forces in balance

Retrieval questions

Learn the answers to the questions below then cover the answers column with a piece of paper and write as many as you can. Check and repeat.

	P8 questions	Answers
1	What is a scalar quantity?	a quantity that only has a size (magnitude)
2	What is a vector quantity?	a quantity that has both a size and direction
3	What is a force?	a push or pull that acts on an object due to the interaction with another object
4	Is force a vector or scalar quantity?	vector
5	What is a contact force?	a force that occurs when objects are physically touching (e.g., friction, air-resistance, tension, normal contact force)
6	What is a non-contact force?	a force that occurs when objects are physically separated (e.g., gravitational, electrostatic, magnetic)
7	According to Newton's third law, what is the same about two forces interacting with each other?	they are the same size
8	According to Newton's third law, what is different about two forces interacting with each other?	they act in opposite directions
9	What is the size of the resultant force on an object if the forces on it are balanced?	zero
10	What is the centre of mass?	the point through which the weight of an object can be considered to act
11	What does Newton's first law say?	the velocity of an object will only change if a resultant force is acting on it (or vice versa)
12	What is the resultant force on a stationary object?	zero
13	What is the resultant force on an object moving at a steady speed in a straight line?	zero
14	What does Newton's third law say?	when two objects interact, they exert equal and opposite forces on each other


Core PE
Knowledge
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Year 11

Knowledge Organiser – Badminton – Year 11

Badminton Overview

1	A match is played between either two individuals or two pairs. The individual or pair serve throughout the game. A badminton game is played up to 21 points, and a point can be scored from every rally. If the score reaches 20-20 then a two-point advantage is required for victory, however. If no player has managed to achieve this two-point advantage by the time the score reaches 29-29, then the first player to reach 30 is the winner. Matches are generally played over the best-of-three sets. A match consists of the best of 3

Court Markings

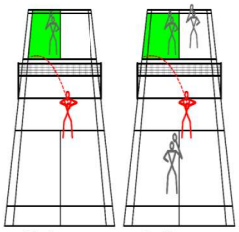
2	The court must be rectangular and marked with lines. These lines are the boundaries in which the game must be played.
3	In singles matches, the inside tram lines are "out" and in doubles the outside tramlines are "out". The court is split into two halves by a net.
4	The diagonally opposite boxes are called the service boxes.

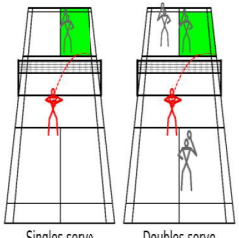
Types of Shots / Techniques

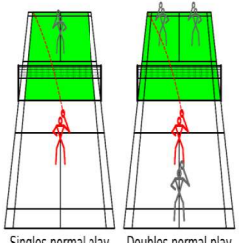
6	Short Serve	Racket is held across the body (backhand) and below waist height. Shuttle held out above racket and hit low over net diagonally.
7	Overhead Clear	It is played to the opponent's back court and may be used defensively (high clear) or offensively as when played flatter (attacking clear).
8	Drop Shot	A shot played with finesse to land the shuttle swiftly and close to the net on the opponent's side (tap shot)
9	Smash Shot	It is the most attacking shot in badminton. It is an overhead shot which brings the shuttle down from a height at a steep angle.
10	Net Shot	Shot hit from the fore court clearing the net and then falling rapidly
11	Underarm clear/Long Serve	Shot played to back of opponent's court (high). Stand sideways on and use whip action with the racket to create power on shot. When used as serve the player will need to serve diagonally to their opponent's court.
12	Tactics	Doubles Tactics- Positioning on court (Side by side/Front and back) Hitting into space- Moving opponent around the court Shot selection- Selecting the correct shot for correct situation Deception-Selecting shot to deceive/trick opponent Targeting opponents weakness

Serving

5







Knowledge Organiser - Fitness - Year 11

Heart Rate

1 **How to measure your heart rate:**
You can feel your pulse under your jaw. This is called your Carotid Pulse. You can also feel your pulse in your wrist, under the thumb. This is called your Radial Pulse.




2 Resting Heart Rate
Your RHR is your heart rate when you are resting, no exertion, in beats per minute.
To find your resting heart rate count the beats of your pulse for 15seconds.
Multiply your answer by 4 = _____ bpm. This will give you beats per minute.

3 *We do this because 15seconds x 4 = 60seconds which is 1minute.*

Maximum Heart Rate
Your Max.HR is the most amounts of beats your heart can beat in one minute
To find your maximum heart rate take your age away from 220.
220- (Your age) =____beats per minute

Components of Fitness

	Component	Definition
4	Aerobic / Cardiovascular endurance	The ability of the cardio-respiratory system to work efficiently providing oxygen to muscles to allow activity over a long period of time. Also referred to as stamina.
5	Muscular Endurance	The ability to move your body and muscles repeatedly without fatiguing.
6	Muscular Strength	The maximum amount of force that can be exerted against a resistance.
7	Flexibility	Range of movement possible at a joint.
8	Speed	The ability to move quickly from A to B.
9	Power	The product of strength x speed. Vertical jump test.
10	Agility	The ability to change direction at speed; nimbleness. Illinois agility test
11	Balance	The maintenance of the centre of mass over the base of support. Stork stand
12	Coordination	The ability to use different parts of the body together. Wall bounce test.

Training Methods

13	Continuous	Non-stop for a minimum of 30mins with no breaks.
14	Fartlek	Varying the terrain, speed or resistance.
15	Circuit	A series of stations with different exercises.
16	Interval	High intensity work followed by low intensity rest
17	Plyometric	Jumping and bounding to improve power.
18	Weight	Free weight or Resistance machines.
19	Flexibility	Improved through stretching. Static Active/Passive/Ballistic.

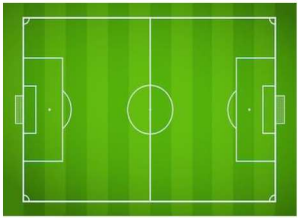






Knowledge Organiser - Football - Year 11

1 Football Pitch



Sport Specific Terminology – Set Pieces

2	**Throw in**	- When the ball goes out at the side of the pitch and is taken by the opposite team to who kicked or headed it out. Ball is thrown from behind the head with feet behind the line.
3	**Corner**	Awarded to the attacking team when the final touch comes off a defender between the post and corner flag.
4	**Free Kick**	Player can shoot without passing to another player (**Direct**) or must pass the ball to an opponent first before a shot is allowed to be taken on goal (**Indirect**).
5	**Goal Kick**	When the ball goes behind the goal off a striker.
6	**Penalty**	Awarded for a foul in the box for the attacking team.

Formations & Match Timings

9	4-4-2 (4 defenders, 4 midfielders, 2 strikers). 5-4-1 (5 defenders-4 midfielders, 1 striker). 3-5-2 (3 defenders, 5 midfielders, 2 strikers). 4-3-3 (4 defenders, 3 midfielders, 3 strikers)
10	**Game Duration – Timings** - 2 x 45 minute halves (90 minutes). - Half Time – 15 minutes. - Extra Time – 15 minutes each way. (If after extra time in a cup competition, scores are level, a penalty shoot out occurs (Each team has 5 pens then sudden death).

Rules of the Game

7	**Rules**	1) A game starts by a kick off in the centre circle of the pitch on the referee's whistle. Each team has 11 players on the pitch (A goal keeper, defenders, midfielders and strikers). 2) A referee and 2 linesmen officiate the game. If the ball goes outside the pitch lines, possession is given to the opposing team either as a throw in, goal kick (off the floor) or corner kick. If a foul is committed a free kick or a penalty is issued (depending on the incident). 3) To score a goal, the ball must cross the opponents line. 4) The team with the most goals at the end of the game wins. 5) Yellow card (minor foul) / Red card – Player sent off field.

Player Positions

8	**Goalkeeper**	- Prevent the opposing team from scoring a goal.
	Centre Back	- Main role is to tackle and clear balls near their own goal (Hold, Press, Cover and sweep).
	Full Back	- Main role is to tackle wide players and to overlap.
	Midfielder	- To protect the defensive line and support creative players (playmaker). Run with ball and switch play.
	Winger	- Dribble/cross the ball. Hugs line but cuts inside.
	Striker	- Score and create goals, lay offs and lead the line.

Football Skills & Techniques

11	Passing	Long and Short - Non-kicking foot closest to the ball. Kicking foot at a right angle to the ball. Body over ball and arms used for balance.
12	Shooting	Non kicking foot next to ball. Head over the top of the ball. Contact with side of the foot (placement of ball) or top of the foot (to generate power) Both legs flexed but when striking the ball, kicking foot needs to be fully extended on follow-through. Aim to shoot between the goalkeeper and the posts.
13	Dribbling	Allows you to move the ball around the field without losing possession keeping the ball close to your feet when running.
14	Heading	The forehead is used to contact the ball. Eyes focused on the ball. Meet the ball with your forehead by moving your feet or jumping to gain a height advantage and power.
15	Tackling	A defender should get side on to the opponent within touching distance. Stay light on feet keeping eyes on the ball and not diving in with knees slightly bent. Arch run when approaching to tackle.
16	Volley	Striking a ball that is still in the air. Focus eyes upon the ball. Arms out for balance. Keep eyes focused on the ball as you get into the line of flight. Head still. Non kicking foot on the floor and lead with kicking leg forward.

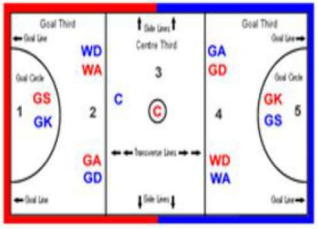
Knowledge Organiser – Netball – Year 11

Skills / Techniques

1	Skill / Tactic	Technique Points
2	Chest Pass	W grip/ Step/Chest to chest/Follow through/ short distance
3	Bounce Pass	W grip/ Step/Chest to chest/Follow through/ Bounce before player/ short distance
4	Shoulder Pass	Sideways on/elevation/ shoulder to shoulder/ step/ follow through/arch/ long distance
5	Footwork	Landing on alternate feet- first foot to land is the static pivoting foot Landing on simultaneous feet – either foot can become static pivoting foot On the move – release ball before third step
6	Dodging (Getting Free)	Stop and go (Quickly sprint one way- stop-then go again the same direction) Feint dodge (feint one way and then dodge the other way to lose marker) Holding space (Place one foot sideways to opponent- create space behind) Forward run (Feint to run backwards and then with quick turn of pace forwards)
7	Defending	Man to man marking – sideways on/ close to player/ on toes/ outstretch arms/ mark ball target
8	Shooting	Balance/height/line and aim/ flick and follow/ knee extension

Rules

	Rule	Description	Umpires Decision
9	Offside	A player with or without the ball cannot move into an area of the court that is not designated for their position.	This will result in a free pass being awarded to the opposing team.
10	Footwork	Hopping or dragging the landing foot is not allowed.	If you break the footwork rule, a free pass will be awarded to the opposing team.
11	Three second rule	Players have only three seconds between catching the ball and making a pass.	This will result in a free pass being awarded to the opposing team.
12	Obstruction	A player attempting to intercept or defend the ball must be at least 3ft (0.9m) away from the player with the ball. This distance is measured from the landing foot of the player in possession of the ball. The defender may jump to intercept or defend the ball from this 0.9m (3ft) feet distance but you must ensure if you do jump to defend a ball, you don't land any nearer that 3ft or this is obstruction (i.e. shortening your distance).	A penalty pass will be awarded if you obstruct a player as described above.
13	Over a third	The ball cannot be thrown over a complete third of the court without being touched or caught by a player (i.e. it cannot cross two transverse lines).	A free pass shall be taken from the area where the ball crossed the second transverse line (i.e. where the ball shouldn't have been).



Positions

14

Position	Responsibilities	Court Area
GS	To score goals and to work in and around the circle with the GA	1 & 2
GA	To feed and work with GS and to score goals	1, 2 & 3
WA	To feed the circle players giving them shooting opportunities	2 & 3
C	To take the Centre Pass and to link the defence and the attack	2, 3 & 4
WD	To look for interceptions and to prevent the WA from feeding the circle	3 & 4
GD	To win the ball and reduce the effectiveness of the GA	3, 4 & 5
GK	To work with the GD and to prevent the GS from scoring goals	4 & 5

PSHE Learning Journey
Year 11

CREATIVE RESOURCES

SKILLS DEVELOPED: TEAMWORK & LEADERSHIP | PUBLIC SPEAKING | PROBLEM SOLVING | CREATIVITY & INNOVATION | DECISION MAKING | RESILIENCE & STAYING POSITIVE | PLANNING & ORGANISATION | SKILLS DEVELOPED

YEAR 12

YEAR 11

SUMMER EXAM SEASON

LEAVING - YEAR 11 -

REVISION

FINAL EXAMS

YEAR 11

STAY SAFE, STAY SMART

THEME 6

STATUTORY HEALTH & RSE

PSHE

SAFETY

- Social Media Vs Real Life
- Screen Addiction and Studying
- Online Misinformation
- Targeted Advertising and Your Data
- Cyber Flashing & Unsolicited Images
- Upskirting

- Virtual Reality and Live Streaming
- Online Reputation and Digital Footprints
- Group Chats & Anti-Bullying
- Vaping why is it on the rise?
- New Psychoactive Substances
- Festivals and Nitrous Oxide
- Substance Addiction

STATUTORY HEALTH & RSE

DRUGS EDUCATION

STAYING SAFE

THEME 4

YEAR 11

YEAR 11

SEXUAL HEALTH

THEME 3

STATUTORY HEALTH & RSE

PSHE

- Peer-on-Peer Abuse
- Fertility and What Impacts it
- Alcohol, Parties & Bad Choices
- Importance of Sexual Health
- Revisiting STIs
- Revisiting Contraception
- Respect, Love and Relationships

- Organ and Blood Donation
- Teenage Pregnancy Choices
- Mental health illnesses
- Parenthood for Teenagers
- Testicular and Prostate Cancer
- Breast Cancer, Cervical Cancer & Screening
- Love & Abuse

STATUTORY HEALTH

PSHE

WELLBEING

ADULT HEALTH & LOOKING AFTER YOURSELF

THEME 1

YEAR 11

YEAR 11

JUSTICE, ETHICS & MODERN SOCIETY

THEME 1

CITIZENSHIP

BRITISH VALUES

- What is Justice
- Media Literacy & Digital Resilience
- Grime Music + Violence
- Moral and Ethical Decisions
- Debating and Meaningful Discussions
- Abortion Laws, Morals and Ethics
- Sex Trafficking

WELCOME

RSE 2026 COMPLIANT

HEALTH 2026 COMPLIANT

SPIRAL THEMATIC APPROACH

1) Equality, Diversity & British Values
2) Personal Safety & Digital Awareness
3) Relationships and Sex Education
4) Modern Dangers: Online and Offline
5) Healthy Bodies & Emotional Wellbeing

PERSONAL DEVELOPMENT

ASSESSMENT & PROGRESS IN PSHE

- ✓ Themed Projects,
- ✓ Confidence Checkers
- ✓ End of Unit Quizzes
- ✓ AFL
- ✓ Work Booklets



BLACON
HIGH SCHOOL