

Year 10 PPE OPTIONS Knowledge Organiser



History, Geography, RS, French,
Spanish, DT & Food

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Tectonic Hazards

Natural hazards = natural events which pose a potential risk to human life or property. There are 4 categories of natural hazards:

Hazard risk = the chance of being affected by a natural hazard. Densely populated urban areas, poor housing, and climate change can increase the hazard risk in an area.

Tectonic hazards involve movement of the Earth's crust, e.g. earthquakes or tsunamis.

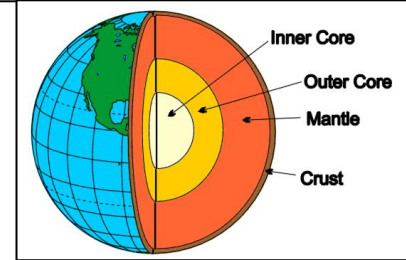
Atmospheric hazards involve movement in the atmosphere, e.g. hurricanes, tornadoes, or heatwaves.

Geomorphological hazards occur on the Earth's surface, e.g. flooding or landslides.

Biological hazards involve living organisms, e.g. forest fires.

Structure of the Earth

The Earth is made of 4 layers, shown in the diagram. The crust is the thin outermost layer and made up of sections called tectonic plates. These are either denser **oceanic plates** or less dense **continental plates**.



Ridge Push and Slab Pull

This is the accepted theory for why tectonic plates move based on evidence.

At constructive plate margins, hot magma rises and cools, forming new crust in a ridge (line of higher land). As it cools this crust becomes denser and is then pushed away from the plate margin when new magma rises to form even newer and lighter crust. This is called **ridge push**.

At the same time, at destructive plate margins, the oldest and densest crust will be pulled down into the mantle by gravity. This movement drags the whole tectonic plate in that direction, which is called **slab pull**.

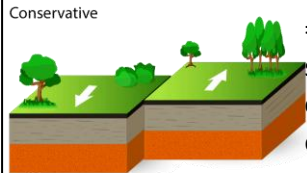
Convection Currents

This is the older theory for why tectonic plates move. It has less supporting evidence but likely also moves plates.

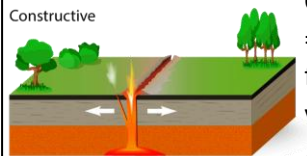
Hot magma near the outer core heats up then rises to the top of the mantle. When it reaches the top, it hits against the underside of the crust and moves sideways, dragging the crust along with it. When the magma has cooled down, it falls back towards the core to be heated up again and the cycle continues.

PLATE MOVEMENT

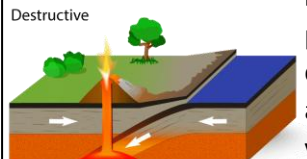
Conservative margins = plates slide past each other, causing earthquakes.



Constructive margins = plates move apart, forming shield volcanoes.



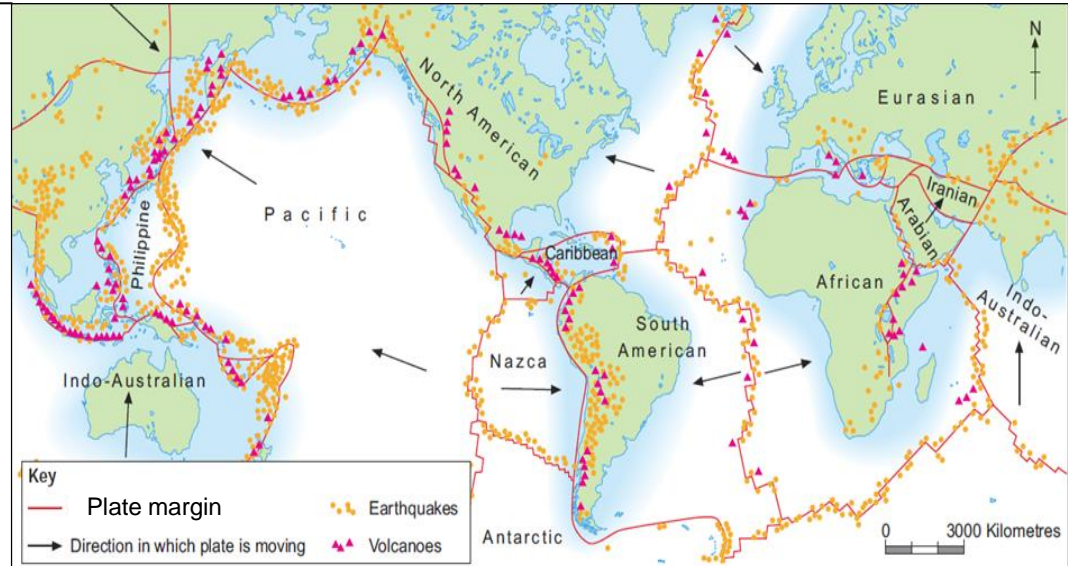
Destructive margins = plates move together, creating earthquakes and composite volcanoes.



Distribution of Tectonic Hazards

Distribution = how things are spread out.

Most earthquakes and volcanoes are found near to plate margins. Earthquakes occur because of the friction between the moving plates. Volcanoes occur because magma rises through the cracks in the Earth's crust.



GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Tectonic Hazards

Natural hazards =

Hazard risk =

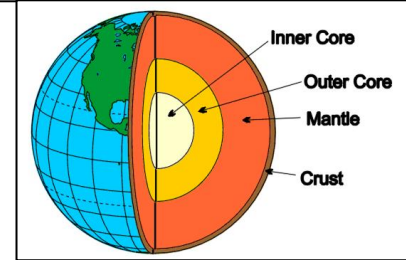
Tectonic hazards involve

Atmospheric hazards involve

Geomorphological hazards occur

Biological hazards involve

Structure of the Earth

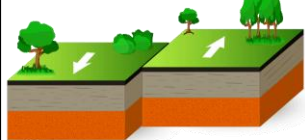


Ridge Push and Slab Pull

Convection Currents

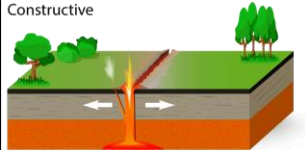
PLATE MOVEMENT

Conservative



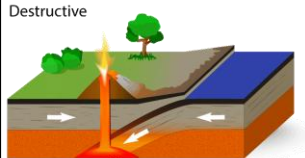
Conservative margins =

Constructive



Constructive margins =

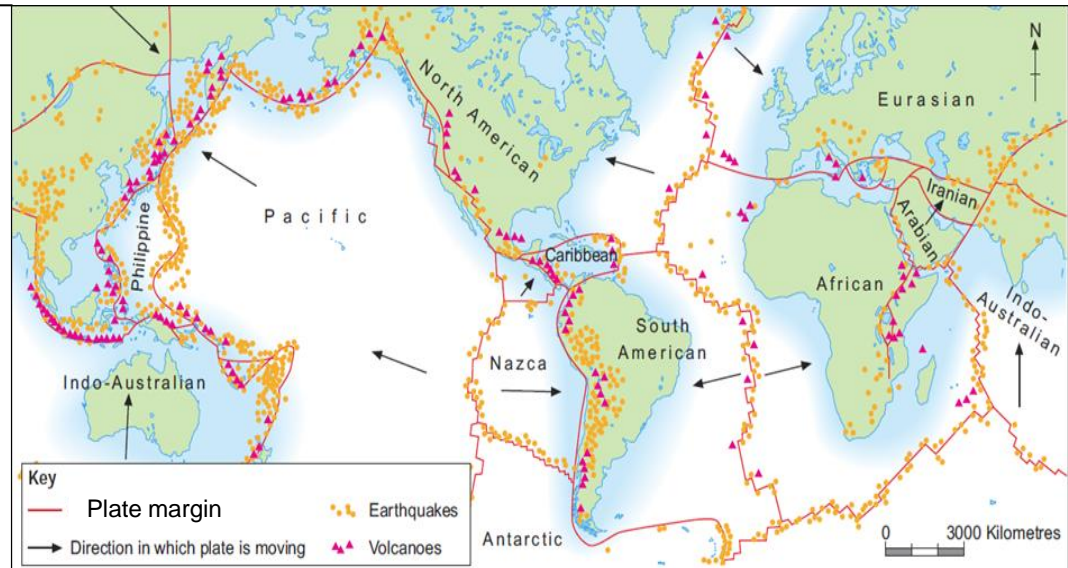
Destructive









Destructive margins =





Distribution of Tectonic Hazards

Distribution =





GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Tectonic Hazards

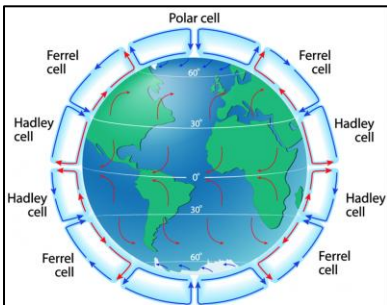
Case Studies	Background	Primary Effects 	Secondary Effects 	Immediate Responses 	Long Term Responses 
Nepal 2015 (LIC) 	<ul style="list-style-type: none"> 7.8 magnitude. Epicentre Gorka district 300 Aftershocks \$10 billion cost of damage. 	<ul style="list-style-type: none"> 17000 injured 9000 deaths 26 hospitals destroyed 7000 school destroyed Roads and access to villages destroyed 	<ul style="list-style-type: none"> 3 million homeless. Avalanche on Mt Everest killed 19 Rice seed ruined Tourism declined 	<ul style="list-style-type: none"> International help requested (India sent search and rescue teams) 225,000 tents provided by the Red Cross UN & WHO sent medical supplies Facebook 'I'm safe' button Companies did not charge for telephone calls Closed Kathmandu airport 	<ul style="list-style-type: none"> US\$274million in aid UNESCO rebuilt world heritage sites Re-encouraged tourism (Durbar Square was opened in June and Mount Everest re-opened in August) Individuals were trained on how to maintain/repair crop fields that were damaged by landslides
Japan 2011 (HIC) 	<ul style="list-style-type: none"> 9.0 magnitude. Epicentre 130km east of Sendai. Approx. 16,000 deaths. \$300 billion cost of damage. 	<ul style="list-style-type: none"> 6000 injured. 330,000 buildings damaged or destroyed. Ports and roads damaged and destroyed. 	<ul style="list-style-type: none"> A 9m tsunami destroyed sea walls → mass flooding, damage, and 16000 deaths. Fukushima nuclear power station damaged → radioactive waste released. Tohoku rice production devastated for years. 	<ul style="list-style-type: none"> TV announcements and evacuation from schools and buildings just beforehand. Search & rescue from rubble. Exclusion zone set up around Fukushima. 	<ul style="list-style-type: none"> Regular earthquake drills in Japanese schools and workplaces. Buildings designed to be earthquake-resistant. Money invested in GIS tracking and hazard maps.

Living in Tectonically Active Areas + Geothermal energy + Fertile soil + Tourism jobs + Friends & family links - Not realising the risk - Low income	Managing the Risk of Tectonic Hazards			
	Monitoring 	Prediction 	Protection 	Planning 
	Earthquakes Most earthquakes occur without detectable warning signs, so monitoring isn't very effective.	Areas with a higher risk of large earthquakes can be identified, but specific prediction is impossible due to the lack of warning signs to monitor.	Earthquake-resistant buildings are built to sway rather than break. Tsunami walls can protect the coast from flooding.	Hazard maps can be used to plan land use based on the hazard risk in different locations. High value land like hospitals can then be protected.
Volcanoes Scientists can use seismographs or thermal imaging cameras to measure activity on plate margins for signs that volcanoes are about to erupt.	Eruptions can be predicted based on monitoring and people can be warned, so they can evacuate the area.	Protection from volcanoes is difficult. Earth embankments can divert lava flows.	Knowing evacuation routes and having emergency bags packed help people stay safe. Regular earthquake/volcano drills ensure people know what to do when the hazard happens.	

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Tectonic Hazards

Case Studies	Background	Primary Effects	Secondary Effects	Immediate Responses	Long Term Responses
<p>Nepal 2015 (LIC)</p> 					
<p>Japan 2011 (HIC)</p> 					
<p>Living in Tectonically Active Areas</p>	Managing the Risk of Tectonic Hazards				
	Monitoring	Prediction	Protection	Planning	
Volcanoes					

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Weather Hazards



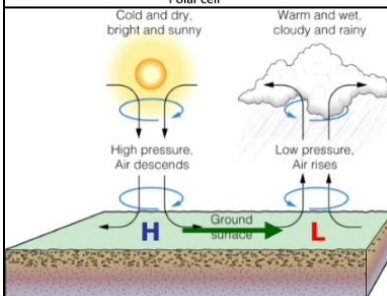
Global Atmospheric Circulation

More concentrated solar radiation reaches the Equator than reaches the Poles. This affects the ground and air temperatures around the world.

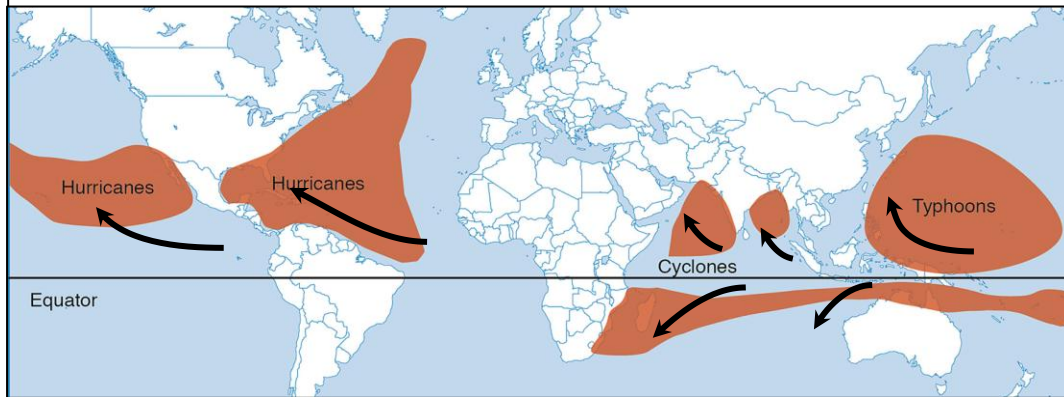
Rising air at the Equator and 60°N/S creates **low pressure**, which leads to windy, cloudy, rainy weather.

Falling air at the Poles and 30°N/S creates **high pressure**, which leads to calm, sunny, dry weather.

Surface winds blow from areas of high pressure towards areas of low pressure.



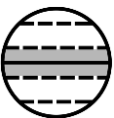
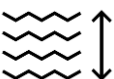
Tropical Storms Distribution



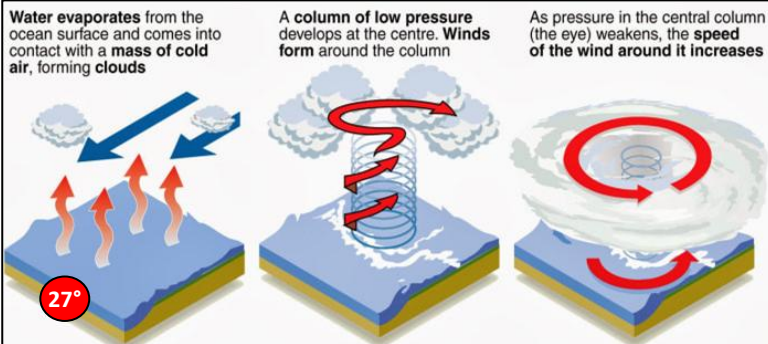
Tropical storms form over warm oceans in the band of low pressure **between 5°-30° north and south of the Equator**. They always travel west and away from the Equator. Tropical storms can't form on the Equator because this area has no coriolis effect. Hurricanes, cyclones, and typhoons are just local names for tropical storms.

Conditions Needed to Form Tropical Storms

- Oceans temperature more than 27°C, so that the air above the ocean rises.
- Summer-Autumn, so that ocean has had time to warm enough.
- Water 60-70m deep, so that there is enough thermal energy available from the water to fuel the storm
- 5°-30° north and south of the Equator, so that the coriolis effect makes the storm spin.



Tropical Storm Formation



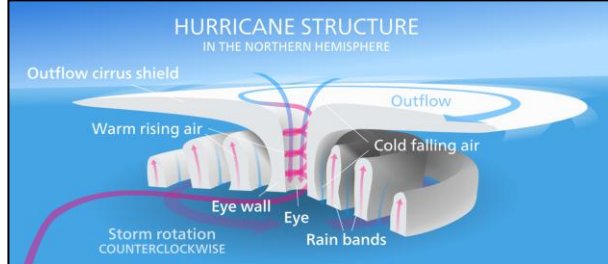
Saffir-Simpson hurricane wind scale

Category 1	Category 2	Category 3	Category 4	Category 5
Minimal damage	Moderate damage	Extensive damage	Extreme damage	Catastrophic
Winds 119-153 kph	Winds 154-177 kph	Winds 178-208 kph	Winds 209-251 kph	Winds 252 kph and more

Source: NHC

AFP

Tropical Storms Structure



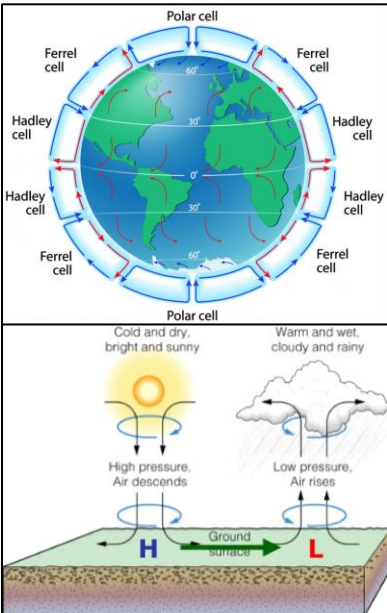
Tropical storms spin **anti-clockwise** in the Northern Hemisphere. They spin in a **clockwise** direction in the Southern Hemisphere.

Tropical storms have distinct **bands of clouds** where the air is rising.

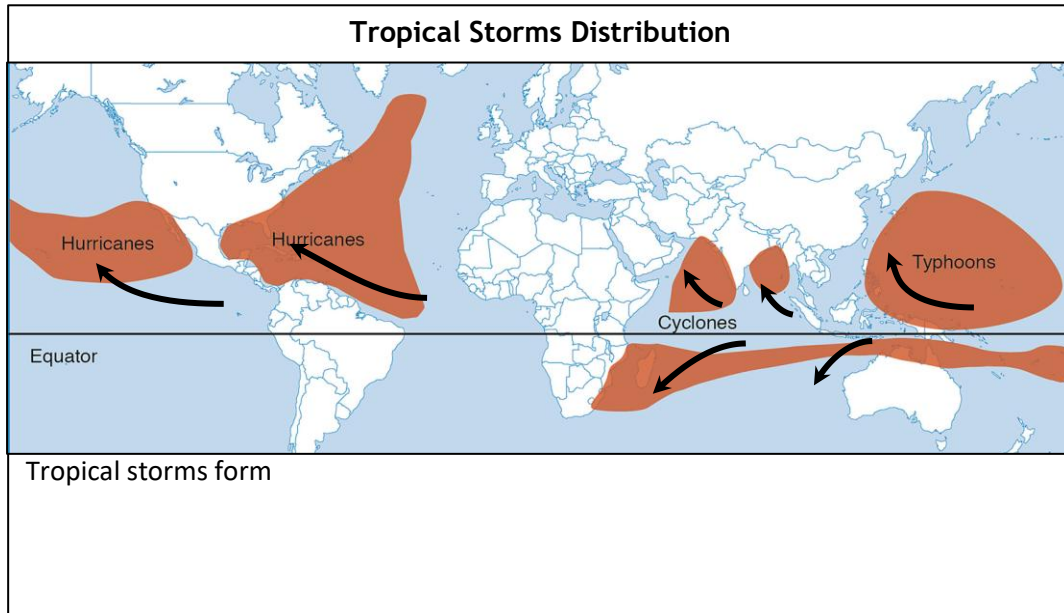
The strongest winds are found in the **eye wall**. In the **eye** of the storm itself, the weather is calm due to high pressure there.

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Weather Hazards

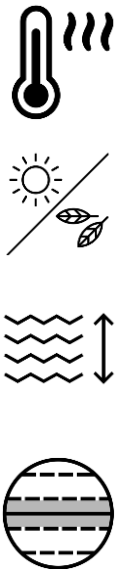
Global Atmospheric Circulation



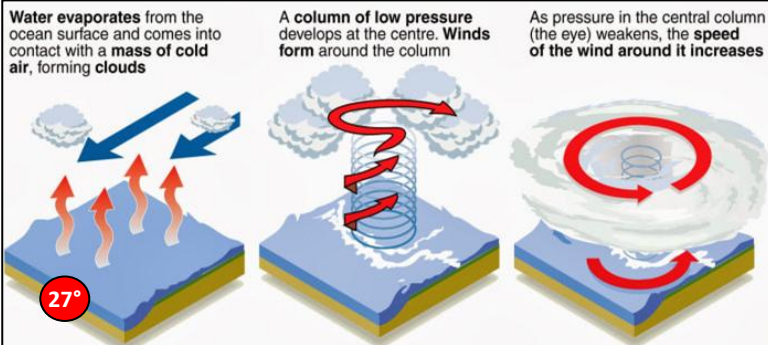
Tropical Storms Distribution



Conditions Needed to Form Tropical Storms



Tropical Storm Formation



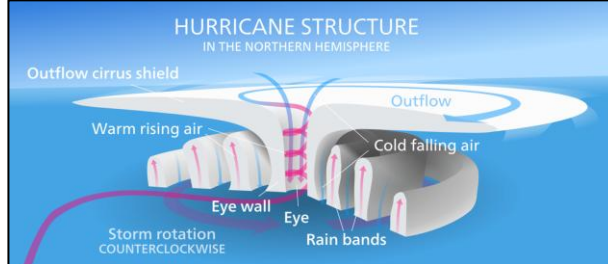
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Tropical Storms Structure



GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Weather Hazards

Case Study	Background	Primary Effects 	Secondary Effects 	Immediate Responses 	Long Term Responses 
Typhoon Haiyan 2013 (Philippines) NEE	<ul style="list-style-type: none"> Category 5 storm Wind speed 314 KM/Hr Impact 4:40am 	<ul style="list-style-type: none"> 6,190 people died (some have placed estimates as high as 10,000) US\$12 billion in damages 1.1 million tonnes of crops destroyed 1.1 million houses damaged (half destroyed; some areas were completely washed away) 6 meter Storm surge 	<ul style="list-style-type: none"> Contaminated 10 hectares of mangrove Fishing industry declined due to 800,000l oil leak Widespread looting resulting in eight deaths Rice prices rose by 11% 4.1 million people homeless 	<ul style="list-style-type: none"> Evacuation of 800,000 people Televised warning Emergency aid supplies sent over via plane – over 1 million food packs 250,000 litres of water Curfew imposed for the looting International fundraiser raised \$89 Million 	<ul style="list-style-type: none"> 'Build, Back, Better' (rebuilding buildings to a higher standard introduced in July 2014) A 'cash for work' scheme paid people to clear debris and rebuild Introduction of a no build zone along the coast New storm surge warning system Mangroves replanted






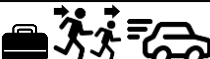
Path of Typhoon Haiyan (2013)

Category 5 strength at **Tacloban** in the Philippines. Weakens to just a tropical storm by the time it hits Vietnam

The map shows the storm's path starting from the Philippines, passing through the South China Sea, and making landfall in Vietnam. Key locations marked include Hanoi, Manila, and Ormoc City. A scale bar shows 500 miles and 500 km.

Source: Joint Typhoon Warning Center, The Wall Street Journal

Managing the Risk of Tropical Storms

Monitoring 	Prediction 	Protection 	Planning 
<p>Satellites monitor for rainclouds reaching 16km tall as these often develop into tropical storms.</p> <p>Global Hawk drones (unmanned aircraft) fly through tropical storms to collect data. They release dropsondes (sensors) into the storm, which radio back air pressure, precipitation, and wind speed data every second.</p>	<p>The US' National Oceanic and Atmospheric Administration (NOAA) uses supercomputers to process the data from monitoring and give 5 days of warning before a tropical storm hits.</p> <p>Florida's National Hurricane Centre uses 'track cones' to predict the rough path & intensity of hurricanes for the next 7 days.</p>	<p>Damage can be mitigated by installing storm shutters on windows, reinforcing garage doors, or installing 'hurricane straps' between the roof and walls to strengthen weak spots.</p> <p>Building levees and protecting coastal wetlands, mangrove swamps, and forests can reduce flooding and protect from high winds.</p>	<p>The annual National Hurricane Preparedness Week in the US aims to encourage people to plan what to do if a storm hits.</p> <p>Preparing disaster supply kits, having fuel in vehicles, storing loose objects, and knowing how to get to the nearest evacuation shelter will all help.</p>

The Effect of Climate Change on Tropical Storms

Distribution +

Warming oceans mean tropical Storms are occurring in locations further from the Equator and earlier in the year than ever before, e.g. Hurricane Catarina Brazil 2004.


Intensity +

The intensity of tropical storms varies from year to year and storm to storm; however, the trend shows an increase in intensity in the last few decades.

Frequency -

The number of tropical storms fluctuates every year, the data suggests the frequency will remain the same or decrease.

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Weather Hazards

Case Study	Background	Primary Effects	Secondary Effects	Immediate Responses	Long Term Responses
<p>Typhoon Haiyan 2013</p> <p>(Philippines) NEE</p>					

Path of Typhoon Haiyan (2013)

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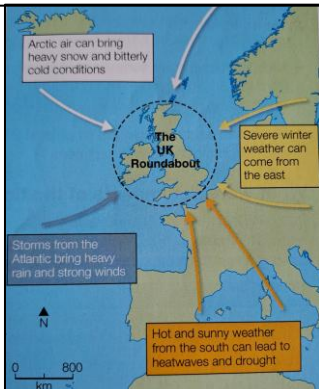
Source: Joint Typhoon Warning Center The Wall Street Journal

Managing the Risk of Tropical Storms			
Monitoring	Prediction	Protection	Planning

The Effect of Climate Change on Tropical Storms
Distribution
Intensity
Frequency

Causes of Extreme Weather in the UK

The UK's location is at the meeting point of several different types of weather. This causes our changeable weather patterns with occasional extremes.



Extreme Weather Hazards in the UK

Thunderstorms

Hot weather can produce thunderstorms with lightning strikes & torrential rainfall, which can lead to fires & flash flooding as rivers fill quickly.

Prolonged Rainfall

Persistent rain for a long period of time can overflow river channels and cause flooding. Most common in the UK in late winter or early spring when melting snow can add to the floods.

Drought and Extreme Heat (Heatwaves)

Long periods of hot, dry weather can cause rivers to dry up and reservoir levels to drop dangerously low. Temperatures of over 40°C were recorded in the UK in 2022 for the first time ever.

Heavy Snow and Extreme Cold

Long periods of frost and/or heavy snowfall cause hardship to people, especially farmers, in the north of the UK. Less likely than heatwaves.

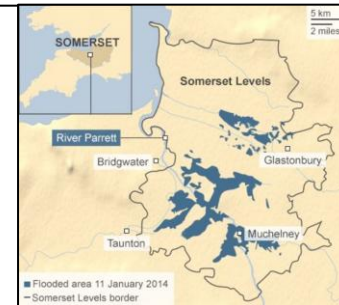
Strong Winds

Strong winds from the remnants of hurricanes can damage power lines and blow down trees.

2014 Somerset Levels Floods

Location and Background

The Somerset Levels are a large area of low-lying farmland with several rivers flowing across the area into the Severn Estuary. The Mendips Hills to the north and the Quantock Hills to the south create a natural funnel to directing rainwater into the rivers, creating a high risk of flooding on the flat landscape.



Physical Causes

- 2014 had the wettest January since records began in 1910. A series of low pressure depressions brought rainfall lasting several weeks and 100mm more rainfall fell than the average for the month.
- Storm surges from the low pressure combined with high tides, so sea water from the Bristol Channel swept up rivers, causing the already-full rivers to overflow.

Human Causes

- River channels in the levels were clogged with sediment, as they hadn't been dredged in 20 years.

Social Effects 🧑🧒

- 600+ homes flooded
- 16 farms evacuated
- Many homes lost power

Economic Effects 💰

- £10 million cost of damage
- 14,00 hectares of farmland underwater for 3-4 weeks

Environmental Effects 🌳

- Contaminated flood waters spread sewage, oil, and other chemicals across the landscape

Immediate Responses

- Local people used boats to get shopping or attend school during the floods.

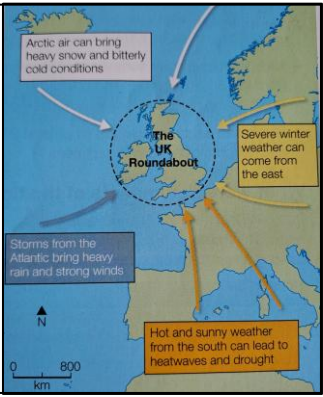
Long Term Responses

- 8km of the Rivers Tone and Parratt were dredged to increase their channels' capacity.
- Roads have been raised to enable businesses to operate during future floods.
- Riverbanks in the area have been raised and strengthened.

Evidence that weather is becoming more extreme in the UK

	Precipitation	River Flow	Evaporation
Change so far	Same annual rainfall but more heavy winter rainfall.	Increased frequency & magnitude of flooding since 1980	Temperatures are 1°C warmer.
Predicted change	Rainfall may become more seasonal rather than spread over the year.	Some scientists predict more flooding of certain rivers.	Increased evaporation due to higher temperatures, causing drought.

Causes of Extreme Weather in the UK



Arctic air can bring heavy snow and bitterly cold conditions

Severe winter weather can come from the east

Storms from the Atlantic bring heavy rain and strong winds

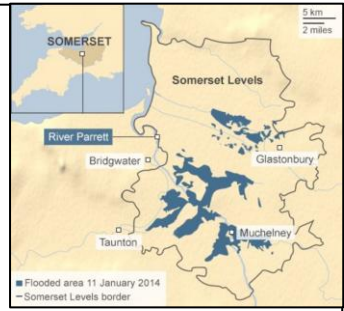
Hot and sunny weather from the south can lead to heatwaves and drought

The UK Roundabout

Extreme Weather Hazards in the UK

2014 Somerset Levels Floods

Location and Background



Physical Causes

Human Causes




Social Effects 🧑🧒

Economic Effects 💰

Environmental Effects 🌳

Immediate Responses

Long Term Responses

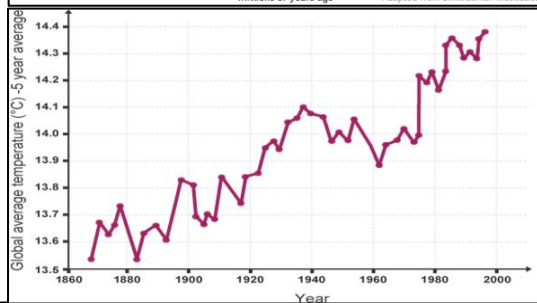
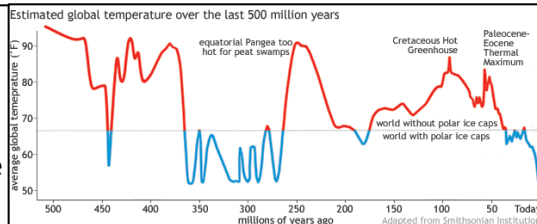
Evidence that weather is becoming more extreme in the UK			
	Precipitation 	River Flow 	Evaporation 
Change so far			
Predicted change			

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Climate Change

Climate Change vs Global Warming

Climate change can be an increase or a decrease in temperatures. The Earth's climate has been changing since time began and will continue to change into the future.

In the last few hundred years, global temperatures have fluctuated. However, since around 1950 there has been a dramatic increase in global temperatures, known as **global warming**.



Causes of Climate Change

Natural Causes

- Orbital changes
- Volcanic activity
- Solar output changes



Human Causes

- Use of fossil fuels
- Agriculture
- Deforestation



Evidence of Climate Change

Direct Evidence for Short Term Climate Change (≤100 years ago)

- Accurate **temperature data** collected from **thermometers**.

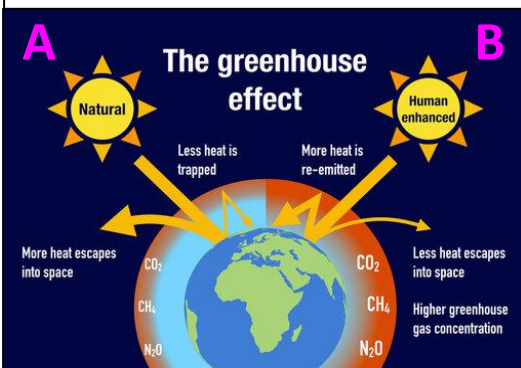


Proxy Evidence for Long Term Climate Change (≥100 years ago)

- The width of preserved **tree rings**.
- The types and concentrations of **fossils**, e.g. in ocean sediments.
- The mixture of gases frozen into ancient **ice cores**.
- How **historical records**, e.g. art, showed or described climates.



Human vs Enhanced Greenhouse Effect



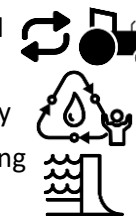
The **natural greenhouse effect** keeps the Earth 33°C warmer than it would otherwise be. Life on Earth (as we know it) would not exist without this.

The **human enhanced greenhouse effect** occurs as humans emit more greenhouse gases into the atmosphere, which traps more heat, warming the planet further.

Managing Climate Change

Adaptation (responding to changes)

- Changes in agricultural systems
- Managing water supply
- Reducing risk from rising sea levels



Mitigation (reducing causes)

- Alternative energy production
- Carbon capture
- Planting trees
- International agreements



Effects of Climate Change on People (Socio-economic)

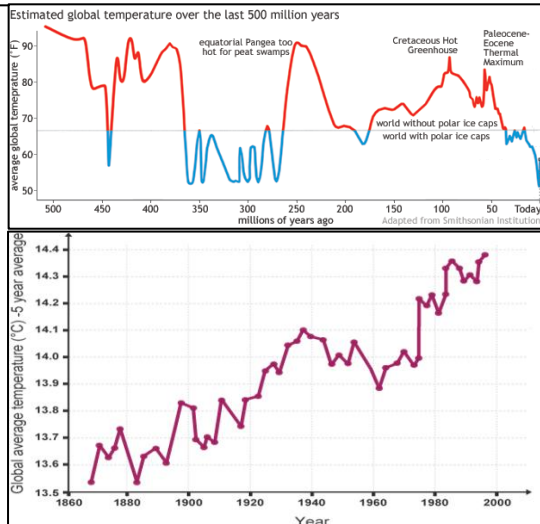
- Ice on land eg glaciers will melt which will result in sea levels rising, which will cause more coastal erosion and flooding. 80 million people will be affected by the 19cm rise in sea levels since 1900.
- Weather will become more extreme. Eg tropical storms will increase in intensity and distribution and crop yields may decrease in certain areas due to drought.
- Diseases such as malaria increase. affecting 280 million more people.

Effects of Climate Change on the Environment

- Changes to habitats could lead to disruption to animal species eg sea ice melting in the Arctic will mean polar bears lose their habitats.
- Large scale ecosystems could change due to changes in the climate.
- Ocean temperatures increasing leads to ocean acidification. This leads to bleaching and the death of coral reefs which are a keystone species.
- Forest fires become more likely as extreme weather increases.

GCSE Geography Knowledge Organiser - Paper 1 Section A: The Challenge of Natural Hazards - Climate Change

Climate Change vs Global Warming

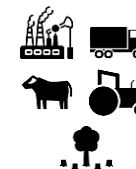


Causes of Climate Change

Natural Causes



Human Causes



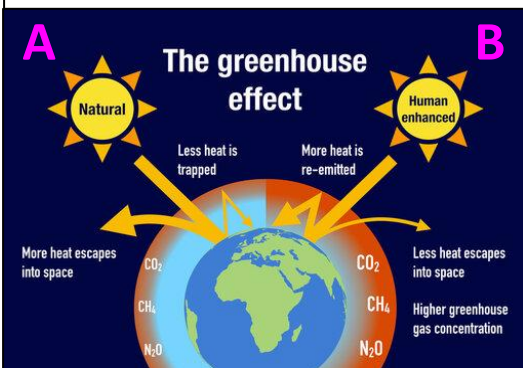
Evidence of Climate Change

Direct Evidence for Short Term Climate Change (≤ 100 years ago)

Proxy Evidence for Long Term Climate Change (≥ 100 years ago)



Human vs Enhanced Greenhouse Effect



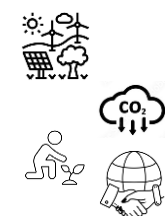
The natural greenhouse effect

The human enhanced greenhouse effect

Managing Climate Change

Adaptation (responding to changes)

Mitigation (reducing causes)



Effects of Climate Change on People (Socio-economic)

Effects of Climate Change on the Environment

GCSE Geography Knowledge Organiser - Paper 1 Section B: Living World - Ecosystems

Ecosystems Key Terms

Ecosystem = a community of plants and animals living in one place, which interact with each other and their physical environment.

Biotic components = living organisms in an ecosystem (e.g. plants, animals, insects, bacteria and fungi.)

Abiotic components = non-living features of an ecosystem (e.g. oxygen, wind, temperature, precipitation and rocks).

Interrelationship = how two or more things link together in an ecosystem, e.g. how biotic organisms need abiotic features (like water & oxygen) to survive.

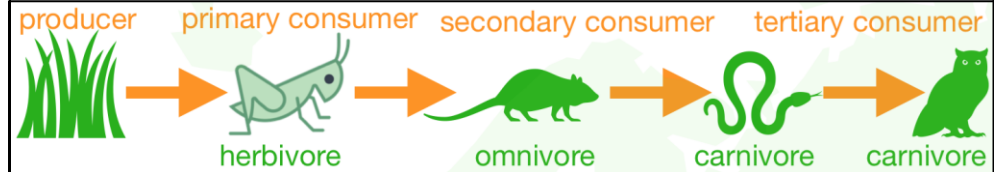
Biodiversity = the number of different plant and animal species in an ecosystem.

Producer = plants which make their own food from the sun's energy.

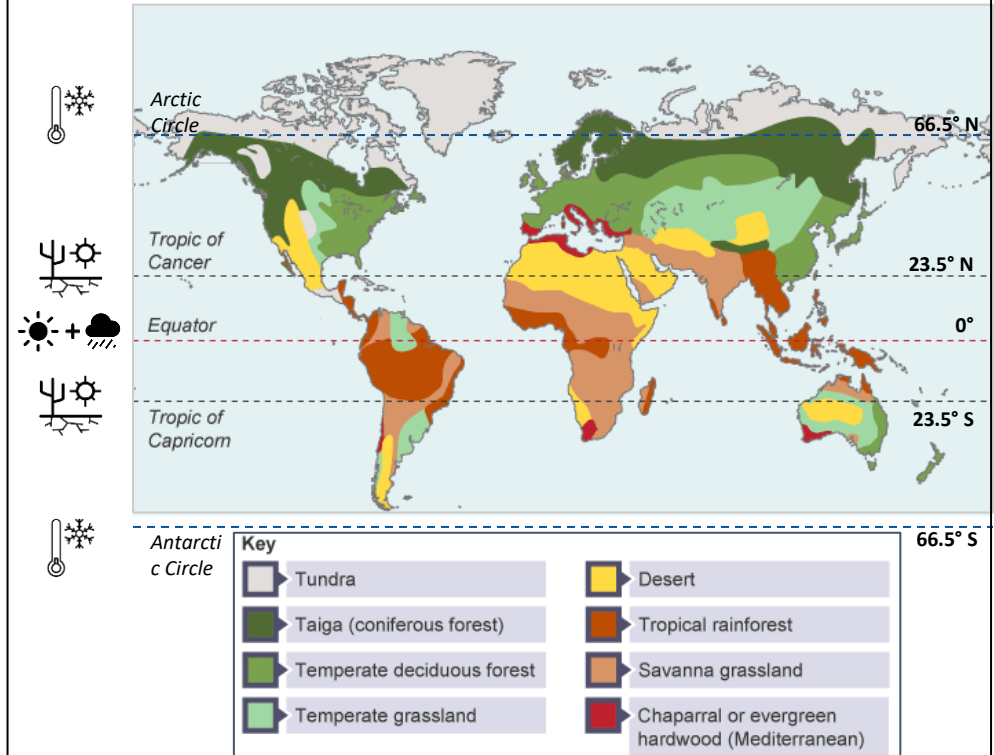
Consumer = anything which gets its energy from eating producers or other consumers (e.g. rabbits and foxes).

Decomposer = an organism which breaks down dead animals and plants, putting the nutrients back into the soil (e.g. mushrooms, fungi and bacteria).

A **food chain** uses arrows to show how energy is transferred in ecosystems.



Map of the World's Large-scale Ecosystems (Biomes)



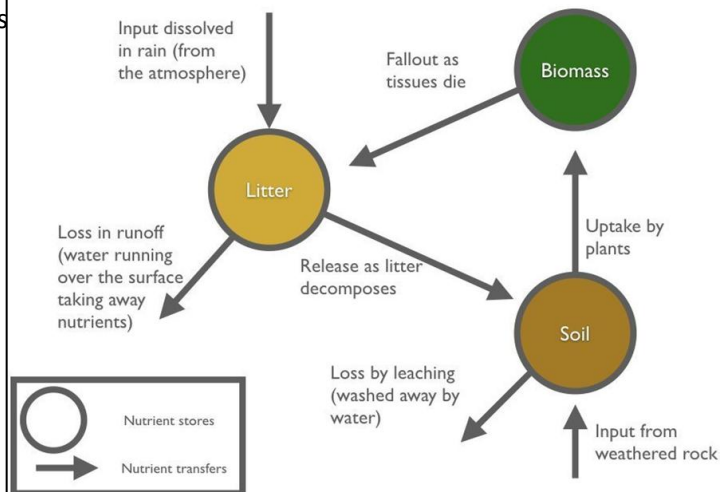
The nutrient cycle shows how nutrients are constantly recycled around an ecosystem.

Nutrients = the minerals biotic organisms need to grow.

Biomass = biotic matter (living stuff)

Litter = dead things decomposing

The nutrient cycle



Example of a small-scale UK ecosystem: Freshwater ponds have natural interrelationships between biotic & abiotic features. Producers (like algae and pondweed) use sunlight to make food. They are eaten by consumers (snails and tadpoles). When organisms die, decomposers (bacteria and fungi) break down the dead material. This releases nutrients (e.g. nitrates) back into the pond, which are absorbed by producers, completing the nutrient cycle.

GCSE Geography Knowledge Organiser - Paper 1 Section B: Living World - Ecosystems

Ecosystems Key Terms

Ecosystem =

Biotic components =

Abiotic components =

Interrelationship =

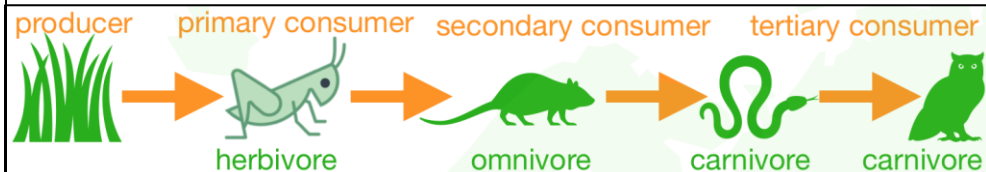
Biodiversity =

Producer =

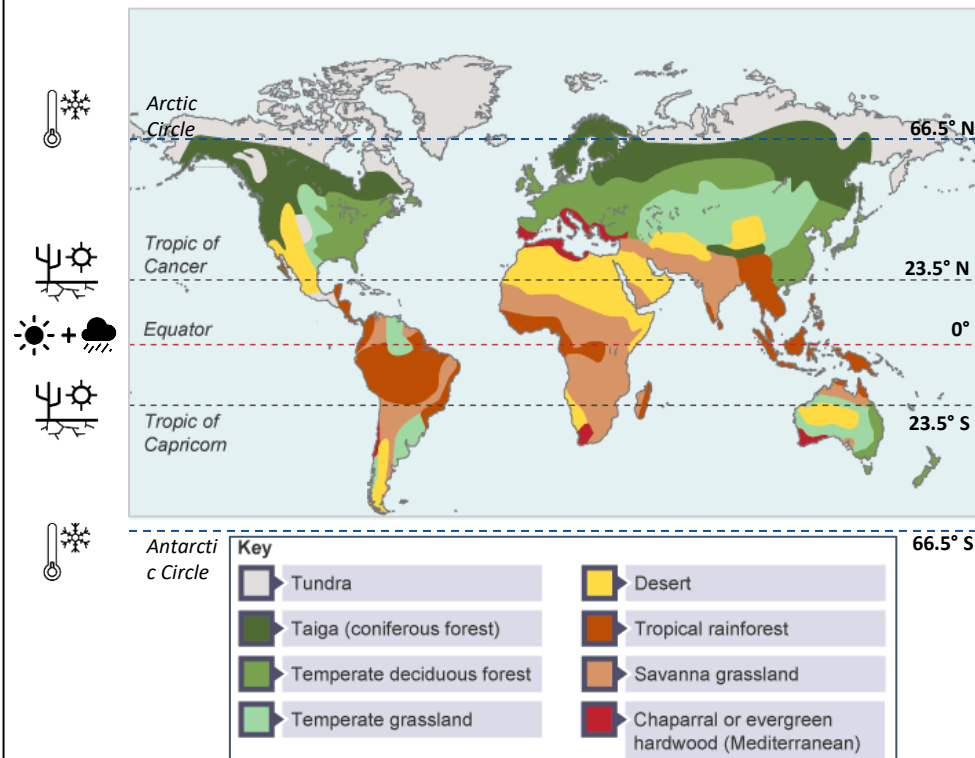
Consumer =

Decomposer =

A **food chain** uses arrows to show



Map of the World's Large-scale Ecosystems (Biomes)



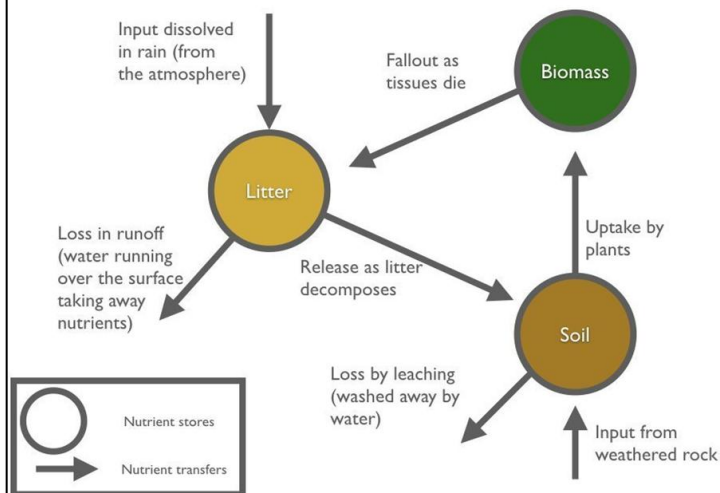
The nutrient cycle shows

Nutrients =

Biomass =

Litter =

The nutrient cycle



Example of a small-scale UK ecosystem:

Characteristics of the Malaysian Rainforest

Location: North of the Equator in Malaysia.

Climate: Sunny, hot (25-30°C) and rainy (over 2500 mm of rain) all year - no seasons.

Soil: Thin fertile (nutrient rich) topsoil where leaf litter decomposes. However, the soil under this top layer is poor quality, as the heavy rain washes most of the nutrients away.

Biodiversity: Very high biodiversity, as the climate is perfect for rapid plant growth. Therefore, there's lots of food for consumers.

Location of the Malaysian Rainforest



Deforestation = cutting or burning down all the vegetation (plants) in an area.

Causes of Deforestation in the Malaysian Rainforest

- **Commercial agriculture** = clearing space to grow crops or farm animals for money.
- **Subsistence farming** = when indigenous people cut down or burn a small area of forest for space to grow enough food for their family.
- **Logging** = deforestation on a large scale by companies, so the wood can be sold and used, e.g. for building houses or making furniture.
- **Mining** tin and iron ore.
- **Population growth and building settlements.**
- Flooding for **hydroelectric dams**

Impacts of Deforestation in the Malaysian Rainforest

- **Economic development**, as people reinvest the money they earn into businesses, housing, education, healthcare etc.
- **Biodiversity reduces** as habitats are destroyed.
- Increases the risk of **climate change**, as fewer trees take in CO²- Carbon sink. Burning also releases CO².
- **Soil erosion** as loose soil is washed away in the heavy rain.

Plant and Animal Adaptations Tropical Rainforests

Buttress roots = large roots, which spread out sideways. This means that trees can access all the nutrients in the fertile topsoil and the wide roots also support the trees' weight, so they don't topple over during storms.



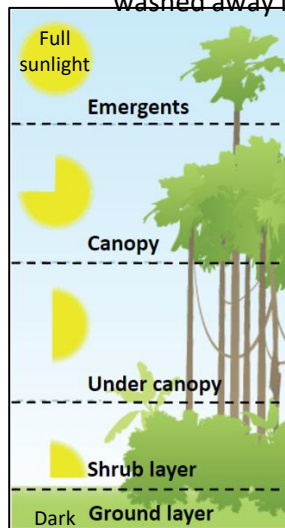
Drip tip leaves = pointed leaves, which let water run off quickly. This stops the leaves getting broken or damaged during heavy rainstorms.



Camouflage, e.g. jaguar have **spotted fur** to help the adults hide to ambush prey & cubs stay safe when adults are hunting. **Claws** for climbing trees and a **strong bite** to catch prey.



Squirrel monkeys have **powerful leg muscles** and a **prehensile tail** (can grip like an extra hand). These adaptations let squirrel monkeys easily move around the canopy to find fruit, leaves, and nuts growing there.



Sustainable management means using an area in a way that doesn't damage it forever.

Selective logging = cutting down only mature (fully grown) trees in the canopy or emergent layer. Smaller trees are left to grow and get more light.

Ecotourism = tourism that creates jobs but doesn't damage the local environment.

Conservation and education = teaching people about the value of the rainforest (e.g. medicines), so they want to protect it.

International agreements, e.g. restrictions on hardwood logging or "Debt for Forest" agreements.

GCSE Geography Knowledge Organiser - Paper 1 Section B: Living World - Tropical Rainforests

Characteristics of the Malaysian Rainforest

Location:

Climate:

Soil:

Biodiversity:

Location of the Malaysian Rainforest

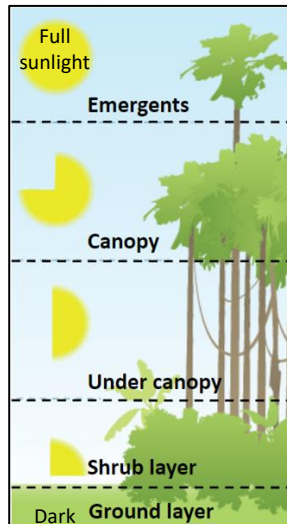


Deforestation = cutting or burning down all the vegetation (plants) in an area.

Causes of Deforestation in the Malaysian Rainforest

Impacts of Deforestation in the Malaysian Rainforest

Plant and Animal Adaptations Tropical Rainforests



Sustainable management means

Selective logging =

Ecotourism =

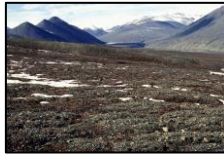
Conservation and education =

International agreements

Characteristics of Cold Environments in the Northern Hemisphere

Tundra biome

Location: North of the Arctic Circle.



Climate: Cold, windy and dry (150-250mm of precipitation per year). Average temperatures are below freezing for most of the year, but reach a peak of 10°C in the short summer. 50-60 days of permanent daylight during summer.

Soil: The topsoil thaws (melts) in the summer and decomposers break down dead organic matter. The permafrost (frozen soil) underneath never melts.

Biodiversity: Small specially adapted plants grow slowly but survive here, which provides food for more animals.

Polar biome

Location: North of tundra areas.



Climate: Very cold, windy, and very dry (less than 150mm of precipitation per year). Average temperatures never rise above freezing during any month and can drop to -50°C in winter. 3-4 months of permanent daylight during summer.

Soil: Rocky, frozen ground covered in snow and ice, which never melts.

Biodiversity: Very few plants can survive without soil, but lichen grows on rocks. Few animals live here, as food is scarce. Polar animals often hibernate or migrate south during the winter to find food.

Plant and Animal Adaptations in Cold Environments

Woolly lousewort have fine hairs along their stems and leaves to reduce wind chill and trap heat from the sun, so they stay up to 20°C warmer than surrounding air.



Arctic Willows are small and grow very close to the ground, where it is warmer because the sun heats it. It has dark blue & purple flowers to absorb even more sunlight to stay warm. Seeds can't form below 0°C.



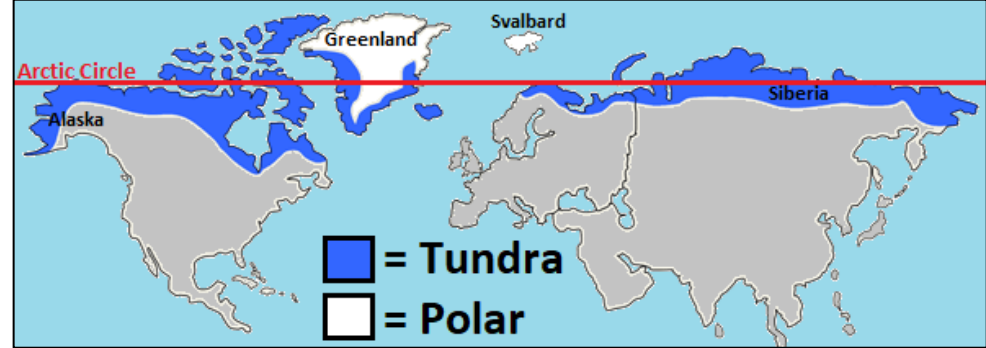
Musk Oxen have long outer fur to keep out the wind and incredibly fine wool underneath to insulate them from the cold. They have very short legs to retain heat and migrate south during the winter.



Tundra bumblebees have dense hair to stay warm and shiver to heat their flight muscles. Glycerol in their bodies, stops them freezing.



Location of Cold Environments in the Northern Hemisphere



Opportunities and Challenges in Svalbard

- + **Fishing** for arctic cod.
- + **Mining** for coal (300 jobs)
- + **Tourism** as people come to see the Northern Lights.
- + **Geothermal energy** (underground heat) can be used to generate electricity.
- + **Hunting** walrus and narwhal
- **Extreme cold** down to -30°C in Longyearbyen, Svalbard.
- **Infrastructure** problems include pipes freezing and roads ice up.
- **Accessibility** (getting there) is difficult, so fresh food is expensive.
- **Construction** (building things) is difficult with freezing temperatures and long months of darkness.

Sustainable Management of Cold Environments

Cold environments are **fragile ecosystems** (easily damaged), as plants grow slowly in the cold climate, so it takes a long time to repair any damage.

Technology like the Trans Alaskan Pipeline and **laws** (e.g. hunting quotas (limits) or bans on off-road driving) both reduce environmental damage.

Environmental conservation groups like the WWF (World Wildlife Fund) raise money and educate people, so they want to protect cold environments.

International agreements, e.g. the Antarctic Treaty, allow multiple countries to join together to protect cold environments and have a bigger impact.

GCSE Geography Knowledge Organiser - Paper 1 Section B: Living World - Cold Environments

Characteristics of Cold Environments in the Northern Hemisphere

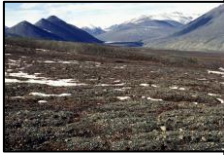
Tundra biome

Location:

Climate:

Soil:

Biodiversity:



Polar biome

Location:

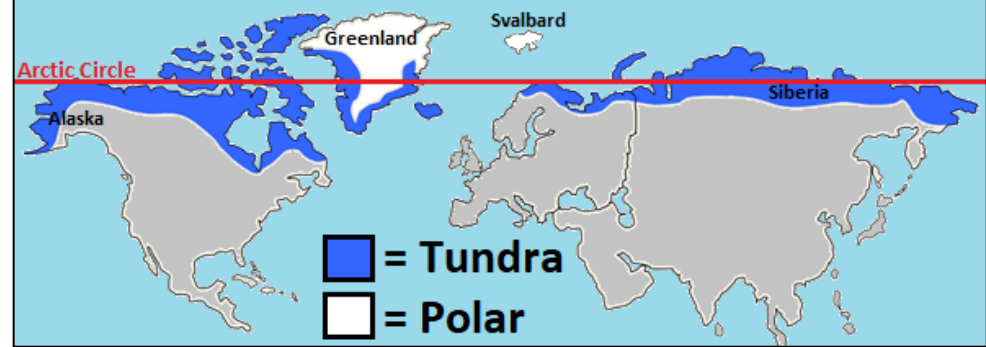
Climate:

Soil:

Biodiversity:



Location of Cold Environments in the Northern Hemisphere



Opportunities and Challenges in Svalbard

Plant and Animal Adaptations in Cold Environments



Sustainable Management of Cold Environments

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Overview

Relief = the height and steepness of the land.

Upland areas = areas of high or hilly land, e.g. the Cambrian Mountains, Grampian Mountains, and Pennines.

Lowland areas = areas of low-lying land, often near the sea, e.g. The Norfolk Broads, The Fens, and the London Basin.

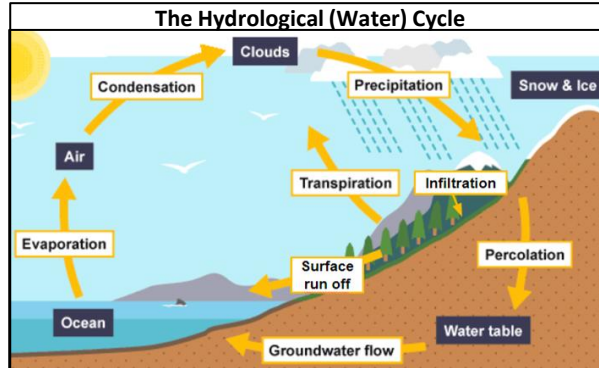
Rivers = large natural streams of water flowing in a channel to the sea, a lake, or another river, e.g. the River Severn, the River Thames, and the River Trent.

Sediment = natural material that has been broken down, e.g. rocks, pebbles, or sand.

Erosion = sediment being broken down by moving water.

Transportation = sediment being moved by water.

Deposition = sediment being dropped when the water loses kinetic energy.



Erosion	Hydraulic action	Waves or river water crash against rocks and compress air in the cracks, which puts pressure on the rocks. Over time, this widens the cracks and causes part of the rock to break away.
	Abrasion	Sediment in the water scrapes and rubs against the rock.
	Attrition	Sediment in the water smashes against each other and breaks into smaller fragments, getting smoother and smaller over time.
	Solution	Chemicals in the water dissolve the rock.
	Vertical erosion	Erosion happening downwards. This deepens the river channel making it V shaped in the upper course of the river
Lateral erosion	Lateral erosion	Erosion happening sideways. This widens the river channel in the middle and lower courses of the river.
	Traction	Large sediment like boulders are rolled along the river bed.
Transport	Saltation	Smaller sediment is bounced along the river bed.
	Suspension	The smallest sediment like silt and clay are carried along in the water.
	Solution	Soluble materials dissolve in the water.
	Deposition	Sediment is dropped by the water when it loses kinetic energy.

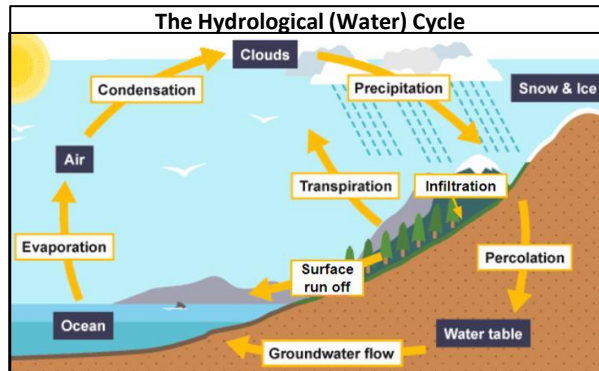
A Relief Map of the UK



GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Overview

Relief =
 Upland areas =
 Lowland areas =
 Rivers =

Sediment =
 Erosion =
 Transportation =
 Deposition =



Erosion	Hydraulic action	
	Abrasion	
	Attrition	
	Solution	
	Vertical erosion	
Transport	Lateral erosion	
	Traction	
	Saltation	
	Suspension	
Deposition		

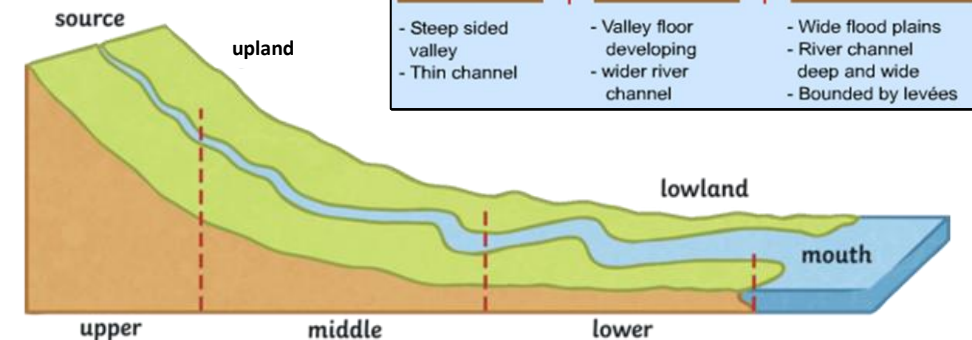


GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Rivers

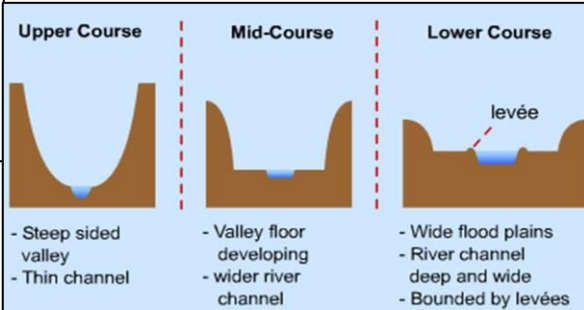
Cross profiles show the shape of the river channel and valley.

Long profiles show the Gradient (steepness) of the river from source to mouth.

Long Profile of a River



Cross Profiles of a River



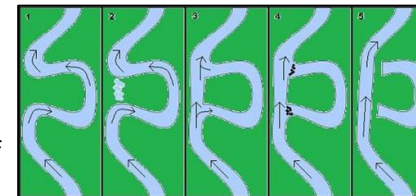
Middle Course Landforms Formation - Created by Erosion & Deposition

Meanders

1. Rivers develop large bends called meanders in the middle and lower course.
2. The current is faster on the outside of the bend because the channel is deeper and there is less friction. The fast current creates river cliffs through erosion.
3. The current is slower in the inside of the bend because the channel is shallower. This means there is deposition in this area forming river beaches.

Oxbow Lakes

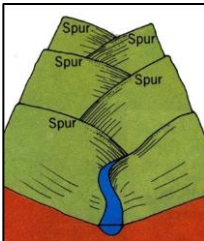
1. Meanders get larger over time.
2. Erosion causes the outside of the bends to get closer until there is just a small piece of land left between them called the neck.
3. The river eventually breaks through this land (commonly during a flood) and the river flows along the shortest course.
4. Deposition eventually cuts off the old meander forming an oxbow lake.



Upper Course Landforms Formation - Created by Erosion

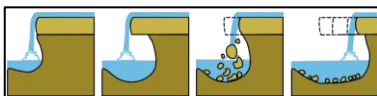
V-shaped Valleys and Interlocking Spurs

1. In the upper course of the river most of the erosion is vertical because the water has more gravitational potential energy. This creates deep v-shaped valleys.
2. Weathering keeps the v-shaped valley sides steeply sloped.
3. Rivers aren't powerful enough to erode laterally, so wind around the high hillsides in their path. The hillsides interlock (overlap) with each other and these are interlocking spurs.



Waterfalls

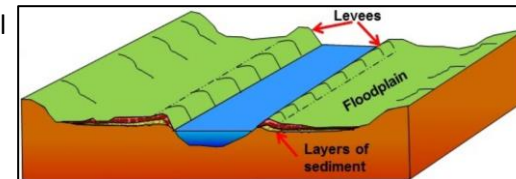
1. A river flows over a layer of more resistant (hard) rock on top of less resistant (soft) rock.
2. The less resistant (softer) rock is eroded by hydraulic action and abrasion faster than the more resistant (harder) rock creating a step in the river.
3. As water goes over the step the erosion continues which creates steep drop and abrasion creates a deep plunge pool at the bottom of the waterfall.
4. The resistant rock is undercut leaving an overhang. This eventually collapses.
5. Over time, the waterfall retreats leaving a gorge (narrow steep sided valley).



Lower Course Landforms Formation - Created by Deposition

Floodplains

1. When a river floods, the water deposits sediment across the flat valley floor.
2. Over time, this builds up layers of sediment making the valley floor higher.
3. The flat land near the river channel which floods is called a floodplain.



Levees

1. During flooding, sediment is deposited on the floodplain.
2. The largest sediment (rocks) will be deposited closest to the river bank.
3. Over time this builds up natural embankments (raised bits) along the edges of the river called levees.

Estuaries

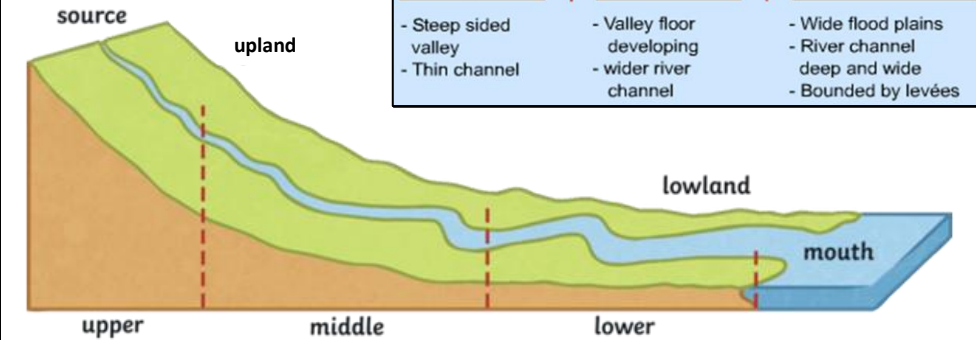
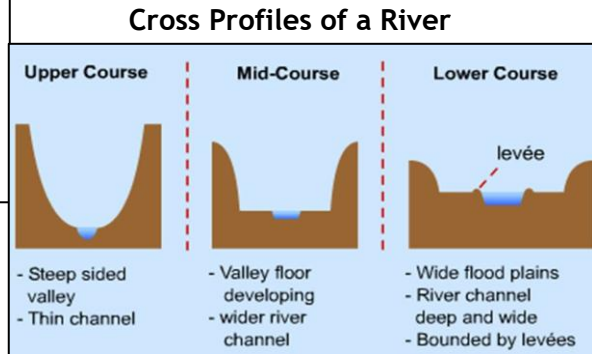
1. Where a river enters the sea at its mouth, tidal sea water will flood its banks every high tide and the river water will lose kinetic energy.
2. These processes both cause deposition.
3. As sediment builds up, mudflats form and this part of the river is called an estuary. Salt marshes can form on the edges of estuaries.

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Rivers

Cross profiles show

Long profiles show

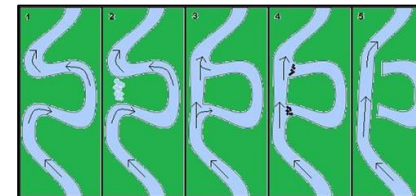
Long Profile of a River



Middle Course Landforms Formation - Created by Erosion & Deposition

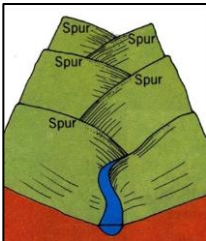
Meanders

Oxbow Lakes

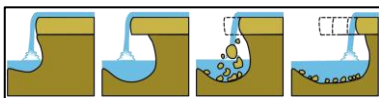


Upper Course Landforms Formation - Created by Erosion

V-shaped Valleys and Interlocking Spurs



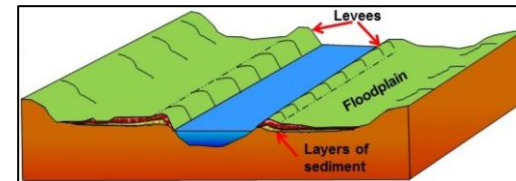
Waterfalls



Lower Course Landforms Formation - Created by Deposition

Floodplains

Levees



Estuaries

Flood Hydrographs

Flood hydrographs = graphs showing a precipitation event like a storm and how this affected a river's discharge. Sometimes called "Storm hydrographs".

Precipitation = rainfall and is shown as bars, measured in mm. Taller bars show more precipitation. More bars show a longer period of precipitation.

Discharge = amount of water in the river and is shown as a line, measured in cumecs. The shape and steepness of the line tells us how quickly the precipitation reached the river channel and, therefore, how likely the river is to flood.

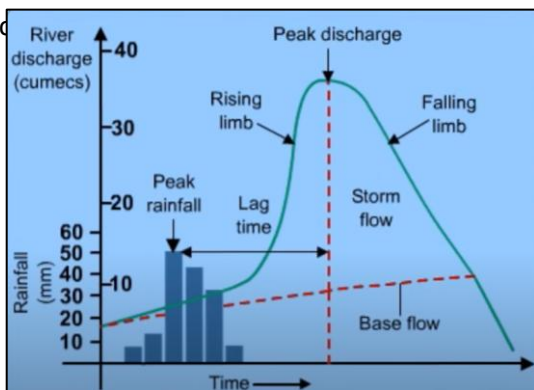
Peak discharge = the maximum amount of water in the river.

Peak rainfall = the maximum amount of rainfall. Shows the maximum increase in discharge after rain.

Lag time = the delay between peak rainfall and peak discharge.

Falling limb = shows discharge returning back to normal levels.

Storm flow = all the extra discharge due to the rain storm.



Flood Management in Banbury

Banbury is located 50km north of Oxford on the River Cherwell. It often floods here, costing millions of pounds and affecting hundreds of homes.

- ▶ **Raising the A361** (the main road into Banbury) and building new drains under it, means that the road is less likely to be flooded or eroded.
- ▶ **A 2m tall wall around Banbury FC's grounds** has protected it from floods.
- ▶ **A Biodiversity Action Plan** led to ponds being created and trees & hedgerows being planted to store more water and create new habitats.
- ▶ **A new flood storage area** means that extra rainwater could be collected in a temporary reservoir behind a 2.8km long embankment near Banbury

Causes of River Flooding

Physical Causes

- **Heavy rain** or a **long period of rainfall** leading to saturated soil.
- **Impermeable rock** under the soil, stopping water being absorbed.
- **Steep relief** (slopes) channeling water quickly into

Human Causes

- **Urbanisation** (building more towns & cities) leading to more surface runoff.
- **Deforestation** reducing the number of trees there to intercept (catch) rainfall and soak up groundwater.

rivers.

Effects of River Flooding

Social Effects 🧑🧑

- Homelessness as homes are damaged.
- Drinking water can be contaminated by sewage and waste.

Economic Effects 💰

- Unemployment as businesses must close.
- Expensive costs of repairing buildings & infrastructure.

Environmental Effects 🌳

- Animals are displaced as their habitats flood.
- Sewage and toxic waste can get into rivers.

Managing River Flooding

Hard Engineering 🏗️

- **Dams** to store excess water in reservoirs.
- **Channel straightening** to drain the area more quickly.
- **Embankments** (man-made levees) to contain the river.
- **Flood relief channels** to store excess water during a flood.

Soft Engineering 🌳

- **Preparation** for floods, e.g. laying sandbags or evacuating.
- **Afforestation** = planting more trees to intercept and soak up water.
- **Floodplain zoning** = having fields near rivers, but building housing, factories, hospitals further away.
- **River restoration** = allowing rivers to flood naturally in some places

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Rivers

Flood Hydrographs

Flood hydrographs =

Precipitation =

Discharge =

Peak discharge =

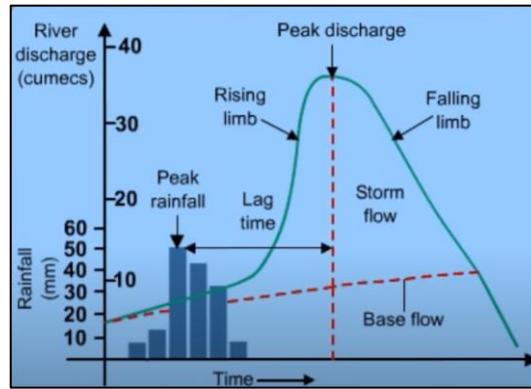
Peak rainfall =

Rising limb =

Lag time =

Falling limb =

Storm flow =



Causes of River Flooding

Physical Causes

Human Causes

Effects of River Flooding

Social Effects 🧑🧑

Economic Effects 💰

Environmental Effects 🌳

Flood Management in Banbury

Managing River Flooding

Hard Engineering 🧱

Soft Engineering 🌳

Waves

Waves are created by the friction of wind blowing over the surface of the water. When the waves reach the coast, the bottom section slows down due to friction with the sea bed, so the upper section topples over and the wave breaks.

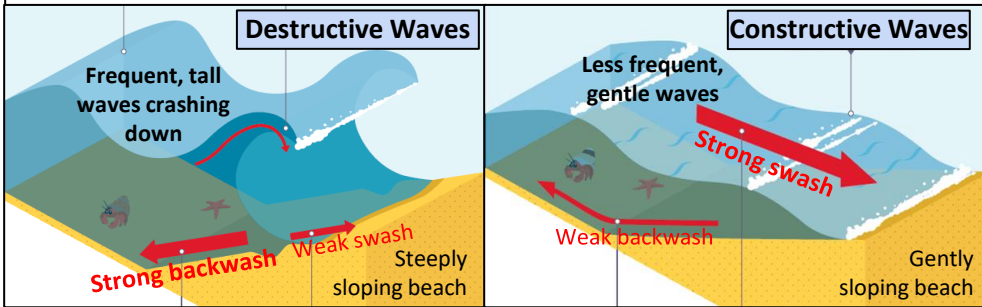
Fetch = the distance waves have travelled. Longer fetch → larger waves.

Swash = water from waves pushing their way up the beach.

Backwash = water from the waves washing back down the beach due to gravity.

Destructive waves = frequent waves with a stronger backwash, which create steep, narrow pebble beaches. They are tall, so crash onto and erode the beach.

Constructive waves = less frequent waves with a stronger swash, which create gently sloping, wide sandy beaches. They are smaller, causing more deposition.



Weathering and Mass Movement

Weathering = the breaking down of rocks *in situ*, so where they aren't moving.

Biological weathering = Plant roots or animals pushing into cracks in the rock.

Chemical weathering = Rocks being dissolved by chemicals in the rainwater.

Mechanical weathering = Freeze-thaw is one example, where water freezes in cracks in the rock, expanding and breaking it up.

Mass movement = the shifting of rocks and loose sediment down a slope due to gravity. Mass movement is more likely where there's lots of weathering.

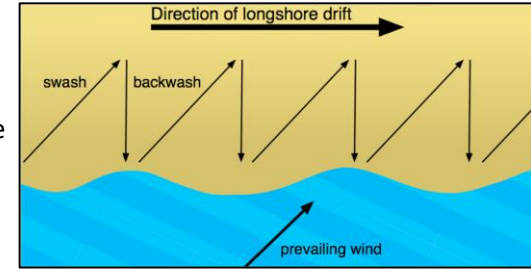
Slides (e.g. landslides) = rocks and sediment shifting in a straight line.

Slumps = rocks and sediment shifting with a rotation (like slumping in a chair).

Falls (e.g. rockfalls) = rocks and sediment falling down steep slopes.

Longshore Drift (LSD)

Longshore drift transports sediment along the coastline. It happens when the prevailing (most common) wind direction creates waves which hit the coast at an angle. The swash pushes sediment up the beach diagonally while the backwash pulls it straight back down due to gravity. This repeats and transports sediment along the coast.



Depositional Landforms on the Coast

Beaches

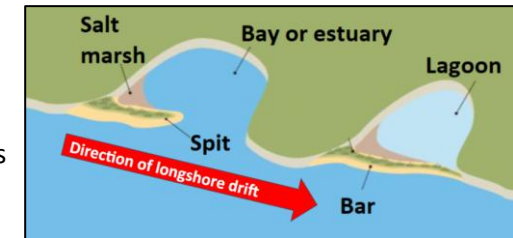
Constructive waves deposit sediment in sheltered areas on the coast, such as bays. The waves slow down, so deposition occurs, forming beaches.

Spits

1. Spits form where there's a sharp bend in the coastline.
2. LSD transports sediment past the bend and deposits it.
3. Over time, this sediment builds up and forms new land. This is the spit.
4. Strong winds can curve the end of a spit, creating a hook.
5. The area behind the spit is sheltered and a salt marsh can form here.

Bars

1. If a spit reaches the other side of a bay, it is called a bar.
2. The sheltered water behind a bar is called a lagoon.



Sand dunes

1. Sand is deposited on beaches by LSD and moved up the beach by the wind.
2. Sand will get caught in obstacles like rocks, branches, or plants.
3. Plants & grasses begin to grow in the sand. Their roots stabilise the sand, forming an embryo dune.
4. Over time, the sand blows further inland, so the oldest dunes migrate inland.
5. New embryo dunes then form near to the coast.

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Waves

Waves are

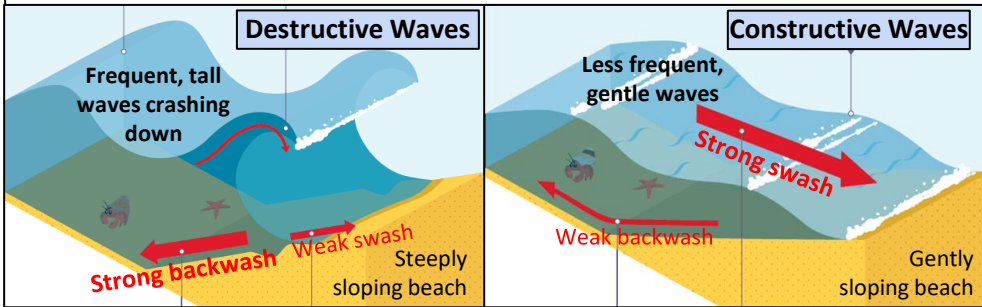
Fetch =

Swash =

Backwash =

Destructive waves =

Constructive waves =



Weathering and Mass Movement

Weathering =

Biological weathering =

Chemical weathering =

Mechanical weathering =

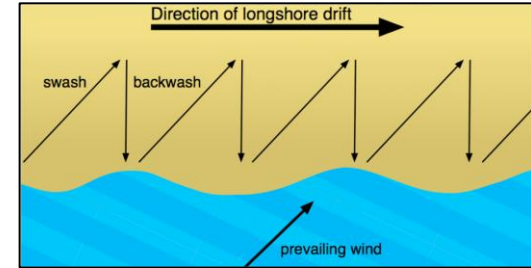
Mass movement =

Slides (e.g. landslides) =

Slumps =

Falls (e.g. rockfalls) =

Longshore Drift (LSD)



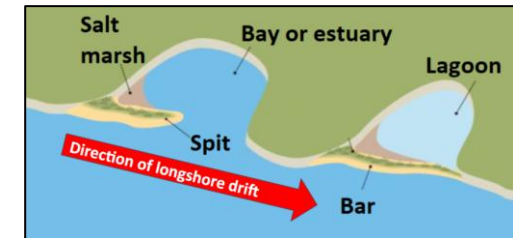
Depositional Landforms on the Coast

Beaches

Spits

Bars

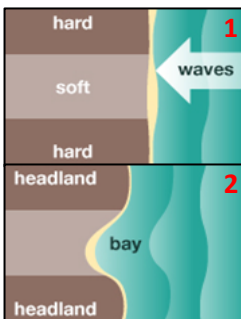
Sand dunes



Erosional Landforms on the Coast

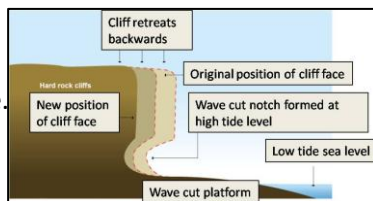
Bays and Headlands

1. On discordant coastlines, there are alternating bands of more resistant (hard) and less resistant (soft) rock.
2. The bands of less resistant rock erode more quickly, forming sheltered bays with beaches in them.
3. The bands of more resistant rock are left as headlands, which are surrounded by water on three sides.



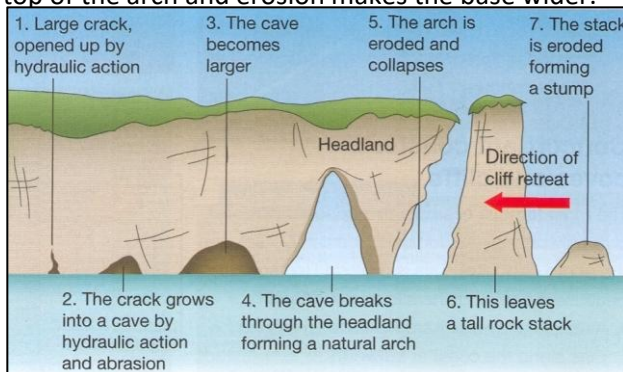
Wave Cut Platforms

1. Waves cause erosion at the base of sea cliffs.
2. The erosion creates a notch (indent) at the bottom of the cliff, which gets larger over time.
3. Eventually, the cliff above the notch collapses.
4. This repeats over time and leaves a wave cut platform where the cliff used to be.



CCASS (Crack, Cave, Arch, Stack, Stump)

1. Headlands stick out to sea, as they are made of more resistant rock, but they still have weaknesses and cracks in them.
2. Hydraulic action from waves will widen the cracks in the headland.
3. Over time, this will form caves in the headland.
4. Eventually, erosion from the waves hitting the back of the cave will erode all the way through the headland, leaving an arch.
5. Weathering weakens the top of the arch and erosion makes the base wider.
6. Eventually, the top of the arch will collapse, leaving a stack.
7. The stack will be eroded by waves hitting its base. When it collapses, it leaves a rocky stump, which might be covered by water at high tide.



Coastal Erosion

Coastal erosion is when the land is eroded by waves over time. This can cause infrastructure like roads, pipes, and cables as well as buildings to fall into the sea.

The effects are similar to flooding on rivers. However, river flooding will drain away with time, whereas coastal erosion cannot be reversed.

Managing Coastal Erosion

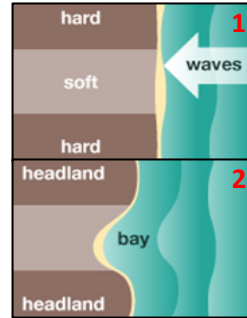
	Defence	What it is	Benefits	Costs
Hard Engineering	Sea Wall	A wall made out of a hard material like concrete that reflects waves back to sea.	It prevents erosion of the coast. It also acts as a barrier to prevent flooding.	It creates a strong backwash, which erodes under the wall. Sea walls are very expensive to build and to maintain.
	Gabions	A wall of wire cages filled with rocks usually built at the foot of cliffs.	The gabions absorb wave energy and so reduce erosion. They're cheap and easy to build.	They're ugly to look at and the wire cages can corrode over time.
	Rock Armour	Boulders that are piled up along the coast. (It's also sometimes called rip-rap.)	The boulders absorb wave energy and so reduce erosion and flooding. It's a fairly cheap defence.	Boulders can be moved around by strong waves, so they need to be replaced.
	Groynes	Wooden or stone fences that are built at right angles to the coast. They trap material transported by longshore drift.	They create wider beaches which slow the waves. This gives greater protection from flooding and erosion. They're a fairly cheap defence.	They starve beaches further down the coast of sand, making them narrower. Narrower beaches don't protect the coast as well, leading to greater erosion and floods.
Soft Engineering	Beach Nourishment and Reprofilling	Sand and shingle from elsewhere (e.g. from the seabed) or from lower down the beach that's added to the upper part of beaches.	It creates wider beaches which slow the waves. This gives greater protection from flooding and erosion.	Taking material from the seabed can kill organisms like sponges and corals. It's a very expensive defence. It has to be repeated.
	Dune Regeneration	Creating or restoring sand dunes by either nourishment, or by planting vegetation to stabilise the sand.	Sand dunes provide a barrier between the land and the sea. Wave energy is absorbed which prevents flooding and erosion. Stabilisation is cheap.	The protection is limited to a small area. Nourishment is very expensive.

Managed Retreat

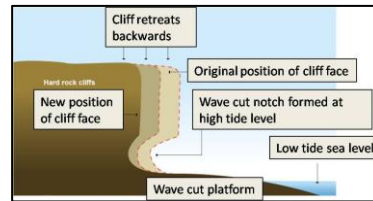
Managed retreat is when the land on the coast is left to flood and be eroded by waves. The flooded land creates a salt marsh, which provides some protection for things further inland. Therefore, managed retreat is cheap and easy, but doesn't protect the coast from erosion, so may be unpopular.

Erosional Landforms on the Coast

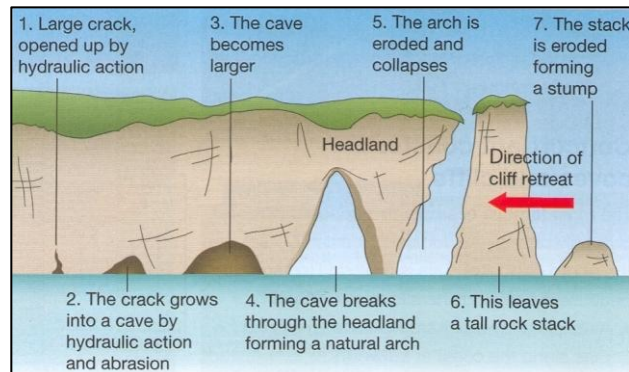
Bays and Headlands



Wave Cut Platforms



CCASS (Crack, Cave, Arch, Stack, Stump)



Coastal Erosion

Managing Coastal Erosion

Managed Retreat

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Dorset Coast

The Dorset Coast is located on the south coast of England.



Coastal Management Example - Preston Beach in Weymouth, Dorset

1996 Beach Management Plan

- 200,000m³ of beach recycling.
- A rock groyne built at the south end of the beach.
- A sea wall built later.






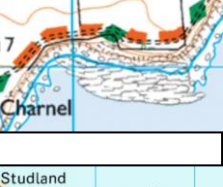

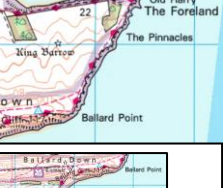




Benefits

- The main road is better protected.
- 86 houses are protected.
- The area looks nicer, encouraging tourism.
- Lodmoor nature reserve was protected.

Costs

- Shingle for beach recycling came from nearby Furzy Cliffs leaving them less protected and damaging vegetation.
- The local council had to raise taxes to cover the costs of building and long term maintenance.

Coastal Features of the Dorset Coastline

Landform	Type of landform	Example on the Dorset Coast	Photograph of the Landform	What it looks like in a photograph	OS map showing the landform	What it looks like on an OS map
Arch	Erosional	Durdle Door		A hollow space in a section of protruding (sticking out) rock.		You can't see arches from above, so they're not always marked on maps.
		Old Harry		A tower of free-standing rock left isolated from the mainland.		Circles of land like tiny islands off the tips of headlands.
		Kimmeridge		A flat platform of rock at the bottom of a cliff. Covered at high tide.		White cloudy-shaped areas marked like rocks sticking out into the sea.
Headland/Cliffs		Ballard Point		An area of land sticking out to sea, surrounded by water on 3 sides.		An area of land sticking out to sea, surrounded by water on 3 sides.
		Bay	Swanage Bay		A semi-circle of water where the sea comes in between two headlands.	
Bar			Chesil Beach		A long line of sand stretching between	

GCSE Geography Knowledge Organiser - Paper 1 Section C: Physical Landscapes in the UK - Coasts

Dorset Coast

The Dorset Coast is located








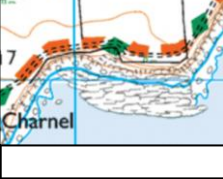

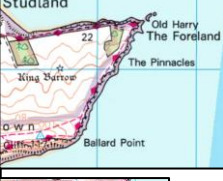




Coastal Features of the Dorset Coastline

Coastal Management Example - Preston Beach in Weymouth, Dorset

1996 Beach Management Plan

Benefits

Costs

Landform	Type of landform	Example on the Dorset Coast	Photograph of the Landform	What it looks like in a photograph	OS map showing the landform	What it looks like on an OS map
Arch	Erosional	Durdle Door				
Stack		Old Harry				
Wave Cut Platform		Kimmeridge				
Headland/Cliffs		Ballard Point				
Bay	Depositional	Swanage Bay				
Bar		Chesil Beach				

Anglo-Saxons - Normans Paper 2 - Key Topic 1 1060-66

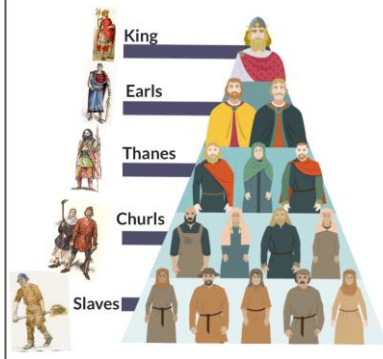


Anglo-Saxon Society

- King (anointed by God, law-maker)
 - Taxes (ability to control taxes)
 - Land (could give and take away land)
 - War (ability to raise an army)
 - Laws (creating new laws)
 - Money (Controlled production of silver pennies)
- Earls (aristocracy, competed for loyalty)
 - E.g. Godwin of Wessex, Leofric of Mercia, Siward of Mercia
 - Collected taxes (taking 1/3 for themselves)
 - Oversaw justice and law
 - Raise an army (Lord to many thegns)
 - Could often challenge the King: (e.g. Godwin in 1050 - Godwin family more powerful and rich. Godwin refused to punish Dover for attacking the Boulogne embassy. Godwin refused, was exiled, returned in 1051 and allowed his Earldom back.
- Thegns (4000-500 by 1060, holds lands)
 - Ceorls (free to work for other Lords)
 - Slaves (10%, treated as property)

Witan (council of elders, Churchmen discussing religious, foreign and land

Anglo-Saxon Hierarchy



Local Government

- Shire, Hundred (100 hides of land), Tithing (10 households, or tithing = 10%)
- Shire Reeve (collected taxes inc. geld tax, fines, finding soldiers for the Fyrd (General: local, Select Fyrd: anywhere in England))
- Collective Responsibility (use of hue and cry, blood feuds and Wergild)

The Church was vital for everyday life: centres of knowledge, hospitals, provided sacraments (marriages, baptisms), held land, advised the King.

The Godwin family were very important

- Land (Harold of Wessex 1053, Tostig of Northumbria 1055, Gyth of Anglia 1057)
- Wealth (richest family in the Kingdom)
- Thegns (had control over lots of thegns)
- Influence over the Church (had loyal bishops on their side)
- Political marriages (sister of Harold Godwin, Edith, married King Edward)



Northumbrian rebellion against Tostig in 1065 caused by:

- Greed (taxed people unfairly)
- Betrayal (allied with Malcolm III of Scotland who raided the Northumbrians)
- Oppression (executed rivals unfairly i.e. Gospatric, abused the law for his own gain)
- Danelaw (ignorant of cultural customs of the North (mainly Danish))
- Ruled by southerners (the Northerners wanted a Northerner)

Harold disobeyed the King's orders to repress the people, instead exiling Tostig and placing Morcar as Earl in November 1065. It showed Edward to be ill, and Harold to be strong and decisive.

Succession Crisis - Edward dies on 5 January 1066 but has no heir

The Witan want to decide quickly because war was pending (Against Normandy and Scandinavia) and all the nobles were at Westminster Cathedral and Harold is crowned

Harold is crowned King of England in 1066. William I (Normandy)

- Richest man in the Kingdom
- Well-loved by the people
- Support from many thegns and Witan
- English (the Witan did not want foreigners)



- Edward had promised him the throne 1051
- Backed by the Pope
- Great warrior and experienced
- Harold promised William I in the 1064/5 embassy to Normandy
 - Anglo Saxons say Harold was trying to free prisoners Hakon and Wulfnoth
 - Normans say Harold promised allegiance on holy relics



Edgar the Aetheling (Prince)

- Related to old King (nephew)
- No Allies
- Young and inexperienced



Harald Hardrada (Norway)

- Danish, resonated with the North
- Believed his father was owed the crown
- Great warrior
- Support from exiled Tostig



1) Battle of Fulford in September 1066 victory for Hardrada

- Hardrada had 200-300 ships, landed in the Humber, outnumbered Edwin and Morcar (6'000 to 9'000)
- Tactical -
 - Hardrada's best troops ambushed from the side
 - Morcar's army had marshland behind, making it difficult to retreat

Harold then marched 185 km north over 5 days leaving the south coast

1) Battle of Stamford Bridge, victory for Godwinson, 25 September 1066

- Lack of armour (left on the ships in York)
- Surprise attack (had only 1/3 men, Hardrada was expecting to exchange hostages only)
- Exhausted (fought only 5 days prior)
- Broke the shield wall (Godwinson's men were housecarls)



These battles were significant because they:

- Displaced Harold's army from south coast
- March back south made his housecarls less battle-ready
- Over-confident

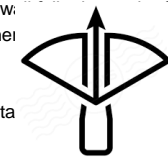
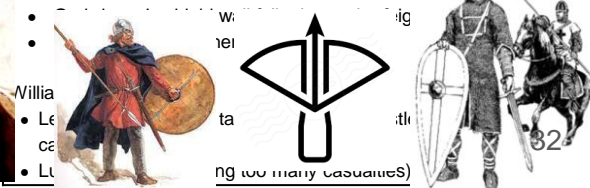
These battles were not significant because

- Moral was high
- They were well-prepared

1) Battle of Hastings, victory for William I against Harold

- Harold's army were spotted by Norman scouts early on
- William attacked Senlac Hill failing with archers and foot soldier

William shows his face to inspire troops



Anglo-Saxon Society	The Last Years of Edward the Confessor and the Succession Crisis	The Rival Claimants for the Throne	The Norman Invasion
1. Who chose the King?	1. Give one way the Godwin family were important.	1. Which contender was backed by the Pope?	1. What battle happened in September 1066?
2. Give two roles of the King.	2. Where was Harold Earl of?	2. Which contender came from Norway?	2. Give one reason why Hardrada won at Fulford.
3. How much tax did an Earl get?	3. Who did the Godwin family have lots of control of?	3. Which contender was nephew to Edward the Confessor.	3. How many ships did Hardrada have?
4. Give one example of Ealrs challenging the King.	4. What relation was Edward the Confessor to Harold Godwin?	4. What did Harold swear over to William in 1065?	4. How long was Godwinson's journey north to Stamford Bridge?
5. Give one way an Earl was powerful.	5. Where was Tostig Earl?	5. Give one reason why Edgar was a poor choice of King.	5. Give two reasons why Godwinson's army won at Stamford Bridge.
6. Who was at the bottom of Anglo-Saxon society?	6. Give two reasons the Northumbrians rebelled against Tostig.	6. Give one reason why Hardrada believed he should be King.	6. Give one reason why Stamford Bridge was significant for Hastings.
7. Give one way the Witan advised the King.	7. Define Danelaw.	7. Give one ally of Hardrada.	7. What month and year was the Battle of Hastings.
8. Give one role of a shire reeve.	8. Give one person that Tostig assassinated.	8. Give reason why Harold was favoured as King.	8. Give one reason Godwinson's army failed at Hastings.
9. Where did the General Fyrd fight?	9. What happened on 5th Jan 1066?	9. Who promised William the throne in 1051?	9. Give one example of William's excellent leadership.
10. Give two ways the Church was important to Anglo Saxon life.	10 Give one reason the Witan wanted to decide the next King quickly.	10. Why did the North of England favour Hardrada?	10. Give two ways the Norman army was different to eh Anglo-Saxon army.

Anglo-Saxons - Normans Paper 2 - Key Topic 2 1066-87

Following the invasion, the Earls could have launched a revolt:

- London fortified
- supported an English King Edgar
- Northumbria and Mercia were still powerful

But the Earls of England submit to William in 1066 in Berkhamstead

- William had access to royal treasury
- He was an effective leader
- He gained many troops on the way to London through fear



1) **William rewarded Anglo-Saxons and Normans** for their **loyalty** through land (Odo got Kent, FitzOsbern got Hampshire), gifts (e.g. the Pope), and revenue (e.g. Gospatric and Northumbria), geld tax (to pay the mercenaries)

1) **William created Marcher (border) Earldoms** to control resistance on the Welsh border (Hereford, Shrewsbury and Chester). These smaller, no need for permission to build towns, the Earls had more power, they were exempt from tax, and they could build castles without the King's permission.

1) **William built castles** (motte and bailey) (drawbridge, motte, bailey, keep, moat, palisade, 32km close together)

- a) Strategic (built in convenient locations, e.g. rivers, passes)
- b) Military base (control places of unrest)
- c) Base (used to gather local Lords, thegns, nobles)
- d) Symbolised Norman power

Quick to build, cheap, local people can see it, height advantage	Fire-risk, can rot, cannot hold large numbers, weaker than brick
--	--



1) **Land ownership:**

- William owned all the land
- William could take land by forfeit (legal), land grabs (illegal)
- William gave out Anglo-Saxon land to Normans to encourage loyalty
- Landholding carried obligations (military service and geld tax)
- William used reliefs (paying King to inherit land)
- William replaced thegns with tenants in chief (Norman aristocrats, churchmen) who could reallocate land from thegns

The Revolt of the Earls 1075 led by Normans (Ralph de Gael, Roger de Bruteil) and Anglo-Saxon Waltheof

- Roger lost land, lost control of the sheriffs to William
 - Ralph assumed lost power and wealth
- The revolt failed because
- Waltheof told Lanfranc of the rebellion, Lanfranc tried to discourage it and reported it to William
 - William had lots of support (Bishop Wulfstan and Abbott of Evesham) which repressed Roger's army in Herefordshire
 - The Danes fled back home

William was now be cautious of Norman challengers and increased his awareness of Danish threats



Revolt of the Earls (1068)

Causes

- William promised Edwin could marry his daughter, but then ignored it
- Loss of land (Morcar's Northumbrian lands given to Copsi, an old loyal thegn instead, land grabs)
- Poor government (FitzOsbern seized land unlawfully)
- Heavy taxes (used to make Normandy wealthy, not England)
- Building of castles (Castleries displaced people)

Events

- Edwin and Morcar fled, gathered support (Gospatric, Waltheof, Edgar)
- William marched on Warwick, built castles in Northampton, and the revolt collapsed instantly
- English armies were not united

Consequences

- Edgar fled to Scotland, which became a new threat for William
- William intimidated Anglo-Saxons through an awesome show of strength

Rebellion of the North 1069

- Robert Cumin installed as a brutal replacement for Northumbrian Gospatric in Jan 1069



- Anglo Saxon mob killed the brutal Norman Earl, Robert Cumin and 900 Norman soldiers
- King Sweyn's naval fleet met with Edgar's in September

- York was burned to the ground, 3000 Normans slaughtered in September

- The invaders were difficult to fight as they scattered and started revolts elsewhere e.g. Shrewsbury and Chester

- Harrying the North caused by:
 - o Rebellions 1068,69,70-1
 - o Difference in culture (Danelaw)
 - o Threat of Danish invasion
- Consequences
 - o Famine and cannibalism
 - o 60% of land was wasteland
 - o Population halved
 - o Reduced threat of Danish invasion
 - o William now knew to instal Normans instead of replacing Anglo-Saxons
 - o William's life-long penance to the Church

Revolt of Hereward the Wake 1071



- King Sweyn returns in 1070 for money, sets up in the marshy Isle of Ely

- Hereward lost his lands to Normans and so allied with Sweyn

- Guerilla War (ambush war)

- William used castles and rapid responses to revolt

- William had to pay resentful soldiers with Church money

- Carried out more royal ceremonies

- Danes ran off with the treasure, the defenses at Isle of Ely were breached

- Morcar /Hereward captured

- Eadric the Wild also gave up his revolt in Shrewsbury

Establishing Control	Causes and Outcomes of the Anglo-Saxon Resistance 1068-71	Legacy of Resistance to 1087	Revolt of the Earls 1075
1. Give one reason why the Earls could have launched a revolt,	1. Give one cause of the 1068 Revolt to the Earls.	1. Give one cause of the Harrying of the North.	1. When was the Revolt of the Earls (the Norman one..!)
2. What did William have access to in 1066 in Winchester?	2. Give one reason why Morcar was upset.	2. Give one short term consequence of the Harrying of the North.	2. Give two Norman conspirators.
3. Give one other reason why the Earls submitted to William at Berkhamstead in 1066.	3. Give one Norman who illegally seized land.	3. Give one long term consequence of the Harrying of the North.	3. Give one Anglo-Saxon conspirator.
4. Give one Marcher Earldom	4. Where did William stamp out the 1068 revolt by building a castle?	4. Who owned all the land by 1066?	4. Give two reasons why Roger wanted revenge.
5. Give one noble that was rewarded with land	5. Give one consequence of the 1068 revolt.	5. Give one method the Normans took land.	5. Why did Waltheof contribute to the failure?
6. Give one person who was rewarded with gifts.	6. Who was murdered in York causing the Rebellion of the North in 1069?	6. Give two responsibilities that owning land had.	6. Give one example of Anglo-Saxon support for William .
7. Give one feature of a Marcher Earldom/	7. Give one reason the rebellions were hard to repress.	7. What did all Normans and Anglo-Saxons have to pay upon inheriting land?	7. Who was in charge of England in 1075, and successfully repressed the rebellions?
8. Give one purpose of a motte and bailey castle.	8. Give one consequence of the Rebellion of the North.	8. Give one way that tenants-in-chief (previously thegns) were still powerful.	8. Where was Roger's army repressed?
9. Give one advantage of a motte and bailey castle.	9. Where was Hereward's Revolt in 1071?	9. Define reliefs	9.. Give one other reason why the Revolt failed.
10. Give one disadvantage of a motte and bailey castle.	10. Give one reason why the Revolt failed.	10. Define forfeiture	10. Give one long-term consequence of the revolt .

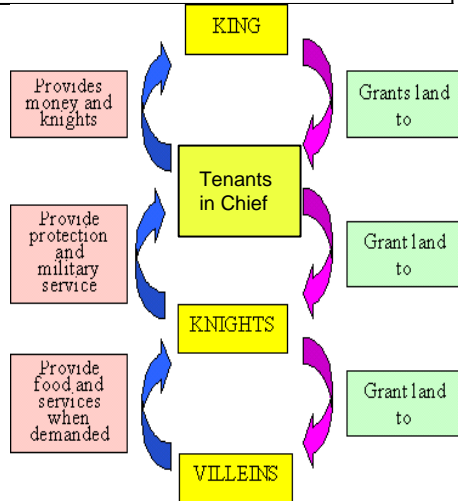
Anglo-Saxons - Normans Paper 2 - Key Topic 3 1066-88

Feudal System - land for loyalty hierarchy

- King
- Tenants in Chief
 - Social (distributed land and settling local law and order)
 - Military (provided troops)
 - Economic (collected tax)
 - Political (advised the King)
- Knights (vassals, under tenants)
 - Provide 40 days of service to the King
- Peasants (serfs / villeins)
 - Land Service (manual labour)
 - Slavery now banned

William enforced a **relief system**: forcing people to pay to inherit land

William enforced **homage**: pledging allegiance to the King 'I become your man'



William increased the power of the Church in Norman England

- William replaced Stigand (Anglo-Saxon archbishop) with Lanfranc (Norman archbishop) who was more loyal and ruthless in 1070
- The Church was important in Medieval were
 - Educated
 - Rich
 - Helped the King design laws
- **Lanfranc's Reforms**
 - Helped King with new writs (laws)
 - Rebuilt churches
 - Celibacy for Priests
 - Archdeacons (new role, looked after Church Courts)
 - Church Courts for clergy
 - Reinforced Norman rule
- **Normanisation** of the Church increased the power of the
 - God's power was intimately tied to King's
 - Church lands were under William's influence



William achieved power through centralisation

- Homage
 - Forcing tenants-in-chief to pledge allegiance to the King: 'I become your man'
- Influence in the Church (Normanisation)
- Geld tax (1084 and 1086 heavily taxed years)
- Domesday Book 1086
 - Record of people, livestock, buildings, land
 - Financial purpose; calculates how much tax tenants have to pay
 - Military purpose; indicates how many soldiers William could raise
 - Legal purpose; settle land disputes
- Knight Service
- Feudal System
- Owning lands
 - King kept 18% of land
 - Used Royal Forests as private hunting grounds
 - Royal Forests introduced Forest Laws
- Reducing the roles of the Earls to decrease threat of challengers
- Sheriff system
 - All Norman by 1071
 - Collected taxes
 - Checked shires gave enough soldiers
 - Answered to the King only
 - Took a share of the money from tax
 - Hated by the Anglo-Saxons as they performed land grabs



Changes to Society

1. The Normans built huge cathedrals such as Winchester and Westminster Hall
2. Norman aristocratic culture was about showing off wealth and power
 - Shaving the backs of heads, hunting, rich garments, chivalry in literature
3. Normans increased the power of the Church through enacting penance
 - Every Hastings soldier had to pay on year penance for every life taken



changed the language of the law and courts to Latin, and French

William's regents in power when he was in Normandy: Odo of Bayeux and William FitzOsbert. Odo caused too many problems (1066-71)

- Archbishop Lanfranc (1071-)
- Matilda in Normandy

William the Conqueror

- Brutal, tough, resilient,
- Great warrior
- Religious and repentant (asked for forgiveness on his deathbed)
- Wanted to prove his legitimacy



Robert Curthose

Bishop Odo's Rebellion

- **Bishop Odo (William's half-brother)**
 - Hated by the Anglo-Saxons as he took too much illegal land grabs
 - Too ruthless in Northumbria and threatened William's control
 - Threatened William by taking the King's knights to Rome

Odo was imprisoned in 1082 by William

1. William's first son, Robert Curthose, who after being bullied rebelled against William and invaded Rouen castle
2. Robert defeated William in a skirmish which was humiliating for William, signifying that sons were willing to challenge their fathers for power
3. William eventually ordered Robert to succeed him, forcing the Norman barons to swear allegiance to the new King
4. William's second son, William Rufus, had Lanfranc's support instead, and so William was coronated in 1087
5. When Odo was released from prison, he led a rebellion against William II in favour of Robert
6. Odo's rebellion failed because
 - a. William II had the Norman Barons support
 - b. English people's support due to promised reforms



Feudal System and the Church		Norman Government	Norman Aristocracy	William I and his Sons
1. Who was at the top of Feudal system?	11. Who replaced Stigand as Archbishop of Canterbury in 1070?	1. Define centralisation	1. Give two new cathedrals the Normans built.	1. Give one characteristic of William I.
2. Give two functions of the tenants in chief.	12. Give one role of the Church in Norman society.	2. Give two years where William raised geld tax.	2. Give one aim of Norman aristocracy.	2. What relation was Bishop Odo to William?
3. Who did the tenants-in-chief control under them?	13. Give two of Lanfranc's reforms.	3. When was the Domesday Book made?	3. Give two examples of Norman aristocratic culture.	3. Give one reason the Anglo-Saxons hated Bishop Odo.
4. How many days service did a Knight owe to William?	14. What was the process of Norman control of the Church called?	4. Give one function of the Domesday Book.	4. What did Normans perform after Hastings?	4. Give one reason William began to distrust Bishop Odo.
5. What did the peasants at the bottom of the system owe William?	15. Church lands were under whose influence?	5. How much land did the King keep for himself?	5. What was the new language of the courts and law?	5. When was Bishop Odo imprisoned by William?
6. Give one change the Normans made to Anglo-Saxon society.	16. Bishops were appointed by whom?	6. Give one consequence of the Forest Laws.	6. What did the language of English become?	6. Who did William order to inherit the throne?
7. What did the King 'give out'?	17. What did Bishops have to perform?	7. Give one reason why William reduced the power and land of the Earls.	7. What language did the aristocracy speak in England?	7. Who did Lanfranc support for the throne instead?
8. What did the King 'get in return'?		8. Give one way that sheriffs changed under the Normans.	8. Define regent	8. When was William II coronated?
9. What was relief?		9. Give one way the King increased his control over Sheriffs.	9. Who were the regents until 1071?	9. Why did Bishop Odo raise a rebellion with Robert Curthose?
10. What did a Knight, peasant and tenant in chief say when performing homage?		10. Give one reason why the Anglo-Saxons resent the Norman sheriffs?	10. Give one way the regency of Lanfranc (after 1071) was a success.	10. Give one reason why Bishop Odo's rebellion failed.

Crime and Punishment - Key Topic 1 - 1000-1500 AD

Why history changes ...

Government
Attitudes in Society
Individuals
Chance Events
Poverty + Wealth
Religion
Science + Technology



Government

- Village-based Kingdom means that in order to keep the **King's Mund (peace)** communities had to work together (90% lived rurally)

- William I's 1066 invasion causes an increase in law enforcement, number of crimes and harshness of punishment to consolidate **Norman superiority** and **centralise the monarch's power**

- LMA monarchs are **afraid of treason** or being deposed - causing a rise in harsh punishments
 - Wat Tyler and the Peasant's Revolt (1381)
 - Edward II killed by his wife and her lover

Chance Events

- Black Death 1348** - causes a wave of new laws to control demands from peasants

Attitudes in Society / Religion

- Medieval England is **Christian** - power of the Church, influencing the peasants beliefs in life after death causes tensions between who enforces the law - the King or God. e.g. murder of Thomas Becket.
 - 1/3 of land belonged to Church
 - Church was educated
 - Church took 1/10 of all peasant's produce

Poverty and Wealth

- Urbanisation - larger burghs, towns and cities attracted theft as wealth was more concentrated

	Crimes	Punishments	Law Enforcement
<p>Saxon 1000-1066</p>	<ul style="list-style-type: none"> Moral Crimes (defined by the Church) <ul style="list-style-type: none"> Adultery Not abiding by Church customs Swearing Crimes against Authority <ul style="list-style-type: none"> Treason Crimes against Property <ul style="list-style-type: none"> Theft (cattle theft) 	<ul style="list-style-type: none"> Wergild (man's price) (compensation) <ul style="list-style-type: none"> System of fines paid to the victim's family intended to reduce blood feuds <ul style="list-style-type: none"> Princes worth 1500 shillings Serfs worth 40 shillings Stocks and Pillory (deterrent) <ul style="list-style-type: none"> Humiliating and abusive Restraining in the town centre Corporal Punishment (retribution and deterrent) <ul style="list-style-type: none"> Bodily harm such as mutilation Eye-gouging, amputation, tongue cut out, usually mirror the crime Church preferred these as it gave criminals a chance to reform and seek forgiveness Capital Punishment (retribution and deterrent) <ul style="list-style-type: none"> Death penalty for serious crimes e.g. Treason and Arson 	<ul style="list-style-type: none"> Collective Responsibility <ul style="list-style-type: none"> Shire Reeve would help local courts Hue and Cry <ul style="list-style-type: none"> Raising the alarm and chasing the criminal All boys over 12 had to belong to a tithing which made them responsible The King <ul style="list-style-type: none"> It was the King's responsibility that his kingdom was peaceful and safe Oath Keeping <ul style="list-style-type: none"> Make an oath of innocence Oath-helpers could help Can't use oaths if implicated twice or caught red-handed Trials of Ordeal (if healed, God determined they were innocent) <ul style="list-style-type: none"> By Hot Iron By Cold Water By Hot Water By blessed bread
<p>Norman 1066-1215</p>	<ul style="list-style-type: none"> Poaching (social crime) <ul style="list-style-type: none"> Royal Forests now created making it illegal to hunt animals, collect wood Outlaws such as the Folville Gang developed; 50 outlaws who carried out raids and murders over 20 years. Outlaws did not have protection of the law so could be killed without justice 	<ul style="list-style-type: none"> Corporal Punishment continued: castration or amputation for trespassers, also branding to act as a deterrent for thievery Capital Punishment for poachers (Hanging) Wergild ended - fines were now paid to the King instead of the victim's family 	<ul style="list-style-type: none"> Trials of Combat <ul style="list-style-type: none"> More dignified death reserved for upper class - to the death Church Courts <ul style="list-style-type: none"> Benefit of the Clergy (reciting Psalm 51 to prove you were clergy) allowed clergymen to escape punishments Sanctuary gave 40 days for clergymen to escape England and avoid punishment All Sheriffs were Norman by 1071
<p>Later Middle Ages 1215-1500</p>	<ul style="list-style-type: none"> High Treason (Treason Act of 1351) Heresy (1382, 1401 and 1414) <ul style="list-style-type: none"> Now a crime to translate the Bible. Clergy wanted to keep traditional worship Challenging the power of the Church Statute of Labourers (1351) <ul style="list-style-type: none"> Now illegal for peasants to ask for higher wages or move to new areas for work: Black Death meant work was more valuable 	<ul style="list-style-type: none"> Burning at the Stake more commonly used for heretics Hanging Drawing and Quartering (1351) now used <ul style="list-style-type: none"> Treason as a deterrent to others 	<ul style="list-style-type: none"> Trials of Ordeal Ended <ul style="list-style-type: none"> Pope bans the Church carrying out Trials of Ordeal Trials by Jury <ul style="list-style-type: none"> 12 men now decided whether the criminal was guilty Coroners (1189) <ul style="list-style-type: none"> All suspicious deaths reported to King Justices of the Peace (1195) <ul style="list-style-type: none"> Could arrest heretics and organise posses (hunts) with the Sheriff They were rich landowners who met four times a year

Crimes	Law Enforcement	Punishment	Context
1. Identify the most common crime in Medieval England.	1. What term means the whole tithing i is responsible?	1. What means 'man's price'?	1. What was the term given to keeping the King's peace?
2. What type of crime would come under attacking the King?	2. How could you avoid punishment after the first offence?	2. How much was a prince worth under this system?	2. What effect did the Norman invasion have on law and order?
3. Give one new crime under the Normans.	3. Who determined guilt under the Trials of Ordeal?	3. What were stocks and pillories used as?	3. What were medieval Kings fearful of?
4. Give one example of an outlaw.	4. When did Trials of Ordeal end?	4. Give one example of corporal punishment.	4. When was the Peasant's Revolt?.
5. What did outlaws not have?	5. Give one new Trial under the Normans.	5. Give one example of capital punishment.	5. Give one king that was killed by his wife.
6. When was High Treason a crime?	6. What psalm was the test for Benefit of the Clergy?	6. Why did the Church perform punishments?	6. When did the Black Death happen?
7. When was the first heresy law?	7. How many days did you have under Sanctuary to escape?	7. What changed under the Normans?	7. Give one consequence of the Black Death.
8. What type of crime was heresy?	8. What were Trials of Ordeal replaced by?	8. How would a heretic be executed?	8. Give one example of the Church's power.
9. What did the Statute of Labourers state?	9. When were Coroners introduced?	9. Why this way?	9. How much of the land belonged to the Church?
10. What caused the demand for workers?	10. Give one purpose of the Justice of the Peace.	10. Give one purpose of hanging, drawing and quartering. .	10. What process caused an increase in crimes during the medieval era?

Crime and Punishment - Key Topic 2 - 1500-1700

Why history changes ...

Government
Attitudes in Society
Individuals
Chance Events
Poverty + Wealth
Religion
Science + Technology



Government

- Henry VIII makes himself Supreme Head of the Church in 1534, seizing Church properties, changing religious worship
- Edward VI continues Henry's Protestant reforms
- Mary I counter-reforms England back to Catholicism
- Elizabeth I attempts a religious settlement in 1559
 - Acts of Uniformity (everyone had to wear the same vestments and go to Church or be called a recusant) and Supremacy (recognising Elizabeth I as Governor of the Church of England (1558

Religion

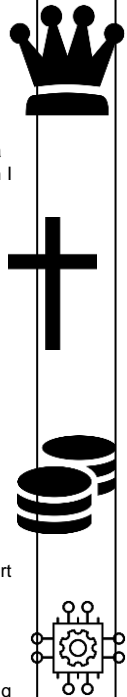
- The Reformation in Europe spreads to England: Protestantism (freedom to worship God simplistically, in your own language under your King) against Catholicism (Latin, led by the Pope, more lavish)
- The English Civil War (religion main factor) King vs Parliament (1640s)

Poverty and Wealth

- Urbanisation increasing - unemployment in the countryside led to rise of vagabondage
- Population triples in the 16th century
- Changes to landholding (enclosure) means poorer classes struggle for food and firewood
- Start of the British Empire means the growth of import duties and wealth from abroad

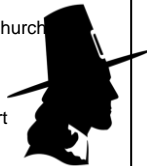
Science and technology

- Development of the Enlightenment; reason over dogma, rationality and evidence over religion, causing the Royal Society in 1660
- Decreases myths around witchcraft



Crimes

- Heresy (continued)**
- Vagabondage (new)**
 - Vagabonds and Beggars Act 1495** (idle people put in stocks)
 - Vagrancy Act 1547** (able-bodied people not finding work in 3 days branded with V and then sold as a slave)
 - Act for the Relief of the Poor 1597** (vagrants whipped or burned)
 - Poor Law Act 1601** (Local parishes to give out poor relief: deserving poor would get financial help, 'undeserving poor' could be branded, whipped or sent to **Houses of Correction**)
- Game Act 1671** (poaching, continues)
 - Hunting on enclosed land 'poaching' made serious
- Witchcraft Act 1542 (new)**
 - Punishing Witches by death
 - Act against Conjurations 1563 (now meant common courts could hold trials)
 - Witchcraft Act 1603 (death penalty to any summoning evil spirits)
 - Over 1000 people executed 1542-1736
- Popish Recusants Act 1605 (new)**
 - Recognising James I as Head of the Church of England
- Moral Laws 1649-1660 (new)**
 - No drinking, feasting, Christmas, sport
 - Banned theatres
 - Sunday used strictly for rest
- Recusancy (ended 1650) (new)**
 - Paying fines for not going to Church
- Treason (continued)**
 - 1605 Thanksgiving Act: Commemorating the gunpowder plot and banning Catholics from leading political and military positions



Punishments

- Fines for recusancy (continues)**
- Stocks** for minor cases of Witchcraft
- Capital Punishment (continues)**
 - Mary Queen of Scots in 1580 beheaded for treason
 - Hang Drawing and Quartering (new)** for high treason, e.g. Guy Fawkes and the Gunpowder Plotters in 1605
 - Hanging for Witches
 - Burned at the Stake for heretics, burning cleanses the soul
 - 82 Catholics under Henry VIII
 - 283 Protestants under Mary I
- Corporal Punishment (continued)**
 - Whipping if you played football on Sunday during Interregnum (Cromwell)
 - Branded V if you were a vagrant
- Houses of Correction (Bridewells 1556) (prisons)**
 - Conditions poor, typhus and cholera, you had to pay yourself, these mixed young and old, men and women, abuse was common
 - Used for vagabonds and orphans
- Bloody Code (new)**
 - Number of crimes punishable by death in 1688 was 50
 - Pleading for the Belly was the only escape for women
- Transportation (new) (1650-)**
 - Criminals taken to North America for 7 years hard labour, 14 years for serious sentences
 - Not enough prisons
 - 80000 sent by 1820
 - Would colonise new territories
 - Would rehabilitate criminals
 - Seen as more humane



Law Enforcement

- Sanctuary banned in 1536**
- Justices of the Peace (continued)**
 - Roles extended to charge those not abiding by religious laws
- Witchfinders**
 - Matthew Hopkins, Witchfinder General, in East Anglia, using interrogation and torture to extract confessions of witchcraft, murdering 112 out of the 300 he interrogated
- Town Constables**
 - Appointed by local community, well-respected.
 - Could arrest suspects, round up beggars, stop fights
- Night Watchmen**
 - Unpaid volunteers, all households had to take part
 - Patrolled the streets
- Thief-Takers**
 - E.g. Jonathan Wild, Thief-Taker General, secretly led gangs who claimed rewards for goods they stole - executed in 1725

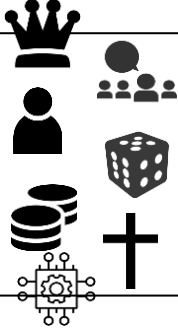


Crimes	Law Enforcement	Punishment	Context
1. Which law forced all catholics to recognise James I as Head of the Church?	1. What continued from the medieval period?	1. When did transportation start?	1. Give one key factor in the Early Modern.
2. Give one crime which continued from the medieval era.	2. Give one role of a constable.	2. What could happen if you played football during the interregnum?	2. Which monarch made himself Supreme Head of the Church in 1534?
3. What year were vagabonds put in stocks?	3. What was banned in 1536?	3. How many protestants did Mary I kill?	3. Which monarch launches the counter-reformation?
4. What could happen to undeserving poor?	4. Give one role of the Justice of the Peace.	4. Who was beheaded for treason in 1580?	4. Give one reason unemployment rose?
5. What did the Poor Law Act of 1601 do?	5. Who was the Witchfinder General?	5. Who was h,d and quartered in 1605?	5. Give one reason transportation was possible.
6. What term is given if you refuse to go to Church?	6. Who was the thief-taker General?	6. When were Houses of Correction introduced?	6. What movement in the 18th century means 'reason over dogma'?
7. Give one term of Cromwell's moral laws.	7. Give one reason thief-takers were unreliable.	7. Give two groups who went to Houses of Correction.	7. Give one authority this movement challenged.
8. When was Witchcraft made illegal?	8. How many did Matthew Hopkins kill?	8. How many were sent to Aus by 1820?	8. Which conflict 1642-9 meant that people were confused and paranoid?
9. How many people were executed for witchcraft 1542-1736	9. Give one feature of the night watchman.	9. Give one purpose of transportation.	9. Give one feature of Protestantism.
10. What law did James I decree after the gunpowder plot?	10. Give one role of the night watchman.	10. How many crimes were punishable by death in 1688?	10. Give one of Elizabeth's religious settlements.

Crime and Punishment - Key Topic 3 - 1700-1900

Why history changes ...

Government
Attitudes in Society
Individuals
Chance Events
Poverty + Wealth
Religion
Science + Technology



• Government

- Role of parliament increases, role of King decreases
- French Revolution (1789) causes the ruling elites to be fearful of protests, riots and revolutions, increasing their harsh treatments of Trade Unionism and workers rights movements

• Poverty and Wealth

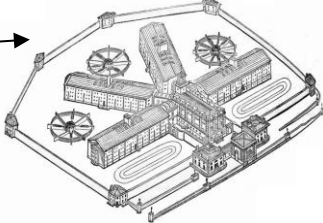

- Towns becoming more urbanised but rural environments were isolated. Growth of roads increased highway robberies
- Urbanisation during the Industrial Revolution increases crime (each year from 1800-1840 rose from 5000 to 20000)
- Mass unemployment due to economic depression in 1820s caused a rise in crime
- Colonies were also growing wealthier such as Australia, making it a desirable place to go (leads to the end of transportation 1868)
- Growth of import duties due to expanding Empire and trade
 - Salt, leather and soap tax increased in the 1690s
 - 1850 import duties reduced, thereby reducing smuggling

• Individuals

- Elizabeth Fry and John Howard were quakers who believed punishment should be focused on rehabilitation, not retribution
- 1866 Howard Association campaigned for better treatment

• Attitudes in Society

- Growth of humanitarianism and increasing empathy for the poor during the 19th century (e.g. Dickens)

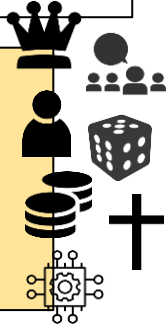
Crimes	Punishments	Law Enforcement
<ul style="list-style-type: none"> • Vagrancy (continued) • Poaching and Trespassing <ul style="list-style-type: none"> ◦ Black Act of 1723 made it now illegal to blacken your face, own hunting dogs or trespass ◦ Only landowners could hunt freely (if they earned over £100) ◦ Repealed in 1823 as it was too harsh • Witchcraft <ul style="list-style-type: none"> ◦ Ended in 1735 with the Witchcraft Act passed by George II ◦ Witches were now deemed tricksters • Smuggling (change, new, much more developed) <ul style="list-style-type: none"> ◦ Bringing goods into the country to avoid paying import duty ◦ This profited smugglers as they could sell these products for cheaper prices ◦ Hawkhurst Gang smuggled on the South coast 1735-1749 ◦ Leaders caught and hanged in 1748 and 1749 • Highway Robbery <ul style="list-style-type: none"> ◦ Attacking travellers around the country for their possessions ◦ Idolised by the public, romanticised ◦ Thousands went to see Jack Shephard in 1724 be executed ◦ Dick Turpin and others became folk heroes ◦ Last reported case in 1831 ◦ Increased due to more wealth on the roads and more roads being built (Turnpike Trusts) ◦ Decreased due to development of banks and mounted patrols • Treason (continued) Tolpuddle Martyrs 1834 <ul style="list-style-type: none"> ◦ Arrested workers for 'administering an illegal oath' - an old law stopping naval officers from forming mutinies ◦ Started a 'friendly society' which swore to strike over poor wages ◦ George Loveless and co received 6 shillings a week, average was 10 ◦ Sentences to 7 years transportation to Australia ◦ 200'000 signed petition to Parliament and 100'000 protesting ◦ Eventually pardoned 4 years later <p><i>Also - Six Acts of 1819, banning civilians training with weapons, groups of 12 or more meeting in a public place</i></p>	<ul style="list-style-type: none"> • Capital punishment <ul style="list-style-type: none"> ◦ Hanging continued <ul style="list-style-type: none"> ■ Last witch execution 1716 (Elizabeth and Mary Hicks) ■ Last highway robbery execution 1802, Robert Snooks in Hemel Hempsted ■ Last execution for Black Act was 1822 (cutting down an orchard) • Prison (Pentonville) 1839 <ul style="list-style-type: none"> ◦ Now used more as a punishment in itself ◦ Gaols Act 1823 (Peel's Reforms) <ul style="list-style-type: none"> ■ Separate rooms for men and women ■ Prisons inspected regularly ■ Prison guards salaried ■ Cleaner ◦ Separate system (Pentonville) introduced, pointless hard labour where prisoners had 'hard labour, hard fare, hard board' according to Edward du Cane <ul style="list-style-type: none"> ■ Rope picking ■ Face masks ■ Isolated booth for worship ■ Clean cell, one window, running water • Transportation (continued but more common) <ul style="list-style-type: none"> ◦ Transportation Act 1717 allowed courts to sentence criminals to 7 years hard labour ◦ 14 years for serious cases ◦ 80000 transported to America by 1776 ◦ 160'000 later sent to Australia ◦ 1868 transportation officially ends <ul style="list-style-type: none"> ■ Seen as more inhumane ■ Australian locals were concerned about a lack of employment ■ Criminals wanted to go to Australia for gold • Bloody Code (continued) <ul style="list-style-type: none"> ◦ Number of crimes punishable by death in 1688 was 50 ◦ Pleading for the Belly was the only escape for women ◦ Stealing more than 40 shillings could land you death penalty in 1713 ◦ 1765 - there were 160 capital crimes ◦ 1810 - there were 222 ◦ 1860 - reduced number of crimes to 60 ◦ 1868 - Public executions ended <ul style="list-style-type: none"> ■ Seen as inhumane ■ Local traders prospered ■ Increased local crimes like pickpocketing ■ Took away threat of authority 	<ul style="list-style-type: none"> • Bow Street Runners (1749) <ul style="list-style-type: none"> ◦ Set up by John Fielding and Henry Fielding ◦ Used thief-takers to deter and solve crimes ◦ Operated in London only ◦ Published information in the local newspaper <i>Covent Garden Journal and Hue and Cry</i> ◦ Officially paid by the government in 1785 ◦ Successful due to the spreading of information to different offices  <ul style="list-style-type: none"> • Metropolitan Police Act 1829 <ul style="list-style-type: none"> ◦ Set up by Robert Peel, Home Secretary ◦ Police Constables were trained, official, uniformed officers walking the beat deterring criminals ◦ 2800 initially recruited, but only 600 remained due to misconduct ◦ People were worried that the police would be too expensive, too invasive and ineffective. ◦ 1842 Scotland Yard hired detectives ◦ 1856 Police Act meant all areas had to have a police force ◦ 1869 National Crime Records meant police offices shared information ◦ 1872 CID (Central Investigations Department) used science. They had 800 detectives by 1883 

Crimes	Law Enforcement	Punishment	Context
1. Give one new crime in the Industrial era.	1. What was set up in 1749?	1. Describe the rates of public execution after 1800.	1. What event in 1789 caused the British government to worry?
2. Give one reason why highway robbery increased.	2. Give one person who set it up.	2. When was the Goals Act?	2. What growing movement represents the workers?
3. What year did witchcraft end being a crime?	3. Give one newspaper of this organisation.	3. Give one term of the Gaols Act.	3. How much did crime increase to by 1840?
4. Give one of the Tolpuddle Martyrs.	4. How did they change in 1785?	4. Give one example of the separate system.	4. What caused a surge of crime in 1820?
5. What crime were the Tolpuddle Martyrs guilty of?	5. What did the Middlesex Justice Act 1792 lead to?	5. Give one job prisoners did in the sep. sys.	5. Give one item where import duties increased.
6. When was the Black Act?	6. What was set up in 1829?	6. How many were transported to America by 1776.	6. Give one cause of the rise of import duties.
7. Give one term of the Black Act.	7. What year was the Police Act?	7. Give one reason transportation ended.	7. When did smuggling reduce?
8. Give one famous highway robber.	8. Give one term of the Police Act.	8. Give the number of crimes punishable by death in 1820.	8. What is humanitarianism?
9. Give one example of smugglers.	9. Give one reason they were not well received.	9. Give one reason the Bloody Code ended.	9. Give one example of a prison reformer.
10. What were smugglers trying to avoid?	10. When was the CID set up?	10. Give one way to avoid the Bloody Code.	10. What movement in 1866 campaigned for better prison conditions?

Crime and Punishment - Key Topic 4 - 1900-2000

Why history changes ...

Government
Attitudes in Society
Individuals
Chance Events
Poverty + Wealth
Religion
Science + Technology



• Science and Technology

- Developments in medicine led to further understanding of psychiatric conditions
- Developments in technology enabled better policing methods

• Attitudes in Society

- Very harsh against CO's, e.g. white feathers, as they were avoiding patriotic duty
- 1960s - Sex Drugs and Rock n Roll - more liberal attitudes
- Increased multiculturalism in the 1960s forced a change in law
- Emancipation of women, growth of women's rights in the 20th century (e.g. suffragettes)
- Liberalisation and focus on welfare in the 20th century led to people's belief in rehab and reform over retribution

• Government

- Seen as hypocritical if forcing men to fight in WWII against Nazis, hence change in attitudes

• Chance Events

- Conflict - WWI 1914-18 and WWII 1918
- Increased the role of governments in people's lives

Crimes



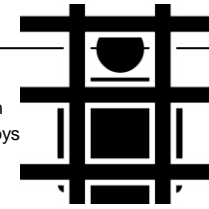
New Definitions of Crimes

- **Conscientious Objection (Military Service Act 1916)**
 - Alternatavists indirectly help the war, i.e. supply
 - Absolutists - under no condition help the war effort
 - Jan 1916 - all unmarried men
 - 1918 - married men up until 51
- **Sexual Offences Act 1967 (change)**
 - Homosexuality now legalised
- **Race Relations Act 1967 (change)**
 - Illegal to discriminate against someone because of their ethnicity in employment, housing and public services
- **Criminal Justice Act 2005 (change)**
 - Crimes against a person because of ethnicity, sexual orientation, religion now given more severe punishments
- **Abortion (change) 1967**
 - Women now allowed abortions prior 28 weeks
 - Before women resorted to backstreet abortions
- **Drink Driving**
 - **1872** illegal to drink and drive a horse and cart
 - **1925** illegal to drink and drive a car
 - **1967** new law for the max amount in the bloodstream
- **Domestic Violence Act 1976 (change)**
 - Victims of domestic abuse can ask for an injunction (special order by a Court to prohibit something)
 - Rape within marriage made illegal in 1991
 - Coercive and controlling behaviour, 2015 e.g. spying on your partner's phone
- **Speeding**
 - **1866 and 1896 the Locomotive Acts** enforced speed regulations on vehicles over 2mph
- **Drug taking (1971 Misuse of Drugs Act)**
 - Taking certain drugs became illegal

Old Crimes

- **The Terrorism Act** was passed in the year **2000** - (e.g. Guy Fawkes, IRA, ISIS).
- Extortion (blackmail, now using technology)
- Fraud (Copyright of intellectual material)
- Cybercrime (online abuse, hate crime)
- Trafficking (white slave trade in the 19th century, illegal immigrants in the 21st)

Punishment



- **Prisons (changed)**
 - **1896** - mentally ill prisoners taken to Broadmoor prison
 - **1900** - Borstals introduced, focused on rehabilitating boys through rigorous education
 - **1902** - Holloway prison for women
 - **1907** - probation officers introduced
 - **1922** - separate system ended, improvement of prison welfare
 - **1933** - 'open' prisons introduced, criminals on day release and return at night (e.g. New Hall, Wakefield).
 - **1948** Prevention of Crime Act 1908 encouraged national use of borstal (reoffending rates were 30% in 1930s compared to 60% now)
- **Criminal Justice Act, 1948:** graduated prison system
 - detention centres before borstals with more relaxed regime
 - attendance centres for minor crimes - weekends instead of during the week
- **Children and Young Persons Acts, 1963 and 1969:** favouring care orders and supervision by probation officers and social workers over prison for young offenders
- **Capital Punishment (Death Penalty abolished)**
 - **Children's Act, 1908:** under 16s could no longer executed
 - **Young Person's Act, 1933:** age limit for death sentence raised to 18, age criminal responsibility set at 8 years old
 - **1963:** Age of criminal responsibility raised to 10 years old
 - **Infanticide Act, 1922:** women avoid death sentence after giving birth
 - **Timothy Evans, 1950:** man with learning difficulties wrongfully executed for the murder of his wife and baby
 - **Derek Bentley, 1953:** 19 year old, learning difficulties. Involved in the robbery of a warehouse in which his accomplice, Christopher Craig, shot and killed a policeman. Despite not holding the gun and willingly accepting arrest, Derek hanged for murder.. 5000 protestors met outside the prison on the night of the execution. Family campaigned for over 40 years, pardoned in 1993 and his murder conviction was quashed in 1998
 - **Ruth Ellis, 1955:** hanged for murdering her boyfriend who was violent and abusive towards her. She was not allowed to plead diminished responsibility, those who had been abused by the person they murdered
 - Sentence reduced to manslaughter which was not punished by death
 - Only about 4x executions per year after this was passed
 - **Murder Act, 1965:** death penalty suspended (except for capital crimes)
 - **Murder Act Amendment, 1969:** death penalty abolished for murder
 - **1998, death penalty abolished for all crimes** (including high treason and piracy with violence)



Crime



- **Use of Science and Technology in Policing**
 - **1900** - photography for crime scenes
 - **1901** fingerprinting and the National Fingerprint System
 - **1909** - police bicycles
 - **1920s** - women allowed to join
 - **1930s** - Police cars more common
 - **1930s** - Emergency 999 introduced
 - **1947** - Police Training College set up
 - **1960s** - Computers first used
 - **1980** - Police National Computer launched, holding 25 million individuals
 - **1988** - First murder conviction using DNA
 - **1995** - National Automatic Fingerprint Identification System, National DNA Database set up to share information
- **Use of Specialised Forces**
 - **Fraud Squad 1946** - set up to tackle crime in the business and stock market
 - **Specialist Drug Unit** - set up to tackle smuggling and consumption of drugs
 - **Dog-Handling** - first trained in 1938 to accompany officers on the beat
 - Police Central e-crime Unit - set up in 2008 to tackled crimes on the internet
 - **Traffic Branch** - deal with road related crimes, such as speeding,
 - **CID** - 1872 - investigate serious crimes such as assault, murder and sexual crimes. Made up of detectives who use forensics to solve crimes
 - **Special Branch** - highly trained officers who deal with terrorist threats and who work closely with MI5
 - **National Crime Agency** - 2013 - focus on organised crime such as gangs and drugs
- **Neighbourhood Watch**
 - Originally started in US
 - Thatcher (PM) introduces it to give community responsibility of enforcing law
 - Rose from 1000 in 1980 to 29000 by the end of the decade

Crimes	Law Enforcement	Punishment	Context
1. When was the Military Service Act?	1. When were police cars used?	1. When were probation officers introduced?	1. What type of science developed in the 1900s?
2. What did the Sexual Offences Act of 1967 legalise?	2. When was fingerprinting used?	2. When were open prisons introduced?	2. Give one example of technology used for crime prevention in the 1900.
3. Give one way people couldn't be discriminated against under the Race Relations Act.	3. How many records could the 1980 National Police Records hold?	3. What did the Prevention of Crime Act 1948 encourage?	3. What phrase summarises the climate of the 1960s?
4. What were women forced to do before 1967?	4. What does specialised mean?	4. Give one change under the Criminal Justice Act 1948.	4. Why was there a growth of multiculturalism after 1945?
5. What did the 1967 Drink Driving laws state?	5. Which unit tackled business and stock market crime?	5. What did young offenders receive under the Children and Young Persons Act 1963/9?	5. Give one example of post-war migration.
6. What could victims of Domestic Abuse do in 1976?	6. Which unit was set up in 2008?	6. When was the Infanticide Act?	6. Give one group who protested for women's rights.
7. What was made illegal in 1991?	7. Which unit tackled terrorism?	7. Give one case study for the abolishment of the death penalty..	7. What did liberalisation cause punishments to change to?
8. What did the 1971 Misuse of Drugs Act mean?	8. Which unit tackles gangs and drugs crime?	8. Give one thing the Homicide Act of 1957 stated.	8. Why did the British government have to change its attitudes during WWII?
9. Give one crime which continued from earlier periods.	9. Who introduced the Neighbourhood Watch?	9. Give two years the Murder Act came into force.	9. What consequence did conflict have on British society?
10. Give one old and new example of terrorism.	10. How many communities were members by 1990?	10. When was the death penalty outlawed for all crimes?	10. Give one way CO's were discriminated against in WWI.

Crime and Punishment - Key Topic - Whitechapel

Exam Questions;

1. Describe one features... (2x)
2. How useful are Sources A and B for an enquiry into...
3. How could you follow up Source A and B to find out more about.



Context of Whitechapel - 35.7% lived in poverty

- **Alcoholism**
 - o 45 buildings serving as gin palaces and opium dens in 1.5sqm
 - o Drunkenness increases violence
- **Prostitution**
 - o 1200 in Whitechapel
 - o Women driven by desperation, called 'unfortunates' by the upper classes
 - o Often resorted to backstreet abortions due to lack of contraception
- **Gangs**
 - o Bessarabia Tigers and Odessians set up protection rackets (promising not to destroy property in exchange for money)
 - o Difficult to police as people were scared to report them
- **Work**
 - o Workhouses: set up by the Poor Relief System, made purposefully horrible
 - Old, sick, unmarried, vagrants, orphans
 - o Exchanged a bed and food for labour, sometimes 20 hours a day
 - o Banned from talking to one another, separated from family
 - o Sweatshops - 20 hour days, grim, little light, making matches or shoes, cramped, low wages
- **Rookeries**
 - o 1000 out of 30000 homeless
 - o 30 people per 1 apartment
 - o Lodging houses had 3x 8 hour shifts for families sharing one bed
 - o 200 lodging houses had 8000 people crammed (over 25% of the population)
 - o 1875 Artisans Dwelling Act - government trying to clear the slums
 - o George Peabody (wealthy American) built 11 new flats called the Peabody Estate
 - 1881, 286 new flats at an affordable 15p per room or three shillings for 3 rooms
- **Sanitation**
 - o Sewage in the streets
 - o Little drinking water
 - o Smoke and stinking gas fumes
- **Orphans**
 - o Barnardo, a doctor, set up an orphanage in 1870
 - o By 1905, 100 orphanages were set up, with 85 children each



• **Immigration**

- o **Irish 1840s -**
 - Worked on the canals 'navvies' and on docks
 - Fenian- Irish nationalism - wanting independence from Britain, mainly Catholic terrorist/ fanatics
 - Bombed Clerkenwell Prison in 1867, London Bridge / Tower Bridge and Parliament in 'Dynamite Sunday, 24 January 1885)
- o **Jews**
 - Pogroms in Russia by Alexander II (persecution) forced them to flee
 - By 1888 95% of Whitechapel was Jewish
 - Isolated themselves, found employment quickly and were successful
 - Accepted lower wages so were often in employment over English locals
 - Didn't follow government working laws, so undercut English businesses
 - Worked on Sunday as their Holy Day was Saturday,
 - Looked different, didn't speak English, made them more suspicious
- o **Anarchists and Socialists**
 - Special Branch in 1893 undercover operation revealed planned bombings (exaggerated)
 - Socialists (Socialist Democratic Federation) founded in 1881 stood for rights of workers and women
 - 1887 Bloody Sunday Protest which police suppressed
 - 1888 political campaigns, the SDF won seats in the London County Council



How London was policed:

- The Met in total had 13,319 men for covering 5 million in London
- The Met was responsible to the Home Secretary directly (afraid of being run by socialists in London County Council in 1889)
- Charles Warren became Commissioner in 1886 - ruthless , ex-general, not favoured by the workers
- CID made in 1878 with 216 detectives by Howard Vincent

How Whitechapel was policed:

- H Division (27 inspectors and 15 detectives)
- Beat Constables - poor quality sometimes sleeping on the job
- Lack of sensitivity and understanding
- Gangs would silence or scare victims into reporting
- Confined spaces, rookeries and always made it harder
- Police were understaffed
- Met with great hostility in the Workhouses and schools
- Prostitutes hated them dissuading their choice of living
- Hosted soup kitchens, looking after children, stopping horses
- More promoting civility rather than solving social problems
- Invasive

Jack the Ripper Investigation

- Mary Ann (31 August, Buck's Row), Annie Chapman (Hanbury Street, 8 September), Elizabeth Stride (30 September Berners Street) Catherine Eddowes (Mitre Square 30 September), Mary Jane Kelly 99 November in Miller's Court)



Investigation Difficult

- 300 letters and postcards made the investigation harder
- Sensationalist media - often racist, giving police false leads
- Police Rivalry - 'the Jews are the men that will not be blamed for nothing'; Warren instructs the police to wash the graffiti being photographed as it was in the City of London Police's territory. Warren wanted to catch Jack the Ripper first.
- Lack of forensic techniques (e.g. fingerprinting, or DNA, or photography)
- Vigilance Committee (George Lusk, set up September 1888) reward system, armed, whistles, took to the streets)



Techniques:

- Leads (from gangs, public and prostitutes)
- Soup kitchens (not allowed to give money for rewards)
- Interviewing Locals (2000 lodging houses)
- Coroners Reports
- Post-Mortems (Rees Llewellyn, suggested the murderer was left handed and a surgeon or butcher)
- Journalist Theories (e.g. John Plizer or 'Leather Apron')
- Clues (missing body parts of items on the bodies)
- Visiting Lunatic Asylums (assumed that the killer was insane)
- Leaflets (over 80'000 handbills)

Sources	What it shows	Reasons to Be Cautious
<i>Census</i>	Populations, living types, marriages, ages	Not everyone filled it in, language difficulties
<i>Workhouse Records</i>	Working Life, employment, numbers of, inmates	Can be falsified
<i>Drawings, cartoons</i>	Numerous	Purpose is to entertain, criticise police, etc. Many are inaccurate
<i>Memoirs</i>	Personal accounts	Author bias presenting themselves as victims or righteous
<i>Media</i>	Local and national perspective	Often anti-police, sensationalist, exaggerate
<i>Court Records</i>	Official sentences, frequency and type	
<i>Police Reports</i>	Reports made at individual stations	Not all incidents are recorded
<i>Charles Booth's Survey</i>	Map of housing and demographics in Whitechapel	Little qualitative information, unofficial social reformer

New Methods in Policing

- Bertillon System - photographing physical measurement of the criminal, adopted by Met in 1894. Later replaced by fingerprinting.
- Telephone boxes instead of whistles (1901)
- Bicycles introduced in 1909

Government Action

1. **Houses of the Working Classes Act 1890** New housing schemes by London City Council
1. **Public Health Amendment Act 1890** Improve toilets, paving, rubbish collection

Context	Immigration	Policing	Jack the Ripper	Sources
1. What did the Bessarabian Tigers and Odessians set up?	1. How much of the population was Jewish?	1. How many officers did they have for 5 million people?	1. Which two murders were known as the 'double event'?	1. Which source is often falsified?
2. How many were homeless in Whitechapel?	2. Give one reason the English locals resented the Jews.	2. Who was the Met Police responsible to?	2. How many letters were sent in?	2. Which source is very personal?
3. How many prostitutes were there in Whitechapel?	3. Give one reason Jews fled to Whitechapel.	3. Who was commissioner in 1886?	3. What is sensationalism?	3. Which source was made by a social reformer?
4. Give one way the sanitation was poor.	4. Give one reason why Irish migrated to WC.	4. How was he received by the people?	4. Who washed off vital evidence at the Eddowes murder?	4. What's the purpose of cartoons or caricatures?
5. How many gin palaces and opium dens were there?	5. Give one job of the Irish.	5. How many inspectors did they have?	5. Give one way the investigation struggled.	5. What source could be used if you wanted to know marriages?
6. What was set up for the unemployed?	6. What was a Fenian?	6. Which branch policed Whitechapel?	6. Who led the Vigilance Committee?	6. What source could be used for conditions in the workhouse.
7. Who set up the orphanages in 1870?	7. What happened on 24 January 1885?	7. Give one way their job was made difficult.	7. Give one reason the government were cautious of the Vigilance Committee.	7. What source could be used to understand the nature of crime in WC.
8. When was the Artisans Dwelling Act?	8. What was created in 1893?	8. Give one role of the Beat Constable.	8. How many lodging houses were interviewed?	8. What source is often very bias?
9. Who built 286 new affordable flats?	9. What did the SDF stand for?	9. Give one way policing changed in 1894.	9. What did the Rees Llewellyn conclude?	9. Which source is often very critical of the police?
10. What were grim and lasted for 20 hours a day?	10. When did the SDF win seats in London County Council?	10. What did the Public Health Amendment Act improve in 1890?	10. How many leaflets were given out?	10. Why might the census be inaccurate?

Paper One – Christianity beliefs and teachings Part 1

Key words

Denomination, monotheistic, doctrine, Trinity, Holy Spirit, original sin, Genesis, Cosmological, Teleological, myth, omnipotent, Omni benevolence, omniscience, transcendence, immanent, Word, soul, heaven, hell

To link Christian beliefs about creation with the trinity.

"The spirit of God" hovering over the waters.

Christians use this passage to argue that the Holy Spirit was active at the beginning of creation.

"In the beginning was the **Word**, and the Word was with God, and the Word was God."

Most theologians argue that the '**Word**' refers to God the Son, Jesus.

This shows that not only was the Holy Spirit involved in creation, but the Son as well.

The reference to the creation of the earth shows that the world was made by God.

To describe the Genesis account of creation.

The book of Genesis begins "In the beginning God created the heavens and the earth."

Day 1-2 Water covered earth

Day 3 Dry land and plants

Day 4 Sun, moon and stars

Day 5 Sea and flying creatures

Day 6 Land animals and Man

Day 7 God rested

To explain some of the qualities of God

Christians believe that God has various qualities and attributes.

They believe that God is perfect and that these qualities are proof of God's perfections.

Descriptions of God (the nature of God)

- All powerful (omnipotent) because he created the world (Genesis). There is nothing God cannot do or achieve. "Nothing is impossible with God."

All loving – God sent Jesus to die on the cross so man's sins could be forgiven. This encourages Christians to love each other. "God so loved the world that he gave his one and only son."

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It always protects, always trusts, always hope, and always perseveres. Love never fails." 1 Corinthians 13: 3-4

- Judge – God (Jesus) will judge everyone on Judgement Day (Teachings in parable of Sheep and Goats). God is believed to be the perfect giver of justice. Therefore Christians should do all things to prevent wrongs.

- Eternal – God has no beginning and no end

- All-knowing (omniscient) God knows everything, which has happened, is happening and will happen.

To explain different Christian beliefs about creation

Christians believe that God created the earth. One story about the creation of the world is found in **Genesis**.

Many Christians believe that although it may not be scientifically accurate, this account contains religious truth.

Some Christians believe that the account should not be read as an accurate account, but as a **myth**.

Design argument- **teleological** William Paley used this argument to explain the existence of God. Anything that has been designed needs a designer. There is evidence that the world has been designed. If the world has been designed then there must be a designer, this must be God.

The First Cause Argument/ **Cosmological** (Thomas Aquinas) If we look at things in the world, we see that they have a cause.

Anything caused to exist must be caused to exist by something else. Everything has to have a beginning. The only possible first cause of the universe is God, therefore God must exist.

To describe Christian belief in the nature of God

Around one in three of the world's population claim to be Christians. Christianity is founded on the belief that over 2000 years ago Jesus died and rose from the dead.

The three main branches/**denominations** of Christianity (Catholic, Orthodox and Protestant) now exist side by side.

For all denominations within Christianity their belief in God is universal.

Christianity is a **monotheistic** religion. A key Christian statement of belief is the Nicene Creed which states "We believe in one God."

Christians consider God to be holy, which means set apart from everything else for a special purpose.

To understand and analyse the concept of the oneness of God and the Trinity

The **doctrine** of the **Trinity** is the Christian belief that: There is One God, who is Father, Son, and Holy Spirit.

The Trinity describe that there is only one God, each person of the Trinity is fully God and the persons of the Trinity are not the same.

God the Father: revealed by the Old Testament to be Creator, Lord, Father and Judge.

God the Son: who had lived on earth amongst human beings.

God the **Holy Spirit**: who filled them with new life and power.

To investigate the problem of evil and suffering

Many people questions God's **benevolence** when faced with evil and suffering.

Christians believe that a just God treats all people fairly, and they can trust God when things appear wrong.

The story of the '**fall**' shows Adam and Eve giving into temptation, free will to make a choice- 'the **original sin**'.

Paper One – Christianity beliefs and teachings Part 1

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The _____ to the creation of the _____ shows that the world was made by _____.

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All _____ – God sent Jesus to _____ on the cross so man's _____ could be forgiven. This encourages Christians to _____ each other. "God so loved the world that he gave his one and only son."

"Love is patient, love is kind. It does not _____, it does not boast, it is not proud. It always protects, always _____, always hope, and always perseveres. Love never _____." 1 Corinthians 13: 3-4

• _____ – God (Jesus) will judge everyone on Judgement _____ (Teachings in parable of _____ and _____). God is believed to be the _____ giver of _____. Therefore Christians should do all things to prevent _____.

• _____ – God has no beginning and no end

• All-knowing (_____) God _____ everything, which has happened, is happening and will happen.

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Christians believe that God _____ the _____. One story about the creation of the world is found in _____.

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For all denominations within Christianity their belief in God is _____.

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The Trinity describe that there is only one God, each _____ of the Trinity is fully God and the persons of the Trinity are not the same.

God the Father: _____ by the Old Testament to be _____, Lord, Father and _____.

God the _____: who had lived on earth amongst human beings.

God the **Holy** _____: who filled them with new _____ and power.

To investigate the problem of evil and suffering

Many people questions God's _____ when faced with _____ and _____.

Christians believe that a just God treats all people _____, and they can trust God when things appear _____.

The story of the 'fall' shows _____ and _____ giving into _____, free will to make a choice- 'the **original sin**.'

To explore Christian belief in the afterlife.

Christians believe there is an afterlife. Although the body dies and is buried or cremated, they believe that their unique soul lives on and is raised to new life by God. The body is **mortal** and the soul **immortal**.

Their belief that Jesus rose from the dead three days after his crucifixion (a Roman method of execution) gives Christians hope that if they follow Jesus' teaching and accept him as their Lord and Saviour, then this new resurrection life awaits them.

By being born as a human being (the incarnation), and then dying on the cross, Jesus made this new 'life after death' possible for all. Jesus said, "I am the resurrection and the life. He who believes in me will live, even though he dies." John 11:25-26

"God so loved the world that he gave his one and only Son, that whoever believes in him shall not perish but have eternal life".
John 3:16

To describe Christian belief in heaven and hell

Christians believe that God is just and fair, and so cannot let evil go unpunished.

Most believe in the idea of judgement after death, and that God will treat people in the afterlife according to how they lived their life on earth.

Although **heaven** is often mentioned in the Bible, it is rarely described. Christians therefore have very different ideas about it.

Some believe that heaven is a physical place, where their body goes after death. Others believe that it is their soul that lives on, and that heaven is a state of being united with God.

Christians have very different ideas about hell. Some Christians believe that hell is a place of suffering, and of separation from God. Others (perhaps most) believe that hell is a spiritual state of being separated from God for eternity.

Some Christians believe in the Second Coming (**Parousia**) - the anticipated return of Jesus Christ from heaven to earth

To investigate how the belief in Judgement day may influence a believer.

Christianity teaches that there will be a day of judgement at the end of time and all be judged on their actions and behaviour by Jesus.

The Nicene Creed states "Jesus will come again to judge the living and the dead."

Many Christians believe that after their death their soul will wait for judgement day. From there they will be rewarded into heaven or punished into hell.

A number of Jesus' parables relate to judgement:

Rich man and Lazarus- warns that ignoring the needs of others may have eternal consequences.

Sheep and Goat- This parable shows that on the day of judgement some will be rewarded with heaven for helping others, whilst others are sent to hell.

Genesis 1- "In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters.

And God said, "Let there be light," and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day."

Parable of the Rich man and Lazarus – "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony.'

Parable of the sheep and goat- Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.

41 "Then he will say to those on his left, 'Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels. 42 For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink,

To explore Christian belief in the afterlife.

Christians believe there is an _____. Although the body _____ and is buried or cremated, they believe that their _____ soul lives on and is raised to new life by God. The body is _____ and the soul _____.

Their belief that Jesus _____ from the dead _____ days after his crucifixion (a Roman method of execution) gives Christians hope that if they follow Jesus' _____ and accept him as their Lord and Saviour, then this new _____ life awaits them.

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Christians believe that God is _____ and _____, and so cannot let evil go _____.

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Some believe that heaven is a _____ place, where their body goes after death. Others believe that it is their _____ that lives on, and that heaven is a _____ of being united with _____.

Christians have very different ideas about _____. Some Christians believe that hell is a place of _____, and of _____ from God. Others (perhaps most) _____ that hell is a spiritual state of being separated from God for eternity.

Some Christians believe in the Second Coming (**Parousia**) - the anticipated return of Jesus Christ from _____ to _____.

To investigate how the belief in Judgement day may influence a believer.

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41 "Then he will say to those on his left, 'Depart from me, you who are _____, into the _____ fire prepared for the _____ and his angels. 42 For I was _____ and you gave me nothing to _____, I was _____ and you gave me nothing to _____.

Paper One – Christianity beliefs and teachings Part 2

Key words

Incarnation, resurrection, immaculate, Christ, Messiah, crucifixion, Sabbath, ascension, salvation, atonement, reconciliation, sin, grace, original sin, eternal,

To explain why the resurrection is important to Christians.

- The women who return to the cave/tomb on the Sunday discovered that the stone was rolled away.
- According to John, Mary Magdalene saw Jesus and told the disciples. The gospels give account of Jesus appearing during the next 40 days. These are called the 'resurrection appearances.'
- The stories stress the physical natures of Jesus' appearance.
- The resurrections provided proof for a Christian that Jesus was the son of God, showing God's triumph over evil and death.

KPI3- To understand the impact of the crucifixion on Christians today.

- The crucifixion gives Christians confidence that if they accept Jesus' sacrifice, God will forgive them.
- They believe that suffering is part of life.
- God understand what the suffer is going through.

To know and understand the incarnation of Jesus

- For Christians, the belief that Jesus was God in human form is more important than the details of his birth. (**Incarnation**)
- The gospels of Matthew and Luke explain quite clearly that Mary, Jesus' mother, did not conceive Jesus sexually.
- An angel appears to Mary in Luke's gospel and Joseph in Matthew's gospel.
- In both cases the angel confirm that the conception is an **immaculate** conception.
- "But before they came together, she was found to be pregnant through the Holy spirit." Matthew 1:18
- The conception gives evidence to Christians that Jesus is **incarnate**, made flesh in human form, fully God.
- In the gospel account of John, he focuses upon the meaning of the birth. "The Word became flesh." John 1:14
- Christians refer to Jesus as the **Christ**. It comes from the Greek word, Christos, which means 'anointed one.'
- Christians believe that Jesus was the **Messiah**.
- "When Jesus was baptised, a voice from Heaven said 'You are my

To learn details about the crucifixion of Jesus

- The events leading up to the arrest and **crucifixion** of Jesus are well-told by the Gospel writers, as are stories of the Resurrection.
- In the end the Roman authorities and the Jewish council wanted Jesus dead. He was a political and social trouble-maker.
- He was sentenced to death by Pontius Pilate.
- Christians believe that Jesus was far more than a political radical. For them the death of Jesus was part of a divine plan to save humanity.
- Even though Christians believe that Jesus was the Son of God, it does not mean that he was in some way spared the pain and horror of his crucifixion.
- According to Luke's gospel, Jesus forgave the guards who crucified him.
- According to Mark's gospel, one Roman centurion praised God and acknowledged that Jesus had been a righteous man. "Surely this man was the son of God!" Mark 15:39
- As there was insufficient time to bury Jesus because of the **Sabbath** day, the body of Jesus was laid in a cave/tomb.

To analyse the importance of the role of Christ in salvation.

- "For God so loved the world, that he gave his only son." John 3:16. Christians believe that the death of Jesus was central to God's plan of salvation.
- **Atonement** means making up for. Christians believe that Jesus' death was a necessary atonement because human beings could not deal with the problem of selfishness themselves.
- **Reconciliation** is the restoration of relationships. Christians believe that relationship between God and Human needed to be reconciled, and that they could be reunited with him in heaven.
- "Greater love than this, that he lay down his life for his friends." John 15:12-14

To describe Christian beliefs of Sin.

- The story of **original sin** is found in Genesis 3 and inbuilt tendency to disobey God, seen by Adam and Eve.
- God in Christ offered salvation. Most Christians do not take Gen 3 literally.
- **Salvation** means being accepted by God and being assured **eternal life**.
- Salvation through works is the approach is a belief rejected by many Christians that a relationship with God can be earned.
- The word **grace**, refers to unconditional love from God. Seen in the parable of the prodigal son.
- Christians believe they can receive salvation from Grace.

KPI5: To investigate Christian belief in ascension

- Luke's gospel ends with the **ascension** of Jesus. Jesus taking his disciples to a place called Bethany and being 'taken up to heaven.'
- Most Christians do not take this literally, but understand that this is an imagery to express the final appearance and Jesus' successful mission on earth.

Paper One – Christianity beliefs and teachings Part 2

Key words

Incarnation, resurrection, immaculate, Christ, Messiah, crucifixion, Sabbath, ascension, salvation, atonement, reconciliation, sin, grace, original sin, eternal,

To explain why the resurrection is important to Christians.

- The _____ who return to the cave/tomb on the _____ discovered that the _____ was rolled away.
- According to John, _____ Magdalene saw Jesus and told the disciples. The _____ give account of Jesus appearing during the next 40 _____. These are called the 'resurrection appearances.'
- The stories stress the physical natures of Jesus' _____.
- The resurrections provided proof for a _____ that Jesus was the son of God, showing God's triumph over evil and _____.

KPI3- To understand the impact of the crucifixion on Christians today.

- The _____ gives Christians confidence that if they accept Jesus' _____, God will forgive them.
- They believe that _____ is part of _____.
- God _____ what the _____ is going through.

To know and understand the incarnation of Jesus

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The role of the church in the local community: Food Banks

The Trussell Trust: Founded in 1997 it provides emergency food help and support to people in the UK. Based on the parable of the sheep and goats to aim to end poverty and relieve hunger of people. Due to rising prices, cut in benefits, redundancy and other family issues people need help with food to survive. Food is donated by churches, supermarkets, schools and business and care professionals identify people in need and give vouchers so that they can get food to help them in the short term.

Street Pastors

The parable of the sheep and goats shows how Christians should help others and show agape. Street pastors started in 2003 in London with volunteers to work on the streets to patrol areas to provide a reassuring presence to people at night. They try to focus on responding to anti-social behaviour, drunkenness and fear of crime. They want to help people in practical ways working with the council and the police. They wear blue reflective uniforms to be seen so they can be spotted for people to come to them if they need help. They go out to listen to people, giving advice about where they can go, or to offer flip flops to girls whose shoes have broken or space blankets to help keep people warm. They do not actively go out to preach but work off the basis of the teachings of Jesus to offer help to people who need it.

Worship	Act of religious praise and devotion. Honouring God.
Liturgical	Church service that follows a set order and structure.
Non liturgical	A service that doesn't have a set order or structure.
Informal	Type of non-liturgical worship that is spontaneous e.g. Quaker and charismatic Christian worship
Prayer	Speaking to God
Lords Prayer	Set prayer taught by Jesus aka the 'Our Father'
Sacraments	Christian rituals where believers receive God's grace (free gift of love)
Eucharist	Aka Holy Communion. Christian sacrament that uses bread and wine to re-enact the Last Supper and commemorate the death and resurrection of Christ.
Baptism	Baptism: Christian sacrament representing entrance into the Christian faith. Usually involves water
Transubstantiation	The belief that the bread and wine actually become the body and blood of Christ
Memorialism	Christ is not present, the Eucharist is carried out in remembrance of Jesus

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	The belief that the bread and wine actually become the body and blood of Christ
	Christ is not present, the Eucharist is carried out in remembrance of Jesus

To investigate the nature of prayer and its significance.

- Christians describe prayer as a conversation with God. Prayer can be silent or said out loud. It can use set words, or a person's own words.
- There are many different kinds of prayer, including: adoration - praising God for his greatness - confession - owning up to sin and asking for God's forgiveness thanksgiving - thanking God for his many blessings, petition - asking God for something, - intercession - asking God to help others who need it,
Most Christians believe prayer deepens a person's faith. Praying can help the believer come to a greater understanding of God's purpose for their lives.

To understand what is meant by worship and different forms of worship.

- Worship is an act of showing **devotion** to God.
- This often involves praise, but in Christianity it also covers things such as asking for forgiveness and learning more about God.
- Worship can be formal or informal, in a group or done individually (private worship).
- Liturgical worship involves a set format for worship, it can contain **liturgies**.
- Non liturgical worship is where there is no set structure, or where worship may be spontaneous. Informal worship is worship is more relaxed it is sometimes **charismatic**, it can be help at any time.

Many Christians are **evangelical**, meaning they believe it is important to spread the 'good news' of Christianity with others so that they might be saved. **Missionary** work means an organised effort to spread Christianity. Christians have suffered **persecution** in the past. Just after Jesus had died, many people began joining the new religion that Jesus had started called Christianity. However, not everyone was happy with this new, rapidly growing religion. One of these people was the Roman Emperor Nero. Under his reign, Christians were persecuted for their beliefs. Many of Jesus' disciples were persecuted and died horrible deaths such as being crucified or boiled alive. **Tearfund** are a Christian charity. They believe their duty is to follow the example of Jesus and help the poor and needy. They work in over 50 countries and provide short and long term aid.

To be able to understand the sacrament of Holy Communion and the different ways Christians celebrate communion.

- The **Eucharist**, which is also called the Holy Communion, Mass, the Lord's Supper or the Divine Liturgy, is a sacrament accepted by almost all Christians.
 - The Eucharist is a **re-enactment** of the Last Supper, the final meal that Jesus Christ shared with his disciples before his arrest, and eventual crucifixion.
 - Although all denominations recognise the importance of the Eucharist, they differ about its meaning. Roman Catholics believe that although the bread and wine physically remain the same, it is transformed beyond human comprehension into the body, blood soul and divinity of Jesus. This is called **Transubstantiation**.
- In some churches (e.g. Roman Catholic) people come to the front to receive communion from the priest, usually in the form of a wafer and some alcoholic wine from a single cup In other churches (e.g. non-conformist) bread is usually set on a table alongside non alcoholic wine in small cups and anyone who wishes to can take some.

Worship	Act of religious praise and devotion. Honouring God.
Pilgrimage	A journey made to a holy site for religious reasons.
Christmas	Christian festival celebrating the incarnation of Jesus
Easter	Christian festival commemorating the death and resurrection of Christ
Food banks	The Trussell Trust is a Christian charity that provides emergency food to people in crisis
Street pastors	Christian volunteers who provide free help and support to people, especially those who are out on a Friday or Saturday night.
Mission	A vocation or calling to spread the teachings of Jesus. The Great Commission: Jesus instruction to his followers to go and spread his message "Go and make disciples of many nations"
Evangelism	Spreading the teachings of Jesus
Church growth	Church attendance is falling in the UK, but is increasing rapidly in places like Africa
Reconciliation	The worldwide Church has a mission to heal people's relationship with God and with one another.
Persecution	Christians in places like North Korea and Syria are being persecuted by being attacked, forced to pay extra taxes or forbidden from certain jobs

To describe the role and importance of pilgrimage.

- A **pilgrimage** is a journey made for a religious reason. The believer makes a physical journey but it is also a spiritual journey toward God. Pilgrims may visit the Holy Land, particularly Jerusalem, because it is where Jesus lived and died. Christians go on pilgrimage to grow closer to God and seek a cure for an illness. The pilgrimage site of **Lourdes** is near the Pyrenees mountains in France. Every year, it is visited by millions of pilgrims, particularly Roman Catholics. **Iona**: Scottish island where Christians of all denominations go to pray, read the Bible and meditate

To investigate Christian festivals

Christmas is a Christian festival remembering the birth of Jesus. Here are some of the ways it is celebrated: the story of Jesus' birth (the nativity) is re-told by children through nativity plays, church services often including carol singing, Some Christians start Christmas day with a midnight communion service (mass), gifts might be given or received which reminds Christians of the gift of Jesus

Easter remembers the crucifixion and resurrection of Jesus. Holy week begins with palm Sunday, on Maundy Thursday, Jesus shared the last supper with his disciples. On good Friday Jesus was crucified by the Romans. The Bible says Jesus was innocent and that his death was a sacrifice for people's sins. Throughout the gospels, Jesus says that he will have to die but that his death will save many. Jesus was resurrected on Easter Sunday. Easter is celebrated by giving eggs which are a symbol of new life, Christians might attend church and share communion.

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Explain attitudes to law breakers from a religious AND secular perspective

Christianity teaches that sin is a part of human nature and that all people have the potential to commit a crime. This is shown in the story of the fall of Adam and Eve in Genesis, when they disobeyed God and ate the forbidden fruit.

Many Christians believe that the Bible teaches the difference between right and wrong. Following God's will leads people to the right path; ignoring God's will leads to disaster.

Christians do not believe that people are evil but that people can be **tempted** to do wrong and break the law. Christians are taught to **“love the sinner, hate the sin”** which means they should **forgive** and show mercy to people who have done wrong but admitted their mistakes and sought **atonement**.

Christians and Buddhists believe crime is very rarely justified as it usually breaks one of the **Ten Commandments or the five moral precepts**. They will usually want to reform the criminal so they no longer feel the need to commit crime. They may sometimes support illegal protests as long as no one is hurt.

Explain some of the reasons for crime

There are many theories to explain why people commit crime, but there is general agreement on how people become criminals. Criminal behaviour fits into one, or more than one, of these categories:

- criminal behaviour can be caused by a person's free choice
- criminal behaviour can be caused by a person's environment, eg a broken home or failure at school could be a catalyst for the change to becoming a criminal (**Upbringing**)
- criminal behaviour can seem like the only option for a person if they are unable to conform to society (**Poverty**)
- criminal behaviour can develop through being associated with other criminals (**Greed, addiction**)

Define the three aims of punishment on the course and discuss the difference between different aims of punishment.

Aims of Punishment

Retribution – Making the criminal pay for what they have done. (Death penalty)

‘Eye for an eye’

‘Overcome evil with God’

‘We should not seek revenge’ - Dalai Lama

Deterrence – Punishment designed to put other criminals off from committing the crime. (Corporal punishment)

Inflicting suffering on others (Dukkha)

‘Treat others as you wish to be treated’

Reformation – To try and change the criminal, so they no longer commit the crime. (Counselling)

‘Love your neighbour’

Karuna/ Metta

Religious attitudes to forgiveness

Forgiveness is very important to Christians it is at the heart of Jesus’ teaching. Jesus taught that we should forgive “**seventy times seven**” and forgave his murderers as he was dying on the cross. **‘Father forgive them, for they know not what they do’.**

The Lord’s prayer says that Christians should forgive others because they want God to forgive them for their sins. **‘Forgive those who sin against us’.**

Forgiveness is also important to Buddhists as they believe that anger and resentment cause more suffering in the long term.

Buddhism teaches that if people do not forgive they will suffer.

By not forgiving, Buddhist people they will be punished by the **principle of kamma**. Apology and forgiveness can lead to reconciliation.

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KEY QUOTES AND TEACHINGS

- People should be treated fairly and not cheated: ‘So in everything, do to others what you would have them do to you.’
- ‘There is neither Jew nor Greek, slave nor free, male or female, for you are all one in Christ.’
- ‘Forgive us our sins’
- ‘Father, forgive them.’
- ‘Do not repay evil for evil...’
- ‘An eye for an eye’
- Parable of the sheep and goat

Religious responses to the death penalty

X Many Christians are against the death penalty because of the **sanctity of life**. It is inhumane to kill someone

X Christian are taught to forgive **‘Love the sinner, hate the sin’**

X **‘Do not kill’** – against the aim of reformation

X Little evidence that it is deterrent

X Buddhist oppose the death penalty as it breaks the **first moral precept – Ahimsa**

- X Not possible to relieve suffering (Dukkha)
 - ✓ Some Christians may support the death penalty due to retribution **‘Eye for an eye’**
 - ✓ It provides retribution and justice for the victims
 - ✓ Utilitarian argument. Capital punishment may provide the maximum happiness for the greatest number of people

- Five moral precepts
- Second noble truth- three poisons
- Eightfold path- right action/right speech
- Kamma- cycle of samsara
- Three marks of existence- Dukkha

Key terms

Conflict - a serious disagreement or argument

Peace- a state or period in which there is no war or a war has ended.

Justice- Just behaviour/treatment through the quality of fairness

War- a state of armed conflict between different countries or different groups within a country.

Civilians- a person who is not involved in the armed service

Retaliation- the action of harming someone, or seeking revenge

Greed – a selfish desire to want something,

WMDs- Weapons of mass destruction

Hiroshima- On Monday 6th August 1945, during WWII, America dropped the first atomic bomb over the Japanese city of Hiroshima

Pacifism- The belief that all war and violence are unjustifiable

Sanctity of life- The religious belief that all life is sacred and holy, as life is God given

Ahimsa- Hindu/Buddhist term to respect all living things and avoid violence towards others- linked with the first moral precept 'do not harm'

Conscientious objector- A person who refuses to fight in a war for religious or moral reasons.

Quakers- a member of the Religious society of friends, a Christian denomination, following the teaching of peaceful principles.

Peace and conflict

To explain why wars are fought.

What is war?

War is an organised conflict usually consisting of intense violence carried out by one state or states against another state or states.

What are the causes of conflict?

The causes of any war are complex. Wars are rarely about just one thing. They can be declared when a state or states act to: attack or invade another state, to gain territory or resources, resist such an attack or invasion by an aggressor, protect another state from attack by an aggressor, impose domination or political change on another state, or to resist such domination. War can also occur internally within a state between organised groups.

This is known as civil war.

<https://www.bbc.com/bitesize/guides/zbywjs/revision/1>

To explain religious views on pacifism

Pacifists reject all violence. They do not think that conflict should be dealt with by resorting to war. They think that other peaceful methods should be used. In the Gospel of Matthew, Jesus said: Blessed are the peacemakers: for they shall be called the children of God. Pacifists also use the teaching in the Ten Commandments to justify their position. In Exodus it says: Do not murder. Martin Luther King was a Pacifists who used methods of nonviolence; speeches, marches, bus boycotts.

The Five Precepts are moral guides that all Buddhists try to follow in order to minimise desires and reach enlightenment. The first of these Precepts is to abstain from taking life. Killing or harming human beings is therefore clearly problematic for Buddhists. Because of this, some Buddhists would not rise to an attack or to any conflict with violence.

For many, Hinduism is a religion which follows pacifist principles because there are clear reasons to lead a non-violent lifestyle, they believe in the concept of ahimsa

<https://www.bbc.com/bitesize/guides/zvfbwmn/revision/1>

good merit is built up by avoiding violence

all living things are believed to have equal worth and should not be harmed

To explain Christian attitudes towards the reason for war

In the Old Testament, people are sometimes commanded by God to go to war. In Deuteronomy, Joshua and Judges, God often tells his people to fight and destroy foreign tribes to gain the Promised Land (Israel).

• "The lord your God will drive out those nations before you."

Deuteronomy 7:22-24 The Old Testament Prophet, Joel, tells the people that God wants them to go and fight,

• "Prepare for war! Rouse the warriors! Let all the fighting men draw near and attack." Joel 3:9-10

• "The Lord is a warrior." Exodus 15:3

• "There is a time for killing, and a time for healing, a time for war, and a time for peace." Ecclesiastes 3:2-8

Christians use these quotes in a discussion about war and the use of violence to show that there are times when war is justified. God cannot be totally opposed to war in all circumstances.

To investigate arguments around WMDs

Weapons of mass destruction (WMDs) are weapons that can kill a large number of people causing great damage to the environment. Examples include nuclear weapons (bombs using radioactive material); biological weapons (weapons infecting people with disease) and chemical weapons that burn people. Some people support the right to have these saying that they keep peace as countries will not attack other countries if they have got nuclear weapons. Many people are against them as they result in civilian casualties and lasting environmental impact. They could even destroy the world. Many people say that since they are bound to kill civilians using them would mean that a just war would no longer be possible. <https://www.bbc.com/bitesize/guides/zbygixs/revision/3>



Note: All figures are estimates as exact numbers are secret

Key terms

Conflict -

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Year 9 term 1- Is religion a source of peace?

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War is an organised _____ usually consisting of intense _____ carried out by one state or states against another _____ or _____.

What are the causes of conflict?

The causes of any war are _____. Wars are rarely about just _____ thing. They can be declared when a state or states act to: attack or _____ another state, to gain _____ or resources, resist such an attack or invasion by an aggressor, _____ another state from attack by an aggressor, impose domination or political change on another state, or to _____ such domination. War can also occur _____ within a state between organised groups.

This is known as _____ war.

To explain religious views on pacifism

Pacifists reject all _____. They do not think that conflict should be dealt with by resorting to _____. They think that other _____ methods should be used. In the Gospel of Matthew, Jesus said: Blessed are the peacemakers: for they shall be called the children of God. Pacifists also use the teaching in the Ten _____ to justify their position. In Exodus it says: Do not _____. Martin Luther King was a Pacifist who used methods of nonviolence; _____, _____, bus boycotts.

The Five _____ are moral guides that all Buddhists try to follow in order to minimise desires and reach _____. The first of these Precepts is to abstain from taking life. _____ or harming human beings is therefore clearly problematic for Buddhists. Because of this, some Buddhists would not rise to an attack or to any conflict with violence.

For many, Hinduism is a religion which follows pacifist principles because there are clear reasons to lead a non-_____ lifestyle, they believe in the concept of _____

good merit is built up by avoiding violence

all living things are believed to have _____ worth and should not be harmed

To explain Christian attitudes towards the reason for war

In the _____ Testament, people are sometimes commanded by God to go to _____. In Deuteronomy, Joshua and Judges, God often tells his people to _____ and _____ foreign tribes to gain the _____ (Israel).

• "The lord your God will drive out those nations before you."

Deuteronomy 7:22-24 The Old Testament Prophet, Joel, tells the people that God wants them to go and fight,

• "Prepare for _____! Rouse the warriors! Let all the _____ men drawn near and attack." Joel 3:9-10

• "The Lord is a _____." Exodus 15:3

• "There is a time for _____, and a time for healing, a time for _____, and a time for _____." Ecclesiastes 3:2-8

Christians use these quotes in a discussion about war and the use of _____ to show that there are times when war is _____. God cannot be totally opposed to war in all circumstances.

To investigate arguments around WMDs

Weapons of mass destruction (WMDs) are _____ that can _____ a large number of people causing great _____ to the _____. Examples include _____ weapons (bombs using radioactive material); _____ weapons (weapons infecting people with disease) and _____ weapons that burn people. Some people _____ the right to have these saying that they keep peace as countries will not attack other countries if they have got nuclear weapons. Many people are against them as they result in _____ casualties and lasting environmental impact. They could even _____ the world. Many people say that since they are bound to kill civilians using them would mean that a _____ would no longer be possible.



*Israel neither confirms nor denies it has a nuclear weapons program or arsenal

Note: All figures are estimates as exact numbers are secret

Year 10 – Theme A Religion and Relationships

Adultery	Having sex with someone who is not your husband or wife, outside of marriage	Gender Prejudice	Holding biased opinions about people based on their gender
Artificial Contraception	Methods of preventing pregnancy e.g. condoms, the pill, the coil	Heterosexual	Sexual attraction to the opposite gender
Cohabitation	Living and starting a family with someone who you are not married to	Homosexual	Sexual attraction to the same gender
Divorce	The legal ending of a marriage	Marriage	A legal and religious ceremony joining two people together in love
Family Planning	Using a woman's natural cycle of fertility to try and avoid pregnancy	Procreation	Bringing babies into the world
Gender Discrimination	Acting against people based on their gender	Remarriage	Marrying someone else after divorce

Topic	Christianity	Buddhism	
Human sexuality	<ul style="list-style-type: none"> - The Roman Catholic church teaches that sex between people of the same gender is 'disordered' - They argue that homosexual relationships are banned by the Bible - Gay marriage is banned in the Catholic Church and Church of England - <i>"Do not have sexual relations with a man as one does with a woman" – Leviticus 18:22</i> 	<ul style="list-style-type: none"> - Liberal Christians teach that Jesus wanted people to love each other and show mercy and that we should be accepting of homosexuals - The Bible was speaking to a culture and society that doesn't exist today and are fine with same-sex marriage. 	<ul style="list-style-type: none"> - Buddhism does not favour one form of sexuality over another - Most important teachings is to <i>'not harm others'</i> - Same sex marriage is now legal in the UK
Sexual relationships	<ul style="list-style-type: none"> - Roman Catholics argue that all sex before marriage and after a divorce is unacceptable. Sex should only take place inside a marriage which is a lifelong, loving relationship. - Chastity - Adultery is prohibited by the Bible and Christians argue it is wrong as it undermines marriage involves lies and secrecy. - <i>"You shall not commit adultery" - Exodus 20:14</i> 	<ul style="list-style-type: none"> - Liberal Christians believe sex before marriage can be a valid expression of love - Cohabitation - Disagree with promiscuity - <i>"Flee from sexual immortality"</i> 	<ul style="list-style-type: none"> - No teaching on sex before marriage - Most important teachings is to <i>'not harm others'</i> - Adultery seen as an unskillful action
Artificial Contraception	<ul style="list-style-type: none"> - God tells Adam and Eve (the first couple) to <i>"be fruitful and multiply"</i> (Genesis 1:2) which encourages them to have children. 	<ul style="list-style-type: none"> - The Church of England argues that contraception should be allowed so that 	<ul style="list-style-type: none"> - Acceptable to use contraception

Year 10 – Theme A Religion and Relationships

Adultery		Gender Prejudice	
Artificial Contraception		Heterosexual	
Cohabitation		Homosexual	
Divorce		Marriage	
Family Planning		Procreation	
Gender Discrimination		Remarriage	

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	<ul style="list-style-type: none"> - The Catholic Church argues that all sexual acts inside marriage must be open to procreation - Natural law - They may use family planning as it is a natural method. 	<p>couples can take time and consider if they want to have children.</p>	<ul style="list-style-type: none"> - Some may see contraception as breaking the first moral precept - In Buddhist cultures there is no obligation to have children
Marriage and Divorce	<ul style="list-style-type: none"> - During the ceremony you agree to be together for life saying <i>"till death do us part"</i> - Many Christians do not like divorce as it is seen to break the promises made in a marriage. - The Catholic Church <u>do not</u> support divorce. They believe that sex after divorce is a form of adultery and you cannot get remarried in a Catholic Church once you have been divorced. Jesus says <i>"if a man divorces his wife [...] he involves her in adultery" (Matthew 5:32)</i> 	<ul style="list-style-type: none"> - The Church of England accepts divorce, especially if it is for reasons of abuse but you have to receive special permission to get remarried in a church. They might see it as a merciful option. 	<ul style="list-style-type: none"> - No teaching on divorce - Clinging onto attachment results in suffering (Dukkha) - Accept if suffering is caused - Remarriage an opportunity to commit to a new and healthy relationship
Family	<ul style="list-style-type: none"> - Nuclear Family is a family with a mother, father and children – some Christians argue this is the ideal - Extended Family is a family where grandparents and other relatives are involved - Single Parent Family this is a family where one parent brings up the child <p>Purpose of the Family</p> <ul style="list-style-type: none"> - Procreation – the family should be for the purpose of having and bringing up children - Stability – the family should be for providing a secure, stable environment for children - Faith – the family should be a way of bringing children up as good Christians 		
Gender	<ul style="list-style-type: none"> - The Catholic Church argues that women have a special role as mothers and they do not allow women to be priests - Some Christians argue that men were in authority during Jesus' life. All the disciples were men. Women should be quiet in church - <i>"Women should remain silent in the churches. They are not allowed to speak"</i> 	<ul style="list-style-type: none"> - The Church of England has allowed women priests since 1994 - Other Christians say all are equal, Jesus respected women, the Good Samaritan teaches against discrimination, all are created in God's image - <i>"There is neither male nor female for you are all one in Christ"</i> 	<ul style="list-style-type: none"> - Buddha ordained women as nuns - <i>Aparimitayur Sutra</i> suggests women must be reborn as men before reaching enlightenment - <i>Lotus Sutra</i> teaches Buddhist that men and women are equal

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AOA Religious Studies A – Theme B: Religion and Life

Key Words			
Abortion	The ending of a pregnancy	Liberal	A type of Christian who reads the Bible as stories, myths and metaphors
Big Bang Theory	Scientific theory of the creation of the universe through a large explosion	Literalist	A type of Christian who believes the Bible is literally true + the word of God
Dominion	The power humans have over God's creation	Natural Resources	Materials found in nature (e.g. coal, oil) which are exploited by humans
Euthanasia	The painless killing of a terminally ill patient	Purgatory	Where Catholics believe souls are purified after death + before heaven
Evolution	Scientific theory of the development of humans from apes	Quality of Life	How easy or difficult someone's life is – e.g. cancer causes a low quality of life
Heaven	Paradise where those judged good go after death to be forever with God	Sanctity of Life	The belief that all life is sacred as man is made in God's image
Hell	Damnation where those judged bad go after death to be forever without God	Stewardship	The responsibility God gave humans to look after the world
Judgement	After death Christians believe you are judged by God	Vegetarian	The choice not to eat animals

Key Ideas			
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AOA Religious Studies A – Theme B: Religion and Life

Key Words			
Abortion		Liberal	
Big Bang Theory		Literalist	
Dominion		Natural Resources	
Euthanasia		Purgatory	
Evolution		Quality of Life	
Heaven		Sanctity of Life	
Hell		Stewardship	
Judgement		Vegetarian	

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Stewardship + Dominion	<p style="text-align: center;"><u>Stewardship</u></p> <ul style="list-style-type: none"> - Stewardship means Christians have a duty to look after the environment on behalf of God and for future generations - This can be seen where Christians campaign for environmental charities or choose to reduce waste and recycle <p><i>"Rule over [...] every living creature" - Genesis 1:28</i></p>	<p style="text-align: center;"><u>Dominion</u></p> <ul style="list-style-type: none"> - Dominion is the idea that God gave humans power and authority over the world - Some Christians believes this allows them to use natural resources (e.g. oil and coal) and animals to make their lives better - In Genesis God gives Adam and Eve the power to name the animals and rule over them
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Abortion	<ul style="list-style-type: none"> - Abortion is the removal of a foetus from the womb in order to end a pregnancy. - In the UK (except Northern Ireland) it is legal during the first 24 weeks of pregnancy unless the mother's life is in danger or the foetus is severely deformed. <p><input checked="" type="checkbox"/> The Catholic Church is strongly against abortion. They believe in <u>sanctity of life</u>, the idea that life is a sacred gift from God which only God can take away. They see the foetus as a living thing.</p> <p><input checked="" type="checkbox"/> The Church of England think abortion is sometimes acceptable as a pregnancy as a result of rape or where the child would be very ill would lead to a very poor quality of life</p>
Euthanasia	<ul style="list-style-type: none"> - Euthanasia is the painless killing of a patient with a terminal illness. - Voluntary euthanasia is where the patient asks for their life to be ended. - Non-voluntary euthanasia is where the patient is not capable of asking to die, perhaps in a coma. - All forms of euthanasia are currently illegal in the UK. <p><input checked="" type="checkbox"/> The Catholic Church is strongly against euthanasia. They believe that only God can give and take life and that life is sacred (sanctity of life)</p> <p><input checked="" type="checkbox"/> Some liberal Christians think euthanasia can be an act of mercy which Jesus tells them is a good thing to do, this is especially the case when someone's quality of life is very poor.</p>

The Afterlife	<ul style="list-style-type: none"> - Christians believe that when you die you will be judged and that those who are found to be good will go to heaven but those who have sinned and gone against God's wishes will go to hell. 	
	Roman Catholics believe that there is a middle stage called purgatory where souls go to be purified of sin before they go to heaven	Some Christians believe that Jesus will return on a future Day of Judgement when all souls will be judged

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YEAR 10 FRENCH KNOWLEDGE ORGANISER

Connectives		Infinitive Phrases	
because	parce que/puisque/car	you/we can	on peut + infinitive
and	et	in order (to)	pour + infinitive
but	mais	I prefer (to)	je préfère + infinitive
also	aussi	I must	je dois + infinitive
then	puis	I/we have to	il faut + infinitive
after that	après ça	I want	je veux + infinitive
also/equally	également	I can	je peux + infinitive
unfortunately	malheureusement	I would like (to)	je voudrais + infinitive
furthermore	en plus	I would like (to)	j'aimerais + infinitive
however	pourtant/cependant	it would be good (to)	ce serait bien de + infinitive
therefore	donc		
for example	par exemple	Time Phrases	
including	y compris	now	maintenant
after having done that	après avoir fait cela	before	avant
Opinion Phrases		from time to time	de temps en temps
I believe that	je crois que	sometimes	parfois/quelquefois
I think that	j'estime que	usually	d'habitude
I would say that	je dirais que	yesterday	hier
I think that	je pense que	last night	hier soir
What I like the most is	ce que j'aime le plus c'est	tomorrow	demain
I like it because	ça me plaît parce que	today	aujourd'hui
I'm scared of (flying)	j'ai peur de (voler)	last week	la semaine dernière
it's better than	c'est meilleur que	next week	la semaine prochaine
it's worse than	c'est pire que	last month	le mois dernier
I've always dreamed of (+ infinitive)	j'ai toujours rêvé de	next month	le mois prochain
I agree with (you/her/him/them/that)	je suis d'accord avec (toi/elle/lui/eux/ça)	last year	l'année dernière
I don't agree with (you/her/him/them/that)	je ne suis pas d'accord avec (toi/elle/lui/eux/ça)	next year	l'année prochaine
Additional		since	depuis
everyone	tout le monde	two years ago	il y a deux ans
there is / was / will be	il y a / avait / aura	when I was younger	quand j'étais plus jeune
it is / was / will be / would be	c'est / c'était / ce sera / ce serait	when I'm older	quand je serai plus âgé(e)
		at the moment	en ce moment
		in the future	dans le future/à l'avenir

YEAR 10 FRENCH KNOWLEDGE ORGANISER

Grade 7+ Opinions		Grade 7+ Subjunctive Phrases	
in spite of the fact that	malgré le fait que	so that I can	pour que je puisse (+ infinitive)
I must admit that	je dois avouer que	even though I am	bien que je sois
I'm excited for it (I await with impatience)	j'attends ça avec impatience	I have to have	il faut que j'aie
I'm tired of it	j'en ai marre	I have to do	il faut que je fasse
my parents say that	mes parents disent que	before I leave	avant que je parte
my friends think that	mes copains pensent que	I have to go there	il faut que j'y aille
either...or...	soit...soit...	it's a shame that it's	c'est dommage qu'il soit
I am uncomfortable with	je suis mal à l'aise avec	I doubt that it's important to... (+ infinitive)	je doute qu'il soit important de...
I can't be bothered	j'ai la flemme !	I fear that it will rain	je crains qu'il pleuve
Si clauses + conditional		Grade 7+ Past Tense Expressions	
if I had the opportunity	si j'avais l'occasion	I would have preferred (to)	j'aurais préféré (+ infinitive)
if I were rich	si j'étais riche	I would have liked (to)	j'aurais aimé (+ infinitive)
if I had the time	si j'avais le temps	it would have been great, but...	ce aurait été genial, mais...
if I could	si je pouvais	I had decided that	j'avais décidé que
if I had to choose	si je devais choisir	Additional	
if I had lots of money	si j'avais beaucoup d'argent	nevertheless	néanmoins
		thus/therefore	du coup
		instead of	au lieu de
		as soon as possible	dès que possible
		I had always dreamed of	j'avais toujours rêvé de (+ infinitive)
		I realised that...	je me suis rendu(e) compte que...
		I was delighted that...	j'étais ravi(e) que...
		I was in the middle of...	j'étais en train de (+ infinitive)

YEAR 10 FRENCH KNOWLEDGE ORGANISER QUIZ

Connectives		Infinitive Phrases	
because		you/we can	
and		in order (to)	
but		I prefer (to)	
also		I must	
then		I/we have to	
after that		I want	
also/equally		I can	
unfortunately		I would like (to)	
furthermore		I would like (to)	
however		it would be good (to)	
therefore			
for example		Time Phrases	
including		now	
after having done that		before	
Opinion Phrases		from time to time	
I believe that		sometimes	
I think that		usually	
I would say that		yesterday	
I think that		last night	
What I like the most is		tomorrow	
I like it because		today	
I'm scared of (flying)		last week	
it's better than		next week	
it's worse than		last month	
I've always dreamed of (+ infinitive)		next month	
I agree with (you/her/him/them/that)		last year	
I don't agree with (you/her/him/them/that)		next year	
Additional		since	
everyone		two years ago	
there is / was / will be		when I was younger	
it is / was / will be / would be		when I'm older	
		at the moment	
		in the future	

YEAR 10 FRENCH KNOWLEDGE ORGANISER QUIZ

Grade 7+ Opinions		Grade 7+ Subjunctive Phrases	
in spite of the fact that		so that I can	
I must admit that		even though I am	
I'm excited for it (I await with impatience)		I have to have	
I'm tired of it		I have to do	
my parents say that		before I leave	
my friends think that		I have to go there	
either...or...		it's a shame that it's	
I am uncomfortable with		I doubt that it's important to... (+ infinitive)	
I can't be bothered		I fear that it will rain	
Si clauses + conditional		Grade 7+ Past Tense Expressions	
if I had the opportunity		I would have preferred (to)	
if I were rich		I would have liked (to)	
if I had the time		it would have been great, but...	
if I could		I had decided that	
if I had to choose		I had always dreamed of	
if I had lots of money		I realised that...	
Additional		I was delighted that...	
nevertheless		I was in the middle of...	
thus/therefore			
instead of			
as soon as possible			

TOP TIER PHRASES

- Es necesario que lo haga - it's necessary that I do it...
- Aunque que no tenga - although I don't have
- Cuando vaya... - When I go...
- Cuando termine... - When I finish
- Ojalá que - I hope that

Subjunctive

- Si tuviera mi elección - if I had the choice
- Si tuviera la oportunidad - if I had the opportunity
- Si tuviera más dinero - if I had more money
- Si pudiera - if I could
- Si fuera rico/a - if I were rich
- Si fuera posible - if it were possible

Si clauses

- Cuando era más joven pensaba que ... era - when I was younger I thought that...was...
- Cuando sea mayor - when I'm older

Tenses

- Debo admitir que- I must admit that
- Siempre he soñado con - I've always dreamed of
- Aunque al mismo tiempo - although at the same time
- No aguanto hacerlo - I can't stand doing it
- Quiero mucho hacerlo porque - I really want to do it because
- Tengo ganas de (+ infinitive) - I fancy (doing something)
- He tenido bastante de (+ infinitive) - I have had enough of
- Lo peor de todo - the worst thing of all
- Supongo que - I suppose that
- Lo que más me gustó fue - What I liked the most was
- Me hubiera gustado/preferido - I would have like/preferred
- Mis padres dicen que - my parents say that
- Mis amigos piensan que - my friends think that

Opinions

- Es la leche - it's great (it's the milk)
- La gota que colmó el vaso - the straw that breaks the camel's back (the drop that overfilled the glass)
- Habla por los codos - he/she is a chatterbox (he/she talks through the elbows)
- Es pan comido - it's easy - (it's bread eaten)
- Cuesta un ojo de la cara - it costs a fortune (the eyes from your face)
- Estoy hasta las narices - I am fed up of (I'm up to the nose)

Idioms

RANGE OF ADJECTIVES



P eople
A ctivity
L ocation



Potential teacher questions/prompts:

¿(Y) la gente/las personas? (PEOPLE)
¿(Y) qué está(n) haciendo? (ACTIVITY)
¿(Y) dónde está(n)? (LOCATION)
¿Algo más?



P eople
A ctivity
L ocation



Potential teacher questions/prompts:

¿(Y) la gente/las personas? (PEOPLE)
¿(Y) qué está(n) haciendo? (ACTIVITY)
¿(Y) dónde está(n)? (LOCATION)
¿Algo más?

Speaking Assessment: Photo card

PAL



El chico (a la izquierda) <i>the boy (on the left)</i> La chica (a la derecha) <i>the girl (on the right)</i> El hombre (en el centro) <i>the man (in the centre)</i>	está <i>is</i>	comiendo/jugando/estudiando/haciendo/trabajando/ mirando/hablando/escuchando/utilizando/andando <i>eating/playing/studying/doing/working/watching/ talking/listening/using/walking</i>
Las personas (en primer plano) <i>the people (in the foreground)</i> Los turistas <i>the tourists</i>	están <i>are</i>	

En mi opinión <i>In my opinion</i> Pienso que <i>I think that</i> Diría que <i>I would say that</i>	está <i>he/she is</i> están <i>they are</i>	en <i>in</i>	un restaurante / un hotel / un colegio / una tienda / un cine / una oficina / un parque / un polideportivo / un centro comercial
			de vacaciones <i>on holiday</i> en la playa <i>on the beach</i> en el centro (de la ciudad) <i>in the town centre</i> en el campo / en la montaña <i>in the countryside / in the mountains</i> en su casa/ en casa de unos amigos <i>at their house / at a friend's house</i>
hace buen tiempo / hace mal tiempo / hace calor / hace frío / hace sol <i>it's nice weather / it's bad weather / it's hot / it's cold / it's sunny</i>			

PAL










En la foto <i>in the photo</i> en primer plano <i>in the foreground</i> al fondo <i>in the background</i> al centro <i>in the centre</i> a la derecha <i>on the right</i> a la izquierda <i>on the left</i> aquí <i>here</i>	hay <i>there is/are</i> (yo) veo <i>I see</i> puedo ver <i>I can see</i> podemos ver <i>we can see</i>	una familia <i>a family</i> un grupo de amigos <i>a group of friends</i> un chico / una chica <i>a boy / a girl</i> un hombre / una mujer <i>a man / a woman</i> dos personas / unos jóvenes / adolescentes / turistas <i>two people / young people / teenagers / tourists</i> mucha gente <i>lots of people</i> dos chicas / tres chicos <i>two girls / three boys</i>
--	---	--

Es <i>he/she is</i> Son <i>they are</i>	alto/a (s) <i>tall</i> bajo/a (s) <i>short</i>				
Tiene <i>he/she has</i> Tienen <i>they have</i>	el pelo <i>hair</i>	largo <i>long</i> corto <i>short</i>	y <i>and</i>	rubio <i>blond</i> negro <i>black</i> moreno <i>dark/brown</i>	blanco <i>white</i> es pelirroja <i>ginger</i> castaño <i>chestnut brown</i>
	los ojos <i>eyes</i>	azules <i>blue</i> verdes <i>green</i> marrones <i>brown</i>			
	parece <i>he/she seems</i> parecen <i>they seem</i>	contento/a (s) <i>happy</i> triste(s) <i>sad</i> simpático/a (s) <i>kind/nice</i>			
Lleva <i>he/she wears</i> Llevan <i>they wear</i>	un jersey <i>a jumper</i> un pantalón <i>trousers</i> un vestido <i>a dress</i> una falda <i>a skirt</i> una camisa <i>a shirt</i>		negro/a <i>black</i> azul <i>blue</i> verde <i>green</i> gris <i>grey</i> blanco/a <i>white</i>	rosa <i>pink</i> rojo/a <i>red</i> amarillo/a <i>yellow</i> marrón <i>brown</i> naranja <i>orange</i>	




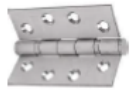




Design and Technology Year 10 - Knowledge organiser

<u>Timbers</u>	<u>Polymers</u>	<u>Metals</u>	<u>Papers and boards</u>
Origin - trees	Origin - crude oil	Origin - ores	Origin - trees
Trees are felled , the bark removed and the trunk is sawn up. The wood is seasoned . Seasoned wood is converted into useful forms.	Ore is mined from the ground and identified as to whether it will be profitable. If it is, the metal is extracted . Once a metal has been extracted, impurities are then removed in a process called refining . When refined , molten metal is cast into useful forms.	Crude oil is extracted from the ground and taken to a refinery . Fractional distillation takes place by heating the oil and separating it into fractions . The fractions can then be linked together to make plastics. The polymers are then cut up into tiny pieces and moulded into stock forms.	Trees are felled and taken to a paper mill . The bark is removed and the wood is cut into small pieces using a chipper . The small pieces of wood undergo chemical or mechanical pulping to turn it into a brown mushy pulp. The pulp is washed, bleached and pressed before being dried and cut to size.
Available in: - Planks and strips - Mouldings - Dowel - Sheets	Available in: - Sheets - Bars - Tubes and rods - U-shaped channel - I-shaped girder - Angle	Available in: - Sheets, tubes and rods - Foam - Film - Granules - Powders	Available in: - Cartridge, layout, tracing, grid and bleed proof paper - Solid white, foam core and foil lined board - Corrugated card

<u>Standard Components</u>	
	Screws - temporary fastening used for flat-pack furniture, attaching hinges etc
	Nuts and bolts - temporary fastenings to join thin materials like sheets of metal/plastic
	Rivets - permanent fixings mostly used for joining sheets of metal.
	Hinges - often used to allow doors to open.
	Split pins - used as fasteners to secure components together.
	CAM locks - allow for the sides of cabinets to the top
	Single and two-piece blocks - plastic blocks that join parts at right angles.
	Dowel - pre cut to length. Often used to attach shelves to cabinets.

Design and Technology Year 10 - Knowledge organiser

<u>Timbers</u>	<u>Polymers</u>	<u>Metals</u>	<u>Papers and boards</u>
Origin -	Origin -	Origin -	Origin -
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<u>Available in:</u>	<u>Available in:</u>	<u>Available in:</u>	<u>Available in:</u>
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

<u>Standard Components</u>	
	<u>Screws</u> -
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	- pre cut to length. Often used to attach shelves to cabinets.

Design and Technology Year 10 - Knowledge organiser

Properties of materials

Working Properties

Strength - the ability a material has to withstand forces without breaking.

Hardness - the ability to withstand scratching, abrasion or denting.

Toughness - how hard it is to snap or break a material - it would most likely change shape instead.

Elasticity - materials that can stretch and bend and return to their original shape.

Malleability - materials that can be bent and/or shaped.

Ductility - materials that can be drawn into a wire.

Physical properties

Electrical conductivity - how easy can an electrical current travel through a material.

Thermal conductivity - how easy can heat travel through a material.

Fusibility - if a material has high fusibility, it will have a low melting point.

Density - a measure of the materials mass per unit volume.

Absorbency - how well the material soaks up moisture.

The 6Rs - you can use the 6Rs when designing to help reduce the impact that new products have on the environment and make the whole process more sustainable.

Repair

Can products be fixed rather than thrown away?

Re-use

You can extend a products life by using it again or passing it on rather than throwing it away.

Recycle

Recycling uses less energy than obtaining new, raw materials.

Rethink

Designers should think about whether they can make their product in a different way that wouldn't affect the environment negatively.

Reduce

Can products be made more durable and long lasting so it enables customers reducing the amount of products that they need to buy?

Refuse

You could refuse to buy a product if you think it's wasteful in terms of things like unnecessary packaging, has travelled a long way to be sold of will be inefficient to run.

Design and Technology Year 10 - Knowledge organiser

<u>Properties of materials</u>	
<u>Strength</u> -	<u>Electrical conductivity</u> -
- the ability to withstand scratching, abrasion or denting.	- how easy can heat travel through a material.
<u>Toughness</u> -	<u>Fusibility</u> -
- materials that can stretch and bend and return to their original shape.	- a measure of the materials mass per unit volume.
<u>Malleability</u> -	<u>Absorbency</u> -
- materials that can be drawn into a wire.	

<u>The 6Rs</u> - you can use the 6Rs when	
	Can products be fixed rather than thrown away?
<u>Re-use</u>	
	uses less energy than obtaining new, raw materials.
<u>Rethink</u>	
	Can products be made more durable and long lasting so it enables customers the amount of products that they need to buy?
<u>Refuse</u>	

Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Understanding the importance of nutrition



The importance of nutrition

Listed below are the macro-nutrients and micro-nutrients. You need to know their function in the body and know examples of food items for each. You need to know why they are needed in the diet and why there is a need for a balanced/varied diet.

Macro-nutrients

Carbohydrates - Carbohydrates are mainly used in the body for energy. There are two types of carbohydrates which are:

- **Starch** - Examples include bread, pasta, rice, potatoes and cereals.
- **Sugar** - Examples include sweets, cakes, biscuits & fizzy drinks.

Fat - This is needed to insulate the body, for energy, to protect bones and arteries from physical damage and provides fat soluble vitamins. There are two main types of fat which are:

- **Saturated fat** - Examples include butter, lard, meat and cheese.
- **Unsaturated fat** - Examples include avocados, plant oils such as sunflower oil, seeds and oily fish.

Protein - Protein is mainly used for growth and repair in the body and cell maintenance. There are two types of protein which are:

- **High biological value (HBV) protein** - Includes meat, fish, poultry, eggs, milk, cheese, yogurt, soya and quinoa.
- **Low biological value (LBV) protein** - Includes cereals, nuts, seeds and pulses.

Micro-nutrients

Vitamins

- **Fat soluble vitamin A** - Main functions include keeping the skin healthy, helps vision in weak light and helps children grow. Examples include leafy vegetables, eggs, oily fish and orange/yellow fruits.
- **Fat soluble vitamin D** - The main function of this micro-nutrient is to help the body absorb calcium during digestion. Examples include eggs, oily fish, fortified cereals and margarine.
- **Water soluble vitamin B group** - Helps absorb minerals in the body, release energy from nutrients and helps to create red blood cells. Examples include wholegrain foods, milk and eggs.
- **Water soluble vitamin C** - Helps absorb iron in the body during digestion, supports the immune system and helps support connective tissue in the body which bind cells in the body together. Examples include citrus fruits, kiwi fruit, cabbage, broccoli, potatoes and liver.

Minerals

- **Calcium** - Needed for strengthening teeth and bones. Examples include dairy products, soya and green leafy vegetables.
- **Iron** - To make haemoglobin in red blood cells to carry oxygen around the body. Examples include nuts, beans, red meat and green leafy vegetables.
- **Sodium** - Controls how much water is in the body and helps with the function of nerves and muscles. Examples include salt, processed foods and cured meats.
- **Potassium** - Helps the heart muscle to work correctly and regulates the balance of fluid in the body. Examples include bananas, broccoli, parsnips, beans, nuts and fish.
- **Magnesium** - Helps convert food into energy. Examples include wholemeal bread, nuts and spinach.
- **Dietary fibre (NSP)** - Helps digestion and prevents constipation. Examples include wholegrain foods (wholemeal pasta, bread and cereals), brown rice, lentils, beans and pulses.
- **Water** - Helps control temperature of the body, helps get rid of waste products from the body and prevents dehydration. Foods that contain water naturally include fruits and vegetables, milk and eggs.

Level 1/2 Hospitality and Catering: Unit 2-2.1.1 -

Understanding the importance of nutrition at different life stages & special dietary needs



Nutrition at different life-stages

Adults:

- **Early** - Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.
- **Middle** - The metabolic rate starts to slow down at this stage, and it is very easy to gain weight if the energy intake is unbalanced and there isn't enough physical activity.
- **Elderly** - The body's systems start to slow down with age and a risk of blood pressure can increase as well as decrease in appetite, vision and long-term memory. Because of this, it is essential to keep the body strong and free from disease by continuing to eat a healthy, balanced diet.

Children:

- **Babies** - All nutrients are essential and important in babies, especially protein as growth and development of the body is very quick at this stage. Vitamins and minerals are also important. You should try to limit the amount of salt and free sugars in the diet.
- **Toddlers** - All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.
- **Teenagers** - The body grows at a fast pace at different times at this stage as the body develops from a child to an adult, therefore all nutrients are essential within proportions. Girls start their menstruation which can sometimes lead to anaemia due to not having enough iron in the body.

Special Dietary needs

Different energy requirements based on:

- **Lifestyles / Occupation / Age / Activity level** - The amount of energy the body needs is determined with each of the above factors e.g. active lifestyle or physical activity level would need more energy compared to a person being sedentary.

Medical conditions:

- **Allergens** - Examples of food allergies include milk, eggs, nuts and seafood.
- **Lactose intolerance** - Unable to digest lactose which is mainly found in milk and dairy products.
- **Gluten intolerance** - Follows a gluten free diet and eats alternatives to food containing wheat, barley and rye.
- **Diabetes (Type 2)** - High level of glucose in the blood, therefore changes include reducing the amount of fat, salt and sugar in the diet.
- **Cardiovascular disorder** - Needing a balanced, healthy diet with low levels of salt, sugar and fat.
- **Iron deficiency** - Needing to eat more dark green leafy vegetables, fortified cereals and dried fruit.

Dietary requirements:

- **Religious beliefs** - Different religions have different dietary requirements.
- **Vegetarian** - Avoids eating meats and fish but does eat dairy products and protein alternatives such as quorn and tofu.
- **Vegan** - Avoids all animal foods and products but can eat all plant-based foods and protein alternatives such as tofu and tempeh.
- **Pescatarian** - Follows a vegetarian diet but does eat fish products and seafood.

Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Understanding the importance of nutrition



The importance of nutrition

Listed below are the macro-nutrients and micro-nutrients. You need to know their function in the body and know examples of food items for each. You need to know why they are needed in the diet and why there is a need for a balanced/varied diet.

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Micro-nutrients

Vitamins

Minerals

Level 1/2 Hospitality and Catering: Unit 2-2.1.1 - Nutrition at different life stages & special dietary needs



Nutrition at different life-stages

Adults:

- **Early** – Growth in regard to height of the body continues to develop until 21 years of age. Therefore, all micro-nutrients and macro-nutrients especially carbohydrates, protein, fats, vitamins, calcium and iron are needed for strength, to avoid diseases and to maintain being healthy.

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Children:

- **Toddlers** – All nutrients remain very important in the diet at this stage as growth remains. A variety of foods are needed for toddlers to have all the micro-nutrients and macro-nutrients the body needs to develop.

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Level 1/2 Hospitality and Catering: Unit 2-2.1.2 - How cooking methods can impact on nutritional value



Boiling

- Up to 50% of vitamin C is lost when boiling green vegetables in water.
- The vitamin B group is damaged and lost in heat.

Poaching

- The vitamin B group are damaged in heat and dissolve in water.

Roasting

- Roasting is a method of cooking in high temperatures and so this will destroy most of the group C vitamins and some of the group B vitamins.

Frying

- Using fat whilst frying increases the amount of vitamin A the body can absorb from some vegetables
- Cooking in fat will increase the calorie count of food e.g deep fat frying foods.

Stir-frying

- The small amount of fat used whilst stir-frying increases the amount of vitamin A the body can absorb from some vegetables.
- Some vitamin C and B are lost due to cooking in heat for a short amount of time.

Steaming

- Steaming is the best cooking method for keeping vitamin C in foods.
- Only up to 15% of vitamin C is lost as the foods do not come into contact with water.

Grilling

- Using this cooking method can result in losing up to 40% of group B vitamins.
- It is easy to overcook protein due to the high temperature used in grilling foods.

Baking

- Due to high temperatures in the oven, it is easy to overcook protein and damage the vitamin C and B group vitamins.

Level 1/2 Hospitality and Catering: Unit 2-2.2.1: Factors affecting menu planning



Factors affecting menu planning

You need to be aware of the following factors when planning menus:

- **cost** (ingredients as well as business costs)
- **portion control** (value for money without waste)
- **balanced diets/current national advice**
- **time of day** (breakfast, lunch, and dinner menus as well as small plates and snacks)
- **clients/customers** (a menu with prices that will suit the people who visit your establishment).

Equipment available

You need to know and understand the type of equipment needed to produce a menu. The choice of dishes will be influenced by the equipment available to the chef.

This includes kitchen equipment such as:

- hobs, ovens, and microwaves
- fridge, freezer and/or blast chiller
- specialist equipment, for example a *sous vide* or pizza oven
- hand-held equipment, for example electric whisks or hand-blenders
- other electric equipment, for example food processors.

Skills of the chef

The skills of the chef must be suited to the type of provision and the menu offered.

A Michelin starred restaurant will require a chef who has complex skills in preparation, cooking and presentation of dishes.

A café will require a chef who has a range of medium and complex skills to produce a suitable menu.

A large restaurant will normally have a full kitchen brigade while a smaller establishment may only have a single chef with one or two assistants.

Time available

The type of provision will influence the amount of time a customer may be willing to wait for their dish to be prepared. Can the chef prepare, cook, and present more than one dish at the same time? Can some items be made in advance?

Time of year

The time of year can affect menu choices. Light and cold dishes such as salads are better suited to the summer months. Hearty dishes such as stews are more suited to the winter. Special dishes linked to holidays such as Christmas and Valentine's Day may also be included. The availability of **seasonal** produce can also affect menu choices as certain commodities, for example strawberries, are less expensive when in season.

Environmental issues

The chef will need to think about environmental issues when planning a menu. Can the chef **reduce** the amount of ingredients bought as well as reducing food waste? Can the chef **reuse** ingredients to create new dishes for example stale bread made into bread-and-butter pudding? Can the kitchen **recycle** waste wherever possible? Running the kitchen sustainably will save money.

Organoleptic properties

Organoleptic properties are the sensory features of a dish (**appearance, aroma, flavour, and texture**).

The chef will need to think about how the dish will look and taste. Is there a range of colours? Do the flavours go well together? Are there a variety of textures?

Level 1/2 Hospitality and Catering: Unit 2-2.1.2 - How cooking methods can impact on nutritional value



Boiling

-

Poaching

-

Roasting

-

Frying

-

Stir-frying

-

Steaming

-

Grilling

-

Baking

-

Level 1/2 Hospitality and Catering: Unit 2-2.2.1: Factors affecting menu planning



Factors affecting menu planning

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Time of year

Environmental issues

Organoleptic properties



Skills and techniques

You need to be able to identify the different types of skills you need to produce your selected dishes. Some dishes will require the use of more complex skills. You will need to demonstrate a range of skills when producing your chosen dishes.

Preparation and cooking skills are categorised as follows: **basic, medium, and complex.**

Presentation

You should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:

- creativity
- garnish and decoration
- portion control
- accompaniments.

Basic preparation skills and techniques

Blending, beating, chopping, grating, hydrating, juicing, marinading, mashing, melting, peeling, proving, sieving, tenderising, trimming, and zesting.

Medium preparation skills and techniques

Baton, chiffonade, creaming, dehydrating, deseeding, dicing, folding, kneading, measuring, mixing, puréeing, rub-in, rolling, skinning, slicing, spatchcocking, toasting (nuts/seeds) and weighing.

Complex preparation skills and techniques

Brunoise, crimping, de-boning, filleting, *julienne,* laminating (pastry), melting using *bain-marie,* mincing, piping, and segmenting, shaping, unmoulding and whisking (aeration).

Basic cooking skills and techniques

Basting, boiling, chilling, cooling, dehydrating, freezing, grilling, skimming, and toasting.

Medium cooking skills and techniques

Baking, blanching, braising, deglazing, frying, griddling, pickling, reduction, roasting, sautéing, steaming, stir-frying, and using a *sous vide* (water bath).

Complex cooking skills and techniques

Baking blind, caramelising, deep fat frying, emulsifying, poaching, and tempering.

ig:
chniques



Skills and techniques

You need to be able to identify the different types of skills you need to produce your selected dishes. Some dishes will require the use of more complex skills. You will need to demonstrate a range of skills when producing your chosen dishes.

Preparation and cooking skills are categorised as follows: **basic, medium, and complex.**

Presentation

You should know and understand the importance of using the following appropriate presentation techniques during the production of dishes:

- creativity
- garnish and decoration
- portion control
- accompaniments.

Basic preparation skills and techniques

Medium preparation skills and techniques

Complex preparation skills and techniques

Basic cooking skills and techniques

Medium cooking skills and techniques

Complex cooking skills and techniques



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Basic preparation skills and techniques

Medium preparation skills and techniques

Complex preparation skills and techniques

Basic cooking skills and techniques

Medium cooking skills and techniques

Complex cooking skills and techniques

and Catering - Unit 2-2.2.2:

need to be able to plan dishes for a menu as well as know, understand and include the following:

Commodity list with quantities

Timing

Contingencies

Mise en place

Equipment list

Cooking

Health, safety and hygiene

Cooling and hot holding

Quality points

Serving

Sequencing or dovetailing

Storage



Food safety practices

During your practical session, you must demonstrate that you can work safely and hygienically. Your plan should show that you have thought about food safety and hygiene during all parts of your practical session. Your personal safety and hygiene practices will be observed during your practical session.

Personal safety and hygiene practices

Hands:

- Wash before, during and after preparing food especially after touching raw meat, dirty vegetables and fridge handles.
- Wash after going to the toilet.
- Wash after sneezing or blowing your nose.
- Wash after disposing of waste.

Clothing and hair:

- Clean apron and/or chef's whites.
- Non-slip closed-toe shoes.
- Tie hair back.
- Wear a bandana or hair net.

Cuts:

- Cover with a blue, waterproof plaster.

Equipment:

- Handle knives safely.
- Use oven gloves when carrying hot items.
- Keep electrical equipment away from water.
- Clean spills immediately.

Food safety and hygiene practices

Ingredients:

- Check use-by and best before dates.
- Check ingredients for freshness; no bruises on fruit, fish should not smell.
- Store correctly until needed.

Cleaning:

- Clean worktops before preparation.
- Clean workstation and equipment after preparing high-risk foods.
- Wash up throughout the session – do not leave it all until the end!

Temperatures:

- Keep high-risk foods in the fridge (0°C – 5°C) until needed.
- Use a temperature probe to check core temperature of high-risk foods.

Waste management:

- Keep waste separate from ingredients during preparation, cooking and serving.
- Recycle and compost waste if possible.

Management of accidents

- Ensure that you know the location of the First Aid box.
- Ensure that you know how to use a fire blanket or fire extinguisher.

Level 1/2 Hospitality and Catering: Unit 2: 2.3.2 Presentation techniques



Creativity

It is said that 'we eat with our eyes'. Creativity in plating dishes enhances the diner's experience – diners want to be 'wowed' when their meal appears!

Serving dishes: Start with the plate – varied sizes, shapes and colours can add immediate impact to your dish. Dishes served in bowls or dessert glasses should be placed on a plate to aid serving.

Elements: Each dish will consist of several elements – the main protein, accompaniments, garnish and decoration.

Volume: Do not overcrowd the plate – leave some space so that the diner can see each element of the dish. The rule of thumb is that only two-thirds of the plate should be full.

Height: Food can be stacked to add height to the overall dish, but each element should be visible.

Colour: Accompaniments, garnishes and decoration can add colour to dishes where the main elements are similar in colour. An example is fish and chips: bright green peas and a slice of yellow lemon will enhance the overall appearance of the meal.

Functionality: The dish should be beautiful to look at, but easy for the diner to eat.

Temperature: Hot food should be served on hot plates. Cold food should be served on chilled plates.

Accompaniments

Accompaniments should be chosen to complement the main part of the dish. Examples include:

Carbohydrate accompaniments:

- Savoury: bread, dauphinoise potatoes, pilau rice.
- Sweet: shortbread, brandy snaps, macaron.

Fruit and vegetable accompaniments:

- Savoury: pea purée, roasted root vegetables, griddled asparagus.
- Sweet: berry compote, fruit kebabs, grilled peaches.

Sauces:

- Savoury: gravy, red wine jus, parsley sauce.
- Sweet: custard, salted caramel sauce, chocolate sauce.

Portion control

It is important that the customer is satisfied with their portion without the plate being overcrowded. Keeping portion control accurate allows hospitality and catering provisions to order adequate supplies of ingredients. Accurate portion control will also help prevent food waste.

Garnish

Garnishes are additions to a dish which both add to the overall taste and enhance the overall appearance.

Savoury: parmesan crisps, crispy onions, caviar, watercress, lemon wedges, fresh herbs, salsa, edible flowers.

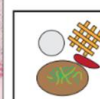
Sweet: chocolate dipped strawberries, tuile biscuits, chopped nuts, tempered chocolate work, spun sugar work, edible flowers.

Decoration

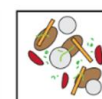
Decoration adds drama to the finished dish but it is not meant to be eaten or add to the overall flavour of the dish. Examples include:

- whole spices added to pilau rice
- gold leaf
- hollow eggshell as serving dish.

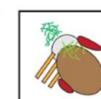
Plating styles



Classic



Freeform



Landscape



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Cleaning:

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Level 1/2 Hospitality and Catering: Unit 2: 2.3.2 Presentation techniques



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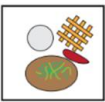
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Plating styles



Classic



Freeform



Landscape

Dish production

- Were you able to keep to your time plan?
- Did you have any problems during the practical? How did you resolve them?

Hygiene

- Did you follow all hygiene guidelines?
- Did you wear correct PPE?
- Did you wash up between jobs?

Health and safety

- Were you able to use equipment safely?
- Did you store ingredients correctly?

Dish selection

- Did your dishes contain the right nutrients for your two groups?
- Were they expensive or cheap to produce?
- Did they contain seasonal or local produce?

Reviewing of dishes

PEE: Point, Evidence, Explain

You need to write a self-reflection of how you performed during your practical session. There are 8 areas to consider when you write your review of your dishes.

Waste

- Did you separate your waste into categories? (Food waste, recyclable materials, general waste.)
- Did you buy the right amount of ingredients?

Organoleptic

How did your dishes:

- Look (appearance)?
- Taste (flavour and texture)?
- Smell (aroma)?

Presentation

- Were the portions the right size for your two groups?
- How did you add colour to your dishes?
- Were your garnishes and decorations appropriate?

Improvements

- If you made your dishes again, what would you do differently?
- If you had to do the task again, would you change your choice of dishes?
- Would you add additional accompaniments?

4.1 Reviewing of dishes



Dish production

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