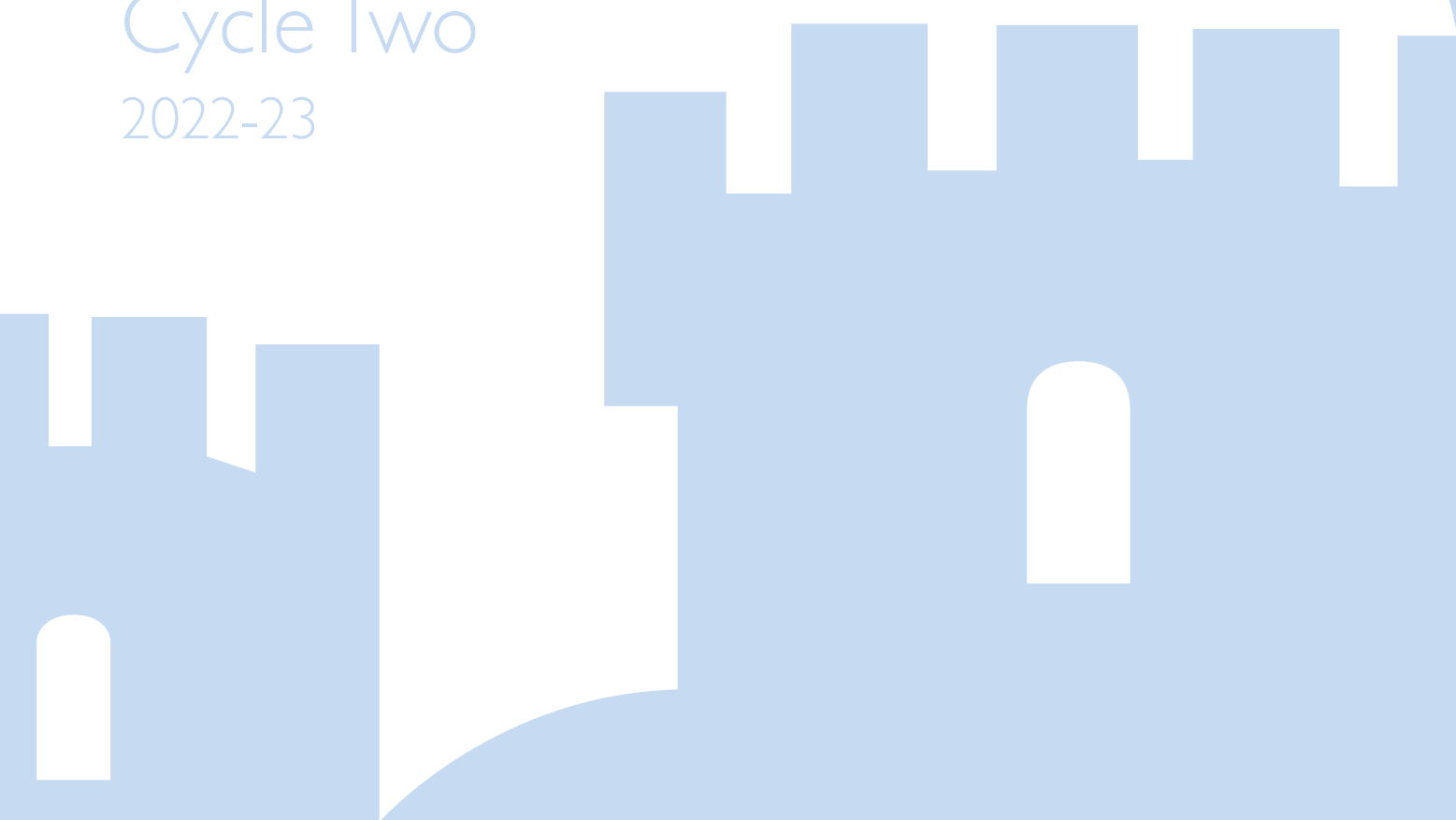# Knowledge Organiser

Year 10

Cycle Two

2022-23

St James

Work hard. Be kind.

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1					
Period 2					
BREAK TIME					
Period 3					
Period 4					
LUNCH TIME & CANON					
Period 5			Electives 13:30-15:00		
Period 6					

Lower Floor

Map Key

Corridors	Recording Studios
Staff Offices & Storage	DT Classroom & Storage / Prep
Changing Rooms & Toilets	Emergency Exit Staircases
A — Accessible & All Gender Toilets	Shadow of Ground Floor
Science Labs & Prep Rooms	Doors (indoors)
MFL Classrooms	Doors (outdoors) & Emergency Exits
Music Classrooms	

L1 Science

L2 Science

Science Prep Room

L4 Science

L7 Science

Lift

L12 Science

L11 Science

Science Office

A

Emergency Exit

Up to Atrium

L18 DT

L19 DT Prep Room

L20 MFL

L21 MFL

L27 MFL

L26 MFL

A

Emergency Exit

Down from Atrium

Music Studios

Lift

L42

L40

L39

L37

L38 Music

L36 Music

Outdoor Changing Rooms

Ground Floor

Map Key

- Corridors & Atrium
- Staff Offices
- Student Support & Services Rooms, Lifts
- Changing Rooms & Toilets
- **A** Accessible & All Gender Toilets
- Art Classrooms & Storage / Prep Rooms
- History Classrooms
- Geography Classrooms
- Media Classroom & Storage
- IT Suite
- Food Tech Classrooms & Storage / Prep Rooms
- Drama Studios
- Dance Studio & Sports Hall
- Emergency Exit Staircases
- Doors (outdoors) & Emergency Exits
- Doors (indoors)

Learning Support & Sensory Room

Staff Room

Staff only stairs

Safe-guarding

Resources & Printing

Reception

A

Entrance

Counsellor

G82 JBAC

Library G81

G4 Geography

G5 Geography

Lift

Humanities Office

G7 Physio

G13 History

G12 History

G11 History

G10 Geography

A

Emergency Exit

Art Office

G78 Art

G72 Art

G68 Student Services

Atrium

Up to English & Maths

Up from Science, MFL & Music

Down to Science, MFL & Music

G15 Food Tech

G16 Science

G18 Media

Humanities Office

A

G24 Food Tech

Emergency Exit

G67 IT Suite

Lift

Stage

G32 Drama Studio

Drama Office

Hall G37

PE Office

Changing Rooms

G51 Dance Studio

Sports Hall

First Floor

F50 English

F52 Reset

F53 English

Refocus

Headteacher's Office

Staff & Emergency Stairs

A

A

Gallery

Lift

Emergency Stairs

F39 English

F40 English

F41 English

English Office

F37 English

F36 English

F34 English

F33 English

Up from Atrium

F2 Maths

F3 Maths

F4 Maths

Maths Office

F7 Maths

F8 Maths

F14 Maths

F12 Maths

F11 Maths

Emergency Stairs

F32 Humanities

A

Down to Atrium & Science

Lift

IT Office

F20 Humanities

Map Key

- Corridors
- Staff Offices
- Shadow of lower floors
- English Classrooms & Storage
- Maths Classrooms & Storage
- Humanities Classrooms
- Student Support & Services, Lifts & Headteacher's Office

- Toilets
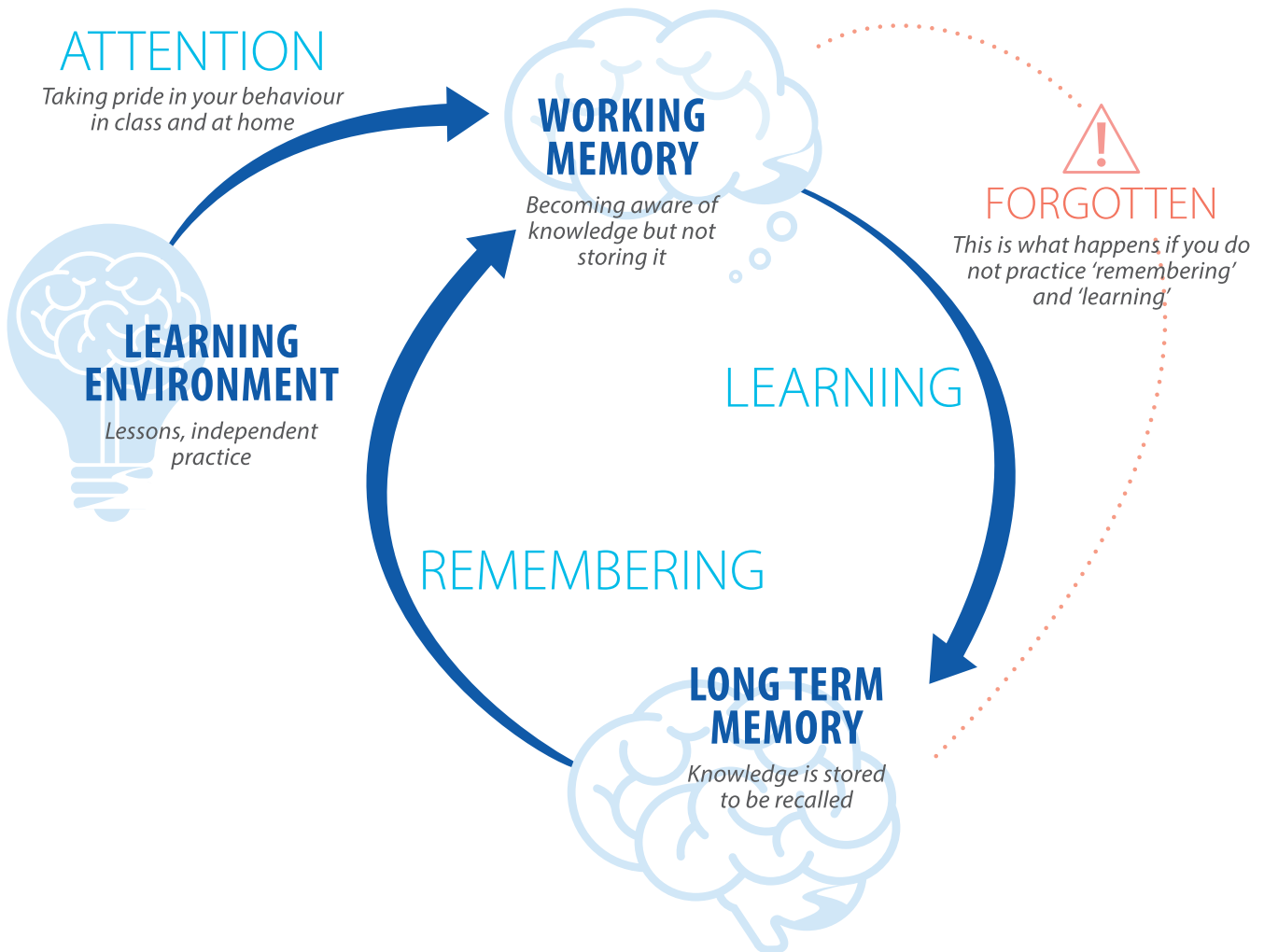- Accessible & All Gender Toilets
- Emergency Exit Staircases
- Doors (indoors)

This is how you learn

Your mind is split into two parts: the **working-memory** and the **long-term memory.** Everybody's **working-memory is limited,** and therefore it can very easily become overwhelmed. Your **long-term memory,** on the other hand, **is effectively limitless.**

ATTENTION
Taking pride in your behaviour in class and at home

WORKING MEMORY
Becoming aware of knowledge but not storing it

LEARNING ENVIRONMENT
Lessons, independent practice

FORGOTTEN
This is what happens if you do not practice 'remembering' and 'learning'

LEARNING

REMEMBERING

LONG TERM MEMORY
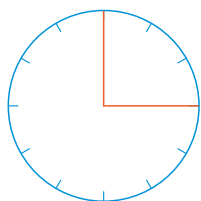*Knowledge is stored to be recalled*

There are many different ways to learn the material in your knowledge organisers. Mr Ovens and Mrs Payne will be demonstrating how to use your knowledge organiser effectively in videos during the school year. These will be used in lessons and Canon time and will also be available on the school website. Whichever retrieval practice method you decide to use, your tutor will ask to see evidence of your work.

Here are some methods you could use to complete your homework:

a. **Read - Cover - Write - Check:** Read the section (or week) of your knowledge organiser several times. Cover it so you can no longer see it. Write down as much as you can remember. Check your knowledge organiser again. What information did you recall and what did your memory not retain? Make any corrections and additions using your green pen.

b. **Flashcards -** using an A6 size card/paper, turn the information in your knowledge organiser into a series of questions and then write the corresponding answer on the back of the card. This means that you can test yourself. Simply writing everything on the card would have no impact on your memory and retention of the information.

c. **Flip and fold pages -** This may be useful when you have completed a series of weeks or at the end of the topic. On one page, write down all of your revision notes. Fold the paper in half and create a mind map of the most important information on one side. Fold it again and write all of the key vocabulary on one side. Fold for the final time and draw symbols and icons that would help you to remember the content of your full page.

a. **Elaboration -** For each of the points you are revising, develop them further by asking yourself questions e.g. why would the rainfall be 2000mm? Why might mime be used as a theatrical technique?

b. **Retrieval practice grid -** Many of you would have used these in history. Divide your page into three columns and nice lines. Write questions and answers for your chosen topic. Ask family members and friends to ask you the questions and you give them the answer, focusing on one column at a time. If you get it wrong, they need to tell you the answer and you repeat it. You now need to go back into the top of the column of nine questions and try again until you get them all correct. Move onto the next column. This would be a good grid to build up over the course of the 10 weeks of knowledge organiser homework so that you had one grid per subject!
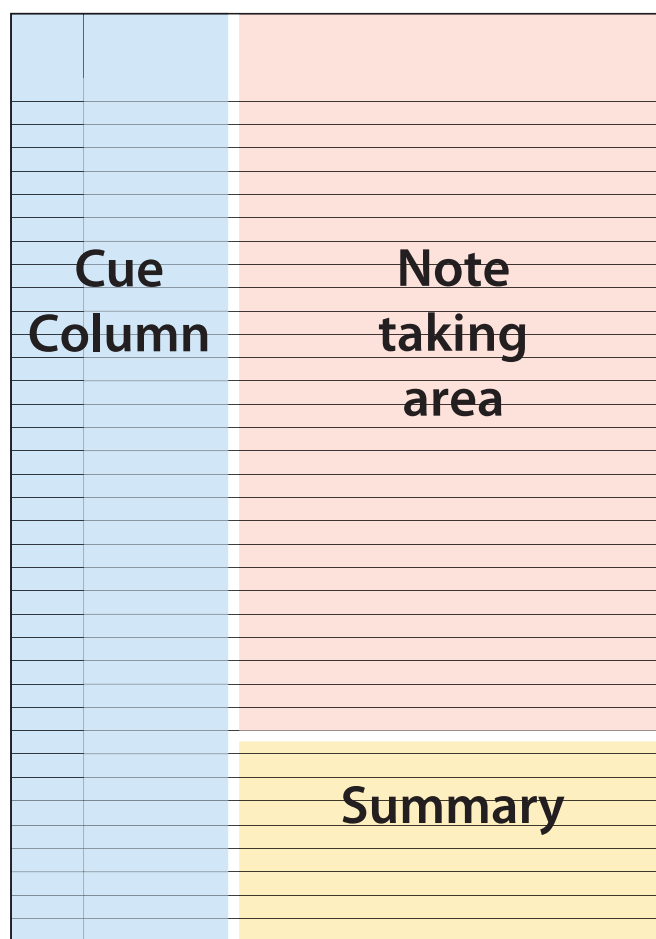
Repeat the processes above until you have spent 15-20 mins per subject per day. For example, repeated practices of 'Read - Cover - Write - Check' would be expected; not just one attempt.

REMEMBERING: MASTERING YOUR MEMORY

Cornell Notes

1. Divide your page into three sections like in this diagram.

2. In the note taking area, complete your work normally (if taking notes, try only to write down key information)

3. In the bottom section, summarise all the information in the note taking area into 3 bullet points

4. The Cue Column is where the magic happens - in this area, write a series of quiz questions about the notes you have written.

5. When revising, try to answer the quiz questions in the cue column before you read your notes. If you can do it, well done! You have **remembered** this. If not, you need to **learn** it again.

6. The Summary at the bottom of the page also strengthens the learning. It can be used as a prompt for you too try and remember the knowledge in the note taking area.

Cue Column	Note taking area
	Summary

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.**

Writing Structures

HISTORY: Key phrases in written answers

Using evidence:

» This can be shown by…
» I know this because…
» Evidence to support this is…

Explanation:

» This led to…
» This meant that…
» This clearly shows us that…
» This was significant because…
» This had an impact on…
» Admittedly x was a factor, however, y was more significant because…

GEOGRAPHY: Writing structures / acronyms

When you are describing the location of a place in the world, refer to CLOCC:

Compass directions
Latitude
Oceans
Continents
Countries

When you are describing a pattern on a map or a trend on a graph, refer to TEA:

Trend (what is the general pattern?)
Example (Identify specific examples from the map/graph)
Anomaly (what does not fit the pattern/is an outlier?)

When you are completing a 5, 6 or 9 mark question in geography, it requires you to write well-developed points. To do this, follow the structure below:

Make a point
…which means that…
As a result of this, …
We call this **double developing** a point.

You are regularly asked the question 'To what extent do you agree…?'

In response, consider the range of 'extents'.
I slightly / partially / mostly / completely agree because, firstly, …
To a small / some / large extent, …
To some extent / to a large extent, I agree…

If you are asked to write about two sides of an argument, try 'Triple O'

On the one hand, …
On the other hand, …
Overall, …

In geography, we regularly refer to:

👫 **Social,** £ **economic and** 🌍 **environmental perspectives**

(e.g. The social impacts of Typhoon Haiyan included the deaths of over 6,000 people)

Sustainability: which refers to 'meeting the needs of the present without compromising the ability of future generations to meet their own needs'. Here, we can use our previous terms. 'This is socially/economically/environmentally sustainable because…

The level of development of a country: High Income Countries (HICs - e.g. UK); Newly Emerging Economies (NEEs - e.g. Brazil); Low Income Countries (LICs .e.g Chad)

ENGLISH:

English: Analyse your quotation using IMPACTS	
I	In particular, [WRITER]'s use of (METHOD) "…" creates a ….IMAGE, suggesting…
	The writer's use of (EVOCATIVE/EMOTIVE/GRAPHIC) IMAGERY in the phrase "'…" suggests…
M	In particular, [WRITER]'s use of (METHOD) "…" contributes to a … MOOD, creating the sense that…
	The use of the (WORD TYPE) "…" further adds to the … ATMOSPHERE evoking a feeling of…
P	[WRITER]'s repeated use of (METHOD) throughout the extract establishes a PATTERN of… that perhaps reinforces…
A	The term "…" is typically ASSOCIATED with…., perhaps implying…
C	In the CONTEXT of the extract, the term "…" creates CONNOTATIONS of…, perhaps suggesting…
T	In particular, [WRITER]'s use of (METHOD) "…" strikes a ….TONE, creating the sense that…
S	[WRITER]'s use of the phrase "…" is perhaps SYMBOLIC of… and may suggest…

PARAGRAPH STRUCTURE	PURPOSE OF PARAGRAPH	SENTENCE STRUCTURES
Premise/Title	Fit with convention and to alert reader to topic	
Descriptive hook: begin by describing a scene that is relevant to the question. Do not express your view, although your view ought to be implied by your description. Ask the reader to imagine a scene.	To engage your reader in imagining a scene which then illustrates your point. The narrative tone is easy to engage with.	Imagine, if you will Do you see…? Do you see…? Do you see…? No. No. And no. Instead, you see… We live in a world where …, where …, where …
Position paragraph: now, very clearly express your position on the issue. Provide an overview and reasons for your opinion, supported by an expert view.	To begin to persuade the reader of the logic and the wisdom of your point of view.	…should absolutely… In 2017, the centre for X research at Exeter university produced a report on … Shockingly/unsurprisingly/staggeringly, Professor Julie Buckle, who co-authored the report, is adamant that … Some believe…; others believe…, but this much is clear: put your position here
Relevance paragraph: make the point that the debate is relevant now and explain why. Why should people think about the issue now?	Explains why the debate is relevant to modern society so that the audience can engage with the topic.	Why does it matter? Let me tell you why it matters: it matters because…; it matters because …, and it matters because … Those that experience this …………….. No one - no matter where he lives or what he believes - can be certain that … No wrongs have ever been righted by … Some believe…, some believe…
Optional Counter Argument: here accept other people may believe differently to you. Perhaps acknowledge part of their argument but them provide a rebuttal. Why are they wrong?	This shows you recognise others may not have the same views, but your view is better.	Officials from/ Name claim that……… I'm not saying…..I'm not saying……… I'm not saying………… but……….. Ultimately we must recognise……………..
Solution paragraph: by this point you have explained the problem and your view, but now you need to offer a solution. It is not enough simply to describe the issue, there must be a call to action	To offer a solution to the issue and encourage the reader to do something about it.	I do not propose a set of specific remedies, nor is there a single set. Though for a broad and adequate outline, we know what must be done: …
Conclusion: Remind the reader of your position in a powerfuil way.	Pithy fragmented paragraph to summarise main idea.	Here then, is the thought with which I wish to leave you: less…., more ….

St James Academic Writing Builder (Higher)

St James Academic Writing Steps

1. Be clear
2. Objective voice : No 'I's. Any-where. At all. Put the writer in charge.
3. Speculative phrases: speculate to accumulate marks! Use uncertainty to sound smart!
4. Confident phrases - be the ex-pert.
5. Academic verbs
6. Interest phrases
7. 'Flow': Connective phrases
8. Context to introduce and idea
9. Voice: individual style

WAIT!

1. Before you choose: make sure you select adverbs, verbs and noun phrases that work together and make sense.
2. Check with your teacher or ask a friend if you're not sure.

2. Put the writer in charge:	3. Choose your academic adverb:	4. Choose your academic verb:	5. Select your academic noun phrase:		
The author	powerfully	critiques	attitudes	to	love
The poet	movingly	exposes	sentimentality	of	women
The writer	poignantly	attacks	idealisation	about	poverty
[Author's name]	ironically	alludes	conventions		conflict
Through the use of........,	insistently	subverts	consequences		ambition
Shakespeare......	subversively	explores	ideas		power
	persistently	criticises	language		war
	consistently	reveals	Truth		battle
	subtly	plays with	symbolism		humanity
	interestingly	contrasts	metaphors		control
	humorously	expresses	illusions		nature
	unexpectedly	insinuates	thoughts		maturity
	typically	argues	reality		loss of innocence
	unusually	highlights	effects		loss of...
	unsettlingly	evokes	representations		human psyche
	disturbingly	exploits	stereotypes		human nature
		elicits	clichés		motherhood
		suggests			responsibility
					isolation
					identity
					gender

Confident phrases	Speculative phrases
Certainly	Perhaps
Unquestionably	It could also be suggested
Undoubtedly	It could also be interpreted
Fundamentally	It might
Ultimately	It could also be considered
This certainly	It could be viewed from a different perspective
Without doubt	Possibly

1. Construct an academic 'nod' to the context	
Appalled by	Appalled by widespread poverty, Dickens........
Motivated by	Motivated by a desire for social reform, Priestley.....
Due to the widespread	Due to the widespread belief in Malthusian Economic theory, Dickens....
Driven by a desire to	Driven by a desire to promote social reform, Priestley.....
Having witnessed	Having witnessed the widespread poverty in Victorian Britain, Dickens....
Perhaps seeking to	Perhaps seeking to highlight the cruelty of child poverty, Dickens.....
An ardent believer in	An ardent believer in Socialist political ideologies, Priestley.....

Homework Expectations

What are the Independent Study expectations?

You must aim to meet the following expectations. Any adjustments to these expectations must be discussed with your Tutor:

- Check the schedule below to see which knowledge organisers you should use each day.
- Complete **work should reflect 15 minutes worth of recall/revision per subject.**
- Use your knowledge organiser after you have finished to **mark and correct** your own work.
- Write the date and subject heading for each piece of work.

T	on **Time**
A	**Accurate**
N	**Neat**
C	**Complete**

Homework should be **TANC.**

Any work that is not **TANC** will be considered incomplete.

Homework Timetable

Some subjects will not set homework every week, but when they do set homework, it will be due on set days. Your teachers will inform you of which day their homework is due in. Please add it to this table below. Equally, use this as a revision timetable to help you structure your spaced retrieval practice throughout Year 10.

	Subject 1	Subject 2	Subject 3	Subject 4
Monday		Sparx Maths		
Tuesday				
Wednesday				
Thursday				
Friday				

Option subjects: Art & Design; Computing; Design Technology; Enterprise; Music; Food Preparation & Nutrition; Psychology; Performing Arts; Statistics; Sociology; Physical Education (Health & Fitness); Health & Social Care; iArt.

BTEC Sport Studies & Health and Social Care: Students will be set weekly homework by their teacher, which will be either Knowledge Organiser work, or completion of work towards assignment preparation. This work will be set and marked by their lead teacher in class.

Deadline & Detention Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
SPARX on the homework timetable. MFL Quizlet set and checked on Monday (answer all questions).	MFL detention. History Educake deadline day and detention day (Min 50% pass rate).	Geography Educake deadline day and detention day.	SPARX catch-up/help.	Option C Separate Sciences Educake deadline day and detention day (28 students).

Stop

STOP

'They're not bullying you because of you, they're bullying you because of how they are'

Jessie J

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- cyberbullying
- sexting

Bullying includes REPEATEDLY:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

Speak

'Blowing out someone else's candles doesn't make yours shine any brighter'

Drake

Speak to someone.

No one has a magic wand, but we always do our best and we do really care.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

You're **not** alone

Don't be afraid to tell an adult. **Telling isn't snitching!**

WE STAND TOGETHER AGAINST BULLYING

Support

'You always have to remember that bullies want to bring you down because you have something that they admire'

Zak Efron

Whatever your worry, it's better out than in

What we do at St James to deal with bullying:

- **Mentoring** is having a named person you can go to for support at school. Tutor/HOY/Refocus/Other
- **Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Any form of bullying will not be accepted at St James.

ChildLine
0800 1111

NSPCC HELPLINE
0808 800 5000
help@nspcc.org.uk

YOUNGMINDS
fighting for young people's mental health

Life after St James:
What qualification should I choose?

Since 2015, in England, young people must be in some form of 'education or training' until they are 18. (www.devon.gov.uk). The government decided to do this because it is widely recognised that staying in training improves your career prospects. Early in Year 10, you will need to decide what you want to do after your GCSEs.

- **Full-Time Study** - an academic or vocational qualification taken at a sixth form, college or training provider.
- **An Apprenticeship** - working for an employer while studying for a qualification as part of your training.
- **Traineeships** - this is an option for students who would like to do an apprenticeship but who do not yet have the experience, skills or qualifications to do so. A traineeship can prepare you for an apprenticeship.
- **Part-Time Study** - you may work or volunteer full-time if you are also studying part-time for a qualification.

ADVANCED (A) LEVELS

A Levels are academic qualifications, where you study a subject in depth. Most students chose three subjects, which are assessed by exams at the end of two years. There are many different subjects to choose from, so you need to see what courses are offered at your chosen provider.

When choosing A Levels, think about the combination of subjects - do they work well together? Some University courses require specific A Levels - so do your research when choosing.

Providers: 6th Forms and Further Education Colleges

TECHNICAL (T) LEVELS

T Levels are a new technical qualification, directly related to the world of work. You pick one subject, and the course is 80% study and 20% (or 45 days) of relevant work experience.

Like A Levels, T Levels take 2 years to complete. They are assessed by a mixture of exams and coursework, and students will be graded "Distinction", "Merit", "Pass" or fail. A Distinction is equivalent to three A* at A Level.

Providers: Exeter College currently offers three T Levels: Construction, Digital, and Education & Childcare. It is important to check the course guide (available in the school library) or their website for up to date information.

VOCATIONAL QUALIFICATIONS

Vocational qualifications are work-related qualifications that blend classroom learning with practical elements, often including work experience. There are literally hundreds of different qualifications at different levels, ranging from Entry Level up to Level 3 (including NVQs and BTECs), your options are only limited by what is offered locally. It is worth noting that T Levels will replace some Level 3 qualifications.

Providers: Further Education Colleges

THE INTERNATIONAL BACCALAUREATE (IB)

The IB Diploma is an academic qualification, where you study three subjects to a higher level and three at a standard level. There are also core courses that you must study. It allows you greater breadth than A Levels, although the trade-off is less depth.

Providers: Exeter College, Bridgwater & Taunton College

Entry Requirements: See website for specifics, but at least 6 GCSEs (inc. Maths and English) at Grade 6+.

Maths and English resits? If you get Grade 3 (or below) in your GCSE Maths or English, you will re-sit these qualifications as part of any course you study at college or as part of an apprenticeship. If you achieve lower than a Grade 3, you might be offered an alternative qualification called "Functional Skills Maths and English".

Local Further Education (FE) Colleges

Exeter College: Offers a whole range of subjects (e.g., Hair and Beauty, Childcare, Construction, Business Management, Performing Arts and Photography) at various levels (from Entry Level to Level 5). **https://exe-coll.ac.uk/**

Bicton College: Part of the Cornwall College group, the Bicton College site focuses on land-management type courses, including Animal Care and the Military and Protective Services. Again, it runs courses from Entry Level through to Level 5. **www.bicton.ac.uk/**

Exeter Maths School: A small college, focusing on Maths, Physics and Computer Science. Linked to the University of Exeter **www.exetermathematicsschool.ac.uk/**

Some of the secondary schools in Devon have a **Sixth Form** where students can stay at school and enter year 12 and then year 13. Sixth Forms typically focus on A-Level qualifications.

Apprenticeships

Apprenticeships combine practical training in a job with studying for a related qualification. The employer decides the qualification and chooses a training provider, which could be a local or national college or an industry-specific training provider. Apprenticeships are governed by "Standards". The standards set out the skills, knowledge and behaviours that apprentices must achieve during the apprenticeship.

At Post 16, you will probably be looking at Intermediate Level apprenticeships.

Traineeships are for students that do not have the relevant qualifications, experience or skills to start an apprenticeship but are interested in progressing on to one in the future. They involve a programme of up to six months of study, including a work placement, qualifications in Maths and English and support with finding a job or apprenticeship once the course is completed. Traineeships are unpaid. **www.gov.uk/find-traineeship**

In addition to Exeter College and Bicton College, there are local specialist training providers, who work with employers to deliver apprenticeships. If you are looking for an apprenticeship, it can help to talk to one of these providers as well as the colleges:

PGL Training offer a wide range of courses; from Hairdressing to Bricklaying, to Warehousing and Business Administration. Pick up a prospectus from the Careers Library or see **www.pgltraining.com.**

Many employers will not use local training providers for Apprenticeships. Some, such as Hays Travel, have an in-house scheme that they run themselves. Others, such as some accountancy firms, will also use national bodies such as Kaplan.

WHERE TO GO FOR MORE HELP…

Your 1:1 appointment with a qualified Careers Advisor

All students will receive an invitation to a 1:1 meeting with our qualified Careers Advisor, Maria. This meeting will take place at the end of Year 10 or the very start of Year 10. You should come to this meeting prepared to talk about your ideas, likes, dislikes. The Advisor will then be able to help you to focus your thinking.

Use your network

Your friends and family, tutors and teachers, people who know you well: tap into your network and ask them questions. What route did they take? What did they like / dislike? What do they think you would prefer? At the end of the day, it is your decision that you need to take, but it can be helpful to learn from other peoples' experiences.

Go online

Be sure to look at the website of local colleges and sixth forms, here you will find the most up to date selection of courses. The Career Pilot website is so easy to use. It has loads of useful information about all aspects of choosing your next steps. It is worth having a look, even if you are already certain about your choices. Another good one is BBC Bitesize, which has useful videos and information: **www.bbc.co.uk/bitesize/articles/z6ws47h**

Artist Research Guide AO1

Who is your chosen Artist?
Provide a brief biography…
What is their best-known work? Do they belong to a particular 'genre' or 'movement' of Art or
Photography - i.e. Surrealism, Pop Art or Expressionism etc?

Sentence starters:
Andy Warhol was considered to be…
Frida Kahlo is thought to be….

The artwork, photograph, design
What is the title of the artwork you are looking at?
Why do you think the artist has chosen that title? What clues does it give you about the work?

The piece of work is titled….from the title I think the artist was…
The title of the work suggest…
What I first noticed about this piece of work…
Warhol's work is considered to be the pinnacle of Pop Art due to…

Analysis of artworks or photographs

Form - what has been printed, painted or sculptured? (Portrait, buildings? etc.) Please describe in detail.
Can you see any experimentation with the colour/composition/texture or materials?

I can see…
In the photograph…
The light that has been used…

Process - How has it been made? What materials, techniques or equipment have been used?
What size or scale is it?

I think the artist has used…
The artist has created the work using…
By using reds and orange the artist has created a…
The expressive brush strokes suggest…
I think it would have been interesting if the artist had used…

Context - what is the key themes in the artwork? What do you think the artist's intentions were? What does it
remind you of? Is the mood of the work aggressive/tense/angry/happy/laid back/imposing/theatrical etc.?
Can you make links to other cultural references? Film? Theatre? Literature?

I think the main theme or idea behind this piece is…
I can see how this work links to… I think this because…
The artwork reminds me of…
I think the possible meaning behind the work is…
The mood of the artwork…
I think that the piece of work was created in response to….I think this because…

You're opinions…
What appeals to you about the image or artwork and the artist? How does it make you feel? What has it inspired
you to do? What materials or techniques ¬¬¬would you like to apply to your own art?

I think that the artist was trying to say…
My eyes are drawn to… I believe the artist has achieved this by…
If I were inside this artwork I would be feeling/thinking…
I like the idea of using this technique to make…
I would like to take the idea one step further and include…
I am going to use this artwork to inspire my own ideas and artwork by…
I'm very interested in trying out this technique and experimenting with…

Year 10 Combined Science Cycle Two

Key Vocabulary

1. **Alkali:** a solution containing excess hydroxide ions (OH-), turns litmus blue and has a pH greater than 7
2. **Anion:** negatively charged ion, one that has gained electron/s
3. **Anode:** positively charged electrode
4. **Base:** a substance that will react with an acid to form only salt and water
5. **Cathode:** negatively charged electrode, cations collect here. Reduction occurs here.
6. **Cation:** positively charged ion, one that has lost electron/s
7. **Electrode:** a rod made of a metal or graphite that carries the current into or out of the electrolyte
8. **Electrolysis:** a process in which electrical energy form a direct current supply decomposes electrolytes
9. **Filtrate:** a solution that is passed through a filter
10. **Filtration:** using a filter to separate insoluble substances from a liquid
11. **Ion:** an atom or group of atoms with an electrical charge due to the gain or loss of electrons
12. **Neutralisation:** a reaction in which an acid reacts with a base to produce a salt and water only
13. **Oxidation:** loss of electrons or the gain of oxygen
14. **Reduction:** gain of electrons or the loss of oxygen

Week 1

1. **Atomic structure:**

Particle	Charge	Mass	Location
Proton	+1	1	Nucleus
Neutron	0	1	Nucleus
Electron	-1	1/1835	Electron Shell

2. There is always the same number of protons & electrons in an atom.
3. **Atomic mass** = protons + neutrons
4. **Atomic number** = protons
5. **Mendeleev** arranged the Periodic Table in order of increasing atomic mass but this isn't true in some cases because of the masses of some of the **isotopes.**
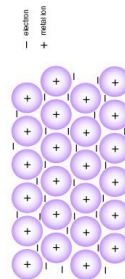
Week 2

1. **Ionic bonding:**
   a. is the **transfer** of **electrons** to gain a full outer shell forming oppositely charge particles that attract due to **electrostatic forces of attraction**
   b. occurs between a **metal** and a **non-metal**
   c. forms substances with have **high melting** and **boiling** points
2. When ionic substances are **molten** or dissolved in solution they **conduct electricity** because the **free electrons** can carry a **current.**
3. For a substance to **conduct** electricity:
   a. It must contain **charged particles**
   b. These particles must be **free** to move

Week 3

1. **Covalent bonding:**
   a. takes place to form atoms with a **full** outer shell
   b. occurs between a **non-metal** and a **non-metal**
   c. is when a **pair** of **electrons** is **shared** between **two atoms**
2. **The structure** and **bonding** of substances results in **different properties** such as **melting point** and **boiling point.**
3. **Covalent** substances typically have:
   a. low melting points
   b. low boiling points
   c. poor conductivity of electricity
4. Examples of **simple covalent** structures include: hydrogen, water, methane, oxygen and carbon dioxide.

Week 4

1. **Metals and metallic bonding**
   a. Metals are **malleable** which means they can be hammered and rolled into shape without shattering.
   b. Metals can **conduct electricity** because of the presence of free
   c. charge particles that can carry a current **(delocalised electrons)**
   d. Metals that can contribute a larger number of free electrons have higher conductive properties than those that contribute less. E.g. Mg2+ compared to K+

− electron
+ metal ion

Week 5

1. **Indicators** are used to determine whether a solution is **acid, alkaline or neutral.**
2. **Acids** contribute **hydrogen ions (H+)** and have a **pH** between 1-6.
3. **Alkalis** contribute **hydroxide ions (OH-)** and have a **pH** between 8-14.
4. **Neutral** substances have a **pH** of 7.
5. The **higher** the **concentration** of **hydrogen ions** the **lower** the **pH.**

Colours of Different Indicators in Acid and Alkali

Indicator	Acid	Alkali
Universal Indicator	Red	Blue
Litmus	Red	Blue
Phenolphthalein	Colourless	Pink
Methyl Orange	Red	Yellow

Week 6

1. A **base** is any substance that reacts with an **acid** to form **water** and **salt only** in a **neutralisation** reaction.
2. **Acid + base → Salt + water**
3. **Copper oxide + sulfuric acid → Copper sulfate + water**
4. Add the **acid in excess** to ensure all the solid reacts.
5. The **unreacted** solid (**residue**) is removed using a filter funnel.
6. The liquid that has been filtered (filtrate) contains **salt** and **water only.**
7. A **soluble** salt is one which will **dissolve** in **water.**

Week 7

1. Alkalis are **soluble** bases.
2. **Neutralisation** is a reaction between an **acid** and a **base.**
3. **Acid + base → Salt + water**
4. **Acid + metal → salt + hydrogen**
5. **Acid + metal oxide → salt + water**
6. **Acid + metal hydroxide → salt + water**
7. **Acid + metal carbonate → salt + water + carbon dioxide**

Week 8

1. **Solubility rules:**
   a. all sodium, potassium and ammonium salts are soluble
   b. all nitrates are soluble
   c. all chlorides are soluble except silver and lead are soluble
   d. common sulfates are soluble except lead, barium and calcium
   e. common carbonates, hydroxides are insoluble except sodium, potassium and ammonium
2. **Acid + metal carbonate → salt + water + carbon dioxide**
3. Test for **hydrogen:** place a **lit splint over** the top of a test tube, you will hear a **squeaky pop** if **hydrogen** is **present.**
4. Test for **carbon dioxide: bubble** the gas though lime water, the solution will go **cloudy white** if it is present.

Week 9

1. **Electrolysis** of copper sulfate can be completed using using **graphite (inert)** or **copper electrodes.**
2. The **products** of **electrolysis** depend on whether the **salt** is in **solution (dissolved in water)** or **molten.**
3. **Positively charged cations** will collect at the **cathode.**
4. **Negatively charged anions** will collect at the **anode.**
5. If the salt is **molten it splits into** its **ions,** eg, NaCl forms Na+ and Cl- .
6. If the **salt** is in solution **the water** will also **split** into its **ions which creates OH- and H+.**

Week 10

1. **Electrolysis core practical:**
2. **Wear goggles** to **prevent chemicals** getting into your **eyes.**
3. With **copper electrodes**
   a. the **anode loses mass** and the **cathode gains mass**
   b. as the **current increases** the loss in **mass** of the **anode increases** and the **gain in mass** at the **cathode increases**
4. **With graphite electrodes:**
   a. **Copper metal collects** at the **cathode**
   b. **Oxygen is produced** at the **anode**
5. **Oxidation** occurs at the **anode**
5. **Reduction** occurs at the **cathode**

Year 10 Computing Cycle One - Networking

Week 1

Network - Two or more devices which are connected

WAN - A wide area network. Features include:

» Connects LANs together over a large geographical area

» Infrastructure is leased from telecommunication companies who own and manage it

LAN - A local area network. Features include:

» Covers a single site within a small geographical area

» All the hardware is owned by the organisation using it

Internet - A collection of interconnected networks spanning the world (A really large WAN)

WWW - World wide web. A service on the internet.

Week 2

Client/Node/Workstation - A device on a network which makes requests to the server for data and connections

Peer - A device on a network with equal status to other devices

Server - A centralised place for storing data on a network

File server - A server which is responsible for storing files on a network

Backup server - A server which stores backups of files on a networks

Web server - A server which stores website data

Week 3

Client server network - A network model which uses a centralised server to send and store data

Advantages of a client server network are…

» Easier to manage security

» Easier to back up shared data

» Easier to install software updates on all computers at once

Disadvantages of a client server network are…

» Expensive to set up and maintain

» Requires IT specialists

» Single point of failure

» Users lose access if the server fails

Week 4

Peer to peer network - A network model where all devices are equal and share data directly with one another without the use of a centralised server or specialist equipment

Advantages of a peer to peer network are…

» Very easy to maintain

» Specialist staff are not required

» No dependency on a single computer

» Cheaper to set up

» No expensive hardware

Disadvantages of a peer to peer network are…

» Less secure

» Users manage their own backups

» Can be difficult to maintain a well-ordered file store

Week 5

Network performance - The speed at which data can travel round a network

Network performance depends on thee factors:

Bandwidth - The amount of data that can be sent and received successfully in a specified period of time

Numbers of users – Too many users or devices on the same network can cause it to slow down if there is insufficient bandwidth available

Transmission media - Wired connections offer higher bandwidth than wireless connections and Fibre optic cables offer higher bandwidth than copper cables.

Error rate –The number of errors which take place over a set period of time

Latency - The delay between data being transmitted and a user's device receiving it, latency is caused by bottlenecks in network infrastructure

Week 6

Network interface card (NIC) - Connects a device to a wired or wireless network. An NIC uses a protocol to ensure successful communication

Wireless access point (WAP) - Allow wireless-enabled devices to access a network. Wireless connections are popular because they avoid the need to install cables

Router - Sends data between networks and is required to connect a local area network to a wide area network. Routers use devices' IP address to route traffic to other routers

Switch - Uses a device's NIC address to route traffic

Transmission media - Cables used to connect hardware on a network

Ethernet - A cable used to connect routers and LANs

Coaxial - A copper cable used to connect LANs to WANs

Fibre Optic - A optical cable used to connect LANs to WANs where data travels at the speed of light

Year 10 Computing Cycle One - Networking

Week 7

Network topology - The arrangement of all the elements required to build a network

What is a STAR topology?
» Most popular type of wired network
» Central switch with all devices connect to the switch
» The switch is intelligent, ensuring traffic only goes where it is intended
» If a single cable breaks, only that computer is affected

What is a full mesh topology?
» Every device is connected to every other device
» If any of the connections break, traffic can be sent via another route
» More cabling and switch hardware required, which adds to the cost

What is a partial mesh topology?
» Multiple routes exist between devices, but every device is not connected to every other device.
» Reduces the amount of hardware compared to a full mesh network.

Week 8

The job of a DNS (domain name server) server - To convert the address of a webpage from its natural IP address made of numbers to a name that is easily remembered by a human

Hosting - When you buy a web space you will be paying a host to host that website on their server for you. The job of a host is to make sure that the websites they support give 24/7 access, support for multiple users and enhanced security

Connecting a network using Bluetooth
» Ideal for connecting personal devices like Bluetooth-enabled headphones to a smartphone.
» Very short range - around 10 meters
» Low power consumption compared to Wi-Fi.

Week 9

Connecting a network using WIFI
» Users can move around freely.
» Easier to set up and less expensive.
» Can handle a large number of users.
» Data transfer is much easier.
» Network speeds are lower than with wired networks.
» Relies on signal strength to the wireless access point (WAP). Signal can be obstructed by objects
» Less secure than wired networks.

How can wireless networks be made safe?
Wireless networks broadcast data that must be encrypted in order to be secure - this is done by scrambling the data into ciphertext using a master key created from the network's SSID and password. The SSID is set automatically, but you can change it if you wish. It can also be hidden or can be secured with a password

What are the wireless encryption protocols?
WEP, WPA and WPA2. A handshake protocol is used to ensure the receiver has a valid master key before transmission begins.

Week 10

MAC addressing - Used to route frames on a local area network (LAN). Each MAC address is unique to every network interface card (e.g, 00:0a:95:9d:68:16)

IP addressing - Used to route packets on a wide area network (WAN). There are two versions of IP addresses - IPv4 and IPv6

The difference between IPv4 and IPv6 - IPv4 is 32 bits and made up of four numbers between 0 and 255 separated with fullstops but IPv6 is 128 bits made up of eight groups of four 16-bit hex values separated by colons

Week 11

Client request to access a webpage:
» The client requests a URL via a web browser (e.g., www.bbc.co.uk).
» The browser sends the domain name to a Domain Name Server (DNS)
» The DNS maps the domain name to an IP address and returns it to the browser
» A GET request for the web page is sent to the web server using its IP address
» The requested web page is returned to the client's web browser

Week 12

Cloud - Servers that can be used to store data and programs that can be accessed over the internet

Advantages of the cloud
» Access anytime, anywhere, from any device
» Large storage capacity
» Automatic backup / version control
» Easy collaboration

Disadvantages of the cloud
» Without a connection, you can't access anything
» Reduced security

Year 10 Engineering Design and Technology Cycle Two - Unit R038 Principles of Engineering Design

Week 1

MODERN MATERIALS

Modern materials are those that have been develop through since initially for applications such as space exploration, military use or motorsport.

Examples include....

Titanium: very sport, very light, outstanding corrosion resistance. Used for anything from FI parts to watch casings.

Graphene: stronger than steel, conducts electricity, transparent, flexible and extremely light.

Nano materials: extremely small particles that add no weight but change appearance and can add antibacterial properties.

Week 2

SMART MATERIALS

Smart Materials change in response to stimuli in the environment. Examples include....

SMA (Shape memory Alloy): A material that remembers its original shape after it has been deformed. When it is heated it almost instantaneously returns to its original shape.

Thermochromic materials: A material that changes colour when it changes temperature.

Photochromic materials: A material that changes colour when it is exposed to varying amounts of (UV) sunlight. Think tinted glasses and windscreens.

Week 3

COMPOSITES

Composites are made up of 2 or more different materials combining there properties to create a new and improved material. These are not new, steel reinforced concrete and MDF (resign and wood fibers) are among the most commonly use composites.

Engineering composites are more commonly though of as GRP (glass reinforced fibre or fiberglass) Carbon Fibre and Kevlar. They are very light and very strong, FI car panel, bullet proof vests and high end racing bikes are good examples.

They are very difficult to dispose of however as they cannot be separated into there original materials

Week 4

DESIGN/PRODUCTION TECHNOLOGIES

Production technologies have developed rapidly since the industrial revolution.

Mass production of products has become commonplace.

We now have fully integrated computerised production lines.

The latest industrial revolution is the integration of machine learning or AI in production.

As well as this is the full integration of the internet into manufacture with data, trends, quantities etc being able to be identified and used to improve the manufacturing process.

Week 5

ARTIFICIAL INTELLIGENCE

AI is the development of computer systems that can think and learn mimicking human activity. The principle is that computers can collect and calculate so much data so fast that they resemble human intelligence. This will lead to systems suggesting improvements for designs and manufacturing without the need for humans.

These developments will inevitably reduce or at least change the requirement for human workers in the future.

Week 6

ADDITIVE MANUFACTURING

The opposite of cutting away material or wasting material. Additive manufacture builds up thin layers of material like polymer or metal to make almost infinitely complex geometry.

It starts with 3D CAD models being developed and then converted into thin slices in a specialist piece of software. These layers are then 'printed' on top of each other creating a physical part that is an exact geometrical replica of the 3D CAD file.

This is commonly referred to as 3D Printing.

Week 7

ROBOTIC MANUFACTURE & ASSEMBLY

Robots are used in manufacturing for a wide variety of tasks.

These include repetitive task that require great accuracy, or dangerous processes involving high temperatures or chemicals harmful to human. Examples would include

» Welding
» Lifting heavy components
» Moving and supporting large or very small components
» Spraying large metal panels
» Quality control checking

They are mostly used in Mass production facilities.

Week 8

STANDARD COMPONENTS

Standard components are designed and made to specific 'standard' sizes. Examples of these Mass produced items would include;

» Nuts,
» Bolts,
» Screws,
» Washers,
» Bearings,
» Rivets.

These can be assembled using commonly available tools making maintenance, repair; assembly during manufacture and disassembly much easier.

Week 9

DFMA (DESIGN FOR MANUFACTURE AND ASSEMBLY)

Quality Control testing can occur at any stage of manufacture to make sure that standards of function and all round quality criteria have been met.

An example of this would be checking an electronic circuit as soon as possible during assembly to check for faults. You would only then assemble working circuits into product casings.

Week 10

DFD (DESIGN FOR DISASSEMBLY)

The principle that a product is designed specifically so it is easy to take apart .

This allows for:

» repair;
» upgrades,
» maintenance
» separation of materials at the end of its life ready for reuse, recycling or disposal.

Disassembly is achieved by avoiding permanent fixings like glue, using temporary fixings and standard components and clip together features as seen in many injection moulded products.

Year 10 English Cycle Two - English Literature Revision

Week 1	Week 2	Week 3	Week 4	Week 5

Week 1

R&J: FATE

Core Knowledge

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.

Quotations

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" I,4

"If he be married, / My Grave is like to be my Wedding Bed" (1.5)

Extension:

How far does Shakespeare present R&J as in control of their own lives?

Week 2

R&J IMPULSIVE YOUTH + UNTRUSTWORTHY INFLUENCES

Core Knowledge

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 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. Exploiting the deep suspicion of Catholic Priests and their perceived meddlesome behaviour; the Friar is hypocritical and the nurse represents the uneducated and ignorant.

Quotations

"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)

Extension:

How far does Shakespeare present the Friar as a good role model?

Week 3

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:

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

Quotations

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)

Extension:

How does Priestly present the character of the Inspector?

Week 4

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?

Extension:

How does Priestley present ideas about lies and deception?

Week 5

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 19th Century, many believed children were born sinful (as a result of 'The Fall') and needed souls saved through strict instruction. (including physical punishment) However Rousse (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?

Year 10 English Cycle Two - English Literature Revision

Week 6

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."

Extension: How does Dickens present ideas about what makes a good employer?

Week 7

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 8

Ozymandias: 'I met a traveller from an antique land, who said' **'My name is Ozymandias, King of Kings' 'Nothing beside remains.' MLD: 'I gave commands; Then all smiles stopped together.'**

London: 'marks of weakness, marks of woe', 'mind-forged manacles'.

Ozymandias reveals the ephemeral nature of power and warns that all power must end.

MLD reveals the megalomania of a Duke and how power and arrogance have corrupted him.

Form - Ozymandias is in a modified sonnet form - suggests self-love.

Structure - all 3 poems are rigidly structured -> control; MLD structure breaks line 43.

London - set in a poverty stricken city child labour; death rates from disease and malnutrition were high.

Ozymandias - Egyptian pharaohs believed themselves to be gods in mortal form and their legacy would last forever:

A&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.

Ephemeral - lasting a short time

Transient - impermanent;

Megalomania - obsession with the exercise of power:

Objectification - the action of degrading someone to the status of a mere object.

Week 9

SOTI: 'We our prepared: we build our houses squat.' 'raise a tragic chorus' 'spits like a tame cat/ turned savage.'

Prelude: It was an act of stealth/and troubled pleasure' 'A huge peak, black and huge...up reared its head.'

SOTL may be about a literal storm that steals the islander's sense of control or a metaphorical storm that refers to political uncertainty.

Prelude is an autobiographical poem relating the night when Wordsworth's world view is changed forever:

Structure: enjambment is used in both to show disjointed thoughts and loss of control.

Form: SOTL is in 1st person plural to create community; Prelude is 1st person to share personal experience.

SOTI: 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.

Prelude: 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.

A&B: SOTL may refer to a time of unrest known as the Troubles. The IRA bombed civilians.

Poignant (adj) - evoking sadness.

Sublime - Supreme/absolute/perfection

Transcendent - Exceeding/going beyond limits

Barren - Bare/stark

Isolated - Alone/cut-off

Week 10

Kamikaze: "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'.

Poppies: '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.'

Remains: '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.'

Kamikaze 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' solider.

Remains 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.

Kamikaze: 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.

Structure: Remains uses asides and syntax to create a conversational tone.

Structure: Poppies employs frequent enjambment and caesura to represent loss of emotional control.

Form: Remains uses 1st person, conversational tone.

Year 10 French Cycle Two - Key Verbs

visiter = to visit

- Je visite = I visit
- on visite = we visit
- j'ai visité = I visited
- on a visité = we visited
- je visitais = I used to visit
- je vais visiter = I am going to visit
- je visiterai = I will visit
- je visiterais = I would visit

préférer = to prefer

- je préfère = I prefer
- on préfère = we prefer
- j'ai préféré = I prefered
- on a préféré = we preferred
- je préférais = I used to prefer
- je vais préférer = I am going to prefer
- je préférerai = I will prefer
- je préférerais = I would prefer

habiter = to live

- j'habite = I live
- on habite = we live
- j'ai habité = I lived
- on a habité = we lived
- j'habitais = I used to live
- je vais habiter = I am going to live
- j'habiterai = I will live
- j'habiterais = I would live

rester = to stay

- je reste = I stay
- on reste = we stay
- je suis resté(e) = I stayed
- on est resté = we stayed
- je restais = I used to stay
- je vais rester = I'm going to stay
- Je resterai = I will stay
- je resterais = I would stay

être = to be

- je suis = I am
- on est = we are
- j'ai été = I was
- on a été = we were
- j'étais = I used to be
- je vais être = I am going to be
- je serai = I will be
- je serais = I would be

pouvoir = to be able to

- je peux = I can
- on peut = we can
- j'ai pu = I was able to
- on a pu = we were able to
- je pouvais = I was able to
- je vais pouvoir = I'm going to be able to
- je pourrai = I will be able to
- je pourrais = I could

aimer = to like

- j'aime = I like
- on aime = we like
- j'ai aimé = I liked
- on a aimé = we liked
- j'aimais = I used to like
- je vais aimer = I'm going to like
- j'aimerai = I will like
- j'aimerais = I would like

avoir = to have

- j'ai = I have
- on a = we have
- j'ai eu = I had
- on a eu = we had
- j'avais = I used to have
- je vais avoir = I am going to have
- j'aurai = I will have
- j'aurais = I would have

faire = to do

- je fais = I do
- on fait = we do
- j'ai fait = I did
- on a fait = we did
- je faisais = I used to do
- je vais faire = I'm going to do
- je ferai = I will do
- je ferais = I would do

aller = to go

- je vais = I go
- on va = we go
- je suis allé(e) = I went
- on est allé(e) = we went
- j'allais = I used to go
- je vais aller = I am going to go
- j'irai = I will go
- j'irais = I would go

Year 10 French Cycle Two

2A - 5.2G
animé(e) lively
beau / belle beautiful
au bord de la mer by the sea
calme quiet
à la campagne in the country
le centre-ville city centre
la banlieue the suburbs
l'est (m) east
grand(e) big
habiter to live
historique historic
joli(e) attractive
à la montagne in the mountains
mort dead
le nord north
nouveau new
où where
l'ouest west
petit small
le sud south
touristiqu e touristic
vieux/vieille old
le village village
vivre to live

2B - 5.2F
avoir besoin de to need
bon marché cheap
le centre commercial shopping centre
le château castle
cher / chère expensive
le choix choice
dehors outside
essayer to try (on)
fermé(e) closed
gratuit(e) free of charge
loin (de) far (from)
ouvert(e) open
pratique practical
le quartier part of town
surtout especially
tard late
tôt early
trop de too many
la ville jumelée twin town
voir to see
le / la voisin(e) neighbour

2C - 5.2H
les Antilles West Indies
l'automne autumn
célèbre pour famous for
connu pour known for
d'outre-mer overseas
environ around
l'habitant inhabitant
l'hiver winter
il fait beau it is nice
il fait chaud it is hot
l'île island
même same
même si even if
la monnaie currency
il pleut it is raining
principal main
le printemps spring
la randonnée hike
riche en rich in
souvent often

2D - 8.1G
acheter to buy
en avion by plane
en bateau by boat
bronzer to sunbathe
l'eau water
l'église church
les États-Unis USA
louer to hire
le marché market
la nourriture food
partout everywhere
la patinoire ice rink
la pêche fishing
à pied on foot
la plage beach
la planche à voile windsurfing
en plein air in the open air
plein de lots of
se reposer to rest
le siècle century
en vélo by bike
en ville in / to town
en voiture by car
voyager to travel

2E - REVISION
Recap of vocabulary from Weeks 1-4

2F - 8.1G
l'auberge de jeunesse youth hostel
compter to count
d'abord firstly
d'habitude usually
découvrir to discover
également equally
enfin finally
ensuite next
espérer to hope
essayer to try
à l'étranger abroad
goûter to taste
là-bas over there
loger to stay
plus tard later
puis then
Quelle barbe! How boring!
le rêve dream
le roman novel

2G - 8.2G
assez quite
ça me plaît I like it
la colonie de vacances summer camp
difficile difficult
ennuyeux boring
faire des achats to do the shopping
fatigant tiring
la fraise strawberry
génial great
le kayak canoeing
marrant funny
nager to swim
le petit déjeuner breakfast
la piscine swimming pool
la piste cyclable cycle path
très very
trouver to find
vraiment really

2H - 8.2G
s'amuser to have fun
le bâtiment building
la boucherie butchers
la boulangerie bakers
le bruit noise
la charcuterie delicatessen
cher / chère expensive
heureusement fortunately
l'inconvénient disadvantage
même even
payer to pay for
pleuvoir to rain
la promenade walk
propre clean/own
seul only
les sports d'hiver winter sports
tomber to fall
toujours always
trop de monde too many people
la voile sailing
le voisin neighbour

2I - 8.1H
à cause de because of
agréable nice
le cadeau present
le commissariat police station
déçu(e) disappointed
fonctionner to work
le lendemain the next day
minable pathetic
obliger to force
oublier to forget
plutôt rather
le porte-monnaie purse
le propriétaire owner
puisque since
réussir to succeed
sale dirty
sauf except
le séjour stay, visit
le souci worry
une fois once

2J - 8.2H
accueillir to welcome
l'aviron rowing
cacher to hide
le canard duck
le coin area
la côte coast
l'endroit place
ensoleillé sunny
la garde-robe wardrobe
la lecture reading
manquer to miss
meilleur best
même same
le navire ship
l'oiseau bird
le phoque seal
la plongée diving
plusieurs several
pluvieux rainy
remporter to win
tricoter to knit
la vague wave
venir de to have just
le verre glass

Year 10 Health and Social Care Cycle One

Week 1 and 2

HEALTH CARE SERVICES

Different health care services and how they meet service user needs

1. **Primary Care** services provide the first point of contact in the healthcare system. Examples: GP surgeries, dental care, out of hours services, telephone services such as 111, Accident and Emergency departments.

2. **Secondary care** is the specialist treatment and support provided by doctors and other healthcare professionals for patients that have been referred to them for specific expert care, most often in hospitals. **Examples:** rheumatology, respiratory medicine, cardiology, endocrinology.

3. **Tertiary Care** refers to highly specialised treatment. **Examples:** oncology, transplant services, neurosurgery, psychiatry, palliative care, intensive care and other complex medical and surgical care units.

4. Allied health professionals: allied health practitioners are trained professionals who are not doctors, dentists or nurses. **Examples:.** physiotherapy, occupational therapy, speech and language therapy, dieticians, audiologists, art therapists.

Enquiry Task:

Case Study. Clive is 43 years old and has been experiencing severe abdominal pain. His GP diagnosed him with gall stones one week ago but the pain has got worse. What service does Clive need?

Week 3 and 4

SOCIAL CARE SERVICES

Different social care services and how they meet service user needs

1. **Services for children and young people. Examples:** foster care, residential care, youth work

2. **Services for adults or children with specific needs** (learning disabilities, sensory impairments, long-term health issues) Examples: residential care, respite care, domiciliary care

3. **Services for older adults. Examples:** residential care, domiciliary care

4. **Informal social care** provided by relatives, friends and neighbours

Enquiry Task:

Investigate what the daily role of a social worker is. What qualifications do you need to become a social worker?

Week 5 and 6

BARRIERS TO ACCESSING SERVICES

Types of barriers and how they can be overcome by the service providers and users

1. **Physical barriers:** issues getting into and around the facilities

2. **Sensory barriers:** hearing and visual difficulties

3. **Social, cultural and psychological barriers:** lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence

4. **Language barriers:** differing first language, language impairments

5. **Geographical barriers:** distance of provider, poor transport links

6. **Intellectual barriers:** learning difficulties

7. **Resource barriers for service provider:** staff shortages, lack of local funding, high local demand

8. **Financial barriers:** charging for services, cost of transport, loss of income

Enquiry Task:

Choose one of the barriers listed above and research in detail the impact one of these could have on PIES development.

Year 10 Health and Social Care Cycle One

Week 7 and 8

B2 CARE VALUES

The 6 Cs:

1. **Care** - Receiving correct and consistent care through every stage of life, both for the health of the individual and the health of the whole community.

2. **Compassion** - How care is given; through empathy, respect and dignity. Compassion is intelligent kindness and is central to how an individual perceives their care.

3. **Competence** - All those in caring roles must have the ability to understand an individual's health and social needs. It is about using skills, expertise and knowledge to deliver effective care and treatments, based on evidence and research.

4. **Communication** - Central to caring relationships and to effective team working. Listening is as important as what we say. Communication is the key to a good relationship with all individuals.

5. **Courage** - Enabling us to do the right thing for those we care for, and to speak up when we have concerns. Courage means having the personal strength to support others.

6. **Commitment** - To improve care and experience for individuals.

Enquiry Task:

Write a report on the importance of the 6 Cs for any person working in HSC, detailing the impact they can have on the PIES of the individual in care.

Week 9 and 10

B1 PHYSIOLOGICAL INDICATORS

A **physiological indicator** is a physical action that can be used to measure an individual's health, wellbeing and physical condition.

Physiological indicators that are used to measure health are:

a. Pulse (resting and recovery rate after exercise)

b. Blood

c. Peak flow

d. Body mass index (BMI)

BMI is calculated with the formula: **BMI=kg/m2**

It is a simple calculation using a person's height and weight. A BMI of 25.0 or higher is considered a healthy weight.

Published guidance is used to interpret data relating to these physiological indicators and this information helps to guide health professionals.

The potential significance of abnormal readings of physiological indicators is the risk these could have to an individual's physical health.

Enquiry Task: What lifestyle factors can negatively impact physiological indicators? What care plan could you put in place to support a person making these choices to help improve their health.

Week 11 and 12

C3 OBSTACLES TO IMPLEMENTING PLANS

Whilst some individuals have barriers relating to their access to care and support, others are then faced with obstacles that prevent them from implementing care plans.

Potential obstacles include:

» Emotional/psychological barriers: a lack of motivation, low self-esteem, acceptance of current state, unawareness or misunderstanding of current state and mental illness

» Time constraints: work, school, college, university and family commitments

» Availability of resources: financial, physical, e.g. equipment and transport.

» Location

» Unachievable targets: either unachievable for the individual or to be completed in an unrealistic timescale

» Lack of support from family, colleagues, support workers and friends

» Other factors specific to individuals: ability/disability, addiction and lifestyle.

» Barriers to accessing identified services (see week 6/7)

Careers:

Follow the QR code for careers information.

Year 10 Geography Cycle Two - Changing Economic World (Paper 2)

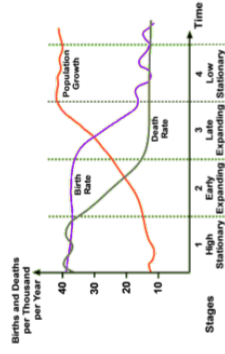| Week 1	Week 2	Week 3	Week 4	Week 5

Week 1

Development is an improvement in living standards through better use of resources.

Economic: This is progress in economic growth through levels of industrialisation and use of technology.

Social: This is an improvement in people's standard of living, for example, clean water and electricity.

Environmental: This involves advances in the management and protection of the environment.

MEASURING DEVELOPMENT

Employment type: The proportion of the population working in primary, secondary, tertiary and quaternary industries.

Gross Domestic Product (GDP) per capita: The total value of goods and services produced by a country in a year divided by its population.

Literacy rate: The percentage of the population over the age of 15 who can read and write.

Human Development Index (HDI): A number that uses life expectancy, education level and income per person.

Week 2

LICs: Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living

NEEs: Countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.

HICs: These countries are wealthy with a high GNI per capita and high standards of living. These countries spend money on services.

Stage 1: High birth and death rates, low population growth

Stage 2: Birth rate remains high, death rate falls, population rising.

Stage 3: Low death rate, falling birth rate, increasing population.

Stage 4: Low birth and death rate, population steadies.

Stage 5: Falling death rate and low birth rate leading to natural decrease of the population.

Week 3

HUMAN FACTORS AFFECTING UNEVEN DEVELOPMENT

Aid: Helps countries develop key projects for infrastructure faster. Improve services such as schools and hospitals. Too much reliance on aid hinders development though.

Trade: Countries that export more than the import have a trade surplus. Trading goods and services is more profitable than raw materials.

Education: Creates a skilled workforce, meaning people earn more money and can pay more taxes which helps to develop the country.

Politics: Corruption in local and national governments. Stability of the government can affect their ability to trade and to invest in services and infrastructure.

History: Colonialism has helped Europe develop but slowed the development of other countries. Countries which have already industrialised benefit economically today.

Health: Lack of clean water and poor healthcare means a large number of people suffer diseases. People who are ill cannot work so make little contribution to the economy.

Week 4

PHYSICAL FACTORS AFFECTING UNEVEN DEVELOPMENT

Natural resources: Fuel sources such as oil. Minerals and metals. Availability of timber. Access to safe water.

Natural hazards: Frequent hazards undermines development. Benefits from volcanic material and floodwater.

Climate: Reliability of rainfall to benefit farming. Extreme climates limit industry and affects health. Climate can attract tourists.

Location/terrain: Landlocked countries may find trade difficult. Mountainous terrain makes farming more challenging.

CONSEQUENCES OF UNEVEN DEVELOPMENT

Wealth: People in HICs have higher incomes than those in LICs/NEEs

Health: Better healthcare means that people in HICs live longer.

Migration: If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

Week 5

REDUCING THE DEVELOPMENT GAP

Microfinance loans: Involves people in LICs receiving small loans from traditional banks. Loans enable them to start their own businesses. Might not be effective at a large scale.

Aid: Given from one country to another as money or resources. Improve literacy rates, building dams, improving agriculture. Can be wasted by corrupt governments.

Fair trade: Movement where farmers get paid a fair price for the goods produced. Paid fairly so they can improve healthcare and schools. In reality, only a small proportion of extra money reaches the producers.

Foreign-direct investment: when one country buys property or infrastructure in another country. Leads to better access to finance, technology and expertise. Investment can come with ties that countries need to meet.

Debt relief: When a county's debt is cancelled or interest rates are lowered. Means more money can be spent on development. Locals might not always get a say. There might be ties from the donor country.

Technology: Includes tools, machines and affordable equipment. Renewable energy is less expensive and polluting. Requires investment in skills to operate machinery.

Week 6

CASE STUDY: REDUCING THE DEVELOPMENT GAP IN JAMAICA

Jamaica is a LIC island nation in the Caribbean. Location makes Jamaica an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches.

Tourist economy: In 2015, 2.12 million visited. Tourism contributes 27% of GDP and will increase to 38% by 2025. 130,000 jobs rely on tourism. Global recession in 2008 caused a decline in tourism.

Multiplier effect: Jobs from tourism have meant that more money has been spent in shops and other businesses. Government invested in infrastructure to support tourism. New sewage treatment plants reduced pollution.

Development problems: Tourists do not always spend very much money outside of their resorts. Infrastructure improvements have not spread to the whole island. Many people still live in poor quality housing and lack basic services such as healthcare.

Week 7

CASE STUDY: ECONOMIC DEVELOPMENT IN NIGERIA

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Nigeria is a NEE in West Africa, north of the equator. Most populous and economically powerful country in Africa. Economic growth has been based on oil exports.

INFLUENCES UPON NIGERIA'S DEVELOPMENT

Political: Suffered instability with a civil war between 1967 and 1970. From 1999, more stable with free and fair elections. Stability encouraged investment from USA and China.

Social: Multi-cultural, multi-faith society. Mostly a strength, but diversity has caused regional conflicts from groups such as Boko Haram terrorists.

Cultural: Diversity has created rich and varied artistic culture as well as literacy and film (Nollywood). Successful football team.

Week 8

CASE STUDY: ECONOMIC DEVELOPMENT IN NIGERIA

Industrial structures: Once based on agriculture, 50% of its economy is now manufacturing and services. A thriving manufacturing industry is increasing foreign investment and employment.

The role of TNCs: played an important role on Nigeria's economy (e.g. Shell). Profits often go to HICs. Oil spills have damaged fragile environments.

Changing relationships: Role with the African Union and UN. Growing links with China with huge investment in infrastructure. Main import includes petrol (EU), cars (Brazil) and phones (China).

Environmental impacts: 2008-2009 oil spill devastated swamps and ecosystems. Industry caused toxic chemicals to be discharged in open sewers risking human health. 80% of forest have been cut down increasing CO2 emissions.

Aid and debt relief: Receives $5 billion per year in aid. Aid groups have improved health centres, mosquito nets and protect against HIV/Aids

LIFE EXPECTANCY INCREASED FROM 46 TO 53 YEARS.

Week 9

CASE STUDY: ECONOMIC CHANGE IN THE UK

One of the largest economies in the world. Huge political, economic and cultural influences. UK has global transport links e.g. Heathrow and Eurostar.

Causes of economic change: Deindustrialisation. Globalisation which has meant that many industries have moved overseas, where labour costs are lower.

Towards post-industrial: the quaternary industry has increased whilst secondary decreased. Primary & tertiary stayed steady. Big increase in professional and technical jobs.

Science parks: groups of scientific and technical knowledge-based businesses on a single site. Access to transport routes. Educated workers. Attractive working environment. Clusters of high-tech businesses.

Week 10

CASE STUDY: ECONOMIC CHANGE IN THE UK

UK car industry: Every year the UK makes 1.5 million cars. Factories owned by large TNCs e.g. Nissan. 7% of energy used in their factories is from wind energy. New cars more energy efficient and lighter. Nissan produces electric and hybrid cars.

CHANGE TO THE RURAL LANDSCAPE

Social: Rising house prices caused tension in villages. Unpopulated during the day causing loss of identity. Resentment towards migrant communities.

Economic: lack of affordable housing for local first time buyers. Sale of farmland increased rural unemployment.

Improvements to transport: £15 billion 'Road Improvement Strategy'. This will involve 10 new roads and 1600 extra lanes. £50 billion HS2 railways to improve connections between cities. £18 billion on Heathrow's controversial third runway.

UK North/South divide: wages lower and education worse in the north. Health better in south. Northern Powerhouse project to resolve regional differences.

Year 10 History Cycle Two - Early Elizabethan England

Week 1

KEY TERMS

Yeomen	Men who held a small amount of land
Craftsmen	Skilled employees including apprentices
Monarch	A king or queen – had the right to rule by the 'grace of God'
Secretary of State	Head of the Privy Council, monarch's closest advisor
Privy Council	Leading courtiers and advisers, who advised the monarch
Court	The inner social circle of the queen, based in her palaces
Parliament	Senior political figures whose duty was to advise queen

Week 2

KEY TERMS 2

Lord Lieutenants	Maintained monarch's power and England's defences
JPs	Justices of the Peace kept law and order
Courtiers	Members of the nobility who attended court (see above)
Militia	A military force of ordinary people, rather than soldiers
Patron	Someone who provides encouragement or financial support
Crown	With a capital 'C' - the monarch and government
Papacy	The system of Church government ruled by the pope
Heretics	Held religious beliefs different to those accepted by society
Martyr	Someone killed for his/her beliefs

Week 3

KEY TERMS 3

Mass	Catholic service involving the miracle of the bread and wine
Reformation	Challenge to the teachings and power of the Catholic church
Sacraments	Special Church ceremonies
Holy Communion	Another name for mass, often used in Protestant churches
Clergy	Religious leaders, such as bishops and priests
Diocese	An area looked after by a bishop
Ecclesiastical	Things to do with the Church
Royal Supremacy	When the monarch is head of the Church
Recusants	Catholics who were unwilling to attend church services

Week 4

ELIZABETH'S PROBLEMS IN 1558

Financial weakness:
The Crown was £300,000 in debt due to the expensive war with France that Mary I had fought. This was a huge sum in 1558.

Legitimacy:
In the view of the Catholics, Elizabeth was illegitimate as Henry VIII's divorce from Catherine of Aragon was never agreed by the pope.

Foreign threat
England was isolated, surrounded by Catholic enemies in both France (who they had been at war with) and Spain (who Elizabeth had refused a marriage proposal from).

Gender & marriage:
Most people thought women were not capable of ruling alone. Women were seen as the weaker sex. Elizabeth was being pushed to marry by her advisers.

Mary Queen of Scots:
Claimed that she was the legitimate Catholic heir to the throne and was married to the Catholic king of France.

Religion
England was in a period of religious instability since Henry VIII's break with Rome. Mary I, Elizabeth's sister had been Catholic and had heavily persecuted Protestants.

Week 5

KEY TERMS 4

Revolt	An uprising or rebellion against the monarch
Earl	A senior noble who played an important role in governing England
Mass	A Catholic church service
Plot	A planned rebellion or attack - normally one which is not carried out
Double Agent	Someone who pretends to be on one side but is actually on the other
Spymaster	Francis Walsingham, Elizabeth's chief spy responsible for her security
Jesuits	Extreme Catholics carrying out the wishes of the Pope
New World	The continents of North and South America - dominated by Spain
Privateers	Pirates whose activities are legal and in service of the Crown
Gravelines	A town on the border of France and the Spanish Netherlands
Galleon	Large but slow fighting ships used by the Spanish
Fleet	The group of ships
Fire Ships	Unmanned ships loaded with explosives and sent into the Spanish fleet
Cadiz	Spain's main western port - the site of much of the Armada preparations

Year 10 History Cycle Two - Early Elizabethan England

Week 6

REASONS FOR REVOLT OF NORTHERN EARLS & FAILURES

Political: Elizabeth had weakened many northern nobles by removing land and power. The Council of the North, not traditional nobility, had taken over government of the north. They also demanded Elizabeth remove her 'evil councillors'.

Religious: The Catholic Northern Earls began the rebellion with a mass. They wore Catholic emblems and demanded a return to Catholicism and an end to Mary, Queen of Scots' imprisonment, planning to marry her to the Catholic Duke of Norfolk.

Personal: Many nobles were facing financial hardship as a result of their loss of land. They also feared punishment for planning the Norfolk wedding so rebelled out of desperation. Many of the rebels acted rashly and without thinking.

Reasons for the failure of the Revolt of the Northern Earls

Lack of strong leadership	The Earls of Northumberland and Westmorland were not capable leaders, and panicked.
Lack of clear plan	The earls couldn't decide if they wanted Mary to immediately replace Elizabeth, or just be named as her heir.
Lack of domestic support	The leaders' appeal to other Catholic nobles was ineffective.
Lack of foreign support	The three key Catholic powers - Spain, France, and the Pope, failed to offer their support for the revolt.
Decisive response	Elizabeth raised a large army commanded by Sussex.

Week 7

PLOTS

Ridolfi Plot 1571 Plan: Mary, Queen of Scots used an Italian banker called Roberto Ridolfi to attempt to coordinate an invasion of England by the Pope and Philip II of Spain. An invasion from the Netherlands led by the Spanish Duke of Alva would restore Catholicism, and the Catholic Duke of Norfolk would marry Mary, who would become queen.

What happened? Ridolfi met with Alva but Spain wouldn't commit to supporting the plan until Elizabeth had already been overthrown. Elizabeth's spies found details of the plot and arrested the Duke of Norfolk. The plot fell apart.

Outcome: The Duke of Norfolk was executed. The plot increased fears of Catholic interference in Elizabeth's reign and she came under pressure to take a tougher stance

The Throckmorton Plot 1583 Plan: The plan, probably concocted by an English Catholic called Francis Throckmorton, was for a simultaneous Catholic uprising in England and an invasion by the French Duke of Guise, all financed with Spanish money. The plot would put Mary on the throne, restore Catholicism and potentially kill Elizabeth.

What happened? Throckmorton's house was searched by Elizabeth's spies. A list of English Catholic sympathisers was found, including some in Elizabeth's court. The plot never got anywhere as expected Spanish funding never arrived.

Outcome: Elizabeth's advisors began to actively search for Mary's involvement in plots, as they felt that they would never stop while she lived. Spanish ambassador was expelled.

The Babington Plot 1586 Plot: Sir Anthony Babington wrote to Mary, who was unaware she was under surveillance, with a plan for a foreign Catholic invasion of England, the installation of Mary on the throne, and crucially, the murder of Elizabeth.

What happened? Mary responded to the letters, and Elizabeth's spies allowed the correspondence to continue. Eventually, Mary wrote in a letter details of Elizabeth's assassination. Satisfied she could no longer deny her guilt, Mary arrested

Outcome: Most of the plotters were rounded up and immediately executed. Mary also executed.

Week 8

ELIZABETHAN SOCIETY - KEY WORDS

'Fourth sort'	Nickname for the lower classes - the commoners
Bear-baiting	An activity where a bear was tied up and made to fight dogs
Feast days	Public celebrations, a day off and a chance to feast or dance
Minstrels	Travelling singers and entertainers
Vagabonds	Often homeless, petty criminals - a social nuisance
Travelling company	A group of actors who travelled to perform their shows
Groundlings	The poorer people who had standing tickets on the ground
Master of Revels	The person responsible for ensuring plays were appropriate

Week 9

ELIZABETHAN SOCIETY - KEY WORDS

Enclosure	Using land to raise sheep rather than grow crops, to make money
Rack-renting	When landowners increased rent fees on land rented to farmers
Inflation	When goods rise in price, and become harder to afford
Deserving poor	Those who wanted to work but had good reasons why they couldn't
Idle poor	Those without a good reason not to work
Virginia	A territory on the east coast of America, named for the Virgin Queen
New World	The newly discovered lands of North and South America
Colony	An overseas territory that belonged to another country, i.e. England
Martyr	Someone killed for his/her beliefs

Week 10

DRAKE'S VOYAGES

Advantages of a North American colony for England	Attractions of North Carolina / Virginia for settlement	Problems faced by the colony of Roanoke	Could the voyages still be considered successful?
A permanent colony in the New World would give England a base from which to attack Spanish interests in the area	Fertile land - people had heard that the land of North America was perfect for growing crops	Lack of food - food supplies did not survive the journey and seeds were planted at the wrong time of year to grow	Led to further, more successful colonisation of North America over the following century
It would make it more difficult for future Spanish and French settlements in the area to succeed	Lots of animals - there were many stories about animals that could be hunted, meaning access to food was plentiful	Lack of support - the colonists received no support or fresh supplies from England, which they had expected	Was profitable - raids on Spanish ships had yielded lots of treasure
It gave the poor in England the opportunity of a fresh start and a better life	Civilised Native Americans -scouting expeditions suggested positive relationships could be developed with the locals	Native Americans - the relationship with the Native Americans became strained and led to conflict	New goods were discovered and brought back to trade, such as the potato
To exploit the resources and valuable goods available there	Gold - Native Americans told Ralph Lane, the commander of the 1585 expedition, about gold mines nearby.	Disease - the colonists were weary and close to starvation, making them vulnerable to disease	Increased knowledge of the continent - plants, animals, landscape, resources and native tribes
To expand the territory of the Crown and increase the prestige of queen and country.	Convenient location - Chesapeake Bay had a strategic location, providing a passage for boats to the east	Location - the Roanoke settlement lacked a good natural harbour, meaning it was unsuitable as a long-term base	The voyages helped increase Elizabeth's prestige and large areas of land were claimed in her name

Year 10 History Cycle One - Educake

Educake

Your history homework for this cycle will appear on **www.educake.co.uk**

You will receive your login details before your first homework is set.

The first time you login, your username and password will be the same. It will then ask you to change it.

You should then write your username and password below:

Username: _____

Password: _____

Our expectations – You **must** achieve over 50% for your homework to be considered completed. If you get under this, you will be given the option to redo it on the website to achieve over 50% (by the deadline). It is therefore important you give yourself plenty of time to complete the assignment.

Leader boards for all of Year 10 will be made each week and displayed in the Humanities' corridor.

You can keep track of how you and your class are doing in terms of overall score and most improved each week.

Year 10 Educake League

Week 10

Top 10 overall leaders (overall average)

1. Katie Forrest-Hazell
2. Emma Sellings
3. Thea Mackney
4. Neve Thompson
5. Annabel Easterfield
6. Nate Hinchcliffe
7. Aidan Bowen
8. William Wright
9. Ellie Pokua
10. Elyssa Forbes

Top 10 improvers this week

1. Zack Taylor
2. Callum Woodward
3. William Wright
4. Selahattin Yen
5. Charlotte Gardner
6. Cate Stacey
7. Erin Hooper
8. David Bosze
9. Issy Coade
10. Daniel Thomson

Your homework will be due the morning after your scheduled slot on your homework timetable

Photographer Research Guide AO1

Who is your chosen Artist, Photographer or Film maker?
Provide a brief biography…
What is their best-known work? Do they belong to a particular 'genre' or 'movement' of Art or Photography
- i.e. Documentary, Street or Surrealism?

Sentence starters:
Vivian Maier was considered to be…
Robert Frank is thought to be…

The artwork, photograph, design
What is the title of the film, artwork or photograph you are looking at?
Why has the photographer chosen that title? What clues does it give you about the work?
When was it made or taken?

The piece of work is titled….from the title I think the artist was…
The title of the work suggest…
What I first noticed about this piece of work…
Warhol's work is considered to be the pinnacle of Pop Art due to…

Analysis of artworks or photographs

Form - what has been printed, painted or photographed? (Portrait, buildings? etc) Please describe in detail. Is there any experimentation with the focus/lighting/painting/composition?

I can see…
In the photograph…
The light that has been used…

Process - How has it been made? What materials, techniques or equipment have been used? What size or scale is it? How was it presented in gallery or space?

I think the artist has used…
The photographer has used…
The photograph is large in scale to suggest…
The art is…………in scale because…

Context - what is the key themes in the artwork? What do you think the artist's intentions were? What does it remind you of? Is the mood of the work aggressive/tense/angry/happy/laid back/imposing/theatrical etc?
What links can you make to other artists, photographers or culture?

I think the artist has used…
The art is…………in scale because…
I think the main theme or idea behind this piece is…
I can see how this work links to… I think this because…
The artwork reminds me of…
I think the possible meaning behind the work is…
The mood of the artwork…
I think that the piece of work was created in response to….I think this because…

Your opinions…
What appeals to you about the image or artwork and the artist? How does it make you feel? What has it inspired you to do? What materials or techniques would you like to apply to your own art?

I think that the photographer is trying to say…
The main theme/idea behind this piece is…
My eyes are drawn to… I believe the photographer has achieved this by…
If I were inside this photograph I would be feeling/thinking…
I like the idea of using this technique to make…
I am going to use these sets of images as a starting point …

Year 10 JBACC Cycle One - Philosophy, Religion and Ethics

Lesson 1

» The UN was created in 1945.

» The UN aims to maintain peace, develop friendly relationships between countries and promote social progress.

» In 1948 the Universal Declaration of Human Rights was published.

» This contains 30 fundamental human rights.

» The first three are:

» Equality

» Freedom from Discrimination

» Life, liberty and Security

Many human rights cases in the UK went through the European Convention of Human Rights (EHCR).

Here are three examples:

1. In 1996 the Court ruled that journalists should not be forced to reveal their sources.

2. In 2000 it ruled that people in the Armed Forces could not be dismissed for being gay.

3. In 2009 it ruled that the police should destroy DNA profiles of people who were found not guilty.

Lesson 3

» The UN aims to protect human rights.

» As part of the UN, the Security Council investigates whether a country is violating human rights. It also makes decisions about how to deal with the country.

» The UN might use sanctions to force a country to improve its human rights practices.

» Sanctions could be travel bans or bans on certain imports and exports.

» For example, North Korea has faced limited oil imports.

Lesson 4

Paragraph 1* - AGREES with the statement

Point, Evidence, Explanation, Link

Paragraph 2* - DISAGREES with the statement

Point, Evidence, Explanation, Link

Paragraph 3 - CONCLUSION

Overall, I think... I think this because...

*One of these paragraphs will include an EVALUATION of the argument

This is a strong/weak argument because...

Lesson 5

Genocide: "any of the following acts committed with the intent to destroy in whole or in part a national, ethnic, racial or religious group as such:

» Killing members of the group

» Causing serious bodily or mental harm to members of the group

» Creation conditions in which it is difficult to survive

» Preventing births in the group

» Forcibly transferring children from the group to another group

Lesson 6

There are 10 identified stages of genocide.

For example, symbolization. In the Holocaust, Jewish people had to wear the Star of David on their clothes.

In 2004, the UN identified a 5 point action plan to prevent genocide.

For example, prevent armed conflict, gather information, and take swift action.

Lesson 7

Cambodian Genocide:

When?: 1975-1979

Who did it target?: Ethnic minorities (e.g. Chinese) and intellectuals.

Who targeted them?: The Khmer Rouge, the Communist government.

Rwandan Genocide:

When?: April to July, 1994

Who did it target?: Tutsi population.

Who targeted them?: The Hutu-led government encouraged other Hutus to carry out killings.

Lesson 8

ICC: The International Criminal Court investigates and prosecutes those involved in genocide.

Gacaca: These were community courts used in Rwanda.

Genocide memorial: These are places, sometimes statues or artwork, that aim to make sure genocides are remembered.

Genocide denial: In 2019, a survey found 5% of adults did not believe the Holocaust took place.

Maths - Sparx

Sparx for every year group is set at **1400 on Monday.**

Hand in (100% compulsory **AND TARGET)** is **0730 the following Monday morning,** for every year group.

All students must have completed a minimum of 50% compulsory **AND TARGET** by **0730 Thursday morning** or they will receive a compulsory invitation to Sparx catch up with maths staff. This is held on a **after school on Thursday 1500-1600 and students may leave when they are up to date.**

All students are expected to complete 100% of their compulsory **AND TARGET** homework. General support sessions are held on various evenings (depending on year group) in the library. Sparx only support sessions are held at **B+L on Friday** or Thursday after school on the maths corridor. Students can receive any additional Sparx support from their maths teacher during their own free time (when your teacher is unavailable other maths teachers can help).

Detentions for non 100% compulsory **AND TARGET** completion, are held **Monday's after school for 1hr.**

Incomplete or inadequate bookwork will also result in detentions.

It is expected that ALL outstanding Sparx HW will be completed to support you when you have been off and to keep you up to speed with the class and scheme of learning.

Staff: Sparx Coordinator: Miss Sadler (AJS)

Weekly Communication plan:

Action	When	By Whom
Homework set for all year groups	**1400 Monday**	Sparx
50% compulsory AND TARGET completed or compulsory Sparx catch up issued	**0730 Thursday**	Class teacher
Previous weeks Sparx statistics announced in whole school briefing	**Monday whole school briefing**	AJS
Homework due in, any incomplete work results in a detention. Parents are contacted by admin team and notified about detention.	**0730 Monday**	Maths team / admin team
Incomplete lists are shared with tutors and HoY.	**Monday**	AJS
Non completion detention runs after school. Failure to attend results in a Reset on Tuesday.	**1500 Monday**	PSW team

Year 10 GCSE Music Cycle Two

WK1	**GENRE/PERIOD** **JS Bach - Baroque** period. **Beethoven - Classical** period (some romantic features - emotional outbursts, extreme dynamics and adventurous choice of key, unusual structure). **Purcell - Baroque** period, incidental music to the play Oedipus by John Dryden. **Queen** - Glam Rock. **Schwartz** - Musical Theatre. **Williams** - Film Music. **ACSS** - Fusion (African, Celtic and EDM). **Spalding** - Fusion, Bossa Nova (Jazz and Samba). **STRUCTURE AND INSTRUMENTATION** **JS Bach - Structure** - (ternary fugue) A, B, A, **Concerto grosso** - piece for multiple soloists (concertino) and accompanying ensemble/orchestra (ripieno). **Beethoven** - Solo Piano, **Structure** - sonata form - exposition, development and recapitulation, has an introduction, bridge/transition section, codetta (small ending), coda. **Purcell** - Soprano, Harpsichord and Bass Viol, **Structure** - A, B, A1. **Queen** - Vocalist, Eletric Guitar, Electric Bass, Drums, **Effects** - Phase shifter/phaser, overdubbing, reverb, distortion, wah-wah, panning, **Structure** - Intro, V1, C1, Instrumental, V2, C2, Guitar solos, V3, C3, Outro.
WK2	**STRUCTURE AND INSTRUMENTATION** **Schwartz** - large orchestra, 2 vocalists on stage, 3 synths/keyboards to bulk sound, brass, woodwind and string sections, drum kit, **Structure** - Intro, V1, Chorus, V2, Chorus, Bridge, Chorus, Varied Intro, V3, Chorus, Coda. **Williams** - Full orchestra (big budget film), **Structure** - Intro (fanfare), A, B, A1 (extended A section with link fanfare at 29, piccolo solo at 36 and full orchestra finish. **ACSS - Fusion of African** - kora, djembe, talking drum and maninka language, **Celtic** - uilleann pipes, fiddle, accordion, low whistle, bodhran, hurdy-gurdy, **Electronic Dance Music** - loops, effects, samples, electric piano, drum machine, **Structure** - Intro, V1, V2, V3, **Outro. Spalding** - Vocalist, Acoustic Guitar, Acoustic Bass Guitar, **Structure** - Intro, A, A1, B, B1, guitar solo, repeats, coda.
WK3	**TONALITY AND HARMONY** **JS Bach - Basso continuo/figured bass** - repeated bassline with chords/accompaniment added on top by the harpsichord, **Tonality -** A section is D major with modulation to A major (tonic - dominant), B section is B minor (relative minor) with modulation to its dominant F# minor. **Beethoven - Tonality** - C minor intro, expo - 1st subject C minor, 2nd subject Eb minor (changes to Eb major), dev - E minor, recap - 1st subject C minor, 2nd subject F minor, **Harmony** - use of diminished 7ths and augmented 6ths. **Purcell - Ground bass** - repeated throughout, **Tonality** - A minor, modulates to E minor at the end of A section, section B has other modulations including C major which is relative major to A minor. Queen - Tonality - Eb major, verses start in C minor, choruses are in Bb major, **Harmony** - root position traids, tonic pedal on C at start of each verse, parallel harmonies in backing vocals, descending chromatic scale in bass, guitar and piano bars 7-9, circle of 5ths (V-I, dominant-tonic) bars 20-21.
WK4	**TONALITY AND HARMONY** **Schwartz - Tonality** - D major, bars 88-100 in G major, **Harmony** - bitonal at 88 to show ambiguity, augmented 5ths, circle of 5ths at bar 69-70, plagal cadence at bars 134-135, interrupted cadence at bars 167-168. **Williams - Tonality** - Bb major, **Harmony** - quartal harmony (chords built on 4ths), bitonal at the end with Ab minor and pedal on C, dominant pedal in bars 1-6, cluster chords at the end are really dissonant. **ACSS - Tonality** - modal Aeolian and Dorian modes used (b natural means it can't be C minor but feels like it), C drones throughout. **Spalding - Tonality** - B minor, **Harmony** of 7ths, 9ths, 11ths, and 13ths, rarely in root position, chromatic movement of chords.
WK5	**TEXTURE** **JS Bach** - monophonic in bars 1-2, polyphonic/contrapuntal elsewhere, stretto (overlapping subjects). **Beethoven** - homophonic (melody dominated homophony), 'murky bass' left hand 1st subject, broken chords left hand in second half of 2nd subject. **Purcell** - homophonic (melody dominated homophony). **Queen** - homophonic (melody dominated homophony). **Schwartz** - homophonic, polyphonic at the end. **Williams** - homophonic. **ACSS** - homophonic. **Spalding - Texture** - monophonic in bars 1-3, mostly homophonic (melody dominated homophony), some contrapuntal texture at bars 88-103.
WK6	**MELODY** **JS Bach** - subject (bar 1-2 violin), answer (flute bars 3-4), countersubject (violin bars 3-4), ornamentation includes trills and appoggiaturas, mainly scalic/stepwise/conjunct movement. **Beethoven** - sequences, chromatic movement, ornamentation includes trills, mordents and acciaccaturas. **Purcell** - ornamentation used but not notated, 'word painting' emphasizing the meaning of words or phrases, syllabic and melismatic, **Onomatopoeia** - drop sound to notes that also sound like they're dropping. **Queen** - conjunct/stepwise and disjunct/leaping used in the vocal melody, sequences, slide/gliss/portamento in the main vocal of lyric 'queen', mainly syllabic with some melismas, vocables/nonsense syllables for backing 'oohs and aahs'
WK7	**MELODY** **Schwartz** - Recitative (spoken words) are in free time, colla voce (follow the singer), lots of syncopation, intervals of 4ths and 5th in vocal line help a sense of assurance and confidence in the music, **Accompaniment** - distortion in guitar at bar 11, 40 and 45, low brass chords at bars 20-23, string tremolo at bars 34-36, drum fills to emphasise section changes, cymbal roll on key change, tutti for big finish, synth and glockenspiel play high pitched ostinato to show flying high at bars 152-160, leitmotifs throughout, unlimited theme (somewhere over the rainbow notes). Williams - 4ths and 7ths are prevalent in the melodic line, in both brass and string melodies. **ACSS** - pentatonic scales, Aeolian and Dorian modes used, mainly syllabic, mainly stepwise/conjunct movement. **Spalding** - descending sequence in A sections, leaps of 3rds and 7ths in A sections, syllabic, mostly conjunct/stepwise movement in B sections, improvised melody in solo guitar section.
WK8	**TEMPO, RHYTHM AND DYNAMICS** **JS Bach - Tempo** - allegro (fast), time signature 2/4 (triplet quavers makes it feel like 6/8, dance, gigue feel), dotted rhythms, **Dynamics** - terraced (no dynamics, just gets louder and quieter with more or less instruments). **Beethoven** - Tempo - intro is grave which means very slow, main sections are allegro molto e con brio which means very fast with vigour, **Rhythm** - dotted rhythms and some very short notes, some syncopation, repetitive quavers, **Dynamics** - large dynamic range from pp to ff, spf used as well meaning forced. **Purcell - Tempo** - no marking for this but slow helps to set the mood, 4/4 time signature, **Dynamics** - no marking as with the period of Baroque. **Queen - Tempo** - moderately fast, 12/8 time signature, Rhythm - 12/8 gives a swing feel, lots of syncopation.
WK9	**TEMPO, RHYTHM AND DYNAMICS** **Schwartz - Tempo** - is free in spoken parts and verse 1, is quick in verse 2 and the choruses but drops for the bridge at bar 88, **Rhythm -** syncopation, time signatures of 2/2, 3/2, 4/4 and bar 88 back to 2/2 to finish. **Williams -** Rhythm - 4/4 time signature, triplets enhance the march/fanfare-like military mood. **ACSS** - Tempo - free time at the start, 4/4 time signature from 48secs at moderately fast tempo, slightly swung rhythms, syncopation, loops/ostinatos. **Spalding** - Tempo - rubato (free to push and pull the time) at the start, bossa nova groove at bar 19.

Year 10 BTEC Music Cycle Two

WK1	**Musician** - someone who plays an instrument, **Composer/Song Writer** - someone who writes songs for themselves or others to perform/record**, Record Producer** - someone who makes songs/albums with artists in a studio, **Conductor** - someone who helps direct an ensemble of musicians, **Live Sound Technician** - someone who deals with the sound at live events or on the fly in recording studios, **Roadie** - someone who works on tour moving equipment in and out of venues, **Instrument Technician** - someone who looks after instruments for artists/performers.
WK2	**Artistic Manager** - someone who could potentially manage every part of an artist's professional life, **Venue Manager** - someone who organizes people who work in venues, **Studio Manager** - someone who organizes people who work in studios, **Promoter** - someone who will promote someone's work, **Marketer** - someone who can work with people to create a brand and strategy to sell that brand, **A&R (artist and repertoire)** - someone who finds artists for record labels, they can also help manage the artist, **Sound Engineer** - someone who helps to manipulate sound in particular spaces and has a lot of knowledge about live sound, **Session Musician** - someone who performs with a variety of different artists and doesn't belong to a set band/artist.
WK3	**Mastering Engineer** - someone who works to create the finished product after it's been recorded in the studio, **Manufacturer** - someone who creates CDs and other things like merchandise, **Music Journalist/Blogger** - someone who writes reviews on all things in music, from new guitars to new bands, **Broadcaster** - someone who works to get the music product out on a network (TV, radio, internet), **Software Programmer/App Developer** - someone who works to create musical software for the music industry, **DJ** - someone who plays artist's music, either on radio or at live events, **Retailer** - someone who stocks CDs or merchandise, **Distributer** - someone who helps to distribute all things to do with music.
WK4	**Full Time** - work that requires you to be there for a set time, you get privileges like sick pay and holiday pay, **Part Time** - same as full time but reduced hours, **Freelance/Self employed** - you get work for yourself, often well paid but doesn't have the privilege of sick pay or holiday pay **Large Venues** - huge stadiums or sport grounds that seat up to 100,000, **Medium venue** - royal albert hall, the O2, they seat smaller numbers like 4,000 - 15,000, **Small Venues** - bars, pubs and clubs that seat numbers in the low thousands or hundreds, **Health, Safety and Security** - Laws and regulations that venues must follow to help keep their employees and customers safe.
WK5	**Recording Companies/Record Labels** - Large multinational organisations that make albums/songs/records, **Major Labels** - Universal or Sony are examples, **Sub Labels** - a branch of a bigger label, **Independent Labels** - labels that are not controlled by any of the larger record labels, **Music Publishing** - artists publish work using these organisations, **Self Publishing** - when an artist publishes their own work, **Promotion Companies** - companies who advise and help promote artist's work (TV, radio, social media), **PR and Marketing Companies** - companies that help create a brand and image for an artist, **Hire and Transport Companies** - companies that provide equipment for lighting, sound, other amenities like loo facilities and catering, and companies that move this stuff around and transport it.
WK6	**Agencies** - companies that work for musicians and provide advice and protection, **Unions** - large organisations set up to protect works right in the music industry, **Trade Bodies** - large organisations that are created and funded by its members to work for the rights of the people within that body.
WK7	**Dynamic microphone** - a robust mic used for very loud sounds like drums, amplifiers or brass instruments, **Condenser microphone** - a sensitive mic used for quieter sounds like acoustic guitar or vocals, **EQ** - an effect to control the level of different frequencies, **Compression** - an effect to control the level of loud and quiet sounds on a recording, **Reverb** - an effect that emulates that given sound/track/song in a given space, for example a large church, **Distortion/fuzz/overdrive** - an effect that boosts the signal to create a controlled distorted sound
WK8	**Microphone stand** - piece of equipment to hold a mic, **XLR lead** - cable that connects microphones, **Jack lead** - cable that connects guitars, electric keyboards or electric drum kits, **Acoustic foam boards** - boards that help dampen sound when recording live, **Pop shield** - a filter that helps reduce plosive sounds, **Recording booth** - a space to record live sounds
WK9	**Mixing** - process of adding effects and then pan and balance the song, **Mastering** - process to export the final recording with some small tweaks, **Mix down** - process of exporting the song to a given format, MP3, WAV or similar.
WK10	**Dynamic microphone** - a robust mic used for very loud sounds like drums, amplifiers or brass instruments, **Condenser microphone** - a sensitive mic used for quieter sounds like acoustic guitar or vocals, **EQ** - an effect to control the level of different frequencies, **Compression** - an effect to control the level of loud and quiet sounds on a recording, **Reverb** - an effect that emulates that given sound/track/song in a given space, for example a large church, **Distortion/fuzz/overdrive** - an effect that boosts the signal to create a controlled distorted sound

Year 10 Performing Arts - Dance Cycle Two - Bob Fosse. Chicago. Component 1

Week 1 and 2	Week 3 and 4	Week 5 and 6	Week 7 and 8	Week 9 and 10
FOSSE BACKGROUND	**INFLUENCES**	**STYLISTIC FEATURES**	**CHOREOGRAPHIC APPROACH**	**CHICAGO FACTS**
» Robert Louis Fosse born in 1927	» Fosse was the fifth of six children, he was given tap dancing lessons as a child and loved the Vaudeville genre	» Fosse always tells a story in his dance	» Fosse was a man who lived it to the full. He wanted his dance to be interesting and invoke emotions	» Created in 1975. Fosse was the choreographer, director and writer
» Child dancer-performing in burlesque halls and strip clubs by 13	» He received formal ballet training at the Frederick Weaver ballet school. He was the only male to attend	» He didn't only want good dancers they had to be good actors also	» He used his illnesses and weakness as part of his style	» Longest running Broadway show in history
» Fosse joined the navy then attended Drama college	» Whilst working in burlesque and strip clubs, Fosse liked the provocative style of dance	» Every movement he created was extremely detailed although made to be performed in a effortless way	» Fosse was a perfectionist he would constantly say "Una Mas" Spanish for "once more"	» Chicago was based on a play written by Maurine Dallas Watkins in 1926.
» In 1950 Fosse made his debut on Broadway in 'Dance me a song'	» Fosse was influenced by the work of Jack Cole, Fred Astaire, Jerome Robbins and loved mixing different styles together	» Sound effects (clapping, clicking & foot stamps)	» Jazz hands were the trademark of his work	» The show was about 2 women accused of murder called Belva Gaertner and Beulah Annan
» Fosse performed in small films in Hollywood	» Fosse never kept his personal life a secret, he used his weaknesses to create work (his chain smoking, addiction to alcohol, drug taking and womanizing)	» White gloves	» Fosse dancers must be able to isolate every body part right down to their eyes, fingers and elbows	» Maurine Dallas Watkins was a reporter who was hired to cover the trials of the 2 women who were accused of murder in 1924.
» Fosse choreographed the dances in the film 'The pajama game' and he started to really adopt his own style of dance		» Angular posture	» Fosse always said "it should look like your not working at all but you should come off stage sweating and tired"	» Gwen Verdon read the play and insisted Bob Fosse turn it into a musical
» Fosse met Gwen Verdon who became his wife and long term dance partner		» Shoulder rolling	» Fosse liked working with dancers who were trained in ballet so they had the basic understanding of alignment and control	» One week into rehearsals Fosse had a heart attack and went into surgery
» 1960- Fosse was directing and choreographing his own films		» Finger stretching		
» Fosse directed the huge hits 'Chicago' and 'Dancin'		» Sensual		
» 60 Years old- died of heart attack		» Element of surprise		
		» Hip thrusts		
		» Turned in feet		
		» Bowler hats and canes		

Year 10 Performing Arts - Drama Cycle Two - Teechers' Component 1

Week 1

PLOT OF THE PLAY. DRAW A TIMELINE OF EVENTS

» Teechers is a play within a play

» Three year 11 students are putting on a play about their experiences at school to say thank you to their Drama teacher

» Salty, Gail and Hobby are leaving the school (they call it Whitewall School in their play)

» They are inspired by their Drama teacher Mr Harrison (Mr Nixon in the play) as they felt he truly cared about them unlike other teachers

» A the end of the play Mr Nixon leaves to go and work in a school with a much better reputation

Week 2 and 3

SOCIAL/CULTURAL AND HISTORICAL CONTEXT - RESEARCH

» Written in the 1980's, makes a political statement linked to the Margaret Thatcher years

» Focused on the government taking away funding from the creative subjects studied at school

» National curriculum was introduced in 1988 and told every school what they needed to teach

» Many teachers at the time had strikes about their low pay and the changes to the educational system

» In the play Mr Nixon argues that all students should have equal opportunities regardless of how rich/poor their families are

» Created to question the morality of any child not being given a good education and fairness to equality within the class system

Week 4

JOHN GODBER (THE PLAYWRIGHT)

» Born in 1956, son of a mining family

» Godber went on to become a Drama teacher at school

» He joined Hull Truck theatre company in 1984

» He has written 17 plays and directed all of their first performances

» One of his aims is to reflect society as it is happening around him

» He encourages people to update his plays and make them relevant to modern day audience

» Godber is influenced by the world around him

» Most of his plays are set in the North West of England

» Godber is heavily influenced by Brecht

» Godber uses stereotypes in his plays

Week 5 and 6

STYLE OF ACTING - GIVE DEFINITIONS FOR EACH

» Multi-role

» Direct address to the audience

» Social commentary

» Funny with some hard hitting scenes

» Episodic structure

» Exaggerated characters

» Narration

» Heavily influenced by Bertolt Brecht

Week 7 and 8

LEARNING AIM A OF COMPONENT

Creative stylistic qualities, to include:

» treatment of theme/issue
» production elements
» form/structure/narrative
» response to stimulus
» style/genre
» contextual influences
» collaboration with other professionals
» influences by other creatives, e.g. theatre makers.

Purpose and its influence on stylistic qualities, to include:

» to educate
» to inform
» to entertain
» to provoke
» to challenge viewpoints
» to raise awareness
» to celebrate.

Week 9 and 10

LEARNING AIM B OF COMPONENT

Processes, techniques and approaches used to create work, to include:

» responding to stimulus to generate ideas for performance/design material

» exploring and developing ideas to develop material

» discussion with performers/designers

» setting tasks for performers/designers

» sharing ideas and intentions

» teaching material to performers (if applicable)

» developing performance material/designs and outcomes

» 'organising and running rehearsals/production process

» refining and adjusting material to make improvements

» providing notes and/or feedback orcimprovements

Year 10 Psychology Cycle Two - Perception

Week 1

» **Nurture:** the idea that our characteristics and behaviour are influenced by our environment

» **Nature:** the idea that our characteristics and behaviour are inherited

» **Perception:** how we interpret or make sense of the sensory information that we receive.

» **Sensation:** the information that we receive through our sense

GIBSON'S THEORY:

» **Direct perception:** The idea that we perceive simply by using the information we receive through our senses.

» **Motion parallax:** the way that the visual field changes with movement, with close objects seeming to move more than objects that are further away

GREGORY'S THEORY:

» **Constructivist theory:** the idea that our perception is built up from our prior knowledge and experience

Week 2

» **Depth cue:** a feature of an image which indicates distance

» **Monocular depth cue:** a way of detecting depth or distance, which will work with just one eye.

MONOCULAR DEPTH CUES:

» **Height in plane:** how high the object appears in the image

» **Linear perspective:** when straight lines are angled so that they would come together at a point on the horizon

» **Relative size:** how large an object appears in an image

» **Occlusion:** when one object seems to cover part of another object

Week 3

» **Depth cue:** a feature of an image which indicates distance

» **Binocular depth cue:** a way of detecting depth or distance, which requires two eyes in order to work.

BINOCULAR DEPTH CUES:

» **Convergence:** a form of depth perception which uses how eye muscles focus on images

» **Retinal disparity:** a form of depth perception which compares the images from two eyes, side by side

Week 4

» **Visual illusion:** a visual perception which is wrong or misinterprets what is actually there in reality

EXPLANATIONS FOR VISUAL ILLUSIONS:

» **Ambiguity:** having more than one possible meaning or interpretation

» **Fiction:** the perception of an object or movement that is not present in the stimulus

» **Misinterpreted depth cues:** when a depth cue is used inappropriately

» **Size constancy:** the way we keep our original perception of the size of an object, even when the information received by the eyes changes

Week 5

» **Stimulus:** something that is detected by the sense receptors, which the nervous system will react to

» **Perceptual set:** a state of readiness to perceive certain kinds of stimuli rather than others

FACTORS THAT AFFECT PERCEPTION:

» **Expectation:** the beliefs we have about what we are going to experience

» **Emotion:** the moods or feelings that a person experiences

» **Motivation:** the drives and needs that cause a person to act in a particular way

» **Culture:** a group of people who share similar customs, beliefs, and behaviour

Year 10 Psychology Cycle Two - Psychological Problems

Week 6	Week 7	Week 8	Week 9	Week 10
» **Autonomic functions:** involuntary bodily functions such as breathing and heart rate » **Cognition:** the mental processes involved in gaining knowledge; these include thinking, planning and problem solving » **Sensory processing:** the brain receives messages from the senses and turns them into appropriate motor and behavioural responses **PARTS OF THE BRAIN:** » **Cortex:** the outer layer of the brain where higher cognitive functions take place, e.g. speech » **Cerebellum:** a small, wrinkled structure at the back of the brain which coordinates motor movement, dexterity, and balance, among other things » **Brain stem:** the part of the brain that controls basic functions such as breathing and heart rate » **Thalamus:** the part of the brain that passes information from the sense organs to the cortex	» **Neuron:** a specialised nerve cell which generates and transmits an electrical impulse » **Synapse:** the small gap between the dendrite of one neuron and the receptor site of the next one, which allows signals to pass between them » **Schema:** a cognitive model of people, objects, or situations; based on previous information and experiences which helps us to perceive, organise, and understand new information » **Accommodation:** changing a schema, or developing a new schema to cope with a new situation » **Assimilation:** adding new information to an existing schema	» **Cognitive development:** the changes that take place over time in a person's thinking and intellect **PIAGET'S THEORY OF COGNITIVE DEVELOPMENT:** » **Sensorimotor stage:** 0-2 years. Learning through the senses and by physical (motor) activities » **Pre-operational stage:** 2-7 years. Before logic – being unable to apply reason to solve problems » **Concrete operational stage:** 7-11 years. The ability to apply logic to physical (concrete) objects to solve problems » **Formal operational stage:** 11+ years. The ability to apply logic in an abstract (non- physical) way to solve problems, for example mental calculation » **Conservation:** knowing that the amount of something stays the same, even though its appearance may change » **Egocentric:** not being able to see things from another person's point of view	**DWECK'S MINDSET THEORY OF LEARNING:** » **Mindset Theory of Learning:** a theory that describes how students can achieve success in their learning » **Fixed mindset:** the belief that ability is genetic and unchanging » **Growth mindset:** the belief that ability comes from hard work and can be increased » **Praise:** an expression of approval » **Self-efficacy:** the belief in your own ability to succeed at a task	» **Learning Styles:** the different ways that a person can process information » **Verbaliser:** someone who processes information by speaking and listening (auditory processing) » **Visualiser:** someone who processes information by looking at it (visual processing) » **VAK theory:** A theory that states there are three learning styles: visual, auditory, and kinaesthetic **WILLINGHAM'S LEARNING THEORY:** » **Willingham's Learning Theory** criticises the idea that learning styles exist. He claims teaching students in a preferred learning style has no effect on their exam results, and instead students should be taught using the best method for the content being taught

Year 10 Biology Cycle Two

Key Vocabulary

1. **Acquired characteristics:** characteristics which develop due to environmental conditions
2. **Amino acids:** small compounds which combine to make proteins
3. **Clones:** genetically identical organisms, formed as a result of asexual reproduction
4. **Complementary base pairs:** two DNA bases that fit into each other and are held in place by hydrogen bonds, A binds with T and C binds with G
5. **Gametes:** a haploid cell which is used in fertilisation, i.e. sperm and egg
6. **Messenger RNA:** a single strand of RNA produced in transcription
7. **Mitosis:** a form of cell division forming genetically identical diploid cells
8. **Mutation:** a change to a gene which may or may not have an effect on the phenotype
9. **Non-coding DNA:** a section of DNA which does not code for a protein
10. **Nucleotide:** a structural component of DNA formed from a sugar, phosphate group and a base
11. **Polymer:** a long chain molecule made by joining lots of small chain molecules together
12. **Polypeptide:** a chain of amino acids
13. **Precipitate:** when a substance is deposited in solid form from a solution
14. **RNA polymerase:** an enzyme which creates RNA from DNA
15. **Sex chromosome:** chromosome pair 23 which determines sex
16. **Transfer** RNA: a molecule of RNA that carries an amino acid
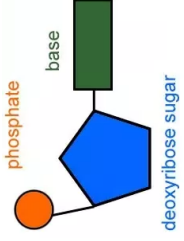
Week 1

1. **Sexual reproduction** requires two parents and is the **fusing of gametes.**
2. Advantages of sexual reproduction are:
   a. **variation in population:** this means that offspring are more likely to be better suited to new conditions and able to survive and reproduce
3. **Asexual reproduction** only needs one parent and offspring are formed by **mitosis.** Produces **clones.**
4. Advantages of asexual reproduction are:
   a. **no requirement** to find a mate
   b. **faster** than sexual reproduction

Week 2

1. **Meiosis:**
   a. a form of cell division that creates **gametes**
   b. Produces **4 daughter cells**
   c. Produces **genetically different haploid cells**
2. **Mitosis:**
   a. a form of cell division that produces somatic (body) cells
   b. Produces cells due to growth and repair
   c. produces **2 daughter cells**
   d. Produces **genetically identical diploid cells**
3. **Diploid:** cells that have a nucleus which contain 23 pairs of chromosomes (2n)
4. **Haploid:** cells that have a nucleus containing 23 chromosomes only (1n)

Week 3

1. The nucleus of cells contain molecules of **DNA** (or deoxyribonucleic acid).
2. Each DNA molecule is tightly coiled up to form **chromosomes**
3. DNA is a polymer which is made up of:
   a. two DNA strands coiled to form a **double helix shape**
   b. strands linked by **complementary base pairs** which are joined by **hydrogen bonds**
   c. **nucleotides** which are formed from a **sugar, phosphate group and a base**

base

phosphate

deoxyribose sugar

Week 4

1. DNA can be extracted by fruit using the following method:
   a. mashing up a fruit to **breakdown the cell membrane**
   b. add **water, salt and washing up liquid** to a boiling tube
   c. add the fruit to the solution in the boiling tube
   d. place the boiling tube in a **water bath at 60°C** for 15 minutes
   e. the washing up liquid will **breakdown the nuclear membrane** in the fruit
   f. **filter** the mixture
   g. add **ice cold ethanol** to the filtrate
   h. the ethanol will **precipitate** the DNA
   i. you can remove the DNA from the filtrate using a **glass rod**

Week 5

1. **Protein synthesis** is a process whereby your cells produce **new proteins using amino acids.**

2. There are two stages of protein synthesis:

3. **Transcription** is the first stage in which DNA bases are used to make a strand of RNA:

   a. an enzyme called RNA polymerase attaches to the non-coding section of DNA

   b. RNA polymerase unwinds and unzips the two strands of DNA

   c. the enzyme then moves along one DNA strand attaching complementary RNA nucleotides

   d. these nucleotides link to form a strand of messenger RNA (mRNA).

4. Note: RNA nucleotides use the base **Uracil (U)** in place of Thymine (T)

Week 6

1. The second stage of protein synthesis is called **translation.**

2. Translation is when the **mRNA** is used to build a **polypeptide:**

   a. mRNA strand travels out of the nucleus via the **nuclear pores**

   b. mRNA attaches to the **ribosomes**

   c. the ribosome moves along the mRNA reading it a **codon** (3 bases) at a time

   d. **transfer RNA** (tRNA) with complementary bases transfers **amino acids** to the codon

   e. ribosome joins the amino acids from tRNA together forming a **polypeptide**

   f. a polypeptide chain folds to form a **protein**

Week 7

1. A **gene** is a short section of DNA which codes for a protein.

2. **Alleles** are different versions of the same gene, i.e. gene= eye colour, allele could be blue eyes or brown eyes.

3. **Heterozygous** is the name given when both alleles for the same gene are the same.

4. **Homozygous** is the name given when both alleles for the same gene are the different.

5. Alleles can be **dominant** which means they affect the phenotype if they are present.

6. Alleles can be **recessive** which means they need two of these alleles to be expressed in the phenotype.

7. **Genotype** refers to the alleles an organism posses (one from mother, one from father).

8. **Phenotype** refers to what the organism looks like. This depends on the genotype.

Week 8

1. Your **23rd pair of chromosomes** determine your sex. These are called **sex chromosomes.**

2. **Males** have an **X and Y** shaped 23rd chromosome

3. **Females** have an **X and** X shaped 23rd chromosome

4. **Punnet squares** are used to show inheritance:

5. We can comment on the **probability** of the outcome as the **likelihood** of the event happening

The boxes show the possible combinations in the offspring.

Week 9

1. Most physical **(phenotypic)** features are a result of multiple genes rather than a single gene inheritance.

2. There is extensive **variation** within a population of species which can arise through **mutations.**

3. Mutations can occur during cell division by:

   a. **replacement** of a DNA base with the wrong one, e.g. A with G

   b. **deletion:** where a base is omitted from a sequence

   c. **addition:** where an additional base is added to a sequence

4. Most mutations, however, are caused by **radiation** or certain substances

5. Most genetic mutations have **no effect** on phenotype as they do not alter the **protein** produced

Week 10

1. Variation can either be **genetic or environmental:**

   a. **genetic variation:** different characteristics as a result of mutation and sexual reproduction

   b. **environmental variation:** acquired characteristics caused by an organisms environment, e.g. diet

2. **The Human Genome Project** mapped all the genetic information in a human being.

3. The HGP has allowed us to study DNA.

   a. This has had several **positive outcomes:**

   b. we can examine the **link** between **genes** and certain **diseases**

   c. we can indicate the **risk** of someone developing a disease

   d. we can identify **quickly**, the **appropriate medicines** needed to treat a genetic disease

Year 10 Chemistry Cycle Two

Key Vocabulary

1. **Allotrope:** a different structural form of an element
2. **Alloy:** a metal with one or more other element added to improve its properties
3. **Anion:** negatively charged ion, one that has gained electron/s
4. **Anode:** positively charged electrode
5. **Catalyst:** a substance that speeds up the rate of a reaction without itself being used up
6. **Cathode:** negatively charged electrode, cations collect here. Reduction occurs here
7. **Cation:** positively charged ion, one that has lost electron/s
8. **Corrosion:** the gradual deterioration of a substance what it reacts with substances in the environment
9. **Displacement:** when a more reactive element displaces a less reactive element from one of its compounds
10. **Electrode:** a rod made of a metal or graphite that carries the current into or out of the electrolyte
11. **Electrolysis:** a process in which electrical energy form a direct current supply decomposes electrolytes
12. **Electrolytes:** ionic compounds in a molten state or dissolved in water
13. **Electroplating:** using electricity to coat one metal in a thin layer of another metal
14. **Inert:** does not react
15. **Malleable:** can be hammered or rolled into shape without shattering
16. **Sacrificial protection:** using a more reactive metal prevent iron from rusting

Week 1

1. **Covalent bonding:**
   a. takes place to form atoms with a **full** outer shell
   b. occurs between a **non-metal** and a **non-metal**
   c. is when a **pair** of **electrons** is shared between **two atoms**
2. **The structure** and **bonding** of substances results in **different properties such as melting point and boiling point.**
3. **Covalent** substances typically have:
   a. low melting points
   b. low boiling points
   c. poor conductivity of electricity
4. Examples of **simple covalent** structures include: hydrogen, water, methane, oxygen and carbon dioxide.

Week 2

1. **Graphite, graphene, diamond and fullerenes** are all **allotropes** of carbon.
2. **Fullerenes** have **weak intermolecular forces, low melting points,** are **soft and slippery** but are **strong due to covalent bonding.**
3. **Graphene** is a **sheet** of **carbons** that is **one carbon thick,** it is a **good electrical conductor** due to **free electrons** being present.
4. **Diamond and graphite** have many **strong covalent bonds** therefore have **high melting points.**
5. **Diamond** has **4** carbons in the covalent bonds.
6. **Graphite** has **3** carbons in its covalent bonds and therefore can **conduct electricity** due to **free delocalised electrons.**

Week 3

1. **Metals** are **malleable, shiny solids** with **high melting points, good electrical conductivity**
2. **Non-metals** have **low boiling** points and are **poor conductors of electricity.**
3. **Ionic** bonding:
   a. is the **transfer** of **electrons** to gain a full outer shell forming oppositely charge particles that attract due to **electrostatic forces of attraction**
   b. occurs between a **metal and a non-metal**
   c. forms substances with have **high melting** and **boiling points**

Week 4

1. **Electrolysis core practical**
2. **Wear goggles** to **prevent chemicals** getting into your **eyes.**
3. With **copper electrodes**
   a. the **anode loses mass** and **cathode gains mass**
   b. As the **current increases** the loss in **mass** of the **anode increases** and the **gain in mass** at the **cathode increases**
4. **With graphite electrodes:**
   a. Copper metal collects at the cathode
   b. Oxygen is produced at the anode
5. **Oxidation** occurs at the **anode.**
6. **Reduction** occurs at the **cathode.**

Week 7

1. **Displacement reactions** are examples of **redox reactions as both reduction** and **oxidation** occur at the **same time.**
2. **Metals** can be **extracted** from **ores** found in the **Earth's crust.**
3. **Metals** extraction from **ores involves reduction.**
4. **Metals** that are **less reactive** than **aluminium** are extracted by **heating** them with **carbon** as a **displacement** reaction.
5. **Metals** that are **more reactive** than **aluminium** are extracted using **electrolysis.**
6. **Unreactive metals** are found in the **Earth's crust as the uncombined elements.**
7. **Oxidation:** the **gain** of **oxygen** or the **loss** of **electrons.**
8. **Reduction:** the **loss** of **oxygen** or the **gain** of **electrons.**

Week 10

1. **Electroplating:** can be used to **improve** the **appearance** and/or **resistance** to **corrosion** of metal objects.
2. The **uses** of metals are **linked** to their **properties.**
3. **Alloying** increases the **strength** of metals because it **prevents layers** of metals atoms flowing over each other.

D explaining the difference in strength between pure metals and alloys

Week 6

1. The **reactivity** of metals can be determined by **observation** of these metals with **water** and **acids.**
2. The **more** reactive a metal is the **greater** the **relative tendency** for it to form a **cation.**
3. The **reactivity series** shows metals in order of their reactivity:
   1. Potassium   *non-metals
   2. Sodium
   3. Calcium
   4. Magnesium
   5. Aluminium
   6. Carbon*
   7. Zinc
   8. Iron
   9. Hydrogen*

Week 9

1. **Transition metals** are found between group 2 and 3 in the periodic table.
2. When metals are **oxidised** corrosion occurs
3. **Rusting** of iron can be reduced by:
   a. **excluding** the entry of **oxygen** to metal
   b. **excluding** the entry of **water** to metal
   c. using **sacrificial protection**
4. Metals have **typical** properties:
   a. high melting points
   b. high density
   c. formation of coloured compounds
   d. catalytic activity

Week 5

1. **Electrolysis** of copper sulfate can be completed using **graphite (inert)** or **copper electrodes**
2. The **products** of **electrolysis** depend on whether the **salt** is in **solution (dissolved in water)** or **molten.**
3. If the salt is **molten** it **splits into** its **ions,** eg, NaCl forms Na+ and Cl-.
4. If the **salt** is in solution the **water** will also **split** into its **ions,** the products depend on:
   a. if **cations** are **less** reactive than hydrogen, the **metal** is **produced**
   b. if **cations more** reactive than hydrogen, hydrogen is produced
   c. if **anions** are **halogens,** the halogen gas is produced
   d. if **anions** are **not halogens** oxygen gas is produced

Week 8

1. **Metals** can be **recycled** which is **advantageous** as it **saves money** and helps to **save the environment** by **reducing mining for ores**
2. A **life cycle** assessment can be completed before a product is created, this considers the effect of:
   a. obtaining **the raw material** on the environment
   b. **manufacturing** the product
   c. **using** the product
   d. **disposing** the product
3. **Haber process:** where nitrogen reacts with hydrogen to form ammonia.
4. **Nitrogen + hydrogen -> ammonia**
5. **Conditions:** 450 degrees, 200 atmospheres pressure, iron **catalyst**

Year 10 Physics Cycle Two

Key Vocabulary

1. **Acceleration, a:** a change in velocity. Measured in m/s^2.
2. **Amplitude:** maximum distance of a point on a wave from its rest position.
3. **Conduction:** energy transfer through solids as vibrations pass between particles.
4. **Convection:** energy transfer through fluids where hotter, less dense regions rise, carrying energy.
5. **Efficiency:** the proportion of energy a system transfers usefully.
6. **Energy:** the ability of a system to do work.
7. **Electromagnetic (EM) Spectrum:** a group of Electromagnetic Waves divided up according to their frequency and wavelength.
8. **Equilibrium:** a situation which is not changing as all things affecting it are balanced.
9. **Frequency, f:** number of waves passing a point each second, measured in Hertz, Hz.
10. **Gravitational potential energy:** energy stored in an object due to its position in a gravitational field. Measured in Joules (J).
11. **Incidence:** moving towards a surface.
12. **Ionizing radiation:** radiation that causes charged particles to be formed.
13. **Insulation:** method or material used to reduce energy transfer by heating.
14. **Kinetic energy:** energy stored in a moving object. Measured in Joules (J).
15. **Non-renewable (fuel):** an energy resource which will run out as the supply cannot be replaced.
16. **Period:** time taken for a wave to pass a point.
17. **Refraction:** A change in direction as a wave moves from one transparent material to another.
18. **Renewable (fuel):** An energy resource that will never run out.
19. **Speed:** distance travelled by an object in a certain time. Measured in metres per second (m/s).
20. **Velocity:** speed in a given direction.
21. **Wavelength:** distance (m) from one point on a wave to the same point on the next wave.

Week 1

1. **A force** (measured in Newtons) is an interaction that can cause a change in the motion of an object. It can be a push, pull or twist.
2. **Resultant force** can be found by looking at all forces acting on an object.
3. Arrows on force diagram show the size and direction of the force.
4. **Scalar quantities** only have a magnitude (size) e.g. mass.
5. **Vector quantities** have magnitude and direction e.g. velocity.
6. Motion of objects can be plotted on **distance/time** (d/t) graphs.
7. The **gradient** shows the speed of the object – a steep gradient shows a high speed.
8. **Speed, v,** can be calculated as:

$$velocity\ (m/s) = \frac{distance\ (m)}{time\ (s)}$$

Week 2

1. **Newton's 1st Law states:**

If resultant force on a stationary object is 0 N, the object will remain stationary.

If resultant force acting on a moving object is 0 N, the object will continue with the same velocity.

If the resultant force on an object is non-zero, the object will accelerate in the direction of the resultant force.

2. The **weight** of an object depends on it's mass and the force of gravity acting on it. Weight, **w,** can be calculated as:

$$weight\ (N) = mass\ (kg) \times gravity\ (N/kg)$$

Week 3

1. **Newton's 2nd Law** states that the acceleration of an object is related to the objects mass and the force applied to it.
2. **The Force, F,** needed to **accelerate, a,** a **mass, m,** can be calculated as:

$$F = m \times a$$
$$(N)\ \ (kg)\ \ \ (m/s2)$$

3. **Acceleration, a,** can be calculated as:

$$a\ (m/s2) = \frac{v - u\ (m/s)}{t\ (s)}$$

$$v2 - u2\ (m/s) = 2 \times a\ (m/s2) \times d\ (m)$$

Where v = final velocity and u = initial velocity

Week 4

Acceleration core practical

1. Place a trolley of known mass on a ramp.
2. Set up a light gate at either end of the ramp, ensuring it will be interrupted by the trolley.
3. Accelerate the trolley along the ramp using a pulley and falling weight.
4. Using the light gates, record the trolley's initial and final acceleration along the ramp.
5. Repeat steps 1-4, adding a known mass to the trolley each time.
6. Use your data to describe the relationship between mass and acceleration.

Week 5

1. **Newton's 3rd Law** describes how pairs of forces effect objects when they interact.

2. This interaction can happen:
   - When objects touch, such as when you sit on a chair
   - At a distance, such as the gravitational attraction between the Earth and the moon.

3. **Action-reaction forces** describe how pairs of forces act on different objects. The two forces are always the same size and in opposite directions. They will also be the same type of force.

4. **Balanced forces** describe how pairs of forces act on the same object.

Week 6

1. **Momentum** is a measure of the tendency of an object to keep moving or how hard it is to stop moving.

2. The momentum of an object depends on the its **mass** and **velocity.**

3. **Momentum** can be calculated using this equation:
   momentum (kg m/s) = mass (kg) x velocity (m/s)

4. Momentum can also be written as **p = m x v**

5. Momentum is a **conserved quantity.** When moving objects collide the total momentum of both objects is the same before the collision as it is after the collision, as long as there are no external forces acting. This is known as **conservation of momentum.**

Week 7

1. **Stopping distance:** total distance travelled during a drivers reaction time and the braking distance.

2. **Reaction time** is affected by alcohol, drugs, tiredness and distractions such as phones.

3. **Braking distance** is affected by wet/icy weather, the condition of the road and condition of the cars brakes and tyres.

4. In a car crash, the vehicles involved come to a stop very quickly. Slowing down is a declaration. The force needed for any kind of acceleration depends on the size of the acceleration and on the mass of the object.

5. Modern cars have lots of safety features built into them to help to reduce the forces on the occupants in a collision, such as crumple zones.

Week 8

1. **Energy** can be **stored** in different forms: **Gravitational potential; Kinetic; Elastic potential; Chemical; Nuclear; Magnetic.**

2. Energy can be **transferred** between these stores by: **Heating (thermal); Light (radiant); Sound; Electrical Current.**

3. The **Conservation of Energy** states that energy cannot be created or destroyed, only transferred between stores in a system.

4. **Useful energy** is energy in the form needed, in the place it is needed.

5. **Wasted energy** is energy in an unwanted form or in an unwanted place. It often **dissipates** (spreads out) to the surrounding by heating.

6. The **efficiency** of a system can be calculated as:
   Efficiency = Useful energy transferred
   Total energy transferred

7. Useful and wasted energy transfers can be shown using **Sankey Diagrams.**

8. Unwanted energy transfers by heating can be prevented with **insulation.**

Week 9

1. **Gravitational potential energy (GPE)** is the energy stored because of an object's position in a gravitational field.

2. The amount of GPE stored depends on the mass of the object, the strength of gravity and how far the object is moved.

3. Gravitational potential energy can be calculated by:
   ΔGPE (J) =   m (kg) x   g (N/kg) x   Δh (m)

4. **Kinetic energy** is stored in moving objects. The amount of kinetic energy in a moving object depends on its mass and its speed.

5. Kinetic energy can be calculated by:
   KE (J) = 0.5   x   m (kg)   x   v2 (m/s)

Week 10

1. Electricity is generated using **non-renewable fuels** including **fossil fuels** (coal, oil and natural gas) and nuclear fuels (uranium).

2. Burning fossil fuels produces **greenhouse gases** including carbon dioxide (CO_2) that contribute to **climate change.**

3. Nuclear power stations produce no CO_2, but do produce dangerous **radioactive waste.**

4. Most **renewable resources** do not emit carbon dioxide as no fuel is burned.

5. Renewable resources: **Solar; wind; wave; geothermal; tidal; hydroelectric power.**

6. Renewable resources can be unreliable and have low power output.

7. Biomass is a **carbon neutral** fuel as the carbon dioxide released is taken in as the plants grow.

Year 10 Philosophy, Religion and Ethics Cycle Two

Week 1

CHRISTIANITY

LOCAL COMMUNITY, MISSION AND EVANGELISM

Church - The holy people of God, also know as the Body of Christ, among whom Christ is present and active OR A building in which Christians worship.

Mission - The vocation or calling od a religious organisation or individual to go out into the world and spread their faith

Evangelism - Spreading the Christian gospel by public preaching or personal witness.

Week 2

CHRISTIANITY

CHURCH GROWTH, THE WORLDWIDE CHURCH AND RESPONSES TO POVERTY

Convert - Someone who has decided to become committed to a religion and change their religious faith.

Reconciliation - A sacrament in the Catholic Church; also, the restoring of harmony after relationships have broken down.

Agape - A word used in the Bible that describes selfless, sacrificial, unconditional love

Week 3

CHRISTIANITY

PERSECUTION

Persecution - Hostility and ill-treatment, especially because of ethnicity or political or religious beliefs.

The Barnabus Fund - A charity which sends financial support to projects that help Christians who are suffering from discrimination, oppression and persecution because of their faith.

Christian Solidarity Worldwide (CSW) - A human rights organisation that campaigns for religious freedom for all.

Week 4

RELIGION & LIFE

ORIGINS OF THE UNIVERSE AND THE VALUE OF THE WORLD

Universe - All of time and space and its contents.

Wonder - Marvelling at the complexity and beauty of the universe.

Stewardship - The idea that believers have a duty to look after the environment on behalf of God.

Dominion - Dominance or power over something; having charge of something or ruling over it.

Week 5

RELIGION & LIFE

USE AND ABUSE OF THE ENVIRONMENT AND POLLUTION

Sustainable development - Building and progress that try to reduce the impact on the natural world for future generations.

Renewable energy - Energy that comes from a source that does not run out, such as wind or the sun.

Pollution - Making something dirty and contaminated, especially the environment.

Week 6

RELIGION & LIFE

USE AND ABUSE OF ANIMALS

Vegetarian - A person who does not eat meat or fish

Vegan - A person who does not eat animals or food produced by animals (such as eggs) a vegan tries not to use any products that have caused harm to animals (such as leather).

Animal experimentation - The use of animals to further scientific research or to test the effects of medicines or cosmetics.

Week 7

RELIGION & LIFE

ORIGINS OF HUMAN LIFE

Evolution - The process by which living organisms are thought to have developed and diversified from earlier forms of life during the history of the earth.

Adaptation - A process of change where an organism or species become better suited to its environment.

Creation - The act by which God brought the universe into being

Week 8

RELIGION & LIFE

ABORTION

Sanctity of life - All life is holy as it is created and loved by God; Christians believe human life should not be misused or abused.

Quality of life - The general wellbeing of a person, in relation to their health and happiness; also, the theory that the value of life depends on how good or satisfying it is.

Abortion - The deliberate ending of a pregnancy.

Week 9

RELIGION & LIFE

EUTHANASIA

Euthanasia - Ending the life of someone who is in pain or has a poor quality of life due to a serious illness. Literally translated, euthanasia means 'good death'.

Active euthanasia - When active steps are taken to end someone's life, e.g. by giving them a lethal injection.

Passive euthanasia - When doctors stop providing treatment or do something to speed up the natural process of dying.

Week 10

RELIGION & LIFE

DEATH AND THE AFTERLIFE

Eternity - A state that comes after death and never ends.

Heaven - A state of eternal happiness in the presence of God; the place of eternal peace ruled over by God.

Hell - The place of eternal suffering or the state of being without God.

Year 10 Sociology Cycle Two

Week 1

FACTORS AFFECTING ACHIEVEMENT - SOCIAL CLASS, AND MATERIAL FACTORS

Nature: The idea that intelligence is inherited or genetic and that educational success is determined by the abilities we are born with.

Nurture: The idea that educational success is linked to social environment.

Social Class: The organisation of members of society based on economic factors.

Material Deprivation: A lack of resources related to financial situation or poverty.

Week 2

FACTORS AFFECTING ACHIEVEMENT - PARENTAL ATTITUDES AND THE SCHOOL

Social Capital: the networks of relationships among people who live and work in a particular society, enabling that society to function effectively.

Counter-school Subculture: A group within a school that rejects the values and norms of the school and replaces them with anti-school values and norms.

Streaming: Where students are separated into different ability groups and then taught in these separate groups.

Week 3

FACTORS AFFECTING ACHIEVEMENT - GENDER

Feminism: A movement that fights for gender equality society.

Patriarchy: Male power, authority and dominance over women

Single-sex Schools: Schools which only cater to one sex (male or female), meaning that young people do not act with members of the opposite sex in school.

Week 4

FACTORS AFFECTING ACHIEVEMENT - ETHNICITY AND CULTURE

Cultural Deprivation: A theory that suggests that students from certain groups lack the 'correct' values and attitudes to succeed in education.

Ethnocentric Curriculum: Where a curriculum is seen as judging things in a biased way from the point of view of one culture.

Stereotype: A fixed and distorted view of the characteristics of particular groups, often based on prejudice.

Week 5

RESEARCHING EDUCATION

Focus Group: A type of group interview that focuses on one particular topic. It explores how people interact within the group and how they respond to each other's views.

Non-participant Observation: Where a researcher observes a group but does not take part in any of its activities.

Official Statistics: Statistics compiled by government agencies.

Week 6

CRIME AND DEVIANCE

Crime: An illegal act (such as shoplifting or murder) that is punishable by law.

Deviance: Behaviour that does not conform to society's norms and values, which is likely to lead to negative sanctions.

Socially Defined Behaviour: Behaviour (such as deviance) that is defined according to the social setting in which it occurs.

Week 7

SOCIAL CONTROL

Negative Sanctions: Sanctions which punish those who do not conform to a group's expectations, e.g. ignoring them.

Social Control: Control constraints over people's actions from society or groups.

Agencies of Social Control: The groups or organisations in society that control or constrain someone's actions.

Week 8

FUNCTIONALIST

Criminal Subculture: A social group whose members' values and behaviour involve breaking the law.

Social Cohesion: The idea that people in society should have a shared set of values and attitudes that unite them.

Structural Theory: A theory that considers the structure and culture of society in its explanations, rather than how people react with each other.

Week 9

MARXIST AND FEMINIST APPROACHES TO CRIME AND DEVIANCE

White-collar Crimes: Crimes committed by people in relatively high status positions during their work, e.g. tax evasion.

Chivalry Thesis: The idea that the criminal justice treats female offenders more leniently than male offenders.

Conformity: Behaviour that complies with or follows society's values and norms.

Week 10: Revision

INTERACTIONIST APPROACHES TO CRIME AND DEVIANCE.

Interactionism: A perspective that focuses on how people interact on a daily basis.

Master-status: A status such as 'junkie' or 'thief' that overrides all of an individual's others statuses such as daughter, sister, friend, etc.

Labelling: Attaching a label, characteristic or definition to individuals or groups.

Year 10 Sport Studies Cycle Two

Week 1	Week 2	Week 3

Week 1

LO2 SKILLS NEEDED TO DELIVER A SPORTS SESSION

Application of Skills of a Leader

How will you apply the following skills?

» **Organisation Skills** - having equipment ready, planning the session, knowing your learners

» Able to make decisions

» **Communication Skills** - Verbal e.g. giving instructions. Non-verbal e.g. gestures, use of whistle etc. Good listener.

» **Knowledge of the activity** - high level of sport specific knowledge of technical and tactical/use of technical terms;

» Knowledge of rules and regulation

» **Use of language** - Have a rapport;

» Show respect for performers

» **Behaviour Management** (how they deal with behaviour) and self-control and discipline (how they behave themselves).

» Able to **plan and structure** activities

» Be able to **set realistic targets** to work to

» Be able to **evaluate** performance and make decisions

» Ability to read the game or sporting situation

» Appreciate and acknowledge good performance - give **feedback** and feed forward

» Create a **positive and safe atmosphere** for playing and learning

Think about how these attributes will help you be a good leader.

Week 2

LO2 RESPONSIBILITIES

Responsibilities	Explanation
Knowledge of the Activity	When you know a lot about sports. Experience gained.
Enthusiasm	Being enthusiastic/motivated about what you are doing
Knowledge of safety	Being aware and safety conscious.
Knowledge of child protection	DBS Check, Safeguarding , duty of care.
Knowledge of First Aid	Knowing what to do and how to deal with medical emergencies.

Quality	Explanation
Reliability	Never letting them down; always turn up, count on you.
Punctuality	Arriving on time, set up before the session; setting an example
Confidence	Be confident about what you are doing - plan what you are going to do.
Communication	Different ways of getting messages across. This can be verbal or non-verbal.
Knowledge of First Aid	Knowing what to do and how to deal with medical emergencies.

Plan	Effective planning and personal management skills will enable you to improve on your knowledge and understanding. In planning you need to think about organization, coaching points, types of communication, equipment needed., progression in practices, how you will challenge and differentiate.
Perform	Consider how you are going to show the attributes of effective sports leadership.
Evaluate	When evaluating your performance or the performance of others. Consider all the elements discussed in the planning phase. Setting S.M.A.R.T Targets

Week 3

LO2 LESSON PLANNING

Key considerations:

» **Aims & Objectives:** What you want them to achieve or do?

» **Participants:** What do you know about them that you need to plan for?

» **Tasks or Activities:** What are you going to do with them?

» **Coaching Points:** What do you need to tell or show them?

» **Resources:** What equipment/resources do you need to help you?

» **Organisation:** How are you going to organise/run the activity?

» **Progression:** How will you develop the practice/session to make sure they are improving/developing?

» **Differentiation:** How are you going to change it to make it accessible to all learners?

Lesson Structure	Content
Warm Up	1. Pulse raiser 2. Stretching - Dynamic & static 3. Practice actions/skill drill from activity 4. Mental preparation
Skill	New skill: What coaching points and drills needed?
Skill development	Make the skill harder - passive to active drill/ conditioned game
Application in the game	Game play

Year 10 Sport Studies Cycle Two

Week 4 and 5

LO2 LESSON PLANNING

Warming up should include:

» gradual pulse raising activity

» stretching

» skill based practices/familiarisation

» mental preparation

» increase amount of oxygen to the working muscles.

Cooling down should include:

» maintain elevated breathing and heart rate, eg. walk, jog

» gradual reduction in intensity

» stretching

The benefits of warming up:

» effect on body temperature

» range of movement increased

» gradual increase of effort to full pace

» psychological preparation

» practice of movement skills through the whole range of movement

» injury prevention.

The benefits of cooling down:

» allowing the body to recover

» the removal of lactic acid/CO_2/waste products

» prevent delayed onset of muscle soreness (DOMS) - the pain felt in the muscles the day after exercise.

Week 7

LO2 LESSON PLANNING DIFFERENTIATION

Differentiation by STEP:

S- SPACE - make the space bigger or smaller to challenge. E.g. Learning grids and channels(1v1, 2v1, 3 3)

Students are asked to adapt space accordingly either by limiting space or enlarging playing areas depending on experience, confidence or ability. In attack, larger spaces are easier. In defence, larger spaces are more difficult.

T-TASK - Use different Bronze-Silver-Gold.

Students either as individuals or groups are given different tasks/starting points based on prior attainment/experience. Able students can be challenged by setting tasks that encourage them to think at higher levels through the inclusion of problem-solving, investigation and use of higher order thinking skills.

E- EQUIPMENT - Size or weight of equipment

Students are set a common task but are given different resources, depending on ability and confidence.

P- PEOPLE - Change the numbers

Students have a common task to complete but are grouped in a way that ensures success for all able children can sometimes be grouped with peers of similar ability and expected to perform at higher levels or given the role of leader in supporting less able.

Week 8

LO2 AND LO4: FEEDBACK

Giving Feedback to learners

Positive feedback: What's good or correct about performance

Advantage: Motivating, highlights success

Disadvantage: Could suggest performance was better than it was

Negative feedback: What's bad or incorrect about performance

Advantage: Enables coach to provide guidance on how a skill can be performed better; helps performer to prioritise improvement

Disadvantage: demotivating, beginners may struggle to know how to respond

Knowledge of performance: Feedback on performance generally and technique.

Advantage: Many aspects to one performance so feedback can be detailed for or focused.

Disadvantage: Hard to break a performance down to provide detailed feedback

Think about the feedback you received and how you will use it for evaluation:

Peer Feedback - from your classmates or the learners

Teacher feedback - observation sheet

Video feedback - for self review

Week 9

LO4: EVALUATION & GOAL SETTING

The use of goal setting and SMART targets toimprove and/or optimise performance

Goal setting (SMART goals) A method to set appropriate goals, optimise performance, increase motivation and reduce anxiety. Goals should be SMART:

Specific - A clear goal specific to the demands of the sport/muscles used/movements used

Measurable - it must be possible to measure whether they have been met

Achievable - they must be reachable by the performer and within their capabilities

Recorded - crucial for monitoring and once achieved can be checked of or deleted improving motivation.

Time bound - over a set period of time, short term and progressive being the most effective.

Week 10

LO4: EVALUATION FOR IMPROVEMENT - DIFFERENT WAYS TO IMPROVE

Use of video recordings	Your first way of observing and evaluating yourself is to watch how you carry out your delivery/ teach.
Be open to Criticism	Leaders must be self-critical, but they also have to be open to constructive criticism from others. It is essential to develop the ability to use any feedback you receive to improve your performance.
Peer Observation	Ask your peers to watch you.You get a lot from watching other s too. You could also watch some of your teachers delivering lessons and use them to model the type of teaching you want to use.
Ask your teacher/tutor	Always ask your teacher/tutor how well you are doing and do not be afraid to ask for advice and guidance out of lessons.
Practice	Try to practice teaching. Start with smaller groups and gradually build the number of learners up. Practice parts of the lesson and modify if you need to. You could volunteer at a local club so you can pick up ideas from coaches and gain confidence helping a coach
Improve Knowledge	Go on coaching courses to learn new skills. Watch elite players and copy the skills – break skills down then build them up. Get experience as a player yourself by playing regularly.Volunteer as an official to help your understanding of the rules and managing teams on the pitch.
Evaluate and review	Be aware of www and ebi. How would you change the session to make it better? Think about how it might change for a different group of individuals.
Self Observation	Look back at a videos of yourself from when you first started to see how much you have improved.

Year 10 Outdoor Activities Cycle Two

Week 1	Week 2	Week 3	Week 4	Week 5

Week 1

LO1 KNOW ABOUT DIFFERENT TYPES OF OUTDOOR ACTIVITIES

Examples of outdoor activities:

» Water sports (e.g. dinghy sailing, windsurfing)
» Trekking (e.g. hillwalking, orienteering, mountaineering).
» Camping (e.g. wild camping).
» Climbing (e.g. single pitch, abseiling).
» Caving (e.g. potholing, mine exploration).
» Cycling (e.g. mountain biking, trail biking).
» Snow sports (e.g. snowboarding, cross country skiing, downhill skiing, snowshoeing).
» Gliding (e.g. hang gliding, paragliding)
» Other land-based activities (e.g. gorge walking, sea level traversing, high rope courses).

Week 2

LO1 PROVISION OF OUTDOOR ACTIVITIES IN THE UK

Provision of outdoor activities in the UK, i.e.

» Outdoor activity providers (e.g. outdoor activity centres, activity specific organisations, residential centres/camps).
» National sports centres (e.g. Plas-y-Brenin in North Wales, Holme Pierrepont in Nottinghamshire).
» Voluntary organisations (e.g. Scouts, Guides, Duke of Edinburgh's Award).
» Examples of local and national providers of the different outdoor activities identified. Some Local Examples: Haven Banks, Quay Climbing, Dartmoor Training centre, Exe Adventures, Ashcombe Adventures, Red Rock Exmouth. Some National Examples: Xscape, SnoZone.

Factors affecting provision:
Media coverage; Location; Finance.

Week 3

LO2 UNDERSTAND THE VALUE OF PARTICIPATING IN OUTDOOR ACTIVITIES

Physical - Social - Emotional - Intellectual

General benefits of participating in outdoor activities:

» increased confidence
» enjoyment and challenge
» improved health and fitness
» greater environmental awareness
» increased motivation
» opportunity to socialise

How participating in outdoor activities can help skills development:

» social skills
» team-building skills
» decision-making skills
» planning and organization skills
» problem-solving skills
» communication skills.

Week 4

LO3 BE ABLE TO PLAN AN OUTDOOR ACTIVITY: KEY CONSIDERATIONS

» 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

LO3 BE ABLE TO PLAN AN OUTDOOR ACTIVITY: 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 Outdoor Activities Cycle Two

Week 6	Week 7	Week 8	Vocabulary and Terminology

Week 6

LO4 KNOWLEDGE AND 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 7

LO4 KNOWLEDGE AND SKILLS

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 8

ORIENTEERING

What is it?

Orienteering is an exciting outdoor adventure activity/sport, which involves walking or running whilst navigating around a course using a detailed map and sometimes a compass. The aim is to navigate in sequence between a set of control points and decide the best route to complete the course in the quickest time.

Orienteering can take place anywhere from a remote forest to a urban park, a school playground to the countryside

Local facilities for orienteering:

Haldon Forest; River Exe- Haven Banks; School site; Barton Fields.

Equipment needed:

Control Points, Compass, Map, Scorecard

KAYAKING

What is it?

Water sport using a kayak or canoe that can be done on rivers, lakes and in the sea.

Local facilities for Kayaking:

River Exe- Haven Banks; Red Rock - Exmouth Watersports; Adventure Okehampton; Devon Windsurf and Canoe Centre; Sea Sports South West; Wimbleball Lake; Tiverton Canal.

Equipment needed:

Kayak, Paddle (1 per paddler), plus spare, Personal flotation device (1 per paddler), Bilge pump, Spray skirt (for cold weather/water), Dry bag for personal items, Headlamp/light with extra batteries (in case you're out after dusk), Signalling whistle.

Vocabulary and Terminology

ACTIVITIES:

Backpacking - to go on a hike with a backpack and equipment to enable a person to stay outdoors overnight.

Boating - to ride a boat (power boat, canoe, kayak, sail boat) for pleasure.

Camping - to go into nature and live for a time in a tent or camper while on vacation.

Hiking - walking for a long distance, usually in the woods or just in a place away from a town and many people (Note: different from backpacking because a hiker does not have to have equipment to stay in the woods for the night).

Surfing - an activity carried out on the shore of the ocean in which a person rides waves while standing a board (a surfboard).

Year 10 Spanish Cycle Two

Year 10 Statistics Cycle Two

Key Words, Sampling, Capture Recapture - Week 1

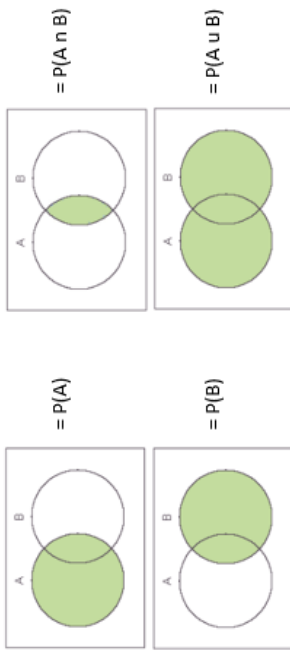| Vocab	Definition
Primary	Data collected from the source by the person who will be using it
Secondary	Data that has been collected by someone else.
Quantitative	Numerical observations or measurements
Qualitative	Non-numerical observations
Continuous	Can take any value on a continuous numerical scale
Discrete	Can only take particular values on a continuous numerical scale
Population	The whole group you are interested in
Census	A survey of a whole population
Sample	Small part of a population rather than the whole population
Sampling Units	People or items to be sampled
Sample Frame	List of all the sampling units
Random Sample	Every item has an equal chance of being chosen
Stratified Sample	Population is divided into separate groups "strata" then, a simple random sample is drawn from each group./strata.
Opportunity Sample	Using people/objects that are available at the time
Cluster Sample	Data naturally splitting into groups .e.g. geographical areas
Systematic Sample	Choosing a sample at equal intervals through a population e.g. every 5th person
Quota Sample	Group the population by characteristics. Such as age/gender and interview a quota (number) from each group.
Independent Variable	The independent changing variable. Generally the x value.
Dependent Variable	Variable that may be affected by the independent variable. Generally the y value.

Mean, Standard Deviation and Outliers - Week 2

Vocab	Formula to learn!
Mean	$\bar{x} = \dfrac{\Sigma x}{n}$ $\bar{x}$ = mean Σ = sum of … x = values / frequency n = number of values **Estimated mean** (grouped data) $\dfrac{\Sigma(f \times midpoint)}{\Sigma f}$
Median	The middle value when in order. To find the position: $\frac{1}{2}$(n+1) th position n = number of values
Outliers	**Outliers** are considered outside the expected range of data. **Smaller outlier** $< LQ - (1.5 \times IQR)$ **Larger outlier** $> UQ + (1.5 \times IQR)$
Weighted mean	For data that has different weightings or values in each group, we use the weighted mean. $\dfrac{\Sigma(value \times weight)}{\Sigma weights}$
Geometric Mean	The geometric mean is the nth root of the product of n values. $\sqrt[n]{value_1 \times value_2 \times \cdots value_n}$ n = number of values

Year 10 Statistics Cycle Two

Venn and Tree Diagrams - Week 3

Each region of a **Venn Diagram** represents a different outcome.

= P(A)

= P(B)

= P(A ∩ B)

= P(A ∪ B)

- Tree diagrams help show outcomes in a logical order.
- Each branch represents an outcome.
- A complete branch adds up to 1.

0.5 Head

0.5 Tail

0.5 Head — 0.5 Head — Head, Head
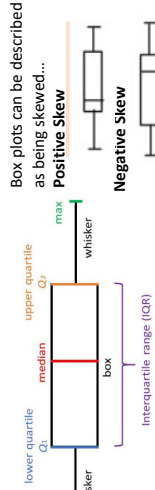0.5 Tail — Head, Tail
0.5 Head — Tail, Head
0.5 Tail — Tail, Tail

Conditional Probability	If the probability of one event effects the outcome of the other event this is known as **Conditional Probability**.

The probability that B will happen if A has already happened is the **conditional probability of B given A** shown as **P(B/A)**

Cumulative Frequency Curves and Box Plots - Week 4

Box plots can be described as being skewed...

Positive Skew

Negative Skew

min — whisker — lower quartile Q_1 — box — median — upper quartile Q_3 — whisker — max
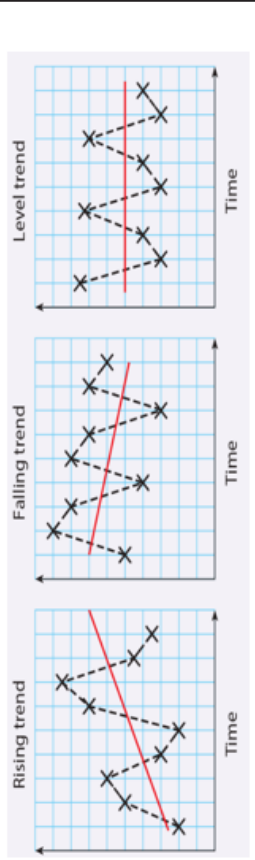
Interquartile range (IQR)

Index numbers - Week 7

Retail Price Index RPI	Rate of change of prices in everyday life such as food, petrol and interest rates...
Consumer Price Index CPI	Rate of price changes for consumers but does not include mortgages.
Gross Domestic Product GDP	The value of goods and services a country produces within a stated time period.

Time Series and Moving Averages - Week 8

Time series graphs plot data over time (x axis) as below.

Rising trend — Time

Falling trend — Time

Level trend — Time

Trend	The way that data changes over time
Moving Average	An average worked out for a given number of observations over a cycle.
Seasonal Variation	A pattern in the data that can be accounted for by seasons
Mean seasonal variation	The mean of each season separately to discuss. Used to predict values outside the data set... *Predicted value = trend line value + mean seasonal variation.*

Scatter Graphs, Lines of best fit and correlation values - Week 5 and 6

Spearman's Rank Correlation Coefficient	Uses a value of r between -1 and 1. $$r_s = 1 - \frac{6\Sigma d^2}{n(n^2 - 1)}$$
Pearson's Product Moment Correlation Coefficient (PMCC)	Like Spearmans Rank but ONLY looks at if it's a LINEAR relationship! (use calculator!)

Year 10 Statistics Cycle Two

Histograms and other statistical graphs - Week 9

Heights of Black Cherry Trees
Frequency axis: 0, 2, 4, 6, 8, 10
Height (feet): 60, 65, 70, 75, 80, 85, 90

Use the formula $r_2 = r_1 \dfrac{\sqrt{F_2}}{\sqrt{F_1}}$

	Histograms show frequency through the **area** of each bar. The y axis is labelled Frequency Density... NB the data must be **continuous!** **Frequency Density = $\dfrac{\text{Frequency}}{\text{Interval Width}}$** **Comparative Pie Charts** – comparing two charts with proportionately correct radius size so the area is in the same ratio as the frequency.

Binomial Distribution - Week 5 - 6

X - B(n , p)	X follows a Binomial Distribution where n = number of trials p = probability of success Also $q = 1 - p$ ....so NOT p!
Mean and expansion...	mean = np *NB: You can use the nCr button on your calculator to find the coefficients of a Binomial expansion!!*
Conditions	- Independent Events (p must remain fixed) - *Only 2 outcomes (success or failure)* - Fixed number of trials.

Normal Distribution - Week 10

X – N (μ, σ²)	X follows a Normal Distribution where μ = mean of the population σ = standard deviation of the population σ² = variance of the population
Conditions	- Data needs to be continuous - The distribution is symmetrical and bell-shaped - Mode, median and mean are approximately equal. Using μ and σ we can work out the % chance of an event (remember that total area under the curve = 1 μ ± σ = 68% of all data μ ± 2σ = 95% of all data μ ± 3σ = 99.9% of all data

Normal distribution curve with axis labels: $\mu - 3\sigma$, $\mu - 2\sigma$, $\mu - \sigma$, μ, $\mu + \sigma$, $\mu + 2\sigma$, $\mu + 3\sigma$, X
68%, 95%, 99.8%

Standardised scores	Standardising the scores allows you to compare 2 sets of data where a + score is above μ and a – score below μ Standardised score = $\dfrac{\text{score} - \text{mean}}{\text{standard deviation}}$
Control Chart	A time series chart used for quality assurance
Warning Limit	Usually set at **μ ± 2σ** If a sample mean is between the warning limits the process is in control and the product acceptable.
Action Limit	Usually set at at **μ ± 3σ**.... If a sample mean is between the warning and action limit another sample is taken, if the mean is outside the action limit the process is stopped and reset.

Other useful revision websites...

Maths Genie - Statistics - **www.mathsgenie.co.uk/statistics**
Has past papers to try with worked examples. Has resources of statistics only topics as well as links to cross over topics with the Maths GCSE.

Hegarty Maths - **hegartymaths.com**
Mostly used for Maths GCSE but as there are many topics in both can be very useful, particularly for Histograms, Venn and Tree diagrams and Probability.

Support available to you

If you feel at immediate risk of harm call 999 Police

Safeguarding Concern - Help from our St James Safeguarding Team

You can email: **safeguarding@stjamesexeter.co.uk**

If worried/anxious/ or just want to talk contact…

Food Support

If your family need foodbank vouchers or help with free school meals please email

foodsupport@stjamesexeter.co.uk

Self-Isolating Support (families with vulnerable members/with symptoms)

If you need support for picking up prescriptions/ shopping or support for your parents/carers by a community volunteer due to your family self-isolating, please email **foodsupport@stjamesexeter.co.uk**

Mental Health Support Team

If you have concerns over your own or your family's mental health of you own or your family. Please complete a referral on additional form or call **07866159124**

MASH

If you have any safeguarding concerns about a child, you can call MASH on **0345 155 1071**

Childline

0800 1111

www.childline.org.uk

Free, 24-hour telephone helpline for children and young people anywhere in the UK. Get help and advice about a wide range of issues, talk to a counsellor online, send Childline an email or post on the message boards.

The Mix

0808 808 4994

www.themix.org.uk

Essential support for under 25s. Phone, Email, Web support and Counselling.

www.themix.org.uk/get-support/speak-to-our-team/crisis-messenger - The Mix's Crisis Messenger text service is available 24/7 and open to anyone aged 25 or under living in the UK.

If you're in crisis and need to talk, text **THEMIX to 85258**

Samaritans:

Helpline: **116 123**

Email **jo@samaritans.org**

www.samaritans.org

24hr service offering emotional support

Runaway Helpline:

116 000

Email - **116000@runawayhelpline.org.uk**

www.runawayhelpline.org.uk

Runaway Helpline is here if you are thinking about running away, if you have already run away, or if you have been away and come back. You can also contact the Helpline if you are worried that someone else is going to run away or if they are being treated badly or abused. You can call or text for free, 24 hours a day. It's all confidential.

Shout

is an affiliate of Crisis Text Line® in the UK that provides free, confidential support, 24/7 via text. It's a free 24/7 texting service in the UK for anyone in crisis anytime. Text **85258**

Kooth

www.kooth.com

Free, safe and anonymous support for young people.

Monday - Friday 12pm-10pm

Saturday - Sunday 6pm - 10pm

YMCA - Children and Young People's Wellbeing Service

Wellbeing Practitioners provide uses CBT (Cognitive Behavioural Therapy) techniques and goal-setting to build up emotional wellbeing and resilience in young people and their families.

Self-referral:
https://www.ymcaexeter.org.uk/cwpwellbeing/

Young Devon

Young Devon run a homelessness prevention scheme in Exeter, they can help 16 & 17yr olds and care leavers.

01392 331666 and ask to speak to the Homeless Prevention Team or email
yes.exeter@youngdevon.org

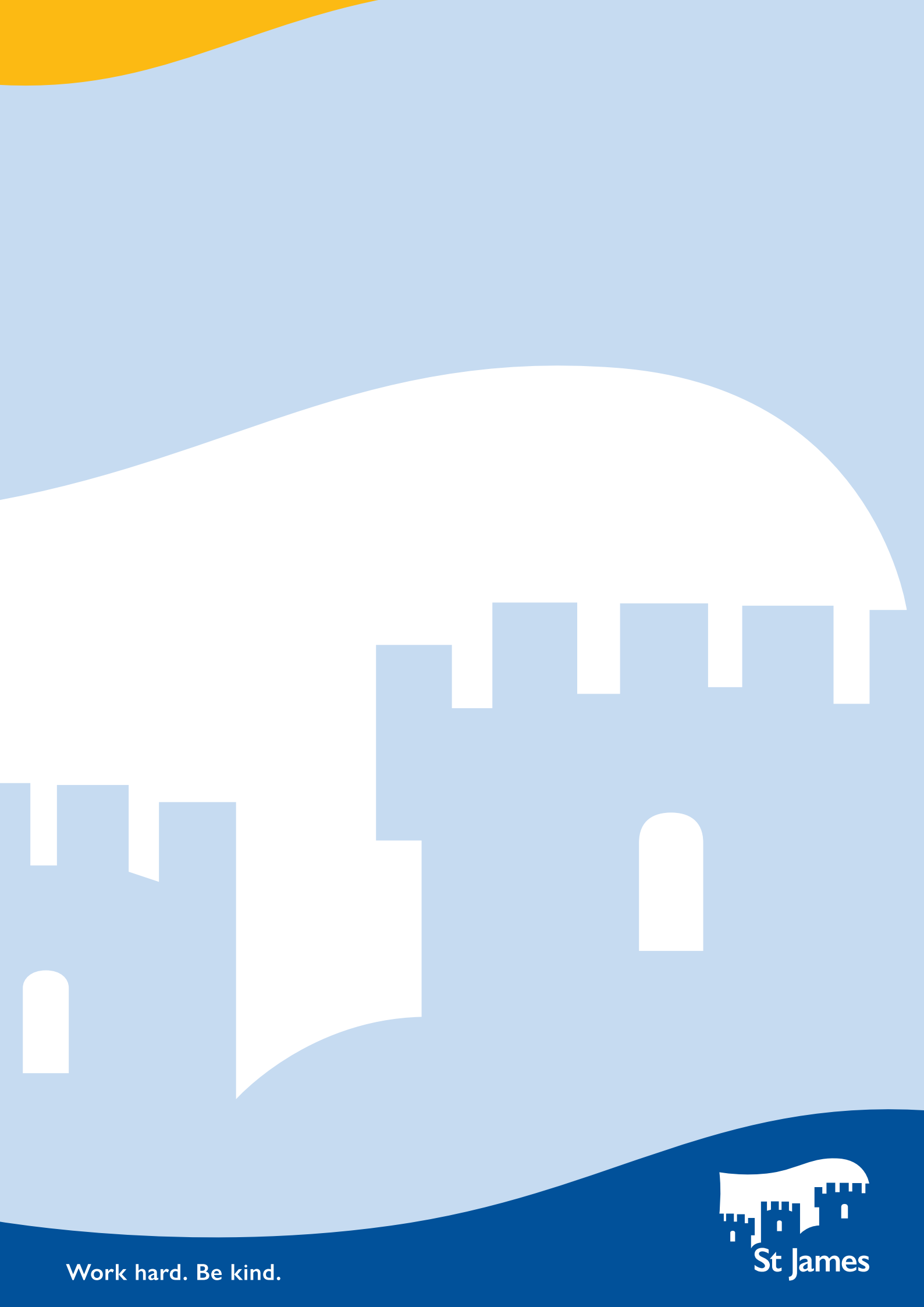If you are under 18 call the Social Service Emergency Duty team **0345600 0388**

Online support and advice:

https://www.thinkuknow.co.uk/

Key things to remember:

- **Think before you post**
  Don't upload or share anything you wouldn't want your parents, carers, teachers or future employers seeing. Once you post something, you lose control of it, especially if someone else screenshots or shares it.

- **Don't share personal details**
  Keep things like your address, phone number, full name, school and date of birth private, and check what people can see in your privacy settings. Remember that people can use small clues like a school logo in a photo to find out a lot about you.

- **Watch out for phishing and scams**
  Phishing is when someone tries to trick you into giving them information, like your password. Someone might also try to trick you by saying they can make you famous or that they're from a talent agency. Never click links from emails or messages that ask you to log in or share your details, even if you think they might be genuine. If you're asked to log into a website, go to the app or site directly instead.

- **Think about who you're talking to**
  There are lots of ways that people try to trick you into trusting them online. Even if you like and trust someone you've met online, never share personal information with them like your address, full name, or where you go to school. Find out more about grooming.

- **Keep your device secure**
  Make sure that you're keeping your information and device secure.

More information can be found on our website: https://www.stjamesexeter. co.uk/about/safeguarding/

Work hard. Be kind.