



Frank Field
Education Trust

*“You will face many defeats
in your life but never let
yourself be defeated”*

- Maya Angelou



Year 10 Knowledge Organiser

Learning Programme 4

Pupil Name:

Form Group:

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Instructions to use the Knowledge Organiser

Use of the Knowledge Organiser

Every school day you should be studying at least 1 section of your Knowledge Organiser (KO) for homework.

The timetable outlines the tasks you will study during that week.

Your subject teacher will set the relevant homework task from the Knowledge Organiser booklet and inform you of when the homework is to be handed in.

Your homework is to be completed in your subject exercise book, unless the instructions are different within the task.

You need to bring your Knowledge Organiser and exercise books with you EVERYDAY to the academy.

You will also be tested in your lessons on knowledge from the organisers every week to ensure that the core knowledge is retained over time.

You should also be developing your core knowledge by developing your self-testing, revision and study skills techniques alongside the homework tasks.

You can use any of the adjacent techniques on top of the core homework tasks to enhance your revision skills.

Self-testing, revision and study skills techniques

You can use your KOs and book in a number of different ways but you should not just copy from the Knowledge Organiser into your book. Use the 'How to self-test with the Knowledge Organiser' booklet to help you.

Below are some possible tasks you could do in your workbooks, no matter which task you do you should always check and correct your work in a different coloured pen.

- Ask someone to write questions for you
- Write your own challenging questions and then leave it overnight to answer them the next day
- Create mind maps
- Create flashcards
- Put the key words into new sentences
- Look, cover, write and check
- Mnemonics
- Draw a comic strip of a timeline
- Use the 'clock' template to divide the information into smaller sections. Then test yourself on different sections
- Give yourself spelling tests
- Definition tests
- Draw diagrams of processes
- Draw images and annotate/label them with extra information
- Create fact files

How do I self quiz?

How to use...Flashcards

1. On one side of the flash card, write the word or question.
2. On the other side, write the definition for the word, or answer to the question.
3. Once you have completed your set of cards, put them in a pile. Then for each card, see if you can remember the definition or answer to the question. Tick or cross when you get it right or wrong.
4. When you get the card right, place it in the 'correct' pile. When you get it wrong, place it in the 'wrong' pile. Repeat until all cards are in the 'correct' pile.

You can also use the Leitner Method: <https://www.youtube.com/watch?v=C20EvKtdJwQ>

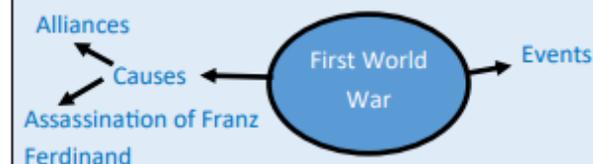
How to use... Look, Cover, Write, Check and Correct

1. Write your key words into the 'Look, Cover' column and then cover it.
2. Write out the meaning, definition or spelling in the 'Write' column.
3. Put a 'tick' or 'cross' in the 'Check' column depending on if you got the answer right.
4. If you got the answer incorrect, write the correct answer in the 'Correct' column.

Look , Cover	Write	Check	Correct
Noun	A person, place or	✓	
Algorithm	Algorithm	X	Algorithm

How to use... Mind Maps

1. Write out your topic or idea in the centre. E.g. The First World War.
2. Off of the main bubble, write out important categories to organise your ideas. E.g. causes of WWI and events in WWI
3. Then add your knowledge off of these branches. You might even be able to make connections between them.
4. Once made, then redraw as many of the connections as possible from memory. Correct any errors.



How to use... Explaining a process/ idea further

Your teacher might ask you to explain a key idea, process or event from your learning. This could be the water cycle (Geography), photosynthesis (Science) or something else. In your answer, try to use the words **because**, **but**, and **so**. These will help you to:

1. **Because:** helps to explain a reason, cause or why something works.
2. **But:** helps to explain a limitation or problem.
3. **So:** helps to explain what happens next in a sequence, process or event.

Check your sentences to see if your explanations or right or wrong. Correct any errors.

How to... Summarise a process/idea

Rather than expand or explain a process, your teacher might ask you to summarise it into its key parts. E.g. summarising the plot 'A Midsummer Night's Dream' in English.

1. Read through the relevant part of your knowledge organiser as directed by your teacher.
2. Write out the (up to) 5 most important parts in your KO book, leaving a two lines in-between.
3. For each part, add **one** main idea.
4. E.g. here, the 4 key characters are picked out, and the direction of love is shown through the arrows. Check and correct any errors.

How to use... Subject Specific Tasks or Questions

Your teacher might choose to set a task that is not outlined here, and which is specific to that topic or their subject.

In this case, your teacher will outline specifically what it is you need to do, and how. This will still include you checking and correcting any errors.

Act 1: **Hermia** and **Lysander** love each other but are not allowed to marry so decide to run away to the forest to get married in secret. **Demetrius** wants to marry **Hermia**. **Helena** loves **Demetrius**. They follow **Hermia** and **Lysander** into the forest.



Week	Subject	Task
LP4.1	English	Plan a narrative entitled 'the day that changed everything'.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP4.2	English	Bullet Point the points you would make in a speech to fellow Yr11s about the importance of revision.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP4.3	English	Write a diary extract - for any day of your life so far!.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP4.4	English	Plan an article, entitled 'why do we have to have...'
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

Week	Subject	Task
LP4.5	English	Do the first page of a leaflet advertising a product of your choice.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option X	Complete option X homework task.
	Option Y	Complete option Y homework task

Week	Subject	Task
LP4.6	English	Write a review of your favourite film.
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.
	Option Z	Complete option Z homework task

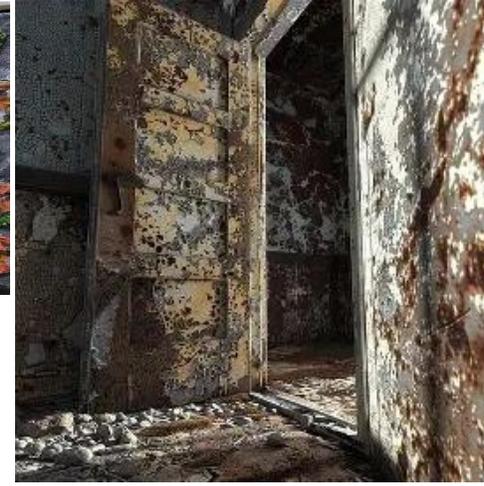
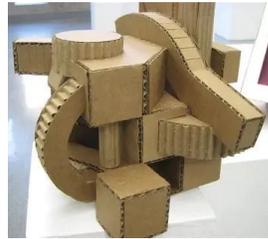
Week	Subject	Task
LP4.7	English	Write your article entitled: 'Why do we have to...?'
	Maths	Complete the Maths homework task set on Sparx Maths.
	Science	Complete the Science homework task set on Sparx Science.

Subject	Task
3D Design	Add annotations to your sketchbook, exploring how you will improve your use of materials.
	Consolidate your exam project, presenting all of your work.
	Create thumbnail sketches of your final piece ideas.
Art	Collect found objects that can be added to your decay project.
	Select imagery relating to Decay.
	Create a high quality tonal study relating to Decay.
Business	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Drama	Explain the requirements of Learning Aim A and Learning Aim B. The purple boxes on the bottom left of the knowledge organiser will support you.
	Create flashcards on each of the command words so that you know the difference between each level.
	Use the knowledge organiser and your knowledge from Key Stage 3 to mind map as many different styles of theatre as you can e.g. comedy.
Geography	Key word summary/revision sheet.
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	Key word summary/revision sheet.
Health and Social Care	Research on what the care Values are and how these can protect patients.
	Define the 6 Cs of care.
	Create a spider diagram of inherited conditions that can be passed down from parents to their kids.

Subject	Task
History	Write a PEE paragraph explaining the successes of the League of Nations.
	Create a timeline of events for the Abyssinian Crisis.
	Create a spider diagram showing Hitler's aims, why he wanted them and how it planned to achieve them.
ICT	Complete the task on Seneca.
	Complete the task on Seneca.
	Complete the task on Seneca.
Spanish	Use your knowledge organiser to revise the vocabulary for a short vocabulary test.
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Music	What is meant by a 'target audience'? Why might this be important in the music industry?
	How are cover songs created? Create an information poster about this aimed at pupils in KS3.
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Btec Sport	Use the 'Look, cover, write, check' method to list the key training principles/key terms of athletics.
	Create a list of the positions (team sports) or events in your sport (athletics).
	Make flashcards on the tactics you could use within your sport/activity to gain an advantage (e.g. how to get a head start).
Photography	Add annotations to your sketchbook, exploring how you will improve your use of materials.
	Consolidate your exam project, presenting all of your work.
	Create thumbnail sketches of your final piece ideas.
Religious Education	Explain what the Shahadah is and its importance to Muslims.
	Create a detailed mind-map of the Five Pillars.
	Explain why Muslims give Zakah.
Hospitality and Catering	Create a concise health and safety leaflet for employers.
	Create a specialised diet for a specific dietary need.
	Create a five step cooking method for potatoes

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece

This Learning Programme you will be focusing on completing your final piece.



Keyword	Definition
Composition	The arrangement of visual elements within an artwork, including how shapes, colours, lines, and forms are organised to create balance and focus.
Tone	The lightness or darkness of a colour, used to create depth, contrast, or atmosphere in an artwork.
Review	To look back over a piece of work, considering strengths, weaknesses, and what could be improved.
Analyse	To examine a work of art in detail, breaking it down into elements (e.g., colour, shape, meaning) to understand how it works.
Reflect	To think carefully about your own work, considering what went well and what you might change next time.
Resolution	The level of detail or clarity in a digital image, usually measured in pixels; higher resolution means a sharper image.
Inspiration	A source of ideas or motivation for creating artwork (e.g., artists, objects, experiences, cultures).



A04 OUTCOME

PRESENT FINAL IDEAS

DEVELOPED AS PLANNED

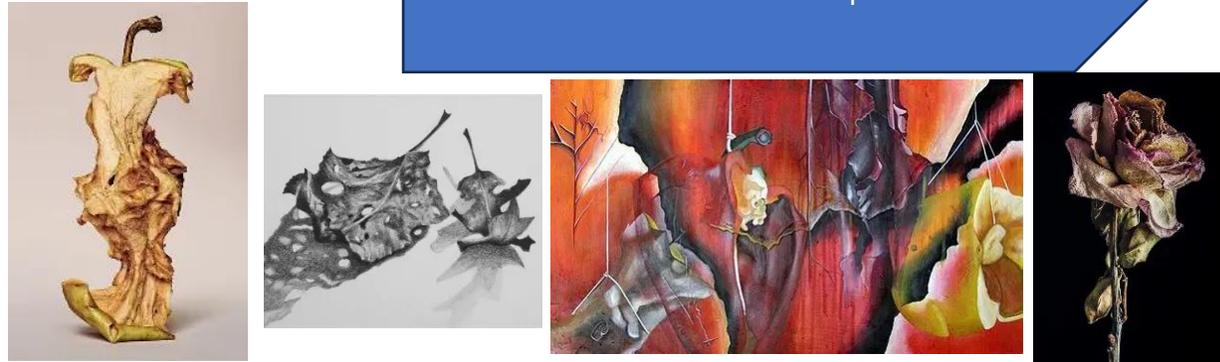
CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

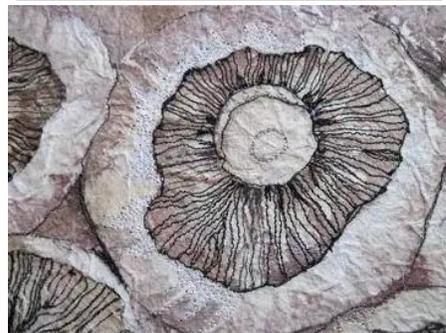
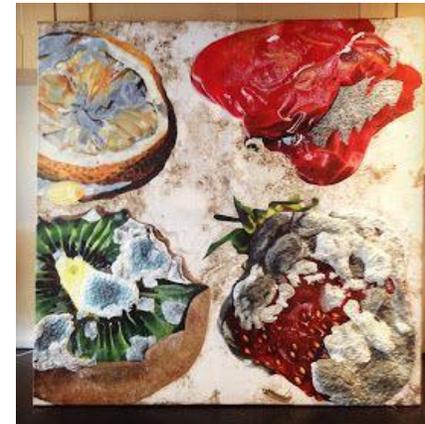
CONCLUSION

This Learning Programme you will be focusing on completing your final piece.

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A04 OUTCOME
PRESENT
FINAL IDEAS
 DEVELOPED AS PLANNED
 CLEARLY RESPONDS TO
 ARTISTS EXPLORED
CONNECTION
 CONCLUSION

This Learning Programme you will be gaining knowledge for your Unit 1 Exam

Key Vocabulary

Characteristic	a feature or quality belonging typically to a person, place, or thing and serving to identify them
External factor	things outside a business that will have an impact on its success
Disposable income	income remaining after deduction of taxes and social security charges, available to be spent or saved as one wishes
Interest rates	the proportion of a loan that is charged as interest to the borrower, typically expressed as an annual percentage of the loan outstanding
Tax	a compulsory contribution to state revenue, charged by the government on workers' income and business profits, or added to the cost of some goods, services, and transactions
Inflation	the rate at which the general level of prices for goods and services rises across an economy over time, reducing the purchasing power of money
Technological	relating to or using technology

1

Cost

A major factor when deciding where to locate a retail store is the cost of the premises. These costs can include buying or renting the premises and business rates.
The size of the store/land and the geographical location will affect the cost.

Size

It is important that a retail business selects a site that is not too small and not too big. This will depend on what the retailer sells and the possible future plans.
Buying a site too large will be expensive and a waste of money. While buying a site that is too small could result in lost sales as there is limited space to display products.
Also consider the space needed to store products, receive deliveries and if any office space is needed.

Footfall

Retailers need a good number of customers to make the business successful.
Stores located on busy high streets or in shopping centres or transport hubs tend to get high levels of footfall, whereas those located on side streets or rural areas tend to get lower levels of footfall.
By having a high level of passing trade, a business is more likely to attract new customers and customers making an impulsive purchase.

Access

Access is all about entering and exiting the store as easily as possible.
Access is very important for retail stores. All retailers need good access for their customers, and some need good access for their deliveries.
Customers must be able to get there by car or public transport, park their car, walk to the store, get into the store, or find it, if they are new customers.

Parking

Choosing a location that has plenty of parking and/or free parking car parks may help to increase footfall. Parking is a major consideration when people go shopping. The increase in the number of cars on the road has consequently caused access problems into town centres and city centres.

Infrastructure

Retail businesses need good sources of energy and water, efficient drainage and waste disposal and good transportation.
Good communications and postal services can also be important. In the digital age, internet coverage (Wi-Fi) can be essential to infrastructure.

Competition

The closeness of the shop to the business' competitors is a major decision when deciding where to locate. Many retailers selling the same product will decide to locate near to competitors to increase footfall. Though some will wish to locate where there is little or no competition.

Local demographics

The demographics of the area where the retail store is to be located is very important. Demographics is concerned with the population size, the age distribution, types of households, ethnic minority groups and income of customers.

2

Economic

Business activity can be affected by the state of the economy. The state of the economy will affect how much consumers spend on goods and services. Consumer incomes will rise and fall depending on several economic factors:

- disposable income
- employment and unemployment
- interest rates
- tax rates
- inflation.

Technological

The increasing levels of technology has had a major impact on all retail businesses and how they operate. Technological change includes:

- the internet, e-commerce and m-commerce and apps
- high-speed broadband
- cloud-based storage
- Wi-Fi access
- self-serve checkouts
- contactless payments
- delivery drones
- virtual mannequins.

Environmental

Retail activity can have a negative effect on the environment, contributing to climate change, pollution, congestion, destruction of the environment and waste disposal.
Protecting the environment is now a mainstream business issue, increasing pressure from consumers and governments has resulted in retail businesses acting in a responsible manner, often referred to as sustainability.
Sustainable business actions include:
Reduce packaging on products, increase recyclability of packaging, encourage the re-use of carrier bags, use alternative sources of energy, reduce carbon footprint, encourage smarter use of transport and switching to more sustainable suppliers.

Social

Retailers must be aware of the ever-changing social factors. These include:

- demographic change, the size, location, and distribution of the population
- lifestyle changes of the population
- customer tastes and attitudes
- cultural changes.

Ethical

The moral values that direct business behaviour. An ethical business takes into consideration its social responsibilities.
Ethical considerations include how the business treats its employees, customers, suppliers, animal welfare and Fairtrade.
Acting ethically can improve profitability by increasing customer loyalty and improving public relations.
Acting ethically can have a negative impact upon profitability by increasing costs.

Unemployment

If somebody does not have a job, this does not necessarily mean they are unemployed. Some people choose not to work, either because they are wealthy or because they have family to look after. Others may not be able to work because they are ill. People who are unemployed are those who are actively seeking employment but are unable to find work.

How people become unemployed

Some reasons people become unemployed is that they are:

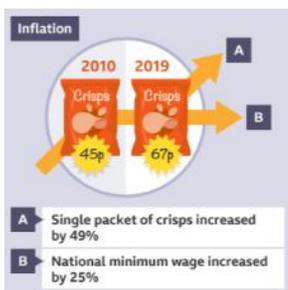
- **made redundant** – people whose last job ended because there was no more work available or no further need for their role
- **dismissed** – people whose last job ended because they broke their contract of employment, eg by engaging in misconduct
- **a school, college or university leaver** – people who have completed full-time education and are seeking work for the first time

Inflation refers to a general and sustained increase in prices over time. It is measured using an **index**, eg the Consumer Prices Index (CPI), which tracks how the price of a typical basket of items changes over time. The rate of inflation is usually stated as a percentage. An annual inflation rate of 2% means that a product that was priced at £1.00 last year will now be priced at £1.02.

The impact of inflation on consumers

Inflation reduces the **purchasing power** of money since more money is now needed to buy the same items.

High rates of inflation mean that unless **income** increases at the same rate, people are worse off. This leads to lower levels of consumer spending and a fall in sales for businesses.



The **interest rate** represents the cost of borrowing money or the amount a saver receives in interest.

Usually stated as a percentage, the rate reflects how much is earned or paid in interest. For example, an interest rate of 4% would require £4 to be paid for every £100 borrowed. Alternatively, a saver would receive £4 for every £100 they invested.

The impact of a change in interest rates

Changes in interest rates affect both savers and borrowers.

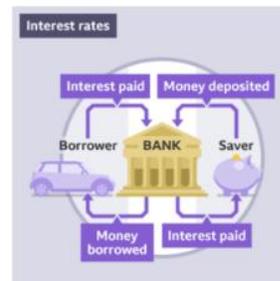
	Savers	Borrowers
Increase in interest rates	Will receive more interest on their savings. This will encourage them to spend less so that they can save more.	Will have to pay more back for money that is borrowed. This will discourage them from borrowing.
Decrease in interest rates	Will receive less interest on their savings. This will discourage them from saving, so they may spend their money instead.	Will have to pay less back for money that is borrowed. This will encourage them to borrow more money to spend.

Changes in technology affect businesses and business activity in a major way. Many businesses have adapted to new technologies and use these to shape and influence their future. Technologies have made elements of business such as manufacturing, communication, purchasing, sales and advertising easier and more effective for businesses.

Changes in technology have included:

- **Email** – electronic mail enables written messages to be sent instantly to others, and files can be shared as attachments.
- **Mobile phones** – mobile phones enable conversations to be conducted anywhere.
- **Mobile applications** – applications (apps) are designed to run on smart phones and tablets. They can be used to create documents, capture images and enable banking transactions. Businesses have been able to develop apps to conduct m-commerce.
- **Websites** – a page or group of pages containing written and visual information using various media, this allows businesses to communicate with customers and has enabled e-commerce.
- **Social media** – a variety of web platforms that enable users to share ideas, content, information and messages. Businesses are able to use this as a valuable customer service tool.

Year 10 Business LP4 Knowledge Organiser



A **tax** is a financial charge made by a government on individuals, consumers and businesses. In the UK, we categorise taxes as direct and indirect taxes. A direct tax is paid directly by a person or business to the government from wages or profits. An indirect tax is applied to a good or service at the point of sale.

Direct taxes include:

- **Income tax** is charged on **income**, it is paid as a percentage of earnings. There are different rates of income tax depending on how much money a person earns, a 'basic' rate, a 'higher' rate and an 'additional' rate. Owners of sole traders and partnerships pay income tax on the profits of their business.
- **Corporation tax** is a charge on a company's **profits**. This type of tax only applies to private and public limited companies.
- **National Insurance contributions (NICs)** are charges to cover healthcare, state pensions and employment-related benefits such as Jobseeker's Allowance. Both employers and employees pay it.

Indirect taxes include:

- **Value-added tax (VAT)** is a charge on sales of **goods** and services based on the value of the item sold. It is collected by businesses, which then pass it on to the government. VAT is charged on most goods and services sold in the UK.

- **Web conferencing** – a meeting that uses communications software to stream images and/or voices over the internet between participants in different locations.
- **Cloud services** – software, such as online document editing and data storage, that is run from a remote location but that can be accessed from anywhere as long as a connection to the internet is maintained.
- **Manufacturing** – a variety of technological manufacturing techniques are commonly used, such as using robots to build cars.
- **Warehousing** – as businesses take online orders, robots are commonly used to move goods around warehouses and load them onto vans.
- **Electric vehicles** – many businesses now use or are developing electric vehicles, moving away from traditional petrol and diesel.

Year 10 BTEC Performing Arts LP4 Knowledge Organiser

This Learning Programme you will be completing **Component 1** . .

LEARNING AIM A: Investigate how professional performance or production work is created:

1. Investigating the STYLE of professional performances and how it communicates a THEME.

2. Investigating WHO makes theatre performances, what their JOBS are and the SKILLS they need to do it.

COMMAND WORDS – LEARNING AIM A

IDENTIFY & DEFINE Level 1 pass / merit	Create a list of the stylistic qualities and say what they mean. Create a list of the features of the roles, responsibilities and skills and say what they mean.
DESCRIBE Level 2 pass	Give some clear features of the stylistic qualities and what they mean. Give some clear features of the roles, responsibilities and skills, including all of the main points.
ANALYSE Level 2 merit	Talk about the stylistic qualities, thinking about what professionals have done well, what would have been tricky how they have/could have overcome this using their skills.
EVALUATE Level 2 distinction	Go into detail about why the stylistic qualities are effective/not effective in the performance and justify why you think this.

KEY VOCABULARY – LEARNING AIM A

PERFORMANCE STYLE	The ‘type’ of performance and the way it is created and performed. For example: Realism, Melodrama, Physical Theatre, Epic Theatre, Political Theatre, Verbatim Theatre
STYLISTIC QUALITIES	Drama techniques and conventions that are specific to a style of performance. For example, exaggerated gestures and slapstick comedy in Pantomime / natural speech and realistic physicality in Realism / choral movement and minimal set in Physical Theatre
PRACTITIONER / THEATRE COMPANY	A person or company who has influenced theatre in a big way or has a distinct style of performance e.g. Charlie Chaplin (Slapstick Comedy), Stanislavski (Naturalism), Frantic Assembly (Physical Theatre).
ROLES	A person’s job to create a theatre performance Performance roles: actor / dancer / singer/ puppeteer, etc... Non-performance roles: choreographer /set designer / director / writer etc...
RESPONSIBILITY	What the practitioner is in charge of doing or the tasks they carry out. For example, rehearsing /performing /contributing to the creation and development of performance material / devising, designing, choreographing, directing, writing / refining performance material / managing self and others.
SKILLS	What the practitioner needs to be good at to make a theatre performance. For example, script writing, creative and research skills for a writer / line recall, vocal and physical skills for an actor / communication, research and visualisation skills for a director.
CREATIVE INTENTIONS	The decisions, made by theatre makers, to communicate deeper meaning through their work. It includes decisions about how they want the audience to feel, what atmosphere they want to put across to the audience and how they want character’s to be interpreted.
PURPOSE	Why was it made? To educate / to inform / to entertain to provoke/ to challenge viewpoints / to raise awareness / to celebrate...
THEME / ISSUE	What the performance is about or the problem/idea it explores.
STIMULUS	The starting point where the main ideas for the performance come from.
INFLUENCES AND COLLABORATION	Other professionals that have created similar work in the past which has given professionals new ideas. This can also include working together with others who like to create similar work or merging ideas together.

Year 10 BTEC Performing Arts LP4 Knowledge Organiser

COMMAND WORDS – LEARNING AIM B

1	IDENTIFY & DEFINE (Level 1 pass / merit)	Create a list of the processes, skills and approaches to create a performance and say what they mean.
2	DESCRIBE (Level 2 pass)	Give a clear, straightforward account of the processes, skills and approaches to create a performance. Give a clear, straightforward account of the production process, which includes all of the main points.
3	ANALYSE (Level 2 merit)	Talk about how professionals in theatre work together, thinking about what parts of the process worked well, what parts were tricky and how practitioners could overcome this using different approaches and skills.
4	EVALUATE (Level 2 distinction)	Go into detail about how professionals in theatre have worked together to create a production and justify why this was effective.

LP2.1

LP2.2

LP2.3

LP2.4

LP2.5

LP2.6

LP2.7

KEY VOCABULARY - LEARNING AIM B

1	PROCESSES	The steps taken in the journey to prepare for a performance. This could be: Researching a stimulus to come up with ideas for a performance / exploring and developing ideas / discussion with performers / setting tasks for performers / sharing ideas and intentions / teaching material to performers / developing performance material / organising and running rehearsals / refining and adjusting material to make improvements / providing notes and/or feedback on improvements.
2	SKILLS	What the performer / designer needs to be good at in the process (journey) of putting on a theatre performance. For example: organisation, planning and artistic skills for a Set Designer / musical, timing and collaborative skills for a Choreographer / time management, technical and imaginative skills for a Lighting Designer
3	APPROACHES	The different methods used to prepare for a performance. This could be in a rehearsal / production / technical rehearsal / dress rehearsal / performance / post-performance evaluation For example: one director might approach the rehearsal process by blocking the scene at first, whereas another director might approach the rehearsal process by getting the actors to improvise at first.
4	REPERTOIRE	The production that you are studying e.g. 'Blood Brothers'
5	INTERRELATIONSHIPS	How different roles and parts in theatre have worked together to create the performance.
6	PRODUCTION PROCESS	This refers to the events leading up to putting on a production e.g. rehearsals, production meetings (with designers etc...), technical rehearsals, dress rehearsals, performance and the reviews after a performance.
7	CONTRIBUTE EFFECTIVELY	Add something positive to the performance. This could be by making it clearer, more entertaining, more engaging, easier for the actors etc...

LEARNING AIM B: Demonstrate understanding of the skills, techniques and approaches used by professionals to create performance / production work.

1. Explore the *JOURNEY* taken to get ideas, create and rehearse performances and the *SKILLS* and *TECHNIQUES* needed to do this
2. Explore how different roles work together to put on a final production.

This Learning Programme you will be learning about the reading skills required in both English Language papers.

Key Vocabulary

Prose	The most common form of written language, characterised by natural, everyday communication, grammatical structure, and sentences organized into paragraphs.
Convey	To express information, feelings or ideas.
Evaluate	To judge, assess, or determine the importance or quality of information given by a writer.
Elaborate	Add further information and detail.
Exemplify	Serves as an example of typicality; it shows something very clearly.

Year 10 English LP4 Knowledge Organiser

LP4.1: English Language Paper 1, Section A:

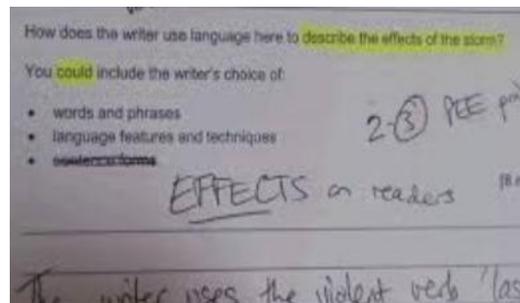
1

Developing your ability to read and analyse an unseen 20th-century fiction extract through five structured questions. You will practise identifying explicit and implicit information; showing understanding of 'impressions' of people in a text; analysing language and structure and how they are used 'for effect' and evaluating an opinion on a text.

LP4.1 and 4.2: English Language Paper 1, Section A: 'What impressions'...:

2

You will read various texts and will have to identify and explain the opinions or views formed about a character or setting, typically worth 5 marks, but sometimes 10. You will practise how to provide 5 specific, short, embedded quotations to support their analysis of how the writer uses language – we will learn the 'inference'; 'evidence' model.



LP4.3: English Language Paper 1, Section A: 'How does the writer...':

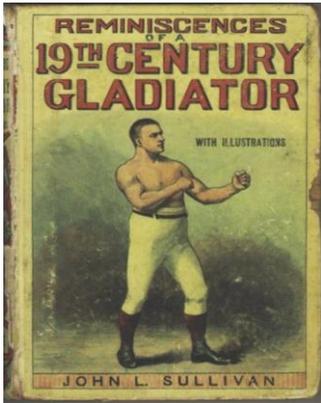
3

You will read various texts and analyse how a writer uses language and structure to create specific effects, such as atmosphere or character, worth 10 marks. We will practise focusing on specific, short quotations, analysing a writer's word choices rather than just identifying techniques.

LP4.4: English Language Paper 1, Section A: 'To what extent do you agree...':

4

In Q5, you are always given a statement and you will be asked how far you agree with the statement made. You must evaluate it by provide 7-8 points of evidence and show inference, also evaluating how far your evidence proves the statement. You will be directed to a specific part of the text, but you must also consider the passage as a whole to form a well-supported argument.


LP4.5-4.7: English Language Paper 2, Section A:

5

This section of the papers assesses 19th and 21st Century Non-Fiction Reading and Transactional Writing. You will develop your information retrieval, comparison and evaluation skills whilst also practicing synthesising ideas from two contrasting texts.

FICTION	NONFICTION
Read to ENJOY	Read to LEARN
Author's IMAGINATION	Based on REAL FACTS
Pictures are often ILLUSTRATIONS	Pictures are usually PHOTOGRAPHS
STORY ELEMENTS: Characters Setting Problem Solution	TEXT FEATURES: Headings Index Glossary Maps
EXAMPLES: Charlotte's Web Cloudy With a Chance of Meatballs Cinderella	EXAMPLES: Textbooks Who Was Abraham Lincoln? Whales: Gentle Giants

LP.4.5-4.6: English Language Paper 2, Section A:

6

We will focus particularly on the "synthesis" task. This is relatively new to you – you will practice identifying two specific details from each of the two texts based on a focused theme. It tests AO1 (information retrieval) and our skill practice will be on selecting relevant, precise information.

LP.4.6-4.7: English Language Paper 2, Section A:

7

We will focus particularly on the 10-mark synthesis and comparison task. A number of skills are addressed in this question. You will practice comparing two non-fiction texts based on a specific theme (e.g., experiences, feelings, views) and determining at least 4–5 comparisons (similarities/differences) supported by short quotes from both texts.

This Learning Programme you will be learning about global development and disparity, and the changing economies of Brazil and the UK.

Key Vocabulary

HICs	High-income countries – GNI per capita of above \$14,005
NEEs	Newly emerging economies – have seen rapid growth in manufacturing industries.
LICs	Low-income countries – GNI per capita of less than \$1,145.
Employment structure	% of workforce in each of the following economic sectors
Primary sector	Working with natural resources, e.g. farming, fishing, mining, forestry
Secondary sector	Making, building or processing raw materials into finished products, usually in factories.
Tertiary sector	Providing a service, e.g. education, healthcare, retail, finance.
Quaternary sector	Hi-tech research and development.

1

DEVELOPMENT INDICATORS

GNI per capita: The income of the whole country divided by the number of people – shows strength of economy.

Birth and death rates: The number of births/deaths per thousand people per year – both decrease as countries develop.

Infant mortality: The number of children who die under 1 year old per 1000 live births per year – shows quality of healthcare for mothers, access to vaccinations, food and clean water.

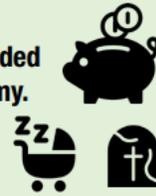
Life expectancy: The average number of years a person is expected to live – shows access to healthcare, clean water and nutritious food.

People per doctor: The number of people in a place divided by the number of doctors – shows investment into healthcare and level of education (so people can become qualified doctors).

Literacy rates: The percentage of adults who can read and write – shows how a government values education and whether they can fund it.

Sometimes given in male/female to gender inequality.

Access to safe water: The percentage of people who have access to water which is safe to drink – linked to life expectancy and death rate.



HUMAN DEVELOPMENT INDEX (HDI)

Composite measure of development – indicators combined to generate a figure of 0-1 (1 = highest development). Includes:

- **Wealth:** Using Gross National Income (GNI) per capita
- **Health:** Using life expectancy at birth
- **Education:** Using expected years of schooling for children of school entering age, and mean years of schooling for adults aged 25 and over



2

PHYSICAL REASONS FOR DEVELOPMENT GAP

Landlocked: Countries struggle to trade without access to ports.



Lack of water: Droughts can lead to crop failure, famine and starvation. Also affects trade and productivity (workers are weaker).



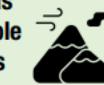
Pests and diseases: These can destroy crops – affects food supplies and exports. Also affects ability to work and tourism (therefore income).



Extreme weather: Too hot or too cold affects what can be grown, and floods can destroy crops/property.



Terrain: Mountainous areas are remote and inaccessible so hard to develop – limits economic activity.



Natural disasters: Cause huge amounts of damage to houses, businesses and infrastructure – affects the economy and takes a long time to recover from.



HISTORICAL REASONS FOR DEVELOPMENT GAP

Colonialism: Countries were part of empires, which took raw materials and sent them back to Europe. These countries struggled after independence.



ECONOMIC REASONS FOR DEVELOPMENT GAP

Trade: Some countries have a lack of resources to trade, and haven't got enough money to set up industries – end up exporting low value goods.



Fluctuating prices: If prices go up and down all the time countries are not guaranteed a decent income.



Debt: LICs took out loans to fund development projects – have to pay back interest too, so less money to spend on important services, e.g. schools and healthcare



POLITICAL REASONS FOR DEVELOPMENT GAP

Conflict: Money is spent on warfare than important services. Other countries don't want to trade, and tourists do not visit as it's too unsafe.



Corrupt governments: Governments mismanage the economy – often leaders live lavish lifestyles whilst their population lives in poverty.



3

STRATEGIES TO REDUCE THE DEVELOPMENT GAP

Fair trade: Farmers are guaranteed a minimum price for their produce, and a fair trade premium goes to the community to spend on projects, e.g. clinics and schools.



Aid: Money that comes from other countries or NGOs to spend on developmental projects to improve quality of life, e.g. improving water supply or healthcare.



4

Brazil is a NEE (Newly Emerging Economy) in South America; the biggest country by both area and population in Latin America and the largest country in the world with Portuguese as an official language. Brasilia is the capital city while Sao Paulo is the most populated. Its physical geography is complex; with the equator and the Tropic of Capricorn running through it Brazil experiences a wide ranging climate from semi-arid deserts to equatorial rainforests.

5

Transnational Corporations (TNCs) have played an important role in Brazil's economic growth. In 2006, the value of investments abroad by Brazilian TNCs (\$152bn) outweighed the value of foreign direct investments in Brazil (\$97bn). TNCs are most heavily involved in tertiary industries. Petrobras is the largest TNC by revenue in Brazil (\$81bn in 2016) and it employs approximately 70,000 people. It is the 6th largest oil and gas company in the world and operates in 16 countries across continents.

6

INFRASTRUCTURE IMPROVEMENTS

Road: 2014 road investment strategy (£15 billion) to improve capacity and condition of roads, e.g. smart motorways and more traffic lanes.

Rail: Projects include High Speed 2* (HS2) and London's Crossrail**

Ports: Liverpool 2 deep container port (£400 million) to double container capacity, creating 5,000 jobs and reducing road freight.

Airports: Proposed third runway at Heathrow (£20 billion) – Europe's biggest and busiest airport – could boost UK economy by £200 billion!

UK CHANGING ECONOMY

Middle ages: Most worked in farming.

Industrial revolution: Growth of manufacturing

1970s onwards: Decline of manufacturing, growth of services.

Now: Post-industrial economy – tertiary/quaternary focus (80% of UK workers)

NORTH-SOUTH DIVIDE

North heavily affected by deindustrialisation – the south has a fast-growing service sector. South tends to have higher wages, house prices, life expectancy and government spending.

Strategies to reduce regional inequality:

- Northern Powerhouse
- Transport infrastructure projects
- Enterprise Zones/Local Enterprise Partnerships

Global and Regional Importance

Brazil is the world's 8th largest economy and is still experiencing growth (despite recession 2014-16).

Brazil is ranked sixth in the world by size of population.

Brazil has the largest manufacturing output of all of Latin America, producing tens of millions of tonnes of steel, 26m tonnes of cement, 3m cars as well as petrochemicals and computers

Car manufacturing has boomed since 1990 with revenues totalling more than \$100bn. It employs 1.5m people

SHIFT FROM TRADITIONAL INDUSTRIAL BASE

Deindustrialisation: Closure of coal mines, steel works, etc, in northern England and South Wales – led to unemployment and poverty.

Globalisation: Competition from LICs/NEEs (low labour costs, fewer regulations); and new hi-tech machinery (fewer workers needed).

Government policy: Post WWII many industries became state-run, e.g. British Rail, National Coal Board (nationalisation); Privatisation happened in 1980s – industries that had been subsidised to keep running closed, leading to job losses, e.g. closure of coal mines.



RURAL POPULATION INCREASE: SOUTH CAMBRIDGESHIRE (EAST OF ENGLAND)



Population: 162,000 (2021 census – up from 140,000 in 2011; estimated to increase to 182,00 in 2031).

Increase due to: Counter-urbanisation, good transport links (commuting to London), well-paid job opportunities.

Social impacts: More house building, noise, traffic, congestion; loss of 'village feel'; demand on services.

Economic impacts: House price increase – forces young people out, new customers for local businesses, BUT some places become dormitory villages (empty during the day – affects business).

RURAL DEPOPULATION: OUTER HEBRIDES (ISLAND GROUP OFF WEST SCOTLAND)



Population: 27,000 (was 46,000 in 1901) – most on Isle of Lewis.

Decrease due to: Limited opportunities so younger people move away to seek better-paid jobs.

Social impacts: Ageing population with few people to care for elderly – lack of adult social care; essential services close due to lack of support, e.g. bus services.

Economic impacts: Businesses close due to lack of customers; lack of investment due to poor infrastructure; decline in fishing and farming.

7

This Learning Programme you will be learning about your GCSE topic: Component 2 Learning objective A - Understanding the different types of health and social care services and barriers to accessing them.

Key Vocabulary

Sensory	Perceptions of individuals through their senses
Psychological	The state of mind in an individual
Barriers	An obstacle that prevents progression or improvement
Financial barriers	Lack of money which impacts access to essential services
Empowerment	Enabling individuals greater control over actions that impact their lives
Discuss	Explore and explain the topic offered
Core values	A set of beliefs and principles that guide behaviour and practices of professionals in the field

Component 2.

This unit is about the different job roles that exist within Health and Social Care as well as the skills, attributes and values needed to succeed in the industry. You need to tell me who, how and why they help.

Health care—GP, Pharmacists, Dentist, out-of-hours services, A&E, Rheumatologist, Respiratory medicine, optician, Cardiologist.

Social Care might look after—young people, elderly people, foster care, residential care, youth work, disabled people, people with sensory issues and people with long term issues such as cancer

Long term health conditions:

Type 2 diabetes - a condition that stops the body from processing sugar/glucose and can cause difficulties in concentration, fitness and social life

Coronary Heart Disease - this is when the arteries to the heart are blocked and stop the blood flowing properly—this could lead to a heart attack.

Dementia— A degenerative brain condition that causes the connections in the brain to weaken and people to forget—this is fatal.

Cerebral vascular accident and obesity (stroke) - When the blood is blocked to brain causing it to be starved of oxygen. This breaks down the connections in the brain leading to a loss of function

Asthma and Chronic obstructive pulmonary disease - these are lung conditions that impact breathing and causes the oxygen in their bloods to lower.

Disabilities—Physical and mental disabilities cause people to act differently and cause different issues to their quality of life.

Roles in the NHS

Primary Care- First roles that a person will contact. The role of a primary care worker is to predict, diagnose and treat common illnesses and conditions. These could be GPs, Pharmacists, Opticians and A&E

Secondary Care - These are specialists, in their field. They focus on one area only. They provide the in-depth tests and treatments for elements such as cancer, major injuries, and different conditions that are life-long.



3

7 Cs of Care and Empowerment

1. Compassion
2. Competence
3. Conscience
4. Confidence
5. Commitment
6. Comportment
7. Creativity

Barrier accessing Health and Social care services

People may struggle to access health and social care services due to a range of barriers. These include **physical barriers** such as inaccessible buildings or transport, and **communication barriers** like language differences or cognitive impairments. **Psychological barriers**—including fear, anxiety, or past negative experiences—can also prevent people from seeking help. Cultural beliefs and stigma create **social or cultural barriers**, while travel costs, prescription charges, or lost income contribute to **financial barriers**. Some individuals face **geographical barriers**, especially in rural areas with fewer services. Additionally, **organisational barriers**—such as long waiting times or limited appointment availability—and **lack of information** about services can further reduce access.

Barriers to accessing H&SC support:

This is where we need to think about what conditions/illnesses that the patient has and how this can impact them on a day-to-day basis. To think about this we need to understand what the barriers are and what they impact.

Physical Barriers - Disabilities or conditions that lead can impact any part of the body. If the case study was about a person with a condition impacting their ability to walk, they would struggle to get to the GP if they had to walk. To overcome this, we would provide a wheelchair and find a direct route to the GP OR we would offer a collection service for these service users.

Sensory Barriers - conditions that impact our five senses. If the case study is blind, how would they know how and where the GP service is? We would overcome this in a similar way to physical by picking them up.

Social, Cultural and Psychological Barriers - the thoughts, feelings and social ideas behind certain conditions or views on seeking support. This could be men not wanting to talk about their mental health or Jehovah's Witnesses not being able to accept blood transplants due to religious reasons.

Language Barriers: When someone cannot speak the language (We only look at the UK so English) this means they may not be able to express their difficulties fully leading to ineffective treatment. To overcome this, we may need translators or technology to provide translation.

Geographical Barriers: Where someone lives. Do they have easy access to the services, are they far away? Does the person drive? And all other thoughts of this kind.

Learning disabilities and Psychological Barriers:

Not being able to understand or process the information could lead to difficulties in knowing when and where to access the support they could need.

4

5

6

7

Task 3 – Barriers an individual could face when accessing services in health or social care

Produce a report on the **barriers** an individual could face when **accessing services** in health or social care and provide suggestions of how these **could be overcome**.

Your report **must** be based on a **17-year-old** who has a speech impairment. They are also severely obese. They live on their own in a rural location with poor transport links. They have a low income. They attend hospital to see a dietician.

Your report must include:

- the barriers the specified individual may face when accessing the services
- for each barrier, make realistic suggestions for how the health or social care services could minimise or remove the barrier
- provide justifications to support each suggestion.

Task 4 – How health and social care professionals demonstrate the skills, attributes and values required when delivering care to an individual

Produce a report to show how health and social care professionals might demonstrate the skills, attributes and values required when delivering care to an **infant with asthma**.

Your report must include:

- how the skills of **observation** and **dealing with difficult situations** can be demonstrated by the professionals supporting the individual described
- how the attributes of **empathy** and **patience** can be demonstrated by the professionals supporting the individual described
- how the values of **communication** and **commitment** can be demonstrated by the professionals supporting the individual described
- reasons why the skills, values and attributes that you have included are important when providing the specified individual with care.

Task 5 – How the skills, attributes and values of health and social care professionals can help an individual to overcome potential obstacles

Use the case study on **Valerie**, provided in *Appendix 1*, to produce a report on how the skills, attributes and values required of health and social care professionals can help her to overcome potential obstacles.

Your report must include:

- the potential obstacles that Valerie may face during her care
- how these obstacles impact on Valerie's recovery
- how care professionals who show the following could help Valerie to overcome each potential obstacle:
 - skills of **observation** and **dealing with difficult situations**
 - attributes of **empathy** and **patience**
 - values of **communication** and **commitment**
- provide justification to support the reasons you have given.

1

2

3

This Learning Programme you will be learning about your GCSE topic: Conflict and Tension, the interwar years; 1919- 1939. Exploring how tension escalated in a short period of time to allow a Second World War.



Keywords

T2 words for the world

Self-determination	A country which rules itself.
Isolationist	Not getting involved in the affairs of other countries
Disarmament	Reducing armed forces and weapons
Trade	Buying or selling goods
Shares	Having a portion of a company
Fascist	Someone who follows fascism
Pact	Agreement
Plebiscite	Public vote
Conscription	Forcing people to join the army
Communism	Idea that all are equal and wealth is shared.

T3 history specific words

Anschluss	Uniting of Germany and Austria in 1938
Lebensraum	Living space - Hitler's foreign policy.
Manchuria	Area of north-east China
Lytton Report	A report run by the LoN, about the Manchurian Crisis led by Lord Lytton
Abyssinia	Country in Africa, now Ethiopia.
Sudetenland	Area of Czechoslovakia
Referendum	Public vote
Appeasement	Policy of giving Hitler some of what he wanted to stop him invading other countries

1) The aims of the Big 3

USA: Wilson's aims: Create a League of Nations based on his Fourteen Points. Not to blame Germany for the war **France: Clemenceau's aims:** Revenge and to punish Germany. To return Alsace-Lorraine to France. Create an independent Rhineland. Huge reparations. Reduce the German army so that Germany would never be strong enough to attack France again. **Britain: Lloyd George.** A 'fair' peace that would be tough enough to please the electors who wanted to 'make Germany pay' but would leave Germany strong enough to trade. To reduce the German navy so that Britain kept its place as the biggest and best navy in the world.

2) The terms of the Treaty

Territory: Alsace and Lorraine back to France, Germany's colonies taken away, Germany lost 10% of its land which included resources and German people, the Saar was given to the League for 15 years, Anschluss (union) with Austria was banned
Reparations: Germany had to pay £6.6bn in reparations
Army: German army reduced to 100,000 men, no conscription, no tanks, aircraft or submarines, 6 ships, 15,000 sailors, Rhineland demilitarised but still belonged to Germany
War Guilt: Germany had to accept 100% of the blame for causing WW1.
League of Nations: Set up to encourage international co-operation and avoid wars

3) Reactions to the Treaty:

USA- too harsh on Germany, liked League of Nations being set up
 Britain- OK but concerns about trade being damaged
 France- not harsh enough
 Germany- Treaty very unfair, hated everything
 Other treaties:
 Germany's allies in WW1 were punished with similar treaties that limited their armies, set reparations and took land away
Austria: Treaty of Saint Germain
Hungary: Treaty of Trianon
Bulgaria: Treaty of Neuilly
Turkey: Treaty of Sèvres

5) The League in the 20s

Name	Description
Aaland Islands 1921 	Sweden and Finland accepted the League's arbitration to give the Aaland Islands to Finland.
Vilna 1921 	The Poles invaded Vilna (the capital of Lithuania). The League ordered Poland to withdraw. Poland refused; the League could do nothing
Corfu 1923 	Mussolini ignored the League's orders to pull out of Corfu, and made Greece pay money to Italy.
Bulgaria 1925 	Greece obeyed the League's orders to pull out of Bulgaria in 1925.
Kellogg-Briand Pact 1928	Sixty-five countries signed a treaty to end war - but then they just ignored it.
Locarno Pact 1925	Germany, France and Belgium agreed to respect the borders set at Versailles, whilst Germany agreed with Poland and Czechoslovakia to settle any border disputes peacefully. Germany had previously complained bitterly about their loss of territory.

4) The League of Nations

Aims: Disarm (reduce the amount of weapons), Improve working and living conditions, Enforce ToV and Stop wars (DIES)

Organisation: the assembly, met once a year; a council, which met more regularly to consider crises; a small secretariat to handle the paperwork; a Court of International Justice; and a number of committees such as the International Labour Organisation and the Health Committee to carry out its humanitarian work.

Strengths: set up by the Treaty of Versailles, which every nation had signed, and it had 58 nations as members by the 1930s. To enforce its rules, it could offer *arbitration* (negotiation), or apply trade sanctions (stop trade) as a punishment
Weaknesses: set up by the Treaty of Versailles (which every nation hated so it was a bad start); that its aims were **too ambitious**; that **Germany, Russia and the USA were not members** so sanctions wouldn't work and powerful countries were missing; that it had **no army**; that its organisation was **complicated and slow**; and that decisions had to be **unanimous** (everyone agrees).

Powers of the LoN: **ACE Army** - the league relies on other countries providing troops, **Condemnation** - telling countries not to do things, **Economic sanctions** - imposing monetary restrictions.

Permanent members of the League : Britain, France, Italy, Japan. A space was saved for the USA **who never joined**.

4

6) Manchurian Crisis 1931

Japan had invaded and conquered Manchuria. It took the League nearly a year to send a commission and declare that Japan ought to leave - in response Japan left the League. The League couldn't send an army, and it needed America's support to impose sanctions successfully. In the end, it did nothing. Japan got away with it, but the League lost a key member and its weaknesses were exposed.

5

7) Abyssinian crisis 1935-6

Italy, who were one of the key members of the League invaded Abyssinia, breaking one of the main rules. Although the Abyssinian emperor went to the League himself to ask for help, all the League did was to ban weapons sales, which did Abyssinia more harm than Italy.

The Hoare Laval secret pact between Britain and France offered Italy 2/3rds of Abyssinia, which betrayed the whole principle of the League. Italy invaded the rest of Abyssinia.

It was a total failure for the League and all of the key members had betrayed it. Hitler saw that the League was finished and began to push for more in Europe.

8) Effects of Manchurian and Abyssinian crises:

- if a strong nation was prepared to ignore the League, the League could do nothing about it.
- slowness made it look scared.
- Sanctions were shown to be useless without the USA.
- Britain and France were not prepared to use force.
- The four major powers - Japan, Italy, Britain and France - all betrayed the League.
- Smaller nations realised that the League would not protect them.
- Britain and France decided that the League was useless to stop war, and followed instead the policy of appeasement.
- Hitler was encouraged to move ahead with his plans.

START: 1) Hitler's aims
 Make Germany great again
 Overturn the Treaty of Versailles
 Unite German Speaking people
 Lebensraum (living space/land)
 Destroy Communist Russia



Box 7) Invasion of Czechoslovakia March 1939

15 March 1939, German troops marched into Czechoslovakia. Hitler's invasion of Czechoslovakia was the **end of appeasement**:
 -It proved that Hitler had been lying at Munich.
 -It showed that Hitler was not just interested in a 'Greater Germany' (the Czechs were not Germans).
 -Chamberlain gave a speech saying that he could not trust Hitler not to invade other countries.
 -Chamberlain guaranteed to defend Poland if Germany invaded

Box 6) End of Appeasement

- Czechoslovakia was weakened.
- Britain gained a year to build up its armed forces, but so did Hitler.
- Hitler decided that Britain and France were afraid of him, and that they would not stop him whatever he did.
- Russia decided that Britain and France would never stand up to Hitler, and that war with Germany was inevitable.
- The people of Britain realised that they had been **duped**, and decided that war was inevitable.
- It improved the **war morale** of the British people, who knew they had done everything possible to avoid war.

Box 2) 1933-35: Rearmament

1933: Hitler comes to power
1934: Hitler tries to take power in Austria. Austrian Nazis murder the chancellor, **Dolfuss**. Italy moves its army to the border and Hitler backs down.
1935: As planned in the Treaty of Versailles, the people of **Saar** (which had been given to the League for 15 years) voted to return to Germany.
1935: Hitler breaks the Treaty by reintroducing **conscription** which increases the size of the German army to half a million members. Britain, France and Italy do nothing.
1935: Anglo German Naval agreement: Britain helps Germany break the Treaty of Versailles by signing an agreement to allow Germany a navy 35% of the size of Britain's.

Box 8) The Nazi Soviet Pact 1939

Everybody realised that **Hitler's next target was Poland**, so Chamberlain promised to defend Poland BUT Britain was too far away to help and only had a small army.
 In April 1939, Stalin suggested an **alliance of Russia, France and Britain** against Germany. Hitler would not have been able to invade Poland if taking that action would have meant war with Russia. However, the alliance was never made because:
 -Chamberlain did not like communist Russia.
 -Poland would not let Russian troops go into Poland.
 -Stalin did not trust that France and Britain would resist Germany.
 August 1939, Hitler made the **Nazi-Soviet Pact** with Stalin - a promise not to go to war with each other and (secretly) a promise to invade Poland and split it between them.

Invasion of Poland

With the confidence to invade Poland knowing he wouldn't have to fight Russia, Hitler invaded Poland on 1st Sept 1939. Britain kept their promise & declared war on Germany.

END: WW2 began.

Box 4) 1938: Anschluss

Hitler encouraged the Austrian Nazis to demand a union with Germany. Then he invades when the Austrian chancellor announces a vote to see what Austrians want. After the German invasion, 99 per cent of Austrians vote "Yes". Britain and France do nothing, even though the rules of the Treaty had clearly stated Anschluss was banned

7

Box 5) 1938: The Sudetenland and appeasement

The Sudetenland was part of Czechoslovakia and contained German speaking people. Hitler encourage the leader of the Sudeten Nazis, to rebel, and demands a union with Germany.
 When the Czech government declared martial law, Hitler threatened war. Chamberlain went to see Hitler and without consulting Czechoslovakia, he promises to give Hitler all the areas where more than 50% of the population is German. Then he persuades France to agree.
 Chamberlain told Hitler about the decision, but Hitler then demanded ALL the Sudetenland. Chamberlain refuses; it looks like war. A conference is held at Munich. Russia and Czechoslovakia are not invited. France, Britain, Italy and Germany agree to give Hitler the Sudetenland.
 Chamberlain waves 'a piece of paper' with Hitler's statement that he does not want to go to war. German troops march into the Sudetenland, and are welcomed as heroes.
This is called appeasement: giving Hitler what he wants to stop a war from breaking out. It was used because (TRAP)
 Treaty of Versailles had been too harsh on Germany and they deserved a fair deal
 Fear of Communism was greater than the fear of Hitler- many people believed that having Germany as an ally could block any expansion of Russia
 To avoid war- Britain wasn't ready and needed time to rebuild the Army Public (Britain) were scared- they remembered WW1 and did not support a war

6



1935
Hitler begins to rearm Germany
Conscription

1936
Remilitarisation of Rhineland

1938
Anschluss

September 1938
Sudetenland/ Munich Crisis

March 1939
Invasion of Czechoslovakia

August 1939
Nazi-Soviet Pact

1st September 1939
Invasion of Poland

3rd September 1939
Britain declare war on Germany



This Learning Programme you will continue to learn about databases and start to learn about automated documents.

Key Vocabulary

Database	A database is an organised collection of data.
Query	A request for information.
Validation	The process of checking data for accuracy.
Criteria	A criteria is a condition used in databases to filter and retrieve specific records.
Form	An interface for entering, editing and displaying data stored in tables.
Report	A report presents data that is returned from a query.
Macro	A sequence of automated instructions used to automate repetitive tasks.

1



2



3

Key terms:

- A **user interface** allows the user to interact with the computer.
- A **form** acts as a user-friendly way for to access the database which sits on top of the database and masks all the data users don't need to see.

How to enhance the layout of the form to include an image for business purposes?

- Adding a logo
- Using the appropriate house style that may already been defined.
- The house style would include appropriate and consistent use of typography, background and foreground colours.

How to add features and controls that make the system user friendly?

- Buttons
- Drop-down lists

Both could be implemented using VB (Visual Basic and/or Macros)

Key terms:

- **Visual Basic (VB)** is a programming language developed by Microsoft, that is used to automate tasks and add functionality to databases.
- A **macro** in Access is a set of predefined actions that can be executed automatically to perform a specific task or set of tasks.
- Macros are a simpler way to automate tasks without needing to write code.

4

Data is validated or checked to see if it meets certain rules when entered into a field. It cannot be checked for accuracy. For example, a validation rule may only allow mobile phone numbers that are 11 digits long, but the mobile number itself could be wrong.

- Field length check – only allows a specific number of characters to be entered.
- Range check – number entered must be within a certain range, eg between 1-100.
- List check – only specific data can be entered, eg male or female.
- Present check – the field cannot be left empty.
- Input mask – data must be entered in a specific way, eg including a space between the first and last part of a postcode.



5

Test number	What am I testing	What do I expect to happen	What happened?	Changes to be made
1	Does the Table1 macro work	It takes me to table 1	It didn't work	Double check the macro is set up correctly
2	Does table2 macro work	It takes me to table2	It worked	None

6

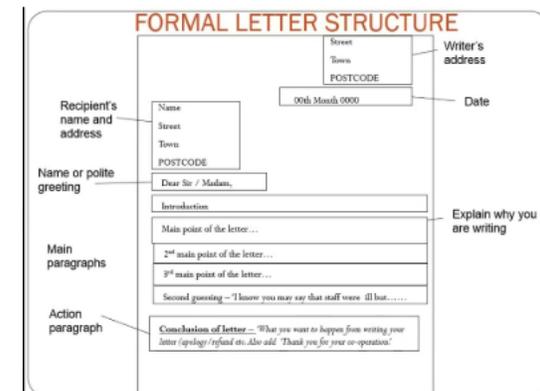


7



What goes into a letter?

Customer details (name, address, town, postcode etc)
 Company details (Coedley Cheese Company)
 Salutation (Dear Sir/Madam)
 Content of the letter (Formal as it is to a customer)
 Concluding remarks
 Closing



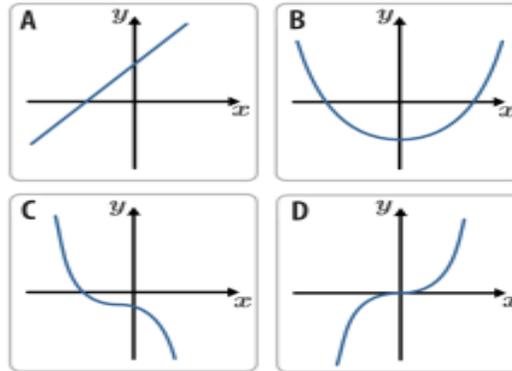
In this LP I will learn about cubic, reciprocal and exponential graphs, arithmetic and geometric sequences, quadratic and geometric sequences, sampling, direct and inverse proportion, transforming shapes.

exponential	An exponential function is a mathematical function in the form $y = ab^x$, where x and y are variables, and a and b are constants, $b > 0$.
nth term	The n th term is a formula that enables us to find any term in a sequence. It refers to the position of a term in a sequence.
discrete data	Numerical data that can only take certain values, for example, the number of children in a classroom or a shoe size
proportion	Proportion is a type of relationship between two variables linked by a constant.
inverse	Inverse functions are functions which reverse or "undo" another function.
enlargement	Increasing or decreasing the size of a 2D shape by a given scale factor.
bound	Upper and lower bounds are the maximum and minimum values a number could have been before it was rounded.

1

Cubic Graphs

Which of the graphs below are cubic graphs?



Answer: **C and D**

3

Stratified Sampling

The number of customers on each type of contract with a phone company is shown.

Contract	Number of customers
Monthly	53
12 month	110
18 month	77

The company wants to take a sample of its customers.

They want the proportion of customers from each type of contract to be the same in the sample as in the customer population.

If the company wants a sample of 40 customers in total, how many customers from each type of contract should be in the sample?

$$\text{Total customers} = 53 + 110 + 77 = 240$$

$$\text{Monthly: } \frac{53}{240} \times 40 = 8.8333... = 9 \text{ to the nearest integer}$$

$$\text{12 months: } \frac{110}{240} \times 40 = 18.3333... = 18 \text{ to the nearest integer}$$

$$\text{18 months: } \frac{77}{240} \times 40 = 12.8333... = 13 \text{ to the nearest integer}$$

Answer: Monthly: 9 12 month: 18 18 month: 13

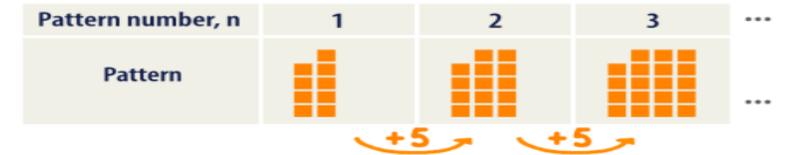
2

Sequences

The start of a sequence of patterns using tiles is shown below.

The same number of tiles are added each time.

What is the rule for the number of tiles in the n th pattern?



Pattern number, n	1	2	3	...
Pattern				...
Number of tiles	9	14	19	...
Number of tiles - $5n$	4	4	4	...

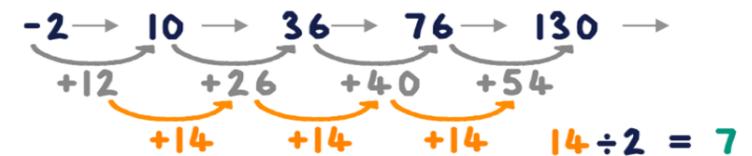
Rule: $5n + 4$

Answer: $5n + 4$

The start of a quadratic sequence is

$-2, 10, 36, 76, 130, \dots$

What is the n th term rule for this sequence?



n	1	2	3	4	5		
sequence	-2	10	36	76	130		
$7n^2$	7	28	63	112	175		
sequence - $7n^2$	-9	-18	-27	-36	-45	...	-9n

Rule: $7n^2 - 9n$

4

Direct and Inverse Proportion

y is directly proportional to x
 Given that $y = 84$ when $x = 3$, work out the value of x when $y = 196$

$$y \propto x$$

$$y = kx$$

$$\begin{array}{l} \div 3 \quad 84 = k \times 3 \\ \quad \quad 28 = k \end{array} \quad \div 3$$

$$y = 28x$$

$$y = 196,$$

$$\begin{array}{l} \div 28 \quad 196 = 28x \\ \quad \quad \quad 7 = x \end{array} \quad \div 28$$

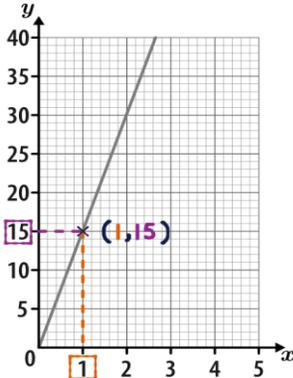
On the graph below, $y \propto x$
 Work out the equation of proportionality.

$$y = kx$$

$$15 = k \times 1$$

$$15 = k$$

$$y = 15x$$



Answer: $y = 15x$

5

Direct and Inverse Proportion

y is inversely proportional to x , and $y = 31$ when $x = 4$

a) Write an equation for y in terms of x

$$y \propto \frac{1}{x}, \quad y = \frac{k}{x}$$

$$\begin{array}{l} \times 4 \quad 31 = \frac{k}{4} \\ \quad \quad 124 = k \\ \quad \quad y = \frac{124}{x} \end{array} \quad \times 4$$

Answer: $y = \frac{124}{x}$

b) Calculate the value of x when $y = 8$

$$y = \frac{124}{x}$$

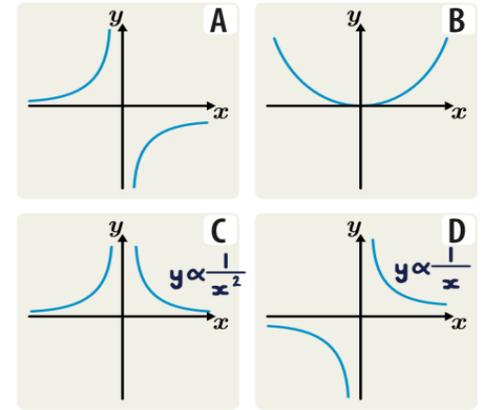
$$8 = \frac{124}{x}$$

$$\begin{array}{l} \times x \quad 8x = 124 \\ \div 8 \quad x = 15.5 \end{array} \quad \div 8$$

Answer: $x = 15.5$

Write down the graph that shows each of the following:

a) $y \propto \frac{1}{x}$, b) $y \propto \frac{1}{x^2}$



Answer: a) D b) C

6

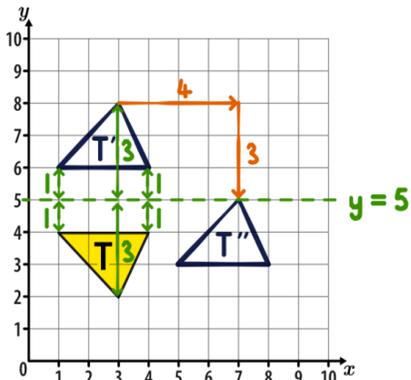
Combine Transformations

a) Reflect triangle T in the line $y = 5$

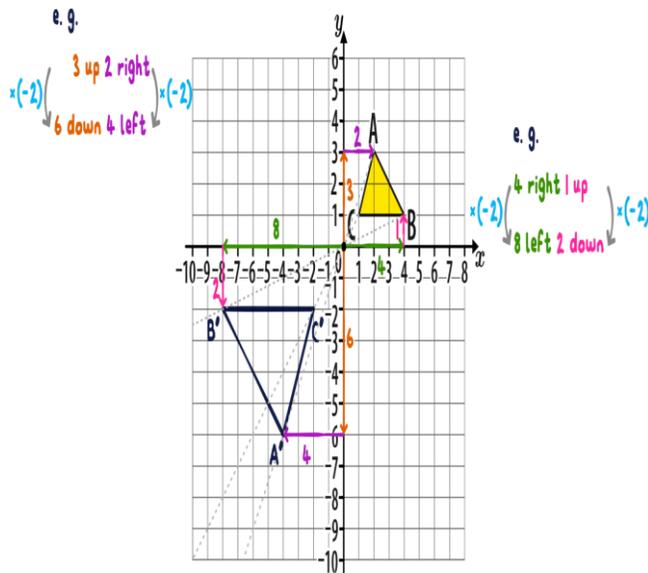
Label the new triangle T'

b) Translate triangle T' by the vector $\begin{pmatrix} 4 \\ -3 \end{pmatrix}$

Label the new triangle T''



Enlarge triangle ABC with a scale factor of -2 and centre $(0,0)$



7

Error Intervals

A number, x , rounded to the nearest 10 is 40

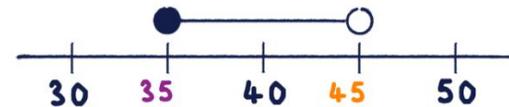
Complete the error interval for x

$$35 \leq x < 45$$

$$10 \div 2 = 5$$

$$40 - 5 = 35$$

$$40 + 5 = 45$$



$$35 \leq x < 45$$

Calculations with bounds

a) Damien has a suitcase which weighs 21 kg to 2 significant figures and a backpack which weighs 5.3 kg to 2 significant figures. What is the upper bound of the total weight of Damien's luggage?

Suitcase: 21kg to 2 s.f. **Backpack: 5.3kg to 2 s.f.**

2nd s.f. in the 1s column

$$1 \div 2 = 0.5$$

upper bound

$$21 + 0.5 = 21.5$$

2nd s.f. in the 1/10 column

$$0.1 \div 2 = 0.05$$

upper bound

$$5.3 + 0.05 = 5.35$$

$$\text{upper bound of total} = 21.5 + 5.35 = 26.85$$

Answer: 26.85 kg

b) Passengers can take a maximum of 27 kg of luggage on a plane. Is it certain that Damien can take all his luggage on the plane? Explain your answer.

Answer: Yes as the upper bound of the total weight of his luggage is less than 27 kg.

This Learning Programme you will be learning how to talk holidays and some of the key Spanish festivals

Key Vocabulary

Después de/antes de	After / before
Direct object pronouns	Replace the noun that has already been mentioned
Hay que	You must
Se necesita	You need
Hace falta	You need to
Imperfect tense	Used to describe what you used to do
Preterite tense	Used to say what happened to you
Doler	To hurt
Simple future tense	Used to say what you will do or what will happen
Near future tense	Used to say what is going to happen

Year 10 Spanish LP4 Knowledge Organiser

LP4.1 – Qué rico

¡Qué rico! (pages 80–81):		Están hechos/as con ...	They are made with ...
Para ... el desayuno / la comida la merienda / la cena	For ... breakfast / lunch afternoon snack / dinner	Consiste(n) en ... verdura/carne/*pollo pescado/arroz	It consists / They consist of ... vegetables/meat/chicken fish/rice
una comida típica un plato popular	a typical meal a popular dish	¿Qué comida o bebida te gustaría probar? Me gustaría probar (la paella).	What food or drink would you like to try? I would like to try (paella).
¿De qué país es cada plato? El/La ... es de ... Los/Las ... son de ...	What country is each dish from? ... is from are from ...	¿Por qué te gustaría probarlo/la/los/las? Porque ...	Why would you like to try it/ them? Because ...
México / España / Perú Chile / Argentina / Cuba	Mexico / Spain / Peru Chile / Argentina / Cuba	parece/suena rico/a me gusta(n) ... es (muy) sano/a. tiene muchos beneficios para la salud.	it looks/sounds tasty I like ... it is (very) healthy. it has lots of health benefits.
argentino/a / chileno/a colombiano/a / cubano/a español(a) / inglés/inglesa mexicano/a / peruano/a venezolano/a	Argentinian / Chilean Colombian / Cuban Spanish / English Mexican / Peruvian Venezuelan	¡A comer! ¡Buen provecho!	Let's eat! Enjoy your meal!
¿En qué consiste(n)? Está hecho/a con ...	What is it / are they made of? It is made with ...		

LP4.3 – ¿Somos lo que comemos?

¿Somos lo que comemos? (pages 84–85):		¿Cómo es tu dieta?	What is your diet like?
¿A qué hora tomas ... el desayuno/almuerzo? la merienda/cena?	What time do you have ... breakfast/lunch? afternoon snack/dinner?	(No) Tengo una dieta sana porque ... soy vegano/a / vegetariano/a como comida sana/malsana como demasiados *dulces/ pasteles	I (don't) have a healthy diet because ... I am vegan / vegetarian I eat healthy/unhealthy food I eat too many sweets/cakes
Normalmente/Generalmente lo/la tomo ... entre las ... y las ... A veces como a las ...	Normally/Generally I have it ... between ... and ... Sometimes I eat at ...	¿Qué hay que hacer para tener una dieta sana? Hay que / Se necesita ... Hace falta ...	What do you have to do to have a healthy diet? You have to / need to ... It is necessary to ...
¿Te gustaría probarlos/las? Te recomiendo ... Hay que probar ... Es un postre / una bebida ... rico/a / típico/a Me gustaría probarlo/la/ probarlos/las ... porque parece/suena ... porque parecen/suenan ...	Would you like to try them? I recommend ... You have to try ... It is a ... dessert/drink. tasty / typical I would like to try it/them ... because it looks/sounds ... because they look/sound ...	comer una dieta equilibrada tener cuidado con la cantidad de azúcar que tomas	eat a balanced diet be careful with the amount of sugar you have

LP4.2 – ¿Llevas una vida sana?

¿Llevas una vida sana? (pages 82–83):

¿Cómo es tu *rutina? Por la mañana/tarde/noche ... Durante el día/la semana ... El fin de semana ... Los domingos ... todos los días / fines de semana algunos días / fines de semana	What is your routine like? In the morning/afternoon/night ... During the day/week ... At the weekend ... On Sundays ... every day / weekend some days/weekends
Primero / Luego ... Finalmente ... Antes de / Después de ... hacer los deberes levantarme / vestirme terminar las clases tomar el desayuno volver a casa / acostarme	First / Later/Afterwards ... Finally ... Before / After ... doing homework getting up / getting dressed finishing classes having breakfast returning home / going to bed
¿Qué costumbres sanas tienes? Duermo (bien) / *Entreno Hago diez minutos de ejercicio.	What healthy habits do you have? I sleep (well) / I train I do ten minutes of exercise.
Llevo una botella de agua. Me levanto / Me acuesto ... a las ... / a la misma hora tarde / temprano Tomo un descanso / Me relajo Suelo comer / hacer *meditación	I carry a bottle of water. I get up / I go to bed ... at ... (o'clock) / at the same time late / early I have a rest / I relax I usually eat / do meditation
Tengo / Tienes / Tiene ... sed/hambre sueño/calor	I am / you are / he/she is ... thirsty/hungry sleepy/hot
¿Tienes costumbres malsanas? Si tengo hambre/sed, ... tomo / como / bebo ... mucho agua algunos/muchos *dulces algunas/muchas verduras chocolate/fruta/pasta	Do you have any unhealthy habits? If I'm hungry/thirsty, ... I have / I eat / I drink ... lots of water some/lots of sweets some/lots of vegetables chocolate/fruit/pasta

LP4.4 – los tiempos cambian

¡Los tiempos cambian! (pages 86–87):	
¿Cómo eras antes?	What were you like before?
Cuando era pequeño/a ...	When I was little
Cuando era más joven ...	When I was younger ...
Antes / Cuando tenía ... años, ...	Before / When I was ... years old, ...
dormía bien/mal	I slept well/badly
me levantaba / me acostaba ...	I got up / I went to bed ...
temprano, pronto / tarde	early / late
(no) era muy activo/a.	I was (not) very active.
(no) tenía ...	I had / I didn't have ...
(mucho) energía	(lots of) energy
una vida sana	a healthy life
(nunca) iba al gimnasio	I (never) went to the gym
¿Qué te gustaba comer y beber?	What did you like to eat and drink?
Solía comer/beber ...	I usually ate/drank ...
(No) Comía ...	I ate / I didn't eat ...
Bebía demasiado café.	I drank too much coffee.
Me encantaban los postres.	I loved desserts.
Me gustaba comer *dulces.	I liked eating sweets.
¿Qué hacías en tu tiempo libre cuando eras pequeño/a?	What did you do in your free time when you were little?
(No) Hacía (mucho/suficiente) ejercicio/deporte.	I did / didn't do (lots of/enough) exercise/sports.
(No) Iba a la piscina (tres veces a la semana).	I went / didn't go to the pool (three times a week).
(No) Montaba en *bici (cada día).	I rode / didn't ride my bike (every day).
(No) Jugaba ...	I played / didn't play ...
(Siempre) Estaba cansado/a y enfermo/a.	I was (always) tired and sick.
¿Cómo es tu *rutina ahora?	What is your routine like now?
Cuido más mi dieta.	I look after my diet more.
¿Cómo eres ahora?	What are you like now?
Me siento mucho mejor.	I feel a lot better.
Soy bastante activo/a.	I am quite active.
No / Ya no ...	I don't / no longer ...
hago (mucho) ejercicio/deporte	do (lots of) exercise/sports
hago nada para mantenerme en forma	do anything to stay in shape
me levanto temprano como antes	get up early like before
¿Qué te gusta comer y beber?	What do you like to eat and drink?
(No) Como comida rápida/malsana.	I (don't) eat fast/unhealthy food.
(Ya no) Bebo/Como ...	I (no longer) eat/drink ...
Prefiero las bebidas con azúcar.	I prefer sugary drinks.
Me gusta comer comida sana.	I like to eat healthy food.
¿Qué haces en tu tiempo libre?	What do you do in your free time?
(No) Hago ejercicio/deporte.	I (don't) do exercise/sports.
(No) Voy al gimnasio /cine.	I (don't) go to the gym/cinema.
(No) Juego a *los videojuegos.	I (don't) play video games.

LP4.5 – Qué mal estoy

¿Qué mal estoy! (pages 88–89):	
¿Qué te pasa?	What's the matter with you?
Me / te / le duele(n) ...	My / your / his/her ... hurt(s)
el brazo / el estomago	arm / stomach
el pie / la boca / la mano	foot / mouth / hand
la cabeza / la espalda	head / back
la garganta / la nariz	throat / nose
la rodilla / la pierna	knee / leg
los oídos / los ojos / los dedos	ears / eyes / fingers
los dientes / (todo) el cuerpo	teeth / (whole) body
Estoy (muy) enfermo/a.	I am (very) sick.
Me siento (muy) mal.	I feel (very) unwell.
No me siento bien porque	I don't feel well because
tengo ...	I have ...
fiebre / dolor de cabeza	a fever / a headache
una herida	an injury
Ayer / La semana pasada ...	Yesterday / Last week ...
me rompí / me corté ...	I broke my / I cut my ...
me quemé ...	I burned my ...

la pierna/ piel	leg/skin
¿Desde cuándo estás así?	Since when have you been like this?
desde (ayer)	since (yesterday)
desde hace una hora / más de (dos días)	for an hour / more than (two days)
Debes / Necesitas ...	You must / You need to ...
Tienes que ...	You have to ...
quedarte en la cama / en casa	stay in bed / at home
descansar/dormir	rest/sleep
comprar medicinas (en la farmacia)	buy medicine (at the chemist's)
evitar el sol	avoid the sun
recuperarte/relajarte	recover/relax
ir al médico /hospital	go to the doctor's/hospital
Voy a pedir cita con el médico .	I am going to ask for a doctor's appointment.

LP4.7 – Revision of the vocabulary from the whole LP

LP4.6 – mi salud, de la cabeza a los pies

Mi salud, de la cabeza a los pies (pages 90–91):	
¿Cómo cambiarás tu estilo de vida?	How will you change your lifestyle?
Si dejo de comer/beber/ fumar, ...	If I stop eating/drinking/ smoking, ...
Si duermo (al menos ocho horas), ...	If I sleep (at least eight hours), ...
Si practico más deporte, ...	If I practise more sport, ...
Si tengo (una vida más activa), ...	If I have (a more active life), ...
me sentiré más feliz	I will be happier
mi salud física/mental mejorará	my physical/mental health will improve
dormiré mejor	I will sleep better
me levantaré con más energía	I will wake up with more energy

¿Qué harás para mejorar tu salud en el futuro?	What will you do to improve your health in the future?
Para cambiar esta mala costumbre, ...	To change this bad habit, ...
Para mejorar mi dieta/salud ...	To improve my diet/health ...
dormiré más tiempo / beberé agua	I will sleep longer / I will drink water
no usaré el móvil (después de las nueve)	I won't use my mobile (after nine o'clock)
iré (al gimnasio)	I will go (to the gym)
evitaré beber alcohol y fumar	I will avoid drinking alcohol and smoking
empezaré a practicar deporte	I will start practising sport

This Learning Programme you will be completing your Component 2 coursework learning how to develop your skills and reflect on these.

Key Vocabulary

Musician	A person who plays a musical instrument.
Music Technology	The use of technology or devices to create music.
Composer	A person who writes music for their job.
Producer	A person who directs a recording project and works with an artist.
Time Management	How you use and manage your time.
Health and Safety	Regulations designed to keep people safe in places or at events.

During LP4 you will be completing your Component 2 coursework ready for submission to the exam board. You need to ensure that you have completed this to a good standard by Easter break using the template provided, your to do list and the example of what a good one looks like from our lessons. After Easter break, there is an opportunity to make improvements and resubmit this ready for the final submission to the exam board.

1

Writing A Reflection Log

During Component 2, as well as your planning elements and your outcomes, you will also need to be reflecting constantly on your own progress to demonstrate your skills development over time. To reach Mark Bands 3 and 4, you need to demonstrate "sequential" and "logical" reflections on your progress. A way you might do this is by using the following starters:

During my rehearsal today I chose to focus on..... I chose this as I am working on developing.....
 _____ went well during my rehearsal, however I know I will need to continue to rehearse this skill in order to secure it. On the other hand _____ is not going as well as I would like it to. To improve this I will _____. Going forward, I would like to develop _____ and a way in which I could go about this is by _____. I will manage my time effectively and act on the feedback I have had to ensure that I am making good progress.

2



We will also be adding SMART targets to your coursework as part of the professional skills mark band. What do you think these should be for your individual journey as a musician?

3

Completing a Final Recording/Composition

At the end of Component 2, you should have a finished product for both disciplines totaling no more than 2 minutes per piece. This should demonstrate how you have developed your skills and should show evidence of your technical exercises being used e.g. using modes to create melodies in your composition.

Safe Working Practices

As with any professional job, musicians have to consider health and safety and there are sets of rules and legislation (laws) that govern how things should be done to ensure safety for all. Some of these things may include:

- 4 • Conducting a Risk Assessment – this identifies any possible dangers or risks of harm and is often done by event venues prior to something taking place. The risks are then rated by their likelihood of happening and then any measures to prevent the risks are detailed.
- PAT Testing – In any professional space (or workplace), PAT testing must take place to ensure that any electrical equipment is in good enough working order to be safely used.
- Noise and Hearing Protection – as in many careers where high levels of sound are an occupational hazard, there are rules for live music and live musicians about the decibels that can be omitted to be safe and not put a person's hearing at risk. This is often set at 107dB for audience areas but can be much higher. Human hearing can be damaged at 87dB so often musicians are advised to wear hearing protection such as earplugs during rehearsals or performances to prevent hearing damage.
- 5 • Trip Hazards – During a concert, there can be any number of items on a stage that can be used by musicians, and many of these will use wires that trail from an amplifier, microphone or pedal across the stage. It is recommended that these are secured to the stage itself with tape to prevent trips and falls which can cause serious injury.



Hearing
protection
must be worn

Coursework To Do List

Composition	Performance
1x Skills Audit	1x Skills Audit
1x Skills Development Plan	1x Skills Development Plan
1x Initial Idea and Reflection	1x Initial Performance and Reflection
1x Structure Plan	1x Timetable
3x Technical Exercises (3 rd comes from updated SDP)	3x Technical Exercises (3 rd comes from updated SDP)
1x Where Am I? Updated Composition	1x Where Am I? Updated Performance
1x Updated Skills Development Plan	1x Updated Skills Development Plan
1x Final Composition and Reflections	1x Final Performance and Composition

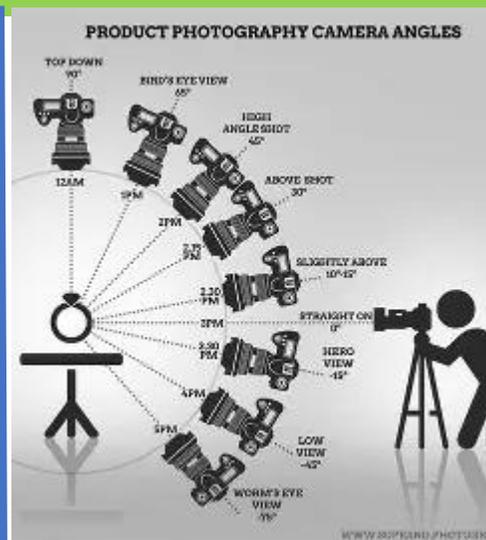
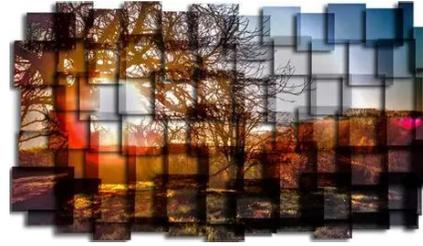
7

Professional musicians need to practice a number of professional skills in order to be successful, such as:

- **Time management** – the ability to use their time effectively and plan out things like rehearsals, recording etc
- **Ability to respond to feedback** – how well they take feedback on board and use it to inform progress
- **Working with others** – inevitably, musicians will often have to work well with others and it is important that musicians are able to listen and share ideas with others as well as work as a team
- **Health and safety** – being able to set up and use equipment safely.

This Learning Programme you will be focusing on completing your final piece.

1. Evaluate your work so far
2. Create final piece ideas
3. Explore your ideas
4. Test your process' and materials
5. Produce final piece
6. Produce final piece
7. Refine final piece



Keyword	Definition
Composition	The arrangement of visual elements within an artwork, including how shapes, colours, lines, and forms are organised to create balance and focus.
Tone	The lightness or darkness of a colour, used to create depth, contrast, or atmosphere in an artwork.
Review	To look back over a piece of work, considering strengths, weaknesses, and what could be improved.
Analyse	To examine a work of art in detail, breaking it down into elements (e.g., colour, shape, meaning) to understand how it works.
Reflect	To think carefully about your own work, considering what went well and what you might change next time.
Resolution	The level of detail or clarity in a digital image, usually measured in pixels; higher resolution means a sharper image.
Inspiration	A source of ideas or motivation for creating artwork (e.g., artists, objects, experiences, cultures).



A04 OUTCOME

PRESENT FINAL IDEAS

DEVELOPED AS PLANNED

CLEARLY RESPONDS TO ARTISTS EXPLORED

CONNECTION

CONCLUSION

This Learning Programme you will be learning about how Muslims put their belief into practice through the 10 Obligatory Acts, 5 Pillars and celebrations.

LP4.2 Why is the Shahadah important?

Shahadah is a testimony, which reminds a person about an important commitment they have made and will also make them more likely to honour it. Rewards are promised to those who put Allah and the Prophet before everything else, 'Whoever obeys God and the Messenger will be among those He has blessed'.

Key Vocabulary

Salah	Prayer 5 times a day.
Sawm	Fasting during the month of Ramadan.
Hajj	Pilgrimage to Mecca.
Zakah	Alms to be given. 2.5% Sunni Muslims
Khums	Tax set at 20% for causes decided by Shi'a leaders.
Jihad	Striving in the way of Allah.
Amr bil ma'roof	Encouraging good actions.
Nahi anil munkar	Discouraging evil actions.
Tawalla	Association with good people.
Tabarra	Disassociation with evil people.

LP4. 3 What is the significance of Salah?

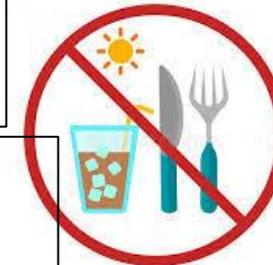
- Muslims believe all prophets of Allah taught their followers about worship.
- Salah has existed since the time of the Prophet Muhammad, who demonstrated to Muslims how they should pray.
- Muslims believe they can communicate directly with Allah, who desires a personal relationship with them.
- Muslims can seek help in difficult times and aim to improve themselves.
- The Prophet Muhammad said the first question Allah will ask Muslims on the Day of Judgement will be about Salah.

LP4. 4 Why do Muslims fast?

- It is 'prescribed'- it is compulsory for all Muslims.
- Ramadan was the month that the angel Jibril first visited Muhammad to reveal the Qur'an, which Muslims consult on all matters of life.
- Fasting should bring Muslims closer to Allah and make them grateful for what they have. They should also spend time reflecting on Allah's characteristics.
- Fasting can help to make them purer, both spiritually and physically.
- Mosques are full of worshippers during this time, which brings the community closer.
- Fasting can teach discipline, self-restraint, and allow them to reflect on how to behave and treat others. Being reminded of their own faults in these areas should help them overlook the weaknesses of others.

What is the significance of Zakat?

- Purifies their own wealth
- Reminds them that everything they have belongs to Allah
- Promotes social justice
- It is a duty and a way to support their community
- It is a way to earn spiritual rewards
- 'Zakat expenditure is for the poor and the needy' Quran



Sources of wisdom- Used throughout LP

- 'Keep up regular prayer, for prayer is obligatory for the believers at prescribed times' **Quran**
- 'You who believe, fasting is prescribed for you... so that you may be mindful of God' **Quran**
- 'Pilgrimage to the House is a duty owed to God by people who are able to undertake it' **Quran**
- 'whatever you give in charity, in your desire for God's approval, will earn multiple rewards' **Quran**
- 'You who believe, be mindful of God[...]and strive for His cause, so that you may prosper' **Quran**

LP4.5 What is the significance of Hajj?

A pilgrimage is a journey made for religious reasons. Hajj, the fifth pillar of Islam is a pilgrimage to Makkah in Saudi Arabia that Muslims should make once in their lifetime as long as they are healthy and wealthy enough to do so. Hajj takes place in the last month of the Islamic calendar. During this time around 3 million Muslims take part in pilgrimage.

Hajj starts and ends at the Ka'aba. This is a cube shaped building built by the prophet Ibrahim as a shrine to God. Over the years the people of Makkah (who worshipped many gods), used the Ka'aba to store their idols. However, the prophet Muhammad restored it to the worship of God alone.

Significance of Hajj: Hajj has great significance for Muslims. Even though it is a requirement to go on Hajj once in a lifetime, many Muslims go a number of times, especially those who live close to Makkah. Once someone has completed Hajj, they can be referred to as a Hajji.

Hajj is important to Muslims because:

- Reminds Muslims of their faith
- Spiritual transformation
- Inner peace
- Spiritual self-discipline
- Teaches sincerity and humility
- Become more aware of God

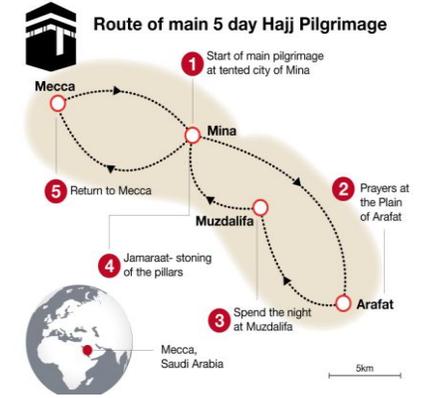
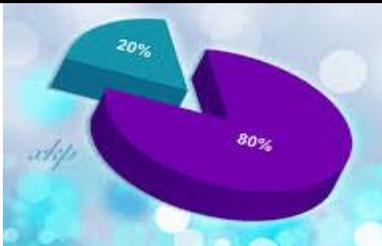
Benefits of Hajj	Challenges of Hajj
<ul style="list-style-type: none"> • Muslims can leave the affairs of the world for a short time and to focus on their own spirituality and relationship with Allah. • It demonstrates unity, equality and fraternity with the Ummah (Muslim community). • A Muslim's sins can be forgiven, so Hajj offers them a fresh start. • It completes of the 5 pillars of Islam. 	<ul style="list-style-type: none"> • It is very physically demanding which is why one must be capable of completing all the rituals. • Muslims must ensure the lessons they have learned during Hajj are not forgotten in their everyday lives. • New trend of taking selfies is a distraction. • Muslims must ensure their pride of completing the Hajj does not become more important.

LP4.7 What are the Ten Obligatory Acts?

Sunni Muslims refer to their faith as 'the house of Islam' by which they mean their home. A house needs foundations and for Muslims, this is the Qur'an. The 'House of Islam' is supported by the 5 pillars. The Ten Obligatory Acts were developed by the Twelve Imams of Shi'a Islam.

Shi'a Muslims believe that these Acts are important because:

- The Acts were established by Muhammad, Ali and the Imams
- Allah will punish those who do not fulfil the acts
- By observing the four practical pillars, a Muslim is following the example of the Prophet Muhammad, following his example if the way to lead a good Muslim life
- By fulfilling the acts, a Shi'a Muslim feels confident that on the Day of Judgement Allah will allow him or her into heaven



LP4.6 What is Jihad?

- to struggle or to strive

The prophet Muhammad said that there are two types of Jihad. The concept of Jihad comes from the Qur'an and it is mentioned several times.

Greater jihad is a personal inward struggle of all Muslims to live in line with the teachings of their faith. This means they must observe the Five Pillars of Islam.

Lesser jihad is seen as the outward struggle to defend Islam from threat. In the early days of the faith, this was important when Muslims were being persecuted and they needed to protect their freedom to practise their faith.

	Act	Description
1	Salah	Praying 5 times a day
2	Sawm	Fasting during Ramadan
3	Hajj	Pilgrimage to Mecca
4	Zakah	Alms given
5	Khums	Tax set at 20% for causes decided by Shia leaders
6	Jihad	Striving in the way of Allah
7	Amrbil ma'roof	Encouraging good actions
8	Nahi anil munkar	Discouraging evil actions
9	Tawalla	Association with good people eg those who follow the ahl al -bayt
10	Tabarra	Dissociation with evil people

"The greatest Jihad is to battle your own soul, to fight the evil within yourself."

- PROPHET MUHAMMAD (PBUH)

In this learning program you'll learn how particles behave in solids, liquids and gases, how substances change state when heated or cooled, and how to read temperature-time graphs. You will also explore internal energy and how heating affects particle movement and spacing

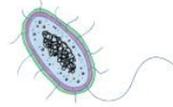
Key Vocabulary

Infection	Infection is when harmful microorganisms such as bacteria, viruses or fungi enter the body and begin to multiply, causing damage or illness.
Pathogen	A pathogen is a microorganism, such as a bacterium, virus, fungus or parasite, that causes disease.
Influence	Influence is the ability to affect how someone thinks or behaves, or how something develops.
Potential	Potential is the amount of energy that each unit of charge has at a particular point in an electric field.
Parallel	Parallel means that two or more components are connected side by side in a circuit, so they each have the same potential difference across them.
Efficiency	Efficiency is the percentage of useful energy output compared to the total energy input.
Arrangement	Arrangement is the specific way components are organized or connected in a circuit, such

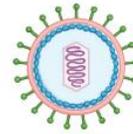
1 Communicable Disease

Pathogens are **microorganisms** that enter the body and cause communicable disease (infectious). Plants and animals can be infected by them.

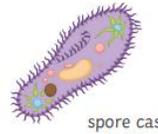
Bacteria are small cells that can reproduce very quickly in the body. They produce **toxins** that make you feel ill, damaging your cells and tissues.



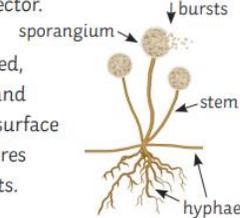
Viruses are much smaller than bacteria; they can also reproduce quickly in the body. Viruses live inside your cells where they replicate. They then burst out of the cell, releasing new viruses.



Protists are eukaryotes (multicellular). Some are parasites which live on or inside other organisms, often carried by a vector.



Fungi are sometimes single celled, others have hyphae that grow and penetrate human skin and the surface of plants. They can produce spores which can spread to other plants.



3

Research to find specific substances: used to bind to hormones and chemicals in the blood to measure levels. Also used in blood tests for pathogens and locating molecules on a cell or in tissue.

Problems: they have more side-effects than originally thought. For example: fever, vomiting, low blood pressure. They are not used by doctors as much as was first thought.

2 Fighting Diseases

Defence System

- The skin acts as a barrier to pathogens.
- Hairs and mucus in your nose trap particles.
- The trachea and bronchi secrete mucus to trap pathogens. They also have cilia which move backwards and forwards to transport the mucus towards the throat. This traps any pathogens and the mucus is usually swallowed.
- The stomach contains hydrochloric acid to kill any pathogens that enter the body via the mouth.

Vaccinations

Vaccinations have been developed to protect us from future infections. A vaccination involves an injection of a **dead** or **weakened** version of the pathogen. They carry antigens which cause your body to produce antibodies which will attack the pathogen. If you are infected again, the white blood cells can produce antibodies quickly.



Drugs from Plants

Chemicals produced by plants to defend themselves used to treat human diseases or help with symptoms.

Drug	Plant/Microorganism
aspirin	willow
digitalis	foxglove
penicillin	mould - penicillium

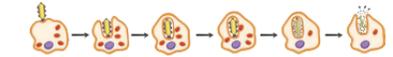
New drugs are now made by chemists, who work pharmaceutical industry, in laboratories.

The Immune System

This kills any pathogens that enter the body.

White blood cells:

- Phagocytosis** is when white blood cells engulf pathogens and then digest them.
- They produce **antitoxins** to neutralise the **toxins**.
- They also produce **antibodies**. Pathogens have **antigens** on their surface. Antibodies produced by the white blood cells lock on to the antigen on the outside of the pathogen. White blood cells can then destroy the pathogens. Antibodies are specific to one antigen and will only work on that pathogen.



How to prevent the spread:

Being hygienic -

washing hands thoroughly.

Destroying vectors -

killing vectors by using insecticides or destroying their habitat.

Isolation -

isolating an infected person will prevent the spread.

Vaccination -

people cannot develop the infection and then pass it on.

Developing Drugs

There are three main stages in drug testing:

Pre-clinical testing:

- Drugs are tested on human cells and tissues.
- Testing carried out on living animals.

Clinical testing:

- Tested on healthy human volunteers in clinical trials. Starts with a very low dose, then tested on people with the illness to find the optimum dose.

Placebo is a substance that is like the drug but does not do anything.

Placebo effect is when the patient thinks the treatment will work even though their treatment isn't doing anything.

Blind trial is when the patient does not know whether they are getting the drug or the placebo.

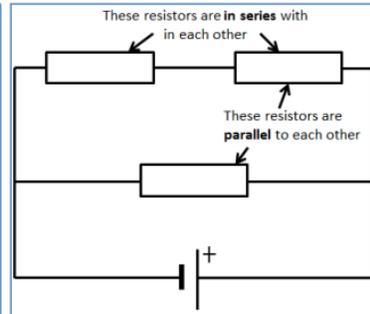
Double-blind trial is when both the doctor and the patient do not know whether they are getting the drug.

4

Series and parallel circuits

We can connect components in a circuit in series or in parallel. In some circuits, there are components in series AND components in parallel – see the example in the diagram.

The quantities of resistance, current and potential difference behave differently in components connected in series compared to components connected in parallel. Study the table and diagrams carefully.



Quantity	Components connected in series...	Components connected in parallel...
Current	The current through each component is identical	Shared between the loops. The total current through the whole circuit is the sum of the currents through each loop of the circuit.
Potential difference	The potential difference provided by the power supply is shared between the components in series (not necessarily equally shared out – it depends on the resistance of each component).	Each loop receives the full potential difference provided by the power supply. If we are dealing with just two components in parallel, the potential difference across each is exactly the same, and exactly the same as the potential difference provided by the power supply.

Electricity in the Home

AC – alternating current. Constantly changing direction - UK mains supply is 230V and has a frequency of 50 hertz (Hz).

DC – direct current. Supplied by batteries and only flows in one direction.

Cables – most have three wires: live, neutral and earth. They are covered in plastic insulation for safety.

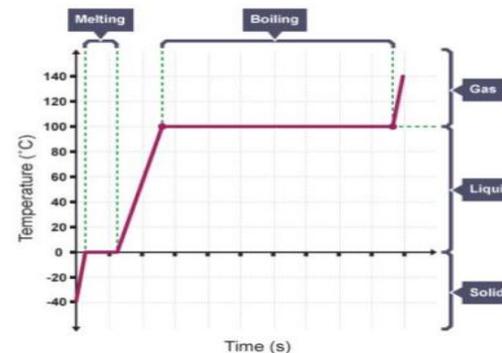
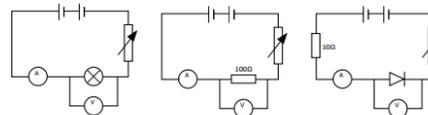
Investigating I-V Relationships in Circuits (Using a filament bulb, ohmic conductor, diode.)

Independent variable: potential difference/volts (V).

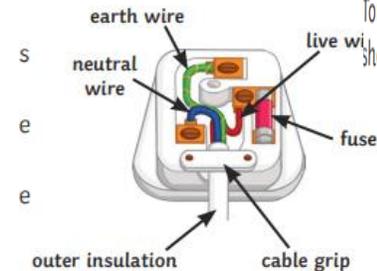
Dependent variable: current (A).

Control variable: number of components (e.g. 1 filament bulb, 1 resistor), type of power source.

Set up the circuits as shown below and measure the current and the potential difference.



6



Current and Circuit Symbols

Current: the flow of electrical charge.

Potential difference (voltage): the push of electrical charge.

Resistance: slows down the flow of electricity.

cell		closed switch		fuse	
resistor		ammeter		LDR	
battery		voltmeter		LED	
variable resistor		bulb		thermistor	
open switch		diode			

Live wire – provides the potential difference from the mains.

Neutral wire – completes the circuit.

Earth wire – protection. Stops the appliance from becoming live. Carries a current if there is a fault.

Touching the live wire can cause the current to flow through your body. This causes an electric shock.

Energy Transferred – this depends on how long the appliance is on for and its power.

$$\text{energy transferred (J)} = \text{power (W)} \times \text{time (s)} \quad E = Pt$$

Energy is transferred around a circuit when the charge moves.

$$\text{energy transferred (J)} = \text{charge flow (C)} \times \text{potential difference (V)} \quad E = QV$$

$$\text{power (W)} = \text{potential difference (V)} \times \text{current (A)} \quad P = VI$$

$$\text{power (W)} = \text{current}^2 \text{ (A)} \times \text{resistance } (\Omega) \quad P = I^2R$$

Equation	Meanings of terms in equation
$\rho = \frac{m}{V}$	ρ = density (kilograms per metre cubed, kg/m^3) m = mass (kg) V = volume (metres cubed, m^3)

The graph is **horizontal** at two places. These are the places where the energy is not being used to increase the speed of the particles, increasing temperature, but is being used to break the bonds between the particles to change the state.

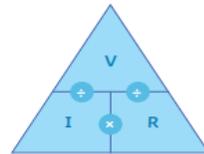
The longer the horizontal line, the more energy has been used to cause the change of state. The amount of energy represented by these horizontal lines is equal to the latent heat.

5

Resistance

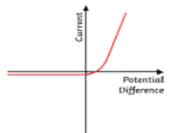
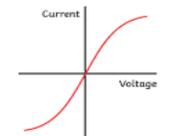
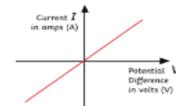
$$\text{voltage (V)} = \text{current (A)} \times \text{resistance } (\Omega)$$

$$V = IR$$



Graphs of I-V Characteristics for Components in a Circuit

- Ohmic conductor:** the current is directly proportional to the potential difference - it is a straight line (at a constant temperature).
- Filament lamp:** as the current increases, so does the temperature. This makes it harder for the current to flow. The graph becomes less steep.
- Diode:** current only flows in one direction. The resistance is very high in the other direction which means no current can flow.



Density of regular and irregular shaped objects

To calculate the density of a regular shaped object we can use a ruler to measure length and then calculate the volume. We find the mass of the object by using a mass balance then calculate the density using the equation.

To calculate the density of an irregular shaped object we use a displacement can. The can is filled with water just above the spout. The irregular shaped object is placed in the can and the water level rises. The displaced water will come out of the spout and can be collected in a measuring cylinder. The volume of this displaced water is the volume of the irregular shape. The density equation can then be used to find the density of the object.

7

The learning programme explore health and skill-related fitness components, their application, and relevance to different sports. We also plan a session that relates to a skill for a choice sport and develop an understand for rules and regulations in sport

Key Vocabulary

Isolated practice	Isolated practice is when a skill is practised on its own, without any pressure, opponents, or game-like situations.
Tactics	Tactics are the short-term actions or decisions made during a game or performance to gain an advantage.
Strategies	Strategy is the overall long-term plan a team or athlete uses to achieve success. It focuses on the <i>big picture</i> and is usually planned before a match or season.
Rules & Regulations	Rules are the official instructions that explain how a sport must be played. Regulations are the organisational and administrative guidelines that support how a sport is run.
Equipment & Protective Equipment	Equipment refers to the items or gear needed to play a sport properly. Protective equipment is gear designed to keep athletes safe and reduce the risk of injury.
Components of skills related fitness	Skill-related fitness refers to the physical abilities that contribute to successful performance in sports and physical activities.
Components of fitness	Aerobic endurance, muscular endurance, muscular strength, flexibility, body composition, power, agility, reaction time, balance, coordination.

1

Pupils will explore health and skill-related fitness components, their application, and relevance to different sports.

2

Pupils will understand different isolated practices and the benefits of doing them.

3

Pupils will learn a range of skills and techniques through isolated practice and then use them in competitive game situations.

4

Pupils will demonstrate a range of skills and techniques and understand officiating in sports.

5

Pupils will understand the rules and responsibilities of officiating in sport, as well NGB.

6

Pupils will understand the rules and regulations in sport such as: number of players, length of time play, additional time and rolling clock, scoring system and playing system.

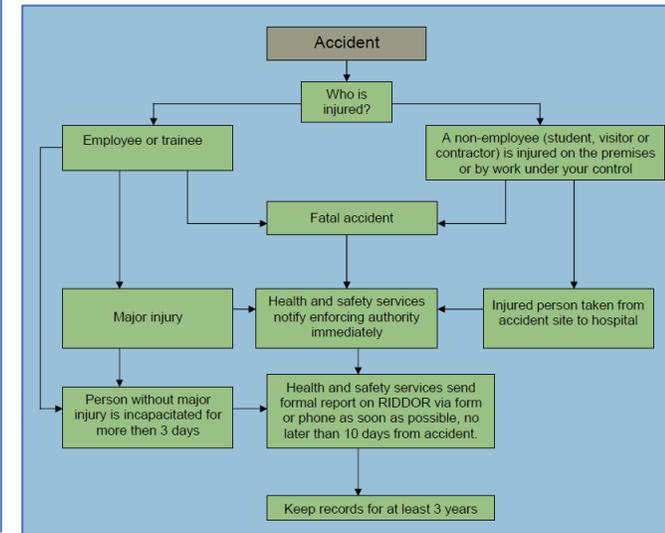
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Pupils will also develop an understanding of the rules and regulations of the game, including how play is started and restarted, and the consequences of not adhering to these rules.

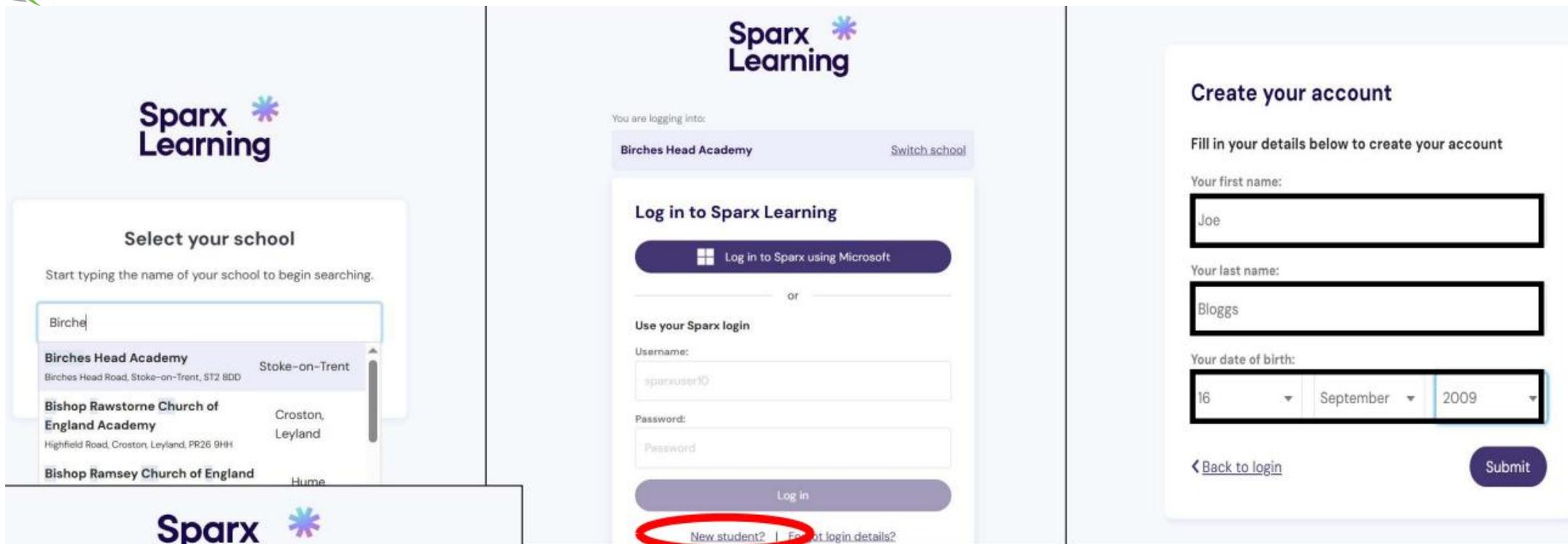
Keyword	Definition
HASAWA	Stands for the Health and Safety at Work Act (1974). It is the main law that makes sure workplaces are safe for everyone. Employers and employees must follow it.
RIDDOR	Reporting of Injuries, Diseases and Dangerous Occurrences Regulations. It is a law that says certain accidents or injuries at work must be officially reported.
Employers	People or organisations who hire staff. They are responsible for keeping employees safe and following health and safety laws.
Employee	A person who works for an employer. They must follow safety rules and use equipment correctly.
MHOR	Manual Handling Operations Regulations. Laws that explain how to safely lift, move, or carry items at work to avoid injury.
PPE	Personal Protective Equipment. Clothing or gear used to stay safe, such as aprons, gloves, hairnets, oven gloves, or safety shoes.
Nutrients	The substances in food that the body needs to grow, stay healthy, and have energy — such as protein, fat, carbohydrates, vitamins, and minerals.
Healthy Diet	A balanced way of eating that gives the body all the nutrients it needs in the right amounts.
Minerals	Micronutrients found in foods (like iron, calcium, and potassium) that help the body work properly.

Health & Safety At Work Act 1974 HASAWA

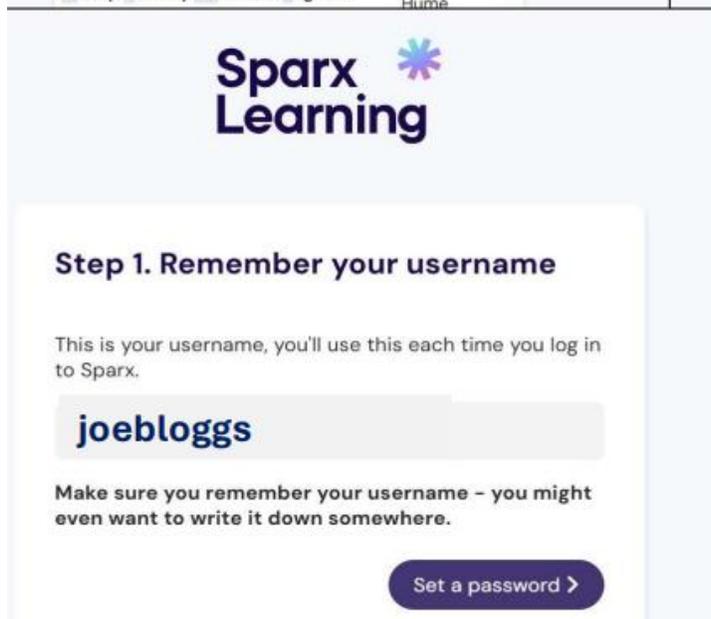
- HASAWA was reviewed and amended in 1999
- The 1999 update brought in some important changes:
 - 'Risk Assessment' became the basis of all safety checks. This means identifying hazards, assessing how dangerous they are and what action is needed to make them safe
 - Special measures for the protection of young people and pregnant workers were introduced – police checks on anyone working with young people, and regular health checks for pregnant workers.
 - It became compulsory for an organisation or facility to have a written safety plan
 - It became compulsory for an organisation or building to appoint a safety officer
 - Emergency procedures now have to be agreed and practised – for fire and bomb threats, and for evacuation of large numbers quickly



- Employee and Employers responsibilities
- HASAWA
- RIDDOR
- PPE/Uniforms in the industry
- Personal Safety – diet
- Minerals and the key to a balanced diet
- Impacts of cooking methods
- Health & safety in the hospitality Industry



The image shows two screenshots of the Sparx Learning website. The left screenshot shows the 'Select your school' page with a search bar containing 'Birche' and a dropdown menu listing schools like 'Birches Head Academy'. The right screenshot shows the login page with a 'Log in to Sparx Learning' button, a 'Log in to Sparx using Microsoft' button, and a 'Use your Sparx login' section with fields for 'Username' (containing 'sparxuser10') and 'Password'. A red circle highlights the 'New student?' link at the bottom of the login page.



The image shows a screenshot of the 'Step 1. Remember your username' page. It features the Sparx Learning logo and a text box containing the username 'joebloggs'. Below the text box, there is a button labeled 'Set a password >'.

1. Go to maths.sparx-learning.com/student
2. Select your school and click 'Continue'
3. Click 'New user' underneath the login fields
4. Follow the steps to create your account:
5. Enter your name and date of birth
6. Note down your username
7. Create a password (minimum 6 characters)

THE ORACY COMPASS



Are you thinking about the speed and volume of your voice?

Are you facing who you are speaking to?

Do you appear to be talking confidently?



Are you being respectful and responding appropriately?

Are you using expression to make your point?

Are you using gestures to show you are listening?

Are you taking turns to talk?

Are you inviting others to share their opinions?



'I would like to start by saying...'

'I agree and would like to add...'

'To challenge you X, I think...'



'Could you provide an example'

'Could you clarify what you mean by...'

'The main points raised today were...'

