

# Knowledge Organiser

## Year 10

Cycle Two

2024-25



St LUKE'S  
Church of England School

## Personal Details

Name ..... Tutor .....

Tutor Group ..... School email address .....

School username ..... Password .....

Sparx username ..... Sparx password .....

Classcharts .....

## Homework Schedules

Week commencing	Week	Section of KO to work from	Week commencing	Week	Section of KO to work from
6th Jan	A	Week 1	3rd Mar	B	Week 8
13th Jan	B	Week 2	10th Mar	A	Week 9
20th Jan	A	Week 3	17th Mar	B	Week 10: Assessment week: revise for assessments
27th Jan	B	Week 4	25th Mar	A	Superteaching: teachers will set homework based on knowledge gaps identified in assessments
3rd Feb	A	Week 5	31st Mar	B	SPARX only Homework
10th Feb	B	Week 6			
24th Feb	A	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

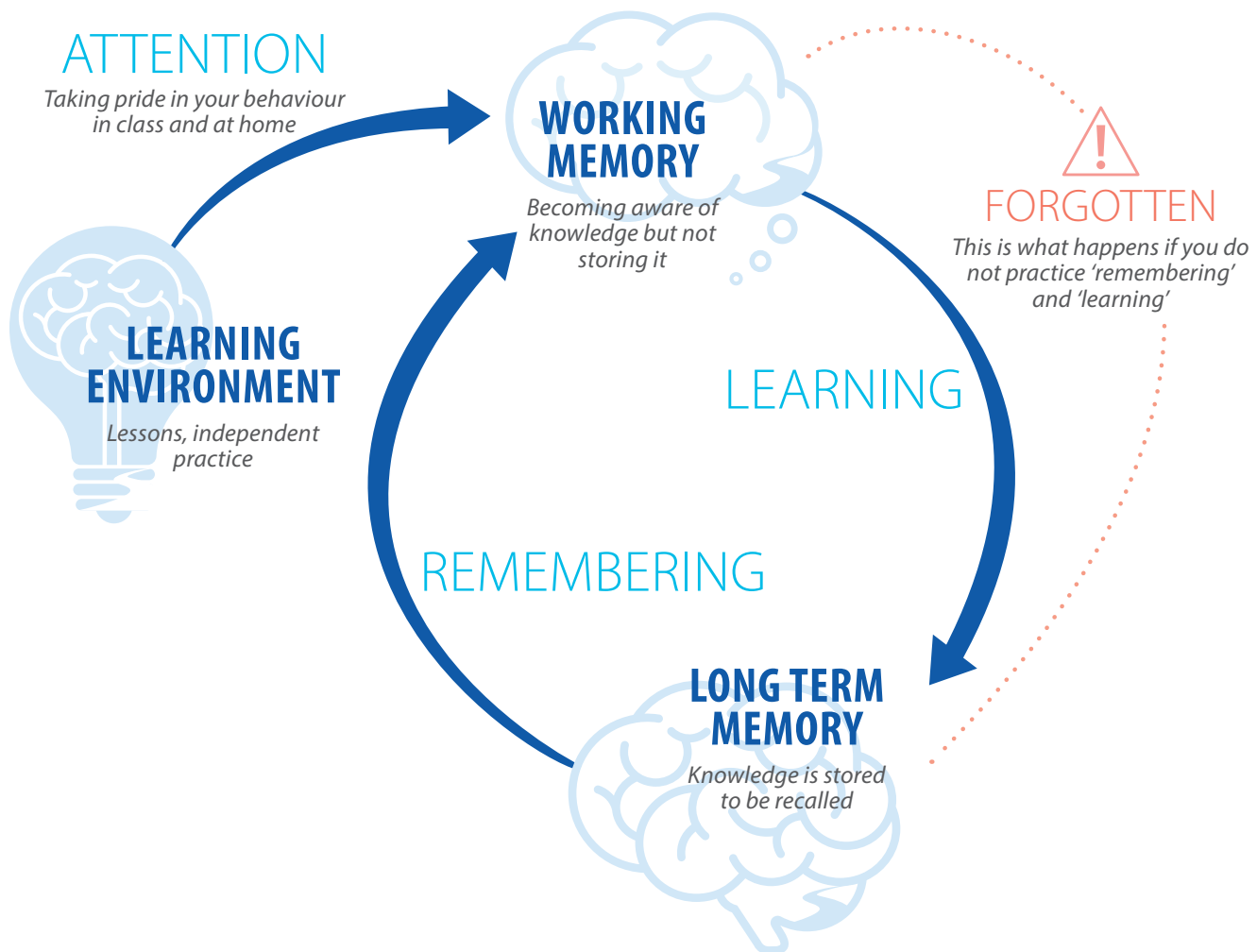
## Maths – Sparx Homework

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

## Rewards

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

## This is how you learn



## Mastering your Memory and Cornell Notes

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

### Link to Learning

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

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

# Completing Cornell Notes

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

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

3) Create 5 Quiz Questions.

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

2) Summarise notes to three bullet points.

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

## Need more help?

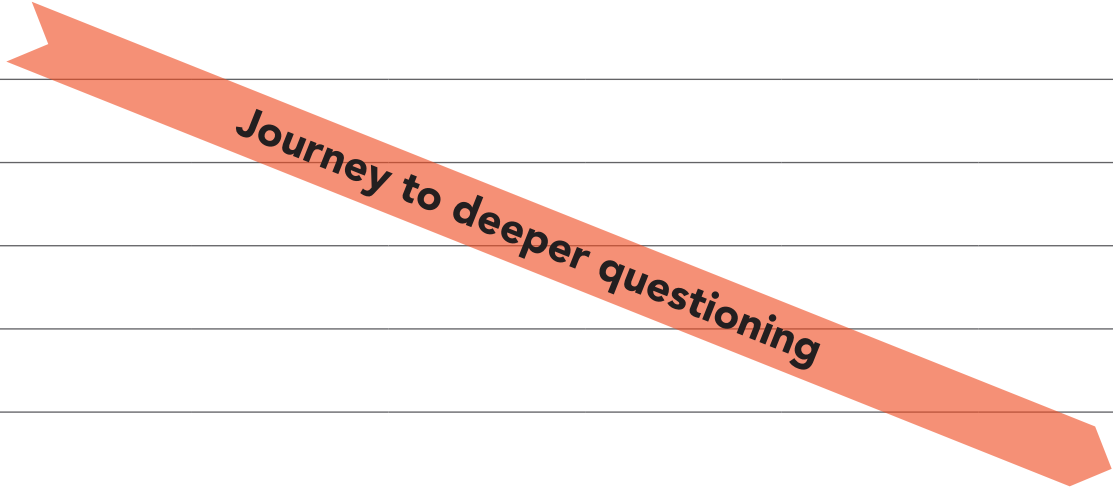
Scan the QR code to access a step by step video of a teacher explaining how Cornell Notes work.

You can also access this on the school website.



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

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



## This is what your homework should look like:

Week

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

**Self Quiz**

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



## Timetable Week A

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

## Timetable Week B

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
8.30 - 9.15	Morning Tutorial & Session				
<b>Period 1</b> 9.15 - 10.15					
<b>Period 2</b> 10.15 - 11.15					
11.15 - 11.45	Break 1				
<b>Period 3</b> 11.45 - 12.45					
<b>Period 4</b> 12.45 - 1.45					
1.45 - 2.10	Break 2				
<b>Period 5</b> 2.10 - 3.10					
<b>Enrichment</b> 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](mailto: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.





# Computer Science – Year 10



Week 1

**Types of computing devices**

- Desktop computer
- Laptop
- Tablet device
- Smartphone
- Games console

Output devices	Input devices
Monitor/screen Speakers Projector Printer Headphones	Mouse Keyboard Scanner Digital camera Graphics tablet Webcam MIDI keyboard Readers Sensors Microphone Biometrics

**Key terms:**

- Input device:** A piece of equipment that allows users to enter data into a computer.
- Output device:** A piece of equipment that allows users to receive data from a computer.
- Storage devices** are devices that can store files such as images and documents so they can be used later. They are also known as secondary storage.

**Types of Storage and their devices**

Optical	Magnetic	Solid-state
CD	Hard drive Magnetic tape drive	Solid-state drive SD card
DVD	Floppy disk	USB flash drive

Week 2

**Types of Storage and their devices**

**Optical storage:** Optical storage works when lasers write data to the disc and read from it using a series of pits and lands.

**Solid-state storage:** A solid-state drive uses integrated circuit to store data persistently, typically using flash memory

**Magnetic storage:** Magnetic storage like a hard drive contains several moving mechanical parts such as a spinning platter with a thin magnetic coating.

**Structure of the CPU**

**Key terms:**

**Control unit:** Decodes instructions and sends signals to other components.

**Arithmetic logic unit (ALU):** Performs arithmetic calculations and logical decisions on instructions before they're executed.

Week 3

**Functionality of different hardware**

<p><b>1) VGA</b> Used to link a computer to a display device.</p>	<p><b>2) Ethernet</b> Used to provide an internet connection, connect devices to a local network.</p>
<p><b>3) HDMI</b> Used to link a computer to a display device.</p>	<p><b>3) HDMI</b> Used to link a computer to a display device.</p>

**Key terms:**

Computer ports are slots on the motherboard into which a cable of external device is plugged in.

<p><b>1) PS/2</b> Used to connect mice and keyboards to the computer.</p>	<p><b>2) Serial</b> Serial ports are widely used by sensors when gathering data which transfers one bit at a time.</p>
<p><b>3) Parallel</b> Used by printers, hard drives, modems and security cameras.</p>	

Week 4

**Functionality of different software**

**Key terms:**

- Systems software** is an application that enables users to interact with the computer and perform housekeeping tasks to optimise the performance of the computer. Systems software is divided into two parts: Operating system and Utility software.

Systems software	
Operating system	Utility software
File management User management User interface Memory management Multitasking Device drivers	Anti-virus Backup Compression Defragmentation Encryption File explorer Firewall Package installer Systems cleaner

**Operating system tools**

- User interface:** Allows the user to interact with the computer.
- Memory management:** Ensures that programs/are stored in correct memory locations.
- User management:** Allocate the user with an account
- File management:** Allows users to store files in a logical structure.
- Multitasking:** To ensure that all tasks appear to run simultaneously by allocating a processor time slice
- Device drivers:** Software called a driver that will allow devices to communicate with the CPU.

Week 5

**Functionality of different software**

**Key terms:**

- Applications software** is an application that is designed to perform a specific task.

Applications software	
Word processing software	Spreadsheet software
Database software	Desktop publishing software
Presentation software	Photo editing software
Video editing software	Webpage editor software
Computer-aided design (CAD)	Computer-aided manufacturing (CAM)

<b>Word processing software</b> Suitable for creating business documents such as letters.	<b>Desktop publishing software</b> Useful for creating a variety of documents such as posters and leaflets.
<b>Presentation software</b> Used to create slide shows to present.	<b>Spreadsheet software</b> Organise data into cells for financial analysis.
<b>Database software</b> Used to store data using fields and records within tables.	<b>Photo editing</b> Create and manipulate digital graphics.
<b>Video editing</b> Cut and re-arrange a video.	<b>Webpage editor</b> Create and design webpages.
<b>Computer-aided design (CAD)</b> Used to visualise what you're creating.	<b>Computer-aided manufacturing</b> Implement designs made in a CAD package.





# Computer Science - Year 10



<p><b>Week 6</b></p> <p><b>Functionality of different software</b></p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Specialist software</b> is an application written to achieve a task for an individual or company</li> </ul> <p><b>Specialist software</b></p> <ul style="list-style-type: none"> <li><b>Information handling software</b> Software that can store information such as Spreadsheets and Database software.</li> <li><b>Open-source software</b> This is software that is free and available to everyone and can be modified to suit the needs of a user.</li> <li><b>Customer relationship management software (CRM)</b> The purpose of CRM is to record interactions with customers and encourage sales staff to contact customers.</li> </ul> <p><b>Communications software</b></p> <p><b>Key terms:</b></p> <p>Communications software is an application that enables one-to-one or one-to-many conversation to take place.</p> <p><b>File transfer protocol (FTP)</b></p> <p>The transferring of files from one computer to another via a network.</p> <p><b>Voice over internet protocol (VoIP)</b></p> <p>This allows users to communicate with each other over video.</p> <p><b>Messaging software</b></p> <p>Software that allows users to directly communicate with one another.</p> <p><b>E-mail</b></p> <p>Software that allows users to communicate with each other using an internet connection.</p>	<p><b>Week 7</b></p> <p><b>Services provided by IT</b></p> <ul style="list-style-type: none"> <li>Online services is a process that can be performed using digital technology with an internet connection.</li> </ul> <p><b>Online shopping</b></p> <p>Users can enter the name of a product in a search engine and a list of results appears almost instantly</p> <p><b>Online entertainment</b></p> <p>Use of smart technology such as Smart TVs to access streaming and VoD services.</p> <p><b>Online education</b></p> <p>Study at home with all the lessons, materials, support and assessment provided over the internet.</p> <p><b>Online booking</b></p> <p>Most systems can accept customer payments online as well as making bookings.</p> <p><b>Online banking</b></p> <p>View multiple accounts so that you can effectively view and manage your transactions.</p> <p><b>Online gaming</b></p> <p>3D graphics have given game creators the ability to provide life-like</p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Blended learning</b> is a combination of online study and face-to-face teaching in a classroom.</li> </ul>	<p><b>Week 8</b></p> <p><b>Services provided by IT</b></p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Wearable technology</b> is any type of smart electronic device designed to be worn on the body.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Heart rate monitors</li> <li>Sleep monitors</li> <li>Head cameras</li> <li>Smart watches</li> <li>Fitness trackers (e.g. Fitbit)</li> <li>Full body suits with sensors.</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Control systems</b> are a set of devices that work together to achieve set objectives such as to regulate an environment.</li> </ul> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>Motion-activated security cameras</li> <li>Lighting</li> <li>Cooking appliances</li> <li>Pet feeders.</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Weather forecasting app</b> is an application used to predict what the weather will be.</li> </ul> <p><b>Features:</b></p> <ul style="list-style-type: none"> <li>Temperature</li> <li>Conditions (Rain, Snow etc.)</li> <li>Time of the day</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Mobile phone</b> is a portable device that primarily allows you to make calls and send texts but now has multiple features such as playing games, taking a picture, browsing the internet and streaming media such as music.</li> </ul>	<p><b>Week 9</b></p> <p><b>Services provided by IT</b></p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Autonomy</b> is the use of technology that can perform jobs that would normally be done by humans.</li> </ul> <p><b>Robotics:</b></p> <ul style="list-style-type: none"> <li>Used to undertake functions normally done by humans.</li> <li>Robots that manufacture cars.</li> </ul> <p><b>Bionics:</b></p> <ul style="list-style-type: none"> <li>To create mechanical systems that function like living organisms.</li> <li>Prosthetic limbs</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Artificial Intelligence</b> is the broader concept of machines being able to carry out tasks in a way that we would consider "smart".</li> </ul> <p><b>Example: Driverless cars</b></p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Virtual Reality (VR)</b> refers to a computer-generated simulation in which a person can interact within an artificial three-dimensional environment.</li> </ul> <p><b>Features:</b></p> <ul style="list-style-type: none"> <li>Audio</li> <li>Headset</li> <li>Input devices</li> <li>Motion tracking</li> <li>Visual rendering</li> </ul> <p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>Military - Aeroplane flying exercises/flight simulation.</li> <li>Medicine - Train surgeons to reduce human error.</li> <li>Education - Virtual field trips.</li> <li>Mental health - Using VR to meditate and relieve stress.</li> </ul>	<p><b>Week 10</b></p> <p><b>Services provided by IT</b></p> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Augmented Reality (AR)</b> refers to application best suited for use cases where users need to be connected to and present in the real world.</li> </ul> <p><b>Features:</b></p> <ul style="list-style-type: none"> <li>Display</li> <li>Environmental mapping</li> <li>Real world environment</li> <li>User interaction</li> <li>Virtual content overlay</li> </ul> <p><b>Uses:</b></p> <ul style="list-style-type: none"> <li>Auto-repair - To develop prototypes for new models.</li> <li>Education - Use of practical models to explain concepts.</li> <li>Retail - Allow customers to see what the product looks like before they buy.</li> </ul> <p><b>Key terms:</b></p> <ul style="list-style-type: none"> <li><b>Social networking</b> is the creation of a website to set up an online community where people are linked together using their personal information.</li> </ul> <p><b>Features:</b></p> <ul style="list-style-type: none"> <li>Play games</li> <li>Post photos/videos</li> <li>Send instant messages</li> <li>Like/follow content</li> <li>Create/personalise your own profile</li> </ul> <p><b>Benefits:</b></p> <ul style="list-style-type: none"> <li>Easy to create a personal page/profile.</li> <li>Easy to stay connected with people.</li> <li>Easy to make new friends with similar interests.</li> <li>Often free to join and use.</li> </ul>
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# YEAR 10 DANCE

Week One	Week Two	Week Three	Week Four	Week Five
<p><b>Professional dance works.</b> This KO will help when completing your logbooks.</p> <p>Ghost Dances (1981) by Christopher Bruce, Rambert Dance Company. Music influenced by Chilean folk group Inti-Illimani and <i>Victor An Unfinished Song</i> by Joan Jara.</p> <p><b>Characteristics of style</b></p> <p>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 plies and lunges.</p> <p>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.</p> <p>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.</p>	<p><b>Characteristics of style</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p><b>Characteristic elements of Christopher Bruce's choreography in Ghost Dances</b></p> <p>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.</p> <p><b>The theme of Ghost Dances deals with political oppression and dictatorship in South America</b> and Bruce's choreography reflects this in an eloquent and moving way.</p> <p>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 suffering 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.</p> <p>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>.</p> <p>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>, 1989, to Stravinsky). He also uses collaboration with the composers (<i>Stream</i>; Philip Chambon and Cruel Garden; Carlos Miranda). The dance often responds closely to the music. <b>Ghost Dances uses two songs and four folk tunes representing South American music.</b></p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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>, Swansong 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.</p>	<p><b>Glossary of Dance Terms</b></p> <p>The following dance terms appear in the <i>Ghost Dances Study Notes</i> and refer to the movement phrases seen within the work.</p> <p><b>Light tripping step:</b> A travelling step with a slight spring in it and the dancer literally shows a tripping movement.</p> <p><b>Off balance tilt:</b> A position where the dancers centre of weight is shifted to one side and the body is inclined.</p> <p><b>Attitude:</b> A position where the dancer is balanced on one leg with the other leg raised and bent.</p> <p><b>Plies:</b> This is a bend of the knees. A demi-plies is a slight bend and a full plie is a deep bend of the knees.</p> <p><b>Triplet:</b> 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, up...</p> <p><b>Demi-pointe:</b> The dancer is stood on the ball of the foot</p> <p><b>Devant and derriere:</b> 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.</p> <p><b>Stag leap:</b> A big jump where one leg is straight out behind the dancer and the other is bent up underneath the body.</p> <p><b>Barrel-turn:</b> A rotating jump with an off balance fall. The dancer takes off one foot and lands on the other.</p> <p><b>Contraction:</b> 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.</p> <p><b>Grand jete:</b> 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.</p> <p><b>Cumulative canon:</b> 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.</p> <p><b>Motif:</b> 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.</p>

# YEAR 10 DANCE

Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<p><b>Christopher Bruce Influences</b></p> <p><b>Walter Gore:</b> Bruce briefly performed with Walter Gore's company, London Ballet, in 1963, whilst a student at the Ballet Rambert School in London.</p> <p><b>Norman Morrice:</b> 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.</p> <p><b>Marie Rambert:</b> Marie Rambert instilled in Bruce high standards and emphasised the need for theatricality.</p> <p><b>Training and background</b></p> <p>Christopher Bruce's interest in varied forms of choreography developed early in his career from his own exposure to classical, contemporary and popular dance.</p> <p>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.</p> <p>At the age of thirteen he attended the Ballet Rambert School and Rambert has provided the most consistent umbrella for his work since.</p> <p>After a brief spell with Walter Gore's London Ballet, he joined Ballet Rambert in 1963 when it was still primarily a classical company.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Bruce took on his last major role in 1988, when he was becoming increasingly in demand as a freelance choreographer.</p>	<p><b>CHRISTOPHER BRUCE</b></p> <p><b>Thematic, emotive and often entertaining subject matter</b></p> <p><b>Bruce's works are essentially about ideas.</b> They may not have an obvious story-line and may be episodic in structure, but they generally include dramatic or emotive elements that make an impact on the audience.</p> <p><b>Works portray recognisable experiences</b> they are deliberately open to multiple interpretations and he leaves his audience thinking about their experience and free to interpret what they have seen.</p> <p>Bruce's work generally develops from an external stimulus - music, paintings</p> <p><b>Strong connection with design and the aural setting</b></p> <p>Marie Rambert influenced his belief that <b>dance should be independent of music.</b> For many of his early works the electronic score was added when the choreography was almost complete.</p> <p>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).</p> <p><b>Bruce was the designer of the visual effects of Swan Song and Ghost Dances. Ghost Dances (1981)</b> 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. <b>Swansong (1987) was specially commissioned by Christopher Bruce for Swansong and was composed by Philip Chambon.</b> 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.</p>	<p><b>DAVID BINTLEY</b></p> <p><b>Sir David Julian Bintley CBE</b> (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.</p> <p><b>Early life</b></p> <p>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.</p> <p><b>Career</b></p> <p>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 Write 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.</p> <p><b>Honours and awards</b></p> <p>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.</p> <p>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.</p>	<p><b>KYLE HANAGAMI</b></p> <p><b>Background - Family Life</b></p> <p>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. He was an economics major!</p> <p>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..</p> <p>Since then, he's danced for huge artists such as Justin Bieber and The Black Eyed Peas.</p> <p>His fame soon came to light when he choreographed for Lulianne and Derek Hough's "Move, Live on Tour" and Lindsey Sterling's "The Music Box 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 10 years after he began teaching dance in the mid-2000s.</p> <p><b>Dance Philosophy</b></p> <p><b>"Making Moves"</b> 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></p> <p><b>When he was first noticed</b></p> <p>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, rhythmic moves both on TV and stage.</p> <p><b>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.</b></p>	<p><b>KYLE HANAGAMI</b></p> <p>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.</p> <p>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.</p> <p><b>Kyle Hanagami: Professional Life, Career</b></p> <p>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.</p> <p>In 2009, Hanagami began his self-titled YouTube channel, Kyle Hanagami where he transfers his dance videos.</p> <p>Moreover, his channel has 3.3 million+ endorsers and more than 483 million views. Additionally, he was included in the front of Dance Spirit in 2012 and 2014.</p> <p>Furthermore, 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.</p> <p>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).</p> <p>Awards, Nominations</p> <p>He has won the "Industry Dance Award" for the best class at Los Angeles.</p> <p>For the past 2 years Kyle Hanagami has been working alongside entertainment industry legend, Simon Fuller, to help develop and choreograph his newest pop group 'Now United'. The children are talented individuals each from a different country in the world.</p>



# Year 10 English Literature Revision



**Week 1**

**Unseen Poetry**

- Stanza:** unit of verse
- End-stopped line:** use of full stop, colon, semi-colon at end of line
- Enjambment:** no punctuation at end of lines / lines run-over
- Caesura:** sudden full stop or semi-colon in middle of line
- Rhyming couplet:** 2 lines together that rhyme
- Rhyme scheme:** set pattern of rhyme e.g. AABB, ABAB
- Free Verse:** no set pattern of stanzas or rhyme; poem is free flow
- Ballad:** Simple narrative with strong rhyme scheme (often ABAB)
- Repetition:** Including the same significant word or phrase across a text
- Quatrain:** a regular 4-line stanza

Each time we read a poem, we will follow the six steps to Unseen Poetry Success

- (1) Highlight the focus of the question. What are you actually being asked to write about?
- (2) Read the poem, working out the meanings and ideas explored.
- (3) In depth analysis of the title
- (4) In depth analysis of three quotations (language)
- (5) Analyse structural features.
- (6) Explore the poet's choice of form and how it creates/supports the poet's meaning

**Week 2**

**ACC: Childhood**

**Core Knowledge**

1. Dickens vividly explores the concept of childhood; juxtaposing the desperate and even dangerous nature of the abandoned children against the pious, determinedly Christian, pure and sentimentalised Tiny Tim and his caring siblings. Little Fan is presented as warm, exuberant and caring and these characteristics were passed down to her son, Fred. Belle's family are described as noisy, boisterous, chaotic but affectionate and loving.
2. Prior to the 19<sup>th</sup> Century, many believed children were born sinful (as a result of 'The Fall') and needed souls saved through strict instruction. (including physical punishment) However Rousseau (1762) argued that children were born innocent and corrupted by society.

**Quotations:**

He told me, coming home, that he hoped the people saw him in the church, because he was a cripple, and it might be pleasant to them to remember upon Christmas Day, who made lame beggars walk, and blind men see." (religious imagery)

"A solitary child, neglected by his friends, is left there still". Scrooge said he knew it. And he sob d." emotive image- verb choice

"I have come to bring you home, dear brother!" said the child, clapping her tiny hands, and bending down to laugh. (semantic field of joy)

it brought two children: wretched, abject, frightful, hideous, miserable." (asyndetic list negative adjectives)

Extension: How does Dickens present ideas about childhood?

**Week 3**

**ACC: Employer/Employee**

**Core Knowledge:**

1. Dickens juxtaposes Fezziwig with Scrooge in order to emphasise the responsibility that employers had for the happiness and security of employees. He is used to remind Scrooge how his own values have diverged completely from those of someone he once admired greatly.
2. Dickens had worked from a young age and therefore had experiences that many of his upper class readers wouldn't have had. He was critical of institutions and felt that real social change was found in individual acts of kindness, charity, warmth and generosity as exemplified by Fred, the Cratchits and Fezziwig.

**Quotations**

"But you were always a good man of business, Jacob." faltered Scrooge

"Mankind was my business. The common welfare was my business; charity, mercy...benevolence were, all, my business"

He might keep an eye upon his clear who in a dismal little cell...was copying letters

Clerks fire..looked like one coal

"There's another fellow" muttered Scrooge [...] "my clerk, with fifteen shillings a week, and a wife and family, talking about a Merry Christmas. I'll retire to Bedlam"

"Why, it's old Fezziwig! Bless his heart; it's Fezziwig alive again!"

He (an employer) has the power to render us happy or unhappy; to make our service light or burdensome...his power lies in words and looks; in things so insignificant that it's impossible to add and count."

**Week 4**

**AIC: Allegory**

**Core Knowledge**

1. The Inspector is an absolute moral authority & source of revelation; his righteous, moral tone transforms him into a prophet-like figure
2. Heavily influenced by his Catholic background, Priestley exploits the medieval morality play form which sought to instruct the audience about virtue and evil. The Inspector acts as a prophet-type figure who asks each character in turn to confront their sins and repent, even when the mysterious Inspector has left.
3. There are many sins exemplified in the microcosm of society that is the Birling family home:

**Quotations**

Gluttony (port/ alcohol/heavy looking)Greed (Birling)Wrath and Envy: (jealous of Eva's looks/ a state where a chap easily turns nasty)Lust-Gerald/Eric Pride: Mrs Birling

Eva- reference to Eve from the Hebrew Eve "to live/source of living" which creates a paradox as she dies of suicide.

Used as a symbol of all those living. Prototypical fallen woman- corrupted by her sexuality.

Why-you fool- he knows....You'll see. (omniscient)

Once the Inspector arrives lighting becomes 'brighter and harder'

"The time will come when if men will not learn that lesson, they will be taught it in fire and blood and anguish." (reference to eternal damnation)

**Week 5**

**AIC: Public vs Private Spheres: Keeping up appearances and maintaining status quo**

**Core Knowledge**

1. Priestley reveals the hypocrisy of the upper echelons of society through the behaviour of all the so called 'respectable' members of the family. They are obsessed with keeping up the appearance of high class and sophistication yet behave with selfishness and lack of humanity.
2. In Edwardian Britain, reputation was highly regarded. Society (and particularly the supporters of capitalism) believed that if you had a decent reputation your private lives were your own business.
3. The upper classes, in order to maintain their social status, power and influence would try to avoid scandal. This didn't mean behaving in a morally kind and generous way just that any poor behaviour should be shrouded in secrecy and deception and kept away from the family home.

**Quotations**

After all, y' know, we're respectable citizens and not criminals

Look Inspector - I'd give thousands - yes, thousands -"

The press might easily take it up"

There's a very good chance of a knighthood- so long as we behave ourselves, don't start a scandal, eh? (laughs complacently)

Gerald: you seem to be a nice well behaved family-

No hushing up eh? Public confession of responsibility-um?



# Year 10 English Literature Revision



Week 8	Week 9	Week 10	Week 11	Week 12
<p><b>Ozymandias:</b> 'I met a traveller from an antique land, who said' <b>'My name is Ozymandias, King of Kings'</b> <b>'Nothing beside remains.'</b> <b>MLD:</b> 'I gave commands; Then all smiles stopped together.'  <b>London:</b> 'marks of weakness, marks of woe', 'mind-forged manacles'</p> <p><b>Ozymandias</b> reveals the ephemeral nature of power and warns that all power must end.</p> <p><b>MLD</b> reveals the megalomania of a Duke and how power and arrogance have corrupted him.</p> <p><b>Form</b> – <b>Ozymandias</b> is in a modified sonnet form – suggests self-love.</p> <p><b>Structure</b> – all 3 poems are rigidly structured -&gt; control; MLD structure breaks line 43</p> <p><b>London</b> – set in a poverty stricken city, child labour, death rates from disease and malnutrition were high.</p> <p><b>Ozymandias</b> – Egyptian pharaohs believed themselves to be gods in mortal form and their legacy would last forever.</p> <p><b>A&amp;B:</b> Some commentators have seen Ozymandias as Shelley attacking the Church. The statue is an allegory for the eventual end of power that everyone must suffer, especially the proud.</p> <p><b>Ephemeral</b> – lasting a short time  <b>Transient</b> – impermanent;  <b>Megalomania</b> - obsession with the exercise of power.  <b>Objectification</b> - the action of degrading someone to the status of a mere object.</p>	<p><b>SOTI:</b> 'We our prepared: we build our houses squat' 'raise a tragic chorus' 'spits like a tame cat/turned savage'  <b>Prelude:</b> 'It was an act of stealth/and troubled pleasure' 'A huge peak, black and huge...up reared its head.'  <b>SOTL</b> may be about a literal storm that steals the 'islanders' sense of control or a metaphorical storm that refers to political uncertainty.</p> <p><b>Prelude</b> is an autobiographical poem relating the night when Wordsworth's world view is changed forever.</p> <p><b>Structure:</b> enjambment is used in both to show disjointed thoughts and loss of control.  <b>Form:</b> <b>SOTL</b> is in 1<sup>st</sup> person plural to create community; Prelude is 1<sup>st</sup> person to share personal experience.</p> <p><b>SOTI:</b> Heaney was an Irish poet – he grew up in a farming community and he uses agricultural and natural images in his poems as metaphors for human nature.  <b>Prelude:</b> Wordsworth was a romantic poet, he wrote poems which looked at the world and man's place within it. This poem is from a longer poem, it looks at the spiritual and moral developments of a young man growing up.</p> <p><b>A&amp;B:</b> <b>SOTL</b> may refer to a time of unrest known as the Troubles. The IRA bombed civilians.</p> <p><b>Poignant</b> (adj) – evoking sadness.  <b>Sublime</b> – <i>Supreme/absolute/perfection</i>  <b>Transcendent</b> – <i>Exceeding/going beyond limits</i>  <b>Barren</b> – <i>Bare/stark</i>  <b>Isolated</b> – <i>Alone/cut-off</i></p>	<p><b>Kamikaze:</b> "Her father embarked at sunrise" 'A shaven head/ full of powerful incantations.' 'till gradually we too learned to be silent' 'shoals of fishes/flashing silver'  <b>Poppies:</b> 'spasms of paper red' 'Sellotape bandaged around my hand' 'After you'd gone I went into your bedroom./ released a song bird from its cage.'  <b>Remains:</b> 'I see every round as it rips through his life /I see broad daylight on the other side.' 'his bloody life in my bloody hands.'</p> <p><b>Kamikaze</b> tells the story of a pilot who didn't complete his mission and the stigma he faced on his return. Poppies explores the effects of war on non-combatants, in this case a mother of a 'dead' soldier.</p> <p><b>Remains</b> is crafted like a conversational story from an ex-soldier. He recounts an episode where he killed a looter in a war and then goes on to explain how it has affected him: he has been left with PTSD, unable to move on.  <b>Kamikaze:</b> pilots followed ideals called Bushido. Breaking these rules invited dishonour on yourself and your family. In Japanese culture, honour and shame play a significant role in people's choices.</p> <p><b>Structure:</b> Remains uses asides and syntax to create a conversational tone  <b>Structure:</b> Poppies employs frequent enjambment and caesura to represent loss of emotional control.  <b>Form:</b> Remains uses 1<sup>st</sup> person, conversational tone</p>	<p><b>R&amp;J: Fate</b>  <b>Core Knowledge</b>            1. Shakespeare creates a definitive distinction between the older characters and the younger characters. The young are impulsive and passionate.            2. The Elizabethans, similar to attitudes today, believed the young were too often led by their emotions and passions and needed controlling.            3. The tragic catharsis central to plot explains the longevity and timeless popularity.</p> <p><b>Quotations</b>            Me thinks I see thee, now thou art below./As one dead in the bottom of a tomb:            3.5)            "fortune, fortune! all men call thee fickle: "(3.5,3)            "my mind misgives / Some consequence yet hanging in the stars" 1,4            "If he be married, / My Grave is like to be my Wedding Bed" (1.1.5)</p>	<p><b>R&amp;J Impulsive youth + untrustworthy influences</b>  <b>Core Knowledge</b>            1. Shakespeare explores the relationships between the lovers and the adults 'responsible' for their education. Friar's proverb goes unheeded and Juliet wills her nurse to move and speak faster.            2. Exploiting the deep suspicion of Catholic Priests and their perceived meddlesome behaviour, the Friar is hypocritical and the nurse represents the uneducated and ignorant.</p> <p><b>Quotations</b>            "When, and where, and how/We met, we wooed and made exchange of vow/I'll tell thee as we pass..." (2.3)            Wisely and slowly; they stumble that run fast. (2.3)            "by the which your love /Must climb a bird's nest soon when it is dark"            "shall bear the burden soon at night"            "O honey nurse, what news? Hast thou met with him? Send thy man away." (2.5)</p>



# Year 10 French



## Week 1: La santé

**Key ideas:** Talking about healthy lifestyles

**Key vocabulary:**

La maladie	Illness
La santé	Health
L'obésité	Obesity
La nourriture	Food
Les repas	Meals
Un regime alimentaire	A diet
Équilibré	Balanced
Des legumes et des fruits	Fruit and veg
De la viande	Meat
Des produits laitiers	Dairy products
Des sucreries	Confectionary
La malbouffe	Junk food
Végétarien	Vegetarian
C'est important pour la santé	It's important for your health
La cigarette	Cigarette
L'alcool	Alcohol
Les drogues	Drugs
Fumer	To smoke
Accro à	Addicted to

## Week 2: Pour rester en forme

**Key ideas:** Staying fit

**Key vocabulary:**

Pour rester en forme	In order to stay fit
Je préfère manger des fruits	I prefer to eat fruit
Il faut manger équilibré	You must eat a balanced diet
Je mange des legumes tous les jours	I eat vegetables every day
J'évite les matières grasses	I avoid fats
Il faut boire beaucoup d'eau	You must drink a lot of water
Aussi j'évite de manger de la viande parce que je suis végétarien	Also I avoid eating meat because I am vegetarian
Je ne peux pas résister au fast food	I can't resist fast food
C'est ma seule faiblesse	It's my only weakness
De temps en temps j'ai un regime malsain	From time to time I have an unhealthy diet
C'est dangereux pour la santé	It's dangerous for your health
C'est mauvais pour la santé	It's bad for your health

## Week 3: Fumer

**Key ideas:** Smoking is bad!

**Key vocabulary:**

Je ne fume pas	I (don't) smoke
Fumer est mauvais pour la santé	Smoking is bad for your health
C'est très malsain	It's very unhealthy
Je ne bois pas d'alcool	I (don't) drink alcohol
Il ne faut pas fumer	You shouldn't smoke
Il ne faut pas boire trop d'alcool	You shouldn't drink too much alcohol
un inconfort est que	One disadvantage is that
jamais	Never
quelquefois	Sometimes
Il faut/ on doit	One must
Il ne faut pas	One mustn't
il faut manger sainement	One must eat healthily
Il faut dormir bien	One must sleep well

## Week 4: Hier...

**Key ideas:** Using different tenses

**Key vocabulary:**

Hier, j'ai mangé des produits laitiers	Yesterday I ate dairy products
En plus, j'ai bu beaucoup d'eau	In addition, I drank a lot of water
J'ai évité de manger des sucreries	I avoided eating confectionary
La semaine prochaine je vais manger plus de légumes	Next week I am going to eat more vegetables
Dans le futur je ne vais pas boire d'alcool	In the future I am not going to drink alcohol
Je vais éviter les drogues	I'm going to avoid drugs
À l'avenir j'ai l'intention de manger sainement	In the future I intend to eat healthily
Je vais essayer de rester en forme	I'm going to try to stay in shape

## Week 5:

**Key ideas:** Key verbs from this topic

**Key vocabulary:**

Faire	To do
Aller	To go
Donner	To give
Essayer de	To try to
éviter	To avoid
Manger	To eat
Boire	To drink
Prendre	To have (food or drink)
mener une vie saine	To lead (a healthy lifestyle)
fumer	To smoke





# Year 10 French



Week 6: L'environnement		Week 7: Dans ma region		Week 8: Pour lutter		Week 9: Dans le future...		Week 10:	
Key ideas: Talking about the environment		Key ideas: Local issues		Key ideas: What we can do to help the environment		Key ideas: About the environment in different tenses		Key verbs from this topic:	
Key vocabulary:		Key vocabulary:		Key vocabulary:		Key vocabulary:			
L'environnement	The environment	dans ma région	In my area	Pour lutter contre le réchauffement climatique...	To fight against global warming...	Récemment, j'ai recyclé les déchets	Recently I recycled waste	ramasser	To pick up
La planète	The planet	un aspect positif est que	A positive aspect is that	Je déteste voir les animaux en danger	I hate seeing animals in danger	De plus, j'ai économisé l'eau	What's more, I saved water	éteindre	To turn off
Les déchets	Rubbish/ waste	un aspect négatif est que	A negative aspect is that	Je pense que la planète est en danger	I think that the planet is in danger	Aussi j'ai utilisé les transports en commun pour aller au collège	I also used public transport to go to school	jeter	To throw away
La déforestation	Deforestation	l'environnement	The environment	Selon moi le/la... Est un grand problème	In my opinion, ... is a big problem	Plus tard, je voudrais recycler plus	Later I would like to recycle more	respecter	To respect
La circulation	Traffic	La fleuve	The river	Selon moi on doit recycler le verre	In my opinion we must recycle glass	Dans le futur, je voudrais sauver les animaux	In the future I would like to save animals	Prendre soin de	To care for
La pollution	Pollution	La mer	The sea	À mon avis il faut recycler plus le papier	In my opinion one must recycle paper more	Pour lutter contre le réchauffement climatique, je vais réduire mes achats	To fight against global warming I am going to reduce my shopping	Recycler	To recycle
La poubelle	Litter bin	L'air	The air	Si on recycle le papier, on peut réduire les déchets	If we recycle paper, we can reduce waste	Si nous faisons un effort, on pourra sauver la planète	If we make an effort, we will be able to save the planet	protéger	To protect
Le recyclage	Recycling	est pollué/ est contaminé	Is polluted	Si on prend les transports en commun, on peut réduire la pollution	If we use public transport, we can reduce pollution	Dans le futur, le pire problème pour la planète sera le réchauffement climatique	In the future, the worst problem for the planet will be global warming	utiliser	To use
Le triage	Sorting of recycling	fumée d'usine	Factory smoke	Ce qui m'inquiète, c'est le/la...	What worries me is ...			planter	To plant
Les transports en commun	Public transport	est propre/sale	Is clean/ dirty					nettoyer	To clean
Le verre	Glass							économiser	To save (water, energy)
Le papier	Paper							trier	To separate (rubbish)
Le plastique	Plastic								
Économiser	To save								
L'eau	Water								
Inondation	Flooding								
Embouteillage	Traffic jam								
Le réchauffement climatique	Global warming								
Les animaux en voie de disparition	Endangered animals								



# 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
<b>Verbs in the Past tense</b>		<b>Verbs in the Present tense</b>		<b>Verbs in the Future tense</b>	
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 mangerai	I would eat
J'ai étudié	I studied	J' étudie	I study		
<b>Rule Breakers</b>		<b>Rule Breakers</b>		<b>Rule Breakers</b>	
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

# Geography: Changing Economic

Week One	Week Two	Week Three	Week Four	Week Five
<ul style="list-style-type: none"> <li><b>The Changing Economic World: The development Gap.</b></li> <li><b>KEY IDEAS</b></li> <li>Development can be measured using a range of different indicators. There are limitations to what each on its own can tell us. We need to use a range.</li> <li>Different levels of development can be tracked using the <b>Demographic Transition Model.</b></li> <li>Changing population structures can be studied by looking at <b>Population Pyramids.</b> These tell us about the age and sex of a population and can be used by countries to plan for the future. For example if there are lots of young people the need to build schools.</li> </ul>	<ul style="list-style-type: none"> <li><b>Key Words</b></li> <li>Development: Positive things that make things better.</li> <li>Development gap: The difference between the worlds rich and poor countries.</li> <li>Development indicators: Economic and social measures of development such as birth rate, death rate or literacy rates.</li> <li>HDI (Human Development Index): The United nations measure of development based on life expectancy, number of years in education and GNI.</li> <li>GNI (Gross National Income): The total income of a country per head (per capita/person) of a country.</li> </ul>	<p><b>Population pyramids and the DTM</b></p> <p>Countries at different stages of the DTM have different shaped population pyramids. If you can recognise the different basic shapes, and understand what they're showing, then you can tell which stage of the model a country has reached (diagram C).</p> <p>Population pyramid shapes for the stages of the DTM</p>	<p>The next 3 weeks are focussed on the <u>UK Economy</u> and some of the challenges we face.</p> <p><b>The Changing UK Economy</b></p> <ul style="list-style-type: none"> <li>Primary (i.e. farming)</li> <li>Secondary (i.e. textiles)</li> <li>Tertiary (i.e. services)</li> <li>Quaternary (research and development)</li> <li>Deindustrialisation = reduction in manufacturing</li> <li>Globalisation = growth and spread of ideas around the world</li> </ul> <p><b>A post industrial economy</b></p> <ul style="list-style-type: none"> <li>= manufacturing industries are replaced by services (tertiary) and development in the quaternary sector</li> <li>IT has played a big role as it changes the way people live and work (i.e. work from home)</li> <li>79% of the UK's economic output is from the tertiary sector</li> </ul>	<p><b>Science Parks and Business Parks</b></p> <ul style="list-style-type: none"> <li>A science park is a group of specific and technical knowledge-based businesses located on a single site (There are over 100 in the UK – e.g. Exeter)</li> <li>A business park is an areas of land occupied by a cluster of businesses – usually on the outskirts of town</li> </ul> <p><b>Changing Transport Infrastructure</b></p> <ul style="list-style-type: none"> <li>Road improvements (in 2014 the government announced a £15 billion Road investment strategy' which will create 1,000s of jobs)</li> <li>Railway improvements</li> <li>Developing the UK's Ports</li> <li>Airport developments</li> </ul> <p><b>The North South Divide</b></p> <ul style="list-style-type: none"> <li>= the cultural and economic differences between the South of England and the North.</li> <li>In general the south enjoys higher standards of living, longer life expectancy and higher incomes.</li> </ul>



# Geography: Changing Economic



Week Six	Week Seven	Week Eight	Week Nine	Week Ten
<p><b>Changing Rural Landscapes</b></p> <ul style="list-style-type: none"> <li>• SOUTH CAMBRIDGESHIRE: Population growth as people move out of London. The population of 150,000 is increasing due to migration into the area, it is estimated to reach 182,000 by 2031.</li> <li>• OUTER HEBRIDES: Population decline due to outward migration</li> </ul> <p><b>The UK in the Wider World</b></p> <ul style="list-style-type: none"> <li>• RESEARCH... Trade, culture, transport and electronic communication are strengths of the UK.</li> <li>• The EU and Commonwealth links help us to have better relations in the world though Brexit has meant that some ties with our closest European trade links have suffered.</li> </ul>	<p>The next 4 weeks are focussed on the NEE country <b>Nigeria</b> as a case study of the economic challenges of lower income countries.</p> <p><b>OVERVIEW:</b></p> <ul style="list-style-type: none"> <li>• Nigeria is a country in West Africa</li> <li>• Newly emerging economy (NEE)</li> <li>• Rapidly developing</li> <li>• In 2014 Nigeria became the 21<sup>st</sup> largest economy, by 2050 it should be in the top 20</li> <li>• Nigeria supplies 2.7% of the world's oil as well as a lot of financial services and media</li> <li>• Capital city is Lagos. The city is growing rapidly due to urbanisation and is becoming an important financial hub for Africa as well as exporting lots of oil.</li> </ul>	<p><b>Nigeria in the Wider World</b></p> <ul style="list-style-type: none"> <li>• Independent from 1960 Nigeria is part of the Commonwealth, the United Nations, OPEC, African Union and ECOWAS</li> <li>• TRADE: included crude and refined petroleum, natural gas, rubber, cocoa and cotton.</li> <li>• One of the fastest growing imports into Nigeria is the telephone.</li> </ul> <p><b>Industrial Structure</b></p> <ul style="list-style-type: none"> <li>• In 1999 70% of employment was in the primary sector, in 2012 employment was balanced with a third of its population in primary, a third in secondary and a third in tertiary sectors.</li> <li>• This results in a balanced economy</li> </ul>	<p><b>Transnational Corporations (TNC) in Nigeria</b></p> <ul style="list-style-type: none"> <li>• A TNC is a large company that operates in several countries.</li> <li>• About 40 TNCs operate in Nigeria, with their headquarters in the UK, USA or Europe (e.g. Unilever)</li> <li>• TNCs offer both advantages and disadvantages for the host country</li> </ul> <p><b>International Aid</b></p> <ul style="list-style-type: none"> <li>• EMERGENCY AID: Aid that follows a natural disaster, war or conflict. Usually food, water or medical supplies.</li> <li>• DEVELOPMENTAL AID: Long term support by charities, governments and multi-lateral organisations</li> <li>• These impact the country but there are issues with aid being used effectively</li> </ul>	<p><b>Environmental Issues in Nigeria</b></p> <p>You need to look into the environmental issues in Nigeria caused by the following</p> <ul style="list-style-type: none"> <li>• Industrial growth: air / water pollution</li> <li>• Urban growth: urbanisation/deforestation</li> <li>• Commercial farming and deforestation</li> <li>• Mining and oil extraction: water pollution</li> </ul> <p><b>Quality of life in Nigeria</b></p> <ul style="list-style-type: none"> <li>• Reliable better paid jobs have meant that people have more money for education and healthcare</li> <li>• There have been massive HDI improvements in Nigeria, but there are many people who are still poor with limited access to service such as clean water</li> </ul>



# History



Week One	Week Two	Week Three
<p><b>Power and the People Part 1</b></p> <p><b>Magna Carta (1215)</b> 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.</p> <p><b>Simon de Monfort</b> Led the barons who overthrew Henry III in 1264. When in power he invited knights and barons to his parliament.</p> <p><b>The Peasants' Revolt (1381)</b> 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.</p>	<p><b>Power and the People Part 2</b></p> <p><b>The Pilgrimage of Grace (1536)</b> 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.</p> <p><b>The English Revolution</b> 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.</p>	<p><b>Power and the People Part 3</b></p> <p><b>The American Revolution (1776-1783)</b> Americans were angry that they had to pay taxes but had no representation in parliament. They won independence from the British Empire. The Declaration of Independence said that all men were equal and people had the right to choose their government.</p> <p><b>The Great Reform Act (1832)</b> 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.</p> <p><b>The Chartists</b> 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.</p> <p><b>Protest Groups</b> The <b>Anti-Slavery Movement</b> used petitions, meetings, leaflets and memorabilia to campaign against slavery. Leaders included William Wilberforce and Oluudah Equiano. Slavery was abolished in 1833. The <b>Anti-Corn Law League</b> protested about an increase in the price of bread due to the Corn Laws of 1815. They used memorabilia, meetings and speeches to campaign. Leaders included John Bright. The Corn Laws were repealed in 1846.</p>





# History



Week Four	Week Five	Week Six
<p><b>Power and the People Part 3</b></p> <p><b>Factory and Social Reformers</b></p> <p>They aimed to reform working and living conditions. George Cadbury built homes, a school and a chapel for his workers around his factory in Bourneville, Birmingham. Elizabeth Fry campaigned for the reform of prisons. She set up a school and a chapel to help women and children in Newgate Prison.</p> <p><b>The Tolpuddle Martyrs</b></p> <p>They were arrested for forming a secret trade union. There was a huge protest organised by Robert Owen – 200,000 people marched and 800,000 signed a petition. The government decided to free the martyrs.</p> <p><b>Trade Unionism – New Unionism</b></p> <p>The <b>Match Girls</b> protested about low pay and dangerous conditions. They went on strike in 1888. They were led by Annie Besant, a journalist. They marched to the Houses of Parliament and organised a boycott. They were successful and achieved higher wages.</p> <p>The <b>Dockers</b> 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.</p>	<p><b>Power and the People Part 4</b></p> <p><b>The General Strike (1926)</b></p> <p>Over a million workers went on strike about low wages and poor conditions. The strike lasted 9 days and failed. The government limited trade unions' rights and membership of trade unions decreased.</p> <p><b>The Miners' Strike (1984-85)</b></p> <p>Margaret Thatcher's Conservative government closed mines, leading to huge unemployment. Miners went on strike and clashed with police. The strikes failed and the government limited trade unions' rights and membership of trade unions decreased.</p> <p><b>Ethnic Minority Rights (20<sup>th</sup> century)</b></p> <p>People were angered by poor living conditions, low wages, racism and discrimination. Enoch Powell's 'Rivers of Blood' speech seemed to show that there was racism within the government. In the 1970s and 1980s the 'Sus Law' allowed police to stop and search anyone. They targeted young black men.</p> <p><b>The Brixton Riots (1981)</b></p> <p>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.</p>	<p><b>Conflict and Tension Part 1</b></p> <p><b>The Peacemakers</b></p> <p>George Clemenceau (France) wanted to punish Germany harshly for the damage caused to France in WWI. He wanted to make sure they could not invade France again. 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.</p> <p><b>The Terms of the Treaty of Versailles</b></p> <p>Guilt Clause 231 – Germany solely blamed for WWI. Armed forces reduced e.g. only 100,000 troops, 6 large battleships, no aircraft, tanks or submarines. Reparations of £6.6 billion for Germany to pay. German territories lost e.g. Alsace-Lorraine to France, all colonies given to Britain and France to oversee. League of Nations set up, but Germany not allowed to join.</p> <p><b>The Impact on Germany</b></p> <p>Many Germans hated it as they felt vulnerable and humiliated. They felt 'stabbed in the back' by the Weimar government who had signed it. Germany could not afford to pay reparations which led to France invading the Ruhr in 1923. This led to hyperinflation.</p>





# History



Week Seven	Week Eight	Week Nine	Week Ten
<p><b>Conflict and Tension Part 2a</b></p> <p><b>The aims of the League of Nations:</b>                      Discourage aggression.                      Improve living and working conditions.                      Encourage countries to cooperate e.g. through trade.                      Disarmament.</p> <p><b>Membership and Structure of the League</b>                      Germany and the Soviet Union (Russia) were not allowed to join the League. The USA chose not to join.                      The 4 members of the Permanent Council were Britain, France, Japan and Italy. They all had a veto.                      The Assembly met once per year and the League had no army.</p> <p><b>Successes</b>                      Aaland Islands 1921 – Solved dispute between Sweden and Finland.                      Upper Silesia 1921 – Solved dispute between Germany and Poland.</p> <p><b>Failures</b>                      The Corfu Crisis 1923 – Mussolini used aggression and went behind the League's back to force Greece to pay Italy compensation. Showed that the League could not deal with major, powerful countries.</p> <p><b>International Agreements in the 1920s:</b>                      The Dawes Plan 1924 – The USA agreed to lend Germany money to help rebuild their economy and pay reparations.                      The Locarno Treaties 1925 – 6 countries agreed not to go to war. Germany and France agreed their borders.                      The Kellogg-Briand Pact – 65 countries agreed not to use war to solve disputes.</p>	<p><b>Conflict and Tension Part 2b</b></p> <p><b>The Great Depression</b> caused huge unemployment and poverty. Many people blamed their governments and turned to extremist, fascist leaders. In Germany, many people voted for Hitler and the Nazi Party.</p> <p><b>The Manchuria Crisis 1931-33</b>                      Japan invaded Manchuria in order to gain raw materials, living space and expand their empire.                      The Lytton Report took over a year to produce which showed the League was slow to act.                      Japan ignored the League and it showed that the League was weak; they had no army and economic sanctions would not work without the USA being a member.                      It showed that Britain and France were self-interested and encouraged Mussolini to act aggressively.</p> <p><b>The Abyssinia Crisis 1935-36</b>                      Italy invaded Abyssinia in order to expand their empire, gain raw materials and to distract people from the Great Depression.                      Britain and France made the Hoare-Laval Pact – a secret plan to give most of Abyssinia to Italy. This showed they were self-interested.                      Britain failed to shut the Suez Canal and the League did not stop trading oil with Italy.                      It showed that the League was weak and encouraged Hitler to remilitarise the Rhineland in March 1936.</p>	<p><b>Conflict and Tension Part 3</b></p> <p>Hitler aimed to abolish the T of V, destroy communism, gain Lebensraum and unite all German-speaking people.                      1933 – Hitler became Chancellor and began rearming in secret.                      1934 – The Dolfuss Affair. Mussolini prevented Hitler from gaining Anschluss with Austria.                      1935 – The Saar was returned to Germany.                      1935 – The Freedom to Rearm Rally                      1936 – The Remilitarisation of the Rhineland.                      1936 – Germany and Italy signed the Rome-Berlin Axis.                      April 1938 – Hitler gained Anschluss with Austria.                      September 1938 – The Sudeten Crisis and Munich Agreement. Britain and France gave Hitler the Sudetenland and he promised not to invade the rest of Czechoslovakia. Good example of appeasement.                      March 1939 – Germany invaded Czechoslovakia.                      August 1939 – The Nazi-Soviet Pact. Germany and the Soviet Union (Russia) agreed to both invade Poland and not to fight each other.                      September 1939 – Germany invaded Poland. Britain and France declared war on Germany.</p>	<p>Revise information from the previous 9 boxes for your assessment.                      Make Cornell notes on the topics that your knowledge is least secure on.</p>



# Year 10 Hospitality and Catering

## Unit 1 Complete KO

### Week 2

#### 1.1.2

**Types of employment roles and responsibilities within the industry**  
There are four main areas within the industry that you should know the roles and responsibilities within. They are listed below:

- **1. Front of house**
- **Front of house manager:** oversees all staff at the restaurant, provides training, hiring of staff, and ensures good customer service.
- **Head waiter:** oversees the waiting staff of the restaurant in high-end eating establishments.

- **Waiting staff:** greets customers, shows them their table, takes food and drink orders from customers, and serves them their order. Makes sure customers' needs are met, and that the food order is made correctly.

- **Concierge:** advises and helps customers with trips and tourist attractions. Books taxis for customers and parks customer cars.
- **Receptionist:** takes bookings, deals with questions and complaints from customers, checks-in customers, takes payment, and provides room keys.

- **Maitre d'hôte:** oversees the service of food and drinks to customers. They greet customers, check bookings, reservations, and supervise waiting staff.

- **Valets:** prevent congestion at the front of hotels by parking cars, they also work with bellhops to remove luggage

#### 2. Housekeeping

- **Chambermaid:** cleans guests' rooms when they leave, and restocks products that have been used, they also provide new bedding and towels.
- **Cleaner:** cleans hallways and the public areas of the establishment.
- **Maintenance:** repairs and maintains the establishment's machines and equipment, such as heating and air conditioning. These responsibilities could also include painting, flooring repair or electrical repair.
- **Caretaker:** carries out the day to day maintenance of the establishment.

#### 3. The Kitchen Brigade (back of house)

- **Executive chef:** in charge of the whole kitchen, developing menus and overlooking the rest of the staff.
- **Sous-Chef:** the deputy in the kitchen and is in charge when the executive chef isn't available.

- **Chef de partie:** in charge of a specific area in the kitchen. E.g **Poissonier (fish chef)** - Prepares all fish and seafood dishes. **Rotisseur (roast chef)** - Prepares all roast meats and sometimes grills. There are many others in large kitchens.

- **Commis chef:** learning different skills in all areas of the kitchen. Helps every chef in the kitchen.
- **Pastry chef:** prepares all desserts, pastry dishes and bakes.
- **Kitchen assistant:** helps with the peeling, chopping, washing, cutting of ingredients, and helps washing dishes and stored correctly.

- **Apprentice:** an individual in training in the kitchen and helps a chef prepare and cook dishes.
- **Kitchen porter/ plongeur:** washes the dishes and other cleaning duties.

#### 1.1.3 Working conditions in the hospitality and catering industry

**Types of employment contracts and working hours:** You need to know the following types of employment contracts and working hours.

- **Casual:** this type of contract could be provided through an agency and used to cover employees that are absent from work due to illness. There is no sick pay or holiday entitlement with this type of employment.
- **Full time (permanent):** working hours including start and finishing times are fixed and stated in this type of contract. A contract of this nature allows the employee to have sick pay and holiday entitlement.
- **Part-time (permanent):** working hours mean that the employee works on certain days of the week. Work times are stated in the contract, including the starting and finishing times that are fixed in this type of contract. The employee has sick pay and holiday entitlement in this type of contract.

- **Seasonal:** this type of contract is used when a business needs more staff due to busy times throughout the year, such as the Christmas period. The contract will state for the employee to work for a specific time frame only. Also, the contract would not expect further or regular work after the contract is complete.
- **Zero hours contract:** this type of contract is chosen between the employer and the employee. This means that the employee can sign an agreement to be available for work when the employer needs staff. No number of days or hours is stated in the contract and the employer doesn't require to ask the employee to work, and neither does the employee have to accept the work offered. No sick pay or holiday entitlement is offered for this type of contract.

#### Pay and benefits in the industry

- **A salary:** this type of pay is a fixed amount of money paid by the employer monthly, but is often shown as an annual sum on the contract.
- **Holiday entitlement:** employees are entitled to 28 days paid a year. Part-time contracts are entitled less depending to their contract hours.

- **Pension:** on retirement age, an employee qualifies for a pension contribution by the employer and the government.

- **Sickness pay:** money paid to the employee with certain contracts when they are unable to go to work due to illness.

- **Rates of pay:** national minimum wage should lawfully be offered to all employees over 18 years of age. This rate is per hour and is reviewed each year by the government.

- **Tips:** money given to an employee as a 'thank you' reward for good service from the customer.

- **Bonus and rewards:** given from an employer to the employee as a way of rewarding all the hard work shown from the employee throughout the year, and helping make the business a success. Also known as remuneration.

**Working hours** -The working hours directive in the UK states that employees on average cannot work more than 48 hours which is worked out over a period of 17 weeks. Employees can choose not to follow this and work more hours if they want to. People under the age of 18 cannot work more than eight hours a day and 40 hours a week. Employees that work six hours or more a day must have a break of 20 minutes, and have the right to have at least one day off every week.



# Year 10 Hospitality and Catering

Week 3

## Unit 1 Complete KO

### 1.1.4 Contributing Factor to success of Hospitality and Catering provision

**Labour:** These costs include employee wages, National Insurance contributions and pension contributions.

**Material:** These costs include decoration, furnishings, kitchen and dining equipment, ingredients, printing and health and safety equipment.

**Overheads:** These costs include rent, rates, gas and electricity, insurance, licensing, training and maintenance.

**Gross profit:** The money left over when all food and drink costs have been deducted from sales income

**Net profit:** money left over when ALL costs (e.g. materials, labour and overheads) have been deducted from sales income.

### The economy can impact business in the following ways:

**The strength of the economy**  
When the economy is strong customers have more money to spend on leisure activities and eating out; when the economy is weak customers do not have as much disposable income.

**VAT (Value Added Tax)** is added to the final cost of goods and services offered in the hospitality and catering sector (currently 20%). It is calculated quarterly by doing a VAT return. The money from VAT goes to the government to pay for services everyone uses for example the NHS

**The value of the pound (£)** if the rates of exchange represents good value for customers in other countries, they may choose to travel to the UK and spend money in the hospitality sector. UK customers may stay in the UK if the exchange rate is poor. The value of the pound can also impact on the price of food.

### Environmental impact

**Seasonality:** buying food when it is in season is more cost effective as it is more plentiful. Using local and seasonal ingredients reduces the amount of CO2 released into the atmosphere during transport. Customers like to know a restaurant menu is using seasonality and they are looking after the environment.

**Sustainability:** To sustain our environment we need to maintain and look after it by: using less energy, reducing our water use, avoiding waste, recycling and reusing as much as possible.

**Reduce-** we can reduce water and energy cost by:  
Installing solar panels, installing double glazing and insulation, using low energy light bulbs, buying energy efficient appliances, turning off lights or using motion sensors, waiting for dishwasher or washing machine to be full, showers rather than baths in hotels, encouraging guest to reuse towels

**Reuse:** Food is expensive so recipe's must be costed accurately. Food that is left over can be used to make another dish e.g. left over potato can make a frittata or mashed to make fish cakes. Stale bread can make bread crumbs, left over cake to make trifle. Metal drinking straws instead of plastic ones, refillable dispenser's in hotels for shower gel etc.

**Recycle:** Recycle bins in all hotels and guest houses for glass, paper, card, plastic and cans. All waste should be separated and recycled or composted when possible.  
**New technologies** have benefitted the sector in positive ways. These include: • cashless systems such as contactless cards and mobile payment apps • digital systems such as online booking/ordering and key cards • office software such as stock ordering systems. • interviews or meetings over Zoom or Teams.

### Media

The hospitality and catering sector is very competitive, so most businesses try to make good use of the media to advertise. Most businesses will have their own website, which customers can use to view menus and make bookings.

**Print Media:** Ads in magazines and newspapers, flyers and money-off vouchers.

**Positive:** Visually appealing, can be shared and re read  
**Negative:** local audience not global, expensive to advertise.

**Broadcast media:** Television, radio and online ads.

**Positive:** reaches a large audience (TV in every home)

**Negative:** expensive to make adverts, live TV declining.

**Internet (Social media and websites):** Customer feedback and reviews.

Consumers are increasingly using smartphones to book, order, pay and review.

**Positive:** positive review = more business, free to set up pages on Facebook and twitter etc.

**Negative:** bad reviews can damage business, permanent so cant be removed.

**Competitive-** (other establishments)

**Positive:** checking out the competition is crucial to improving, allows you to develop your own distinguishing feature  
**Negative:** pressure to keep updating products, price wars reduce profits

### 1.2.1 How the Hospitality and Catering provision operates:

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

A logical layout and workflow will mean that the customers will be able to enjoy organised, efficient service.

In a catering establishment such as a café, the front of house is where the customers are served.

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

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

### The front of house Dress Code

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

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

### Restaurant Workflow

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

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

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

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

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

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

**Toilets:** Customer toilets should be clean and welcoming.

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

### Kitchen Work Flow

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

### Kitchen Workflow

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

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

**Dry area:** for storing canned and dry goods.

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





# Year 10: Life to the Full: Cycle 2



Week 1	Week 2	Week 3	Week 4	Week 5
<p>The afterlife is the belief that existence continues after physical death.</p> <p>There are lots of different beliefs about life after death. Theists believe in life after death because it involves an afterlife which links to faith in God. Some agnostics might be persuaded by arguments for life after death (for example paranormal). Atheists reject an afterlife completely.</p> <p>Dawkins is a world famous evolutionary biologist and atheist. Some have called him an anti-theist – he rejects all religions and ideas of God, he has spent his life writing books and attempting to prove religions wrong. Dawkins does not believe in a life after death, for Dawkins life after death is something humans believe in, despite a lack of evidence that gives us comfort and meaning to our lives – nothing more, it is just mistaken belief that helps us to survive. Dawkins argues that our need for an afterlife is in our DNA not our souls. He argues that life exists for one reason: to pass along its genetic material to the next generation. Embedded in DNA is the genetic material of our ancestors. Our own genetic material will be added to the DNA of our children. In this way, we will live forever, though not in a personal way.</p> <p>Justin Welby is the 105th Archbishop of Canterbury and the most senior bishop in the Church of England. He is a devout Christian. For him, belief in life after death would not have been possession of Jesus Christ which Welby believes to be a factual historical event. For Welby, belief in life after death and love of Jesus gives people hope and comfort in their time of need. Welby suggests that religion is a positive force in our lives and communities which help support and guide people in times of need and grief.</p>	<p><b>Week 2</b></p> <p>Atonement: The belief that Jesus died for our sins.</p> <p>Immortal: Having eternal life</p> <p>Soul: The part of a person which is separate from the body. The spiritual aspect of a being; that which connects someone to God. The soul is often regarded as non-physical and as living on after physical death, in an afterlife.</p> <p>Crucifixion: When Jesus died on the cross.</p> <p>Heaven: Where Christians hope to go when they die.</p> <p>Hell: Where sinners go when they die.</p> <p>Creed: A set of beliefs</p> <p>Judgement Day: When the world ends and God judges the living and the dead.</p> <p>Purgatory: Some Christians believe that after death many souls go to purgatory to wait until they are pure enough to go to heaven.</p> <p>Sin: An action against religious teaching e.g. lying.</p> <p>Resurrection: The body will come back to life again.</p> <p>Saviour: Someone who rescues someone else.</p> <p>N.D.E. (Near death experience): floating above your body after your heart has stopped beating or can involve seeing a white light from reports</p> <p>Moksha: A Hindu goal - to be at one with God and to escape from the cycle of rebirth.</p> <p>Atman: Hindu name for the soul</p> <p>Re-incarnation: To be born again. A Hindu belief that your soul will be born again after death.</p> <p>Nirvana: Buddhist belief a bit like heaven – where you go once you die if you are enlightened.</p>	<p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Disembodied existence: existing without a physical body</li> <li>Resurrection: living on after death in a glorified form in a new realm</li> <li>Beatific vision: a face-to-face encounter with God</li> <li>Purgatory: A place where people go, temporarily, after death to be cleansed of sin before they are fit to live with God</li> <li>Election: predestination, chosen by God for heaven or hell</li> <li>Limited election: the view that God chooses only a small number of people for heaven or hell</li> <li>Original Sin: a state of wrongdoing in which people are born because of the sin of Adam and Eve</li> <li>Unlimited election: the view that all people are called to salvation but only a few will be saved</li> <li>Parable: a story told to highlight a moral message</li> <li>Particular judgement: judgement for each person at the point of death</li> </ul>	<p><b>Week 4</b></p> <p><b>Christian teachings about the afterlife</b></p> <p>Christians reject the idea that a human soul can leave one physical body at the point of death and be reborn into a new physical body in this same world (reincarnation). Christians also reject the concept of disembodied existence - the soul moving on without a body (Supported by Plato). Christians do however accept resurrection: living after death in a glorified physical form. Many Christians believe an individual will be given a renewed spiritual body.</p> <p><b>Muslim beliefs about the afterlife</b></p> <p>Muslims believe in life after death. This is called Akhirah. Muslims believe that when a person dies they go to a place called Barzakh to await judgement. Once the Day of Judgement comes, all bodies will be resurrected to await judgment (which is why Muslims have quick burials). After judgement, Muslims believe those who have passed the test will go to Al-Jannah and those who fail will go to Jahannam. * Al-Jannah – this is also called paradise and is described in the Qur’an (Muslim holy book) as a wonderful garden. Believers go here if they are a real Muslim who has pleased Allah during their life. * Jahannam – this is a place of hell and is described as being fire, black smoke and boiling water. It is a place of punishment where those who deserve it face endless pain and torture, mainly, for turning away from Allah.</p>	<p><b>Week 5</b></p> <p><b>Christian beliefs in Heaven</b></p> <p>Christians believe the faithful go to heaven. Those that believe in God and have followed his rules. Heaven is often described figuratively in different dimension and it is a place where God lives, surrounded by angels. Heaven is normally depicted as spending eternity in the presence of God. To help Christians understand the concept of heaven the metaphor of God sitting and ruling is used. Quotes 1) 'My Father's house has many rooms; if that were not so, would I have told you that I am going there to prepare a place for you?' John 14:2 2) 'The great street of the city was of gold, as pure as transparent glass' Revelation 21:21 1. This metaphor conveys ideas of comfort, return and familiarity under the authority of unconditional love. 2. This signifies that there will be so much wealth around that people can even afford to walk on it; no one will go without.</p> <p>Heaven is also described as a place with no suffering, no pain or death, where sin will be washed away and people will be purified and live in peace.</p> <p><b>Challenges to belief about heaven</b></p> <p>Bernard Williams asks is an eternity in heaven desirable? Surely it would become boring after a while? Williams argued that part of the pleasure of living is making choices about what we will do with our limited existence and setting ourselves targets/objectives that we may or may not achieve. However, if we have time to choose absolutely everything, the pleasure is gone. Response to challenges Karl Rahner – limited earthly life supports concept of timeless afterlife.</p>



# Year 10: Life to the Full: Cycle 2



Week 6	Week 7	Week 8	Week 9	Week 10
<p><b>Christian Beliefs about Hell</b></p> <p>Hell is viewed as a place of eternal punishment where Christians are separated from God for eternity. There is difference of opinion within Christianity as to whether it is a physical or spiritual place. The concept of hell raises issues as it challenges the Christian belief of an omnibenevolent God – is any sin that bad that a human should be condemned for eternity? Hell is seen figuratively as being downwards, below the physical world. In the Bible, hell is sometimes described figuratively as a rubbish dump, where the useless people are thrown. Hume argued that the whole idea of hell calls God's justice into question because a finite sin can never deserve an infinite punishment without parole. Others argue when we do wrong, we wrong God and every wrong deserves eternal punishment. Some argue that the afterlife is a continuation of the soul-making started on Earth. The New Testament teaches about reconciliation, not punishment and Jesus preaches about restoring the relationship between God and humanity. Pope Benedict was critical as he thought it disgraced Jesus' sacrifice and failed to take into account the need for atonement for sin. The belief about hell developed as a way of social control and some argue encouraged people to follow religious authority.</p> <p>Purgatory is the traditionally Catholic belief that the soul goes to be cleansed after death. Catholics believe prayers from the living can contribute to cleansing process, helping the dead soul to get through purgatory. This can be done in this earthly life through repentance and confession. Karl Rahner said "Purgatory should not be understood as a place of pain but as a metaphor for the soul's greater awareness of consequences of sin in time between death and last judgement". Protestant Christians reject views of purgatory as they believe that it is not supported in the Bible and contradicts the idea of salvation.</p>	<p><b>When does God's judgement take place?</b></p> <p>Some Christians argue straight after death, others argue at the end of time – both can be supported by Biblical views. Irenaeus believed that we do not enter heaven until the final Day of Judgement and that people exist in a perfect state of happiness after death until this point. Exceptional people (martyrs/saints/prophets) might have a 'fast track' to heaven. This is a popular Christian view known as 'particular judgement'. Calvin supported this view as he argued that the dead are conscious, either in peaceful bliss or pain – whatever God has chosen for them. This is different to final judgement, the idea that whole nations are judged as well as every person in a final conclusion to all creation. Many Christian prayers refer to deceased Christians as though they are already in heaven.</p> <p>Are heaven and hell eternal? Christian thinkers agree that heaven is eternal, they just disagree over the meaning of the word. Aquinas believed in the beatific vision of God and heaven as an eternal, timeless moment rather than a length of time which stretches to infinity. This view allows the escape from the idea of heaven being boring as there would be no time to fill. Eternity of heaven is seen as an endless, everlasting length of time.</p>	<p><b>Non-religious views on the afterlife</b></p> <p>Paranormal events are used as evidence for life after death by some non-religious or religious people. Examples of paranormal events in this case might include:</p> <ul style="list-style-type: none"> <li>- Ghosts – the soul or spirit of a dead person believed to be sensed by the living.</li> <li>- Mediums – People who claim to be able to communicate to the dead.</li> <li>- Near death experiences – When someone who was close to death wakes up and claims to have had a temporary experience of the afterlife.</li> </ul> <p>Scientists reject paranormal activity as confirmation of life after death and claim that there is no evidence-based proof. They claim that all experiences of the paranormal can be explained scientifically by infrasound (sound waves affecting our brains), waking dreams (psychological issues) or grief (wanting to believe as a comfort).</p> <p>Paranormal: Events beyond scientific explanation, thought to have a spiritual cause.</p> <p>Near Death Experience (NDE): A paranormal event which makes a person experience the afterlife without dying.</p> <p>Mediums: A person who claims to be able to speak to the dead</p>	<p><b>Buddhist Beliefs</b></p> <p>Buddhists believe that when someone dies their energy passes into another form. Buddhists believe this is a continuous loop (samsara) and the goal is to ESCAPE! * Buddhists DO NOT believe in a permanent self or soul. A person is not reborn but the energy of that person gets reborn. * Buddhists believe that all life is suffering and therefore the goal for all Buddhists is to escape samsara. By following the teachings of the Buddha and living ethically Buddhists can reach enlightenment (The realisation of the truth about life) and achieve nirvana (indescribable state outside of samsara). Rebirth is decided by karma. Good actions/ karma = good rebirth. When Buddhist follow the Eightfold Path and gain good karma they will have a better rebirth. They can be reborn as humans, animals, demigods and gods BUT being reborn as a human gives them the best opportunity to escape samsara.</p> <p><b>Quotes from non-religious and religious traditions on the concept of the afterlife</b></p> <p>'A delusion is something that people believe in spite of a total lack of evidence'. Richard Dawkins</p> <p>The horizon is not dominated by the past – but by what God can do. And God can raise the dead' Justin Welby</p> <p>'Feeling something beyond yourself, bigger in space and time, can be stimulated' Michael Persinger</p> <p>'Set your heart on doing good. Do it over and over again, And you will be filled with Joy' Buddha</p> <p>'The dust returns to the earth as it was, and the spirit returns to God who gave it' The Bible</p> <p>'Who will bring us back? The one who created you the first time' The Qur'an</p> <p>'Life is uncertain; death is certain' Buddha</p>	<p><b>Humanist Beliefs</b></p> <p>Humanists are non-religious people and so do not believe in a God, however they do believe in humanity and place great importance on human life. Humanists:</p> <ul style="list-style-type: none"> <li>- believe in scientific methods when it comes to understanding how the universe works</li> <li>- make their ethical decisions based on reason, empathy, and a concern for human beings</li> <li>- believe human beings should seek happiness in this life and helping others to do the same.</li> </ul> <p>They reject ideas of life after death as they do not believe in a God / afterlife, they suggest that instead we should find meaning in our own lives and live it to the full, when we die our bodies will decompose but we will still be remembered by our family and loved ones. During the 1980's Michael Persinger a neuro scientist created the 'God Helmet' which claimed to show that religious experiences can be created artificially by stimulating parts of the brain with electromagnetism. Persinger reports over 900 people who took part in his experiments claimed to experience "mystical experiences and altered states". Persinger reports that "at least" 80 percent of his participants experience a presence beside them in the room and about one percent report an experience of "God" and others report less evocative experiences of "another consciousness or sentient being". He used these experiments to claim that God was just a contraction of the human mind.</p>



# 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 1<sup>st</sup> June 2017

<p><u>Task 1</u></p> <p>D40 <math>12 + 13 = \underline{25}</math> ✓</p> <p>E50 <math>4 \times 3 + 2 \times 5 =</math> <math>12 + 10 = \underline{22}</math> ✓</p> <p>F60 <math>\begin{array}{l} 12 : 18 \\ \div 6 \\ \hline 2 : 3 \end{array}</math> ✓</p> <p>H70 <math>\frac{1}{14} + \frac{1}{7} = \frac{1}{21}</math> ✗</p> <p>J90 <math>\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}</math> <math>= \frac{3}{8}</math> ✓</p> <p>A01 <math>\begin{array}{r} + 493 \\ 162 \\ \hline 655 \end{array}</math> ✓</p>	<p>E41 <math>P(\text{yellow}) = \frac{3}{6}</math> ✗</p> <p>F51 <math>P(\text{black}) = \frac{4}{8}</math> <math>= \frac{1}{2}</math> ✓</p> <p><u>Task 2</u></p> <p>G61 All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓</p> <p>H71 <math>P(\text{odd}) = \frac{3}{5}</math> ✓</p> <p><u>Task 3</u></p> <p>J22 <u>Even</u> ✓</p>
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Your book work should look like this. You can earn merits for good book work, as well as completing your compulsory, XP boost and target homework tasks.

**What if I need help?**  
Speak to your Maths teacher about the Sparx help clubs.





# Need to know formulae

## Areas

Rectangle =  $l \times w$

Parallelogram =  $b \times h$

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

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

## Circles

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

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

## Right-angled triangles

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

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

## Volumes

Cuboid =  $l \times w \times h$

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

Cylinder =  $\pi r^2 h$

## Compound measures

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

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

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

## Angles formed by parallel lines

ALTERNATE, CORRESPONDING, INTERIOR

## Constructing Pie Charts

The angle to draw for each sector is

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

## Angles in Polygons

Sum of Interior Angles =  $(n - 2) \times 180^\circ$   
 Where n is the number of sides of the shape

Exterior Angles add up to  $360^\circ$

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

Interior + Exterior =  $180^\circ$

## 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)

### 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  $360^\circ$

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

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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, CORRESPONDING, INTERIOR

### Quadratic equations

The Quadratic Equation  
 To solve a quadratic equation  
 in the form:

$$ax^2 + bx + c = 0$$

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

### Indices and surds

$$a^0 = 1 \quad a^{\frac{1}{2}} = \sqrt{a}$$

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

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

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

### Straight lines

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

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

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°
sin x	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1
cos x	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0
tan x	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (infinity)



# Science

# sparx

## Homework

### How to login:

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

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

### Complete your compulsory Sparx homework as follows:

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

Set	Due (8am)
Thursday 4pm	Thursday

### What if I need help?

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



# Year 10 Spanish



**Week 1: ¿Llevas una vida sana?**

**Key ideas:** Introduction to healthy lifestyles

**Key vocabulary:**

Intento	I try to
Evito	I avoid
Suelo	I tend to
Intento comer sano	I try to eat healthily
Evito comer comida rápida	I avoid eating fast food
Suelo llevar una vida sana	I tend to lead a healthy life
Intento hacer ejercicio	I try to do exercise
Suelo tener una dieta equilibrada	I tend to have a balanced diet
Sano	Healthy
Malsano	Unhealthy
Siempre como verduras	I always eat vegetables
Evito la comida basura	I avoid junk food

**Week 2: Para estar en forma**

**Key ideas:** In order to stay fit

**Key vocabulary:**

Tener hambre	To be hungry
Tener sed	To be thirsty
Tengo que	I have to
Tomar más fruta	Eat more fruit
Tomar más agua	Drink more water
Evitar carne roja	Avoid red meat
Evitar demasiada comida frita	Avoid too much fried food
Comer una dieta sana	To eat a healthy diet
Hacer más ejercicio	To do more exercise
Comer poca sal	To eat little salt

**Week 3: No se debería fumar**

**Key ideas:** Discussing why smoking and drinking can be bad

**Key vocabulary:**

(No) fumo	I (don't) smoke
Fumar es malo para la salud	Smoking is bad for your health
Es muy malsano	It's very unhealthy
(No) bebo alcohol	I (don't) drink alcohol
No se debería fumar	You shouldn't smoke
No se debería beber demasiado alcohol	You shouldn't drink too much alcohol
Una desventaja es que	One disadvantage is that
Nunca	Never
A veces	Sometimes
Se debe	One must
No se debe	One mustn't
Se debe comer sano	One must eat healthily
Se debe dormir bien	One must sleep well

**Week 4:**

**Key ideas:** Additional necessary vocab

**Key vocabulary:**

El azúcar	Sugar
El corazón	The heart
Los pulmones	The lungs
El régimen	Diet
Ander	To walk
Correr	To run
Demasiado	Too/too much
Es bueno para	It's good for
Es malo para	It's bad for
Soy vegetariano/a	I am vegetarian
Soy vegano/a	I am vegan

**Week 5:**

**Key verbs from this topic:**

Hacer	To do
Ir	To go
Dar	To give
Intentar	To try to
Evitar	To avoid
Comer	To eat
Beber	To drink
Tomar	To have (food or drink)
Llevar (una vida sana)	To lead (a healthy lifestyle)
Fumar	To smoke
Emborracharse	To get drunk



# Year 10 Spanish



**Week 10:**

**Key verbs from this topic:**

Recoger	To pick up
Apagar	To turn off
Tirar	To throw away
Respetar	To respect
Cuidar	To care for
Reciclar	To recycle
Proteger	To protect
Usar/ utilizar	To use
Plantar	To plant
Limpiar	To clean
Ahorrar	To save (water, energy)
Separar	To separate (rubbish)

**Week 9: El planeta en peligro**

**Key ideas: Discussing global issues**

<b>Key vocabulary:</b>	
Me preocupa el calentamiento global	I'm worried about global warming
Me preocupa la contaminación del mar	I'm worried about sea pollution
Me preocupa la deforestación	I'm worried about deforestation
Me preocupan las inundaciones	I'm worried about the floods
Me preocupan los animales en peligro de extinción	I'm worried about animals in danger of extinction
Para proteger el medio ambiente siempre reciclo	To protect the environment I always recycle
Para proteger el medio ambiente siempre ahorro agua	To protect the environment I always save water
Para proteger el medio ambiente se debe usar energía renovable	To protect the environment one must use renewable energy

**Week 8: Para proteger el medio ambiente**

**Key ideas: Protecting the environment**

<b>Key vocabulary:</b>	
Para proteger el medio ambiente	In order to protect the environment
Se debería reciclar	One should recycle
No se debería usar bolsas de plástico	One shouldn't use plastic bags
Se debería apagar las luces	One should switch off the lights
Se debería cerrar los grifos	One should turn off the taps
Me preocupa	I'm worried about
Me preocupa el uso del plástico	I'm worried about the use of plastic
Me preocupa la contaminación	I'm worried about pollution
En el futuro voy a reciclar más	In the future I'm going to recycle more
En el futuro voy a apagar las luces	In the future I'm going to switch off the lights
En el futuro no voy a malgastar agua	In the future I'm not going to waste water

**Week 7: Hacia un mundo mejor**

**Key ideas: Talking about global issues**

<b>Key vocabulary:</b>	
Hay mucho tráfico y atascos	There is lots of traffic and traffic jams
Hay mucha basura en las calles	There is lots of rubbish in the streets
Hay mucha contaminación	There is lots of pollution
El agua está contaminado	The water is polluted
No llueve suficiente	It doesn't rain enough
Hay muchas inundaciones	There are lots of floods
No hay muchos espacios verdes	There aren't a lot of green spaces
Lo malo es que	The bad thing is that
Lo peor es que	The worst thing is that
El problema más serio es que	The most serious problem is that
Diría que	I would say that
Se debería	One should

**Week 6: El medio ambiente**

**Key ideas: The Environment**

<b>Key vocabulary:</b>	
En mi barrio	In my area
Un aspecto positivo es que	A positive aspect is that
Un aspecto negativo es que	A negative aspect is that
El medio ambiente	The environment
El río	The river
El mar	The sea
El aire	The air
Está contaminado	Is polluted
El humo de las fábricas	Factory smoke
Está limpio/ sucio	Is clean/ dirty



# Year 10 Verbs and Tenses



Past tense		Present Tense		Future Tense	
<b>Time phrases</b>		<b>Time phrases</b>		<b>Time phrases</b>	
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
<b>Verbs in the Past tense</b>		<b>Verbs in the Present tense</b>		<b>Verbs in the Future tense</b>	
Comí	I ate	Como	I eat	Voy a comer	I'm going to eat
Vi	I watched	Veo	I watch	Comeré	I will eat
Jugué	I played	Juego	I play	Comería	I would eat
Bebí	I drank	Estudio	I study	Voy a ir	I'm going to go
Estudíé	I studied	Bebo	I drink	Iré	I will go
<b>Rule Breakers</b>		<b>Rule Breakers</b>		<b>Rule Breakers</b>	
Fui	I went	Tengo	I have	Voy a hacer	I'm going to do
Hice	I did/made	Soy/ Estoy	I am	Haré	I will do
Fue	It was	Hago	I do/make	Haría	I would do
Tuve	I had	Debo	I have to/must	Voy a tener	I'm going to have
Había	There was/ were	Puedo	I can	Tendré	I will have
		Quiero	I want	Tendría	I would have
		Voy	I go	Será	It will be
		Hay	There is/ are	Sería	It would be
				Habría	There will be
				Habría	There would be





# Year 10 Sports Studies



**Week 1 – Different types of outdoor activities**

**Task 1**  
**Examples of outdoor activities:**  
**Kayaking** is the use of a kayak for moving over water. It is distinguished from canoeing by the sitting position of the paddler and the number of blades on the paddle. A kayak is a low-to-the-water, canoe-like boat in which the paddler sits facing forward, legs in front, using a double-bladed paddle to pull front-to-back on one side and then the other in rotation. Most kayaks have closed decks, although sit-on-top and inflatable kayaks are growing in popularity as well.  
**BMX**, an abbreviation for bicycle motocross or bike motocross, is a cycle sport performed on BMX bikes, either in competitive BMX racing or freestyle BMX, or else in general street or off-road recreation.  
**Orienteering** is an exciting outdoor adventure sport that exercises mind and body. The aim is to navigate between checkpoints or controls marked on a special orienteering map. There is no set route so the skill and fun come from trying to find the best way to go! In competitive orienteering, the challenge is to complete the course in the quickest time.

**Week 2 – Provision of Outdoor Activities in the UK**

**Task 1**  
 Regional outdoor activity providers  
**Places within 100 miles of where you live.**  
 Designed to increase participation in sport. For example:

- Haven Banks. Quay
- Dartmoor Activity Centre
- Ashcombe Adventure Centre
- Grenville House Outdoor Education Centre – Brixham
- Skern Lodge Outdoor Centre, Appledore

National sports provision  
**Places outside of 100 miles of where you live.**  
 National sports centres  
 Usually ran through NGB's to develop elite sporting talent. For example:

- Plas-y-Brenin in North Wales,
- Holme Pierpoint in Nottinghamshire
- Tollymore National Outdoor Centre - Newcastle
- Lilleshall – Shropshire (Multiple National Governing Bodies)

Voluntary organisations (e.g. Scouts, Guides, Duke of Edinburgh's Award)

- Duke of Edinburgh

**Week 3 – Equipment and Clothing**

**Task 2**  
 There are different categories of clothing types:

**Safety Clothing** - specialist footwear e.g. walking boots and rock shoes) which are needed for the activity to meet the safety requirements.

**Specialist Clothing** – e.g. water sports – appropriate use of wetsuits or e.g. snow sports – appropriate use of snowshoes or skis.

**Types of technology:**  
**GPS and Signalling Devices** - electronic maps, personal beacons, emergency position radio beacons.  
**Waterproof technology** - communication devices, casing for technology, smart watch or activity trackers.  
**Specialist equipment and clothing** - snow mobiles; overland vehicles; scuba rebreathers etc.  
**Light weight equipment and clothing**

**Week 4 - Considerations to plan an outdoor activity**

- Health and safety** (e.g. is the activity suitable for the group, have all potential risks been identified).
- Personnel** (e.g. ratio of leaders to participants, is the activity leader suitably qualified).
- Adventure Activities Licensing Authority** (e.g. centres delivering outdoor activities have to have a license).
- Clothing and equipment** (e.g. appropriate to the activity, not damaged/torn).
- Location** (e.g. is the terrain suitable for the activity, is it suitable for the experience of the participants).
- Supplies** (e.g. will there be access to food and water).
- Emergency procedures** (e.g. is there a first aider available, is there an escape route should you become trapped, will there be mobile phone reception to contact emergency services).
- Contingency plans** (e.g. alternative route should there be an unexpected obstruction, spare equipment should any break).
- Shelter** (e.g. will an overnight stay be required, is there shelter from adverse weather conditions).
- Weather forecast** (e.g. will the weather conditions be suitable for the activity, will the weather conditions cause any risk during the activity).
- Timing** (e.g. is the time length of the activity suitable).

**Week 5 – Be able to plan an outdoor activity : Hazards**

**Hazards to be aware of .**

- Inappropriate supervision/tuition.
- Poor/incorrect equipment (e.g. wrong type of footwear, a back pack that is too heavy).
- Unforeseen weather conditions (e.g. blizzards/flash floods).
- Illness/injury (e.g. dehydration, frost bite, fractures/sprains).
- Poor organisation (e.g. undefined roles within a team, inaccurate timings).
- Getting lost.
- Unstable terrain (e.g. mud slides, avalanches).
- Animals and insects (e.g. insect bites, animals scavenging food).





# Year 10 Sports Studies



## Week 6 – Risk Assessment considerations

### Task 3

**Health and safety** - The activity should be suitable for the group with all potential risks been identified. There must be a qualified first aider.

**Personnel** – The ratio of leaders to participants should be at least 8:1. The activity leader should also be suitably qualified.

### Adventure Activities Licensing Authority

– All centres delivering outdoor activities have to have a license and these must meet the requirements of the activity centre/location.

**Clothing and equipment** – These should be appropriate to the activity and not damaged/torn. It should be ‘fit for purpose’.

**Location** - The terrain must be suitable for the activity and experience of the participants.

**Supplies** - Access to ideal foods and water is essential for the duration of the activity.

**Emergency procedures** - There must always be a first aider available and meeting points established. Action plans for a lost or trapped person well as checking mobile phone signals should all be on a pre-activity checklist.

## Week 7 - Emergency procedures

### Task 3

#### Providing First Aid:

- DR ABC
- Calling the emergency services - 999 or 112
- Communication protocols
- Accident reporting

#### Fire :

- Fire protocols/routines.
- Treating minor burns in camping.

#### Rescue procedures:

- Rescue plans and techniques for the activity
- Escape routes.
- Calling the coastguard
- Calling mountain rescue
- Using technology for rescue purposes.

#### Emergency Contact lists:

- Have someone who knows where you are and has your contact number.

#### RTA when Travelling in a minibus

## Week 8 – Knowledge and Skills

### Task 3

You must be able to demonstrate these skills

#### Care and use of equipment:

- Understanding of correct purpose and use of activity-specific equipment (e.g. harnesses in rock climbing)
- Ability to use activity-specific equipment
- Appropriate storage to avoid damage

#### Safe practice:

- Follow instruction closely
- Ensure they have the prescribed clothing/equipment
- Make sure they are aware of emergency procedures

#### Communication skills:

- Verbal (e.g. appropriate language, suitable level of information provided)
- Non-verbal (e.g. hand signals in scuba-diving)
- Activity specific language/terminology

#### Decision-making skills:

- Defining and clarifying an issue
- Gathering facts about issues and understanding their causes
- Generating/brainstorming possible solutions comparing the pros and cons of the options selecting the best option

## Week 9 – Knowledge and Skills

### Task 3

You must be able to demonstrate these skills

#### Team-working skills:

- Reliability
- Active listening
- Active participation
- Collaborative working
- Demonstrating commitment
- Treating others with respect

#### Problem-solving skills:

- Prioritise issues
- Set targets for resolution (e.g. I need to resolve this problem before the sun sets)
- Use experience to help resolve problem (e.g. when I encountered a similar problem I tried this to resolve it)
- Monitor their performance in resolving a problem (e.g. this isn't working, I'll try something else)
- Evaluate their performance in resolving a problem (e.g. next time it will be better if I do this first).

## Week 10 – Evaluating the benefits of participation.

### Task 4

**Mental Benefits** - reduce stress and anxiety and having the opportunity to relax doing what they enjoy. Improved self confidence, enjoyment, motivation, problem solving, challenge.

**Physical Benefits** –increasing general fitness and improving your health. The benefits of being outdoors – fresh air, sunlight on the body.

**Social Benefits** –social benefits to be gained through the opportunity to work and cooperate with others, becoming involved in teamwork. The togetherness will also involve in becoming aware of the different safety issues that are associated with the different outdoor activities. Improved communication, team working, and problem solving







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