

Knowledge Organiser

Year 10

Cycle Three

2025-26



St LUKE'S
Church of England School

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
Week 1	A	20th April	Week 9	A	22nd June
Week 2	B	27th April	Week 10	B	29th June Assessment week: Revise for assessments
Week 3	A	4th May	Week 11	A	6th July Work Experience week: No Homework
Week 4	B	11th May	Week 12	B	13th July No Homework
Week 5	A	18th May			
Week 6	B	1st June			
Week 7	A	8th June			
Week 8	B	15th June			

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

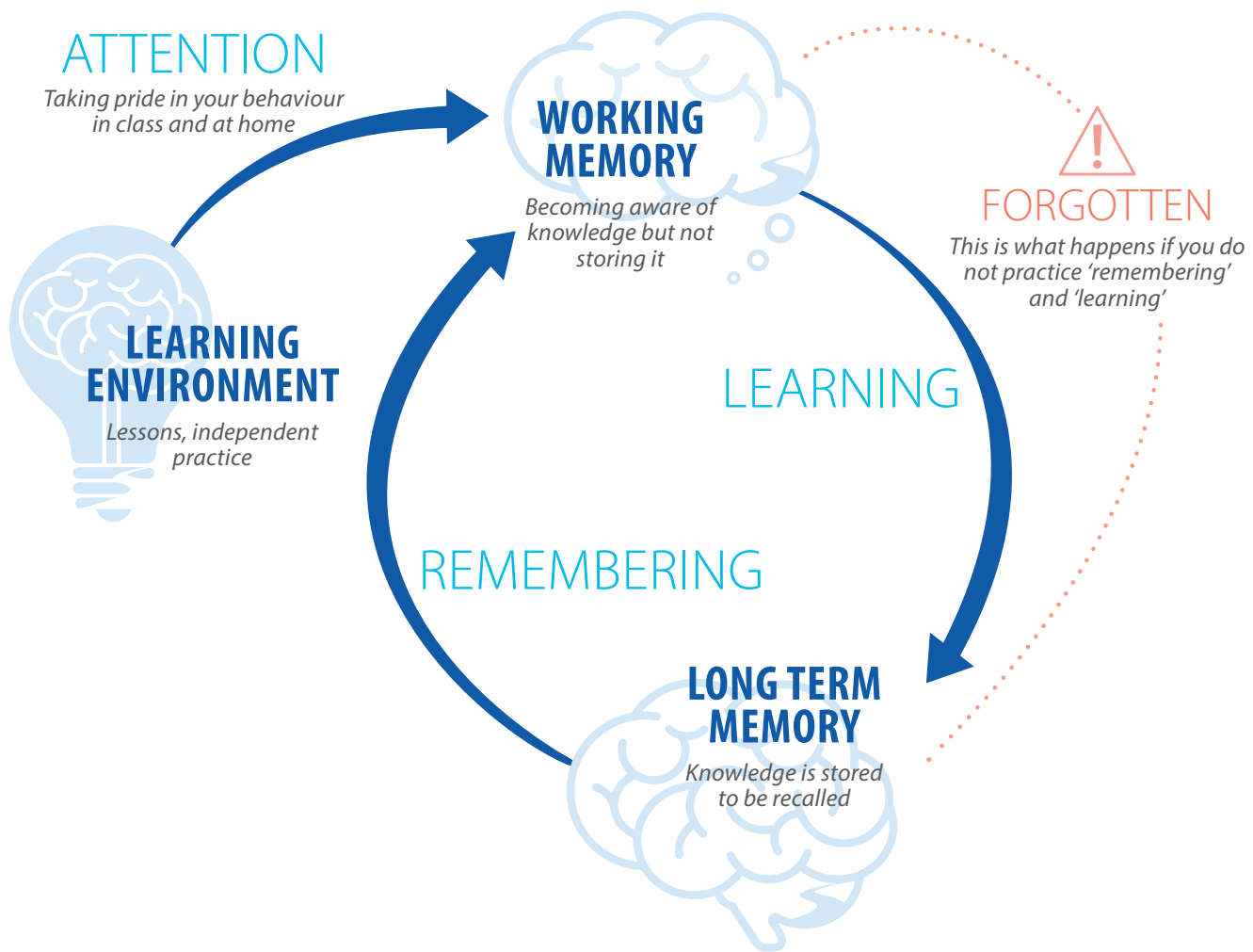
Sparx Homework

- 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

Early completion rewards are given for English, Maths and Science.

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**.

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)						

Journey to deeper questioning

This is what your homework should look like:

Week

Monday → 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 super power. • 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.

Self Quiz

1. A super power is a country with a big military, ↑ money & ↑ population. *& lots of money*
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.

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					

Anti-Bullying at St Luke's



See It.
If you see or hear of anyone being bullied you should report it immediately. Be an upstander.

Bullying can impact anyone at anytime. It could happen face to face or online. It is important we are vigilant and look after the people in our school community.

Bullying can take many forms including:

- Social media
- Nasty or hurtful messages
- Threatening behaviour
- Name calling
- Sexting
- Cyberbullying
- Pushing, hitting or kicking

Bullying behaviour can include;

- People calling you names
- Making things up to get you into trouble
- taking things away from you
- Damaging your belongings
- Sending abusive messages
- Threats and intimidation



Report It.
Bullying, of any kind, has no place at St Luke's. Report bullying as soon as you can.

You can report bullying in a variety of ways. We know it takes courage to do so, but be an Upstander, it's the right thing to do.

You can report bullying to any member of staff, we are all upstanders.

You can also use this email address to report bullying

bullyingupstander@stlukescofe.school

Bullying can also be reported on the school website via an online form. The form is on the school life tab, then the Anti-bullying ethos page.

Any bullying incidents are reported to the local authority by the school.



Sort it.
We will deal with bullying sensitively and effectively. Everyone has the right to feel safe and happy.



After any bullying incident it is important to ask the following questions:

- 1) Has the bullying stopped?
- 2) Are you happy with the resolution?

if the bullying continues, you must report it again.

As a school community we have a moral duty to challenge bullying and support each other to feel safe and happy, enabling us to live life to the full.





Year 10 Computer Science



All Computer Science homework is completed on the revise computer science website: <https://revissecs.csuk.io/>

Your username and password will be the same as your school log in details.

To find your work, scroll down until you find the deadlines section of the page

1

Deadlines

Upcoming Deadlines

Deadline Date	Group Name	Course Name	Task Name	Score
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Check your Understanding (Variables & Data Types)	N
Mon Jan 22 2024	11A/Csl Pearson	EdExcel GCSE 2020 (Premium)	RS: Written Exam Questions (Variables & Data Types)	N

2

Click the task name to open the set piece of homework

RS: Check your Understanding (Variables & Data Types)

Write in your homework book that you have completed you homework online. Mr Jaremi will check your homework in your next Lesson

EdExcel GCSE 2020 (Premium) > RS: Variables & Data Types > RS: Check your Understanding (Variables & Data Types)

RS: Check your Understanding (Variables & Data Types)

Interactive Learning Check

Drag the words into the correct boxes

A variable is a memory location and the data that it stores

can change

during the

If you have any questions, please speak to Mr Jaremi or email marc.jaremi@stlukescofe.school

Year 10 Dance



Week 1	Week 2	Week 3	Week 4	Week 5
<p>POWERFUL KNOWLEDGE</p> <p>STYLE; Contemporary</p> <p>PRACTITIONER; Christopher Bruce</p> <p>DEFINITION;</p> <p>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.</p> <p>STYLE; Ballet</p> <p>PRACTITIONER; Darcey Bussell</p> <p>DEFINITION;</p> <p>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.</p> <p>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.</p>	<p>STYLE; Musical Theatre</p> <p>PRACTITIONER; Adam Shankman</p> <p>DEFINITION;</p> <p>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.</p> <p>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.</p> <p>STYLE; Physical theatre</p> <p>PRACTITIONER; Lloyd Newson</p> <p>DEFINITION;</p> <p>The use of physical movement to express social and cultural issues. It uses techniques such as movement, mime, gesture and dance.</p> <p>STYLE; Street Dance</p> <p>PRACTITIONER; Ashley banjo</p> <p>DEFINITION;</p> <p>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.</p> <p>It is an urban style of dance without rules or set steps.</p> <p>It is often improvised and social in nature, encouraging interaction and contact with spectators and other dancers.</p>	<p>STYLE; Jazz Dance</p> <p>PRACTITIONER; Bob Fosse</p> <p>DEFINITION;</p> <p>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.</p> <p>KEY VOCABULARY</p> <ul style="list-style-type: none"> 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. 	<p>KEY VOCABULARY</p> <ul style="list-style-type: none"> 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. 	<p>KEY VOCABULARY</p> <p>Dynamics. How the movements are performed. Fast/slow/smooth/strong/graceful/frantic</p> <p>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.</p> <p>Motif. A short phrase of movement that can be developed and repeated.</p> <p>Formations. The shape/pattern that the dancers make when they are standing on the stage. Circular/linear/cluster/triangular.</p> <p>Proscenium Arch. A traditional theatre setting where there is a stage and the audience are at the front.</p> <p>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.</p> <p>In the Round / Arena. Where the audience sit all the way around the space so the performance is seen from every angle.</p> <p>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.</p> <p>Site Specific. A performance that does not take part on a stage.</p>



Year 10 Dance



Week 10

5. Focus on the Basic Elements Focus on one (or several) of the most basic elements of dance: shape, form, space, time, and energy. For steps, you can focus on designing phrases and forms 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 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!).

Week 9

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 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 even street performers, like Logistix, 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 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.

Week 8

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.

Week 7

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

Week 6

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 emphasizes the physical connection with the performer's 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.
- Facing (The way your head or body is facing). 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 space 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.



'The Curious Incident of the Dog in the Night-Time' by Simon Stephens

BTEC Performing Arts Component One

Plot Synopsis: The Curious Incident of the Dog in the Night-Time tells the story of a gifted boy called Christopher Boone. He investigates the killing of a dog and in doing so has an adventure of self-discovery. The Curious Incident of the Dog in the Night-Time follows the story of Christopher Boone, a 15 year old, who is exceptional at Maths but finds people confusing. The play opens with Christopher discovering a dead dog in his neighbour, Mrs Shears', garden. Despite his father, Ed, warning Christopher not to get involved, Christopher decides to investigate the death of the dog. In doing so he discovers that his mother is not dead as his father had told him, but alive and well, living in London. He also discovers that it was his father who killed the dog. Christopher feels that his father is a murderer, who he cannot trust. He can no longer live with him and so he bravely travels to London to find his mother. Christopher has difficulty settling into his new life in London and returns to Swindon to take his A-level Maths exam. The play ends with him passing the exam and the realisation that he can do anything he puts his mind to.

KEY PLOT DETAILS – TO THE ESSENCE

1. CHRISTOPHER DISCOVERS THE BODY OF WELLINGTON THE DOG AND DECIDES TO INVESTIGATE HIS DEATH DESPITE HIS DAD'S WARNINGS NOT TO PRY INTO OTHER PEOPLE'S BUSINESS.
2. MRS ALEXANDER TELLS CHRISTOPHER THAT HIS MUM HAD AN AFFAIR. HE THEN DISCOVERS A BOX FULL OF LETTERS HIS MOTHER HAS SENT HIM AND REALISES THAT SHE IS NOT DEAD AS HE HAD BEEN LED TO BELIEVE BY HIS DAD.
3. ED FINDS A DISTRESSED CHRISTOPHER AND CONFESSES THE TRUTH TO HIM. HE TRIES TO EXPLAIN WHY HE LIED ABOUT HIS MOTHER - HE ALSO REVEALS IT WAS HE WHO KILLED WELLINGTON.
4. LOSING TRUST IN HIS FATHER, CHRISTOPHER DECIDES HE CANNOT LIVE WITH HIM ANYMORE AND SO HE MUST GO TO LONDON TO FIND HIS MOTHER, JUDY.
5. CHRISTOPHER GETS ON THE TRAIN TO LONDON, VERY BRAVE CONSIDERING HE HAS NEVER LEFT SWINDON. HE USES THE LONDON UNDERGROUND AND HAS A CHAOTIC AND EVENTFUL JOURNEY.
6. EVENTUALLY HE REACHES HIS MOTHER'S FLAT. HER BOYFRIEND, MR SHEARS, DOES NOT LIKE HAVING CHRISTOPHER AROUND.
7. CHRISTOPHER AND HIS MUM LEAVE, AND MOVE BACK TO SWINDON.
8. CHRISTOPHER STARTS TO REBUILD HIS RELATIONSHIP WITH DAD. AFTER HIS PET RAT DIES, ED GIVES HIM A PUPPY.
9. EVEN THOUGH HE IS ONLY 15, CHRISTOPHER TAKES HIS MATHS A-LEVEL EXAM. HE PASSES AND GETS AN A*. BY THE END OF THE PLAY CHRISTOPHER IS LOOKING FORWARD TO THE FUTURE.

Characters

The play is centred on Christopher Boone and his relationships with his mother, father and the people he meets along the way.

The action in *The Curious Incident of the Dog in the Night-Time* revolves around the protagonist Christopher Boone. Initially, the audience watches him interact with Mrs Shears (the owner of Wellington the dog), his teacher, Siobhan, and his father, Ed. Once Christopher begins his investigation into the murder of Wellington he comes into contact with Mrs Alexander, his elderly neighbour, and as his story moves to London he makes contact with Judy, his mother whom he thought was dead, and her boyfriend, Roger who was married to Mrs Shears.

Christopher meets a number of minor characters along the way including 'Man with Socks', 'Punk Girl', a number of policemen, Reverend Peters and his Head Teacher, Mrs Gascoigne.

Main characters: Christopher Boone, Ed Boone, Judy Boone

Secondary characters: Siobhan, Roger Shears, Mrs Alexander

Minor characters: Mrs Shears, Reverend Peters, Mrs Gascoigne

Francis Assemlby's Style

- Physical Theatre

Use of form - The Curious Incident of the Dog in the Night-Time The form is the type of text and genre that the writer chooses to use.

The Curious Incident of the Dog in the Night-Time was originally a novel and has been adapted by Simon Stephens into play form. This version of the text is meant to be seen in performance. The staging of the play is original and contributes massively to how the audience perceive the events and characters on stage.

The play fits into three possible genres - a family drama, a crime mystery and a coming of age story or bildungsroman.

Social context: The Curious Incident of the Dog in the Night-Time is an adaptation by Simon Stephens of the original novel by Mark Haddon. Published in 2003, the novel quickly became a huge success. Many readers discuss and recognise Christopher as having autism or Asperger's syndrome. This, however, is never mentioned directly in the novel. Haddon also states that he did very little research into the topic of autism whilst writing the book. Mark Haddon approached Simon Stephens to adapt the book for the stage.

Stephens used the dialogue from the novel as the driving force for the adaptation. He felt that its popularity was due to the play being a story about family and bravery. The play was first staged in 2012 at the National Theatre. It was very popular with audiences and has since moved to the West End and Broadway.

Themes: A theme is an idea that runs throughout a text. In *The Curious Incident of the Dog in the Night-Time*, the themes of family, honesty and trust, and braving the unknown are explored.

Family is at the heart of the play, and through Christopher's relationships with his mother and father, Stephens explores the idea of what makes a parent and also what family means. The challenges of living with other people are also shown as Christopher moves from his father's house to his mother's.

Honesty and trust is another key theme, all the characters at different points are either dishonest with others or with themselves.

Finally the theme of braving the unknown is largely explored through Christopher and his experiences in the world.

Use of language: The language can be split into dialogue and stage directions. The dialogue is fast moving and realistic and adds the following to the characters:

personality, motivations, moves the action forward (pace). The stage directions tell the actors what to do on stage or how to say their lines. In the play the stage directions are simple and focus on actions - where actors should stand and what they should do. When analysing the language Stephens uses, you could use this structure:

What are the ideas Stephens is trying to get across?

How has he chosen particular words to reflect this?

What effect does this have on the audience?

Year 10 P&C and Spoken Language



Week 1

Exposure – OWEN (1917)
Realistic - presenting things in a way that is accurate and true to life.
Jaded - bored or lacking enthusiasm

In 'Exposure', Owen's **jaded** tone 'exposes' the **realistic** effects of conflict on the human psyche.

- "Our brains ache in the merciless / oed East winds that knife us"
- "But nothing happens"

Bayonet Charge – HUGHES (1957)
Revisionist - reinterpreting of an event or situation
Patriotic- devotion to and vigorous support for one's country.

Hughes' revisionist depiction of battle in 'Bayonet Charge' leads us to question the value of **patriotism** and the purpose of war itself.

- "Suddenly, he awoke and war / running raw"
- "He was running/ Like a man who / has jumped up in the dark and runs"

Charge of the Light Brigade – Tennyson (1854)
Jingoistic - extreme or aggressive patriotism
Contemporary – Living or occurring at the same time.

Tennyson's jingoistic presentation of battle in 'Charge of the Light Brigade' would have appealed to his **contemporary audience**.

- "into the jaws of Death / Into the Mouth of Hell"
- "Honour the Light Brigade/ Noble Six Hundred"

Week 2

Remains – ARMITAGE (2006)
Anecdotal - based on personal accounts rather than facts
Expressionist - seeking to express the inner world of emotion rather than external reality.

In 'Remains', Armitage's **anecdotal** tone provides an **expressionist** insight into of the effects of PTSD.

Language

- 'probably armed, possibly not'
- 'I see every round as it rips through his life'
- 'The drink and the drugs won't flush him out'
- 'His bloody life in my bloody hands'

Structure
 Enjambment between stanzas could reflect the **distorting** effects of PTSD on our perception and the idea that it is not possible to control the condition.

War Photographer – DUFFY (1985)
Psychological- affecting, or arising in the mind
Detached - separate or disconnected.

In War Photographer, Duffy explores the **psychological** trauma of conflict and how it can lead us to become **emotionally detached**.

Language

- 'In his dark room he is finally alone'
- 'spools of suffering set out in ordered rows'
- 'his hands, which did not tremble then, though they seem to now'
- 'A stranger's features faintly start to twist before his eyes, a half formed ghost'

Structure
 Duffy's rigid stanza structure and rhyme scheme contrasts with internal enjambment, possibly reflecting the Photographer's inner trauma.

Week 3

Poppies – WEIR (2009)
Domestic- relating to the home or family relations.
Disenfranchised – deprived of a right or privilege

In Poppies, Weir explores the **domestic** facet of conflict and its effect on those **disenfranchised** by previous depictions of war.

Language

- "disrupting a blockade/ of yellow bias binding around your blazer"
- "Sellotape bandaged around my hand"
- "run my hands through the gelled blackthorns of your hair"
- "I went into your bedroom/released a songbird from its cage"

Structure
 Weir's use of caesura could reflect the mother's attempt to control her emotions.

Kamikaze – GARLAND (2013)
State Power- the power of a government to exercise control within its borders.
Solemn – serious or dignified.

In Kamikaze, Garland explores the **power of the state over its citizens** and its **solemn** effects.

Language

- 'Her father embarked at sunrise'
- 'shaven head/ful of powerful incantations'
- 'like a huge flag waved first one way then the other in a figure of eight'
- 'He must have wondered/which had been the better way to die.'

Structure
 The contrast between rigid stanza lengths and a lack of punctuation could reflect how the power of nature undermines the artificial power of the state.

Week 4

The Emigree- RUMENS (1993)
Subjective - based on personal feelings, tastes, or opinions.
Nostalgia - a sentimental longing for the past.

In 'The Emigree' Rumens reflects on the **subjective** nature of memory and the power of the **nostalgia** it creates.

Language

- "There once was a country...I left it as a child"
- "it may be sick with tyrants, but I am branded by an impression of sunlight"
- "The white streets of that city, the graceful slopes glow even clearer as time rolls its tanks"
- "They accuse me of being dark in their city"

Structure
 The rigid distinction between stanzas could reflect three different perspectives across time.

London- BLAKE (1794)
Ardent - very enthusiastic or passionate.
Veiled Criticism - said so that the true meaning or purpose is hidden.

Blake uses the poem 'London' as an **ardent** and **thinly veiled criticism** of those in **power** in Georgian London.

Language

- 'I Wander thro' each charter'd street'
- 'Marks of weakness, marks of woe'
- 'The mind-forg'd manacles I hear'
- 'Every Black'ning church appals'

Structure
 The rigid quatrain and rhyme scheme could evoke the rigid and corrupted power structures of London

Week 5

Checking Out Me History – AGARD (2005)
Eurocentric – a version of events that is centred on European perspectives.
Trivialise - make (something) seem less important than it really is.

In 'Checking out me History, Agard criticises **Eurocentric** presentations of history and their tendency to **trivialise** the achievements of black historical figures.

Language

- "Dem'tell me wha dem want to tell me"
- 'Bandage up me eye with me own history'
- 'Blind me to my own identity'
- 'I checking out me own history...I carving me identity'

Structure
 The lack of punctuation,, irregular rhyme scheme and the use of Creole challenges Eurocentric conventions.

Tissue – DHARKER (2006)
Arbitrary- based on random choice
Fractured- broken, cracked, unable to function.

In 'Tissue', Dharker reflects on the **arbitrary** and **fractured nature of human power**.

Language

- 'Paper that lets the light/ shine through, this/ is what could alter things'
- "Koran" "Maps" "Fine slips from grocery shops"
- 'Raise a structure never meant to last'
- 'paper smoothed and stroked and thinned to be transparent, turned into your skin.'

Structure
 The contrast between rigid 4-line stanzas and enjambement between individual lines could symbolise the fluidity within society's social and political structures.



Year 10 P&C and Spoken Language




Week 6	Week 7	Week 8	Week 9	Week 10
<p>Storm on the Island – HEANEY (1966) Normalised – when something happens so often it becomes normal. Desensitised – feeling less shocked due to overexposure to distressing events.</p> <p>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.</p> <p>Language</p> <ul style="list-style-type: none"> 'We are prepared: we build our houses squat' The Sea 'Exploding comfortably down on the cliffs...' spits like a tame cat 'Turned savage' 'Space is a salvo./We are bombarded by the empty air' Strange, it is a huge nothing that we fear' <p>Structure Enjambment could show the power and freedom of the wind. End Stop lines immediately after show how the storm eventually exhausts itself and loses power.</p> <p>The Prelude- WORDSWORTH (1839) Sublime - a greatness beyond all possibility of calculation. intensely beautiful. Biographical – related to a particular person's life.</p> <p>Wordsworth's autobiographical poem reflects on the sublime beauty and awesome power of nature.</p> <p>Language</p> <ul style="list-style-type: none"> 'One summer evening (led by her)' 'Small circles glittering idly in the moon' 'a huge peak, black and huge' 'the grim shape Towered up between me and the stars' <p>Structure Wordsworth's use of blank verse could evoke the sense of a heroic journey.</p>	<p>Topic- choose something engaging that you feel strongly about and know others will too.</p> <ul style="list-style-type: none"> Research- once you have chosen your topic, you need to complete some research. What information and interesting facts can you find out to help convince and engage your audience Who is your audience- consider your audience and the purpose of your speech. Plan your speech with them in mind. Make it personal- include short (possibly humorous) personal stories which illustrate the main point that you are making. Plan- make sure your speech has a few key ideas to explore. Too few then you'll run out of steam; too many and your audience could get confused. Develop- each key idea should be developed with an example or explanation which supports your main ideas. Prepare for questions- try to anticipate what questions your audience might have for you and how you might respond. 	<p>Planning an effective speech</p> <ul style="list-style-type: none"> Topic- choose something engaging that you feel strongly about and know others will too. Research- once you have chosen your topic, you need to complete some research. What information and interesting facts can you find out to help convince and engage your audience Who is your audience- consider your audience and the purpose of your speech. Plan your speech with them in mind. Make it personal- include short (possibly humorous) personal stories which illustrate the main point that you are making. Plan- make sure your speech has a few key ideas to explore. Too few then you'll run out of steam; too many and your audience could get confused. Develop- each key idea should be developed with an example or explanation which supports your main ideas. Prepare for questions- try to anticipate what questions your audience might have for you and how you might respond. 	<p>Writing an effective speech</p> <ul style="list-style-type: none"> Powerful opener: We live in a world where...; where...; where... Short sentences for impact- summarise your fundamental ideas into short, powerful soundbites. These will mean your audience remembers. E.g. Brexit means Brexit. Collective pronouns- if you include yourself in with the audience using 'us' and 'we' then they will feel part of a powerful team. Facts/statistics- find evidence to support your ideas, these help to add a sense of logic and reason. Repetition- Key ideas, words or phrases: for maximum memorability, make sure you emphasise your points Rhetorical questions- Engage your audience's brains from the start. If you ask a question, people can't help but start to think about your idea. Cyclical Structure 	<p>Animal rights.</p> <p>Dangers of social media.</p> <p>Lower the voting age to 16.</p> <p>A hobby or special interest that means something to you.</p> <p>Reality television.</p> <p>Obession with celebrity.</p> <p>Presentation of gender in a literature text/advertising.</p> <p>Overreliance on technology.</p> <p>An experience that has changed you or taught you something.</p> <p>Stereotyping young people.</p> <p>Distinction Expresses sophisticated ideas using a sophisticated repertoire of vocabulary Structures presentation using an effective range of strategies to engage the audience Listens to questions/feedback, responds perceptively and if appropriate elaborates with further ideas and information</p> <p>MERT Uses Standard English Expresses challenging ideas using a range of vocabulary Structures presentation clearly and appropriately to meet the needs of the audience Listens to questions/feedback responding formally and in some detail</p>

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- ✓ In year 9 and 10 you may re-read your literature texts to support your revision

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Sparx Reader is designed to help every student do meaningful, independent reading every week, which is vital for building reading stamina, improving literacy skills, and promoting perseverance.

It's really important that young people are able to practise careful, silent reading for a decent amount of time, without distraction.

Sparx Reader reassures teachers and parents that focused reading is happening, and that readers of all abilities feel successful and motivated.

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Due Tuesday 8am



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	Des personnes qui sont à la plage	Some people who are at the beach	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	Il fait du soleil	It is sunny	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	Je pense qu'ils sont en vacances	I think they are on holiday	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	Un avion	A plane	J'ai 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	Une valise	A suitcase	J'ai mangé	I ate
Je préfère voyager	I prefer to travel	Ni... ni ...	Neither... nor...	Aller à la piscine	To go to the pool	Un château de sable	A sandcastle	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	Faire de la voile	To go sailing	Ils mangent/ ils boivent	They are eating/ drinking	J'ai nagé	I swam
J'aime mieux voyager en avion	I like to travel by plane best			Faire du vélo	To go cycling	Ils portent un tee shirt	They are wearing a t shirt	On a bronzé	We sunbathed
À pied	On foot					Il y a la mer	There is the sea	C'était super/ sympa/ ennuyeux/ nul	It was super/ nice/ boring/ rubbish



Year 10 French



Week 10:

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

Week 6:		Week 7:		Week 8:		Week 9:	
célebrité	Celebrity	je le suis	I follow him	Quelle est votre célébrité préférée?	Who is your favourite celebrity?	un modèle	Role model
Chanteur/chanteuse	The singer	je la suis	I follow her	À qui ressemble votre célébrité préférée ?	What does your favourite celebrity look like?	les avantages d'être célèbre	The advantages of being famous
Un prix	A prize	depuis	For/ since (with time)	le week-end dernier	Last weekend	les inconvénients d'être célèbre	The disadvantages of being famous
Je suis fan de	I am a fan of	Je le suis depuis un mois	I have been following him for a month	j'ai suivi	I followed	d'autre part	On the other hand
une étoile	A star	Je la suis depuis des années	I have been following her for years	en ligne	Online	Cela dit	Having said that
ma célébrité préférée	My favourite celebrity	je le respecte	I respect him	parce qu'il/elle semble authentique	Because s/he seems genuine	Pour moi, le mieux serait que	For me the best thing would be that
mon influenceur préféré	My favourite influencer	je la respecte	I respect her	parce qu'il/elle me fait rire	Because s/he makes me laugh	Pour moi, le pire serait que	For me the worst thing would be that
suivre	To follow	Il/Elle a beaucoup de talent	s/he has a lot of talent	parce qu'il/elle s'habille très bien	Because s/he dresses very well	On a tendance à gagner beaucoup d'argent	You tend to earn a lot of money
il/elle m'inspire	s/he inspires me	l/Elle a beaucoup d'abonnés	s/he has a lot of followers	qui suis-tu?	Who do you follow?	on peut voyager à travers le monde	You can travel the world
Il/Elle est un bon modèle à suivre	s/he is a good role model to follow	Il/Elle joue dans mon équipe	s/he plays for my team	J'adorerais être célèbre pour	I would love to be famous for...	Chaque aspect de votre vie est public	Every aspect of your life is public
Il/Elle a beaucoup de succès	s/he is very successful	est à la mode	Is fashionable	j'aimerais être connu pour	I would like to be known for...	vous n'avez aucune vie privée	You have no privacy
l'acteur/actrice	The actor/actress	enregistre des vidéos divertissantes	Records entertaining videos			Il n'est pas possible d'avoir une vie normale	It isn't possible to have a normal life
C'est une star internationale	s/he is an international star	influence beaucoup de gens	Influences a lot of people				



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		J'ai	I have	Je vais aller	I'm going to go
Je suis allé (e)	I went	Je suis	I am	J' irai	I will go
J'ai fait	I did/ made	Je fais	I do/ make	J' irais	I would go
Je suis sorti(e)	I went out	Je dois	I have to/ must	Je vais être	I'm going to be
J' étais	I was	Je peux	I can	Je serai	I will be
J' avais	I had	Je veux	I want	Je serais	I would be
C' était	It was	Je vais	I go	Je vais faire	I'm going to do
Il y avait	There was	Je bois	I drink	Je ferai	I will do
		C' est	It's	Je ferais	I would do
		Il y a	There is	Je vais avoir	I'm going to have
				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	Week 1: Long Profile	Week 2 : Erosion and Transport
<p>Key diagrams</p>	<p>Rivers carry rainwater from the land back to the sea. While the river water is flowing, erosion, transportation and deposition happen.</p> <p>The Long Profile is split into 3 sections: Upper course: Near the source, in the mountains, river is small with lots of erosional energy, V Shaped Valley and Waterfalls found. Middle course: The river gets larger and less energy so less erosion and more deposition. Meanders and Oxbow lakes are here. Lower course: near the end of the river where it meets the sea. River is very large but almost no erosion and lots of deposition.</p>	<p>Types of erosion Hydraulic action: the force of the water hitting the river bed and banks. 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. Solution: when rocks like limestone dissolve in water</p> <p>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.</p>
<p>Week 3: River Landforms</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Week 4 : River Management</p> <p>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. Human causes- deforestation so trees can't soak up water, urbanisation so rainwater can't soak into soil, climate change Physical causes- heavy rainfall so more water into rivers, steep slopes so water flows into rivers faster</p> <p>There are two different flood management techniques. Hard engineering: Build something to stop floods like dams, flood relief channels, artificial levees, embankments, river dredging to deepen the river. Soft engineering: These attempts to work with natural processes to reduce flood risk. They include planting trees, issuing flood warnings and educating people about flood awareness.</p>	<p>Week 5: River Case Study</p> <p>Case Study The River Parrett in Somerset</p> <p>The River Parrett has erosion landforms like V Shaped Valley in the upper course and levees / floodplains in the lower course.</p> <p>Causes: It flooded for a month in 2014 after extreme rainfall (the wettest December on record)</p> <p>Impacts: The levees were not tall enough to stop the Somerset Levels from flooding, 600 houses were ruined and the floods cost over £10 Million</p> <p>In response, the river was dredged to make it able to hold more water so it is less likely to flood in the future.</p>



Key Diagrams	Week 6 : Waves on the Coast	Week 7: Coastal Erosion Landforms
<p>The formation of a spit www.internetgeography.net</p>	<p>There are 2 types of wave: Constructive: small weak wave when the wind is low, cause deposition creating beaches Destructive: strong wave during storms cause erosion Weathering is the breakdown of rocks by the weather (rain and wind) rather than the waves. The shape of the coastline is determined by the geology, hard rocks erode slowly, whereas softer rocks erode quickly creating headlands and bays. 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.</p>	<p>Erosion Landforms Cliff, Cave, Arch, Stack Stump: see diagram 1 These landforms are created in a headland of hard rocks. First a crack forms in the cliff, erosion widens that into a cave, the cave erodes into an arch, weathering breaks the top of the arch leaving a stack which erodes into a stump. Wave-cut platforms: form when the sea attacks the base of the cliff between high tide and low tide mark. A wave-cut notch is formed by erosional processes. 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 waves in a zig zag pattern. Swash: Waves that carry material onto the beach. Backwash: waves returning to sea</p>
Week 8: Coastal Deposition Landforms	Week 9: Coastal Management	Week 10: Coast Case Study
<p>Deposition Landforms Beaches are areas where sand is deposited in sheltered bays where constructive waves are. 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. Silt is 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</p>	<p>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 Groynes: wooden 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 Soft Engineering Strategies Beach Nourishment: adding sand to the beach. This looks natural, supports tourism and is cheap, but needs maintenance. Sand 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 naturally erode the area. This is a long term solution with no maintenance so it's very cheap. However low value land lost to the sea, local people may need to be relocated and compensation paid.</p>	<p>Case Study Dawlish Warren Lots of erosion landforms like cliffs, arches, headlands Deposition landforms like beaches, sand dunes and spits These landforms attract lots of tourists so create jobs so people make money so they pay taxes so there is more money for schools and hospitals in Devon. Erosion is managed with hard engineering (sea wall/rock armour/groynes) and soft engineering (beach nourishment/sand dune regeneration) so that the trainline to Cornwall and tourist attractions aren't destroyed. It is very important that Dawlish Warren is protected from erosion because of the SW trainline. Without those rails, south Devon and Cornwall would be cut off from the rest of the UK.</p>



Health and Social Care



Week 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
<p>Health Indicators</p> <p>1. HEART RATE Heart rate is the measure of how fast your heart is beating per minute.</p> <ul style="list-style-type: none"> - Normal range: 60 – 100bpm - Low heart rate: Under 60bpm - High heart rate: Over 100bpm <p>A high heart rate can be caused by a build-up of cholesterol (fat) in an individual's arteries causing the heart to work harder.</p> <p>2. BLOOD PRESSURE Blood pressure is the pressure exerted by the blood against the walls of your arteries. High blood pressure can be caused by being overweight, smoking and not getting enough exercise.</p> <ul style="list-style-type: none"> - Normal range: 90/60 – 120/80 - Above this range is high blood pressure. - Below this range is low blood pressure. <p>3. BMI The measure of the amount of fat on your body in relation to your height.</p> <ul style="list-style-type: none"> - Normal range: 18.5 and 24.9 - Above this range is overweight - Below this range is underweight. 	<p>HIGH RESTING HEART RATE Current (short-term) effects:</p> <ul style="list-style-type: none"> - Light-headed/ Dizziness because the heart cannot deliver enough oxygen to the brain. - Shortness of breath because the heart cannot deliver oxygen fast enough to the lungs. <p>Future (long-term) effects:</p> <ul style="list-style-type: none"> - Heart attack/ Stroke because when the heart is pumping too fast it can't fill up with enough blood and therefore doesn't have enough oxygen being delivered to the heart or brain. - Heart failure because the heart becomes too weak and isn't able to pump enough blood around the body. <p>HIGH BLOOD PRESSURE Current (short-term) effects:</p> <ul style="list-style-type: none"> - Headaches, dizziness due to narrowing of blood vessels, reducing transportation of oxygen to the brain. - Shortness of breath due to a reduction in oxygen being delivered to the lungs. <p>Future (long-term) effects:</p> <ul style="list-style-type: none"> - Stroke because it can cause the arteries to burst, which supply oxygen to the brain. - Heart attack because Can damage the arteries by making them hard and thick, therefore decreasing blood flow to the heart <p>LOW BLOOD PRESSURE Current (short-term) effects:</p> <ul style="list-style-type: none"> - Dizziness due to reduced volume of blood flow to your brain. <p>Future (long-term) effects:</p> <ul style="list-style-type: none"> - Heart attack/ stroke as there isn't enough blood being pumped to the heart/brain therefore they are not receiving oxygen. 	<p>Person-centred approaches to improving health and wellbeing Service users should be trusted with making decisions about their own care.</p> <p>Importance and benefits of a person-centred approach</p> <ul style="list-style-type: none"> - The service user is at the centre of the care and improves their independence - The service user is included in any planning and decision making and is more likely to follow the recommendations/actions to improve their help - Service providers work collaboratively with service users. - Service providers require empathy and a willingness to see things from the service user's perspective. - Service users are more likely to stick to their treatment plan. <p>A person-centred approach takes into account an individual's;</p> <ul style="list-style-type: none"> Needs – Reduces health risks by referring them to the appropriate services Wishes – Respects their preferences, choices and wanted health outcomes. They feel listened to and included in the decision making. Circumstances – Tailors their care to their age, ability, location, living conditions and support. 	<p>Recommendations and actions to improve health and wellbeing</p> <ol style="list-style-type: none"> 1. High heart rate – to become more active by joining an exercise class, going for a brisk walk every day. Add your own examples. 2. High Blood Pressure – Reduce alcohol intake, stop/reduce smoking, go on a diet to lose weight, become more active. 3. High BMI – Go on a diet to lose weight and reduce BMI, exercise more frequently to reduce BMI. 4. Someone who smokes – stop/ reduce smoking, get nicotine patches or gum, join a support group. 5. Someone who consumes too much alcohol – Reduce or stop drinking alcohol, join a support group. 6. An individual who is inactive – Exercise more frequently, join an exercise class to increase activity levels. 	<p>TYPES OF SUPPORT</p> <p>Formal support</p> <p>Formal support is provided by health and social care professionals, these are individuals that are trained and paid to give support.</p> <p>Formal support can provide:</p> <ul style="list-style-type: none"> - Practical support - Prescribe and give advice/information - Emotional support - Share useful advice and tips - Share their situation with others <p>Informal support</p> <p>Informal support is often provided by families and friends. They are not paid or trained.</p> <p>Informal support can provide:</p> <ul style="list-style-type: none"> - Emotional support - Sharing tips and advice - Providing practical support such as childcare, exercising with the individual. - Being supportive e.g. not offering alcohol or cigarettes.






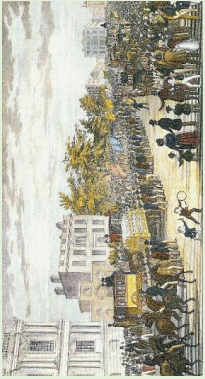
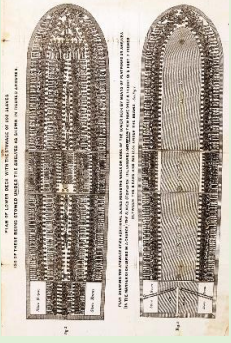

Health and Social Care



WEEK 6	WEEK 7	WEEK 8	WEEK 9	Week 10
<p>Barriers to accessing services</p> <p>Physical barriers Physical barriers need to be thought about in an improvement plan, e.g.:</p> <ul style="list-style-type: none"> • Location of buzzer/bell • No access for wheelchairs or buggies • Narrow or cluttered corridors • No nearby parking <p>Physical barriers can be overcome by making adaptations. For example; ramps, lowering paths, lowering buttons, well-spaced seating and wide doors.</p> <p>Sensory barriers</p> <ul style="list-style-type: none"> - Visual barriers – reading appointment letters / leaflets, navigating around buildings. <p>Overcome by Braille versions of written information, guide dogs</p> <ul style="list-style-type: none"> - Hearing – communication with service user face-to-face, making an appointment. Overcome by online booking facility including chat option, staff training of British Sign Language <ul style="list-style-type: none"> - Language barriers can happen when people speak a different language or do not understand if people are using jargon or slang. Language barriers can be overcome: <ul style="list-style-type: none"> • By clear visual information (use of subtitles) • Clear signs in a number of languages • Sign language or hearing loops • Information given in podcasts, braille or large print <p>- Social/Cultural barriers – in some cultures it is not customary for men to be open about their personal health because it could be seen to reflect badly on the family.</p>	<p>Geographical Barriers This can happen due to where someone lives, for example a rural area with little transport links or individuals that are sent to a service that is far away.</p> <ul style="list-style-type: none"> -Lack of transport links -Lack of health and social care services in the area <p>Resource Barriers Resources can be a barrier when there are staff shortages, shortage of beds or too many people waiting for long periods of time for an appointment.</p> <p>Think back when Covid-19 swept across the world in 2020, hospitals struggled with resourcing, in particular staff shortages, lack of specialised equipment and space.</p> <p>Financial Barriers Financial barriers can happen because individuals can't afford services, charges or fees which can exclude them or put them off having to pay for the service e.g. prescriptions. Some services are means tested, which means an individual is examined to see whether they are eligible to receive benefits and free treatment.</p> <p>Remember a barrier is something that is unique to the health and social care system.</p>	<p>Obstacles – Are personal to the individual</p> <p>TIME CONSTRAINTS</p> <p>1. Work/Study commitments – These commitments can often be demanding and evenings can be busy, leaving people tired. Ways to overcome this obstacle: take the stairs instead of the lift, get up 30 mins earlier to exercise</p> <p>EMOTIONAL/PSYCHOLOGICAL</p> <p>2. Lack of motivation to start a task. Can be overcome by choosing activities they enjoy and having a variety of strategies</p> <p>AVAILABILITY OF RESOURCES</p> <p>3. Financial resources - It is important that when planning your action plan individuals can afford to do the activities. For example: - Gym membership - Do they know of free alternatives e.g. go for a run in the park rather than a treadmill</p>	<p>Obstacles – Are personal to the individual</p> <p>4. Physical resources – This often includes things such as equipment, for example someone who is on a diet may need food scales and bathroom scales. <i>Individuals can get free resources from places such as Freecycle.org.</i> Other ideas for free resources can include: - Free gym taster sessions</p> <p>LACK OF SUPPORT</p> <p>5. Lack of support can cause an individual to give up the support plan. Difficulties could occur if; Diet- surrounded by family who eat 'ready' meals and takeaways Smoking - if friends continue to offer them cigarettes Alcohol- if friends centre a night out on drinking heavily at clubs/pubs.</p>	<p>OVERWEIGHT (HIGH BMI) Current effects - Reduced mobility as he is carrying excess weight - Shortness of breath because a build of cholesterol (fat) in his arteries prevents the blood flow carrying oxygen to his lungs. - Joint pain due to the excess weight he is carrying.</p> <p>Future effects - Heart attack and stroke because of the build up of cholesterol in the arteries, blocking the flow of blood to the brain/heart. - Joint problems such as arthritis because of the excess weight being carried, putting extra pressure on her joints.</p> <p>UNDERWEIGHT (LOW BMI) Current effects: - Feeling weak/ tired because the individual is not gaining the energy they need from food - Headaches/ dizziness</p> <p>Future effects: - Slower or abnormal growth as the body is not provided with the energy and nutrients it needs to develop. - Deficiency diseases e.g. low iron can lead to anaemia (causing tiredness) or low calcium can lead to osteoporosis (fragile bones) - Anorexia as the body is not provided with the calories and energy it needs.</p>







History




Week One	Week Two	Week Three	Week Four
<p>Power and the People Part 1</p> <p>Magna Carta (1215)</p> <p>The barons forced King John to sign it. It limited the King's power and gave rights to freemen.</p> <p>It said all freemen had the right to a fair trial and John had to consult with the barons about raising taxes.</p> <p>Simon de Monfort</p> <p>Led the barons who overthrew Henry III in 1264.</p> <p>When in power he invited knights and barons to his parliament.</p>  <p>The Peasants' Revolt (1381)</p> <p>The peasants were angered by the poll tax and the feudal system.</p> <p>Wat Tyler led a march to London where they burned buildings and beheaded 2 of the king's advisers.</p> <p>King Richard II went back on his promise and had the leaders hanged/executed.</p>	<p>Power and the People Part 2</p> <p>The Pilgrimage of Grace (1536)</p> <p>Catholics in the north of England were angry because of the Break with Rome (Reformation).</p> <p>Robert Aske led a march of about 50,000 people in York.</p> <p>Henry VIII went back on his promise and had over 200 leaders hanged/executed.</p> <p>The English Revolution</p> <p>Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money.</p> <p>The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649.</p>   <p>The Parliamentarians won and Charles I was executed.</p> <p>England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector.</p> <p>In 1660 Charles II returned as king, but the king's power had been reduced and parliament's power had now increased.</p>	<p>Power and the People Part 3</p> <p>The American Revolution (1776-1783)</p> <p>Americans were angry that they had to pay taxes but had no representation in parliament.</p> <p>They won independence from the British Empire.</p> <p>The Declaration of Independence said that all men were equal and people had the right to choose their government.</p> <p>The Great Reform Act (1832)</p> <p>Parliament gave the right to vote to some more middle classes.</p> <p>However, you still had to own property to vote, meaning the working classes had no vote.</p> <p>The Chartists</p> <p>The People's Charter set out their aims, including the vote for all men over 21 and voting in secret.</p> <p>Moral force Chartists were peaceful and Physical force Chartists used violence.</p> <p>Leaders: Feargus O'Connor and William Loveitt.</p> <p>Protest methods: petitions, marches, riots.</p> 	<p>Power and the People Part 3</p> <p>Protest Groups</p> <p>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.</p>  <p>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.</p> <p>Factory and Social Reformers</p> <p>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.</p> 



History

Week Five	Week Six	Week Seven
<p>Power and the People Part 3</p> <p>The Tolpuddle Martyrs</p> <p>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.</p> <p>Trade Unionism – New Unionism</p> <p>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.</p>  <p>The Dockers were angered by low wages and casual labour (no guaranteed hours). They went on strike in 1889 and were led by Ben Tillet. They marched through London carrying fish heads and rotten vegetables. They were successful and achieved higher wages and a guaranteed 4 hour day.</p>	<p>Power and the People Part 4</p> <p>The General Strike (1926)</p> <p>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.</p> <p>The Miners' Strike (1984-85)</p> <p>Margaret Thatcher's Conservative government closed mines, leading to huge unemployment. Miners went on strike and clashed with police.</p> <p>The strikes failed and the government limited trade unions' rights and membership of trade unions decreased.</p> <p>Ethnic Minority Rights (20th century)</p> <p>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.</p> <p>In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men.</p> <p>The Brixton Riots (1981)</p> <p>Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests.</p> <p>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.</p>  	<p>Conflict and Tension Part 1</p> <p>The Peacemakers</p> <p>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.</p> <p>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.</p> <p>Woodrow Wilson (USA) was an idealist who wanted Germany to be treated fairly. His main aim was to keep world peace.</p>  <p>The Terms of the Treaty of Versailles</p> <p>Guilt Clause 231 – Germany solely blamed for WWI.</p> <p>Armed forces reduced e.g. only 100,000 troops, 6 large battleships, no aircraft, tanks or submarines.</p> <p>Reparations of £6.6 billion for Germany to pay.</p> <p>German territories lost e.g. Alsace-Lorraine to France, all colonies given to Britain and France to oversee.</p> <p>League of Nations set up, but Germany not allowed to join.</p> <p>The Impact on Germany</p> <p>Many Germans hated it as they felt vulnerable and humiliated. They felt 'stabbed in the back' by the Weimar government who had signed it.</p> <p>Germany could not afford to pay reparations which led to France invading the Ruhr in 1923. This led to hyperinflation.</p>

History

Week Eight	Week Nine	Week Ten
<p>Conflict and Tension Part 2a</p> <p>The aims of the League of Nations: Discourage aggression. Improve living and working conditions. Encourage countries to cooperate e.g. through trade. Disarmament.</p> <p>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.</p> <p>Successes Aaland Islands 1921 – Solved dispute between Sweden and Finland. Upper Silesia 1921 – Solved dispute between Germany and Poland.</p> <p>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.</p>  <p>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.</p>	<p>Conflict and Tension Part 2b</p> <p>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.</p> <p>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.</p> <p>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.</p> 	<p>Conflict and Tension Part 3</p> <p>Hitler aimed to abolish the Treaty of Versailles, 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.</p>  <p>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.</p>



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: 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.

Toilets: 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	Week 7	Week 8	Week 9	Week 10
<p>1.2.2 Customer requirements in hospitality and catering</p> <p>Customers can be divided into three groups:</p> <ul style="list-style-type: none"> • Business customers • Leisure customers • Local residents <p>Customer needs may include catering, equipment and/or accommodation.</p> <p>Customer needs: Business customers</p> <p>These customers use hospitality and catering provisions for work purposes. Examples include conferences, meetings, and training.</p> <p>Catering:</p> <ul style="list-style-type: none"> • tea, coffee and food facilities for meetings • early breakfast • 24-hour room service. <p>Conference facilities:</p> <ul style="list-style-type: none"> • whiteboards, projectors, screens, flip charts, pens and notepaper, free Wi-Fi • parking. <p>Accommodation:</p> <ul style="list-style-type: none"> • 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. <p>Customer needs: Leisure customers</p> <p>These customers use hospitality and catering provisions for holidays, sight-seeing, travelling or when attending sporting and theatrical events.</p> <p>The needs of leisure customers vary depending on their reason for travel.</p>	<p>Some customers will want basic accommodation with value for money and some customers will look for a luxury experience.</p> <p>Catering:</p> <ul style="list-style-type: none"> • 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. <p>Accommodation:</p> <ul style="list-style-type: none"> • different room sizes • disability access • en-suite facilities • free Wi-Fi • concierge service • cots • extra pillows and bedding • toiletries <p>Customer needs: Local residents</p> <p>Local residents may use the facilities hospitality and catering provisions offer without using overnight accommodation. Examples include restaurants, bars, spas, and golf courses.</p> <p>Hospitality and catering businesses will want to ensure that noise and parking issues are addressed if the provision is in a residential area</p>	<p>Customer needs: Customer rights and inclusion</p> <p>By law, hospitality and catering provision must provide for customer rights, inclusion and disabilities. No business can discriminate against a person because of:</p> <ul style="list-style-type: none"> • Age • Disability • Sexual orientation • Ethnicity • Gender • Race and culture • Pregnancy and maternity <p>1.2.3 Hospitality and catering provision to meet specific requirements</p> <p>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.</p> <p>Customer requirements/needs</p> <p>Understanding customer needs and requirements helps hospitality and catering provisions to attract more customers and make more profit.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>Time available: Some customers will want fast food, and some will prefer a leisurely meal.</p> <p>Customer expectations</p> <p>Customers will visit a range of hospitality and catering provisions, from fast food to fine dining, with expectations of an enjoyable experience.</p> <p>Service: Customers will expect polite efficient service regardless of the type of provision they are visiting.</p> <p>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.</p> <p>Trends: Customers will expect hospitality and catering provisions to keep up with trends such as mobile ordering apps.</p> <p>Awareness of competition from other providers: Customers will expect hospitality and catering provisions to adapt their menus to attract new customers.</p>	<p>Media influence/interest: Customers will expect hospitality and catering provisions to match reviews.</p> <p>Environmental concerns: Customers will expect eco-friendly hospitality and catering provisions.</p> <p>Seasonality: Customers will expect dishes made with seasonal, local ingredients.</p> <p>Customer demographics</p> <p>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).</p> <p>Age: Do potential customers want fast food or a luxury experience? Do they need child-friendly facilities?</p> <p>Location: Is your provision located in a residential area? On a high street? In a business area?</p> <p>Accessibility: Is there parking? Is it accessible to people with mobility issues?</p> <p>Money available: Do potential customers have a large amount of disposable income? Are they on a tight budget?</p> <p>Access to establishments/provisions: Are they competing with similar provisions? Is there limited competition in the area?</p>



Year 10 - Life To The Full - Cycle 3



Week 1	Week 2	Week 3	Week 4	Week 5
<p>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.</p> <p>Positive mental health: A positive state of mind and body, feeling safe and able to cope with change and challenge in life.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>Young Minds: https://youngminds.org.uk/</p> <p>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.</p> <p>Child line: https://www.childline.org.uk/</p> <p>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 080011111.</p> <p>NHS: https://www.nhs.uk/conditions/stressanxietydepression/improve-mental-wellbeing/</p> <p>NHS website showing five steps to good emotional wellbeing.</p> <p>On my mind: https://www.onmymind.org/</p> <p>On my mind aims to empower young people to make informed choices about their mental health and wellbeing.</p> <p>Koot: https://www.kooth.com/</p> <p>An online wellbeing community</p>	<p>How can I support myself through times when life feels more difficult?</p> <ul style="list-style-type: none"> • 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. 	<p>Continued from Week 3</p> <ul style="list-style-type: none"> • 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 <p>How do I support others?</p> <ul style="list-style-type: none"> • 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 	<p>Continued from Week 4</p> <p>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.</p> <ul style="list-style-type: none"> • 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. <p>Epic Friends: https://epicfriends.co.uk/</p> <p>This site is all about helping you to help your friends who might be struggling to cope emotionally.</p>



Year 10 - Life To The Full - Cycle 3



Week 6

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.

Week 7

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.

Week 8

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.

Week 9

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; prarabdha 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.

Week 10

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

<p><u>Task 1</u></p> <p>D40 $12 + 13 = \underline{25}$ ✓</p> <p>E50 $4 \times 3 + 2 \times 5 =$ $12 + 10 = \underline{22}$ ✓</p> <p>F60 $\begin{pmatrix} 12 : 18 \\ \swarrow \searrow \\ 2 : 3 \end{pmatrix} \div 6$ ✓</p> <p>H70 $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$ ✗</p> <p>J90 $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$ $= \frac{3}{8}$ ✓</p> <p>A01 $\begin{array}{r} +495 \\ 162 \\ \hline 655 \end{array}$ ✓</p>	<p>E41 $P(\text{yellow}) = \frac{3}{6}$ ✗</p> <p>F51 $P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓</p> <p><u>Task 2</u></p> <p>G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓</p> <p>H71 $P(\text{odd}) = \frac{3}{5}$ ✓</p> <p><u>Task 3</u></p> <p>J22 <u>Even</u> ✓</p>
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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 CORRESPONDING INTERIOR

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

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

% 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

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 = $\frac{360^\circ}{n}$

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

Angles formed by parallel lines

ALTERNATE CORRESPONDING INTERIOR

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

$a^0 = 1$ $a^1 = \sqrt{a}$
 $a^{-n} = \frac{1}{a^n}$ $a^{\frac{1}{n}} = \sqrt[n]{a}$

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

Straight lines

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 (infinite)



Music Year 10

This Cycle students will be expected to rehearse their chosen instrument either at home or during a break time in school.

Each student must write a detailed practice log within their homework book.

This must include:

- 1). When they have practiced.
- 2). How long they have practiced for.
- 3). What they have worked on and why.
- 4). What went well and why.
- 5). What they need to work on next time and why.

Homework is set on a Tuesday and is due for the following Tuesday.

Any issues speak to Mr Munkley Break 1 on Thursday.



Year 10: Philosophy & Ethics: Cycle 2



Week 1	Week 2	Week 3	Week 4	Week 5
<p>“In sickness and in health, till death do us part” (Christian Wedding Vows)</p> <p>Jesus believed in monogamy- marriage to only one person at a time.</p> <p>Marriage should be a lifelong relationship.</p> <p>The purpose of marriage-</p> <ul style="list-style-type: none"> • Procreation – having children • Union – a loving partnership • Rearing children – bringing them up well • Pattern for society – family unit is good for society • One flesh – sexual intimacy/unity • Sacred – a promise blessed by God • Endless – lifelong and faithful relationship <p>A Humanist believes that sex and marriage is up to the individual however, relationships should still involve respect and trust. Having a spouse (marriage partner) also helps create legal and financial backing if needed.</p>	<p>“Go forth and multiply...” (Genesis 1:28)</p> <p>Premarital sex- sex before marriage</p> <p>Cohabitation- when two people live together who are not married.</p> <p>Homosexuality- Sexual attraction to someone of the same sex.</p> <p>Extra marital sex- when a married person has sex with someone outside of their marriage.</p> <p>Christians believe that sex is a gift from God to be enjoyed between a married man and women.</p> <p>Most Christians believe that you shouldn't have sex outside of marriage. It is referred to as fornication in the Bible.</p> <p>All Christians are against adultery (cheating) as they are breaking their wedding vows. It is also breaking one of the 10 commandments.</p> <p>There are several Christian attitudes to same sex relationships:</p> <p>Catholic- being homosexual is not a sin but homosexual acts or relationships are sinful. Evangelical</p> <p>Liberal protestants- homosexuality is a sin. homosexuality is okay.</p> <p>Same- sex parent families- The civil partnership act of 2004 provided same-sex couples with the same rights and treatment as opposite sex couples. The marriage act of 2013 allowed same sex couples to marry in the same way as opposite sex couples.</p>	<p>“Whoever sins sexually, sins against their body” (Corinthians 6:18)</p> <p>Nuclear family- Married man and women living together with children.</p> <p>Single parent family- in 2013 there were 1.9 million families consisting of single parent families. 42% of marriages end in divorce. Single parent households can emotionally be better for the children, however 41% of children living in single parent households are living in poverty.</p> <p>Extended families- where three grandparents) all live together.</p> <p>Blended families- when two separate families join together through marriage or live together.</p> <p>Christian beliefs about the family:</p> <ul style="list-style-type: none"> • Having children is one of the purposes of marriage (procreation) • Children should be brought up in a loving and supportive family: • Children should be baptised (or dedicated) and brought up in the Christian faith. As part of the baptism ceremony parents and godparents promise to do this. • The family is one of the main ways children learn about God and how to follow Christian teachings • Children are expected to and obey their parents until they are adults themselves • In return parents should not annoy their children but bring them up in the way God wants • The Church should be a model of family life with members of the Church united like a family. 	<p>“Treat others as you wish to be treated.” (Matthew 7:12)</p> <p>A parish is the area around a local church. Diocese is a Church area under the direction of a Bishop.</p> <p>Parish churches try to help families in a variety of ways including:</p> <p>Times for families to worship and develop their faith together – Family/All Age services (slightly shorter, more interactive), Messy Church (focus on play and craft, then eating together).</p> <p>Sunday school, holiday clubs.</p> <p>Baby and Toddler groups providing a place for parents with young children to meet.</p> <p>Youth groups as a safe place for young people to socialise and learn about God.</p> <p>Celebrating/mark important stages in life with rites of passage</p> <p>Offering marriage/couple/family counselling to help resolve problems.</p> <p>Running courses, e.g. money courses, food courses</p> <p>Parishes try to help families because: The Church teaches that one of the main purposes of Christian marriage is to have children and bring them up in a secure, loving Christian environment. They have a duty -as part of the baptism service the congregation promises to help bring up the child in the Christian faith. Children are seen as an equally important part of the church as and strengthens the church.</p>	<p>“Humanists are committed to finding meaning, beauty and joy in the one life we have” (Humanist Association)</p> <p>Contraception allows for a couple to have sex without getting pregnant, it allows for the couple to control the number of children they are having.</p> <p>It is important for families to control the number of children they have for:</p> <ul style="list-style-type: none"> • The health of the mother • Avoid not having enough food for existing family members • Maintain a good standard of living <p>There are two main types of contraception:</p> <p>Artificial contraception such as condoms, the pill, IUD etc</p> <p>Natural contraception such as natural family planning.</p> <p>Catholics do not agree with artificial contraception as it takes away from the creational side of sex which is not what God intended. However, they do agree with natural planning.</p> <p>Protestant Christians believe that contraception is permitted as long as it is used to restrict the size of your family and not to stop having children altogether.</p> <p>Humanist and atheists are also in favour of contraception as it stops unwanted children from being born, improves the emotional standard of living for families and prevents STDs.</p>



Year 10: Philosophy & Ethics: Cycle 2



Week 6	Week 7	Week 8	Week 9	Week 10
<p>“Anyone who divorces his wife and marries another woman commits adultery” (Mark 10:11)</p> <p>There have been a big increase in the number of divorces as it is now easier and cheaper to get a divorce and because men and women are now seen as equal therefore women do not have to rely on men in the same way.</p> <p>In some places in the Bible Jesus seems to band divorce. However in other parts Jesus seems to allow for divorce when someone has committed adultery.</p> <p>Reasons marriages fail:</p> <p>People may expect too much from marriage. When hardships occur, such as lack of money or illness, couples find it difficult to cope.</p> <p>Children (or lack of them) can cause a great amount of emotional and mental strain.</p> <p>Women are more likely to continue working and are often financially free from their husbands.</p> <p>Pressure from the media – extra-marital sex in films, television and magazines is presented as the ‘norm’.</p> <p>Individuals often get married very young and change as they get older so have less in common later.</p> <p>People tend to live longer and healthier lives. In the past, second marriages often took place soon after a partner’s death.</p>	<p>“God created man in His own image” (Genesis 1:27)</p> <p>Roman Catholics believe divorce is wrong because:</p> <ul style="list-style-type: none"> • Marriage is sacred (a sacrament) and therefore cannot be dissolved (broken). • It goes against Jesus’ teaching • People took vows – they should try to sort out their problems, not just end the marriage because the marriage is not working out smoothly. • If a couple divorce then the chances of one of the partners forgiving the other is reduced, whereas if they stay together they may forgive each other. <p>Other Christians (Protestants) agree that whilst divorce is not desirable, Jesus preached forgiveness. They believe that:</p> <p>People can make a mistake in their choice of partner; - People take their vows in good faith, but life problems can arise, which cause a lot of suffering and make it difficult for the vows to be kept. As marriage is a covenant, rather than a sacrament, it is possible for the marriage to be dissolved. They would also use Situation Ethics – the most loving thing to do in this situation is to allow a couple to be divorced if the relationship has broken down and is bringing misery to all concerned.</p>	<p>“Women should remain silent in churches” (1 Corinthians 14:34)</p> <p>Christians have different attitudes to the roles of men and women in the family, in the Bible it discusses three different ideas:</p> <ol style="list-style-type: none"> 1. Men and women were created in the image of God at the same time and are therefore equal. 2. Women was created after man from his rib therefore a woman is subordinate to a man (less than) 3. Wives should submit to their husbands. <p>Evangelical protestants views: men and women have separate and different roles. The women will bring up the children whilst the man goes to work.</p> <p>Liberal protestants view: men and women are equal in roles and life.</p> <p>Catholic views: men and women should have equal roles within the family.</p> <p>Atheists and humanists general have similar views that both men and women are equal.</p>	<p>“You shall not lie with a man as with a woman” (Leviticus 18:22)</p> <p>Gender prejudice is believing that one sex is superior to another based on feelings rather than an assessment of evidence.</p> <p>Gender discrimination is putting the prejudice into practise and treating people differently because of their sex.</p> <p>Sexism is discrimination, prejudice or stereotyping on the basis of gender. Sexism is most often expressed towards girls and women.</p> <p>It is sometimes said that Christianity is full of gender prejudice because God is described as a man, all the great heroes of the Bible are men, and Jesus disciples are men.</p> <p>Christians have different responses to this:</p> <p>Evangelical protestants: Men and women are not equal as they have separate roles. This means there cannot be gender equality. Women are not allowed to speak in church and must submit to their husbands. Men also have more rights because Adam was made first and Eve then had him astray.</p> <p>Catholics: they are against gender prejudice and discrimination because it teaches that men and women should have equal rights. Both men and women are allowed to teach and speak about Christianity.</p> <p>Liberal protestants believe that men and women should have equal rights in the family but also in the church, women can be priests.</p>	<p>Memorise all the quotes below.</p> <ol style="list-style-type: none"> 1. “In sickness and in health, till death do us part” (Christian Wedding Vows) 2. “Go forth and multiply...” (Genesis 1:28) 3. “Whoever sins sexually, sins against their body” (Corinthians 6:18) 4. “Humanists are committed to finding meaning, beauty and joy in the one life we have” (Humanist Association) 5. “Treat others as you wish to be treated.” (Matthew 7:12) 6. “Anyone who divorces his wife and marries another woman commits adultery” (Mark 10:11) 7. “Women should remain silent in churches” (1 Corinthians 14:34) 8. “God created man in His own image” (Genesis 1:27) 9. “You shall not lie with a man as with a woman” (Leviticus 18:22)

Year 10 GCSE PE Cycle 3



Week 1: Sports Psychology
Motivation for Sport
Personality
Introverted people tend to be quiet, shy and thoughtful. Tend to prefer individual sports using fine skills and low arousal levels.
Extroverted people are more loud, sociable, talkative and excitable. Tend to prefer team sports using gross skills and higher arousal.
Motivation
Intrinsic (internal) - is from **within ourselves** – having a sense of pride about completing a task and gaining a sense of personal achievement
Extrinsic (external) - Is for another source/person. To gain something **externally**. **Tangible**: Certificates/Medals/Money
Intangible: Praise/Feedback/ Applause
Aggression
Direct - An aggressive act that involves **physical contact with another person/player**. Eg. Rugby, Boxing.
Indirect - An aggressive act that does not involve direct physical contact with the player – **instead it is taken out on an object** such as a ball in tennis

Week 2: Sports Psychology
Arousal
Definition - A physical and mental (physiological and psychological) state of alertness/readiness varying from deep sleep to intense excitement/alertness.
Optimal Arousal in Different Sports
 Optimal level of arousal varies depending on:
 • Nature of task
 • Skill level of performer
 • Personality of performer.
 Fine Skills are usually lower in arousal
 Gross Skills are usually higher in arousal
Inverted U Theory
 This theory suggests there is an "optimum arousal level" for each sport.
 If arousal is too high performance will decline.
 Low levels of arousal, performance will be below par, the athlete is not psyched up.
Controlling Arousal Levels
 There are different ways that we can manage our Arousal levels prior and during performance so that we can optimise performance
Deep Breathing- Sometimes in sport our breathing becomes rapid. Deep breathing slows it down and can calm and relax the body, reducing stress and anxiety
Mental rehearsal or Imagery - The athlete imagining themselves in an environment performing a specific activity using all of their senses. The images should have the athlete performing successfully.
Positive self-talk. This involves recognising that the athlete has started worrying about a performance and refocusing by using positive inner thoughts.
 e.g. Netball player tells herself "focus" or a footballer saying "We have plenty of time left to equalise" or "I know I can do this."

Week 3: Socio- cultural
Engagement Patterns
Engagement patterns – How levels of participation differ across different social groups
Participation rates of Social Groups
 Gender
 Age
 Race/Religion/Culture
 Family/Friends/Peers
 Disability
Barriers to Participation
 Attitudes – opinions; learned; positive or negative
 Role models – friend, family, hero
 Accessibility – to facilities/ clubs/ activities
 Media coverage – usually positive influence, but can be negative.
 Sexism/stereotyping – negative effect on participation.

Week 4: Socio- cultural
Commercialisation
Commercialisation – The process of managing or running something for financial gain.
Media – main means mass **communication** (television, radio, and newspapers) collectively.
Sponsorship – where a company pays money/provides goods to a team or individual in return for **advertising** their goods.

Types of Sponsorship :
 • Facilities
 • Clothing
 • Equipment
 • Financial
Technology in Sport – has positive and negative effects on the performer, audience, officials, the sport and it's sponsors.

Week 5: Socio- cultural
Ethical and Socio-cultural issues
Sportsmanship a set of unwritten rules or code of behaviour that a player stands by when competing.
Gamesmanship is the bending the rules to gain an advantage over opponents.
Etiquette is an act of respect, honour and courtesy for the opponents and the game.
Sportsmanship can be increased by:
 • Introducing fair play schemes and campaigns.
 • Highlighting positive role models.
 • Better quality officials and use of technology.
 • Punishment for negative behaviour.
 • A stricter code of conduct.
Spectator Behaviour – become involved in experience of the match and can have positive and negative effects.
Reasons for Hooliganism – Rivalry, Media hype, Alcohol, gang culture, Frustration and Displays of masculinity.

Year 10 GCSE PE Cycle 3



Week 6: PEDs	Week 6: PEDs	Week 8: PEDs	Week 9: PEDs	Week 10: PEDs
<p>Types of PED BANDSP:</p> <ul style="list-style-type: none"> Blood Doping Beta Blockers Anabolic Agents Narcotic Analgesics Diuretics Stimulants Peptide Hormones <p>Blood Doping Defined by WADA as the misuse of techniques and/or substances to increase one's red blood cell count.</p> <p>Involves the removal of blood a few weeks prior to competition. The blood is frozen and re-injected just before competition.</p> <p>Effects: Benefit endurance activities as they improve the body's oxygen carrying capacity.</p> <p>Side effects of blood doping:</p> <ol style="list-style-type: none"> 1) Thickening of blood (viscosity) 2) Infection 3) Heart attack 4) Embolism (blockage of vessels) 	<p>Beta Blockers</p> <p>The beta-blocker drugs 'sit' on receptors and stop (block) the receptor from being stimulated.</p> <p>Effects: slows heart rate, calms and steadies hands</p> <p>Side effects: Heart problems, low blood pressure, weakness and nausea.</p> <p>Misused by precision athletes such as snooker players, darts players and archers.</p> <p>Anabolic Agents</p> <p>This category of drugs is artificially produced testosterone (MALE HORMONE). They promote muscle mass and bone growth, and reduce recovery time.</p> <p>Effect: Repair body tissues after stress, promote muscle growth, ability to train harder with less fatigue.</p> <p>Side effects: Females develop male features. Liver & heart damage.</p> <p>Misused by power athletes, eg sprinters, weightlifters and boxers.</p>	<p>Narcotic analgesics</p> <p>Drugs that can be used to reduce the feeling of pain. May mask injury or allow for longer training periods.</p> <p>This category of drugs masks pain (paracetamol, morphine, methadone, heroin)</p> <p>Effects: Reduces pain or an injury</p> <p>Side effects: Nausea, highly addictive, serious injury</p> <p>Misused by athletes who want to continue to play through injury. However, it can make their injury worse.</p> <p>Diuretics</p> <p>Drugs that remove fluid from the body, elevating the rate of bodily urine excretion. Used to lose weight. May be used by athletes in sports that have weight categories. May also be used to flush the body of other substances.</p> <p>This category of drugs will promote removal of fluid from the body.</p> <p>Effects: Rapid weight loss & flush out other substances from the body.</p> <p>Side effects: Dehydration, Dizziness or light headed</p> <p>Misused by boxers and jockeys.</p>	<p>Stimulants</p> <p>Drugs that have an effect on the central nervous system - they increase mental and/or physical alertness.</p> <p>Effect: Reduces tiredness, increased alertness & endurance</p> <p>Side effects: Raise blood pressure, increased risk of heart attack or stroke, hide symptoms of fatigue & addictive</p> <p>Important to sports where reaction time is essential eg sprinters</p> <p>Peptide hormones</p> <p>Drugs that stimulate the production of naturally occurring hormones</p> <p>Erythropoietin (EPO) and Growth Hormones (GH) Are two common peptide hormones</p> <p>Effect: Stimulates red blood cell production and Increase oxygen transport. Therefore increasing endurance.</p> <p>Side effects: Possible blood clots an cardiovascular problems.</p> <p>Misused by endurance athletes like long distance runners and cyclists.</p>	<p>Advantages of taking PEDs</p> <ul style="list-style-type: none"> • Increased chances of success • Beat records • Fame • Wealth • Athletes would be on an even playing field. <p>Disadvantages of taking PEDs</p> <ul style="list-style-type: none"> • It is cheating and immoral • There are too many associated health risks • Fines and bans for those caught • Significant reputation damage • Lose contract /sponsorship <p>Disadvantages to the sport:</p> <ul style="list-style-type: none"> • Reputation – a sport can become known for cheating and may affect young people taking it up. • Credibility – performance will be difficult to believe and will affect the number of spectators.



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



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	Hay niebla	It's foggy	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 tormentas	It's stormy	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	Está nublado	It's cloudy	En un albergue juvenil	In a youth hostel	Un avión	A plane	Bebí	I drank
Iremos	We will go	Está despejado	It's clear	En una pensión	In a B&B	Una maleta	A suitcase	Bebimos	We drank
Voy a viajar	I'm going to travel	Nieva/ está nevando	It snows/ it's snowing	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	Llueve/ está lloviendo	It rains/ it's raining	Dormí en una caravana	I slept in a caravan	Una tumbona	Sunbed	Compramos	We bought
Viajaré	I will travel	Hizo calor/ frío	It was hot/ cold	¿Cómo era el hotel?	What was the hotel like?	Un castillo de arena	A sandcastle	Fui	I went
Viajaremos	We will travel	Hizo buen/ mal tiempo	It was good/ bad weather	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 sol/ viento	It was sunny/ windy	¿Qué tal lo pasaste?	How was it?	Están en una ciudad/ cafeteria/ tienda/ parque	They are in a city/ café/ shop/ park	Viajé en	I travelled by
Viajé/ viajamos	I/ we travelled	Hubo niebla/ tormentas	It was foggy/ stormy	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	Estaba nublado/ despejado	It was cloudy/ clear					Lo pasé bomba	I had a blast
En avión	By plane							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 6: Los famosos

Un famoso	Celebrity
EI/ la cantante	The singer
Un premio	A prize
Soy fan de	I am a fan of
Una estrella	A star
Mi famoso favorito	My favourite celebrity
Mi influencer favorito	My favourite influencer
Seguir	To follow
Me inspira	s/he inspires me
Es un buen modelo a seguir	s/he is a good role model to follow
Tiene mucho éxito	s/he is very successful
El actor / la actriz	The actor/ actress
Es una estrella internacional	s/he is an international star

Week 7:

Lo sigo	I follow him
La sigo	I follow her
Desde hace	For/ since (with time)
Lo sigo desde hace un mes	I have been following him for a month
La sigo desde hace años	I have been following her for years
Lo respeto	I respect him
La respeto	I respect her
Tiene mucho talento	s/he has a lot of talent
Tiene muchos seguidores	s/he has a lot of followers
Juega para mi equipo	s/he plays for my team
Está de moda	Is fashionable
Graba videos entretenidos	Records entertaining videos
Influye a muchas personas	Influences a lot of people

Week 8:

¿Quién es tu famoso favorito?	Who is your favourite celebrity?
¿Cómo es tu famoso favorito?	What is your favourite celebrity like?
El fin de semana pasado	Last weekend
Seguí a	I followed
En línea	Online
Porque parece genuino	Because s/he seems genuine
Porque me hace reír	Because s/he makes me laugh
Porque se viste muy bien	Because s/he dresses very well
¿Quién sigues?	Who do you follow?
Sigo a	I follow
Me encantaría ser famoso por....	I would love to be famous for...
Me gustaría ser conocido/a por...	I would like to be known for...

Week 9:

Un modelo a seguir	Role model
Las ventajas de ser famoso	The advantages of being famous
Las desventajas de ser famoso	The disadvantages of being famous
Por otro lado	On the other hand
Habiendo dicho eso	Having said that
Para mí lo mejor sería que	For me the best thing would be that
Para mí lo peor sería que	For me the worst thing would be that
Sueles ganar mucho dinero	You tend to earn a lot of money
Puedes viajar por el mundo	You can travel the world
Cada aspecto de tu vida es público	Every aspect of your life is public
No tienes ninguna privacidad	You have no privacy
No es posible tener una vida normal	It isn't possible to have a normal life

Week 10:

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



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
Estudíé	I studied	Bebo	I drink	Iré	I will go
Rule Breakers		Rule Breakers		Rule Breakers	
Fui	I went	Tengo	I have	Haré	I will do
Hice	I did/made	Soy/ Estoy	I am	Haría	I would do
Fue	It was	Hago	I do/make	Voy a tener	I'm going to have
Tuve	I had	Debo	I have to/must	Tendré	I will have
Había	There was/ were	Puedo	I can	Tendría	I would have
		Quiero	I want	Será	It will be
		Voy	I go	Sería	It would be
		Hay	There is/ are	Habría	There will be
				Habría	There would be



Year 10 Sports Studies



Week 1 – Equipment and clothing	Week 2 – Safety and Specialist Equipment for Kayaking:	Week 3 – Safety and Specialist Equipment for Sailing:	Week 4 -Single pit ch outdoor climbing	Week 5 – Terrain
<p>Task 1 There are different categories of clothing types:</p> <p>Safety Clothing - specialist footwear e.g. rock climbing shoes.</p> <p>Specialist Clothing – e.g. water sports – e.g. appropriate use of wetsuits</p> <p>Types of technology: GPS and Signalling Devices - electronic maps, personal beacons, emergency position radio beacons.</p> <p>Waterproof technology - communication devices, casing for technology, smart watch or activity trackers.</p> <p>Specialist equipment and clothing – types of kayaks, etc.</p> <p>Light weight equipment and clothing</p>	<p>Safety Equipment: Buoyancy aid: A properly fitting buoyancy aid is essential for buoyancy and can save your life in case of an emergency.</p> <p>Helmet: Used to protect your head, especially in rough waters or when navigating challenging rapids.</p> <p>Spray deck: Helps prevent water from entering the kayak, especially in rough or cold waters.</p> <p>Whistle: For signalling distress or communicating with others.</p> <p>First Aid Kit: A basic first aid kit with bandages, antiseptic, and other essentials should be readily available.</p> <p>Throw Rope: Useful for rescuing someone from the water or for self-rescue if needed.</p> <p>Specialist Equipment: Kayak: Choose the right type based on your activity, whether it's a sit-on-top, touring, or white-water kayak.</p> <p>Paddle: The size and design should match the kayaking style and your body type.</p> <p>Dry Bags: To store valuables and equipment while keeping them dry.</p> <p>Neoprene Gear: Wetsuits or dry suits to protect against cold water and maintain body temperature.</p> <p>Trolley or Cart: For transporting your kayak to and from the water.</p>	<p>Safety Equipment: Buoyancy aid for dingy boat: A properly fitting buoyancy aid is essential for buoyancy and can help keep you buoyant in case of an emergency.</p> <p>Life jacket for larger yachts: A properly fitting buoyancy aid is essential for buoyancy and can save your life in case of an emergency.</p> <p>Gloves: offers grip on wet rudder and ropes.</p> <p>Specialist equipment Different types of boat: Some examples of types of boats are Topper, Laser, cruiser, catamaran.</p> <p>Dry Bags: To store valuables and equipment while keeping them dry.</p> <p>Neoprene Gear: Wetsuits or dry suits to protect against cold water and maintain body temperature, shoes.</p>	<p>Safety Equipment: Helmet: protect the head from any falling bits of rock, or hanging parts of equipment.</p> <p>Belay device: used to support the climber by a person being able to keep the rope taut, so they don't fall too far in they slip.</p> <p>Specialist Equipment: Climbing harness: worn by the climber to be able to be attached correctly to the climbing rope.</p> <p>Climbing shoes: designed to be light weight and have a sole designed to grip.</p> <p>Chalk bag: allows climber to chalk their hands to allow them to get more grip on the rock.</p> <p>Clothing: light weight waterproof jacket, flexible non cotton trousers, t-shirts, shorts. Thin lightweight fleece.</p>	<p>Terrain refers to the physical characteristics and features of the land surface where the activities take place. It includes various factors such as:</p> <p>Topography: The shape and contour of the land, including mountains, valleys, slopes, and flat areas.</p> <p>Surface Conditions: The nature of the ground, such as rocky, sandy, muddy, grassy, or snowy.</p> <p>Elevation: The height of the terrain above sea level, which can impact difficulty and accessibility.</p> <p>Vegetation: The types of plants or forests present, which can affect visibility and ease of movement.</p> <p>Obstacles: Natural or man-made features like rivers, cliffs, boulders, or buildings that may challenge or influence activities.</p> <p>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.</p>



Year 10 Sports Studies



<p>Week 6 –Environment</p> <p>Environment refers to the broader, natural or sometimes man-made surroundings in which these activities occur. It encompasses:</p> <p>Climate and Weather: The atmospheric conditions, including temperature, humidity, wind, precipitation, and seasonal variations, that affect the conditions of outdoor activities.</p> <p>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.</p> <p>Natural Features: This includes the overall landscape, such as forests, mountains, rivers, lakes, deserts, and coastlines, which provide the setting for adventure activities.</p> <p>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).</p> <p>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.</p> <p>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 interaction with natural spaces during such activities.</p>	<p>Week 7 - Climate</p> <p>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:</p> <p>Weather Patterns: The typical weather conditions (e.g., sunny, rainy, windy) throughout the year, which directly impact outdoor activities.</p> <p>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.</p> <p>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).</p> <p>Precipitation: The amount and frequency of rain, snow, or other forms of precipitation, which can affect trail conditions, river levels, for activities like kayaking.</p> <p>Wind and Air Pressure: Wind speeds and changes in air pressure, which may impact activities like sailing or climbing.</p> <p>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.</p>	<p>Week 8 – - Considerations to plan an outdoor activity</p> <ul style="list-style-type: none"> • Health and safety (e.g. is the activity suitable for the group, have all potential risks been identified). • Personnel (e.g. ratio of leaders to participants, is the activity leader suitably qualified). • Adventure Activities Licensing Authority (e.g. centres delivering outdoor activities have to have a license). • Clothing and equipment (e.g. appropriate to the activity, not damaged/torn). • Location (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants). • Supplies (e.g. will there be access to food and water). • Emergency procedures (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services). • Contingency plans (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break). • Shelter (e.g. will an overnight stay be required, is there shelter from adverse weather conditions). • Weather forecast (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity). • Timing (e.g. is the time length of the activity suitable). 	<p>Week 9 – – Be able to plan an outdoor activity : Hazards</p> <p>Hazards to be aware of .</p> <ul style="list-style-type: none"> • Inappropriate supervision/tuition. • Poor/incorrect equipment (e.g. wrong type of footwear, a backpack that is too heavy). • Unforeseen weather conditions (e.g. blizzards/flash floods). • Illness/injury (e.g. dehydration, frost bite, fractures/sprains). • Poor organisation (e.g. undefined roles within a team, inaccurate timings). • Getting lost. • Unstable terrain (e.g. mud slides, avalanches). • Animals and insects (e.g. insect bites, animals scavenging food). 	<p>Week 10 – Risk Assessment considerations</p> <p>Health and safety - The activity should be suitable for the group with all potential risks been identified. There must be a qualified first aider.</p> <p>Personnel – The ratio of leaders to participants should be at least 8:1. The activity leader should also be suitably qualified.</p> <p>Adventure Activities Licensing Authority – All centres delivering outdoor activities have to have a license and these must meet the requirements of the activity centre/location.</p> <p>Clothing and equipment – These should be appropriate to the activity and not damaged/torn. It should be 'fit for purpose'.</p> <p>Location - The terrain must be suitable for the activity and experience of the participants.</p> <p>Supplies - Access to ideal foods and water is essential for the duration of the activity.</p> <p>Emergency procedures - There must always be a first aider available and meeting points established. Action plans for a lost or trapped person well as checking mobile phone signals should all be on a pre-activity checklist.</p>
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