

Knowledge Organiser

Year 10

Cycle One

2026-27

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
7th Sept	A	Week 0 - no homework	16th Nov	A	Week 8
14th Sept	B	Week 1	23rd Nov	B	Week 9
21st Sept	A	Week 2	30th Nov	A	Week 10
28th Sept	B	Week 3	7th Dec	B	Week 11 Assessment week: No Cornell notes. Revise for assessments. Only SPARX Homework due.
5th Oct	A	Week 4	14th Dec	A	Week 12 Super teaching week: No Cornell notes. Only SPARX Homework due.
12th Oct	B	Week 5			
19th Oct	A	Week 6			
9th Nov	B	Week 7			

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

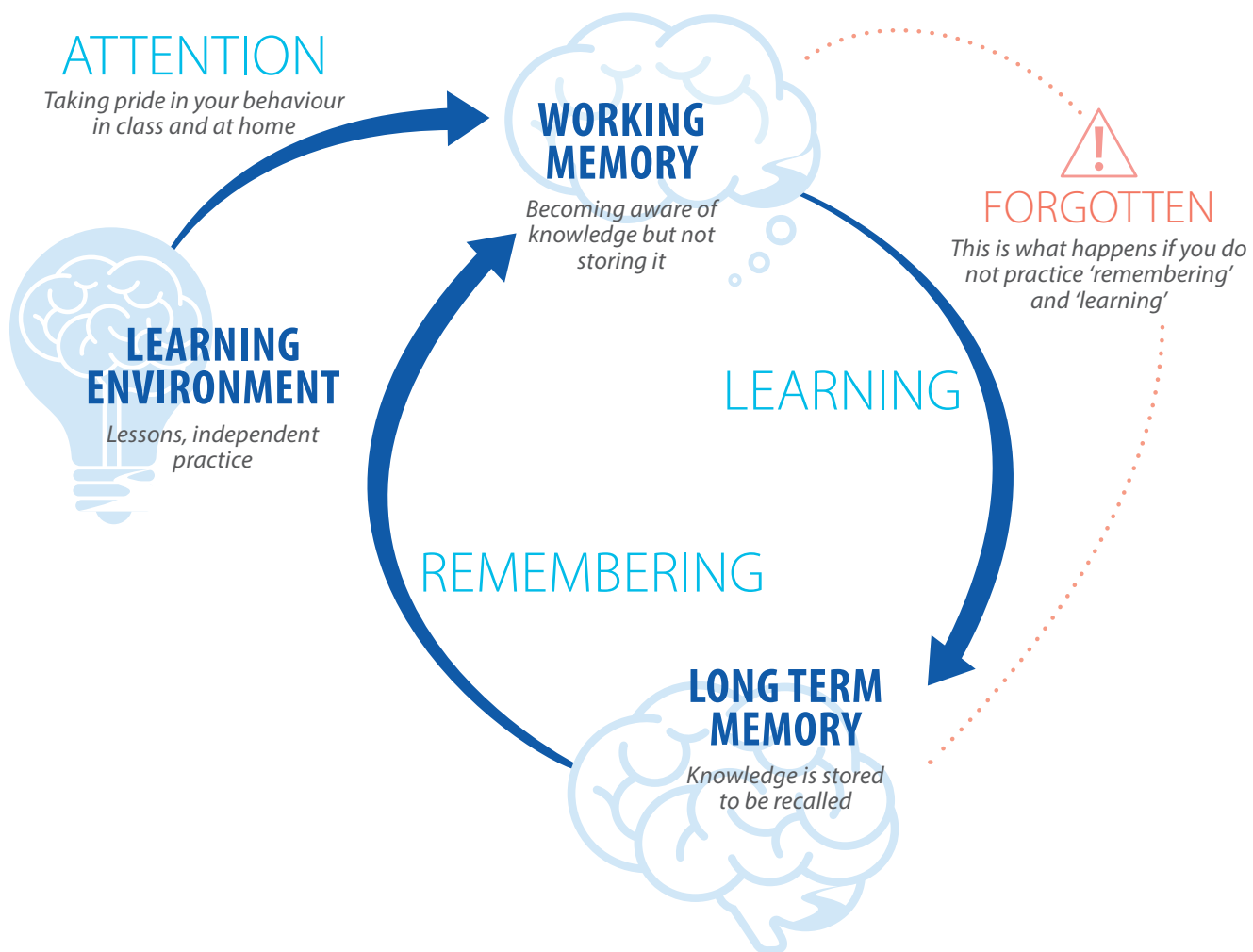
Sparx Homework

- 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.

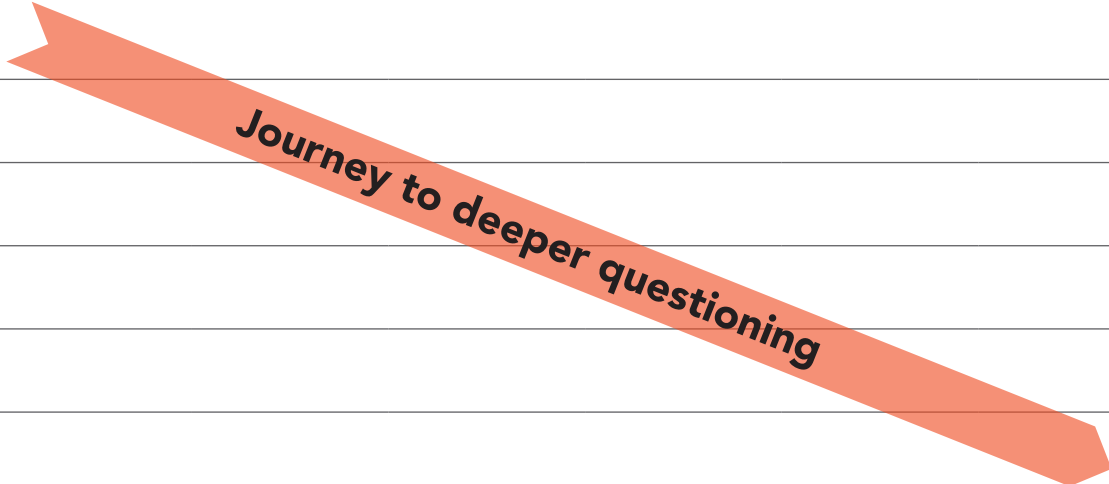
Link to Learning

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**.

Monday		Week	
Read and make notes	Summarise to 3 bullet points	Create 5 quiz questions in cue column	Cover notes and answer questions
Mark and correct answers			
Geography			
Cue Column	Notes		
1.		1) Read your knowledge organiser and then make notes here.	
2.			
3.			
4.			
		Summary	
5.		2) Summarise notes to three bullet points.	
Self Quiz			
1.		4) Answer the five questions in full sentences and then mark and correct with green pen.	
2.			
3.			
4.			
5.			

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

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

This is what your homework should look like:

Monday
Read and make notes

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

Geography

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

Summary

Self Quiz

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

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.

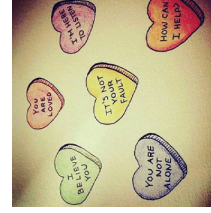
You can report bullying to any member of staff, we are all upstanders.

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 DANCE

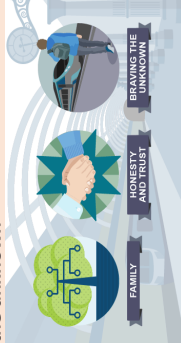


Week One	Week Two	Week Three	Week Four	Week Five
Professional dance works. This KO will help when completing your logbooks. Ghost Dances (1981) by Christopher Bruce, Rambert Dance Company. Music influenced by Chilean folk group Inti-Illimani and Victor An <i>Unfinished Song</i> by Joan Jara. Characteristics of style Bruce embraces both a classical and contemporary movement vocabulary. The style draws on both his ballet and Graham technique training and he uses the long extended lines of ballet but with off balance tilts and attitudes. Balletic movements such as arabesques, attitudes and jetes combine with the low centre of gravity, a spiralling torso and use of off-balance from contemporary dance. He makes use of weight and the floor in deep piles and lunges. The phrasing and dynamics of Bruce's choreography are quite distinct. Stillness contrasts with fluid action simplicity and stillness juxtaposed with intricate footwork and fast-paced action are evident in his work. Bruce uses motif repetition and accumulation in his work where he revisits previous scenes as a device for impressing a theme or idea on the viewer. For example, in 'Sympathy for the Devil', the last section of dance in Rooster, the dancer's re-live highlights from the seven previous scenes in the ballet. Similarly, in the final victim solo in Swansong, as the victim draws slowly towards his exit, he re-lives images and motifs from his long interrogation.	Characteristics of style Bruce also uses this symbolic repetition to shape the structure of many of his works, where specific scenes or images both open and close a work, reinforcing the idea that a story has been told or a journey has been undertaken. For example, Ghost Dances opens and closes with the three ghost figures standing in suspended motion. Bruce demands his dancers to have a strong sense of musicality and characterisation and places importance on the personal interpretation of a role by a dancer. For example, the role of the victim in Swansong, where much of the dance is simple in structure and not over-complex choreographically, leaving the dancers room to add their own interpretation to the work. Movement incorporates popular and folk dance where appropriate to give his choreography universality. Folk elements can be seen in Ghost Dances, where the dancers perform a chain hold places their hands on one another's shoulders. Other dance styles Bruce has used include tap sequences in the interrogation scenes in Swansong and flamenco styles in Cruel Garden. Bruce aims to give an essence of these styles rather than reproducing them authentically. Creating the feel of a particular style whilst incorporating the greater movement possibilities of contemporary dance techniques. Bruce also uses recognisable everyday gesture and movement in his work. Pedestrian movement can be seen evolving into dance, for example in the rooster 'struts' and 'headpecks' performed by the arrogant man.	Characteristic elements of Christopher Bruce's choreography in Ghost Dances Bruce prefers an audience to keep an open mind about his works, often avoiding programme notes and specific statements. However, he does recognise that his pieces are concerned with ideas, rather than abstract dance and there is usually strong imagery. The theme of Ghost Dances deals with political oppression and dictatorship in South America and Bruce's choreography reflects this in an eloquent and moving way. Several of Bruce's works express his political, social and ecological awareness. These include <i>for these who die as cattle</i> (1972) and <i>Land</i> (1985), evoking the horrors of war; <i>Silence is the end of our Song</i> (1983) and <i>Swansong</i>, concerned with political oppression; and <i>Nature Dances</i> (1992) and <i>Stream</i> (1996) concerned with the natural world. Bruce sympathised for those sufferings as a result of the military coup in Chile and influences for the creation of <i>Ghost Dances</i> include The Chilean Human Rights Committee asking Bruce to create a work for them and <i>Victor An Unfinished Song</i> by Joan Jara. His dances generally develop from a stimulus such as music, painting or literature, but he selects themes that can be conveyed through dance, drawing from and abstracting his subject, rather than making direct reference to the original. For the creation of <i>Ghost Dances</i> Bruce researched the rituals and cultures of South America. The music of the Chilean folk group Inti-Illimani was influential to the creation of <i>Ghost Dances</i>. Bruce chooses a wide range of music, from popular songs (<i>Rooster</i>, to songs by the Rolling Stones), world music (<i>Sergeant Early's Dream</i>, to English, Irish and American music), classical music (<i>Symphony in Three Movements</i>, 1988) to Stravinsky). He also uses specifically commissioned scores in close collaboration with the composers (<i>Stream</i>; Philip Chabon and Cruel Garden; Carlos Miranda). The dance often responds closely to the music. Ghost Dances uses two songs and four folk tunes representing South American music.	Christopher Bruce sometimes uses recognisable 'everyday' movements, such as gesture incorporated into the choreography, notably in <i>Rooster</i>. The use of gesture in <i>Ghost Dances</i> is naturalistic e.g. movements that suggest sorrow. The design is an extremely important contributing factor to the whole, but Bruce is concerned that any stage setting does not intrude into the dance area and that costumes allow for freedom for movement. He works closely with designers and sometimes creates his own designs. Lighting is always a significant element in the design for his works. For <i>Ghost Dances</i> Bruce designed his own set, with the costumes by Belinda Scarlett and lighting by Nick Chelton. Bruce always uses a blend of dance techniques, notably ballet and contemporary. His own contemporary training was in Martha Graham technique and strong use of the back and a low centre of gravity are important elements in his choreography. In addition, dependent on the work he is researching, he uses another technique, for example, incorporating a folk element in <i>Sergeant Early's Dream</i>, tap sequences in <i>Swansong</i> or the flamenco used in <i>Cruel Garden</i>. He aims to give an essence of these styles, rather than reproducing them authentically. The choreographic vocabulary of <i>Ghost Dances</i> relies on ballet and contemporary techniques and incorporates elements of folk and social dance. His works have a clear thematic base, even if they are non-narrative. He frequently demonstrates a strong sense of character; for example in <i>Rooster</i>, <i>Swansong</i> and <i>Cruel Garden</i>. The characters in <i>Ghost Dances</i> comprise of three Ghost Dancers and eight Dead (five women and three men). The Ghost Dancers have a strong presence and what they represent can be left to the individual to interpret. The Dead represent different social backgrounds and have individual characters.	Glossary of Dance Terms The following dance terms appear in the Ghost Dances Study Notes and refer to the movement phrases seen within the work. Light tripping step: A travelling step with a slight spring in it and the dancer literally shows a tripping movement. Off Balance tilt: A position where the dancers centre of weight is shifted to one side and the body is inclined. Attitude: A position where the dancer is balanced on one leg with the other leg raised and bent. Piles: This is a bend of the knees. A demi-pile is a slight bend and a full pile is a deep bend of the knees. Triplet: A basic triplet step travels forwards: the first step forward happens with slightly bent knees and the second two steps forward are on demi-pointe with straight legs. The rhythm being down, up, up, down, up. Demi pointe: The dancer is stood on the ball of the foot. Devant and derriere: Devant means in front and derriere is behind. For example attitude devant – the attitude position of the working leg is in the front of the supporting leg. Stag Leap: A big jump where one leg is straight out behind the dancer and the other is bent up underneath the body. Barrel-turn: A rotating jump with an off balance fell. The dancer takes off one foot and lands on the other. Contraction: This is a term that comes from the Martha Graham contemporary technique. The dancer exhales and pulls the front of the body through to the back hence creating a curved position of the spine. Grand jete: This is a big jump and a plain grand jete sees the dancer with one leg stretched out in front of the body and the other behind. Cumulative canon: The dancers all perform the same phrase of movement but join in at different points of the phrase and all finish at the same time. This gives the sense of building up. Motif: This is a movement or phrase that recurs in a dance expressing a given theme. A motif is often developed and changed throughout a dance work.

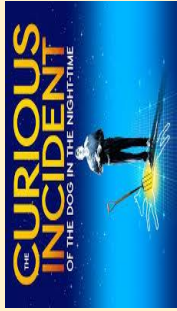
YEAR 10 DANCE

Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Christopher Bruce Influences Walter Gore: Bruce briefly performed with Walter Gore's company, London Ballet, in 1963, whilst a student at the Ballet Rambert School in London. Norman Morrice: As Associate Artistic Director of Ballet Rambert, in 1966, Morrice was interested in exploring contemporary themes and social comment. He was responsible for the company's change in direction to a modern dance company as he introduced Graham technique to be taught alongside ballet. Marie Rambert: Marie Rambert instilled in Bruce high standards and emphasised the need for theatricality. Training and background Christopher Bruce's interest in varied forms of choreography developed early in his career from his own exposure to classical, contemporary and popular dance. Bruce's father who introduced him to dance, believing it could provide a useful career and would help strengthen his legs, damaged by polio. His early training, at the Benson Stage Academy, Scarborough, included ballet, tap and acrobatic dancing - all elements which have emerged in his choreography. At the age of thirteen he attended the Ballet Rambert School and Rambert has provided the most consistent umbrella for his work since. After a brief spell with Walter Gore's London Ballet, he joined Ballet Rambert in 1963 when it was still primarily a classical company. In 1966, (under the artistic direction of Norman Morrice, an influential figure on Bruce's career), Rambert reformed and embraced the contemporary influences of the time, adding contemporary works to the classical work it had been producing. In this smaller and more innovative company, Christopher Bruce emerged firstly as one of its leading dancers and, a few years later, as one of its major choreographers - the last to be nurtured by the Company's founder, Marie Rambert. As a dancer, Bruce was recognised as an artist of intense dramatic power and was considered to be one of the best male interpreters of modern dance in Britain. Bruce took on his last major role in 1988, when he was becoming increasingly in demand as a freelance choreographer.	CHRISTOPHER BRUCE Thematic, emotive and often entertaining subject matter Bruce's works are essentially about ideas. They may not have an obvious storyline and may be episodic in structure, but they generally include dramatic or emotive elements that make an impact on the audience. Works portray recognisable experiences they are deliberately open to multiple interpretations and he leaves his audience thinking about their experience and free to interpret what they have seen. Bruce's work generally develops from an external stimulus - music, paintings Strong connection with design and the aural setting Marie Rambert influenced his belief that dance should be independent of music. For many of his early works the electronic score was added when the choreography was a most complete. Bruce gained confidence in using existing music and commissioning original works from Philip Chambon. Since the early 1980s Bruce has also choreographed to popular songs e.g. Rolling Stones for Rooster (1991). Bruce was the designer of the visual effects of Swan Song and Ghost Dances. Ghost Dances (1981) South American songs and folk tunes by Intilliamani. Played mainly on panpipes, sung in Spanish and accompanied by sounds of the wind. The piece begins with wind effects before the music fades in very quietly. Swansong (1987) was specially commissioned by Christopher Bruce for Swansong and was composed by Philip Chambon. The music composed is played by various instruments and is modified using a computer/synthesiser. The electro-acoustic accompaniment includes digitally sampled sounds, vocals, a reed pipe and popular dance rhythms. Unaccompanied interludes (silence) enable us to hear the tapping of feet, as the dancers perform. The silence means that the audience can hear the sound of dancers' movements and breath, the chair and allows the dancer to improvise and feel the mood of the dance freely.	DAVID BINTLEY Sir David Julian Bintley CBE (born 17 September 1957) is an English former ballet dancer, the artistic director of the Birmingham Royal Ballet and co-artistic director of the New National Theatre Tokyo ballet company. Early life Bintley was born in Huddersfield, England. He trained professionally in classical ballet at the Royal Ballet School in London. While training at the school, some of his choreography was seen by Sir Frederick Ashton, founder choreographer and artistic director of The Royal Ballet. Career In 1976, Bintley was offered a contract to dance with the Sadler's Wells Theatre Ballet, now the Birmingham Royal Ballet (BRB). He received his first commission as a choreographer in 1978, creating the ballet <i>The Outsider</i> for that company. Later in 1985, he was appointed resident choreographer of The Royal Ballet at the Royal Opera House in Covent Garden. He has subsequently created numerous works for the Royal Ballet, the BRB and as an international guest choreographer. In 1995, he succeeded Sir Peter Wright as artistic director of the BRB. In March 2018 he announced his plan to retire from the BRB at the end of July 2019. In his time he choreographed at least ten full-length and 12 one-act ballets for the BRB and commissioned a further 21 ballets by other choreographer. He is succeeded by Carlos Acosta. Honours and awards Bintley was appointed Commander of the Order of the British Empire (CBE) in the 2001 Birthday Honours and was knighted in the 2020 New Year Honours, both for services to dance. In January 2015, he received an honorary doctorate from the University of Warwick. Still life at the Penguin Cafe is one of the ballet's choreographed by David Bintley and featuring music composed by Simon Jeffes, founder of the Penguin Cafe Orchestra. It is also the title of the accompanying album. Geoffrey Richardson co-wrote one of the pieces. The ballet's debut production in 1988 was performed by The Royal Ballet at Covent Garden, in England. The overall theme of the ballet is pro-environment, pro-conservation. The ballet seeks to make the audience more aware of endangered species.	KYLE HANAGAMI Background -Family Life He was born in Los Angeles, California. Kyle took his first dance class at the age of 18 (it's never too late to start!) when he auditioned for UC-Berkeley's hip-hop team. Hewas an economics major! Kyle immediately started choreographing for the team while learning different dance skills. Soon he found his "born to be a choreographer" talents in creating his own flavour of movement. Since then, he's danced for huge artists such as Justin Bieber and The Black Eyed Peas. His fame soon came to light when he choreographed for Julianne and Derek Hough's "Move, Live on Tour" and Lindsey Stirling's "The MusicBox Tour". Most recently, he served as the supervising choreographer for Jennifer Lopez's "All I Have" live concert experience in Las Vegas, and NBC's "World of Dance". He became one of the most sought after dance teachers in the world nearly ten 10years after he began teaching dance in the mid-2000s. Dance Philosophy "Making Moves" Kyle has a bold philosophy that is the root of all of his work. <i>"Dance started with the people and should end with the people. Once the masses can appreciate my work as dancers, choreographers, and directors do, I know that I've done my job."</i> When he was first noticed Kyle Hanagami first became of notoriety when a dance video that went viral of Ed Sheeran's "Shape of You" by his unique and exhilarating choreography. Kyle Hanagami, a Los Angeles native, is known for his story-driven, mythical moves both on TV and stage. This week I would like you to Visit his YouTube channel for his most recent videos! There you can also find a series he produces called "Making Moves", that gives viewers an inside view of the process of creating such extraordinary work. He also gives an inside look at the everyday lives of his dancers, who he is close with on a personal level. It's just another way for him to personalize "dancers" and his work, in hopes to gain an appreciation for dance from people of all sorts of backgrounds.	KYLE HANAGAMI Kyle Hanagami was a supervising choreographer for the Move Live On Tour starring Derek and Julianne Hough. He has also worked with the Black Eyed Peas and Justin Bieber. Kyle Hanagami is an acclaimed dancer/choreographer with credits that include The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock. He has also established an enormous presence on his YouTube channel. He received the Industry Dance Award for best class at Los Angeles three top dance studios. Kyle Hanagami: Professional Life, Career Kyle Hanagami has an unmistakable fascination for dancing from his initial days. He began his profession as a dance teacher in mid-2000s. In the wake of filling in as a dance teacher for about 10 years, he ended up a standout amongst the most admired choreographers of this time. In 2009, Hanagami began his self-titled YouTube channel, Kyle Hanagami where he transfers his dance videos. Moreover, his channel has 3.3 million+ endorses and more than 483 million views. Additionally, he was included in the front of Dance Spirit in 2012 and 2014. Further more, Hanagami filled in as a choreographer television shows including The X Factor, Sing Your Face Off, and Nickelodeon's How to Rock. Afterward, he turned into a directing choreographer for the "Move Live On Tour" featuring Julianne Hough and Derek. Likewise, Hanagami worked with singing sensation Justin Bieber, Jennifer Lopez, and Black Eyed Peas. A portion of his film credit incorporate White Frog (2012), The Mask You Live in (2015) and Brave Enough (2017). Awards, Nominations He has won the "Industry Dance Award" for the best class at Los Angeles. For the past 2 years Kyle Hanagami has been working alongside entertainment industry legend, Simon Fuller, to help develop a and choreograph his newest pop group 'Now United'. The children are talented individuals each from a different country in the world.

Year 10 Drama – BTEC – Curious Incident - Component One

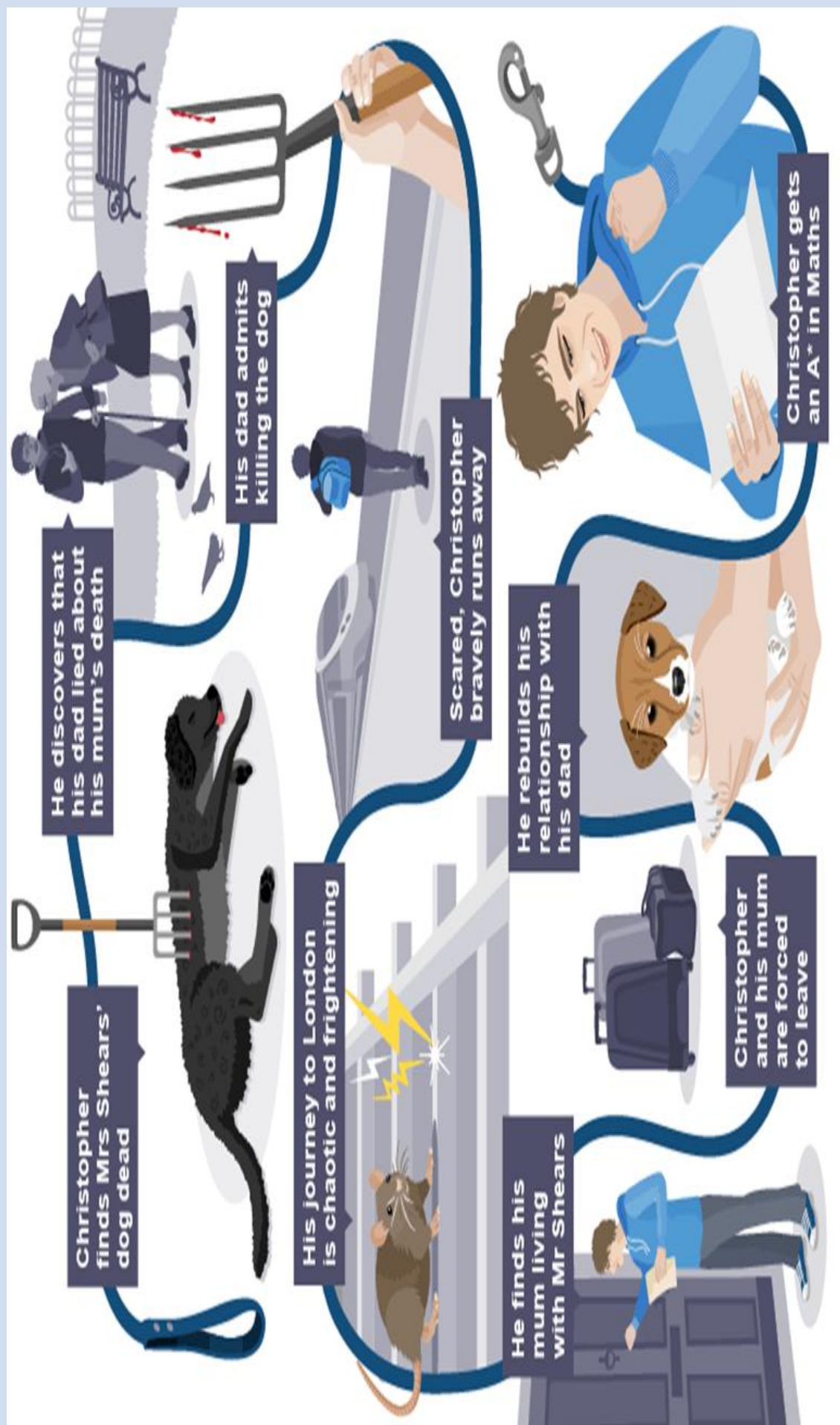
Week One	Week Two	Week Three	Week Four	Week Five																
Start your Drama Log book and Powerpoint today and write entries in it every lesson from now on. Context: There is a festival of Performing Arts taking place in your local area. The performances will include extracts from well-known acting works. The organisers would like to inspire and educate the audiences by providing background information on the performance work and those involved in making it. They would like you to explore three existing pieces of repertoire: The first of which is: The curious Incident of the dog in the night time. by Simon Stephens. The festival organisers have asked you to present your findings either to the audience or through promotional materials. You are to keep a Log Book and at the end to Create a Power point presentation outlining your exploration of the play. Please complete your Drama Log every week Use the Yellow sheet in this Knowledge Organise, entitled 'HOW TO ENSURE A QUALITY DRAMA LOG' to help you.	Themes A theme is an idea that runs throughout a text. In <i>The Curious Incident of the Dog in the Night-Time</i>, the themes of family, honesty and trust, and braving the unknown are explored. The Curious Incident of the Dog in the Night-Time (play)- Themes Themes of <i>The Curious Incident</i> ... showing a family tree to represent family, shaking hands to represent honesty and trust, and a man about to board a train to represent braving the unknown  Here are three main themes of <i>The Curious Incident of the Dog in the Night-Time</i>: - family - honesty and trust - braving the unknown Simon Stephens explores these themes during the course of the play. 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.	Logbook - Rehearse/Lines/Powerpoint - Learn Form, Structure language The form is the type of text and genre that the writer chooses to use. <i>The Curious Incident of the Dog in the Night-Time</i> 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. Bildungsroman is a type of novel/play that tells about the early moral, psychological, and intellectual development of the main character. The Harry Potter books are a modern-day example. The structure is how the writer chooses to order the events of the story they want to tell. Does it follow a traditional beginning, middle and end structure or does it change things around? The play is written in two parts. The first part details Christopher's investigation into the murder of Wellington, whilst the second part deals with his journey to London to find his mother. This makes it seem very simple on the surface but the structure of the play is complex and interesting: 1. it is a play within a play. 2. it has multiple narrators. 3. it plays with time and space. The language can be split into dialogue and stage directions. The dialogue is fast moving and realistic and adds the following to the characters: 1.personality. 2. motivations. 3. moves the action forward (pace). The stage directions tell the actors what to do on stage or how to say their lines. In <i>The Play</i> the stage directions are simple and focus on 'actions' - where actors should stand and what they should do. 	Characters The play is centred on Christopher Boone and his relationships with his mother, father and the people he meets along the way  The Curious Incident of the Dog in the Night-Time (play)- Characters. The action in <i>The Curious Incident of the Dog in the Night-Time</i> 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 Gascoyne. <table><tr><td>Main characters</td><td>Secondary characters</td></tr><tr><td>Christopher Boone</td><td>Siobhan</td></tr><tr><td>Ed Boone</td><td>Roger Shears</td></tr><tr><td>Judy Boone</td><td>Mrs Alexander</td></tr><tr><td></td><td>Minor characters</td></tr><tr><td></td><td>Mrs Shears</td></tr><tr><td></td><td>Reverend Peters</td></tr><tr><td></td><td>Mrs Gascoyne</td></tr></table>	Main characters	Secondary characters	Christopher Boone	Siobhan	Ed Boone	Roger Shears	Judy Boone	Mrs Alexander		Minor characters		Mrs Shears		Reverend Peters		Mrs Gascoyne	It is a play within a play, it has multiple narrators, it plays with time and space Play within a play <i>The Curious Incident of the Dog in the Night-Time</i> is a play within a play because the audience is actually watching the play that Christopher has written to be performed in his school. Towards the end of the play Christopher is directing the actors in the play. It was Mother who gave me the milkshake..... You need to shout more loudly at him. Christopher speaking to his mother and Mr Shears, Part Two. What is the effect of this? This means that the play the audience is watching can be very creative with narrative voice, use of time and use of space and reality. As this is a play and not 'reality' anything can happen. This gives Stephens and the director of the play lots of creative freedom. Multiple narrators Christopher's story is narrated by a number of different voices - his own, Siobhan, who is reading his book and at points, the Ensemble. What is the effect of this? This helps to give the audience a sense of how chaotic and detailed the world can seem in Christopher's mind. One minute the audience can be hearing about an event from Christopher's perspective - then Siobhan can enter the scene to take over narration. When Christopher looks out of the train window, five voices from the Ensemble tell the audience about details he notices. A person without Christopher's mind might only notice one of those things. It helps the audience understand him better. Time and space Often in <i>The Curious Incident of the Dog in the Night-Time</i>, the chronology of events is mixed up. The action leaps from the present to the past regularly, and without warning. The same can be said of space or location. Christopher can go from a train, to outside a flat, to outer space, at any point. What is the effect of this? This makes the events of the play seem fluid and unreal. This again helps the audience get a grasp of what life must be like for Christopher. Interactions with people are confusing to him and when the action jumps around in space and time the audience appreciate this more.
Main characters	Secondary characters																			
Christopher Boone	Siobhan																			
Ed Boone	Roger Shears																			
Judy Boone	Mrs Alexander																			
	Minor characters																			
	Mrs Shears																			
	Reverend Peters																			
	Mrs Gascoyne																			

Year 10 Drama – BTEC – Curious Incident - Component One

Week Six	Week Seven	Week Eight	Week Nine	Week Ten
Exploring how the Piece was created. - What roles might have taken place to create this piece? - i.e. actor, director, choreographer, writer, designers etc. - Describe how the production elements could be used in this piece: Lights, Sound, Set and Costume Copy this into your log book and complete the mind map An Actor in CI Possible things to include: A physical Performer A good ensemble player A versatile performer Someone with understanding of the subject matter (Autism etc) 	Roles and Responsibilities in the Theatre. You need to know about all these roles. Copy the list down in your log book and find out all about them. Then learn it. - Describe what they do in general - And - Describe specifically what they would do in Curious Incident.  Job Role - Actor - Dancer - Singer - Musical Theatre Performer - Artistic Director - Backstage - Choreographer - Conductor - Costume Designer - Development -Fundraiser	Roles and Responsibilities in the Theatre. You need to know about all these roles, too. Copy this next list down in your log book and find out all about them. Then learn it. - Describe what they do in general - And - Describe specifically what they would do in Curious Incident. Job Role - Lighting Designer - Makeup Artist - Marketing Director - Playwright - Producer - Properties Person - Scenic Artist - Set Designer - Sound Designer - Writer 	Roles and Responsibilities in the Theatre. You need to know about all these roles, too. Copy this next list down in your log book and find out all about them. Then learn it. - Describe what they do in general - And - Describe specifically what they would do in Curious Incident.  Job Role - Director - A Dramaturg - Front of House - House Manager - Stage manager - Deputy Stage Manager - Assistant Stage Manager - Technical Director - Theatre Manager - Wardrobe Supervisor	Task: Complete your Power Point on Curious Incident - You should have completed the Log Book, many slides for the Power point and Research Journal by now - Now use your notes to complete your power point presentation - You can also use your practical explorations and workshops to help you. - It should describe, discuss and assess the three plays covering the following areas and comparing and contrasting the pieces and their similarities and differences. - Look at: - Style of the pieces - Intention and purpose - Practitioner's roles, responsibilities and skills - Skills demonstrated in particular, moments or clips of the play - Performance roles - Performer and non-performer responsibilities. Your presentation/powerpoint will be used as assessment evidence. A more detailed list will be given to you in class.

The Curious Incident of the Dog in the Night-Time

Plot Synopsis



Macbeth

Week 1	Week 2	Week 3	Week 4	Week 5
Context and Genre Key ideas/Premise: Reflecting the surge of interest in the classical philosophies and fascination with the human condition of the times, Shakespeare, explores the very essence of human conflicts: ambition, power and free will Shakespeare's Macbeth is a tragedy written sometime in 1607-1608. The play contains many details relevant to King James I (VI of Scotland) and pays homage to the succession of the Scottish King to the English throne. At the time of Shakespeare was writing, the belief in witches and the supernatural was extremely strong. There is no doubt, therefore, that some of the ideas in the play would have been taken very seriously, such as the witches prophecies, Macbeth being seemingly 'possessed' and his vivid hallucinations. The play explores the concept of the Divine Right of Kings which asserts that monarchs were appointed from God above, and that any attempt to question them was to question God himself. The play also explores ideas about the consequences of subverting The Great Chain of Being - a social order of belonging for everything in the universe decided by God	Gothic Setting and Tragic Heroes Key ideas/Premise: Shakespeare's initial presentation of Macbeth is used to establish him as a conventional tragic hero: he is a noble, well-respected character and the very definition of a Jacobean masculine ideal. Tragedy is a genre of play in which a hero is brought down by his/her own flaws, usually by ordinary human flaws – flaws like greed, over-ambition, or even an excess of love, honour, or loyalty. In any tragedy, we start with the tragic hero, usually in his noble, respected and in his prime. Key quotation: First Witch "When shall we three meet again/In thunder, lightning, or in rain?" Creates pathetic fallacy and reflects the corruption and unnatural turmoil about to begin Second Witch "When the hurly-burly's done/When the battle's lost and won." 'Hurly-burly' means tumult or uproar: the word may imply here the tumult of insurrection or revolt (the Thane of Cawdor who is executed for his treason against the King), but also suggestions that change is in the air and the kingdom is about to be plunged into violent chaos. "For brave Macbeth--well he deserves that name--/Disdaining fortune, with his brandish'd steel/Which smok'd with bloody execution/Like valour's minion carved out his passage"	Powerful Women and Ambition Key Ideas/Premise: Transgressing the Jacobean gender norms, Shakespeare presents the audience with a subversion of the ideal woman: subservience is replaced with ambition, maternal nurture with masculine aggression. Thus, the Great Chain of Being is disrupted, hinting at the chaos to come. The gender roles during the Jacobean era were fairly similar to the Elizabethan ones. Men still assumed a dominant position continuing the patriarchal society. Jacobean women continued to live a life that was subordinate to men. They were supposed to obey what was told to them. The main responsibility of married women was to take care of the household matters and raise children. Key Quotations: "unsex me here/And fill me from the crown to the toe top-full/Of direst cruelty!" Lady Macbeth subverts the gender norms and expectations by taking on a more masculine persona and traits. "When you durst do it, then you were a man;" Lady Macbeth dismissive and accusatory tone challenges Macbeth's masculinity and seeks to shame him into action.	Hamartia, Hubris and Hallucinations Key Ideas/Premise: Influenced by the Renaissance and a renewed interest in classical writers such as Ovid, Shakespeare establishes this play as a tragedy through the use of Macbeth as a tragic hero. His hubristic nature is his <i>hamartia</i> and, ultimately leads to his downfall. Hubris, or fatal pride and arrogance, was the downfall of many Greek heroes in classical mythology. In classical mythology, hubris was considered a very dangerous shortcoming; it was an act of arrogance, usually where the hero attempted to assume godlike status. The ancient Greeks considered hubris a fatal flaw that brought tragedy upon heroes...and commonly led to their death. The punishment for hubris was often a shocking reminder of human limitations and mortality. Key Quotations: "Is this a dagger which I see before me, The handle toward my hand? ..." In this hallucination, Shakespeare exploits the symbolism of the dagger to represent Macbeth's murderous intentions. It foreshadows the bloody course on which Macbeth is about to embark.	Disruption of the Great Chain of Being Key Ideas/Premise: Reflecting the beliefs in the Great Chain of Being, Shakespeare presents the damaging and tragic consequences of disrupting the natural order through attempting to change your own and others' fates. In Genesis, the serpent is portrayed as a deceptive creature who promotes as good what God had forbidden and shows particular cunning in its deception. In the biblical story of the Fall, the serpent is the creature which undermines God and goes against his wishes. The serpent persuades and tempts Eve to eat the forbidden fruit, and thus Eve goes against God. As a result of the temptation, this concept of free will now exists in world. Key Quotations: O, full of scorpions is my mind, dear wife! 'Look like th' innocent flower, But be the serpent under 't' Drawing on his audience's knowledge and associations of the natural world, Shakespeare skilfully employs animal imagery as a means to symbolise the inner conflict of Macbeth as he considers the temptation of disrupting the natural order.

Macbeth

Week 6	Week 7	Week 8	Week 9	Week 10
Ghosts, Witches and Prophecies Key Ideas/Premise: At this pivotal point in the play, Shakespeare continues to utilise the superstitions of the Jacobean audience to juxtapose the mental turmoil Macbeth feels after the bloody murders of his king and brother in arms with the superficial confidence he derives from the witches' prophecies. It is a known fact that King James I was very interested in supernatural, witches and witchcraft. After he became the King, he brought into effect an Act which made witchcraft an offence. Those who were found guilty of practicing witchcraft were either awarded death or their property was seized. Key Quotations: "Be bloody, bold, and resolute; laugh to scorn/The power of man, for none of woman born/Shall harm Macbeth." "Be lion-mettled, proud; and take no care/Who chafes, who frets, or where conspirers are:/Macbeth shall never vanquish'd be until Great Birnam wood to high Dunsinane hill/Shall come against him." The witches use imperatives to inspire Macbeth and give him misplaced faith and encourage his arrogance and hubris.	Betrayal and Exploitation Key Ideas/Premise: Defying contemporary gender stereotypes, Shakespeare offers a paradoxical portrayal of power and gender. On the one hand, the women in the play are strong and powerful, but often associated with the supernatural and manipulation. Furthermore, it could be argued that, in bringing about the downfall of a great man, powerful women are a danger to the natural order of things By the end of the play, Lady Macbeth lapses back into the feminine helplessness she had earlier rejected. Her loss of control is most theatrically manifested in her guilt-ridden sleep-walking scene. Madness, curiously, forces her back into the stereotypical femininity that her transgressive yearning for imperial power earlier had rejected. Key Quotations: "'Out, damned spot! out, I say!'" "What, will these hands ne'er be clean?" Shakespeare demonstrates her decent into guilt and madness by creating the image she has been marked- corrupted- by the evil deeds she committed.	Betrayal and Exploitation Key Ideas/Premise: In documenting the inevitable downfall of traitorous king slayers, Shakespeare may have been vying for favour from James I, a patron of the arts. However, in the death Of Lady Macbeth and Macbeth's subsequent soliloquy, perhaps Shakespeare is acknowledging the fragility and futility of human life: the power and ambition that drove them to their duplicitous actions are futile in the grand scheme of things. Nihilism is the belief that all values are baseless and that nothing can be known or communicated. It is often associated with extreme pessimism and a radical skepticism that condemns existence. A true nihilist would believe in nothing, have no loyalties, and no purpose other than, perhaps, an impulse to destroy. Key Quotation: "Out, out, brief candle!/Life's but a walking shadow, a poor player/That struts and frets his hour upon the stage/ And then is heard no more: it is a tale/Told by an idiot, full of sound and fury,/Signifying nothing" The metaphorical language use here compares life to a number of things. A candle burns quickly and consumes itself as if human life is ephemeral. A shadow is insubstantial and not real and an actor is similarly acting a part which is meaningless.	Vocabulary The use of ambiguous language to conceal the truth about something. Equivocation The deep part of your mind where your thoughts and feelings come from. Psyche A society that is controlled by men. Patriarchal The act of trying to weaken or destroy an established system or authority Subversion A belief or opinion that goes against religious beliefs. Heresy A person's moral sense of right and wrong which guide behaviour. Conscience	Vocabulary The act of trying to make a man weak by undermining his masculinity. Emasculation Something unpleasant or dangerous; gradually and secretly causing serious harm. Insidious Qualities or attributes regarded as characteristic of men. Masculine The Killing of a King. Regicide A contradictory statement which when investigated may prove to be well founded or true. Paradox A cruel leader who uses their power to rule with fear. Heretic Relating to a mother. Maternal

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Due Tuesday 8am



Year 10 French



Week 1: On fait la fête

Week 2: Ma fête préférée

Week 3: Talking about festivals in the past tense

Week 4: More past tense revision

Week 5: Francophone festivals

La fête	Party/ festival	On se déguise	We dress up	Je suis allé/e	I went	J'ai regardé	I watched	Un billet	A ticket
La fête nationale	The National Holiday (14 th July)/ Bastille Day	On ne travaille pas	We don't work	L'année dernière	Last year	J'ai fait	I did/made	Gratuit/e	Free of charge
Mon anniversaire	My birthday	On mange un gâteau	We eat a cake	On a passé	We spent	J'ai fêté	I celebrated	Le spectacle	Show
Fêter	To celebrate	Papa Noël apporte des cadeaux	Father Christmas brings presents	On est arrivés	We arrived	J'ai écouté	I listened to	A lieu	Takes place
Pâques	Easter	Les feux d'artifice	Fireworks	On est partis	We left	On a dansé	We danced	On peut voir	You can see
Noël	Christmas	Un char	A float (in a parade)	J'ai vu	I saw	On a célébré	We celebrated	Le plus célèbre carnaval	The most famous festival
La fête des Rois	3 Kings Day/ Epiphany	Le défilé	Procession	C'était génial	It was great	On a beaucoup mangé	We ate a lot	Le spectacle de rue	Street show
La Saint-Valentin	Valentine's Day	Les festivités	Celebrations	On a fait la fête	We partied	Il y avait	There was	Le numéro de cirque	Circus act
La fête du travail	May Day	Un jour férié	Public holiday	On s'est amusés	We had fun	C'était	It was	Le jonglage	Juggling
Un gâteau	A cake	Le réveillon de Noël	Christmas Eve	J'ai mangé	I ate	J'étais	I was	La boue	Mud
Des cadeaux	Some presents	Le sapin	Christmas tree	J'ai bu	I drank	J'ai pris des photos	I took some photos	Les gens	People
Des oeufs en chocolat	Chocolate eggs	La crêpe	Pancake	J'ai adoré	I loved	J'ai bu du champagne	I drank champagne	Les jeunes	Young people
Le Mardi Gras	Shrove Tuesday/ Pancake Day	La dinde	Turkey					Tout le monde	Everyone
Le jour de l'an	New Year's Day								
Ma célébration préférée	My favourite celebration								

Week 10:

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

Year 10 French

Week 6: Using the future tense		Week 7: Ma ville		Week 8:		Week 9: Qu'est-ce qu'on peut faire?	
Cette année	This year	Dans ma ville il y a	In my town there is	Ma ville est située dans le sud-ouest	My town is in the south west	On peut	One can/ you can
L'année prochaine	Next year	Dans ma ville il n'y a pas de	In my town there is no...	Je préfère vivre en ville	I prefer to live in town	On peut aller au cinéma	You can go to the cinema
Je vais...	I'm going to	J'habite à	I live in	Je préfère vivre à la campagne	I prefer to live in the country	On peut faire les magasins	You can go shopping
Je vais célébrer	I'm going to celebrate	Un centre de loisirs	A leisure centre	C'est trop bruyant	It's too noisy	On peut aller au stade	You can go to the stadium
Je vais aller	I'm going to go	Un centre commercial	A shopping centre	C'est moins pollué	It's less polluted	On peut visiter la cathédrale	You can visit the cathedral
Je vais manger	I'm going to eat	Un château	A castle	C'est très animé	It's very lively	Il y a beaucoup de choses à faire	There are lots of things to do
Je vais boire	I'm going to drink	Un marché	A market	Tout le monde est pressé	Everyone's busy	Il n'y a rien à faire	There is nothing to do
Je vais voir	I'm going to see	Une mosquée	A mosque	Néanmoins	Nevertheless	On peut y nager	You can swim there
Je vais regarder	I'm going to watch	Une piscine	A swimming pool	Le pire c'est	The worst thing is	Dans les banlieues	On the outskirts
Ce sera	It will be	Des magasins	Some shops	Le mieux c'est	The best thing is	Pourtant	However
Ce sera chouette	It will be great	Il n'y a pas de	There is no	L'avantage de vivre en ville est que	The advantage of living in town is that	De plus	Furthermore
Ce sera ennuyeux	It will be boring	Il n'y a pas d'église	There is no church	L'inconvénient de vivre en ville est que	The disadvantage of living in town is that		
		Le prix	The price				

Year 10 Verbs and Tenses

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



YEAR 10 CYCLE 1 GEOGRAPHY – Challenge of Natural Hazards Knowledge Organiser

WEEK 1

Plate tectonics

Plate margins are where two tectonic plates meet.

The surface of the Earth is called the lithosphere and contains the oceanic crust (5-10km thick) and the continental crust (20-100km thick).

Constructive margin: two plates are moving apart. Magma is forcing its way to the surface along mid-ocean ridges. As it breaks through overlying crust, it causes earthquakes and forms volcanoes on the surface. The magma at constructive margins is very hot and fluid, meaning it flows a long way. This results in typically broad and flat shield volcanoes.

Destructive margin: Two plates are moving towards one another. The relatively dense oceanic plate subducts beneath the less dense continental plate. Friction between the two plates causes strong earthquakes. As the oceanic plate is pulled into the mantle, it melts. It breaks through the surface to form steep-sided composite volcanoes. Eruptions are violent and explosive.

Conservative margin: Two plates are moving past each other. Friction between the plates causes earthquakes. Earthquakes occur as stresses gradually build up over many years. They can be damaging as they occur close to the Earth's surface. The stress is released when the plates slip and shift. No magma escapes so there are no volcanoes.

WEEK 2



Japan (HIC) vs Haiti (LIC) earthquake

HIC Japan (11 March, 2011)

Destructive Plate Margin (mag 9.0)
Primary effects: 16,000 dead mostly from the tsunami that followed, damages of \$360Billion!

Secondary effects: tsunami that hit the coast 15 minutes after quake
Immediate responses: huge search and rescue mission, food water and tents stored in warehouses ready for this disaster, tsunami warnings so people could get to higher ground, doctors flown in from other parts of Japan to help the injured
Long-term responses: Japan had totally rebuilt everything within 2 years, built tsunami walls higher to protect coastal areas. Japan was very well prepared for this with their warehouses or emergency supplies, people were educated and warned about tsunamis which saved lives.

LIC HAITI (12 January 2010)

Conservative margin (mag 7.0)
Primary effects: 3 million people affected; 220,000 deaths.
Secondary effects: Damage to the clothing industry/exports; cholera outbreaks; 1.3 million made homeless.

Immediate responses: Emergency rescue teams from USA; UN troops sent to distribute aid; temporary field hospitals set up.
Long-term responses: Schools rebuilt; small farmers being supported; still 1,300 camps one year later.

WEEK 3

Reducing the risks of tectonic hazards

VOLCANOES

Monitoring: Sensors detect heat and changes in the volcano's shape. Instruments detect gases released as magma rises and Seismographs record earthquakes as magma rises
Prediction: Due to high-tech monitoring, scientists are able to accurately predict eruptions e.g. Iceland 2010.

Protection: It is possible to use earth embankments or explosives to divert lava away from property e.g. Etna.
Planning: Authorities need to prepare emergency shelter, food supplies and form evacuation strategies. Exclusion zones can be designated.

EARTHQUAKES

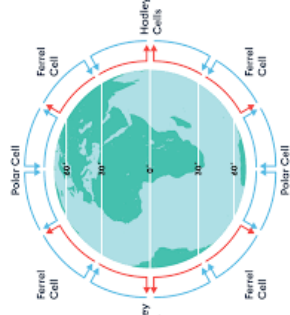
Monitoring: Generally occur without warning. Some evidence that changes in water pressure, ground deformation and minor tremors happen prior to a quake but not reliable.

Prediction: Scientists studying historical records have identified locations at the greatest risk e.g. Istanbul, Turkey.

Protection: Main way to reduce risk. Construct buildings and bridges to resist ground shaking. Reinforced concrete columns with a steel frame.
Planning: Regular earthquake drills to help people keep alert and prepared. Fasten down furniture and know how to turn off mains gas in the home.

WEEK 4

Global atmospheric circulation



Global atmospheric circulation is what drives the world's weather. The cells, pressure belts and surface winds affect weather around the world.

At the equator, air is warmed by the direct sunlight and rises. It cools and condenses to form rain. This is where the tropical rainforest is found. At the top of the atmosphere, the air travels out towards the poles and sinks at 30° latitude. This forms the Hadley cells.

At 30°, the Hadley cell meets the Ferrel cell. Air is descending and becomes more stable, bringing high pressure and hot, dry conditions. This is where the deserts are found. The air travels at low levels and rises at 60° line of latitude where it meets the polar cells. The air is forced to rise, bringing rain and unsettled conditions (low pressure).

At 90° (the poles) air descends again, bringing high pressure and dry conditions. Due to the low angle of the sun in the sky, the temperatures are cold.

WEEK 5

Tropical storms

Where? Tropical storms form over warm oceans (above 27°C). They form in the summer and autumn when sea temperatures are at their highest. Most form 5-10° north and south of the equator. Not enough 'spin' from the rotation of the Earth at the equator – known as the Coriolis effect. In tropical regions, the intense heat makes the air unstable, causing it to rise rapidly.

Causes

Strong upward movement of air draws water vapour up from the warm ocean; evaporated air rises and condenses to form thunderstorms; it releases heat which powers the storm; several smaller thunderstorms join together to form a giant spinning storm, when surface winds reach 75mph it officially becomes a tropical storm; it develops an eye where air descends rapidly; the outer edge is the eyewall with the most intense weather conditions; the storms are carried across the ocean by the prevailing winds; on reaching the land, the storm's energy supply is cut off and friction with the land slows it down and it begins to weaken.

Some computer models suggest that the frequency of tropical storms may decrease in the future but their intensity might increase. This is linked to increases in sea surface temperatures, which have increased in the tropics by 0.25°C and 0.5°C. This means they might happen outside the current area.

YEAR 10 CYCLE 1 GEOGRAPHY – Challenge of Natural Hazards Knowledge Organiser

WEEK 6

Hurricane Katrina

In August 2005, Hurricane Katrina hit the city of New Orleans in SE USA.

Causes: Very warm water in the Gulf of Mexico drove the hurricane from a category 1 when it hit Florida to a category 4 when it hit New Orleans. Impacts: 1833 people died. 80% of New Orleans was flooded because the storm surge broke the levees that protect the city from floods.

The population of New Orleans decreased by about 300,000 as evacuated people had no home to return to so they never came back.

Responses:

Immediate Responses- A mandatory evacuation was ordered to get people out of New Orleans.

Hurricane Katrina was predicted and monitored so people knew it was coming, however some of the poorest residents didn't have a way to evacuate and stayed in New Orleans. The city opened up the NFL stadium called The Superdome for those who could not leave. They were given food water and shelter there. After the hurricane, many people were stranded on rooftops surrounded by floodwater so helicopters rescued them. USA is a HIC so they could afford this.

Long Term Responses- The levees were rebuilt stronger and taller to protect the city from another storm surge. The city was rebuilt mostly. Some neighbourhoods were deemed too likely to flood again so were not rebuilt.

WEEK 7

Reducing the effects of tropical storms

Monitoring and prediction: Developments in technology have made it possible to predict/monitor tropical storms accurately and effectively. In the North Atlantic, two levels of warning issued by the National Hurricane Centre in Miami. Hurricane Watch – advises that hurricane conditions are possible hurricane conditions are possible Hurricane Warning – advises that conditions are expected and people should take immediate action.

NASA monitors weather patterns across the Atlantic using two unmanned aircraft called Global Hawk drones.

Supercomputers can now give five days warning and an accurate location within 400 kilometres.

Protection: Windows, doors and roofs reinforced to strengthen buildings; storm drains constructed in urban areas; sea walls to protect against storm surges; houses close to the coast built on stilts; Bangladesh has nearly 2000 cyclone shelters.

Planning: Raising individual and community awareness so people understand the dangers; in the USA, there is a National Hurricane Preparedness Week; families encouraged to create their own plan of action.

WEEK 8

Extreme weather in the UK

Somerset Levels floods (2014)
Located in SW England. Area of low-lying farmland and wetlands bordered by the Bristol Channel, Quantock Hills and Mendip Hills. Flooding has occurred naturally here for centuries.

Causes: Wettest January since records began. Succession of depressions across the Atlantic Ocean brought 350mm of rain in Jan/Feb. High tides and storm surges swept up the rivers from the Bristol Channel, spilling over the river banks. Rivers had not been dredged for at least 20 years and became clogged with sediment.

Social impacts: 600 homes flooded; 16 farms evacuated; villages such as Moorland cut off; power supplies cut.

Economic impacts: Damage more than £10 million; over 14,000 ha of agricultural land under water; railway line closed.

Environmental impacts: Floodwaters heavily contaminated with sewage and pollutants; debris had to be cleared.

Immediate responses: Villagers used boats to go shopping and attend school.

Long-term responses: £20 million Flood Action Plan launched; in March 2014, 8km of the River Tone and Parratt were dredged in increase capacity; road levels raised; river banks strengthened and pumping stations built.

WEEK 9

Causes of climate change

Natural causes

- 1 Orbital Changes: sometimes the earth is closer to the sun so it's hotter
- 2 Solar activity: Sunspots produce more heat than usual so it can warm the earth.
- 3 Volcanic activity: Volcanic ash can block out the Sun, reducing temperatures. Acts as mirrors reflecting radiation from the Sun. Leads to volcanic winter.

Human Causes

Humans do many things that put more CO2 and Methane into the atmosphere. Anytime we put more of these greenhouse gasses into the air, more heat is trapped and the earth heats up.

Burning Fossil Fuels releases CO2 so more heat is trapped by the greenhouse effect.

Deforestation means trees can't take in the CO2 so there is more in the atmosphere.

Cattle Farming- cows fart and burp methane which is a very strong greenhouse gas.

WEEK 10

Managing climate change

Mitigation: reducing emissions and stabilising the levels of greenhouse gases.

Alternative energy sources: Hydro-electricity, nuclear power, solar, wind and tidal. Do not emit large amounts of CO2. Some renewable.

Carbon capture: Aims to capture up to 90% of the CO2 that would otherwise enter the atmosphere.

Carbon gas is compressed and transported by pipeline to a well and stored in geological reservoirs.

International agreements: Paris Agreement (2015) – 195 countries adopted the first ever universal and legally binding global climate deal. Agreed to keep temperature increase below 2°C.

Adaptation: Adapting to the climate change already in the pipeline; adjusting to future climate

Reducing risk from rising sea levels: By 2100, sea levels are expected to rise by a further 26-82cm. Managed by restoring coastal mangrove forests, building houses raised off the ground on stilts, constructing sea walls.

Changes in agricultural systems:

New irrigation systems, shade trees planted to protect seedlings from strong sunshine, educating farmers in water harvesting. Changing the crops and varieties such as drought-resistant crops. Cost of adapting is more difficult for poorer subsistence farmers.

The greenhouse effect



Health and Social Care – Component 2



Week 1	Week 2	Week 3	Week 4	Week 5
Health and Social Care Services Primary Care – the first point of contact you are likely to have with the NHS: • Doctor/GP surgeries • Out-of-hours services • A&E • Dental Care • Telephone services Secondary Care – the next point of contact after primary care (specialist treatment). They have in-depth knowledge: • Cardiology (heart) • Respiratory (breathing) • Endocrinology (hormones) • Rheumatology (muscle/joints) Tertiary Care – sometimes a patient needs more than secondary can offer. Complex specialist treatment may be needed. They are experts and provide complex treatments e.g. • Oncology (cancer care) • Transplant services Allied Health Professionals Help people recover/adapt to injuries/health conditions e.g. • Physiotherapist • Occupational Therapist • Speech & language therapists • Dieticians Multidisciplinary Team Working Can include referrals between healthcare services, e.g. A GP referring a patient with arthritis to a rheumatologist for specialist care.	Health Conditions Cardiovascular conditions: Coronary heart disease – Managed by the individual = a healthy diet Managed by healthcare services = Cardiologist may insert a stent Cerebral Vascular Accident (stroke) Managed by the individual = -Lifestyle changes, exercising Managed by healthcare services = GP's may prescribe medicine Type 2 Diabetes Managed by the individual = Maintaining a healthy weight Managed by healthcare services = diabetes nurse to give advice Dementia Managed by the individual = Engage in mentally stimulating activities e.g. puzzles or reading Managed by healthcare services = Occupational therapists help overcome difficulties with tasks Obesity Managed by the individual = Eating a balanced diet, exercise Managed by healthcare services = Psychologists can advise Asthma Managed by the individual = Avoid triggers e.g. damp, smoke Managed by healthcare services = GP prescribes inhaler Chronic Obstructive Pulmonary Disease (COPD) (breathing difficulties) Managed by the individual = Give up smoking, exercise more Managed by healthcare services = GP prescribes medicines/inhalers Arthritis Managed by the individual = Maintaining a healthy weight Managed by healthcare services = Physiotherapy exercises Sensory impairments – vision aids Physical impairments – GP can prescribe medicine for pain Learning disability – speech and language therapists can improve communication skills.	Social Care Services for Children/Young People Foster Care – Provides a family environment in a home that is a safe and stable place to live. Residential Care– Live in centres for people with specific needs which are often complex. Services for Adults or Children with Specific Needs Can include learning disabilities, sensory impairments and long-term health issues. Residential Care A safe place for people to live that is not their own home. Accommodation, laundry and meals are provided. Staff are trained to support and are available 24/7. Respite Care Provides support for families who are carers. Provides trained carers for a few hours or overnight to give the main caregiver a break. Domiciliary Care A trained carer will visit their home to help with personal care and daily tasks Additional care: - Informal care – friends, relatives, partners, neighbours - Voluntary care – charities, community groups, faith-based organisations.	Physical Barriers Affects how easily a person moves around: -Steps at the entrance, busy or cluttered walkways, no car park How they can be overcome: -Having ramps to access the building, wider doorways Sensory Barriers Visual – small and hard to read signs, leaflets printed too small Hearing – Telephone booking system, struggle to hear instructions How they can be overcome: -Large print leaflets, bigger signs -Online booking system, hearing loops Social and Cultural Barriers Lack of awareness – e.g. not knowing symptoms Differing cultural beliefs – e.g. some people have specific diets & prayer times. Services should listen and respect their needs. Social stigma – when a person is seen in a negative way or discriminated against e.g. mental and sexual health conditions can make people scared to get help Fear of loss of independence – Reluctant to get help if they think it will affect their independence.	Language Barriers Affects people who have English as an additional language -Doctors using jargon (technical words), information only in one language How they can be overcome: -Explain medical information in simpler terms, have information available in multiple languages. Geographical Barriers Where a service is located and who can access it. -No direct transport link, the journey time takes too long How they can be overcome: -Offering home visits, use local community transport schemes Text Barriers Affect people with learning disabilities being able to access text (words written down). -May find it difficult to read signs How they can be overcome: -Have an advocate to help understand information given Financial Barriers -Cost of prescriptions, travel, charges for some services How they can be overcome: -NHS vouchers, charitable schemes.

Health and Social Care – Component 2



Week 6	Week 7	Week 8	Week 9	Week 10
Skills Needed when Delivering Care Problem Solving – To be able to assess a person's needs and work out the best way to help them. Observation – Paying attention to a person's condition and notice any changes in symptoms and mood. Dealing with Difficult Situations – Keeping calm when dealing with challenging behaviour. Being patient and compassionate when giving a patient bad news. Organisation – Planning their time and workload. Keeping paperwork organised to be able to access quickly. Attributes - An attribute is a characteristic of a person Empathy – The ability to understand and relate to another person's feelings. Patience – Being able to deal with difficult situations without becoming annoyed. Helps individual feel content and at ease. Trustworthiness – important for a good relationship with an individual, meaning they are more likely to listen and follow advice. Honesty – Important they are given the correct information about their situation so they can be involved in decisions about their care. They need to be made aware of any risks and the options available to them.	The 6 C's – Values for Planning and Giving Care Care – Should be consistent and correct for their specific needs. E.g. Listening to a person's individual needs and adapting the care they give to the specific person. Referring a person to a different service if they think it will better meet their needs. Compassion – Building relationships based on empathy, respect considering their feelings and dignity treating them as you would wish to be treated. E.g. Respecting a person's privacy and closing the door when helping them bathe. Competence – Being able to understand a person's needs and having the knowledge and skills to deliver effective care. E.g. Correctly carry out specific tests of procedures. Communication – Explaining their care, helping them feel at ease and involved in their care decisions. Being able to listen is just as important as language. E.g. listening to a person's preferences and decisions about their care. Courage – Doing the right thing and being brave enough to speak up when they have concerns. E.g. owning up if they've made a mistake. Commitment – Being dedicated to continuously improving the care experience they provide e.g. putting the person they are caring for and their individual needs first. - Making sure they have up-to-date skills and knowledge in the area.	Obstacles Lack of time – Struggle to find appointments times that fit around their schedule. Lack of Resources – Financial resources e.g. charges for some services such as dental care, transport costs, parking. Equipment and Amenities – not having the equipment they need to follow professional advice e.g. exercise equipment. -Lack of ramps or accessible toilets for wheelchair users. Unachievable targets – Targets need to be achievable to keep an individual motivated to reach it. Lack of Support – People might find it difficult to get the care they need without the help from family and friends e.g. someone to talk to and encourage them. Psychological Obstacles Lack of Motivation – can prevent someone from making an initial appointment, following recommendations. Low Self-Esteem – when they seem themselves in a negative way and lack confidence. Acceptance of Current State – When a person feels fine at the moment so doesn't think that they need to make changes. Stress and Anxiety – People may avoid seeing a care professional because they are worried about getting bad news.	Other Factors Abilities or Disabilities Physical disabilities can affect a person's mobility. Learning disabilities can make it difficult for people to understand new information and cope independently. This can affect how easily they can access care. They may find it difficult to: -Physically get to and from the health or social care service -Communicate with their care professionals -Understand the information they have been given. Health Conditions Some can make it difficult to access a service that they need: -A person with a visual impairment may not be able to drive and struggle to get to a service -A person with dementia having problems with memory. Addiction When a person becomes dependent on a substance e.g. alcohol, nicotine and drugs. They may find it difficult to get the care they need e.g. -Finding it hard to admit they have an addiction, worried what others may think if them.	Benefits of Skills, Attributes and Values People benefit in several ways: 1. They will be helped to overcome their obstacles e.g. given extra support 2. They'll be given high quality care e.g. care professionals should try to continuously improve 3. Their care will be person-centred and focused on their own wishes 4. They'll be treated with respect e.g. being considerate of another person's feelings 5. They won't experience discrimination e.g. being open minded and accepting of others 6. They'll be empowered and have independence 7. They'll be involved in decisions about their care e.g. being clear about options available to them 8. They'll be kept safe from harm e.g. care given from trained and qualified professionals 9. They'll feel comfortable raising any complaints they have 10. They'll be able to keep their dignity and privacy 11. Their confidentiality will be maintained e.g. keeping personal information private 12. Their rights will be promoted e.g. being treated fairly having access to the same care.

Year 10 History



Week 1	Week 2	Week 3	Week 4	Week 5
Power and the People Part 1 Magna Carta (1215) The barons forced King John to sign it. It limited the King's power and gave rights to freemen. It said all freemen had the right to a fair trial and John had to consult with the barons about raising taxes. Simon de Monfort Led the barons who overthrew Henry III in 1264. When in power he invited knights and barons to his parliament. The Peasants' Revolt (1381) The peasants were angered by the poll tax and the feudal system. Wat Tyler led a march to London where they burned buildings and beheaded 2 of the king's advisers. King Richard II went back on his promise and had the leaders hanged/executed.	Power and the People Part 2 The Pilgrimage of Grace (1536) Catholics in the north of England were angry because of the Break with Rome (Reformation). Robert Aske led a march of about 50,000 people in York. Henry VIII went back on his promise and had over 200 leaders hanged/executed. The English Revolution (Civil War) Charles I angered MPs by marrying a Catholic and changing the Church, closing parliament for 11 years and raising ship money. The Civil War was between the Parliamentarians and the Royalists and lasted from 1642 – 1649. The Parliamentarians won and Charles I was executed. England had no monarch from 1649-1660. Oliver Cromwell became Lord Protector. In 1660 Charles II returned as king, but the king's power had been reduced, and parliament's power had now increased.	Power and the People Part 3 The American Revolution (1776-1783) Americans were angry that they had to pay taxes but had no representation in parliament. The Declaration of Independence said that all men were equal, and people had the right to choose their government. The Great Reform Act (1832) Parliament gave the right to vote to some more middle classes. However, you still had to own property to vote, meaning the working classes had no vote. The Chartists The People's Charter set out their aims, including the vote for all men over 21 and voting in secret. Moral force Chartists were peaceful and Physical force Chartists used violence. Leaders: Feargus O'Connor and William Lovett. Protest methods: petitions, marches, riots. Protest Groups The Anti-Slavery Movement used petitions, meetings, leaflets and memorabilia to campaign against slavery. Leaders included William Wilberforce and Olaudah Equiano. Slavery was abolished in 1833. The Anti-Corn Law League protested about an increase in the price of bread due to the Corn Laws of 1815. They used memorabilia, meetings and speeches to campaign. Leaders included John Bright. The Corn Laws were repealed in 1846.	Power and the People Part 3 Factory and Social Reformers They aimed to reform working and living conditions. George Cadbury built homes, a school and a chapel for his workers around his factory in Bourneville, Birmingham. Elizabeth Fry campaigned for the reform of prisons. She set up a school and a chapel to help women and children in Newgate Prison. The Tolpuddle Martyrs They were arrested for forming a secret trade union. There was a huge protest organised by Robert Owen – 200,000 people marched and 800,000 signed a petition. The government decided to free the martyrs. Trade Unionism – New Unionism The Match Girls protested about low pay and dangerous conditions. They went on strike in 1888. They were led by Annie Besant, a journalist. They marched to the Houses of Parliament and organised a boycott. They were successful and achieved higher wages. The Dockers were angered by low wages and casual labour (no guaranteed hours). They went on strike in 1889 and were led by Ben Tillett. They marched through London carrying fish heads and rotten vegetables. They were successful and achieved higher wages and a guaranteed 4 hour day.	Power and the People Part 4 The Suffragists (peaceful) Leader: Millicent Fawcett Protest methods: petitions, articles, meetings, marches. The Suffragettes (violent) Leader: Emmeline Pankhurst Protest methods: chaining themselves to railings, blowing up post boxes, hunger strikes. Some women over 30 were given the right to vote in 1918, after WWI. All women over 21 were given the right to vote in 1928. The General Strike (1926) Over a million workers went on strike about low wages and poor conditions. The strike lasted 9 days and failed. The government limited trade unions' rights and membership of trade unions decreased. Ethnic Minority Rights People were angered by poor living conditions, low wages, racism and discrimination. Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government. In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men. The Brixton Riots (1981) Lasted 3 days in London. Clashes between the black community and the police. Buildings were burned and over 100 arrests. The Scarman Report said that the police needed to avoid targeting black men. The investigation after the murder of Stephen Lawrence showed that there was racism within the police in the 1990s.

Year 10 History

Week 6**Conflict and Tension Part 1
The Peacemakers**

George Clemenceau (France) wanted to punish Germany harshly for the damage caused to France in WWI. He wanted to make sure they could not invade France again.

David Lloyd George (Britain) was under pressure to make Germany pay after WWI. However, he wanted to keep trading with Germany and make sure they would not seek revenge.

Woodrow Wilson (USA) was an idealist who wanted Germany to be treated fairly. His main aim was to keep world peace.

The Terms of the Treaty of Versailles

Guilt Clause 231 – Germany solely blamed for WWI.

Armed forces reduced e.g. only 100,000 troops, 6 large battleships, no aircraft or tanks.

Reparations of £6.6 billion for Germany to pay.

German territories lost e.g. Alsace-Lorraine to France, all colonies given to Britain and France to oversee.

League of Nations set up, but Germany not allowed to join.

The Impact on Germany

Many Germans hated it as they felt vulnerable and humiliated. They felt 'stabbed in the back' by the Weimar government who had signed it.

Germany could not afford to pay reparations which led to France invading the Ruhr in 1923. This led to hyperinflation.

Week 7**Conflict and Tension Part 2
The aims of the League of Nations:**

Discourage aggression.

Improve living and working conditions.

Encourage countries to

cooperate e.g. through trade. Disarmament.

Membership and Structure of the League

Germany and the Soviet Union (Russia) were not allowed to join the League. The USA chose not to join. The 4 members of the Permanent Council were Britain, France, Japan and Italy. They all had a veto. The Assembly met once per year, and the League had no army.

Successes

Aaland Islands 1921 – Solved dispute between Sweden and Finland.

Upper Silesia 1921 – Solved dispute between Germany and Poland.

Failures

The Corfu Crisis 1923 –

Mussolini used aggression and went behind the League's back to force Greece to pay Italy compensation. Showed that the League could not deal with major, powerful countries.

Week 8**Conflict and Tension Part 2****International Agreements in the 1920s:**

The Dawes Plan 1924 – The USA agreed to lend Germany money to help rebuild their economy and pay reparations.

The Locarno Treaties 1925 – 6 countries agreed not to go to war. Germany and France agreed their borders.

The Kellogg-Briand Pact – 65 countries agreed not to use war to solve disputes.

Conflict and Tension Part 2b

The Great Depression caused huge unemployment and poverty. Many people blamed their governments and turned to extremist, fascist leaders.

Trade and cooperation between countries became less common and tensions increased.

The USA recalled their loans to Germany and in Germany 6 million people became unemployed and many people voted for Hitler and the Nazi Party.

Week 9**The Manchuria Crisis 1931-33**

Japan invaded Manchuria in order to gain raw materials, living space and expand their empire.

The Lytton Report took over a year to produce which showed the League was slow to act. Japan ignored the League and it showed that the League was weak; they had no army and economic sanctions would not work without the USA being a member.

It showed that Britain and France were self-interested and encouraged Mussolini to act aggressively.

The Abyssinia Crisis 1935-36

Italy invaded Abyssinia in order to expand their empire, gain raw materials and to distract people from the Great Depression.

Britain and France made the Hoare-Laval Pact – a secret plan to give most of Abyssinia to Italy. This showed they were self-interested. Britain failed to shut the Suez Canal and the League did not stop trading oil with Italy.

It showed that the League was weak and encouraged Hitler to remilitarise the Rhineland in March 1936.

Week 10

Revise everything, we have covered so far for your end of term assessment.

Focus on topics that you feel least confident on.

For extra resources or practice questions ask your teacher who will be happy to help or look on Google Classroom.

Year 10 Hospitality and Catering

Unit 1

Week 1

UNIT 1 LO3

Health and Safety Requirements:
Every year there are many accidents at work, businesses must ensure they minimise risks to both customers and employees by following the following laws:

Health and Safety at Work Act 1974 (HASAWA)

What employers need to do by law:

- Protect the health, wellbeing and safety of employees, customers and others.
- Review and assess the risks that could cause injuries.
- Provide training for workers to deal with the risks.
- Inform staff of the risks in the workplace.

What paid employees need to do:

- Take reasonable care of their own health and safety and the health and safety of others.
- Follow instructions from the employer and inform them of any faulty equipment
- Attend health and safety training sessions.
- Not to misuse equipment.

Report of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) 2013:

What employers need to do:

- Inform the Health and Safety Executive (HSE) of any accidents, dangerous events, injuries or diseases that happen in the workplace.

Week 2

- Keep a record of any injuries, dangerous events or diseases that happen in the workplace.

What paid employees need to do:

- Report any concerns of health and safety matters to the employer immediately. If nothing is resolved, then inform the HSE.
- Record any injury in the accident report book.

Control of Substances Hazardous to Health Regulations (COSHH) 2002

What employers need to do:

- Control substances that are dangerous to health
- Provide correct storage for those substances and appropriate training for staff
- Some examples of substances that are dangerous to health include cleaning products, gases, powders & dust, fumes, vapours of cleaning products and biological agents.

What paid employees need to do:

- Attend all training sessions regarding COSHH.
- Follow instructions carefully when using the substances.
- Know the different types of symbols used to know different types of substances and how they can harm users and others when used incorrectly.

You must learn all the following COSHH international symbols and their meaning:

Week 3

Symbol



Hazard

Toxic / Very toxic
May cause serious health risk or death if inhaled, ingested or it penetrates the skin.

Corrosive
In case of contact may cause burns or destruction of living tissue.

Health hazard
May cause damage to health if inhaled, ingested or it penetrates the skin.

Serious health hazard
May cause long-term threats to health or death if inhaled, ingested or it penetrates the skin

Explosive
May explode when dry or under the effects of flame or heat

Oxidising
Reacts with other substances and may cause explosive damage or damage to the living tissue.

Highly Flammable
May catch fire on contact with air. Flashpoint below 0 degrees Celsius.

Extremely Flammable
Liquid with a flashpoint of below 0 degrees Celsius and boiling point below 35 degrees Celsius.

Gases under pressure
Gases which may explode when heated or refrigerated gases which may cause cryogenic injuries.

Dangerous to the environment
Substances presenting an immediate or delayed danger to the environment.

Week 4

Example products

Anti-freeze, drain cleaner, pesticides

Bleach, household cleaning products e.g. lime-scale remover, disinfectants, ammonia

Hand sanitiser, white spirit, methylated spirit, washing detergent, toilet cleaner, insect repellent, paint

White spirit, petrol, turpentine

Fireworks, camping gas
N.B. aerosols such as deodorants may well explode if heated but are unlikely to carry this symbol

Hydrogen peroxide (used in hair bleach), swimming pool chemicals, sodium nitrate used for curing meats, garden fertilisers

Hand sanitiser, WD40, white spirit, methylated spirit, camping gas, petrol, deodorants, cosmetics such as nail polish remover

Camping gas, spray paint

Bleach, white spirit,

Week 5

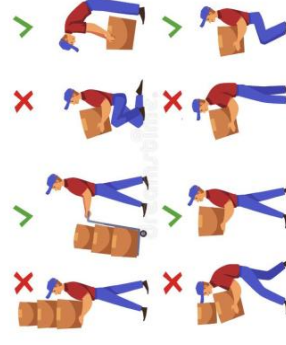
Manual Handling Operations Regulations 1992

What employers need to do by law:

- Provide training for staff.
- Assess and review any lifting and carrying activities that cannot be avoided.
- Store heavy equipment on the floor or on low shelves.
- Provide lifting and carrying equipment where possible

What paid employees need to do:

- Ask for help if needed.
- Squat with feet either side of the item. Keep back straight as you start to lift. Keep the item close to your body whilst walking. Make sure you can see where you're going



Risks to health and security including the level of risk (low, medium, high) in relation to employers, employees, suppliers and customers.

Review and assess level of risks in the workplace e.g. slips, trips, falls, burns etc by completing a risk assessment to avoid from happening.



Year 10 Hospitality and Catering

Unit 1

Week 6

Risk assessment

Risk assessment is a method used to prevent accidents and injuries by identifying possible dangers.

There are 5 steps to creating a risk assessment:

- Identify the hazard (something that could cause harm)
- Decide who might be harmed and how
- Evaluate the risks and decide on the controls (precautions)
- Record the findings and implement them
- Review the assessment and update if necessary

A risk assessment should be completed and reviewed frequently for the document to be kept up to date.

New risks should have control measures to reduce the risk of happening or not happen at all. Within the document hazards need to be identified, likelihood of the risk happening is stated and the control measure of how to avoid or reduce the risk is noted. Below are definitions of the main key words:

Hazard: An object or something that can physically harm someone or cause harm to someone's health.

Level of risk: The likelihood of the hazard happening and being harmed or causing injury.

Level of risks named could be low, medium or high.

Control measure: Steps or action taken to avoid or reduce the hazard from happening and causing injury.

Week 7

A Risk assessment Document need to have:

- Who the Assessment was carried out by.
- Date of assessment.
- Date of next review.

It must then include the following:

What are the hazards?

Examples could include, slips, trips, falls, burns from oven, electric shocks, etc.

Level of risk

Low / medium / high if it is a low risk, then the hazard is less likely to cause injury or harm compared to a high risk.

Control measure

Examples could include providing training and PPE for employees, having appropriate safety posters and signs, e.g. wet floor signs.

Who needs to carry out action?

Named employer and/or employees to reduce the hazard from happening

Remember: Employers are responsible for the health and safety training needs of all staff.

Accident forms

If an accident happens, it is vital that an accident form is completed correctly to develop control measures for potential risks and to avoid them from happening again. It should be reviewed and used to manage any health and safety risk. It is law to complete an accident form for accidents in the workplace. Below is an example of an accident form and how it should be completed.

Week 8

Example Accident form:

Name of person in accident:

Date:

Description of accident & injury:

Description should include as many details as possible about what happened and how, e.g. slipped/fallen on oil spillage and broken arm as a result.

What was the hazard?

Named hazards could be spillage/liquid on floor or broken handrail, etc.

How could this accident have been prevented?

Suggested prevention could include:

- correct storage
- ensuring all staff had health and safety training
- relevant health and safety posters visible in the workplace
- correct usage of wet floor signs and clear spillages immediately.

Further action:

Points could include:

- investigating the accident further
- completing/updating risk assessment
- reviewing storage of products
- first aid that has been given to be logged
- correct PPE to be worn, e.g. anti-slip footwear.

Signed: By the person completing the form, ideally a qualified first aider.

Week 9

Food labelling laws

By law, the following must be shown on food packaging and labels:

- name of the food
- list of ingredients
- allergen information noted clearly and in bold on the packaging or label.

The 14 possible allergens include: celery, cereals containing gluten (e.g. wheat, oats and barley), crustaceans (e.g. lobster, prawns and crab), eggs, fish, lupin, milk, molluscs (e.g. oysters and mussels), mustard, peanuts, sesame, soybeans, tree nuts (e.g. almonds, hazelnuts, walnuts, Brazil nuts, cashews, pecans, pistachios and macadamia nuts) and sulphur dioxide and sulphites (information from www.food.gov.uk).

- storage instructions
- name and address of manufacturer
- nutrition information
- cooking instructions
- weight of ingredients
- use by dates and/or best before dates.

The label must not be misleading and must be clear and easy to understand.

Week 10

Food safety legislation

Under the Food Safety Act 1990, any businesses that prepare, cook and sell food must meet the following criteria:

- make sure the food is safe to eat
- the food packaging or label must not be misleading in any way, e.g. if the packaging states the product is suitable for vegetarians it must not contain any meat
- the food product is what the consumer expects it to be.

Food hygiene

The Food Hygiene Regulations 2006 ensures that food at any time of production, apart from primary production (e.g. catching fish, milking animals, etc.), is handled and sold in a hygienic way.

These regulations also aim to do the following:

1. identify potential food safety hazards
2. enables to identify where exactly in the process that things could go wrong – these are called critical control points
3. put controls in place to prevent food safety risks from happening
4. ensure that the control measures that exists are always followed and are reviewed frequently.



Year 10: Life to the full: Cycle 1



Week 1	Week 2	Week 3	Week 4	Week 5
Relationship Stages Courtship: This is the exciting “getting to know each other” stage. This is typically experienced as an exciting adventure often accompanied with the potential promise of a wonderful and fulfilling life together. Honeymoon: Assuming courtship leads to commitment, couples enter into the well-known honeymoon stage. For the vast majority of couples, this represents the pinnacle of their mutual fulfillment and can last anywhere from a few weeks to a couple of years. Internal stressors: Once the thrill of the honeymoon period wears off, routine, distraction and gender differences start to erode mutual fulfillment. These internal stressors are something each partner has control over once they are aware of them. External stressors: Significant further diminishment of mutual satisfaction can occur when the relationship is impacted by external stressors such as career, finances, health issues, and most notably, having children. Without appropriate checks in place, these have the potential of creating deep emotional wounding between the partners.	Relationship Stages Stagnation: This is the stage where partners just keep things together as best as they can hopefully long enough for the external stressors to pass (i.e. retirement, kids leave home, etc.) This is also often the most likely stage where couple's therapy is sought to address long-brewing conflicts and the lack of intimacy and fulfillment. Maturation: In most cases this represents the final stage of the relationship and has three possible outcomes: Re-kindling: This is where the partners re-ignite the love and passion they had during earlier stages of their relationship leading to incrementally greater levels of mutual fulfillment. However, this rarely leads to achieving the same degree of fulfillment as experienced during the honeymoon stage. Settling: This is one version of relationship failure where couples stay together out of convenience. Either for financial reasons or unwillingness to get out of their comfort zone that would inevitably happen during a break up. Termination: This is the second version of relationship failure where a couple decides to no longer be together primarily due to unresolvable conflict and deep emotional wounding.	Lust Lust is driven by the desire for sexual gratification. The hypothalamus of the brain plays a big role in this, stimulating the production of the sex hormones testosterone and estrogen. Attraction The hypothalamus also controls attraction. High levels of dopamine are released when we experience attraction or things that feel good to us, which often make people feel euphoric and energetic. Dopamine is like a reward, meaning that we want to experience those things again. Attachment Attachment is affected by the release of the hormones oxytocin and vasopressin. This occurs in a variety of relationships, such as parent-child, friendships and romantic relationships. Attachment is vital for us to flourish right from birth, as it helps us to form bonds with others.	Types of intimacy Physical – Cuddling, Kissing, Hugging Emotional – Sharing deepest thoughts and desires confidentially Spiritual – Sharing moral, Values and beliefs Intellectual – Sharing ideas and points of view Experiential- Doing things together on a daily basis Conflict –Resolving differences by understanding each other Creative – doing nice things to make the other person feel loved The grief cycle: Stage 1: Denial- avoidance, confusion, elation, shock and fear. Stage 2: Anger- Frustration, irritation, anxiety. Stage 3: Bargaining- struggling to find meaning, telling your story, reaching out to others. Stage 4: Depression- Overwhelm, hopelessness, hostility, flight. Stage 5:- Acceptance- Exploring options, new plans in place, moving on.	Features of healthy relationships: Mutual respect: Each person values the other and their boundaries. Trust: Each person feels they can allow the other to make decisions and choices. Honesty: Being truthful. Support: Each person is there for the other in good and bad times. Empathy: Each person tries to understand how the other feels. Separate identities: People don't have to stop being their true selves and while there have to be compromises, people are able to pursue their interests and passions. Warning signs of unhealthy relationships: Regular use of verbal insults, mean language or put downs. Physical violence. Forcing someone to do something that they don't want to. Getting angry when someone doesn't do exactly what they want. Stopping a partner from seeing other friends or family,



Year 10: Life to the full: Cycle 1



Week 6	Week 7	Week 8	Week 9	Week 10
Key words Salam Peace – a period of time in which there is no war Amicable - Showing a polite and friendly desire to avoid disagreement and argument Dar Es Salam - House of Peace (name given to Islam in the Qur'an) Greater Jihad - Personal struggle to follow the teaching of Islam and resist evil Salam Alaikum - Peace be with you (Muslim greeting) Lesser Jihad - The struggle to defend Islam and make the world a better place Nonconfrontational - Dealing with a situation diplomatically and calmly instead of with aggression and hostility Peacemaking - The process of trying to bring about peace Reconciliation - Bringing people together who were opposed to each other Ahmadiyya - A Muslim group that is against war and organises talks, conferences and ad campaigns to speak out against terrorism and encourage "love for all" Prophetic Jihad - Jihad as understood and practised by the prophet Muhammad Islamic Relief - A disasters and emergency charity, which was founded originally to help victims of war Conflict - The opposition of individuals or groups that may result in aggression or fighting Internally displaced - Being forced to move your home because of conflict, but staying in the same country Displacement - being forced to move from your home to another country due to conflict Inter-religious dialogue - Discussions between different religions Patriotism - Love for, or devotion to one's country Aggressor - someone who attacks without being provoked	Key words: Pacifism/ Pacifist - The belief that fighting or violence is never the correct response to conflict. Passive Resistance - Non-violent opposition to authority Just War Theory - The idea that for war to be morally justifiable (just) it must meet a number of criteria. Proportional methods - Using weapons of the same factor as those used against you. Last resort - After all other methods have been tried. Holy War - A war for a religious or moral purpose. Weapons of Mass Destruction - Weapons which can destroy large areas and/or large numbers of people Biological weapons - Weapons that make use of some kind of virus or disease to infect millions of people Nuclear weapons - Devices that explode through a nuclear reaction releasing a huge amount of energy. Chemical weapons - Weapons that use chemicals such as nerve and blood agents to kill or disable enemies. Intercontinental ballistic missiles - Rockets that carry nuclear warheads over vast distances. Lethal - Sufficient to cause death Mutually assured destruction (MAD) - A strategy of stockpiling nuclear weapons by two or more opposing sides to deter the opposition from beginning nuclear strikes.	Peace: Conscientious Objector - Someone who refuses to engage in military service or go to war with weapons, because doing so would conflict with deeply held personal beliefs. These can be based on religion or experience, or moral and ethical considerations. The importance of peace for Muslims: Accepting Islam brings inner peace through submission to the will of Allah. When Muslims have inner peace it encourages them to have peaceful relationships with others. Peace should take a central role in a Muslims life. They should always look for an amicable solution, following Muhammad's example - whenever Muhammad had a choice between two courses of action, he always chose the non-confrontational one "an amicable settlement is best". Surah 4:128 - Working for peace in the world is part of a Muslim's duty as Khalifah (stewards). - Allah is called Ar Rahim (all merciful), solving conflicts peacefully reflects this. -- All Muslims should work for peace in co-operative and peaceful ways. - Allah is just "Allah commands you to judge with justice" Surah 16:19. - Muslims should ensure that everyone is treated with justice and fairness so that people can live together peacefully.	God is compassionate and merciful to sinners, so Muslims should be merciful and forgiving to those who have offended them, "Ar Rahim" the merciful is repeated many times during prayer, Muslims should focus on forgiveness - "But if a person forgives and amends his reward is due from Allah." Surah 42:40 There are many Hadith from Muhammad about forgiving people who have wronged you. Muhammad himself forgave people and Muslims should follow the example of the Prophet: For example, He forgave a neighbour who threw garbage at him every day. He also forgave the people of Makkah when they attacked his ally during the Hiraj. This has been described as one of the greatest examples of peacemaking. Causes of war around the world: Politics: • lack of unity in the government • one group believes that they should hold power over another • one group want independence (nationalism) Resources: • need for natural resources or greed • economic problems History: • Events in the past might not be forgotten • Conflicts caused by artificial borders created as a result of colonialism Religion: • Belief that one religion is correct or another religion is false • Diversity within a religion	Week 10 When Makkah, violated the terms of the peace by attacking one of Muhammad's allies he raised an army and fought against them. Muslims should not be the first to attack. Any conflict in which they could be classed as the aggressor must not be fought by a faithful Muslim. So Muslims could NOT be involved in a conflict which: - Takes resources from someone else - Forces another country or people to become Muslim - Changes the political leadership or ideology of another country - Changes the culture of a country Situation Ethics: • Many Muslims and Humanists apply Situation Ethics to issues of conflict. They will look at the causes and effects of a conflict and make a decision based on what will produce the most loving outcome: • If a country has been invaded and its people are being tortured or treated poorly without human rights, they may decide the best solution is to fight against the invaders. • If the war will end in using nuclear weapons which would destroy most of the world, they would decide not to fight.



Mathematics

sparx Homework

How to login:

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

Complete your compulsory Sparx homework as follows:

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

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

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

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

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

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

A01 $\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}$ ✓

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

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

Task 2

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

H71 $P(\text{odd}) = \frac{3}{5}$ ✓

Task 3

J22 Even ✓

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 P)
 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Volumes

Cuboid = $l \times w \times h$

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

Cylinder = $\pi r^2 h$

Compound measures

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

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

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

Angles formed by parallel lines

ALTERNATE (same)
CORRESPONDING (same)
INTERIOR (add to 180°)

Constructing Pie Charts

The angle to draw for each sector is

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

Angles in Polygons

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

Where n is the number of sides of the shape

Exterior Angles add up to 360°

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

Interior + Exterior = 180°

Other useful formulae

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

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

Types of numbers

SQUARE NUMBERS

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

CUBE NUMBERS

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

PRIME NUMBERS

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

Foundation Formula Quiz

Higher Formula Quiz

Areas

Parallelogram = $b \times h$

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

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

Circles

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

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

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

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

Volumes

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

Cylinder = $\pi r^2 h$

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

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Where n is the number of sides of the shape

Exterior Angles add up to 360°

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 $\sin x^\circ = \frac{\text{opp}}{\text{hyp}}$, $\cos x^\circ = \frac{\text{adj}}{\text{hyp}}$, $\tan x^\circ = \frac{\text{opp}}{\text{adj}}$

Angles formed by parallel lines

ALTERNATE (same)
CORRESPONDING (same)
INTERIOR (add to 180°)

Quadratic equations

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

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

Indices and surds

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

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

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

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

Straight lines

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

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

Perpendicular gradients
multiply to give -1.

Trigonometric formulae

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

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

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



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

Year 10 Music – AOS1



Week 1	Week 2	Week 3	Week 4	Week 5
<i>Please revise the following words and their meanings for your weekly test.</i> Devices Part 1 Repetition: A musical idea is repeated exactly. Imitation: An idea is copied in another part. Sequence: Repetition of an idea in the same part at a higher/lower pitch. Ostinato: A short, repeated pattern or phrase. Drone: A long held or constantly repeated note(s). Conjunct: Notes that move in steps. Disjunct: Notes that move in leaps/intervals. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Devices Part 2 Arpeggio/broken chord: The notes of a chord played individually.. Alberti bass: A broken chord accompaniment (I, V, iii, V) common in the Classical era. Anacrusis: An 'up-beat' or pick-up before the first strong beat. Dotted rhythms: A rhythm using dotted notes (gives a 'jagged' or 'bouncy' type of effect). Syncopation: Off beat accents. Regular phrasing: Balanced parts of a melody (like the phrases in a sentence) e.g. four bar phrases. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Form and Structure Part 1 Binary A B Two sections: A usually ends in a related key (e.g. dominant or relative minor), but B returns to the tonic. B will contain with some change/contrast. Ternary ABA Three sections: section B provides a contrast (e.g. new tune key change). A may return exactly or with some slight changes. Rondo A B A C A A longer form: A returns throughout the piece, with contrasting sections called 'episodes', containing new ideas and using different keys. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Form and Structure Part 1 Minuet and Trio :A B: :CD: AB The minuet was a type of graceful dance from the 17-18th century, and was often used as the 3rd movement in symphonies in the Classical era. The minuet had two repeated sections, the trio had two new repeated sections, with a return to the minuet at the end (no repeat). Variations A A A The main theme (tune) is repeated and developed a number of times in a variety of different ways. Strophic A A A A simple form where the song uses the same melody over and over. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	<i>Please revise the following words and their meanings for your weekly test.</i> Cadences Two Chords at the end of a phrase. Perfect V-I A strong ending – sounds 'finished'; a musical full stop. Plagal IV – I Sounds finished but 'softer'; Amen. Imperfect I-V, ii-V, vi-V Sounds unfinished. Interrupted V-vi Moves to an unexpected chord; 'surprise'. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.

Year 10 Music – AOS1



Week 6	Week 7	Week 8	Week 9 and 10
Please revise the following words and their meanings for your weekly test. Baroque Era Features Harpichord: A keyboard instrument shaped like a small grand piano. Ornaments: Short extra notes that add decoration. Terraced dynamics: Dynamics are either loud or quiet with no in-between. Basso continuo: A continuous bass part, often played on the harpsichord and cello. Small orchestra: A small orchestra, mostly strings plus some wind. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	Please revise the following words and their meanings for your weekly test. Classical Era Features Alberti bass: A pattern of notes – a way of playing a broken chord. String quartet: Two violins, a viola and a cello or a composition for these four instruments usually in four movements. Symphony: A long piece of music, in three or four movements, for a full orchestra. Slightly larger orchestra: A larger orchestra with the addition of the clarinet. Balanced, regular phrases: Phrases are paired into questions and answers of 2, 4 or 8 bar measures. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	Please revise the following words and their meanings for your weekly test. Romantic Era Features Lyrical, expressive melodies: Melodies that mimic the natural, emotional way humans speak. Wider range of dynamics: Extreme dynamic changes to emphasise emotions. Chromatic chords: Chords that include at least one note that does not belong to standard scale of the key you are in. Larger Orchestra: Usually over 100 instruments. Larger woodwind and brass sections. Expanded percussion section and the harp. Programme music: Instrumental music designed to tell a story, paint a picture or evoke a specific mood. Remember you also have a listening task set on Elemental. You can find this link in Google Classroom or it will already be in your Elemental App.	Please revise the following words and their meanings for your weekly test. A CHORD is a group of two or more notes played at the same time. A TRIAD has three notes. A CHORD SEQUENCE/ PATTERN is a series of chords. DIATONIC HARMONY is based on the chords of major/minor scales. C Major Scale C Major Triads Primary chords I, IV, V Secondary chords ii, iii, vi, vii C Major Scales A Minor (Harmonic) Scale Chromatic Scale on C Blues Scale in C Major pentatonic Minor pentatonic

Year 10 GCSE PE Cycle 1

Week 1: Components of Fitness	
Remember the acronyms ... Sprinters Can Run Fast Speeds A Marathon Can Be Painful	
Component	Definition
Strength	The ability to overcome a resistance.
Coordination	The ability to use 2 or more body parts together smoothly and efficiently.
Reaction time	The time taken to initiate a response to a stimulus.
Flexibility	The range of movement possible at a joint.
Speed	The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time.
Agility	The ability to move and change direction quickly whilst maintaining control.
Muscular endurance	The ability of a muscle group to undergo repeated contractions avoiding fatigue.
Cardiovascular endurance	The ability of the heart and lungs to supply oxygen to the working muscles.
Balance	Maintaining the centre of mass over the base of support.
Power	The product of strength and speed.

Week 2: Fitness Testing	
Component	Fitness Test
Strength	One rep max test Hand grip dynamometer
Coordination	Anderson wall throw test
Reaction time	Ruler drop test
Flexibility	Sit & reach test
Speed	30m sprint test
Agility	Illinois agility test
Muscular endurance	Sit-up bleep test
Cardiovascular endurance	Multi-stage fitness test
Balance	Stork balance test
Power	Vertical jump test

Week 3: Principles of Training	
Principle of Training (FITT & SPORT)	Description
Frequency	How often you train.
Intensity	How hard you train.
Time	How long you train for.
Type	What method of training you use.
Specificity	Making training relevant to demands of the sport, muscles used, needs of the person.
Progressive	Gradually increasing intensity of training over time.
Overload	Working harder than normal to push the body.
Reversibility	Negative effects when you stop training. Going backwards in training.
Tedium	Boredom.

Week 4: Methods of Training (GCWIFSP)				
Method of Training	Description	Advantages	Disadvantages	
Circuits	A selection of different activities (stations).	Variety. Works the entire body. Sports specific.	Specialist equipment sometimes needed.	
Continuous training	Working at medium intensity for longer periods of time without rest.	Develops CV endurance. Can be done anywhere.	Time consuming. Boring. Only develops CV endurance.	
Weight training	Lifting any resistance (weights, objects, own body weight).	Develops strength and muscular endurance.	Increases blood pressure. Injury.	
Interval training	Short, high intensity work followed by short periods of rest (HIT)	Burns calories and body fat. Quick. Aerobic and anaerobic.	Injury. Motivation needed. Dizziness and exhaustion.	
Fartlek Training	Running at different intensities (speeds) over different terrains.	Aerobic and anaerobic. Interesting and variety.	Need different terrains.	
Static stretching	Holding stretches for 30 seconds.	Increases flexibility. Can be done by anyone.	Over-stretching. Time consuming.	
Plyometric training	Bounding, hopping and jumping.	Increases power. Useful in lots of sports.	Injury. Equipment.	

Week 5: Safety and Training Seasons	
Safer Acronym:	
• STRETCHING	
• APPROPRIATE INTENSITY	
• FOOTWEAR & CLOTHING	
• EXERCISE & REST	
Training Seasons	
Pre-season (Preparation)	
• Build fitness, aerobic.	
• Skills needed for season.	
Competition Season (Peak/Playing)	
• Peak level of fitness, maintain it, work on skills.	
Post Season (Transition)	
• Rest and recover, light aerobic training to not drop too far.	
High Altitude Training	
* 2000m+ above sea level	
* Less oxygen so body has to work harder	
* Body compensates by creating more red blood cells	
* Return to sea level and training is easier due to more red blood cells for short period	
* Suits endurance athletes due to higher levels of oxygen.	

Year 10 GCSE PE Cycle 1



Week 6: Sports Psychology	Week 7: Sports Psychology	Week 8: Skill and Ability	Week 9: Goal setting	Week 10: Information Processing
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	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."	Skill "A learned action/behaviour with the intention of bringing about predetermined results, with maximum certainty and minimum outlay of time and energy" Ability "Inherited, traits that determine an individual's potential to learn or acquire a skill" Classification of Skill -The four Skill Classification lines are called: basic → complex Basic skills have a limited amount of information to process. The skill has a smaller cognitive element. A complex skill involves a high level of decision making and has a large cognitive or thinking element to it. open → closed An open skill is one that is affected by the sporting environment. The performer has to make decisions in response to their surroundings. A closed skill involves less decision making because it has a predictable environment. The performer can take their time to execute the skill. self-paced → externally-paced A self-paced skill is at the control of the performer. The rate of execution is decided before execution. An externally paced skill is controlled by factors out of the control of the performer, who may have to react to external conditions. i.e. games activities. gross → fine A fine skill has small, delicate muscle movements. A gross skill uses large muscle group movements.	Sports performers often set themselves goals or have goals set by their coaches. It gives performers: - motivation - a target to aspire to - helps prepare them physically & mentally Types of Goals Outcome Goals focus on end result/winning. <i>i.e. Winning a fencing competition</i> Performance Goals focus on personal standards to be achieved. Performers are concerned with previous personal bests with no comparison to others. i.e. To make more tackles this game than last game. SMART Targets Specific – targets must to the point and specific to the performers sports/ needs. Measurable – can it be measured & compared. Accepted – targets are accepted by performer & coach. Realistic – matched to the performers skill level. Time bound – Set for a particular time to be completed .	"Information Processing" is the name given to the process that a performer goes through when they make and act on a decision? There are four stages to the "Basic Information Processing Model" Input Performer takes in information from the environment/ display (senses – sight, hearing or feel). They choose which sense (cue, stimulus...etc) is the most important to them at that time. E.g. sight when watching a tennis ball flying through the air. This is called selective attention, i.e. a filtering process whereby they pick out the most relevant part/ sense and discard the rest. Decision Making Having selectively attended to, for example, sight: An appropriate response is chosen (movement/skill) from memory. Perhaps one they have used in this situation before. Short-term memory (STM) is the "Working Memory". Anything done in the last 30 seconds comes directly from the short-term memory (STM). Long-term memory (LTM) holds information that has been rehearsed and stored. If a memory or past experience is relevant to what is required, it is compared to the information in the STM so that a suitable decision can be made. Eg. A Cricketer has seen a ball in the air. They recall memories of previous catches (LTM) and compare it to what they are seeing (STM) so a decision can be made. Output The decision chosen is sent to the appropriate muscles to carry out the movement. The action is performed with reference to the movement pattern stored in long term memory. Feedback Feedback. Information is received by the performer via: Intrinsic Feedback - Self thoughts/emotions and or kinesthetic feedback physical sensation of movement felt by the performer Extrinsic Feedback - Outside coach/spectators/videos



Year 10: Philosophy & Ethics: Cycle 1



Week 1		Week 2		Week 3		Week 4		Week 5	
The Ten Obligatory Acts (Shi'a) Shi'a Muslims have a duty to follow the Ten Obligatory Acts (sometimes called the Furu ad Din (branches of Faith)). They describe how a Muslim should live their life and how they should worship. They were given by the Twelver, also called the Twelve Imams, who Shi'a Muslims believe were divinely ordained (chosen by Allah) to be the political and spiritual successors to Muhammad after his death. Shi'a Muslims differ in their views to Sunni Muslims on who should have been the leader after Prophet Muhammad died. They believe it should have been Ali, Muhammad's cousin. Sunni believe it should have been Abu Bakr. Shi'a Muslims include four of the Sunni Five Pillars of Islam in their ten obligatory acts but add to them and have amended them slightly. The Ten Obligatory Acts are important today because it: - Unites the Shi'a Ummah (Muslim brotherhood) - Allows Shi'ites to worship together; - Brings Shi'a Muslims closer together - Helps them with challenges - Gives life meaning and purpose.		Obligatory Acts 5 - 6 5. Khums: This is 20% (literally one fifth of gain) of the money that you make in a year and must be given to charity. It is applied to business profits and is payable at the beginning of the financial year. The Qur'an says: "Know that whatever you acquire, a fifth of it is for Allah." (Surah 8) 50% should go to religious causes and poor descendants of the prophet. This includes religious leaders and scholars. 50% should go to the poor, orphans, and the homeless. The purpose of Khums: To ensure the descendants of Muhammad are properly cared for To ensure religious leaders are cared for and independent of state control To provide support for mosques and religious schools and colleges; To provide security for the poor Shi'a pay Khums because: It is commanded by the Qur'an It is a way of supporting the descendants of Muhammad It is a way of supporting and spreading Shi'a Islam. 6. Jihad (To struggle/strive) It means to struggle or strive to please Allah: Greater Jihad: Can be called 'Inner Jihad' - the struggle against the evil within one's soul in every aspect of life in order to become a better Muslim and please Allah. Greater Jihad shows submission to the will of Allah. Lesser Jihad: is the struggle against the evil of one's environment in every aspect of life.		Obligatory Acts 7-10 & Key quotes 7. Amr-bil-Maroo (commanding what is good) This refers to the Islamic responsibility that every Muslim has to encourage others towards the right path, and to do good. 8. Nahi anil-munkar (forbid what is evil) It is very important in Shi'a Islam to forbid evil. This means you should resist temptation and not commit sins against Allah. You should also do what you can if you see something evil happening. 9. Tawalla (expressing love towards good) This means loving the Ahl al-Bayt (family of the Prophet) and those who follow the 'straight path' of Allah. 10. Tabarra (moving away from evil) This means avoiding the enemies of God. This includes: people who stood in the way of the Imams (the twelve after Muhammad – including Ali), polytheists and people who are not believers. "There is no God but Allah and Muhammad is his messenger" Shia's add: "and Ali is the friend of God" "Know that whatever you acquire, a fifth of it is for Allah." (Surah 8) "Be steadfast in prayer and regular charity" (Surah 2:43). "Fasting is prescribed to you so you may learn self-restraint." (2:183) "And proclaim that the people shall observe Hajj pilgrimage." (22:27) "And strive in His cause as you ought to strive" (Surah 9:20)		The Five Pillars (Sunni) Shahadah This is the basic statement of the Islamic faith: anyone who cannot recite this wholeheartedly is not a Muslim. It is also known as the Muslim creed. When a Muslim recites this they are saying that Allah is the only God, and that Muhammad is his Prophet and that they personally accept this as true. The Shahadah is part of the Adhan – the call to prayer of the muezzin from the minaret of the mosque. It is also spoken into the ears of newly born babies and into the ears of dying people so that it is the first and final words people hear. This is important because... It is the foundation of the Islamic faith (the other four Pillars are based on this) All Muslims believe the Shahadah, so it unites the Ummah It is the starting point of their religion (if someone converts all they need to do is recite the Shahadah in front of witnesses) Accepting it shows submission to God It shows dedication to their faith (repeating it at least five times a day) Reinforces the six Beliefs (Tawhid and Risalah) It shows that Islam rejects Christian beliefs about Jesus being the Son of God		Salah Muslims must pray five times each day to show submission to God. In the Qur'an it says, "Be steadfast in prayer and regular charity" (Surah 2:43). Originally Allah told Muhammad to pray fifty times, but Moses told Muhammad to ask God if it could be five times instead as it was more realistic. Praying is not only highly spiritual, but connects each Muslim to all others around the world, and to all those who have uttered the same words and made the same movements (rakahs) at different times in Islamic history. People face Makkah when they pray (qiblah), because the Ka'ba is there and it symbolises the unity of the Ummah. Muslims must remove their shoes and be clean before they pray. They make sure of this by performing ritual washing, called wudu. They must also pray in a clean place. The set prayer ritual is called rakah and must be carried out. Prayer is important because: It is commanded in the Qur'an: It is a direct connection with Allah five times a day. It shows obedience and submission (especially prostration). It allows Muslims to reflect on faith It shows the unity of the Ummah as every Muslim prays in Arabic, performing the same actions at the same time and all facing towards Makkah. It is a way of having their sins forgiven.	



Year 10: Philosophy & Ethics: Cycle 1



Week 6	Week 7	Week 8	Week 9	Week 10
Zakah Zakat means purifying your wealth for the will of Allah; to acknowledge that everything we own belongs to Allah and to work towards the improvement of the Muslim Ummah (community). Zakat is 2.5% of one year's total excess wealth. This amount is then distributed to the poor by Islamic governments in Islamic countries or organisations in non-Islamic countries. In the Qur'an it says, "Be steadfast in prayer and regular charity" (Surah 2:43). If a Muslim gives more than 2.5% it is called 'sadaqah'. This is voluntary, whereas zakat is compulsory. Poor people should not have to pay zakat and Shariah law sets a nisab – an amount of wealth you have to have before paying zakat. Muslims will often give directly to charities, e.g. Islamic Relief or Muslim Aid. However, they can give money to any charity they wish. Khums and Zakat is important because... - Prophet Muhammad gave Zakat - Islam teaches that wealth can be evil and cut people off from God. - Zakat means purification – by paying zakat, it purifies the wealth that they keep - Muslims believe their money is not their own and belongs to Allah as it is bestowed on them by Him - It benefits the Ummah - It is a sign of submission to the will of Allah so is an act of worship.	Sawm Muslims are required to fast during Ramadan, the ninth month of the Islamic calendar. During the 30 days of Ramadan all adult Muslims must give up the following during the hours of daylight: food or drink of any sort, smoking and sexual activity. In the Qur'an, it says "Fasting is prescribed to you so you may learn self-restraint." (2: 183) Families have two special meals a day, the iftar to break the fast at night and suhur just before dawn. Muslims who are physically or mentally unwell may be excused from some of these, as may those who are under twelve years old, the very old, those who are pregnant, breast-feeding, menstruating, or travelling. As part of Ramadan, extra prayers are said and 1/30 of the Qur'an is read each day so that the whole Qur'an is read within the month. There are many benefits of fasting, including: Obeying God (it is the fourth Pillar), Learning self-discipline, Becoming spiritually stronger, Appreciating God's gifts to us, Sharing the sufferings of the poor, Giving thanks for the Holy Qur'an, (God's greatest gift for humanity) which was first revealed in the month of Ramadan, It unites and strengthens the Ummah, it brings Muslim families together and strengthens their bonds. Laylat al-Qadr – Night of Power/Night of Destiny The Night of Power is celebrated remembering Muhammad receiving the first revelations of the Qur'an. Although Muhammad couldn't read or write, he was ordered to "recite" by the angel Jibril and learned it off by heart. All Muslims try to attend mosque to celebrate this.	Haji Haji is a sacred pilgrimage to Makkah that Muslims must try to do once in their lifetime. It is the only Pillar which is not compulsory. You should only go if you have sufficient funds and you are physically and mentally fit enough. In the Qur'an, it says "And proclaim that the people shall observe Hajj pilgrimage." (22:27) Stages of Hajj: 1. Preparation: state their niyyah or intention of attending Hajj. Ihram is worn (a white cloth to symbolise equality). 2. Circle the Ka'ba seven times (this action is called Tawaf), saying Talbiya prayer. This shows unity and harmony when worshipping Allah. 3. Run or walk between Marwa and Safa (hills) seven times, like Hagar did in the desert when searching for water. 4. Travel to Mount Arafat and beg for forgiveness for their sins (it is believed any sin confessed here is immediately forgiven). 5. Travel to Mina where they collect forty-nine stones to throw at pillars symbolising the devil. 6. An animal is sacrificed to remember the sacrifice Ibrahim was willing to make by killing his son. Pilgrims eat some of the meat and give the rest to the poor. 7. Men shave their heads and women trim theirs as a sign of a new beginning. 8. Circle the Ka'ba seven times again. Why Hajj is important? It shows equality; Unites the Muslims Ummah; a spiritual place to visit drawing them closer to God; To follow the example of Prophet Muhammad. The benefits of Hajj: Shows devotion to Allah by taking part in an expensive and physically demanding event; Allows Muslims to trace the roots of their religion; Strengthens their faith; if a pilgrim dies on Hajj they go straight to Jannah (heaven); Called a Hajji when they return home - this is a title of honour. The challenges of Hajj: Can be very expensive; Physically demanding; Can be dangerous	Jihad Jihad means 'to strive and to struggle in the way of Allah'. 'And strive in His cause as you ought to strive' (Surah 9:20) There are two types of Jihad: the Greater and the Lesser. Greater Jihad: The way in which every Muslim makes a personal effort to follow the teachings of Allah and to stand against evil e.g.: Learning the Qur'an off by heart, Strengthening the Ummah, Working for social justice, Forgiving those who have done you wrong. To perform all five Pillars properly. It is greater jihad which stops a Muslim becoming a hypocrite, it makes sure they practice Islam rather than just talking about it. Lesser Jihad: Having removed evil from themselves, Muslims can then begin to work for the lesser jihad and remove evil from society. A Muslim must be prepared to fight against social injustice, whether those who are wronged are Muslim or not. And they should be prepared to stand up for their faith if their faith comes under attack. Striving to be your best in the daily struggle against temptation and keeping the Five Pillars can be especially difficult in a non-Muslim country. For example, a Muslim: cannot use credit cards as these involve paying interest; Ensuring that all food is halal; Avoiding alcohol and gambling; Fasting during Ramadan when it falls in the summer in Europe with long hours of daylight; Performing wudu and praying five times a day when they have to work; Resisting evil in the world.	Celebrations "Id" means celebration. Id ul-Adha and Id ul-Fitr are celebrations for Sunni AND Shi'a Muslims. Id ul-Adha: The "Festival of Sacrifice" is remembering Ibrahim's willingness to sacrifice his son Ismail for Allah. It showed trust in God who then asked Ibrahim to sacrifice a ram instead. It happens at the end of Hajj emphasising its importance as it is linked to the five pillars. Meat sacrificed at the festival is shared amongst family, friends and the needy. Presents and cards are shared and extra money is donated to the poor. Id ul-Fitr: The "Festival of Breaking the Fast" happens at the end of Ramadan. It is linked to the Pillar of Sawm. Muslims celebrate and thank Allah for the strength he gave them to complete Sawm. Id ul-Ghadeer (Shi'a ONLY) It is celebrated to remember the leader Ali being made the successor of Muhammad, therefore is NOT celebrated by Sunni Muslims. Shi'a Muslims believe that Muhammad announced Ali as the next leader of Islam and at that point Allah made Islam perfect. They celebrate by sharing food with the poor and fasting. Ashura: Sunni Muslims look at Ashura as a day of "respect and gratitude" (for Prophet Musa and his nation), while Shi'a Muslims believe that day to be a day of mourning and sorrow. Based on the Hadith of Prophet Muhammad, Sunni Muslims celebrate Ashura as the day when Prophet Moses (Musa) fasted on that day because Allah saved the Israelites from their enemy in Egypt. Shi'a Muslims observe Ashura as the day of martyrdom of Husayn, the grandson of Prophet Muhammad, at the Battle of Karbala. Shi'a Muslims, therefore, consider this a day of sorrow and observe it as such by refraining from music, listening to sorrowful poetic recitations, wearing black, and refraining from all joyous events (e.g. weddings) that in anyway distract them from the sorrowful remembrance of that day.



Year 10 PHOTOGRAPHY

WEEK 1

What is Photography?

The photographic process allows an image to be reproduced using light.

This process has developed over many years to now enable **mass production** and sharing of images through magazines, posters, fine art pictures, advertising etc. Photographic techniques include traditional (analogue)

photography, digital photography and camera-less photography.

Traditional photography uses light-sensitive film negatives and light-sensitive paper to create an image

Digital photography saves images as files that can be manipulated on a computer.

Black & White Vs Colour

In the past, technology meant that photographs were black and white. Many people still choose to work in black and white because it can produce different effects to colour photography.

Black and white images tend to show pattern, texture, shape and form more clearly and to draw attention to lighting.

Experimenting with black and white photography can be a useful way of concentrating on composition.

On a digital camera, working in colour or black and white can be changed in the settings.

On a film camera, this is determined by the kind of film you use.

Digital photographs can be manipulated to make them black and white after they have been taken.

WEEK 2

Composition

Composition is just as important in photography as with any other art or design.

Make sure you have an awareness of the art elements, such as line, shape and the balance within the image.

It's important to experiment with different angles and viewpoints when taking photographs:

How close to or far away from your subject can change how much of the frame it fills, how its scale compares to its surroundings and how flat or deep the image will appear.

A high angle can make your subject appear smaller and more insignificant or vulnerable

A low angle can make your subject appear larger, more powerful and imposing

Leading lines are a useful compositional tool.

A viewer's eyes tend to look for lines and follow them from one end to the other. The effect is particularly strong when different lines come together.

Look for straight lines and curves in your subject. Try using these to **emphasise** key parts of your image and to help create a sense of depth and space.

Focus

Focus means how much of the image is sharp. This can be used to emphasise a certain point. For example, if someone stands with their arm out in front of them, you could focus on their hand or their face. This can create meaning in an image.

WEEK 3

Depth of field

Depth of field means how much of the image is in focus. You can have a narrow depth of field, where only a small part of the image is in focus, or you can have a larger depth of field, where everything is in focus.

Depth of field is controlled by the aperture. A larger aperture means a narrower depth of field.

Aperture

The aperture refers to the size of the iris (hole) within the lens. The bigger the hole, the more light gets into the camera.

Aperture is measured in **F-stops**. A low number like F1.8 or F2.1 means a wider aperture. F16 would be a smaller aperture.

A wider aperture (a low F-stop) means less of the image is in focus. It also means a faster shutter speed can be used.

Shutter speed

This is how quickly the shutter opens and closes. The longer the shutter speed, the more light gets into the camera.

A short shutter speed will freeze things without much motion, so you can photograph fast moving things like cars or animals.

A long shutter speed would capture movement, and the image would look blurred. This is useful to show movement or speed.

ISO settings

ISO settings are about the light sensitivity of the digital chip or film. The higher the ISO the more sensitive the chip becomes, meaning that you can take a photograph when there is less light. However, at higher ISO settings an image is more likely to be affected by digital noise or grain (this can also be a desired effect).

An ISO of 200 is the average daylight setting.

WEEK 4

Lighting

Photography is all about light, so it is important that you get this right. At times it may be necessary to use artificial lighting (such as flash or spotlights) to have more control over the end result.

How you light a subject can have a dramatic effect on the final image, so think carefully and experiment with lighting:

How strong is the light?

Is it direct or indirect?

Does it come from above, below, in front, side on or from behind? What colour is it?

Most cameras have a light meter in them to help you with the exposure settings needed for the conditions. This will help you avoid under or overexposing the image. However, underexposing and overexposing can also be a desired effect.



WEEK 5

Version control, file naming & Codes

It is important to be organised when creating and working with various documents.

Naming files appropriately with a file name pertinent to what the file is really helps with file management.

E.G. if you had created a poster for a fireworks campaign this year, you would name it FireworksPoster2022.doc

Working with different versions, means that you can always go back to a different version if a file corrupts, or someone tells you they preferred the first design you made.

E.G. FireworksPoster2022v1.doc, FireworksPoster2022v2.doc, FireworksPoster2022v3.doc

Version control at its core is making different versions of files and saving them as different files. This can be after updates, major changes or testing.

Media Codes

Codes are social constructs and can be part of a wider ideology. For example, blue is stereotypically associated with boys and pink represents girls. In this way, the colour codes reinforce the traditional ideology that gender is binary. The choice of colour codes will impact the tone of a media text. Bright colours could suggest excitement and energy whereas darker shades might create a more menacing atmosphere. Producers will also make sure the colour palette is controlled and aesthetically pleasing.



Year 10 PHOTOGRAPHY

WEEK 10

Photography genres

Sports Photography: By catching athletes at the perfect moment, sports photographs can depict the passion, drama, and emotion that fuels sporting events. Sports photographers must aim and shoot quickly to keep up with the action around them, and it's best practice to use a higher ISO to shoot at a faster shutter speed.

Still Life Photography: Features inanimate objects natural or manmade. Still life photography can be artistic or commercial. It is commonly used in stock photography as well as product advertising. (Think of the product images shown in catalogues, magazines, and billboards.)

Architectural Photography: Both the interior and exterior design of buildings and structures are the subject of architectural photography. Often, the photograph showcases the structure's most aesthetically pleasing parts, such as a particular beam or archway. Interesting materials and colours may also be emphasized. Lighting can be challenging in architectural photography and, for exteriors, photographers must know how to work with natural light.

WEEK 9

Photography genres

There are many different genres of photography, including studio, portrait, fashion, landscape, street photography, documentary, wildlife and macro.

Portrait Photography: or portraiture, aims to capture the personality and mood of an individual or group. Images may be candid or posed, full body or close-ups. Either way, the subject's face and eyes are typically in focus. Lighting and backdrop help to convey tone and emotion. Popular types of photography portraits include senior portraits, family portraits, engagement photos, and professional headshots.

Photojournalism is a way of telling the story of a newsworthy (perhaps even historic) event or scene through photographs. Photojournalism should be as objective and truthful as possible and capturing candid moments as they happen is more important than getting picture-perfect shots. Generally, photojournalists attend planned events with the hope of capturing unplanned, unscripted moments. Their work is routinely published in magazines and newspapers.

WEEK 8

Key Terms

Acetate A thin sheet of transparent plastic material that can be drawn on or used to make photographic film

Aperture: The opening through which light passes to reach the photographic film or plate in a camera

Background: The part of a composition that appears to be furthest from the viewer

Composition: Arrangement of different elements within an artwork or design.

Depth of field: The distance between the nearest and furthest parts of a photograph that are in clear focus.

Emphasis: To give special attention to something or suggest that it has extra importance

Exposure: The amount of light that enters a camera to produce an image.

Focal point: The feature of an artwork that draws the viewer's attention most. An artist can create this through use of composition, contrast, colour and tone.

Focus: How clear and sharply defined something is

Foreground: The part of a composition that appears to be nearest to the viewer

Leading lines: Lines within a composition which lead the viewer's eye to the focal point, or which create an illusion of distance.

Midground: In terms of the depth of an image, the midground sits between the foreground and the background

Saturation: How strong or intense a hue or colour is

Shutter speed: The length of time a camera's shutter is open, and therefore the time the photographic film or sensor is exposed to light.

Tripod: A three-legged support that is used to hold a camera steady

Viewpoint: The place or position from which the artwork was created. Examples include eye level, from an elevated position and bird's eye view

WEEK 7

Digital photography

Digital cameras use the same principle as traditional analogue cameras. Images are captured on a light-sensitive screen using a camera. Unlike analogue cameras, digital cameras provide instant photography. Within seconds of taking a photograph you can see the captured image on the built-in LCD screen. You can then decide whether you want to keep or erase the image.

The sensor in a digital camera has millions of pixels, each of which make-up a light-sensitive photocell. This cell generates a tiny electrical current in response to light.

Types of digital cameras

There are different types of digital cameras, these include:

- DSLR (digital single lens reflex camera)
- Bridge Cameras (a combination of a DSLR and a Compact camera)
- Compact cameras
- Cameras on mobile phones

Digital image manipulation

Digital photographs, images and other graphics can all be altered using computer software. A variety of software packages are available that allow you to edit and manipulate your images.

Simple editing can include cropping the image or removing errors and minor blemishes like dust spots.

Underexposed areas can be lightened and washed out areas can be made to appear darker. This can be done quickly and easily. It is also possible to make more significant changes to an image. This can be used for artistic or experimental effect. For example, you might change the contrast, increase or decrease colour **saturation**, add blurring or mix areas of black and white and colour

WEEK 6

Traditional photography

Traditional photography is also called **analogue photography**. It means when images are captured on photographic film using a camera.

The film is made up of layers of light-sensitive emulsion coated on a flexible base (ie the film).

The film is exposed to light in a camera. This creates a negative image on the film.

The film is then 'developed' using chemicals. Prints are made by projecting the image from the film onto light-sensitive paper. This photographic paper is then processed through a series of chemical baths.

The processing of both film and paper must take place in darkened rooms (a 'darkroom') to avoid light reaching the light-sensitive emulsions.

Types of traditional camera

There are many different types of traditional analogue cameras, including:

- SLR Cameras (Single Lens Reflex)
- Twin Lens Reflex Cameras
- Compact cameras
- Box Brownie cameras

Copyright, Designs & Patent Act

Work or ideas are protected by copyright, trademark or patent law.

You must ask for permission to use copyrighted material. Often you will need to pay a fee. Often watermarked to show ownership.



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?

- Homework club runs every day after school
- Sparx Science catch up sessions every Thursday both break 1 and 2

Year 10 Spanish

Week 1: Fiestas en el mundo hispanohablante		Week 2: Talking about festivals in the past tense		Week 3: Ir and Ser in the past tense		Week 4: The past tense of –ar verbs		Week 5: The past tense of –er and –ir verbs	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:	
Una fiesta	Festival	Fui	I went	Ir	To go	Visité	I visited	comí	I ate
La Tomatina	Tomato-throwing festival	Fue	It was	Ser	To be	Bailé	I danced	salí	I went out
Día de los Muertos	Day of the Dead	El año pasado	Last year	Mi hermano fue	My brother went	Compré	I bought	vi	I saw
El Colacho	Baby-jumping festival	La semana pasada	Last week	Mis padres fueron	My parents went	Hablé	I spoke	bebí	I drank
Las torres humanas	Human towers	Hace dos meses	Two months ago	Mis amigos y yo fuimos	My friends and I went	Visitó	s/he visited	comió	s/he ate
Un encierro	Bull run	Ayer	Yesterday	Fue fenomenal	It was awesome	Bailó	s/he danced	salimos	We went out
Los toros	bulls	Fui a ver	I went to see	Fue genial	It was great	Compró	s/he bought	vimos	We saw
Las calaveras	skulls	El desfile	The parade	Ir and Ser are identical in the Past Tense in Spanish		Habló	s/he spoke	bebí	s/he drank
Navidad	Christmas	emocionante	exciting	Ir	To go				
Pascua/ Semana Santa	Easter			Ser	To be				
Cumpleaños	birthday	divertido	fun	Fui	I went/ I was				
Nochebuena	Christmas Eve	impresionante	impressive	Fuiste	You went/ you were				
Nochevieja	New Year’s Eve	peligroso	dangerous	Fue	S/he went/ s/he/it was				
				Fuimos	We went/ we were				
				Fuisteis	You all went/ you all were				
				Fueron	They went/ they were				

Year 10 Spanish

Week 6: Irregular verbs in the past tense		Week 7: En mi ciudad hay...		Week 8: En mi ciudad se puede...		Week 9: Mi casa está...	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:	
Un regalo	A present	En mi ciudad hay	In my city there is	En mi ciudad se puede	In my city you can	Está cerca de	Is near to
Los fuegos artificiales	The fireworks	Un castillo	A castle	Se puede ir al cine	You can go to the cinema	Está lejos de	Is far from
Una hoguera	A bonfire	Un centro comercial	A shopping centre	Se puede visitar el castillo	You can visit the castle	Está al lado de	Is next to
Ruido/ ruidoso	Noise/ noisy	Un estadio	A stadium	Se puede ir a las tiendas	You can go the shops	Está enfrente de	Is opposite
Hay	There is/ there are	Un mercado	A market	Se puede ir al parque	You can go to the park	Está delante de	Is in front of
Había	There were	Un cine	A cinema	No se puede	You cannot	Está entre	Is between
Tener	To have	Una piscina	A swimming pool	Lo bueno de mi ciudad es que	The good thing about my city is that	Está detrás de	Is behind
Tuve	I had	Una bolera	A bowling alley	Lo malo de mi ciudad es que	The bad thing about my city is that	Está en las afueras	Is on the outskirts
Tuviste	You had	Unos museos	Some museums	Lo mejor es que	The best thing is that	Un pueblo	A town
Tuvi	s/he had	Una tiendas	Some shops	Lo peor es que	The worst thing is that	Una aldea	A village
Tuvimos	We had	Mi ciudad es	My city is	Sin embargo	However	Mi barrio	My area
Tuvisteis	You all had	Tranquila/ ruidosa	Quiet/ noisy	También	Also		
Tuvieron	They had	Aburrida	Boring	Tampoco	Neither/ nor		
Hacer	To do	Pequeña/ grande	Small/ big	No hay ni... ni...	There is neither Nor ...		
Hice	I did	Bonita/ fea	Pretty/ ugly				
Hiciste	You did						
Hizo	s/he did						
Hicimos	We did						
Hicisteis	You all did						
Hicieron	They did						

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

Year 10 Sports Studies



Week 1 - Skills	Week 2 – Skills & Tactics	Week 3 - Key Components of Performance	Week 4 - Applying Practice Methods	Week 5 - Analysing Practice Methods
<u>What are skills?</u> Skills are learned abilities that athletes acquire through training and practice. Skill may be defined as the ability to perform at a high standard effectively and efficiently. <u>Types of Skills</u> Simple skills: Skills where the performer doesn't have to process much information or make many decisions. The skills has only a small number of parts and doesn't require much feedback during its performance. An example of a simple skill in sprinting. Complex skills: Skills where the performer has to process lots of information and make lots of decisions. The skill has many sub-routines (or parts) to it and requires a lot of feedback during its performance. An example of a complex skill is a tennis serve.	<u>Types of Skills</u> Open skills: Skills affected by the environment. They are mainly perceptual and usually externally paced. They occur when performers have to make decisions and adapt their skills to a changing or unpredictable environment. The performer is not in control of what will happen next. An example would be making a pass in Ultimate Frisbee. Closed skills: Skills that are not affected by the environment. They are usually self-paced and occur in fixed or predictable situations. The performer uses exactly the same technique every time and is in control of what happens next. An example would be a gymnast performing a floor routine. <u>What are tactics?</u> Tactics are the skills required in any game that allows a player or team to effectively use their talent and skill to the best possible advantage. Tactics are plans which are set up for a specific purpose during a performance or match.	<u>Participating in Sport</u> When participating in your sport. It is important to show you can use these appropriately. Areas to consider: Tactics (using a drop shot against a player at the baseline in tennis) Strategies (when to bowl a bouncer in cricket) Compositional Ideas (acceleration and deceleration of movements in dance) Use of creativity in performance (feint to pass, then dribble in basketball) When competing you must ensure you: Continue to perform under pressure (staying composed on a penalty kick) Maintain Focus (managing to serve 'in' after several 'faults') Perform a specific role during a game (covering for a teammate who is out of position) Adapt to different situations (Acting in a different role because someone has been sent off) Review strengths and weaknesses. Why? When? Impact on performance?	<u>Types of Practice</u> Progressive practise. Drills that show clear increase in difficulty dependent on the performer. Equally, how can drill be simplified to support performers Whole Practice This is when the whole skill is performed a once. For example, completing the triple jump in one motion. Part Practice This is when the skill is broken down in different sections, which are then practiced individually. For example, practicing the 'hop' phase in the triple jump. Variable Practice This is when the skills is practiced in a range of different scenarios that a performer could experience. For example, adding defenders into a passing practice and allowing them to pressurise the player. Fixed Practice This is when a specific skill or technique is repeatedly practiced in the same way. For example, throwing the ball into a lineup	<u>Video Analysis</u> Video analysis allows athletes to examine performance in order to improve skills and prevent injury. Video analysis allows you to catch small details & techniques that are often missed when watching a player live. <u>Other Assistive Technologies</u> Examples of technology: - GPS Trackers - Heart Rate monitors These type of trackers can be used in order to give the performer a detailed overview of how they have performed. These offer quantitative information (use of data/ numbers to form statistics) <u>Monitoring of Competitive Results</u> Where competition results and statistics are monitored to analyse performance of teams &/ or individuals. Examples are: - Goals scored/ conceded - Most tackles made - Possession statistics - Assists - Type of penalties for and against

Year 10 Sports Studies



Week 6 – Types of Leadership There are different leadership roles and opportunities in sport. For example captains, managers, teachers, coaches, expedition leaders and role models. There are different role-related responsibilities. For example knowledge of activity, enthusiasm for activity, knowledge of safety, knowledge of child protection issues, knowledge of basic first aid. There are personal qualities which relate to leadership roles. For example reliability, punctuality, confidence, communication, creativity. Leadership styles Democratic Makes joint decisions with others. Listens to opinions of others but who. More relaxed. Delegates jobs Autocratic Makes all the key decisions. Give lots of instructions. Authoritative. Assertive. No nonsense. Want tasks completed fast. Laissez-faire Leaves the decision making and main responsibilities to others e.g. players, assistant coach, captains etc.	Week 7 -Planning a Sporting Activity Session Applying your knowledge Key considerations when planning sports activity sessions, i.e. objectives for the session (e.g. meeting the needs of the group) Appropriate venue (e.g. type, size, indoor/outdoor) Equipment needs (e.g. type, size weight, arrangements) Supervision needs (e.g. additional leaders, roles, number of participants) Timing of activities (e.g. related to age, experience of participants, weather) Introduction/conclusion of session (e.g. how, when, where?) Basic warm up/cool down (e.g. physical and mental preparation relevant to age of participants and the activity) Skills and technique development (e.g. appropriate activities/structure of a session) Engaging (e.g. Will the participants have fun? Will the activity hold their attention? Will the session flow smoothly?) Risk assessment: Assessing any foreseeable risks to performer and coaches, and including measures to reduce these risks Emergency procedures- what to do in the event of an accident/emergency, where to get help!	Week 8 – Planning a Sporting Activity Session Things to consider: - Safe practice, i.e. organisation of group/activity - Safe supervision (e.g. as a leader, coach) - Delivery style, i.e. proactive/reactive - Demonstration/explanation - Communication skills, i.e. verbal/non-verbal - Appropriate language - Technical terms - Motivation techniques, i.e. encouragement/ positive feedback - Extrinsic motivators (e.g. rewards, prizes) - Activity-specific knowledge, i.e. appreciation/understanding of current techniques and tactics which are appropriate to the requirements of the performers - Adaptability, i.e. making adjustments in an activity that isn't working, addressing issues you hadn't prepared for - Organisation (e.g. size/make up of working groups, size of working areas, length of warm up/drills, timing to prevent boredom, allowing progression) - Safety considerations when planning sports activity sessions, i.e. Risk assessments (e.g. facilities, equipment/clothing checks, activity-specific risks) - corrective action (e.g. wiping up puddles, removing litter, reporting faulty equipment)	Week 9 –The Delivery Things to consider - Leader should stand in front of students to ensure they can see all participants and they can see <i>the leader</i>. - When giving demonstrations ensure all students are still and watching the demonstration. - Ensure you are clear and project your voice so students can hear the instructions. - After giving instructions, ask students to repeat them to ensure they have understood the task/ drill. - Set up session before students arrive - Colour co-ordinate your cones to support student understanding of the drill. E.g. run from the red to the white cone. - Give encouragement and praise to motivate the group - Consider time management- how much time is needed for each activity. - Use of adaptable drills to increase/decrease difficulty based on the performer to allow them to success/develop	Week 10 –Evaluation of a Sports Activity Session Key aspects to consider in evaluating planning and delivery of a sports activity session, i.e. what went well? Against the plan (e.g. was the order of activities effective?) Against the delivery (e.g. did I keep everyone motivated?) What did not go well? Against the plan (e.g. did I consider an appropriate number of activities?) Against the delivery (e.g. was the group listening to me?) What could be improved for the future? Against the plan (e.g. were the group's objectives met?) Against the delivery (e.g. could I position myself better when communicating with the group?) Opportunities to develop leadership. Helping at extra curricular clubs, joint local teams to help coach, completing coaching qualifications
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