

Knowledge Organiser

Year 10

Cycle Three

2024-25

Personal Details

Name Tutor

Tutor Group School email address

School username Password

Sparx username Sparx password

Classcharts

Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
22nd April	A	Week 1	23rd June	A	Week 9
28th April	B	Week 2	30th June	B	Week 10 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
6th May	A	Week 3			
12th May	B	Week 4	7th July	A	Work experience week. NO homework due.
19th May	A	Week 5			
2nd June	B	Week 6	14th July	B	Enrichment Week. No homework set at all.
9th June	A	Week 7			
16th June	B	Week 8			

Both weeks	Subject 1	Subject 2	Subject 3
Monday	Geography/ History	Option A	English
Tuesday	MFL/ Extra English	Life to the Full	Option B
Wednesday	Sparx Maths	Sparx Maths	English
Thursday	Sparx Science	Sparx Science	Option A
Friday	Geography/ History	Option B	MFL/ Extra English

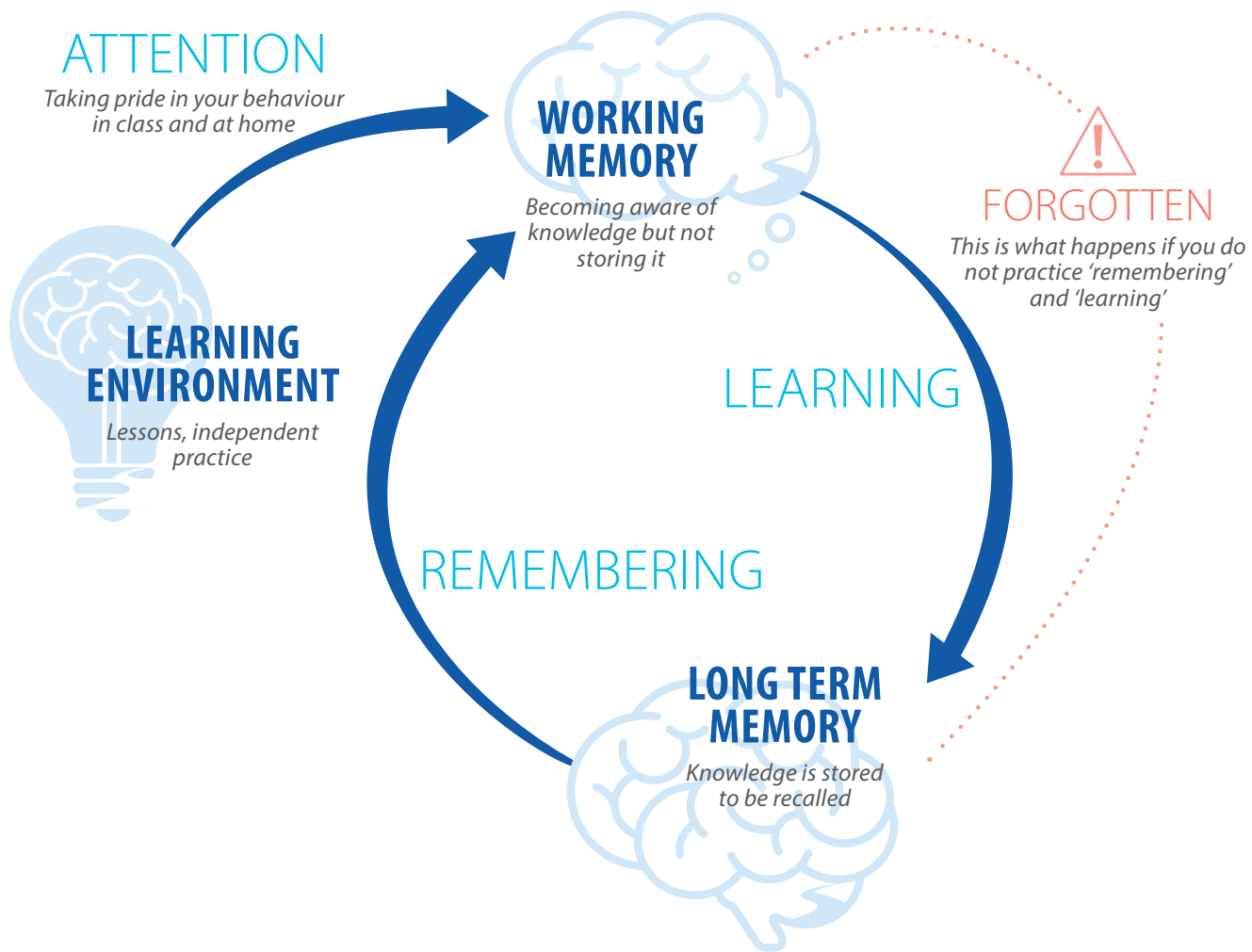
Maths – Sparx Homework

- SPARX maths home learning - <https://sparxmaths.com/>
- Username
- Password
- Sparx for English, Maths and Science is set a week in advance. English is due on a Tuesday, Maths on Wednesday and Science on Thursday. It is due 8am on the day of deadline.
- There are support sessions in school running Tuesday – Thursday at both break and lunchtime in the Maths corridor.
- Any student who hasn't completed 100% of their Sparx for English, Maths or Science by 8am on deadline day will be expected to attend Sparx homework catch up after school that day. Or get to 100% throughout the day by going to the Maths corridor during break and lunch to catch up.

Rewards

Homework Merits will be awarded daily on class charts by your tutor.

This is how you learn



Mastering your Memory and Cornell Notes

- **Learning** is what happens when knowledge moves from your **working memory** to your **long term memory** and can be recalled or retrieved.
- Your **working memory** is like a desktop on your computer. If the information is not 'saved' then it will be **forgotten**.
- Your **long term memory** is like a computer hard drive. **Remembering** is what happens when you access the information in your **long term memory**.
- Cornell notes for homework and do now quiz questions are two of the ways we support you to remember the key content from your lessons.
- Your brain needs to regularly practice retrieving that information for it not to be forgotten.

Link to Learning

Cornell Notes are a note taking system that was developed at Cornell University in America.

It is specifically designed to help you initially strengthen your **learning** but perhaps more importantly, build in opportunities to **remember** what you have **learned**.

Completing Cornell Notes

- 1) Read your knowledge organiser then in the note taking area write bullet points from this week's section of the knowledge organiser. You can copy the points from your knowledge organiser here or you can rewrite your notes in your own words and shorten. You must fill this entire space.
- 2) Summarise all the information in the note taking area into 3 bullet points. It should cover the main points you think need to be remembered from the notes. If definitions, put down the most important ones for you to remember.
- 3) In the cue column, create 5 questions that your bullet points answer. You need at least 5 questions in this column. Example: If in your note taking area you have written "Elizabeth I became Queen in 1559" then your cue column question could be "What year did Elizabeth I become Queen?"
- 4) Answer the five questions in full sentences and then mark and correct with green pen.

Monday		Week	
Read and make notes		Summarise to 3 bullet points	
Create 5 quiz questions in cue column		Cover notes and answer questions	
Mark and correct answers			
Geography			
Cue Column	Notes		
1.			
2.			
3.			
4.			
	Summary		
5.			
Self Quiz			
1.			
2.			
3.			
4.			
5.			

3) Create 5 Quiz Questions.

1) Read your knowledge organiser and then make notes here.

2) Summarise notes to three bullet points.

4) Answer the five questions in full sentences and then mark and correct with green pen.

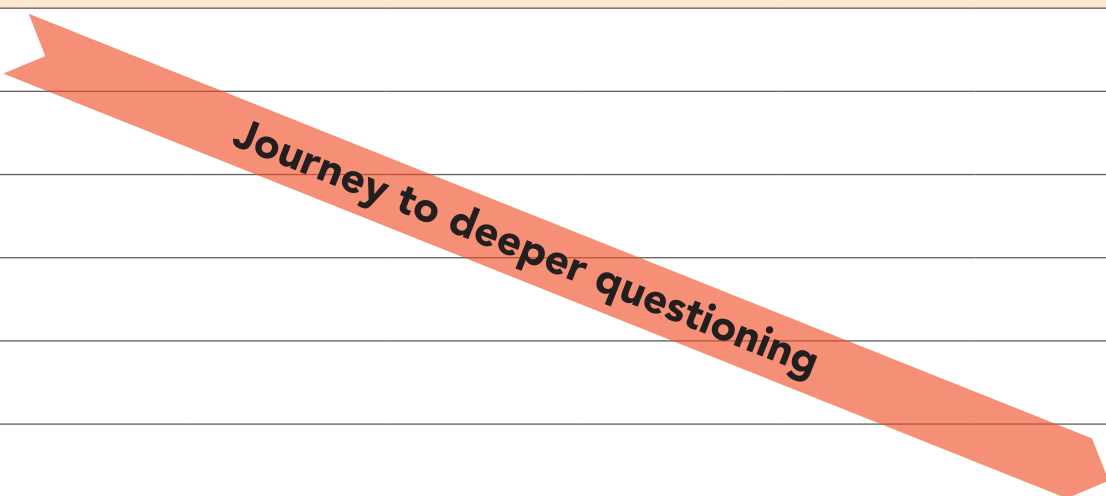
Need more help?

Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



How can I write the best possible questions for Cornell notes?

?	Is... Are... Was...	Does... Do... Did...	Can (Possibility)	Should (Opinion)	Will (Prediction)	Might (Imagination)
What (Event)						
When (Time)						
Where (Place)						
Who (Person)						
Why (Reason)						
How (Meaning)						

This is what your homework should look like:

Monday
Read and make notes

Week
Summarise to 3 bullet points
Create 5 quiz questions in cue column
Cover notes and answer questions
Mark and correct answers

Geography

Cue Column	Notes
1. What is a superpower?	• A super power country is one that has a strong military, lots of money, large population & lots of influence.
2. Which countries are super powers?	• At the moment the USA is the main superpower. • China, India, Brazil & Russia are all catching up fast.
3. How many countries in the EU?	• EU is also a superpower even though it's 27 countries. • They are rich through trade & globalisation.
4. How did these countries become super powers?	• HIC = High Income country. • NEE = Newly emerging country. • LIC = low income country.
5. What is an HIC?	• Superpower = strong military, ↑ money, ↑ population, ↑ influence. • Examples = (USA), India, China, Russia & EU. • Rich due to trade & globalisation. • HIC/LIC high/low income countries.

Summary

Self Quiz

1. A super power is a country with a big military, ↑ money, ↑ population & ↑ influence.
2. USA, India, China & Russia are examples. & Brazil.
3. There are 27 countries in the EU.
4. Globalisation & trade are how they got rich.
5. An HIC is a high income country.

Handwritten notes in red: "lots of money" and "27 countries" are added to the notes.

Timetable Week A

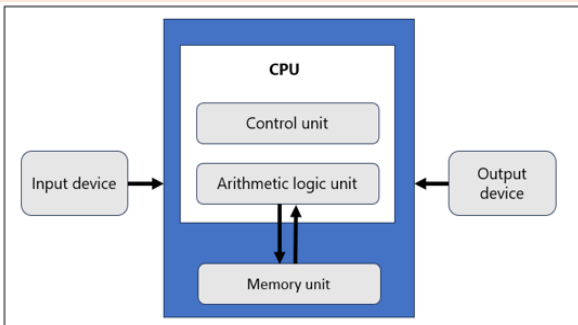
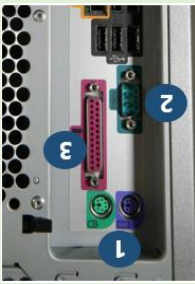
Week A	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
Period 1 9.15 - 10.15					
Period 2 10.15 - 11.15					
11.15 - 11.45	Break 1				
Period 3 11.45 - 12.45					
Period 4 12.45 - 1.45					
1.45 - 2.10	Break 2				
Period 5 2.10 - 3.10					
Enrichment 3.10 - 4.10					

Computer Science – Year 10



Week 1		Week 2		Week 3		Week 4		Week 5																											
Types of computing devices - Desktop computer - Laptop - Tablet device - Smartphone - Games console		Types of Storage and their devices Optical storage: Optical storage works when lasers write data to the disc and read from it using a series of pits and lands. Solid-state storage: A solid-state drive uses integrated circuit to store data persistently, typically using flash memory Magnetic storage: Magnetic storage like a hard drive contains several moving mechanical parts such as a spinning platter with a thin magnetic coating. Structure of the CPU Key terms Control unit: Decodes instructions and sends signals to other components. Arithmetic logic unit (ALU): Performs arithmetic calculations and logical decisions on instructions before they're executed. 		Functionality of different hardware  1) VGA Used to link a computer to a display device. 2) Ethernet Used to provide an internet connection, connect devices to a local network. 3) HDMI Used to link a computer to a display device. 3) HDMI Used to link a computer to a display device. Key terms Computer ports are slots on the motherboard into which a cable of external device is plugged in.  1) PS/2 Used to connect mice and keyboards to the computer. 2) Serial Serial ports are widely used by sensors when gathering data which transfers one bit at a time. 3) Parallel Used by printers, hard drives, modems and security cameras.		Functionality of different software Key terms: Applications software is an application that is designed to perform a specific task. <table><tr><th colspan="2">Applications software</th></tr><tr><td>Word processing software</td><td>Spreadsheet software</td></tr><tr><td>Database software</td><td>Desktop publishing software</td></tr><tr><td>Presentation software</td><td>Photo editing software</td></tr><tr><td>Video editing software</td><td>Webpage editor software</td></tr><tr><td>Computer-aided design (CAD)</td><td>Computer-aided manufacturing (CAM)</td></tr></table> <table><tr><td>Word processing software Suitable for creating business documents such as letters.</td><td>Desktop publishing software Useful for creating a variety of documents such as posters and leaflets.</td></tr><tr><td>Presentation software Used to create slide shows to present.</td><td>Spreadsheet software Organise data into cells for financial analysis.</td></tr><tr><td>Database software Used to store data using fields and records within tables.</td><td>Photo editing software Create and manipulate digital graphics.</td></tr><tr><td>Video editing software Cut and re-arrange a video.</td><td>Webpage editor Create and design webpages.</td></tr><tr><td>Computer-aided design (CAD) Used to visualise what you're creating.</td><td>Computer-aided manufacturing Implement designs made in a CAD package.</td></tr></table>		Applications software		Word processing software	Spreadsheet software	Database software	Desktop publishing software	Presentation software	Photo editing software	Video editing software	Webpage editor software	Computer-aided design (CAD)	Computer-aided manufacturing (CAM)	Word processing software Suitable for creating business documents such as letters.	Desktop publishing software Useful for creating a variety of documents such as posters and leaflets.	Presentation software Used to create slide shows to present.	Spreadsheet software Organise data into cells for financial analysis.	Database software Used to store data using fields and records within tables.	Photo editing software Create and manipulate digital graphics.	Video editing software Cut and re-arrange a video.	Webpage editor Create and design webpages.	Computer-aided design (CAD) Used to visualise what you're creating.	Computer-aided manufacturing Implement designs made in a CAD package.	Functionality of different software Key terms: Systems software is an application that enables users to interact with the computer and perform housekeeping tasks to optimise the performance of the computer. Systems software is divided into two parts: Operating system and Utility software. <table><tr><th colspan="2">Systems software</th></tr><tr><td>Operating system File management User management User interface Memory management Multitasking Device drivers</td><td>Utility software Anti-virus Backup Compression Defragmentation Encryption File explorer Firewall Package installer Systems cleaner</td></tr></table> Operating system tools User interface: Allows the user to interact with the computer. Memory management: Ensures that programs are stored in correct memory locations. User management: Allocate the user with an account File management: Allows users to store files in a logical structure. Multitasking: To ensure that all tasks appear to run simultaneously by allocating a processor time slice Device drivers: Software called a driver that will allow devices to communicate with the CPU. 		Systems software		Operating system File management User management User interface Memory management Multitasking Device drivers	Utility software Anti-virus Backup Compression Defragmentation Encryption File explorer Firewall Package installer Systems cleaner
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Computer Science - Year 10



Week 6	Week 7	Week 8	Week 9	Week 10
Functionality of different software Key terms: Specialist software is an application written to achieve a task for an individual or company Specialist software Information handling software - Software that can store information such as Spreadsheet and Database software. Open-source software - This is software that is free and available to everyone and can be modified to suit the needs of a user. Customer relationship management software (CRM) - The purpose of CRM is to record interactions with customers and encourage sales staff to contact customers. Communications software Key terms: - Communications software is an application that enables one-to-one or one-to-many conversation to take place.	Services provided by IT Online services is a process that can be performed using digital technology with an internet connection. Online shopping Users can enter the name of a product in a search engine and a list of results appears almost instantly	Services provided by IT Key terms: Wearable technology is any type of smart electronic device designed to be worn on the body. Examples: - Heart rate monitors - Sleep monitors - Head cameras - Smart watches - Fitness trackers (e.g. Fitbit) - Full body suits with sensors. Key terms: Control systems are a set of devices that work together to achieve set objectives such as to regulate an environment. Examples: - Motion-activated security cameras - Lighting - Cooking appliances - Pet feeders. Key terms: Weather forecasting app is an application used to predict what the weather will be. Features: - Temperature - Conditions (Rain, Snow etc.) - Time of the day Key terms: Mobile phone is a portable device that primarily allows you to make calls and send texts but now has multiple features such as playing games, taking a picture, browsing the internet and streaming media such as music.	Services provided by IT Key terms: Autonomy is the use of technology that can perform jobs that would normally be done by humans. Robotics: - Used to undertake functions normally done by humans. - Robots that manufacture cars. Bionics: - To create mechanical systems that function like living organisms. - Prosthetic limbs Key terms: Artificial Intelligence is the broader concept of machines being able to carry out tasks in a way that we would consider "smart". Example: Driverless cars Key terms: Virtual Reality (VR) refers to a computer-generated simulation in which a person can interact within an artificial three-dimensional environment. Features: - Audio - Headset - Input devices - Motion tracking - Visual rendering Uses: - Military - Aeroplane flying exercises/flight simulation. - Medicine - Train surgeons to reduce human error. - Education - Virtual field trips. - Mental health - Using VR to meditate and relieve stress.	Services provided by IT Key terms: Augmented Reality (AR) refers to application best suited for use cases where users need to be connected to and present in the real world. Features: - Display - Environmental mapping - Real world environment - User interaction - Virtual content overlay Uses: - Auto-repair - To develop prototypes for new models. - Education - Use of practical models to explain concepts. - Retail - Allow customers to see what the product looks like before they buy. Key terms: Social networking is the creation of a website to set up an online community where people are linked together using their personal information. Features: - Play games - Post photos/videos - Send instant messages - Like/follow content - Create/personalise your own profile Benefits: - Easy to create a personal page/profile. - Easy to stay connected with people. - Easy to make new friends with similar interests. - Often free to join and use.
File transfer protocol (FTP) The transferring of files from one computer to another via a network.	Online banking View multiple accounts so that you can effectively view and manage your transactions.	Online gaming 3D graphics have given game creators the ability to provide life-like		
Voice over internet protocol (VoIP) This allows users to communicate with each other over video.	Key terms: Blended learning is a combination of online study and face-to-face teaching in a classroom.			
Messaging software Software that allows users to directly communicate with one another.				
E-mail Software that allows users to communicate with each other using an internet connection.				

Year 10 Dance

Week 1	Week 2	Week 3	Week 4	Week 5
POWERFUL KNOWLEDGE STYLE; Contemporary PRACTITIONER; Christopher Bruce DEFINITION; Contemporary dance is a style of expressive dance that combines elements of several dance genres, including: modern, jazz, lyrical and classical ballet. Contemporary dancers use fluid dance movements and improvisation, unlike the strict, structured nature of ballet. They also focus on floor work. This dance genre is often done in bare feet. STYLE; Ballet PRACTITIONER; Darcey Bussell DEFINITION; Ballet is a traditional form of dance. Originating in France. It involves set steps and is a disciplined style of dance. Ballet often tells a story. Pointe shoes and Tutus are worn by the dancers. All of the dance steps have names and it is usually performed in a proscenium arch setting.	STYLE; Musical Theatre PRACTITIONER; Adam Shankman DEFINITION; A collaboration of different art forms such as Dance, Music and Drama. All of which share equal importance within the performance. It is often over the top and performed in a stage setting. Physical Theatre Lloyd Newson The use of physical movement to express social and cultural issues. It uses techniques such as movement, mime, gesture and dance. STYLE; Physical theatre PRACTITIONER; Lloyd Newson DEFINITION; The use of physical movement to express social and cultural issues. It uses techniques such as movement, mime, gesture and dance. STYLE; Street Dance PRACTITIONER; Ashley banjo DEFINITION; A street dance is a dance style that evolved outside dance studios in any available open space such as streets, dance parties, block parties, parks, school yards, raves, and nightclubs. It is an urban style of dance without rules or set steps. It is often improvised and social in nature, encouraging interaction and contact with spectators and other dancers.	STYLE; Jazz Dance PRACTITIONER; Bob Fosse DEFINITION; Isolation: a dancer isolates one specific part of her body, such as their rib cage or wrist Grounded movement: Dancers keep a low centre of gravity, and often bend their knees Synchronization: accenting an offbeat or note of the musical accompaniment that surprises the audience Contractions: motivated by the performers' breath, a dancer will make a C-shape with her core. KEY VOCABULARY Practitioner. A theatre practitioner is a person or theatre company that creates practical work or methods. This could be a director or choreographer for example. Creative Intention. What the choreographer intends the performance to look like. The purpose behind the composition or performance of movement. Exploration. Experimenting with ideas to create movement. Musicality. The music elements of a dance performance where the dance and accompaniment have a close relationship. Collaboration. Working together to create and share ideas.	KEY VOCABULARY Responsibilities. Taking ownership for an aspect of the performance. This could be attending rehearsals, organising props, set, costume or music. Rehearsal. Practising the performance and making improvements. Reflection. Looking at the performance and forming opinions about its success. Setting targets for improvement and development. Focus. Conscious attention toward a certain point; with eyes, body parts, or the direction in which the dancer faces. Focus is not just confined to the eyes. It also involves the use of the whole body focus to communicate the intention of the dance. Projection. Performing with energy towards the audience. Structure - Structures that a choreographer uses in the creation of a dance such as AB (binary), ABA (ternary), rondo (ABACA), theme and variation (A, A1, A2, A3) and narrative. Style. Different types of dance such as Street, Contemporary, Ballet and Jazz.	KEY VOCABULARY Dynamics. How the movements are performed. Fast/slow/smooth/strong/graceful/frantic Choreographic Devices. Tools of the choreographer used for the creation of dances such as canon, motif, contrast, accumulation, repetition, reversal, retrograde, inversion, fragmentation, and embellishment. Motif. A short phrase of movement that can be developed and repeated. Formations. The shape/pattern that the dancers make when they are standing on the stage. Circular/linear/cluster/triangular. Proscenium Arch. A traditional theatre setting where there is a stage and the audience are at the front. Transverse. When the audience is placed on either side of the actors' playing space or stage, facing each other. This staging form is also called corridor. In the Round / Arena. Where the audience sit all the way around the space so the performance is seen from every angle. Thrust. A thrust stage is one that extends into the audience on three sides and is connected to the backstage area by its upstage end. Site Specific. A performance that does not take part on a stage.

Year 10 Dance

Week 6	Week 7	Week 8	Week 9	Week 10
Space Space can be used to shape and form dances. When dancing a solo, space can be the unseen partner in the dance. Because the dancer moves through the space, in motion, the three-dimensional use of shapes is enhanced. By manipulating space, it emphasises the physical connection with the performance space. Space also refers to where you are on stage. Some of the key words belonging to space are: • Formation (the shape you stand in on stage e.g. circle / line) • Pathway (the path that you travel on). Common examples are linear and circular. • Direction (The way you are moving) Downstage, upstage etc. • Fading (The way your head or body is fading). Note: this CAN be different to the direction of travel! • Level (The height you are performing at). Medium level is stood up (for anyone of any height!). Floor work, lifts, jumps etc. Performance Spaces What is a performance environment in dance? Performance Environments. Different settings for dance such as in-the-round, proscenium and site-specific. End Stage. A performance's pace with the audience on one side; also known as 'end-on'. Proscenium Arch. Dancers interact with space in myriad ways. They may stay in one place or they may travel from one place to another. They may alter the direction, level, size, and pathways of their movements. The relationships of the dancers to each other may be based on geometric designs or rapidly change as they move close together, then apart. Even when a dancer is dancing alone in a solo, the dancer is dynamically involved in the space of the performing area so that space might almost be considered a partner in the dance. Dancers may focus their movement and attention outwardly to the space or inwardly, into themselves. The line of travel may be quite direct towards one or more points in space or indefinite and meandering.	Choreographic Devices • Improvisation. A method of exploring Movement ideas without rehearsal or preparation. • Climax. The high energy part of the dance which covers lots of space. Often fast, energetic movements are performed. • Repetition. Where a movement, phrase or section is performed in the same way more than once. • Motif Development. Changing a motif or short phrase of movement. Such as: Changing the dynamics, level, order and spacing. • Accumulation a choreographic device or structure where new movements are added to existing movements in a successive manner e.g. A, AB, ABC, ABCD, • repetition, • Inversion, a choreographic device where a movement is turned upside down • fragmentation, a choreographic device where a movement sequence is broken into parts and these parts are reordered • embellishment, a choreographic device where detail is added to a move, such as a hand gesture or an arm movement	Relationships • Canon. Where the dancers perform a movement one after the other. • Unison. Where all dancers do exactly the same thing at the same time. • Contact. Where performers touch or hold each other. Examples: Counter balance, Lift, supports. • Mirroring. Where the dancers are facing each other, doing exactly the same thing. • Complimentary. Performing very similar movements in very similar ways. For example a smooth roll and a slow turn. • Contrast. Performing very different movements in very different ways. For example a fast jump and a controlled balance. • Call and Response (.Q&A) Similar to a conversation. A dancer(s) perform a movement/phrase. The other(s) then perform a movement after in response. • Accumulation. Where each dancer joins in at a different part of the phrase.	Choreography. Things to consider when exploring your ideas: Creating movement from scratch to encompass the feeling, rhythm, and theme of a song takes a little imagination and some work, whether you're a beginner or getting ready for a big performance. When you're including the movements and dance phrases for multiple performers, too, choreographing a dance can get quite complicated. That's why we're giving you some top pro tips on how to choreograph a dance when you're feeling stuck, including methods you can use to step outside the box and spice up your routine. 1. Study the Music. If you know what in music you want to choreograph your dance to, start studying. Go beyond creating movements based on the rhythm and beat of the song, and study the lyrics, the emotion, and the meaning behind the song. You can find inspiration from the feelings you get when you read the words, and embrace the emotion the artist puts into the song. Poppin' C, a Swiss popping dancer, says, "The music is everything for me, because the way my body adapts and moves, is because of the way I feel the music." By knowing every part of your music inside and out, you can design dance moves that really work with the beat and lyrics. 2. Watch the Pros. Take some time to watch dance-heavy musicals, like "Chicago" and "Anything Goes," and compete series like "World of Dance," or even street performers, like Logixst, to grab some inspiration for your moves. Observe the styles, transitions, and combinations of movements and note how pro dancers create a physical connection to the music. This can help motivate you to create dances that get the audience to connect with your physical interpretations of the music. 3. Plan for Audience and Venue. Think about who your performance or event is for. Consider the venue you're performing at, too, because your dance environment can help you find ways to creatively express emotion. Lighting, sound, and the overall ambience of your venue can help you design dances that incorporate mood and emotion to connect with the audience during your performance. 4. Think About Dance Style. Choreograph with steps and dance moves that reflect a specific style. You might try incorporating hip hop steps into a classical dance to mix it up and create your own unique dance style, for example. If you're just starting out with dance choreography, try focusing on learning how to balance a specific style of dance with your unique interpretation of the music you're dancing to.	Focus on the Basic Elements Focus on one (or several) of the most basic elements of dance: shape, form, space, time, and energy. For form, you can focus on designing phrases and steps based on a specific form from nature, like an animal or landscape. Use your stage space to showcase explosive energy and give certain aspects of your performance a punch of emotion that keeps your audience engaged. 6. Don't Start at the Beginning. If you're stuck trying to figure out how to start your dance, plan it out from the middle or from the end. Tell a story through your dance choreography and plan out the climatic elements before the small steps to help you flesh out where you want to go with your ideas. Once you've outlined the basic structure of your choreography, piece it together into an entire work. 7. Try Choreographing Without Music Dance in silence. It might seem like a crazy idea since you're choreographing the dance to a specific song. However, just letting your body move and flow with different tunes you imagine can help you step outside your comfort zone and incorporate challenging moves and dance steps that you might not have thought to pair with a song or score. When you discover something you like, pair it with other steps you've already developed and start fitting your moves to the music. 8. Embrace Post-Modernism. Study early modern dance forms and styles that can get your imagination flowing. Dancers from the mid-century modern era through the 1950s and '60s (such as Anna Halperin) one of post-modern dance's pioneers would incorporate a whole world of non-traditional moves in their choreography. Slow walking, vocals, and even common gestures can make imaginative additions to your overall work. 9. Incorporate the Classics. Use classical ballet, traditional ballroom steps, or other classic dance moves to mix up your style. It can be a startling transition for an audience to see a classical ballet step snapped in between freestyle phrases. Combining classical techniques with your dance design can add interest and suspense to your performances. 10. Use Other Art Forms as Inspiration. Don't just focus on music and dance. Look at all kinds of art forms, from two-dimensional paintings to live art performances. Take note of the different emotions and use of space, shapes, and forms that different artworks incorporate, and think about your interpretations and how you can convey that in movement. Use this as fuel for your inspiration when choreographing short phrases. Keep up to date on new forms of art to get inspired and avoid the dreaded writer's block for dancers!

Year 10 English – Spoken Language and Revision



Week 1	Week 2	Week 3	Week 4	Week 5
Planning for Spoken Language Endorsement - You must deliver a speech of approximately 3-4 minutes - You are graded a Pass, Merit or Distinction - You must give your point of view on a topic of your choice - At the end of your speech, the assessor will ask you some questions. You must answer in as much detail as possible. - You are marked on: clarity, vocabulary, overall structure of your speech, complexity of ideas and detail in your answers to questions. Planning: Choose your topic and use the same structure as the transactional writing covered in Cycle 2 to write your speech.	Writing and memorising your speech Remember to use Rhetorical Devices: Premise – an introduction that clearly states your point of view and entices the audience Interview – quote an expert to support your argument or quote a victim of the situation Social Media Furor – quote a statement made online that has sparked controversy linking to your topic. Case Study – describe how a person or group of people have been affected by the issue and/or the solution you are proposing Anecdote – use a real life story about yourself or an individual to illustrate your point. Statistics – use number facts linked to research to support your argument Counter argument – acknowledge an opposing point of view and offer reasons for how these ideas might be flawed or erroneous. Call to arms – evoke a response from your audience: either to take action or change their mind on your topic. Reframe premise – create a cyclical structure so that your audience are reminded of your point of view. Write your speech and memorise it as much as possible. You can take brief prompt cards into your assessment.	Power and Conflict Poetry Revision London (1794) : Blake uses the poem 'London' as an ardent and thinly veiled criticism of those in power in Georgian London. Ozymandias (1818) : In 'Ozymandias', Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power. Prelude (1839) : Wordsworth's biographical poem reflects on the sublime beauty and awesome power of nature. My Last Duchess (1842) : Browning's naturalistic presentation of the Duke in 'My Last Duchess' reveals the corrupting and megalomaniacal effects of power. Charge of the Light Brigade (1854) : Tennyson's jingoistic presentation of battle in 'Charge of the Light Brigade' would have appealed to his contemporary audience. Exposure (1917) : In 'Exposure', Owen's jaded tone 'exposes' the realistic effects of conflict on the human psyche. Bayonet Charge (1957) : Hughes' revisionist depiction of battle in 'Bayonet Charge' leads us to question the value of patriotism and the purpose of war itself.	Power and Conflict Poetry Revision Storm on the Island (1966) In 'Storm on the Island', Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects. War Photographer (1985) In War Photographer, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached. The Emigree (1993) In 'The Emigree' Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates. Checking Out Me History (2005) In 'Checking out me History', Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures. Remains (2006) In 'Remains', Armitage's anecdotal tone provides an expressionist insight into of the effects of PTSD. Tissue (2006) In 'Tissue', Dharker reflects on the arbitrary and fractured nature of human power. Poppies (2009) In Poppies, Weir explores the domestic facet of conflict and it's effect on those disenfranchised by previous depictions of war. Kamikaze (2013) In Kamikaze, Garland explores the power of the state over it's citizens and it's solemn effects.	Structural Poetic Devices End-stopped line use of full stop, colon, semi-colon at end of line Enjambment no punctuation at end of lines / lines run-over Caesura sudden full stop or semi-colon in middle of line Rhyming couplet 2 lines together that rhyme Rhyme scheme set pattern of rhyme e.g. AABB, ABAB Repetition Including the same significant word or phrase across a text List of 3/ tri-colon use of 3 things/ words in a list for emphasis Contrast use of contrasting ideas within or across the text Juxtaposition positioning 2 contrasting words alongside Anaphora/ repeated structure same pattern at beginning of phrase Extended metaphor use for cohesion across text (joining ideas) Motif repeated image used as cohesion across the text

Year 10 English – Spoken Language and Revision



Week 6

Literary/ Language Devices

archaic language

ancient words to give sense
history

allusion

use of reference to another story
/ text / idea

colloquialisms

informal, 'chatty' words

contrast

Use of words or ideas that are
opposite

dialect words

words linked to a particular
region

hypophora

asking a question then answering
it

imagery

use of strong visual images
through words

lexical/semantic field

pattern of words within same
topic area

metaphor

one thing is said to be something
else: a literary lie

non-standard English

diff grammar & words to normal

oxymoron

juxtaposition of opposite ideas

together

personification
giving human qualities to non-
human

pronouns

inclusive we/us or 3rd person or
2nd person?

rule of 3 / tri-colon

using list of 3 things for emphasis

Week 7

Literary/ Language Devices

sensory language

using feel, sight, sound, taste,
hear

simile

comparison using 'like' or 'as' to
give meaning

symbolism

use of a symbol to represent an
extra idea

tone

explore how 'voice' in poem
sounds e.g. bitter

Devices based on the sounds

created

•alliteration

•series of words starting with
same sound

•assonance

•series of words with same
repeated vowel

•consonance

•use of repeated consonant

•fricatives

•f, v, sh, th harsh sounds,
unpleasant feel

•onomatopoeia

•Words whose sounds imitate
their meanings

•plosive sounds

•p, b, t, d – implies shock

•sibilance

•a litteration but with 's' - usually
sinister

To analyse these, explain what
TONE they help to create.

Week 8

An Inspector Calls Revision

J.B Priestley was a socialist and
believed the upper classes
exploited the lower.

He wrote An Inspector Calls as a
microcosm of British society to
criticise capitalism.

Plot

The Inspector is used to reveal to
the audience the exploitation of
the poor by the rich.

Eva Smith is used to represent
the exploited **proletariat**.

Mr Birling:

Mr Birling is used to reflect the
dogmatic views of the older
capitalist generation and the
hubris and arrogance of the
Edwardian middle classes.

Sheila:

Sheila is used to reflect the
political awakening of women in
Edwardian Britain; initially
presented as **infantile**. Her
character challenges the status
quo and adopts socialist views by
the end of the play.

Gerald:

Gerald is used to **critique** the
paternalistic attitudes of the
aristocracy and his exploitation
of Eva Smith is used as a symbol
of the wider exploitations of the
working classes.

Mrs Birling (Sybil):

Mrs Birling is used to reflect the
hypocrisy of the upper classes
and Priestley uses her to show
how **philanthropy** does not work
due to the selfish nature of the
upper classes.

Eric:

Eric is used to represent the
hedonistic bourgeoisie and his
character undergoes the greatest
change, reflecting the younger
generation's ability to transform
itself.

Week 9

A Christmas Carol Revision

The Victorian era was
characterized by stark class
divisions and social inequality.
A Christmas Carol is an
allegorical tale of the

redemption of Scrooge, which
promotes Christian values and
respect for those less fortunate
than yourself.

Scrooge:

crafted as a **nuanced**
caricature of the Industrial
Middle Classes (IMC) and their
conceited ignorance of society's
problems.

Dickens uses Scrooge's
interaction with the Charity
Workers to associate our
negative view of Scrooge with his
Malthusian attitudes towards
the poor.

Fred:

presented as an idealised
foil to Scrooge and a role model
for Dickens industrial middle
class readers.

Fezziwig: presented as an
idealised foil to Scrooge and a
role model for the IMC.

Belle: used to illustrate the
isolation caused by deifying
wealth and neglecting fam

The Cratchit Family: used to
present a romanticised vision of
poverty that **villifies** the IMC for
their Malthusian attitudes.

Ignorance and Want:

used as a
dystopian prognostication,
showing the ramifications of the
IMCs **antagonistic** treatment of
the poor.

Old Joe and Mrs Dilber: used to
illustrate the **sordid** effects of
Greed.

Tiny Tim:

Tiny Tim's death is
used as an example of the
perturbing ramifications of the
IMCs **contemptible** attitudes
towards poverty.

Week 10

A Christmas Carol Revision – Ghosts

Marley's Ghost: Dickens crafts
Marley's Ghost as a figure of
divine intervention, warning the
IMC of the **repercussions** of their
actions.

The Ghost of Christmas Past:

Dickens uses this ghost as a
figure of divine intervention to
shed light on the past and how
we can learn from the lessons it
teaches.

The Ghost of Christmas Present:

Dickens uses the Ghost of
Christmas Present as another
figure of divine intervention, but
also to **villify** the IMC for allowing
their **disparaging** view of the
poor has lead to greater
suffering.

The Ghost of Christmas Yet to Come:

Dickens uses the Ghost of
Christmas Yet to come to
illustrate the isolation that the
IMC experience as a result of
their focus on wealth.

Read through Week 8 – 10 and
look up the Tier 2 words in BOLD
that you don't yet understand.
Create a glossary as revision.

*NOTE: The ideas about character
in Week 8 – 10 can be used as
part of your premise in the exam.*



Year 10 French



Week 1: En vacances			Week 2: On peut...			Week 3: Moi, je préfère			Week 4: Holiday Photo Cards			Week 5: Past Tense verbs		
Voyager	To travel	On peut	You can	Je préfère/ Il préfère/ Elle préfère	I prefer/ he prefers/ she prefers	Sur la photo il y a	In the photo there is	Je suis allé(e)	I went					
En avion	By plane	On ne peut pas	You cannot	Aller en vacances avec ma/ sa famille	To go on holiday with my/ his/ her family	Sur la photo on peut voir	In the photo we can see	Je suis allé(e) à la pêche	I went fishing					
En voiture	By car	On peut visiter le centre-ville	You can visit the town centre	Loger dans un hôtel	To stay in a hotel	Une plage	A beach	On est allés (es)	We went					
En bateau	By boat	On peut faire de la natation	You can go swimming	Faire du camping	To go camping			J'ai visité la tour Eiffel	I visited the Eiffel Tower					
En car	By bus	On peut faire des achats	You can go shopping	Aller en vacances en Espagne/ au Portugal	To go on holiday to Spain/ Portugal	Des personnes qui sont à la plage	Some people who are at the beach	On a visité les musées	We visited the museums					
En train	By train	Il y a une église/ un musée/ un château	There is a church/ museum/ castle	Rester en Grande Bretagne	To stay in Britain	Il fait du soleil	It is sunny	J'ai joué au volley	I played volleyball					
À vélo	By bike	Il n'y a pas de magasins/ stade/ piscine	There aren't/ isn't any shops, stadium, swimming pool	Bronzer sur la plage	To sunbathe on the beach			On a fait une excursion	I went on a trip					
J'aime bien voyager	I really like to travel	On peut voyager en car/ en voiture/ en taxi/ en train/ en avion/ en bateau/ à vélo/ à pied	You can travel by bus/ car/ taxi/ train/ plane/ boat/ bike/ on foot	Aller à la pêche	To go fishing			J'ai mangé	I ate					
Je préfère voyager	I prefer to travel	Ni... ni...	Neither... nor...		To go sailing			J'ai fait du shopping	I did some shopping					
Mon moyen de transport préféré c'est...	My favourite means of transport is...	Il n'y a ni bibliothèque ni stade	There is neither a library nor a stadium		To go cycling			J'ai nagé	I swam					
J'aime mieux voyager en avion	I like to travel by plane best							On a bronzé	We sunbathed					
À pied	On foot							C'était super/ sympa/ ennuyeux/ nul	It was super/ nice/ boring/ rubbish					
J'adore aller	I love to go													
J'aime passer les vacances en France	I like to spend my holidays in France													
Aux États-Unis	In the United States													
Au Canada	In Canada													
À Paris	In Paris													



Year 10 French



Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

Week 6: J' ai eu du succès		Week 7: Vous voulez être célèbre?		Week 8: Je sais réussir		Week 9: La vie de célébrité	
Apprendre	To learn	L'argent	Money	Actuel (le)	Current	L'avantage	Advantage
Avoir peur	To be scared	La compétence	Skill	Amuser	To entertain	Complètement	Completely
Bientôt	Soon	Découvrir	To discover	Le/la bénévole	Volunteer	Devant	In front of
La carrière	Career	Faire attention	To be careful	L'enfant	Child	Espagnol(e)	Spanish
Le cours	Lesson	Handicapé(e)	Disabled	Exprimer	To express	Malgré	Despite
L'entretien	Interview	L'influenceur/ l'influenceuse	Influencer	Fier/ fière	Proud	Le mari	Husband
Influencer	To influence	Le joueur/ la joueuse	Player	L'humoriste	Comedian	La nuit	Night
Maintenant	Now	Oublier	To forget	La médaille	Medal	Par	By
Presque	Almost	Les paroles	The words	Non seulement	Not only	Paresseux/ paresseuse	Lazy
Quelques	Some, a few	Avoir de la chance	To be lucky	Le public	Audience	Prêt	Ready
La télé-réalité	Reality TV	Parfois	Sometimes	Raconter	To tell	Propre	Clean/ own
Gagner un prix	To win a prize	La clé du succès	The key to success	Rêver	To dream	Ma propre chambre/ Ma chambre est propre	My own room/ My bedroom is clean
		Le quotidien	Daily life	Savoir Je sais	To know I know	Le site web	Website
		C'est ma vie	It's my life	Le sportif/ la sportive	The sportsperson		
				Travailleur/ travailleuse	Hardworking		



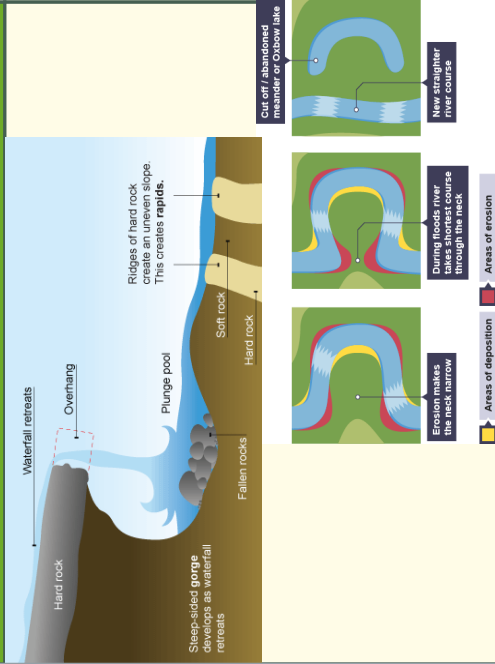
Year 10 Verbs and Tenses



Past tense		Present Tense		Future Tense	
Time phrases		Time phrases		Time phrases	
Avant	Before	Normalement	Usually	À l'avenir	In the future
Hier	Yesterday	D'habitude	Usually	Demain	Tomorrow
La semaine dernière	Last week	Aujourd'hui	Today	La semaine prochaine	Next week
L'année dernière	Last year	De temps en temps	From time to time	L'année prochaine	Next year
Verbs in the Past tense		Verbs in the Present tense		Verbs in the Future tense	
J'ai mangé	I ate	Je mange	I eat	Je vais manger	I'm going to eat
J'ai regardé	I watched	Je regarde	I watch	Je mangerai	I will eat
J'ai joué	I played	Je joue	I play	Je mangerais	I would eat
J'ai étudié	I studied	J' étudie	I study	Rule Breakers	
Rule Breakers		Rule Breakers		Je vais aller	I'm going to go
Je suis allé (e)	I went	J' ai	I have	J' irai	I will go
J' ai fait	I did/ made	Je suis	I am	J' irais	I would go
Je suis sorti(e)	I went out	Je fais	I do/ make	Je vais être	I'm going to be
J' étais	I was	Je dois	I have to/ must	Je serai	I will be
J' avais	I had	Je peux	I can	Je serais	I would be
C' était	It was	Je veux	I want	Je vais faire	I'm going to do
Il y avait	There was	Je vais	I go	Je ferai	I will do
		Je bois	I drink	Je ferais	I would do
		C' est	It's	Je vais avoir	I'm going to have
		Il y a	There is	J' aurai	I will have
				J' aurais	I would have
				Ce sera	It will be
				Ce serait	It would be
				Il y aura	There will be
				Il y aurait	There would be

Year10 - Geography- Cycle 3

Key diagrams



Week 3

In upland areas vertical erosion creates a V-shaped valley. The river weaves its way through the land forming interlocking spurs. Waterfalls form when rivers flow over different bands of rock. It erodes soft rock more quickly than hard rock leading to the creation of a waterfall. As the waterfall retreats a gorge is formed.

Meanders, bends in the river, form in the middle and lower course. Erosion and deposition cause the meander to move. The meander may be cut off forming an ox-bow lake.

Levees and flood plains are the result of deposition left by repeated flooding. Levees are elongated ridges of sediment deposited across the valley floor. These act as a natural flood defence. Estuaries are where rivers reach the sea.

Week 1

Cross profile: The side to side cross-section of a river channel and/or valley.

Long profile: The gradient of a river, from its source to its mouth.

Upper course: Near the source, the river flows over steep gradient from the hills/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Middle course: Here the gradient gets gentler, so the water has less energy and moves more slowly. The river will begin to erode laterally making the river wider.

Lower course: Near the source, the river flows over steep gradient from the hills/mountains. This gives the river a lot of energy, so it will erode the riverbed vertically to form narrow valleys.

Week 4

A river floods when the water flowing in the channel overflows its banks. Flooding is a significant hazard which can affect people and property. There are many causes of flooding e.g. building by a river, deforestation, ploughing fields, drains, steep slopes, rain, rock type, melting ice, sediment.

There are two different flood management techniques.

Hard engineering: These attempts to control rivers using technology involve building dams, reservoirs, flood relief channels, artificial levees, embankments, deepening and river straightening.

Soft engineering: These attempts to work with natural processes to reduce flood risk. They include replanting trees, increasing lag time and reducing discharge, increasing the amount of green space and permeable surfaces in urban areas, issuing flood warnings and educating people about flood awareness.

Week 2

Types of erosion

Abrasion: sediment carried by a river wears away the bed and banks of the river.

Attrition: when stones carried by the river knock against each other, gradually making the stones smaller and rounder.

Hydraulic action: the force of the water hitting the river bed and banks.

Transportation

Suspension - lighter material floats within the water.

Traction - larger rocks roll along the sea bed.

Solution - some material, such as chalk, gets dissolved into the water.

Saltation - smaller rocks, if they are too heavy to be suspended, hop along the sea bed.

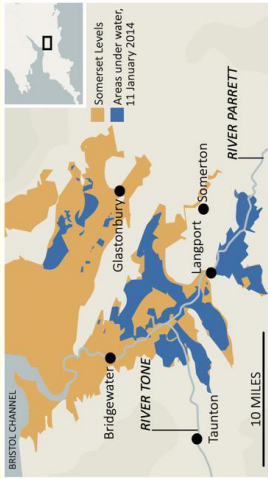
Week 5

Case Study

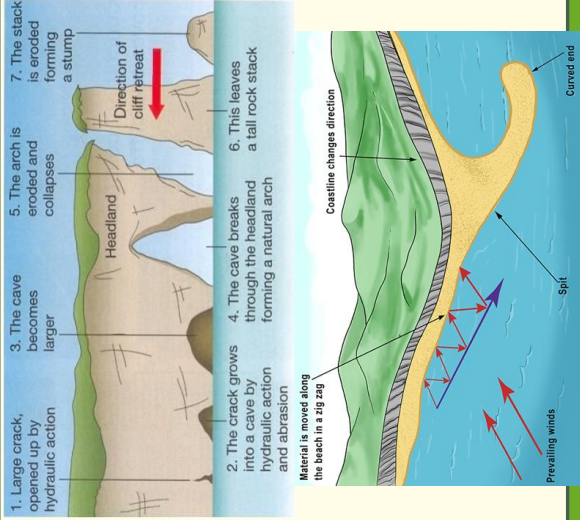
The River Parrett in Somerset

The River Parrett has erosion landforms like V-shaped valleys in the upper course and levees / floodplains in the lower course.

It flooded for a month in 2014 after extreme rainfall (the wettest December on record) so the river was dredged to make it able to hold more water.

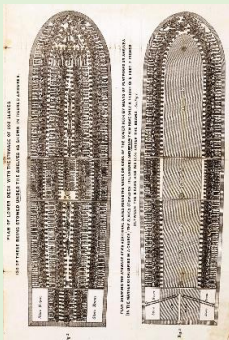




Key Diagrams	Week 6	Week 7
	There are 2 types of wave: Constructive: strong swash, weak backwash, longer wavelength and carry in sand and pebbles (building a gentle beach) Destructive: these waves destroy a beach, are more frequent, weaker swash and a strong backwash. Beaches are steep. Weathering is the breakdown of rocks. Biological: the weakening of rocks by plants & animals Physical: rocks wear away over time, composition does not change Chemical: carbonation occurs , rainwater reacts with rock and rock dissolves. Freeze-thaw weathering: Water seeps into cracks, freezes and expands widening crack, thaws and repeats, eventually bits of rock break off. It is a type of physical weathering.	Headlands and bays: waves attack the headland and erode the soft (less resistant) rock to form bays (beaches), the more resistant rock (hard rock) remains and juts out to sea forming a headland. Headland is at risk from erosion. Wave-cut platforms: form when the sea attacks the base of the cliff between high tide and low tide mark. As the notch increases in size, the cliff becomes unstable and collapses, leading to the retreat of the cliff face. Longshore drift: the movement of eroded material along a beach by the action of the sea. Swash: Waves that carry material onto the beach. Backwash: waves returning to sea
Week 8	Week 9	Week 10
The shape of the coastline is determined by the geology, hard rocks erode slowly, whereas softer rocks erode quickly. A concordant coastline is straight. Discordant coastlines are wavy. A spit is created by transport and deposition. Sediment is carried by longshore drift. When there is a change in the shape of the coastline, deposition occurs. A long thin ridge of material is deposited. A hooked end can form if there is a change in wind direction. Waves cannot get past a spit, therefore the water behind a spit is very sheltered. Silts are deposited here to form salt marshes or mud flats. Sand dunes are formed by deposition. Dunes form when wind blows sand against an object. Dunes grow as grains of sand accumulate and form hills (dunes). Dunes are stabilized by plants such as marram grass	Hard Engineering Strategies Sea Wall: concrete structure found at top of beach acts as a barrier to the sea. Effective and act as a walkway, but ugly and very expensive. Rock Armour: large boulders at base of cliff which absorb wave energy. Very effective, last a long time, but are ugly, expensive and dangerous. Groynes: wooden or stone fences which are built at right angles to the coast to stop longshore drift. They create wider beaches and are cheap, but need regular repairs and can cause erosion further down the coast. Soft Engineering Strategies Beach Nourishment / re profiling: adding sand to the beach or changing the beach shape. This looks natural, supports tourism and is cheap, but needs maintenance during winter. Dune Regeneration: fencing off areas to protect dunes. Low cost, natural and promotes biodiversity. It is time consuming & less effective than hard engineering strategies. Managed Retreat: Allow the sea to move into the area. This is a long term solution with no maintenance, creates a natural buffer, improves biodiversity and appearance,. However low value land lost to the sea, local people may need to be relocated and compensation paid.	Case Study Dawlish Warren Lots of erosion landforms like cliffs, arches, headlands Deposition landforms like beaches, sand dunes and sp These landforms attract lots of tourists so create jobs, which create wealth which boosts the local economy. Erosion is managed with hard engineering (sea wall/groynes) and soft engineering (beach nourishment) so that the trainline to Cornwall and tourist attractions aren't destroyed.

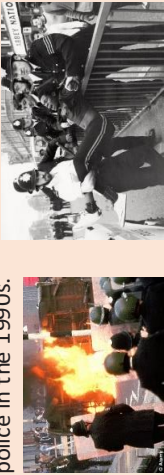


History

Week One Power and the People Part 1 Magna Carta (1215) The barons forced King John to sign it. It limited the King's power and gave rights to freemen. It said all freemen had the right to a fair trial and John had to consult with the barons about raising taxes. Simon de Monfort Led the barons who overthrew Henry III in 1264. When in power he invited knights and barons to his parliament.  The Peasants' Revolt (1381) The peasants were angered by the poll tax and the feudal system. Wat Tyler led a march to London where they burned buildings and beheaded 2 of the king's advisers. King Richard II went back on his promise and had the leaders hanged/executed.	Week Two Power and the People Part 2 The Pilgrimage of Grace (1536) Catholics in the north of England were angry because of the Break with Rome (Reformation). Robert Aske led a march of about 50,000 people in York. Henry VIII went back on his promise and had over 200 leaders hanged/executed. The English Revolution Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money. The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649.   The Parliamentarians won and Charles I was executed. England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector. In 1660 Charles II returned as king, but the king's power had been reduced and parliament's power had now increased.	Week Three Power and the People Part 3 The American Revolution (1776-1783) Americans were angry that they had to pay taxes but had no representation in parliament. They won independence from the British Empire. The Declaration of Independence said that all men were equal and people had the right to choose their government. The Great Reform Act (1832) Parliament gave the right to vote to some more middle classes. However, you still had to own property to vote, meaning the working classes had no vote. The Chartists The People's Charter set out their aims, including the vote for all men over 21 and voting in secret. Moral force Chartists were peaceful and Physical force Chartists used violence. Leaders: Feargus O'Connor and William Lovett. Protest methods: petitions, marches, riots. 	Week Four Power and the People Part 3 Protest Groups The Anti-Slavery Movement used petitions, meetings, leaflets and memorabilia to campaign against slavery. Leaders included William Wilberforce and Oluadah Equiano. Slavery was abolished in 1833.  The Anti-Corn Law League protested about an increase in the price of bread due to the Corn Laws of 1815. They used memorabilia, meetings and speeches to campaign. Leaders included John Bright. The Corn Laws were repealed in 1846. Factory and Social Reformers They aimed to reform working and living conditions. George Cadbury built homes, a school and a chapel for his workers around his factory in Bourneville, Birmingham. Elizabeth Fry campaigned for the reform of prisons. She set up a school and a chapel to help women and children in Newgate Prison. 
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History

Week Five	Week Six	Week Seven
Power and the People Part 3 The Tolpuddle Martyrs They were arrested for forming a secret trade union. There was a huge protest organised by Robert Owen – 200,000 people marched and 800,000 signed a petition. The government decided to free the martyrs. Trade Unionism – New Unionism The Match Girls protested about low pay and dangerous conditions. They went on strike in 1888. They were led by Annie Besant, a journalist. They marched to the Houses of Parliament and organised a boycott. They were successful and achieved higher wages. 	Power and the People Part 4 The General Strike (1926) Over a million workers went on strike about low wages and poor conditions. The strike lasted 9 days and failed. The government limited trade unions' rights and membership of trade unions decreased. The Miners' Strike (1984-85) Margaret Thatcher's Conservative government closed mines, leading to huge unemployment. Miners went on strike and clashed with police. The strikes failed and the government limited trade unions' rights and membership of trade unions decreased. Ethnic Minority Rights (20th century) People were angered by poor living conditions, low wages, racism and discrimination. Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government. In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men. The Brixton Riots (1981) Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests. The Scarman Report said that the police needed to avoid targeting black men. The investigation after the murder of Stephen Lawrence showed that there was racism within the police in the 1990s. 	Conflict and Tension Part 1 The Peacemakers George Clemenceau (France) wanted to punish Germany harshly for the damage caused to France in WWI. He wanted to make sure they could not invade France again. David Lloyd George (Britain) was under pressure to make Germany pay after WWI. However, he wanted to keep trading with Germany and make sure they would not seek revenge. Woodrow Wilson (USA) was an idealist who wanted Germany to be treated fairly. His main aim was to keep world peace. 
		The Terms of the Treaty of Versailles Guilt Clause 231 – Germany solely blamed for WWI. Armed forces reduced e.g. only 100,000 troops, 6 large battleships, no aircraft, tanks or submarines. Reparations of £6.6 billion for Germany to pay. German territories lost e.g. Alsace-Lorraine to France, all colonies given to Britain and France to oversee. League of Nations set up, but Germany not allowed to join. The Impact on Germany Many Germans hated it as they felt vulnerable and humiliated. They felt 'stabbed in the back' by the Weimar government who had signed it. Germany could not afford to pay reparations which led to France invading the Ruhr in 1923. This led to hyperinflation.

History

Week Eight	Week Nine	Week Ten
Conflict and Tension Part 2a The aims of the League of Nations: Discourage aggression. Improve living and working conditions. Encourage countries to cooperate e.g. through trade. Disarmament. Membership and Structure of the League Germany and the Soviet Union (Russia) were not allowed to join the League. The USA chose not to join. The 4 members of the Permanent Council were Britain, France, Japan and Italy. They all had a veto. The Assembly met once per year and the League had no army. Successes Aaland Islands 1921 – Solved dispute between Sweden and Finland. Upper Silesia 1921 – Solved dispute between Germany and Poland. Failures The Corfu Crisis 1923 – Mussolini used aggression and went behind the League's back to force Greece to pay Italy compensation. Showed that the League could not deal with major, powerful countries.  International Agreements in the 1920s: The Dawes Plan 1924 – The USA agreed to lend Germany money to help rebuild their economy and pay reparations. The Locarno Treaties 1925 – 6 countries agreed not to go to war. Germany and France agreed their borders. The Kellogg-Briand Pact – 65 countries agreed not to use war to solve disputes.	Conflict and Tension Part 2b The Great Depression caused huge unemployment and poverty. Many people blamed their governments and turned to extremist, fascist leaders. In Germany, many people voted for Hitler and the Nazi Party. The Manchuria Crisis 1931-33 Japan invaded Manchuria in order to gain raw materials, living space and expand their empire. The Lytton Report took over a year to produce which showed the League was slow to act. Japan ignored the League and it showed that the League was weak; they had no army and economic sanctions would not work without the USA being a member. It showed that Britain and France were self-interested and encouraged Mussolini to act aggressively. The Abyssinia Crisis 1935-36 Italy invaded Abyssinia in order to expand their empire, gain raw materials and to distract people from the Great Depression. Britain and France made the Hoare-Laval Pact – a secret plan to give most of Abyssinia to Italy. This showed they were self-interested. Britain failed to shut the Suez Canal and the League did not stop trading oil with Italy. It showed that the League was weak and encouraged Hitler to remilitarise the Rhineland in March 1936. 	Conflict and Tension Part 3 Hitler aimed to abolish the T of V, destroy communism, gain Lebensraum and unite all German-speaking people. 1933 – Hitler became Chancellor and began rearming in secret. 1934 – The Dolfuss Affair. Mussolini prevented Hitler from gaining Anschluss with Austria. 1935 – The Saar was returned to Germany. 1935 – The Freedom to Rearm Rally 1936 – The Remilitarisation of the Rhineland. 1936 – Germany and Italy signed the Rome-Berlin Axis. April 1938 – Hitler gained Anschluss with Austria. September 1938 – The Sudeten Crisis and Munich Agreement. Britain and France gave Hitler the Sudetenland and he promised not to invade the rest of Czechoslovakia. Good example of appeasement.  March 1939 – Germany invaded Czechoslovakia. August 1939 – The Nazi-Soviet Pact. Germany and the Soviet Union (Russia) agreed to both invade Poland and not to fight each other. September 1939 – Germany invaded Poland. Britain and France declared war on Germany.



Year 10 Hospitality and Catering

Unit 1

Week 1

1.2.1 How the Hospitality and Catering provision operates:

To run a successful hospitality and catering business, it is important that the front of house is welcoming to all customers

A logical layout and workflow will mean that the customers will be able to enjoy organised, efficient service. In a catering establishment such as a café, the front of house is where the customers are served.

In a residential establishment such as a hotel, the front of house is where guests are received before checking in to their room.

Catering and residential establishments have common front of house areas, which help to ensure a smooth operation of the business

The front of house Dress Code

The front of house dress creates a first impression. In some establishments a uniform may be worn. In other establishments, employees may be required to wear colours such as black and white. In addition:

- clothing must be clean and ironed
- if worn, jewellery, perfume and make-up must be minimal
- personal hygiene must be maintained
- name badges may be required.

Restaurant Workflow

The workflow should be organised so that orders can be filled, and food can be passed from the kitchen as quickly as possible.

Reception: Guests are greeted and shown to their seats in the dining area.

Seating/dining area: In a large restaurant, this area is divided into stations. Each station is managed by a waitperson.

Week 2

Counter service: Food is on display for customers to choose and pay at the end. Some restaurants also offer seated counter service.

Bar: An area for socialising or eating in a less formal space.

Equipment station: Small items such as cutlery and serviettes and food items such as condiments should be available to wait staff.

Toilets: Customer toilets should be clean and welcoming.

Safety Equipment: First aid boxes and fire extinguishers must be easily accessed.

Kitchen Work Flow

Operational requirements

To run a successful hospitality and catering business, it is important that the back of house is well designed to allow safe working conditions for the kitchen staff. A good workflow also allows the safe movement of front of house staff between the kitchen and dining room so that customers enjoy efficient food service.

Kitchen Workflow

Delivery area: Located at the kitchen entrance. Deliveries are checked against the order and temperatures of high-risk foods are recorded.

Storage area:

Cool area: contains fridges and freezers for storing high-risk foods, as well as space for storing fresh fruit and vegetables.

Dry area: for storing canned and dry goods.

Staffing area: A separate area where employees can change into work clothing. Staff toilets and hand washing facilities are provided. This area may also be used as a break time lounge.

Preparation area: A large kitchen will have separate areas for the preparation of meat and poultry, fish, fruits and vegetables and pastries and desserts.

Week 3

Cooking area: A large kitchen will have separate cooking areas for hot wet foods such as soups, sauces and steamed vegetables and a dry cooking area for roasting, baking, grilling and frying.

Serving area: A large kitchen will have separate areas for plating and presenting hot and cold foods.

Waiters will collect orders from "the pass" to deliver to customers in the restaurant.

Cleaning area: This area should be separate from the main kitchen. Dirty crockery and cutlery as well as pots and pans from the kitchen are cleaned and stored in this area.

Waste area: This area should be separate from the main kitchen. Food waste and recyclable and non-recyclable waste is sorted and then disposed in the correct bins, which should be located outside.

Back of house dress code

The traditional chef's uniform is designed to show authority in the kitchen. Known as "chef's whites", they come in many colours. Key uniform items are: a long-sleeved, double-breasted jacket, long trousers, head covering, apron, and non-slip, toe-protected shoes. The clothing and shoes protect the wearer from injury while the head covering protects the food from hair and sweat

Hotel Workflow

The workflow of a hotel should be organised so that guests can be checked in as quickly as possible.

Reception: Guests are checked in and receive keys/cards for their room.

Seating/dining area: This area should have comfortable seating for the guests. Drinks may be available in the lobby.

Stairs/Lifts: These provide access to rooms and other facilities.

Toilets: Customer toilets should be clean and welcoming.

Week 4

Administration and Documents

Businesses may employ an administrator who keeps track of:

- staff employment and training records
- stock orders, delivery records and invoices
- health and safety documents
- financial information
- customer feedback
- advertising.

Kitchen equipment

It is important that a business invests in good quality kitchen equipment to produce food safely. Even though good quality equipment is expensive, for example stainless steel pots and pans, in the long run they will pay for themselves as they should not need to be replaced often.

Good quality electrical equipment will cost less to run, which will also save money and increase profits.

Small equipment:

Preparation: mixing bowls, measuring jugs and spoons, whisks, spatulas, sieves, knives, chopping boards, zester, juicer, piping bags and tips, graters.

Cooking: pots and pans, baking dishes, baking trays, tongs, colanders.

Serving: plates bowls, glassware.

Mechanical equipment

Preparation: weighing scales, electric whisk, food processor, blender, mincer, meat slicer, vegetable peeler, juicer, ice cream maker.

Cooking: temperature probes.

Specialist equipment: conveyor toaster, panini maker, coffee maker, pizza oven, sous vide, pasta maker, blow torch.

Large equipment:

Storage: walk-in fridge, freezer, blast chiller, glass chiller.

Week 5

Preparation: floor standing food mixer.

Cooking: conventional/ Industrial oven, deep fat fryer, hot water urn, standing bain-marie, hot plate/griddle, steamer, grill/salamander.

Cleaning: pass-through dishwasher, glass washer.

Stock control – the process of

ensuring that appropriate amounts of stock are maintained by a business at a minimum cost.

Stock ledger/inventory - show how much stock you have at any one time, and how you keep track of it

Logs - systematic recording of events, or measurements i.e. Training log, temperature log

FIFO – 'First in, first out' -

first foods that are bought /produced are the first that

are sold/used to ensure that you use what you have before it gets outdated.

Perishable - foods likely to decay or go bad quickly – usually stored in a fridge (i.e. Milk, meat, cheese)

Staple - a food that is eaten routinely

- a dominant portion of a standard diet i.e. Pasta potatoes, rice

Daily use – not perishable as such but foods like bread.

Jobs for stock controller:

- Stock ledger/inventory - list & quantities
- Current price for budget
- Keep logs and receipts
- Find best prices
- Organise stock using FIFO (first in, first out) to prevent foods at the back going out of date and wasted.
- Organise monitor Perishable foods.
- Monitor temperatures so food doesn't spoil.



Unit 1

Year 10 Hospitality and Catering



Week 6

1.2.2 Customer requirements in hospitality and catering

Customers can be divided into three groups:

- Business customers
- Leisure customers
- Local residents

Customer needs may include catering, equipment and/or accommodation.

Customer needs: Business customers

These customers use hospitality and catering provisions for work purposes. Examples include conferences, meetings, and training.

Catering:

- tea, coffee and food facilities for meetings
- early breakfast
- 24-hour room service.

Conference facilities:

- whiteboards, projectors, screens, flip charts, pens and notepaper, free Wi-Fi
- parking.

Accommodation:

- a quiet floor to work
- express check-in and check-out
- iron and ironing board or trouser press
- access to leisure facilities
- discount/loyalty points.

Customer needs: Leisure customers

These customers use hospitality and catering provisions for holidays, sight-seeing, travelling or when attending sporting and theatrical events.

The needs of leisure customers vary depending on their reason for travel.

Week 7

Some customers will want basic accommodation with value for money and some customers will look for a luxury experience.

Catering:

- drinks facilities in room
- snack/mini bar
- breakfast: included or at extra cost
- room service
- restaurant
- bar
- special dietary needs and children's menu options.

Accommodation:

- different room sizes
- disability access
- en-suite facilities
- free Wi-Fi
- concierge service
- cots
- extra pillows and bedding
- toiletries

Customer needs: Local residents

Local residents may use the facilities hospitality and catering provisions offer without using overnight accommodation. Examples include restaurants, bars, spas, and golf courses.

Hospitality and catering businesses will want to ensure that noise and parking issues are addressed if the provision is in a residential area

Week 8

Customer needs: Customer rights and inclusion

By law, hospitality and catering provision must provide for customer rights, inclusion and disabilities.

No business can discriminate against a person because of:

- Age
- Disability
- Sexual orientation
- Ethnicity
- Gender
- Race and culture
- Pregnancy and maternity

1.2.3 Hospitality and catering provision to meet specific requirements

Successful hospitality and catering provisions change to meet their customers' needs and expectations. Customer needs can change depending on their lifestyle, dietary requirements and income.

Customers have an expectation that a hospitality and catering provision will keep up with current trends. An example is mobile apps which can be used for everything from booking a room to ordering and paying for food.

Customer requirements/needs

Understanding customer needs and requirements helps hospitality and catering provisions to attract more customers and make more profit.

Lifestyle: Successful hospitality and catering provisions analyse the needs of their customers based on their lifestyles, budgets, eating patterns, and interests such as sports and hobbies.

Week 9

Nutritional needs: Successful hospitality and catering provisions will offer a range of dishes to suit the nutritional needs of their customers. Many menus will include nutritional information available to help their customers make informed choices.

Dietary needs: Most menus will offer a range of dishes to suit special dietary needs such as coeliac disease. Most menus will include vegetarian and vegan options as well as children's menus.

Time available: Some customers will want fast food, and some will prefer a leisurely meal.

Customer expectations

Customers will visit a range of hospitality and catering provisions, from fast food to fine dining, with expectations of an enjoyable experience.

Service: Customers will expect polite efficient service regardless of the type of provision they are visiting.

Value for money: Customers will expect meals that are nutritious, filling and sold at the right price for the type of provision they are visiting.

Trends: Customers will expect hospitality and catering provisions to keep up with trends such as mobile ordering apps.

Awareness of competition from other providers: Customers will expect hospitality and catering provisions to adapt their menus to attract new customers.

Week 10

Media influence/interest: Customers will expect hospitality and catering provisions to match reviews.

Environmental concerns: Customers will expect eco-friendly hospitality and catering provisions.

Seasonality: Customers will expect dishes made with seasonal, local ingredients.

Customer demographics

Successful hospitality and catering provisions conduct marketing research by asking questions to find out the requirements, needs and expectations of potential customers. The information is used by the provision to create a USP (unique selling point).

Age: Do potential customers want fast food or a luxury experience? Do they need child-friendly facilities?

Location: Is your provision located in a residential area? On a high street? In a business area?

Accessibility: Is there parking? Is it accessible to people with mobility issues?

Money available: Do potential customers have a large amount of disposable income? Are they on a tight budget?

Access to establishments/provisions: Are they competing with similar provisions? Is there limited competition in the area?



Year 10 - Life To The Full - Cycle 3



Week 1	Week 2	Week 3	Week 4	Week 5
Emotional wellbeing: A positive sense of wellbeing which enables a person to be able to meet the demands of everyday life; people in good mental health have the ability to recover effectively from illness, change or misfortune. Positive mental health: A positive state of mind and body, feeling safe and able to cope with change and challenge in life. Challenges with mental health: A state of mind and body where the person feels unable to cope with the change and challenges in their life and do not feel safe. Mindfulness: A way of training your mind to concentrate on the present, in order to feel calm and improve your mental state. This can be used to support people suffering from anxiety or depression. Coping strategies: Some things that you might do to ensure that stressful events are easier to manage or to ensure your mental health does not get worse. Stress: When you feel worried and tense because of difficult situations happening at that point in your life. For example, repeatedly feeling like you have too much work to do, being worried after losing your job, feeling worried about your family member who is unwell long-term.	Signposting: Where do I go if I need to support myself, a friend or family member with their mental health? Please take note of all the charities available for support. Young Minds: https://youngminds.org.uk/ The UK's leading charity fighting for children and young people's mental health. Young Minds have a superb service for young people which is open 24/7. It is a text line where you can speak to someone about yours or a friend's mental health, all you have to do is text YM to 85258. Child line: https://www.childline.org.uk/ Child line are there for you, whatever's on your mind. They will support you, guide you and help you make decisions that are right for you. This could be for anything that is worrying you as a child – it does not have to be linked to your mental health. Their phone number is free to call and is 08001111. NHS: https://www.nhs.uk/conditions/stressanxietydepression/improve-mental-wellbeing/ NHS website showing five steps to good emotional wellbeing. On my mind: https://www.onmymind.org.uk/ On my mind aims to empower young people to make informed choices about their mental health and wellbeing. Koot: https://www.kooth.com/ An online wellbeing community	How can I support myself through times when life feels more difficult? • Eat well and try to include as many vegetables and fruit as possible in your day to day diet • Prioritise getting enough sleep • Exercise can be really beneficial to increasing serotonin and improving your mood • Spend quality time with family • Spend quality time with friends and people you trust • Spend time outdoors and in nature • Talk about how you feel to somebody that you trust, and if it is difficult to talk to someone you are close to – contact one of the charities where you will be able to talk to a person who is outside of your day to day life and situation • Find a relaxation activity; whether that is dancing, drawing, having a bath, mindfulness, going for a walk. Try out different things until you find something that you know relaxes you when you are feeling overwhelmed.	Continued from Week 3 • Helping others: Volunteering and helping those in a difficult situation has been proven to improve peoples mental well being • Avoid spending too much time on your phone and take a break from social media if you need to – social media apps have been shown to increase anxiety levels. • Plan how you use your time carefully and take regular breaks if you are studying for exams • Ask for help and accept support How do I support others? • Encourage talking and listen without judgement • Do not try and solve the problem straight away, listen carefully what their problem is initially • Ask them how they are and what support they need, is there anything they can think that you could do to help support them at this time? • Be positive, remind them of their strengths as well as their problems • One kind act can make a big difference, what small act could you do that they would appreciate? • Do not label what you think they have or try to diagnose their challenges unless you are a qualified doctor	Continued from Week 4 Be realistic about your role. Be clear about your capacity to help, don't over promise. It is better to under promise and over deliver. For example, "I could walk with you to school every Monday morning" and then you end up doing it on Thursday and Friday too. Rather than promising "I will walk with you to school everyday" and then you end up only being able to walk with them once. • Find ways to talk about mental health that work for you. You could start by discussing celebrities who are talking about their mental health in the media if you would like to try to open up a conversation on the topic. • It can be easier to talk side-by-side, rather than face-to-face. Maybe try going for walk with the person rather than sitting down with them. • Always remind them clearly where they can go for support in school and outside of school • Give them the websites and phone numbers that we have on our knowledge organiser from Week 2 so that they have people they can speak to if they are struggling to talk with family and friends. Epic Friends: https://epicfriends.co.uk/ This site is all about helping you to help your friends who might be struggling to cope emotionally.



Year 10 - Life To The Full - Cycle 3



Week 6	Week 7	Week 8	Week 9	Week 10
Brahman and Atman Brahman is the universal (macrocosmic) spirit and atman the personal (microcosmic spirit). - It is a basic understanding in Hinduism that all reality is saturated with the divine. Hindus believe that Brahman may be experienced in many different forms. Brahman is considered to be eternal, genderless, omnipotent, without form and indescribable. Brahman is the origin of all things and each thing is a part of Brahman. Each god is considered an aspect of Brahman or Brahman itself. - Brahman is described as being composed of three qualities: sat, chit and ananda. Sat is pure being, chit is pure consciousness or awareness and ananda is pure bliss. - The atman can be thought of as the spirit within every living thing which provides its 'life force' and also its consciousness or awareness of the world around it. It is ultimately associated with Brahman. The atman is impersonal and has no characteristics of the life form it inhabits. - The relationship between Brahman and atman is raised throughout the Upanishads (the holy text for Hindus) and is described and understood in a number of ways in this text.	The Trimurti - Many Hindus understand the concept of Brahman Saguna through the Trimurti. The three gods of the Trimurti are Brahma, Vishnu and Shiva and are regarded as different aspects of God – Brahma is the creator, Vishnu is the preserver and Shiva is the destroyer. - This can be seen in representations of the Trimurti as one God with three heads. In this respect they also represent earth, water and fire. Hindus see time as being cyclical and the Trimurti expresses this understanding. - Brahma is the creator of the universe and is usually depicted as a man with four heads, four faces and four arms. Hindus believe that Brahma after the end of each universe meditates before creating the next. - Vishnu is known as the preserver both in the cosmic sense of preserving the universe as it should be and in a personal sense in the preservation of dharma. Vishnu is frequently presented in blue to represent his all-pervading nature. Please google search an image of Brahma and Vishnu.	The Trimurti - The third member of the Trimurti is Shiva who is the god of destruction. This must be understood in the context of Hinduism's cyclic understanding of life: in order to move through successive rebirths the atman must die and death is as important in the cycle of life as birth. However, he is also regarded as the creator following destruction. Shiva is the god of opposites, creator and destroyer, old and young, fierce and gentle. - Vaishnavism is a branch of Hinduism that worships Vishnu or one of his avatars as the Supreme God. The worship of Vishnu can be traced back to Vedic times and is principally monotheistic. Vaishnavites believe that all other gods serve Vishnu. - Shaivism is the branch of Hinduism that worships Shiva as the Supreme God. Shaivas acknowledge the existence of other gods but only as expression of the Supreme God. Shaivas believe that God cannot be limited to any form or body and that is why Shiva is often worshipped in the form of a linga which symbolises the entire universe.	Karma In Hindu thought, Karma means action, and the fruits of action, and is the force that drives reincarnation. It is the principle of cause and effect and reflects the nature of the universe: any activity must be paid back. This cyclical cause and effect generate the concepts of samsara (or the world) and birth and reincarnation. - In the Vedic religion, a person's situation in this life is thought to be the result of karma in a past life or lives, as karma is accumulated throughout a person's reincarnated lives. - There are different aspects of karma which are stored reactions that determine each soul's destiny: sanchita karma, accumulated karma, this is the 'baggage' of karma from all past lives that is brought forward into the present life; prarabdh karma, fruit-bearing karma, this is the portion of accumulated karma that has ripened and appears as a particular problem in the present life, it is the portion of karma assigned to be worked out in the present existence; agami karma, karma in the making, 'agami' literally means 'not come'. It is the karma that will take effect in the future.	Reincarnation - The process of the soul transmigrating into a new body is called reincarnation. All Hindus believe that the individual soul (atman) exists in a cycle of birth into a body, followed by death and then rebirth into a new body, although not necessarily a human one. Hindus believe you can also be reincarnated into the body of an animal or insect. This cycle is called Samsara. The quality of the life the soul is reborn into depends on the previous life; it depends on karma. - Karma is not the same as judgement in some other religions such as Christianity. It is automatic and impersonal. Hindus therefore aim to live their lives in a way that will earn them good karma and eventually free them from rebirth and the cycle of Samsara altogether. - The ultimate aim of the soul is to be freed from this cycle altogether by attaining liberation (moksha). - Moksha is release from rebirth. This is the ultimate aim of all Hindus. Each time a soul is born into a better life, it has the opportunity to improve itself further, and get closer to liberation. When a soul attains moksha, it loses its individual identity and becomes part of Brahman.



Mathematics

sparx Homework

How to login:

1. Go to 'www.sparx.co.uk'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'

Complete your compulsory Sparx homework as follows:

- ✓ Write the bookwork code
- ✓ You must show your working and your answer.
- ✓ Mark your answer.
- ✓ If you are struggling, watch the video.
- ✓ Your homework is only complete when you have answered every question correctly.

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

E50 $4 \times 3 + 2 \times 5 =$
 $12 + 10 = \underline{22}$ ✓

F60 $\begin{array}{r} 12 : 18 \\ \downarrow \div 6 \\ 2 : 3 \end{array}$ ✓

H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗

J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$
 $= \frac{3}{8}$ ✓

A01 $\begin{array}{r} +495 \\ 162 \\ \hline 655 \end{array}$ ✓

E41 $P(\text{yellow}) = \frac{3}{6}$ ✗

F51 $P(\text{black}) = \frac{4}{8}$
 $= \frac{1}{2}$ ✓

Task 2

G61 All the marbles are green.
 The probability of
 choosing a purple marble
 is impossible ✓

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

J22 False ✓

Your book work should look like this.
 You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

What if I need help?

Speak to your Maths teacher about the Sparx help clubs.

Need to know formulae

Areas

Rectangle = $l \times w$

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Right-angled triangles

Pythagoras' Theorem
For a right-angled triangle,
 $a^2 + b^2 = c^2$

Trigonometric ratios (new to F)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Compound measures

Speed = $\frac{\text{distance}}{\text{time}}$

Density = $\frac{\text{mass}}{\text{volume}}$

Pressure = $\frac{\text{force}}{\text{area}}$

Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

Constructing Pie Charts

The angle to draw for each sector is

$$\text{Angle} = \frac{\text{frequency}}{\text{total}} \times 360^\circ$$

Angles in Polygons

Sum of Interior Angles = $(n-2) \times 180^\circ$

Where n is the number of sides of the shape

Exterior Angles add up to 360°

One exterior angle in a REGULAR polygon = $\frac{360^\circ}{n}$

Interior + Exterior = 180°

Other useful formulae

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

Types of numbers

SQUARE NUMBERS

→ 1, 4, 9, 16, 25, 36, 49, 64, 81, 100 etc
(1x1)(2x2)(3x3)(4x4)(5x5)(6x6)(7x7)(8x8)(9x9)(10x10)

CUBE NUMBERS

→ 1, 8, 27, 64, 125 etc
(1x1x1)(2x2x2)(3x3x3)(4x4x4)(5x5x5)

PRIME NUMBERS

→ 2, 3, 5, 7, 11, 13, 17, 19, 23, 29 etc

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

Triangle = $\frac{1}{2} \times b \times h$

Trapezium = $\frac{1}{2}(a+b)h$

Circles

Circumference = $\pi \times \text{diameter} = \pi d$
OR
 $2 \times \pi \times \text{radius} = 2\pi r$

Area of a circle = $\pi \times \text{radius squared} = \pi r^2$

Area of a Sector
 $A = \frac{\theta}{360^\circ} \times \pi r^2$

Length of an Arc
 $A = \frac{\theta}{360^\circ} \times \pi d$

Volumes

Prism = $\text{area of cross section} \times \text{length}$

Cylinder = $\pi r^2 h$

Volume of pyramid = $\frac{1}{3} \times \text{area of base} \times h$

Angles in Polygons

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Where n is the number of sides of the shape

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Angles formed by parallel lines

ALTERNATE: SAME

CORRESPONDING: SAME

INTERIOR: ADD TO 180°

Quadratic equations

The Quadratic Equation
To solve a quadratic equation in the form:
 $ax^2 + bx + c = 0$

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

Indices and surds

$$a^0 = 1 \quad a^1 = \sqrt{a}$$

$$a^{-n} = \frac{1}{a^n} \quad a^{\frac{1}{n}} = \sqrt[n]{a}$$

$$\sqrt{a \times b} = \sqrt{a} \times \sqrt{b}$$

$$\sqrt{\frac{a}{b}} = \frac{\sqrt{a}}{\sqrt{b}}$$

Straight lines

$$\text{gradient} = \frac{\text{change in } y}{\text{change in } x}$$

Given a gradient of a line m, the gradient of the line perpendicular to it is: $-\frac{1}{m}$

Perpendicular gradients multiply to give -1.

Trigonometric formulae

Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$

Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$

Area of triangle = $\frac{1}{2} ab \sin C$



x	0°	30°	45°	60°	90°
SINE	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
COSINE	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
TANGENT	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)



Science

sparx

Homework

How to login:

1. Go to 'www.sparxscience.com'
2. Click on 'Login' in the top right corner, then on 'Student Login'.
3. Search for 'St Luke's Church of England School' in the 'find your school' box.
4. Login with your username and password, which should be written into your homework book.
5. Click on 'Homework'
6. Complete the homework task assigned for the week

You can also access SPARX Science from your SPARX Maths home page

Complete your compulsory Sparx homework as follows:

- ✓ Complete 100% of the questions
- ✓ If you are struggling, use the help "I don't know" button in the bottom left corner. Write down the hint you are given and use it to answer the follow up question.
- ✓ Your homework is only complete when you have answered every question correctly.

Set	Due (8am)
Thursday 4pm	Thursday

What if I need help?

- Sparx club Wednesday after school
- There are catch up sessions every Thursday both break 1 and 2



If you're taking **GCSE (9–1) Combined Science** or **GCSE (9–1) Physics**, you will need these equations:

HT = higher tier

distance travelled = average speed × time
acceleration = change in velocity ÷ time taken
force = mass × acceleration
weight = mass × gravitational field strength
HT momentum = mass × velocity
change in gravitational potential energy = mass × gravitational field strength × change in vertical height
kinetic energy = 1/2 × mass × (speed) ²
efficiency = $\frac{\text{(useful energy transferred by the device)}}{\text{(total energy supplied to the device)}}$
wave speed = frequency × wavelength
wave speed = distance ÷ time
work done = force × distance moved in the direction of the force
power = work done ÷ time taken
energy transferred = charge moved × potential difference
charge = current × time
potential difference = current × resistance
power = energy transferred ÷ time taken
electrical power = current × potential difference
electrical power = (current) ² × resistance
density = mass ÷ volume

$P = V$

force exerted on a spring = spring constant × extension

initial velocity)² = 2 × acceleration × distance

momentum ÷ time

current × potential difference × time

or at right angles to a magnetic field
= magnetic flux density × current × length

th 100% efficiency, potential difference across
nt in primary coil = potential difference
il × current in secondary coil

energy = mass × specific heat capacity ×
ure

a change of state = mass × specific latent

n stretching = 0.5 × spring constant ×

Physics, you also need these extra equations:

force × distance normal to the direction

nal to surface ÷ area of surface

across primary coil = $\frac{\text{number of turns in primary coil}}{\text{cross secondary coil}}$

or volume for gases of fixed mass at constant

olumn of liquid = height of column × density of
al field strength

$P = \frac{F}{A}$

$\frac{V_p}{V_s} = \frac{N_p}{N_s}$

$P_1 \times V_1 = P_2 \times V_2$

$P = h \times \rho \times g$

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Year 10 Spanish



Week 1: De vacaciones		Week 2: El tiempo		Week 3: ¿Dónde te alojaste?		Week 4: Holiday photo cards		Week 5: Past Tense holiday verbs	
Ir	To go	¿Qué tiempo hace?	What's the weather like?	¿Dónde te alojaste?	Where did you stay?	En la foto hay	In the photo there is	Visité	I visited
Viajar	To travel	Hace calor/ frío	It's hot/ cold	Me alojé	I stayed	En la foto puedo ver	In the photo I can see	Visitamos	We visited
Quiero ir	I want to go	Hace buen/ mal tiempo	It's good/ bad weather	Nos alojamos	We stayed	Una playa	A beach	Vi	I saw
Quiero viajar	I want to travel	Hace sol/ viento	It's sunny/ windy	En un hotel	In a hotel	... personas que están en la playa	... people who are on the beach	Vimos	We saw
Voy a ir	I'm going to go	Hace sol/ viento	It's sunny/ windy	En un parador	In a tourist hotel	En la foto hace sol	In the photo it is sunny	Comí	I ate
Vamos a ir	We are going to go	Hay niebla	It's foggy	En un camping	In a camp site	Creo que están de vacaciones	I think they are on holiday	Comimos	We ate
Iré	I will go	Hay tormentas	It's stormy	En un albergue juvenil	In a youth hostel	Un avión	A plane	Bebí	I drank
Iremos	We will go	Está nublado	It's cloudy	En una pensión	In a B&B	Una maleta	A suitcase	Bebimos	We drank
Voy a viajar	I'm going to travel	Está despejado	It's clear	Dormí en una tienda	I slept in a tent	Están relajando	They are relaxing	Compré	I bought
Vamos a viajar	We are going to travel	Nieva/ está nevando	It snows/ it's snowing	Dormí en una caravana	I slept in a caravan	Una tumbona	Sunbed	Compramos	We bought
Viajaré	I will travel	Llueve/ está lloviendo	It rains/ it's raining	¿Cómo era el hotel?	What was the hotel like?	Un castillo de arena	A sandcastle	Fui	I went
Viajaremos	We will travel	Hizo calor/ frío	It was hot/ cold	Era bonito/ fenomenal/ guay/ tranquilo/ ruidoso	It was pretty/ great/ cool/ quiet/ noisy	Están comiendo/ bebiendo	They are eating/ drinking	Fuimos	We went
Fui/ fuimos	I/ we went	Hizo buen/ mal tiempo	It was good/ bad weather	¿Qué tal lo pasaste?	How was it?	Están en una ciudad/ cafetería/ tienda/ parque	They are in a city/ café/ shop/ park	Viajé en	I travelled by
Viajé/ viajamos	I/ we travelled	Hizo sol/ viento	It was sunny/ windy	Lo pasé bien/ genial/ mal/ fatal	I had a good/ great/ bad/ awful time	Lleva una camiseta/ una sudadera/ vaqueros	Wears a T shirt/ a hoodie/ jeans	Viajamos en	We travelled by
En autocar	By coach	Hubo niebla/ tormentas	It was foggy/ stormy					Lo pasé bomba	I had a blast
En avión	By plane	Estaba nublado/ despejado	It was cloudy/ clear					Lo pasamos bomba	We had a blast
En autobús	By bus								
En coche	By car								
En barco	By boat								
En tren	By train								



Year 10 Spanish



Week 10:

Use this week to revise the content from previous weeks in preparation for your assessment.

Week 9: Modelos a seguir

Un modelo a seguir	Role model
A mi modo de ver	As I see it
La ascendencia	Heritage
De niño/a	As a child
Donar	To donate
Egoísta	Selfish
Humilde	Humble
Enfermo	Ill
Indígena	Native/indigenous
Un joven	Young person
Maleducado	Rude
Opinar	To think
El país	Country
Que yo sepa	As far as I know
Vale la pena	It's worth it
La voz	Voice

Week 8: The life of a social media star

Cambiarse de ropa	To change clothes
Cenar	To have dinner
Desayunar	To have breakfast
El descanso	Rest
Despertarse	To wake up
Dormirse	To fall asleep
Grabar	To record
La moda	Fashion
Quitarse	To take off (clothing)
Tener tiempo	To have time
Vestirse	To get dressed
Sacar fotos	To take photos
Levantarse	To get up
Lavarse los dientes	To brush your teeth

Week 7: Lola y Rosalía

Ballar	To dance
Cantar	To sing
La canción	The song
Caro	Expensive
El cine/el concierto	The cinema/concert
Emocionante	Exciting
La entrada	Entry ticket
Escuchar	To listen
La estrella	The star
La fama	Fame
El icono	The icon
Llevar	To wear
Pasar de moda	To go out of fashion
La película	The film
Presentarse	To introduce oneself
Seguir	To follow (online)

Week 6: La alfombra roja

La alfombra roja	The red carpet
El/la cantante	The singer
Un premio	A prize
Estar acostumbrado/a a	To be accustomed to/used to
De flores	Floral
De rayas	Striped
Las gafas de sol	Sunglasses
El vestido	The dress
Tener suerte	To be lucky
Una nominación	A nomination
El anillo	The ring
El actor/la actriz	The actor/actress
Bienvenido	Welcome



Year 10 Verbs and Tenses



Past tense		Present Tense		Future Tense	
Time phrases		Time phrases		Time phrases	
Antes	Before	Normalmente	Normally	En el futuro	In the future
Ayer	Yesterday	Por lo general	In general	Mañana	Tomorrow
La semana pasada	Last week	Hoy	Today	La semana que viene	Next week
El año pasado	Last year	De vez en cuando	From time to time	El año que viene	Next year
Verbs in the Past tense		Verbs in the Present tense		Verbs in the Future tense	
Comí	I ate	Como	I eat	Voy a comer	I'm going to eat
Vi	I watched	Veo	I watch	Comeré	I will eat
Jugué	I played	Juego	I play	Comería	I would eat
Bebí	I drank	Estudio	I study	Voy a ir	I'm going to go
Estudié	I studied	Bebo	I drink	Iré	I will go
Rule Breakers		Rule Breakers		Iría	I would go
Fui	I went	Tengo	I have	Voy a ser	I'm going to be
Hice	I did/made	Soy/ Estoy	I am	Seré	I will be
Fue	It was	Hago	I do/make	Sería	I would be
Tuve	I had	Debo	I have to/must	Voy a hacer	I'm going to do
Había	There was/ were	Puedo	I can	Haré	I will do
		Quiero	I want	Haría	I would do
		Voy	I go	Voy a tener	I'm going to have
		Hay	There is/ are	Tendré	I will have
				Tendría	I would have
				Será	It will be
				Sería	It would be
				Habría	There will be
				Habría	There would be



Year 10 Sports Studies



Week 1 – Different types of outdoor activities Examples of outdoor activities: BMX :A high-energy cycling sport that involves riding specially designed bikes on dirt tracks or in skate parks, performing stunts, jumps, and races. BMX riders often navigate obstacles, ramps, and jumps, making it a physically demanding and thrilling activity. Skiing: A winter sport where participants glide on snow-covered slopes using skis. Skiing can be done recreationally or as an extreme sport, such as downhill skiing, freestyle skiing (with jumps and tricks), or cross-country skiing. It requires knowledge of snow conditions, techniques, and terrain. Kayaking: An activity involving paddling a small, narrow boat (kayak) on water. Kayaking can be done on lakes, rivers, or the ocean, and can involve peaceful paddling or more adventurous forms, such as white-water kayaking, where participants navigate fast-moving, turbulent waters.	Week 2 – Provision of Outdoor Activities in the UK Provision: What is provided or available. Local Provision: Anything within 100 miles of your current location. National Provision: Anything outside of 100 miles of your current location. Regional outdoor activity providers Places within 100 miles of where you live. Designed to increase participation in sport. For example: Haven Banks. Quay Dartmoor Activity Centre Ashcombe Adventure Centre Grenville House Outdoor Education Centre – Brixham Skern Lodge Outdoor Centre, Appledore National sports provision Places outside of 100 miles of where you live. National sports centres Usually run through NGB's to develop elite sporting talent. For example: Plas-y-Brenin in North Wales, Hdme Pierrepont in Nottinghamshire Tollymore National Outdoor Centre - Newcastle Lilles hall – Shropshire (Multiple National Governing Bodies)	Week 3 – National Governing bodies What is a National Governing Body (NGB)? The organisation responsible for running and organising a sport in a country. The NGB's responsibilities include: • Promotion of the activity. • Organising events and competitions. • Safety regulations. • Developing training schemes. • Providing grassroots level opportunities. NGB for BMX cycling British Cycling www.britishcycling.org.uk/bmx NGB for Kayaking Paddle UK www.paddleuk.org.uk/ NGB Skiing Snowsport England www.snowsportengland.org.uk/	Week 4 - Equipment and clothing There are different categories of clothing types: Safety Clothing - specialist footwear e.g. walking boots and rock shoes) which are needed for the activity to meet the safety requirements. Specialist Clothing – e.g. water sports – appropriate use of wetsuits or e.g. snow sports – appropriate use of snowshoes or skis. Types of technology: GPS and Signalling Devices - electronic maps, personal beacons, emergency position radio beacons. Waterproof technology - communication devices, casing for technology, smart watch or activity trackers. Specialist equipment and clothing - snow mobiles; overland vehicles; scuba rebreathers etc. Light weight equipment and clothing	Week 5 – Safety and Specialist Equipment for BMX: Helmet: A full-face helmet is crucial for protecting the head during BMX activities. It helps safeguard against falls, crashes, and impacts, especially during high-speed races or when performing stunts. Knee and Elbow Pads: These pads provide cushioning and protection to reduce the risk of injury to the knees and elbows during falls or contact with obstacles. Gloves: BMX gloves offer grip, reduce hand fatigue, and protect hands from abrasions or blisters, especially during long rides or when gripping handlebars tightly. Protective Clothing: Long sleeves and trousers made of durable material protect against scrapes and abrasions from falls and crashes. Shin Guards: Shin guards protect the shins from impacts with the bike frame, pedals, or ground, which can be common during aggressive BMX riding. BMX Bike: A specialized BMX bike is essential for the sport. It typically features a sturdy, lightweight frame, knobby tires for traction, and a single gear for easier handling during tricks or races. Some bikes also have pegs on the wheels for performing stunts.
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Year 10 Sports Studies



Week 6 – Safety and Specialist Equipment for Kayaking:	Week 7 - Safety and Specialist Equipment for Skiing	Week 8 – Terrain	Week 9 – Environment	Week 10 – Climate
Safety Equipment: Buoyancy aid: A properly fitting buoyancy aid is essential for buoyancy and can save your life in case of an emergency. Helmet: Used to protect your head, especially in rough waters or when navigating challenging rapids. Spray deck: Helps prevent water from entering the kayak, especially in rough or cold waters. Whistle: For signalling distress or communicating with others. First Aid Kit: A basic first aid kit with bandages, antiseptic, and other essentials should be readily available. Throw Rope: Useful for rescuing someone from the water or for self-rescue if needed. Specialist Equipment: Kayak: Choose the right type based on your activity, whether it's a sit-on-top, touring, or white-water kayak. Paddle: The size and design should match the kayaking style and your body type. Dry Bags: To store valuables and equipment while keeping them dry. Neoprene Gear: Wetsuits or dry suits to protect against cold water and maintain body temperature. Trolley or Cart: For transporting your kayak to and from the water.	Safety Equipment: Helmet: A well-fitting helmet is essential to protect your head from injuries in case of falls or collisions. Goggles: Protect your eyes from snow, wind, and UV rays while providing better visibility in varying conditions. Avalanche Safety Gear: (for off-piste or backcountry skiing): Includes a beacon, shovel, and probe to help locate and rescue someone in the event of an avalanche. Padding/Protective Gear: Optional, but can include padded shorts or back protectors to reduce the risk of injury. Knee and Wrist Guards: Particularly useful for beginners or those skiing on harder terrains. Specialist Equipment: Skis: Choose skis based on your experience level and the type of skiing you plan to do (e.g., alpine, freestyle, or backcountry). Ski Boots: Comfortable, well-fitted boots are key for control and comfort. Bindings: Ensure bindings are properly adjusted to your ski boots and skill level to reduce injury risks in the event of a fall. Poles: Ski poles help with balance and rhythm; the correct length is important for proper technique. Ski Clothing: Waterproof, insulated clothing such as jackets, pants, gloves, and layers to stay warm and dry. Backpack (for backcountry skiing): Includes hydration, food, and possibly additional safety gear like a first aid kit.	Terrain refers to the physical characteristics and features of the land surface where the activities take place. It includes various factors such as: Topography: The shape and contour of the land, including mountains, valleys, slopes, and flat areas. Surface Conditions: The nature of the ground, such as rocky, sandy, muddy, grassy, or snowy. Elevation: The height of the terrain above sea level, which can impact difficulty and accessibility. Vegetation: The types of plants or forests present, which can affect visibility and ease of movement. Obstacles: Natural or man-made features like rivers, cliffs, boulders, or buildings that may challenge or influence activities. The type of terrain greatly influences the nature of outdoor activities such as hiking, climbing, mountain biking, skiing, or off-roading. It determines the level of difficulty, the necessary equipment, and the skills required for safe and successful participation.	Environment refers to the broader, natural or sometimes man-made surroundings in which these activities occur. It encompasses: Climate and Weather: The atmospheric conditions, including temperature, humidity, wind, precipitation, and seasonal variations, that affect the conditions of outdoor activities. Ecology: The flora and fauna present in the area, as well as the ecosystem's health, which may influence both the experience and the safety of the activity. Natural Features: This includes the overall landscape, such as forests, mountains, rivers, lakes, deserts, and coastlines, which provide the setting for adventure activities. Geological Factors: The composition and structure of the earth in the area, including rock formations, soil types, and natural hazards (e.g., avalanches, landslides, or erosion). Human Impact: The influence of human presence and activity, such as infrastructure, conservation efforts, or even pollution, which can shape the experience or challenge adventurers. The environment plays a crucial role in determining the level of difficulty, safety, and enjoyment of outdoor activities, as well as the types of challenges and risks one may encounter. It also highlights the importance of sustainability and responsible inter action with natural spaces during such activities.	Climate refers to the long-term patterns of weather conditions in a specific region or area, which includes factors like temperature, precipitation, humidity, wind, and atmospheric pressure. The climate of an area influences: Weather Patterns: The typical weather conditions (e.g., sunny, rainy, snowy, windy) throughout the year, which directly impact outdoor activities. Seasons: The seasonal variations in temperature and weather, such as winter, summer, spring, and autumn, and how they affect the accessibility or suitability of certain activities. Temperature Extremes: The range of temperatures, which can determine whether an activity is safe or enjoyable (e.g., extreme cold for winter sports or extreme heat for hiking). Precipitation: The amount and frequency of rain, snow, or other forms of precipitation, which can affect trail conditions, river levels, or snow coverage for activities like skiing or kayaking. Wind and Air Pressure: Wind speeds and changes in air pressure, which may impact activities like sailing, climbing, or paragliding. The climate of an area not only dictates the type of outdoor activities that are possible but also determines their difficulty, safety, and overall experience, making it essential for adventurers to understand the climate before planning activities.







St LUKE'S
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