

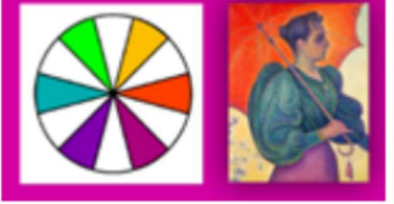

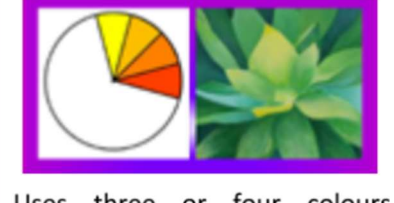
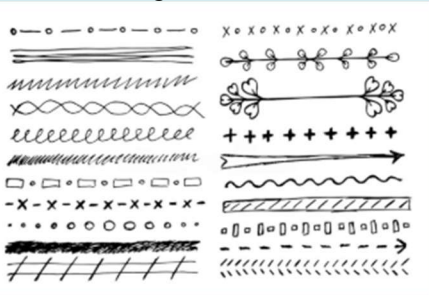
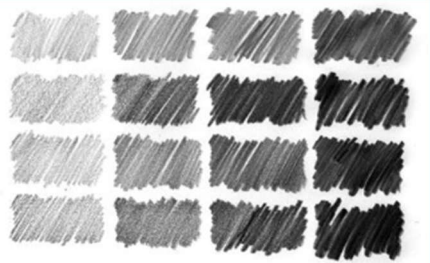
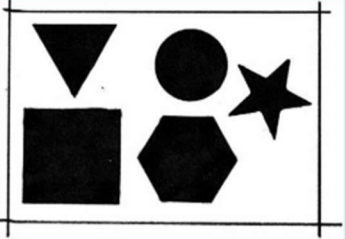
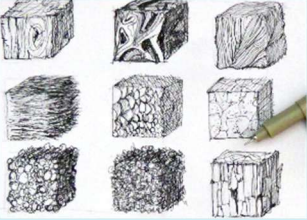
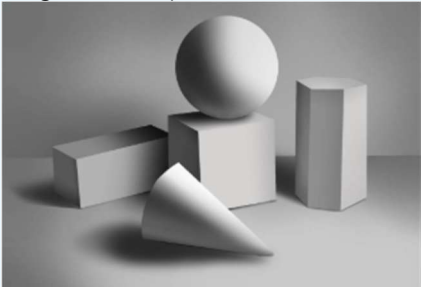



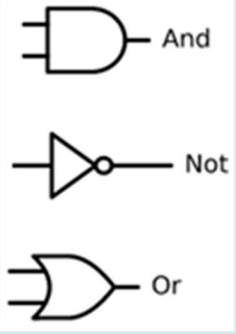
Art and Design

Week 1	Week 2	Week 3 -
<p style="text-align: center;">Colour Scheme - Primary</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <p style="color: purple; font-weight: bold; margin: 0;">PRIMARY</p>  <p style="font-size: small; margin: 5px 0;">Uses the primary colours: Red, Yellow & Blue. They can not be made by mixing other colours.</p> </div>	<p style="text-align: center;">Colour Scheme – Secondary</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <p style="color: purple; font-weight: bold; margin: 0;">SECONDARY</p>  <p style="font-size: small; margin: 5px 0;">Uses the secondary colours: Orange, Green & Purple. Each secondary colour is made by mixing two primary colours.</p> </div>	<p style="text-align: center;">Colour Scheme – Tertiary</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <p style="color: purple; font-weight: bold; margin: 0;">TERTIARY</p>  <p style="font-size: small; margin: 5px 0;">Uses the tertiary colours. They are made by mixing a primary and a secondary colour next to each other on the colour wheel.</p> </div>
Week 4	Week 5 -	Week 6 -
<p style="text-align: center;">Colour Scheme – Complementary</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <p style="color: purple; font-weight: bold; margin: 0;">COMPLEMENTARY</p>  <p style="font-size: small; margin: 5px 0;">Uses a pair of colours that are opposite each other on the colour wheel. The pairs are: Green/Red; Blue/Orange; Yellow/Purple.</p> </div>	<p style="text-align: center;">Colour Scheme – Harmonious</p> <div style="text-align: center; border: 1px solid black; padding: 5px;"> <p style="color: purple; font-weight: bold; margin: 0;">HARMONIOUS</p>  <p style="font-size: small; margin: 5px 0;">Uses three or four colours (primary, secondary and tertiary) that are next to each other on the colour wheel.</p> </div>	<p style="text-align: center;">Formal Elements – Line</p> <p style="font-size: x-small; margin: 0;">is the path left by a moving point, i.e. a pencil or a brush. A line can take many forms. It can be horizontal, diagonal or curved.</p> 


Week 7 -	Week 8 -	Week 9 -
<p>Formal Elements – Tone is the lightness or darkness of an object. This could be a shade or how dark or light a colour appears. Tones are created by the way light falls on a 3D object. In every 3D object there are minimum of 3 tones; light, mid-tone and dark. Tone can be flat or it can vary from dark to light.</p> 	<p>Formal Elements – Shape is an area enclosed by a line. It could be just an outline or it could be shaded in. When drawing shapes, you must consider the size and position as well as the shape of the area around it. The shapes created in the spaces between shapes are referred to as negative space</p> 	<p>Formal Elements – Texture is the surface quality of something, the way something feels or looks like it feels. Actual texture exists, you can feel it or touch it. You can create actual texture in an artwork by changing the surface. Visual texture is created using marks to represent actual texture. It gives the illusion of a texture or surface. You can create visual texture by using different lines, shapes, colours or tones.</p> 
Week 10 -	Week 11 -	Week 12 - Assessment
<p>Formal Elements – Form is a three dimensional shape (3D), such as a cube, sphere or cylinder. In 2D artworks, lines, tones and perspective can be used to create an illusion of form. The three dimensions of form are width, length and depth.</p> 	<p>Formal Elements – Pattern is a symbol or shape that is repeated. A design that is created by repeating lines, shapes, tones or colours. The design used to create a pattern is often referred to as a motif. Motifs can be simple shapes or complex arrangements. Tessellating any image creates a Repetitive pattern</p> 	<p>Use these sentence starters to direct your research:</p> <p>I particularly like...(title of the work) It is a... (painting, sculpture, textile etc) It has been created by... (what materials and techniques did the artist use?) The subject of this piece is... (what is in the work? If there are people in it what are they doing? If there are objects in it, what are they and where are they placed?) Describe it in detail. How was their work produced? What methods and materials did they use? I am interested in this type of work because at this stage I think I might... (what are you going to do?) To develop my ideas I will be experimenting with...</p>

Computer Science

Week 1 - 2.3 Defensive Design	Week 2 - Maintainability of Programs	Week 3 - Maintainability of Programs
<p>Function - Reusable block of code which must return a value.</p> <p>Procedure - Reusable block of code which does not have to return a value.</p> <p>Defensive Design - Defensive design is the practice of planning for contingencies in the design stage of a project or undertaking.</p> <p>Maintainability – Code is made maintainable by adding, comments, functions & procedures.</p> <p>Authentication - Verifying a user identity before they can use a program with username and password. Strong passwords over a certain length with symbols and mixed case are advised.</p> <p><u>Enquiry Task:</u> Complete exam questions on page 109 in your Black and Purple book.</p>	<p>Input Validation - Ensuring data input by the user meets specific criteria before processing.</p> <p>Range Check - Checking data is within two limits - i.e. between 1- 16 to check a school child's age</p> <p>Length Check - Checking data is of a correct length, i.e. longer than 1 character but shorter than 10.</p> <p>Anticipating Misuse - The ability of a programmer to consider how the end user might accidentally (or on purpose) break the program and then to write additional code to handle these situations.</p> <p>Using Functions - Code can be put into functions so that they can be reused with ease.</p> <p><u>Enquiry Task:</u> Complete exam questions on page 110 in your Black and Purple book.</p>	<p>Indentation - Indenting makes it easy to see where structures begin and end. Conditions and iterations should be indented. Code inside procedures and functions should be indented</p> <p>Naming conventions - Naming variable and functions using a set of rules.</p> <p>Add Comments - Used by a programmer to explain sections of code. Ignored by the compiler.</p> <p>Syntax Error - Rules of the language have been broken. The program will not run. Variables not being declared before use. Incompatibility of variable types.</p> <p>Logical Error - The program runs but does not give the expected output. Division by zero. Infinite loop. Memory full. File not found.</p> <p><u>Enquiry Task:</u> Complete exam questions 1-8 on page 116 in your Black and Purple book</p>

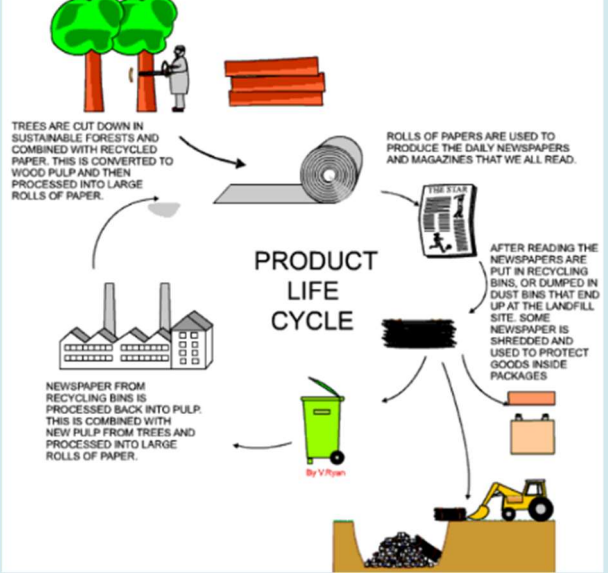
Week 4 - Testing & Logic Gates		Week 5 Truth Tables			Week 6 Mid Cycle Assessment																																																	
<p>Iterative Testing - Each module of a program is tested as it is developed.</p> <p>Final / Terminal Testing - Testing that all the modules of a program work together as expected. Checking the program meets the expectations of the user with real data.</p>	<p>Logic Gates</p>  <p>^</p> <p>¬</p> <p>∨</p>	<p>AND Gate - Requires two 1's to create an output.</p> <p>OR Gate - Requires 1 or the other or both</p> <p>NOT Gate - Does the opposite of what you provide it with.</p> <table border="1" style="margin: 10px auto;"> <thead> <tr> <th colspan="3">AND</th> <th colspan="3">OR</th> <th colspan="2">NOT</th> </tr> <tr> <th>A</th> <th>B</th> <th>Q</th> <th>A</th> <th>B</th> <th>Q</th> <th>A</th> <th>Q</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>1</td> <td>1</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>0</td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table> <p>Enquiry Task for week 4 & 5 : Black and Purple Book questions on 92 & 93.</p>			AND			OR			NOT		A	B	Q	A	B	Q	A	Q	0	0	0	0	0	0	0	1	0	1	0	0	1	1	1	0	1	0	0	1	0	1			1	1	1	1	1	1			<p>File Handling – Open, read, write, close. Marks will be given for just opening and closing files.</p> <p>SQL – Structured Query Language.</p> <p>Arrays / Lists – A set of data items which are grouped together with an index. Most arrays start at 0.</p> <p>Programming Techniques</p> <p>Sequence – Any block of code</p> <p>Selection – Any IF statement in a program</p> <p>Iteration – Any loop, this could be FOR or WHILE</p> <p><u>Enquiry Task:</u> Complete workbook 2.4 on Google Classroom</p>	
AND			OR			NOT																																																
A	B	Q	A	B	Q	A	Q																																															
0	0	0	0	0	0	0	1																																															
0	1	0	0	1	1	1	0																																															
1	0	0	1	0	1																																																	
1	1	1	1	1	1																																																	


Week 7 Levels of Programming	Week 8 Programming	Week 9 Translators and Compilers
<p>High Level language - A programming language more closely linked to English – Python is a high level coding language.</p> <p>Low Level language - A language which is close to machine code. Related closely to the design of the machine, coding in binary.</p> <p>Compiler - A program that translates a high-level language program, source code, into a computer's machine code.</p> <p>Interpreter - Translates and executes a program one statement at a time.</p> <p>Translator - A program that translates a program written in assembly language into machine code.</p> <p>IDE - Integrated Development Environment. This is the program you write code into.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 31, 33.</p>	<p>Variable - A value that can change, depending on conditions or on information passed to the program.</p> <p>Constant - A value that cannot be altered by the program during normal execution, i.e., the value is constant.</p> <p>Assignment - Giving a variable or constant a value. e.g. counter = 0.</p> <p>Boolean – Stores TRUE / FALSE.</p> <p>Char – A single alphanumeric character or symbol</p> <p>String – A sequence of alphanumeric characters and or symbols.</p> <p>Integer – Only stores whole numbers - if given a decimal it will round it to the closest whole number.</p> <p>Float/real – Stores decimal point numbers.</p> <p><u>Enquiry Task:</u> Complete 1-2 Python Challenges on Google Classroom</p>	<p>Compiler - A program that translates a high-level language program, source code, into a computer's machine code.</p> <p>Translator - A program that translates a program written in assembly language into machine code.</p> <p>IDE Tools</p> <p>Error diagnostics - These are tools provided by IDE's which give detailed feedback on errors in your code.</p> <p>Auto-indentation - Automatically indents code when writing where necessary</p> <p>Colour Coded Keywords - Highlighting specific keywords in particular colours, IF, WHILE, PRINT</p> <p>Run Time Environment - An environment to test your code in.</p> <p><u>Enquiry Task:</u> Black and Purple Book Questions on page 114</p>

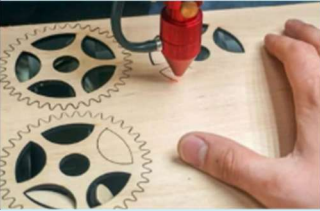



Week 10 IDE's & Programming	Week 11 Revision & Test	Week 12
<p>IDE - Integrated Development Environment. This is the program you write code into.</p> <p>Count Controlled Loop – A loop which runs a set number of times: A FOR loop!</p> <pre> For i in range(0,10): print(i) </pre> <p>Condition Controlled Loop – A loop which could run indefinitely. A while loop!</p> <pre> a = 0 while a < 10: print(a) </pre> <p>If a is not incremented – this loop would run forever.</p> <p><u>Enquiry Task:</u> Complete 1-2 Python Challenges on Google Classroom</p>	<p>Assessment week</p> <p>You will need to check all keywords throughout this knowledge organiser.</p> <p>All teacher resources and lessons are in google classroom.</p> <p>Black and Purple Book.</p> <p>Pages 104, 116 for full learning checklist</p>	<p>Use this QR code to check and update all of your key terminology on google classroom.</p> 

Design Technology

Week 1 Anthropometrics, Ergonomics and Design brief	Week 2 – Plastics Manufacturing	Week 3 – Informing Design Decisions
<p>Anthropometrics – The study of the size of the human body</p> <p>Ergonomics – The science of how the human body interacts with an object</p> <p>Design Brief – A good design brief will set a clear context for why the prototype or product is required, along with an understanding of the immovable constraints (e.g. budget).</p> <p>Manufacturing Specification – Using the technical data and client opinions that have been gathered through research and testing, a set of specific objectives for the product can be documented. This can be used as a legally binding contract and should include:</p> <ul style="list-style-type: none"> • Detailed points relating to the products form and function • Any known measurable constraints, such as timescales and budget. 	<p>You need to understand the following processes:</p> <ul style="list-style-type: none"> • Laminating (bonding with other materials in layers) • Line bending • Vacuum forming • 3D Printing (Fused Deposition Modeling (used in school)) • Lazer cutting • Chemical welding • Heat and filler welding <p>Injection Molding</p> <p>Extrusion</p> <p>Blow Molding</p> <p>Lazer cutting:</p> <ul style="list-style-type: none"> • Kerf allowance • Power and speed settings • Focusing the beam • Clean mirrors and lenses 	<p><u>Planned Obsolescence</u> – consumers expect some products to last a long time (e.g. a sofa), others to throw away after one use (e.g. a ballpoint pen). Ensuring a product only performs it's task for a certain length of time is planned or built-in obsolescence.</p> <p><u>Design for maintenance</u> – less products are being designed to be repaired. One reason is advances in technology, products are becoming too complex to repair without specialist training.</p> <p><u>Technology push</u> – impossible to design too far into future when you don't know what new technologies will be.</p> <p><u>Trends</u> – many goods sold because they are fashionable, often not designed to last very long</p> <p><u>Disposal</u> – important to consider end of life of products, can it be recycled etc.</p> <p><u>Scales of Production</u></p> <p>One off – one unique item (e.g. bespoke suits)</p> <p>Batch – when you make a few (e.g. batch of cookies)</p> <p>Mass – when you make thousands (e.g. stools)</p> <p>Continuous – open ended production (e.g. supermarket loaves of bread)</p> <p><u>Tolerances</u> – amount of error allowed for a given task. Usually a measurement +/- a given amount. Usually impossible to achieve 100% accuracy, so an appropriate tolerance must be considered.</p>

		<p>The more technical, the smaller the tolerance, and the higher cost.</p> <p><u>Kerf Allowance</u> –kerf is the width removed by the cutting tool e.g. the thickness of the blade/laser</p>
<p>Week 4 – Sustainability</p>	<p>Week 5 – Product Analysis</p>	<p>Week 6 – Product Analysis</p>
 <p>PRODUCT LIFE CYCLE</p> <p>TREES ARE CUT DOWN IN SUSTAINABLE FORESTS AND COMBINED WITH RECYCLED PAPER. THIS IS CONVERTED TO WOOD PULP AND THEN PROCESSED INTO LARGE ROLLS OF PAPER.</p> <p>ROLLS OF PAPERS ARE USED TO PRODUCE THE DAILY NEWSPAPERS AND MAGAZINES THAT WE ALL READ.</p> <p>NEWSPAPER FROM RECYCLING BINS IS PROCESSED BACK INTO PULP. THIS IS COMBINED WITH NEW PULP FROM TREES AND PROCESSED INTO LARGE ROLLS OF PAPER.</p> <p>AFTER READING THE NEWSPAPERS ARE PUT IN RECYCLING BINS, OR DUMPED IN DUST BINS THAT END UP AT THE LANDFILL SITE. SOME NEWSPAPER IS SHREDDED AND USED TO PROTECT GOODS INSIDE PACKAGES.</p>	<p>1. For large, product analysis questions, use ACCESS FM (or similar headings) to structure your answer. We love structured answers. Using headings shows clear thinking and makes it easy to award marks.</p> <ul style="list-style-type: none"> • Aesthetics – How it looks (colour, shape, style) • Cost – Materials, manufacture, target price • Customer – Who it's for (age, needs, lifestyle) • Environment – Sustainability, materials, lifespan • Size – Dimensions, ergonomics, storage • Safety – Hazards, standards, safety features • Function – What it does and how well it works • Materials / Manufacture – What it's made from and how. <p>👉 Even if the question doesn't say ACCESS FM, use it anyway where relevant.</p> <p>2. Don't describe – analyse Low marks = <i>what it is</i> High marks = <i>why it's good or bad</i> ✗ "The handle is plastic." ☑ "The polypropylene handle is lightweight and</p>	<p>3. <i>Link to the user</i> Every product exists for a reason. Show the examiner you understand design intent. Ask yourself:</p> <ul style="list-style-type: none"> • Who uses it? • Where is it used? • What problem does it solve? <p>Example: <i>The rounded edges improve safety, which is important as the product is designed for use in a school workshop.</i></p> <p>4. Mention materials AND why they're used Material knowledge = easy marks. Example: <i>ABS plastic is used because it is tough, injection mouldable, and has a good surface finish, making it suitable for mass production.</i></p> <p>Try to include:</p> <ul style="list-style-type: none"> • Properties (strong, flexible, waterproof, recyclable) • Manufacturing compatibility • Cost implications <p>5. Include manufacturing processes Even briefly, this boosts answers into higher bands.</p>

 <p>RETHINK REFUSE REPAIR</p> <p>REDUCE REUSE RECYCLE</p>	<p>impact-resistant, making it suitable for repeated use by children."</p> <p>Use phrases like:</p> <ul style="list-style-type: none"> • "This means that..." • "This improves..." 	<p>Examples:</p> <ul style="list-style-type: none"> • Injection moulding • Vacuum forming • Die casting • CNC machining • Batch vs mass production <p>Example:</p> <p>The product is injection moulded, allowing thousands of identical components to be produced quickly and cheaply.</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Week 7: Manufacturing	Week 8 – Manufacturing	Week 9 – Manufacturing
<p>🖨️ FDM 3D Printer (Additive manufacture using melted thermoplastic filament)</p> <p>What to say quickly</p> <ul style="list-style-type: none"> • An additive manufacturing process • Uses CAD/CAM to control the printer • Builds objects layer by layer • Melted filament extruded through a heated nozzle <p>How it works (process marks)</p> <ul style="list-style-type: none"> • Product is designed using CAD • File is exported as an STL • Slicing software converts the model into layers and toolpaths • Thermoplastic filament is heated and deposited onto a build plate • Printer moves in X, Y, and Z axes to form the product <p>Why it's used (easy marks)</p> <ul style="list-style-type: none"> • Ideal for rapid prototyping • Can produce complex shapes • Low material waste • No tooling required <p>Materials</p> <ul style="list-style-type: none"> • PLA (most common in schools) • ABS, PETG (industrial use) <p>Safety point</p> <ul style="list-style-type: none"> • Hot nozzle and build plate • Do not touch during printing • Ventilation used when printing plastics <p>Limitations (evaluation)</p> <ul style="list-style-type: none"> • Slow compared to mass production • Layer lines → poor surface finish • Not suitable for large-scale manufacture 	<p>🔥 Laser cutter</p> <p>(Precise cutting and engraving of wood, acrylic, card)</p> <p>What to say quickly</p> <ul style="list-style-type: none"> • Uses a high-powered laser controlled by CAD/CAM • Cuts or engraves 2D profiles • Material is removed by burning/vaporising <p>Why it's used (easy marks)</p> <ul style="list-style-type: none"> • Very high accuracy • Repeatable results for batch production • Clean edges → minimal finishing <p>Materials</p> <ul style="list-style-type: none"> • Wood, MDF, acrylic, card (not metals in schools) <p>Safety point</p> <ul style="list-style-type: none"> • Lid closed, extraction on, never leave unattended <p>Limitations (evaluation)</p> <ul style="list-style-type: none"> • Limited material thickness • Burn marks on wood  	<p>⚙️ CNC milling machine / CNC Lathe</p> <p>(Automated subtractive cutting from solid blocks)</p> <p>What to say quickly</p> <ul style="list-style-type: none"> • A subtractive process • Rotating cutting tool removes material • Controlled by CAD/CAM and G-code <p>Why it's used</p> <ul style="list-style-type: none"> • Produces accurate 3D shapes • Better surface finish than hand tools • Suitable for one-off or batch production <p>Materials</p> <ul style="list-style-type: none"> • Wood, plastics, aluminium, metals <p>Safety point</p> <ul style="list-style-type: none"> • Workpiece clamped securely • Guarding in place, eye protection <p>Limitations</p> <ul style="list-style-type: none"> • Slower than mass production • Tool wear • Material waste compared to additive methods <p>👉 Compare for extra marks: CNC milling/lathe is more accurate than hand tools but slower than injection moulding.</p>  

Drama

Week 1: Performance & Acting Skills	Week 2: Drama Techniques	Week 3: Stage & Design Elements
<ul style="list-style-type: none"> • Physical skills – movement, gesture, posture, facial expression • Vocal skills – tone, pitch, pace, pause, projection • Characterisation – how an actor creates a role • Interpretation – your personal understanding of a character or scene • Rehearsal – practice process before performance 	<ul style="list-style-type: none"> • Still image / Freeze frame – a frozen moment to show meaning • Thought-tracking – speaking a character's thoughts aloud • Hot seating – answering questions in character • Role play – improvising in role • Forum theatre – audience suggests changes to improve outcomes • Narration – telling the story directly 	<ul style="list-style-type: none"> • Set – scenery and staging • Props – objects used on stage • Costume – clothing worn by actors • Lighting – use of light to create mood/atmosphere • Sound – music or effects used in performance • Stage directions – instructions in a script
Week 4: Theatre Types & Styles	Week 5: Audience & Purpose	Week 6: Evaluation & Coursework Language
<ul style="list-style-type: none"> • Naturalism – realistic acting and believable characters • Physical theatre – storytelling through movement • Epic theatre – encourages audience to think (not just feel) • Theatre in the round – audience sits all around the stage • Proscenium arch – traditional “picture frame” stage 	<ul style="list-style-type: none"> • Audience – who watches the performance • Engagement – how you keep the audience interested • Intention – what you want the audience to think/feel • Atmosphere – mood created in a performance 	<ul style="list-style-type: none"> • Analyse – Explain how something works. • Evaluate – Judge strengths and weaknesses. • Interpret – Give your understanding of meaning. • Justify – Explain why you made a choice. • Reflect – Think about what went well and what to improve.

Week 7: Stage & Space	Week 8: Rehearsal & Development	Week 9: Structure & Meaning
<ul style="list-style-type: none"> • Blocking – Planned positioning and movement on stage. • Levels – Using height to show meaning or status. • Proxemics – Distance between performers. • Spatial Awareness – Understanding how to use the stage space. • Entrances/Exits – How performers come on/off stage. 	<ul style="list-style-type: none"> • Rehearsal – Practice before performance. • Refinement – Improving performance work. • Feedback – Constructive comments for improvement. • Collaboration – Working effectively with others. • Experimentation – Trying different ideas. 	<ul style="list-style-type: none"> • Narrative – The storyline. • Structure – How the piece is organised. • Stimulus – Starting point for a piece. • Theme – Main message or idea. • Symbolism – Using objects/actions to represent ideas.
Week 10: Places to revise	Week 11: Revision	Week 12: Assessment Week: Careers
<p>Video-Based Learning</p> <ul style="list-style-type: none"> • YouTube Search for: <ul style="list-style-type: none"> ◦ “BTEC Performing Arts Component 1/2/3 explained” ◦ Devising techniques ◦ Evaluation examples • BBC Bitesize Good for: <ul style="list-style-type: none"> ◦ Drama basics (skills, staging, terminology) ◦ Easy-to-understand explanations 	<p>Component 1: Exploring the Performing Arts What it is: Study professional performances and styles.</p> <p>Component 2: Developing Skills and Techniques What it is: Build and improve your acting skills.</p> <p>Component 3: Responding to a Brief What it is: Create a performance from a set brief (exam).</p>	<p>There are many jobs or career areas related to Drama. Some of these are:</p> <ul style="list-style-type: none"> • Actor • Dancer • Musical Theatre Performer • Director • Playwright • Choreographer • Lighting Designer • Sound Designer • Set Designer • Costume Designer • Stage Manager

English

Week 1- London	Week 2 – The Prelude	Week 3 - Exposure
<p style="text-align: center;">London- BLAKE (1794)</p> <p style="text-align: center;">Ardent - very enthusiastic or passionate. Veiled Criticism - said so that the true meaning or purpose is hidden.</p> <p style="text-align: center;">Blake uses the poem 'London' as an ardent and thinly veiled criticism of those in power in Georgian London.</p> <p style="text-align: center;">Language</p> <p style="text-align: center;">'I Wander thro' each charter'd street' 'Marks of weakness, marks of woe' 'The mind-forg'd manacles I hear' 'Every Black'ning church appals'</p> <p style="text-align: center;">Structure</p> <p style="text-align: center;">The rigid quatrain and rhyme scheme could evoke the rigid and corrupted power structures of London</p>	<p style="text-align: center;">The Prelude- WORDSWORTH (1839)</p> <p style="text-align: center;">Sublime - a greatness beyond all possibility of calculation. Intensely beautiful. Biographical – related to a particular person's life.</p> <p style="text-align: center;">Wordsworth's autobiographical poem reflects on the sublime beauty and awesome power of nature.</p> <p style="text-align: center;">Language</p> <p style="text-align: center;">'One summer evening (led by her)' 'Small circles glittering idly in the moon' 'a huge peak, black and huge' 'the grim shape Towered up between me and the stars'</p> <p style="text-align: center;">Structure</p> <p style="text-align: center;">Wordsworth's use of blank verse could evoke the sense of a heroic journey.</p>	<p style="text-align: center;">Exposure – OWEN (1917)</p> <p style="text-align: center;">Realistic - presenting things in a way that is accurate and true to life. Jaded - bored or lacking enthusiasm</p> <p style="text-align: center;">In 'Exposure', Owen's jaded tone 'exposes' the realistic effects of conflict on the human psyche.</p> <p style="text-align: center;">"Our brains ache in the merciless iced East winds that knife us"</p> <p style="text-align: center;">"But nothing happens"</p>

Week 4 – Ozymandias	Week 5 – My Last Duchess	Week 6 – Storm on the Island
<p>Ozymandias – SHELLEY (1818)</p> <p>Ephemeral - lasting for a very short time</p> <p>Extended Metaphor- using an entire poem as a metaphor for a bigger idea. A microcosm.</p> <p>In 'Ozymandias', Shelley uses the extended metaphor of a shattered statue to reveal the ephemeral nature of power.</p> <p>Language</p> <p>'Half sunk a shattered visage lie</p> <p>'My name is Ozymandias, King of Kings'</p> <p>'Look on my Works, ye Mighty, and despair!'</p> <p>'Nothing beside remains. Round the decay of that colossal wreck'</p> <p>Structure</p> <p>Shelley's use of a corrupted sonnet form could reflect the ephemeral nature of power and art.</p>	<p>My Last Duchess – BROWNING (1842)</p> <p>Megalomaniacal - an obsessive desire for power</p> <p>Naturalistic - closely imitating real life or nature based on the accurate depiction of detail.</p> <p>Browning's naturalistic presentation of the Duke in 'My Last Duchess' reveals the corrupting and megalomaniacal effects of power.</p> <p>Language</p> <p>'That's my last Duchess painted on the wall/ Looking as if she were alive.'</p> <p>'none puts by /The curtain I have drawn for you, but I'</p> <p>'I gave commands; Then all smiles stopped together'</p> <p>Structure</p> <p>Browning's rigid iambic pentameter and rhyme scheme could evoke the narrator's total control.</p>	<p>Storm on the Island – HEANEY (1966)</p> <p>Normalised – when something happens so often it becomes normal.</p> <p>Desensitised- feeling less shocked due to overexposure to distressing events.</p> <p>In 'Storm on the Island', Heaney suggests that when a state of conflict is normalised, those exposed to it are ultimately desensitised to its effects.</p> <p>Language</p> <p>'We are prepared: we build our houses squat'</p> <p>The Sea 'Exploding comfortably down on the cliffs...'spits like a tame cat Turned savage'</p> <p>'Space is a salvo. /We are bombarded by the empty air'</p> <p>Strange, it is a huge nothing that we fear'</p> <p>Structure</p> <p>Enjambment could show the power and freedom of the wind. End Stop lines immediately after show how the storm eventually exhausts itself and loses power.</p>

Week 7 – The Emigree	Week 8 - Remains	Week 9 – War Photographer
<p data-bbox="338 256 674 284">The Emigree- RUMENS (1993)</p> <p data-bbox="226 312 801 371">Subjective - based on personal feelings, tastes, or opinions.</p> <p data-bbox="241 400 779 427">Nostalgia - a sentimental longing for the past.</p> <p data-bbox="215 512 815 608">In 'The Emigree' Rumens reflects on the subjective nature of memory and the power of the nostalgia it creates.</p> <p data-bbox="443 695 568 722">Language</p> <p data-bbox="241 746 768 774">'There once was a country...i left it as a child'</p> <p data-bbox="215 802 815 861">'it may be sick with tyrants, but I am branded by an impression of sunlight'</p> <p data-bbox="230 890 792 978">The white streets of that city, the graceful slopes glow even clearer as time rolls its tanks</p> <p data-bbox="257 1007 763 1034">'They accuse me of being dark in their city'</p> <p data-bbox="450 1118 562 1145">Structure</p> <p data-bbox="215 1174 815 1233">The rigid distinction between stanzas could reflect three different perspectives across time.</p>	<p data-bbox="954 256 1279 284">Remains – ARMITAGE (2006)</p> <p data-bbox="842 312 1406 371">Anecdotal - based on personal accounts rather than facts</p> <p data-bbox="835 400 1420 459">Expressionist - seeking to express the inner world of emotion rather than external reality.</p> <p data-bbox="846 544 1406 639">In 'Remains', Armitage's anecdotal tone provides an expressionist insight into of the effects of PTSD.</p> <p data-bbox="1055 727 1180 754">Language</p> <p data-bbox="943 783 1294 810">'probably armed, possibly not'</p> <p data-bbox="875 839 1361 866">'I see every round as it rips through his life'</p> <p data-bbox="864 895 1373 922">'The drink and the drugs won't flush him out'</p> <p data-bbox="913 951 1323 978">'His bloody life in my bloody hands'</p> <p data-bbox="1061 1062 1173 1090">Structure</p> <p data-bbox="819 1118 1429 1246">Enjambment between stanzas could reflect the distorting effects of PTSD on our perception and the idea that it is not possible to control the condition.</p>	<p data-bbox="1525 256 1928 284">War Photographer – DUFFY (1985)</p> <p data-bbox="1458 312 2007 339">Psychological- affecting, or arising in the mind</p> <p data-bbox="1503 368 1962 395">Detached - separate or disconnected.</p> <p data-bbox="1458 480 2018 576">In War Photographer, Duffy explores the psychological trauma of conflict and how it can lead us to become emotionally detached.</p> <p data-bbox="1666 663 1792 691">Language</p> <p data-bbox="1532 715 1928 742">'In his dark room he is finally alone'</p> <p data-bbox="1487 770 1973 798">'spools of suffering set out in ordered rows'</p> <p data-bbox="1442 826 2033 885">'his hands, which did not tremble then, though they seem to now''</p> <p data-bbox="1442 914 2033 973">'A stranger's features faintly start to twist before his eyes, a half formed ghost.'</p> <p data-bbox="1675 1062 1787 1090">Structure</p> <p data-bbox="1458 1118 2018 1214">Duffy's rigid stanza structure and rhyme scheme contrasts with internal enjambment, possibly reflecting the Photographer's inner trauma.</p>

Week 10 – Checking Out Me History	Week 11 – Tissue	Week 12 - Super Teach Week
<p>Checking Out Me History – AGARD (2005)</p> <p>Eurocentric – a version of events that is centred on European perspectives.</p> <p>Trivialise - make (something) seem less important than it really is.</p> <p>In 'Checking out me History, Agard criticises Eurocentric presentations of history and their tendency to trivialise the achievements of black historical figures.</p> <p>Language</p> <p>'Dem tell me wha dem want to tell me'</p> <p>'Bandage up me eye with me own history'</p> <p>'Blind me to my own identity'</p> <p>'I checking out me own history...' 'I carving me identity'</p> <p>Structure</p> <p>The lack of punctuation,, irregular rhyme scheme and the use of Creole challenges Eurocentric conventions.</p>	<p>. Tissue – DHARKER (2006)</p> <p>Arbitrary – based on random choice</p> <p>Fractured- broken, cracked, unable to function.</p> <p>In 'Tissue', Dharker reflects on the arbitrary and fractured nature of human power.</p> <p>Language</p> <p>'Paper that lets the light/ shine through, this/ is what could alter things'</p> <p>"Koran" "Maps" "Fine slips from grocery shops"</p> <p>'Raise a structure never meant to last'</p> <p>'paper smoothed and stroked and thinned to be transparent, turned into your skin.'</p> <p>Structure</p> <p>The contrast between rigid 4-line stanzas and enjambement between individual lines could symbolise the fluidity</p>	

French

Week 1 Weather		Week 2 Imperfect		Week 3 Simple Future		Week 4 Perfect Tense		Week 5 Using Two Tenses	
le temps	weather	To say what was or used to happen, we use the imperfect tense. To form: Take the Nous form of the present tense, remove the -ons and add the imperfect endings.		To say what you will do you use the simple future. Pronoun + infinitive + simple future endings. Je -ai Tu -as Il -a Nous -ons Vous -ez Ils -ont		The perfect tense is used to describe a completed action in the past. It's formed with either <i>avoir</i> or <i>être</i> as the auxiliary verb. 1. Pronoun + 2. Auxiliary + 3. Past participle		pour	in order to
il fait	it is (weather)							sans	without
il y a	there is							quitter	to exit, leave
du vent	wind							reserver	to reserve
du soleil	sunshine							à l'étranger	abroad
du brouillard	fog	je faisais	I was doing					l'arrivée	the arrival
beau	nice	tu faisais	you were doing (s)	Je ferai	I will do	J'ai mangé	I ate	une île	an island
mauvais	bad			J'aurai	I will have	Tu as fini	You finished	le logement	accommodation
froid	cold	il faisait	he was doing	Il y aura	There will be	Il a entendu	He heard	le vol	flight
chaud	hot	nous faisons	we were doing	Je serai	I will be	Nous avons visité	We visited	coûter	to cost
il pleut	it's raining			Ce sera	It will be			se situer	to be located
partir	to leave	vous faisiez	you were doing (pl)	J'irai	I will go	Vous avez voyagé	You travelled	près de	near to
ensemble	together			une année sabbatique	a gap year			au bord de	Beside

préférable	preferable	ils faisaient	they were doing			Ils ont adoré	They loved	alors, donc	so
mangeable	edible			les habitants	the locals			c'était	It was
aimable	loveable	j'étais	I was	en Corse	in Corsica	Je suis allé	I went	les installations	facilities
désirable	desireable	j'avais	I used to have	dans le lac	in the lake	Nous sommes allés	We went		
pendant	during, for	il y avait	There was	dans un hôtel	in a hotel			les activités	activities
Enquiry Tasks—Complete in French									
Write a weather report for different Francophone countries.		Use the imperfect to talk about a past holiday		Write 50 words about your holiday plans for next year		Write a review of a tourist attraction you have visited		Create a revision map for the imperfect and perfect tense	

Week 6 Environment		Week 7 Saving the Planet		Week 8 Perfect with être		Week 9 Modal Verbs		Week 10 Revision	
le réchauffement	Global warming	je voudrais	I would like	Verbs of movement use être as their auxiliary in the perfect tense. The past participle must agree with the subject.		Modal verbs will follow an infinitive. They are irregular.		Revise the vocabulary from this cycle ready for your assessment next week.	
la végétarisme		veganism	j'aimerais						
protéger	to protect	The conditional is used to say what would happen in the future. It is formed using the infinitive of the verb plus the conditional ending.		je suis arrive(e)	I arrived	je dois	I must		
éviter	to avoid			tu es parti(e)	You left	tu dois	you must		
diminuer	to reduce	devenir	to become	il doit	he must	nous devons	we must		
recycler	to recycle	couper	to cut	vous devez	you must (pl)	ils doivent	they must		
essayer	to try	fabriquer	to make						

jeter	to throw away	avoir lieu	to take place		he went down	Pouvoir and devoir follow a similar pattern		Week 11
augmenter	to increase	un moyen de vie	a way of life	nous sommes allé(e)s	We went	je peux	I can	Assessment Week
le recyclage	recycling	pour cent	percent			tu peux	you can	Week 12
la planète	the planet	les droits	the rights		vous êtes sorti(e)s	il peut	he can	Super Teach + Careers In this cycle you have learnt about travel and the environment. Languages could offer careers in: <ul style="list-style-type: none"> • Cabin crew • Hotel manager • Environmental consultant • Sustainability practitioner
la poubelle	dustbin				They stayed (m)	nous pouvons	we can	
des produits de saison	Seasonal products	des produits ménagers	cleaning products	ils sont restés		vous pouvez	you can (pl)	
écolo(gique)	green	les ressources	resources	l'espace	space	ils peuvent	they can	
				un bain	a bath	vielle	old	
les transports verts	Green transport	un arbre	a tree	une pièce	a room	historique	historic, old	
		un souci	a concern	chez	at the home of	joli	pretty	
Enquiry tasks – complete in French								
Write about what you do protect the environment		Write a paragraph to discuss pros and cons of veganism		Describe a home you used to live in. Use the past tense.		Review the vocabulary from weeks 6-9.		

History

1. Paper 1 – Medicine – WF	2. Paper 1 – Medicine – WF	3. Paper 1 – Medicine in Britain
<p>1a) and 1b) – features questions. State what the feature is then add 2 facts</p> <p>2a) How useful questions Content – quote or say what you see Own knowledge – add 2-3 facts about the topic Provenance – who wrote it and why it matters. What type of source is it and why it matters. When it was written and why it matters</p> <p>One paragraph on each source. Do not compare them</p>	<p>Provenance hints Photo – staged by government Diary – own experience. Not experience of everyone Letter – may be censored Medical journal – written by an expert 1914/1915 – start of war. Treatments not advanced 1917/1918 – end of war. Treatments advanced Battle of... lots of injured. May not be typical</p> <p>2b) follow up: Include a specific detail from the source Was it typical for... RAMC Medical records from... It would help me work out if it was typical for...</p>	<p>3 Compare question – Make sure you include specifics about each time period. People/illnesses/discoveries</p> <p>4 Explain why – 3 PEE paragraphs about the topic asked. Check you are writing about the correct time period.</p> <p>5 OR 6 – plan both and decide which you can write more on. JSOC Judgment Support – your view – PEE x2 Oppose – your view PEE x1 Conclusion</p>
4. Paper 2 - Elizabeth	5. Paper 2 – Cold War	6. Paper 2 – Cold War
<p>1a) and 1b) – features questions. State what the feature is then add 2 facts Don't overcomplicate this</p> <p>4 Explain why – 3 PEE paragraphs about the topic asked. Check you are writing about the correct time period.</p> <p>5 OR 6 – plan both and decide which you can write more on. JSOC Judgment Support – your view – PEE x2 Oppose – your view PEE x1 Conclusion</p>	<p>1. a) and b) Explain the consequence of... (4 marks) Answer BOTH a and b One consequence of _____ was... For example... This led to... This meant that... As a result... Therefore...</p> <p>If in doubt think about the relationship between the USA and the USSR – Did it deteriorate or improve?</p>	<p>2. Write a narrative account analysing... (8 marks) Ignore the phrase “write a narrative account”. Talk about the consequences of _____. Think what happened in chronological order.</p> <p>Firstly... (say what happened first) This led to... Later ____ happened which meant that... This led to... This meant that... As a result... Therefore..</p> <p>Try to use words such as: began, worsened, intensified, changed, improved, encouraged, developed, followed, increased etc.</p>

<p>7. Paper 2 – Cold War</p> <p>3. Explain the importance of x to y... (8 marks) You will have THREE events/person/development. You must answer 2 of them. Think about the significance and consequences. Use the words in the question to help structure your answer.</p> <p>One reason x was important to y was... For example... This meant that... This led to... as result..</p> <p>One reason x was important to y was... For example... This meant that... This led to... as result.. FOCUS ON THE CONSEQUENCES</p>	<p>8. Paper 3 - Germany</p> <p>1. inference Say 2 separate things you can infer (educated guess) from the source. Then add a quote or a detail from the source</p> <p>2. Explain why – 3 PEE paragraphs about the topic asked. Check you are writing about the correct topic. Plan ahead of time</p> <p>3a) How useful questions Content – quote or say what you see Own knowledge – add 2-3 facts about the topic Provenance – who wrote it and why it matters. What type of source is it and why it matters. When it was written and why it matters</p> <p>One paragraph on each source. Do not compare them</p>	<p>9. Paper 3 - Germany</p> <p>Provenance hints Diary – tells us about how they really feel Letter – could be censored Photo – shows us what it was like but could be used as propaganda Secret account – shows feelings they may be scared to say Speech – shows us the beliefs but used as propaganda Written at the time – shows feelings Written after the time – relies on memories. Could be nostalgic.</p>
<p>10. Paper 3 - Germany</p> <p>3b) Interpretations give difference views about x. What is the main difference? The main difference between interpretation 1 and 2 is... Interpretation 1 states that... (main message). This is supported by... (quote) However, interpretation 2 states that... (main message). This is supported by... (quote)</p>	<p>11. Paper 3 - Germany</p> <p>3c) Suggest one reason why interpretations 1 and 2 give different views about x. (4 marks) Match up the sources to the interpretations. The interpretations have different views about x because they have given more weight to different sources. Interpretation 1 uses sources such as source ___ which tells us that... (quote) However, interpretation 2 uses sources such as source ___ which holds a different view to the other sources as it tells us that... (quote)</p>	<p>12. Paper 3 - Germany</p> <p>3. d) How far do you agree with interpretation ___. (16 marks + 4 SPaG) JSOC with a twist</p> <p>Judgement P1 – PEE about interpretation 1 WITH QUOTES P2 - PEE about interpretation 2 WITH QUOTES P3 – PEE your own view (support one interpretation) Conclusion</p>

Health and Social Care

Week 1-2	Week 3-4		Week 5-6															
<p><u>Health and Wellbeing</u></p> <p>Holistic– looking at the whole person rather than just the part that requires treatment or care. The holistic definition of Health and Wellbeing is a combination of physical health, and social and emotional wellbeing, not purely the absence of disease or illness. This means:</p> <ul style="list-style-type: none"> • looking after your physical health through diet, living conditions, exercise and personal hygiene • meeting and mixing with others in appropriate environments • feeling loved, respected and secure <p>The choices we make directly impact our health and wellbeing and it is important that the advice given views supporting the person as a whole</p> <p><u>Substance Misuse</u></p> <p>Alcohol–whilst accepted in many cultures, it can become addictive and cause many illnesses and problems including liver failure and cancer. Smoking is legal but banned in public places in the UK. Nicotine, the drug in tobacco is highly addictive, Smoking can cause cancer, heart disease and other serious diseases. Drug misuse has profoundly damaging affects including loss of control and accidental death.</p> <p>a. Enquiry task: Research into the hazards of smoking and ways to encourage people to stop. Ensure you use SMART goals.</p>	<p><u>Life Events and Relationships</u></p> <table border="1" style="width: 100%;"> <tr> <td></td> <td>Positive relationships</td> <td>Negative relationships</td> </tr> <tr> <td>P</td> <td>Day to day care & practical assistance</td> <td>Peer pressure/Poor lifestyle choices</td> </tr> <tr> <td>I</td> <td>Shared experiences, supported learning</td> <td>Less support with learning, conversation</td> </tr> <tr> <td>E</td> <td>Unconditional love, security, contentment</td> <td>Loneliness, insecurity, anxiety, depression,</td> </tr> <tr> <td>S</td> <td>Companionship, social interactions</td> <td>Relationship difficulties</td> </tr> </table> <p>Types of support Formal support – provided by trained professionals such as counsellors, Doctors, trained carers Informal support- provided by family, friends partners Voluntary support- Given by community groups, voluntary and faith based organisations</p>			Positive relationships	Negative relationships	P	Day to day care & practical assistance	Peer pressure/Poor lifestyle choices	I	Shared experiences, supported learning	Less support with learning, conversation	E	Unconditional love, security, contentment	Loneliness, insecurity, anxiety, depression,	S	Companionship, social interactions	Relationship difficulties	<p><u>Barriers to accessing services</u></p> <p>Types of barriers and how they can be overcome by the service providers and users</p> <ol style="list-style-type: none"> 1. Physical barriers: issues getting into and around the facilities 1. Sensory barriers: hearing and visual difficulties 2. Social, cultural and psychological barriers: lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence 3. Language barriers: differing first language, language impairments 4. Geographical barriers: distance of provider, poor transport links 5. Intellectual barriers: learning difficulties 6. Resource barriers for service provider: staff shortages, lack of local funding, high local demand 7. Financial barriers: charging for services, cost of transport, loss of income <p>Enquiry Task: Scenario: Amiya Dutta is 33 years old and a mum of 2 children aged 4 and 7. Amiya has recently moved to England from India and speaks very little English. She lives in a suburban flat and doesn't have a car. One of her children is unwell and requires medication but Amiya doesn't know what she should do. What barriers are preventing Amiya from seeking vital support? How could these be overcome?</p>
		Positive relationships	Negative relationships															
	P	Day to day care & practical assistance	Peer pressure/Poor lifestyle choices															
	I	Shared experiences, supported learning	Less support with learning, conversation															
	E	Unconditional love, security, contentment	Loneliness, insecurity, anxiety, depression,															
	S	Companionship, social interactions	Relationship difficulties															
	<p><u>III Health and Genetics</u></p> <p>Inherited characteristics - height, eye colour Inherited conditions-Some alleles (genes) can be faulty & pass on conditions Dominant condition- One parent passes faulty allele on e.g. Huntington's Recessive condition- Both parents pass faulty allele on e.g. Cystic fibrosis Genetic predisposition - Some people are more likely to develop a condition due to genetic makeup</p> <p>Enquiry Task: What is Sickle Cell Anaemia?</p>																	





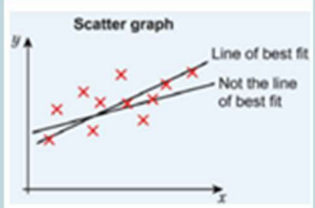
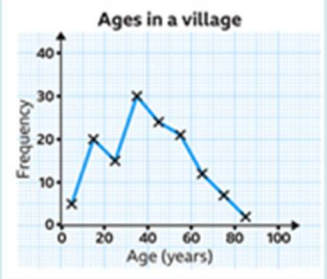

Week 7-8	Week 9-10	Week 11
<p><u>Physiological Indicators</u> Health Practitioners use certain aspects of a person's health to assess health and wellbeing. Some can be measured using equipment, but others are harder to assess.</p> <p>Health monitoring means illness prevention. It helps to detect quickly any problems that may arise in order to resolve them efficiently. Healthcare professions will also monitor as part of their support plan.</p> <p>Observed indicators are how healthcare practitioners observe if a person is flushed, sweating, limping, behaving oddly etc. These help them to make a clearer picture of how the patient is affected.</p> <p>Blood pressure is measured with a sphygmomanometer or blood pressure cuff. This important indicator can help to diagnose a wide range of illnesses with both high and low blood pressure being potentially fatal. Body mass index is the measure of body fat. It can be calculated using a BMI calculator or this formula:</p> $\text{BMI} = \frac{\text{weight (kg)}}{\text{height (m}^2\text{)}}$ <p>Enquiry Task: Create a leaflet on 'Blood Pressure made Simple'</p>	<p><u>Improving Health and Wellbeing</u> Part of the role of a health care worker is to recommend actions based on a person's physiological indicators. The aim for that person is to improve their health to meet the 'norms' for their life stage. A norm is something that is usual or standard.</p> <p><u>Barriers and Obstacles</u> Barriers are something unique to the health and social care system that prevents an individual accessing the services they need. Physical Barriers include access to a building but also Sensory Barriers include individuals with visual or hearing impairments. Social and Cultural Barriers include gender, diet, religion and age. Language Barriers are people who speak British Sign Language, have a speech impairment or English as an additional language. Geographical Barriers including transport and location. Resource Barriers including supply shortages. Financial Barriers including costs of visits.</p> <p>Obstacles are similar to barriers except personal to the individual. In addition to the above they can also include lack of motivation, time constraints and others.</p> <p>Enquiry Task: How can lack of support be a barrier to accessing care?</p>	<p><u>Revision</u> For homework this week, review key topics from this term.</p> <ul style="list-style-type: none"> • Use look, cover, write, check • Make flashcards—this will be useful for coursework • Review key phrases and terminology <p style="text-align: center;">Week 12 - Super Teach Week (Careers)</p> <p>In this cycle you have looked at Health and Well-being. There are many jobs or career areas related this area of Health and Social Care. Some of these are:</p> <ul style="list-style-type: none"> • Therapist • Occupation Health • Physiotherapist • Social Worker • Optician <p>Research other possible jobs, thinking about career pathways and salary.</p>








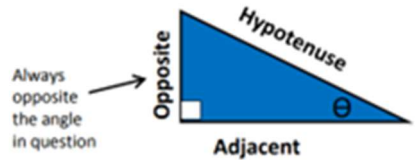



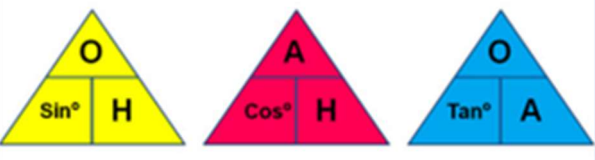
Geography

Week 1 – Global cities	Week 2 – Urban and rural	Week 3 – Development and globalisation
<p>1. Explain two reasons why a global city in an HIC has grown [4 marks]</p> <p>2. Suggest two push factors for rural to urban migration to a global city in an NIC [4 marks]</p> <p>3. Explain the challenges faced by a global city in an NIC [4 marks]</p> <p>4. Give one strategy to create sustainable urban environments in an HIC city [2 marks]</p>	<p>7. Explain why developers choose brownfield sites [4 marks]</p> <p>8. Describe how regional inequalities in the UK lead to population movement [4 marks]</p> <p>9. Describe how teleworking influences where people live in the UK [2 marks]</p> <p>10. Suggest two reasons why some areas of the UK are experiencing depopulation [4 marks]</p> <p>11. Explain how international migration has consequences for rural areas of the UK [4 marks]</p>	<p>18. Describe one limitation of using GNI to measure development [2 marks]</p> <p>19. Give one social measure of development [1 mark]</p> <p>20. Suggest two key drivers of globalisation [4 marks]</p> <p>21. Describe how the UK is connected to other countries by the process of globalisation [4 marks]</p> <p>22. Explain the consequences for the host country of MNCs [6 marks]</p>
Week 4 – Development and globalisation	Week 5 – Coasts	Week 6 – Coasts
<p>23. Give one reason why NICs have emerged to be economic power houses [2 marks]</p> <p>24. Describe patterns of trade in one Low Income Country you have studied [4 marks]</p> <p>25. Suggest two consequences of globalisation in the UK [4 marks]</p> <p>26. Explain the advantages of one long-term development aid programme [4 marks]</p>	<p>27. Explain how geology affects rates of erosion along coasts [4 marks]</p> <p>28. Suggest how human activity may slow down or accelerate the rate of erosion along a coastline [4 marks]</p> <p>29. Describe the process of abrasion at a coast [2 marks]</p> <p>30. Describe the process of longshore drift [3 marks]</p> <p>31. Explain how a wave cut platform is created [4 marks]</p>	<p>33. Describe one way that past human activity has modified the UK's coastal landscapes for economic benefit [2 marks]</p> <p>34. Define 'hold the line' [2 marks]</p> <p>35. Describe what a shoreline management plan is [2 marks]</p> <p>36. Explain why stakeholders may conflict over coastal management [4 marks]</p>


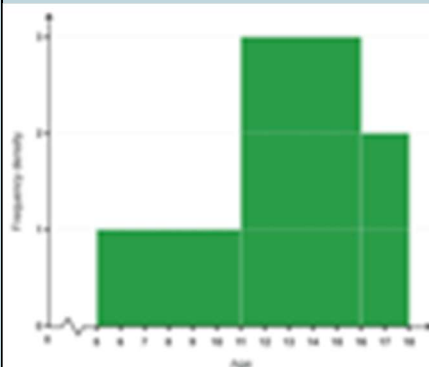
Week 7 – Rivers	Week 8 – Weather and climate	Week 9 – Weather and climate
<p>42. Describe what an annual regime is [2 marks]</p> <p>43. Describe the process of traction in a river [2 marks]</p> <p>44. Explain how a meander is formed [4 marks]</p> <p>45. Describe two ways that human activity has affected river landscapes [4 marks]</p> <p>46. Suggest two physical factors that cause rivers to flood [4 marks]</p>	<p>50. Describe one regional variation of the UK's climate [2 marks]</p> <p>51. Explain two factors that affect the UK's climate [4 marks]</p> <p>52. Name two features of the hot semi-arid climate [2 marks]</p> <p>53. Explain how global circulation of the atmosphere creates areas of low pressure [4 marks]</p>	<p>54. Describe the typical weather associated with low pressure [2 marks]</p> <p>55. Describe the seasonal distribution of cyclones/hurricanes [3 marks]</p> <p>56. Explain the causes of one extreme high pressure system outside the UK [4 marks]</p> <p>57. Explain the impacts on different groups of people of one extreme low pressure system outside the UK [6 marks]</p>
Week 10 – Climate change	Week 11 – Ecosystems	Week 12 – Desertification
<p>58. Define glacial and inter-glacial periods [2 marks]</p> <p>59. Give two human activities which lead to global warming [2 marks]</p> <p>60. Explain how human activity causes the enhanced greenhouse effect [4 marks]</p> <p>61. Suggest two consequences of climate change on people [4 marks]</p>	<p>64. Give two characteristics of the soil in hot semi-arid grasslands [2 marks]</p> <p>65. Give two characteristics of the climate in one other biome you have studied [2 marks]</p> <p>66. Define biotic and abiotic [2 marks]</p> <p>67. Give an example of a primary and secondary consumer in the hot semi-arid grassland [2 marks]</p> <p>68. Describe the concept of biodiversity [2 marks]</p>	<p>85. Suggest two physical causes of desertification [4 marks]</p> <p>86. Define evapotranspiration [1 mark]</p> <p>87. Suggest two human causes of desertification [4 marks]</p> <p>88. Explain how desertification can be reduced at a local level [4 marks]</p> <p>89. Suggest how stakeholders have different viewpoints about how to reduce desertification [4 marks]</p>






Maths - Foundation

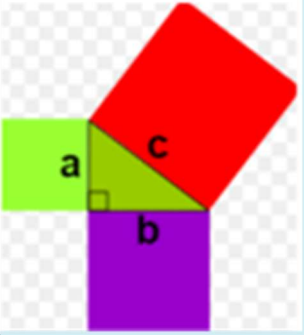
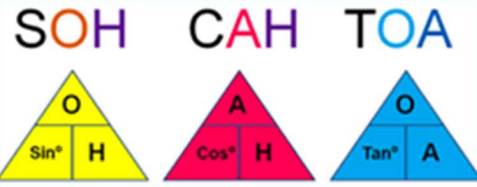
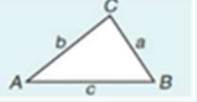
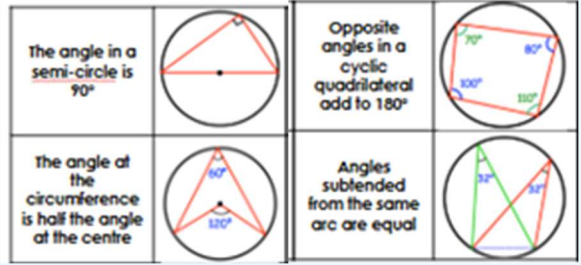
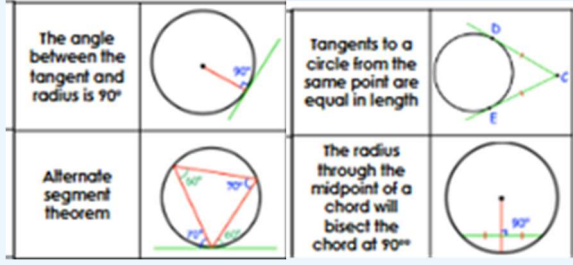
Week 1 -	Week 2 -	Week 3						
<div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%; padding: 5px; margin-bottom: 5px; border: 1px solid black; background-color: #f0f0f0;"> <p style="text-align: center; margin: 0;">MEAN</p> <p style="text-align: center; margin: 0;"><i>Sum of all values</i> <i>Number of values</i></p> </div> <div style="width: 50%; padding: 5px; margin-bottom: 5px; border: 1px solid black; background-color: #d0d0d0;"> <p style="text-align: center; margin: 0;">MODE</p> <p style="text-align: center; margin: 0;">Most Common</p> </div> <div style="width: 50%; padding: 5px; margin-bottom: 5px; border: 1px solid black; background-color: #e0e0e0;"> <p style="text-align: center; margin: 0;">MEDIAN</p> <p style="text-align: center; margin: 0;">Middle value when numbers are placed in order</p> </div> <div style="width: 50%; padding: 5px; margin-bottom: 5px; border: 1px solid black; background-color: #c0c0c0;"> <p style="text-align: center; margin: 0;">RANGE</p> <p style="text-align: center; margin: 0;">Largest value – smallest value</p> </div> </div>	<p style="text-align: center;">A scatter graph allows you to see the relationship between 2 sets of data.</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>Positive correlation</p>  </div> <div style="text-align: center;"> <p>Negative correlation</p>  </div> <div style="text-align: center;"> <p>No correlation</p>  </div> </div> <div style="margin-top: 10px;">  <p style="margin-left: 100px;">outlier</p> <p style="margin-left: 100px;">outlier</p> <div style="border: 1px solid red; padding: 5px; display: inline-block; margin-top: 10px;"> <p>An outlier is a value that does not fit the pattern of data</p> </div> </div>	<p>A line of best fit can be used to predict data values within the range of data given. This is called interpolation. It can also be used to predict data values outside the range of data given. This is called extrapolation.</p> <div style="text-align: center; margin-top: 20px;">  </div>						
<p style="text-align: center;">Week 4</p> <p>When plotting a frequency polygon, plot the mid point against the frequency and join points using a ruler</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p style="text-align: center;">Week 5</p> <p style="text-align: center;">Circle terminology</p> <div style="margin-top: 10px;"> <p>Circumference = perimeter of a circle (units) Area = space inside a 2D shape (units²) Volume = the space inside a 3D shape (units³)</p> <div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 10px;"> <p>Sector (think pizza slice)</p> </div>  <div style="margin-left: 10px;"> <p>radius</p> <p>diameter</p> <p>chord</p> </div> </div> </div>	<p style="text-align: center;">Week 6</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th colspan="2" style="text-align: center; padding: 5px;">Circle</th> </tr> </thead> <tbody> <tr> <td style="padding: 10px; text-align: center;">Circumference</td> <td style="padding: 10px; text-align: center;">$\pi \times \textit{diameter}$</td> </tr> <tr> <td style="padding: 10px; text-align: center;">Area</td> <td style="padding: 10px; text-align: center;">$\pi \times \textit{radius}^2$</td> </tr> </tbody> </table>	Circle		Circumference	$\pi \times \textit{diameter}$	Area	$\pi \times \textit{radius}^2$
Circle								
Circumference	$\pi \times \textit{diameter}$							
Area	$\pi \times \textit{radius}^2$							

Week 7	Week 8	Week 9									
<p style="text-align: center;">Volumes</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">Cuboid</td> <td style="width: 40%; text-align: center;">$l \times w \times h$</td> <td style="width: 40%; text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Prism</td> <td style="text-align: center;">$cross - section \times l$</td> <td style="text-align: center;"></td> </tr> <tr> <td style="text-align: center;">Cylinder</td> <td style="text-align: center;">$\pi r^2 \times h$</td> <td style="text-align: center;"></td> </tr> </table>	Cuboid	$l \times w \times h$		Prism	$cross - section \times l$		Cylinder	$\pi r^2 \times h$		<p>Pythagoras Theorem $a^2 + b^2 = c^2$</p> <p><i>Pythagoras is used to find missing sides in Right-angled triangles</i></p> <p>Key Facts</p> <p>HYPOTENUSE</p> <p>This is the longest side in a right-angled triangle and is ALWAYS opposite the right angle</p> <div style="text-align: center;">  <p>Hypotenuse</p> </div>	<p style="text-align: center;">Trigonometry</p> <p style="text-align: center;">Used to find missing sides and angles in right-angled triangles</p> <p style="text-align: center;">You must label your sides correctly</p> <div style="text-align: center;">  </div>
Cuboid	$l \times w \times h$										
Prism	$cross - section \times l$										
Cylinder	$\pi r^2 \times h$										
<p style="text-align: center;">Week 10</p> <p style="text-align: center;">SOH – CAH – TOA Pyramids</p> <div style="background-color: #4a7ebb; color: white; padding: 5px; border-radius: 10px; text-align: center;"> <p>Cover the letter which is the unknown value, and then Multiply for horizontal relationships and Divide for vertical relationships</p> </div>	<p style="text-align: center;">Week 11</p> <div style="text-align: center;"> <p>SOH CAH TOA</p>  </div>	<p style="text-align: center;">Week 12 - Super Teach Week (Careers)</p> <p>Careers that use mathematics:</p> <ol style="list-style-type: none"> 1. A Data Analyst analyzes data to identify trends, make predictions and help businesses make data-driven decisions 2. An Architect uses mathematics to design functional and beautiful buildings 3. Cryptographers develop algorithms and security systems to encrypt sensitive information. They play a crucial role in cybersecurity, protecting data from unauthorized access and cyber threats 									

Maths – Higher





Week 1	Week 2	Week 3																																		
<p>To calculate averages from a frequency table, you need to consider the frequencies of each data point or class interval.</p> <p>The mean is calculated by adding the product of each data point and its frequency, then dividing by the total frequency.</p> <p>The median is the middle value, and for grouped data, you'll need to find the interval containing the middle value.</p> <p>The mode is the data point with the highest frequency.</p> <div style="display: flex; align-items: center; margin-top: 10px;">  <table border="1" style="border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="font-size: small;">Age</th> <th style="font-size: small;">Frequency</th> <th style="font-size: small;">Age × Frequency</th> </tr> </thead> <tbody> <tr> <td style="background-color: #f080f0;">10</td> <td>× 4</td> <td>= 40</td> </tr> <tr> <td style="background-color: #ffa500;">11</td> <td>× 6</td> <td>= 66</td> </tr> <tr> <td style="background-color: #6495ed;">12</td> <td>× 3</td> <td>= 36</td> </tr> <tr> <td style="background-color: #90ee90;">13</td> <td>× 2</td> <td>= 26</td> </tr> <tr> <td style="border-top: 1px solid black;">15</td> <td></td> <td>168</td> </tr> </tbody> </table> </div>	Age	Frequency	Age × Frequency	10	× 4	= 40	11	× 6	= 66	12	× 3	= 36	13	× 2	= 26	15		168	<p>To calculate an estimate for the mean from a grouped frequency table:</p> <p>Set up a new column to write the midpoint of each class.</p> <p>Set up another column to multiply each midpoint by its frequency.</p> <p>Find the sum of the multiplications. This finds the estimated total of all the values in the frequency table.</p> <p>Add the frequencies to find how many values there are.</p> <p>Divide the total of all the values by how many values there are.</p> <p>To find the class that contains the median, identify the class that contains the middle value. For a set of data with values, the middle value is the $(n+1)/2$ th value.</p> <p>To find the modal class, identify the class with the highest frequency.</p>	<p>A histogram looks like a bar chart, except the area of the bar, and not the height, shows the frequency of the data. Histograms are typically used when the data is in groups of unequal width.</p> <p>The table shows the ages of 25 children on a school trip.</p> <table border="1" style="border-collapse: collapse; margin: 10px auto; font-size: small;"> <thead> <tr> <th>Age</th> <th>Frequency</th> <th>Class width</th> <th>Frequency density</th> </tr> </thead> <tbody> <tr> <td>5-10</td> <td>6</td> <td>4 (5, 6, 7, 8, 9 and 10 are in this category)</td> <td>$6 \div 6 = 1$</td> </tr> <tr> <td>11-15</td> <td>15</td> <td>5</td> <td>$15 \div 5 = 3$</td> </tr> <tr> <td>16-17</td> <td>4</td> <td>2</td> <td>$4 \div 2 = 2$</td> </tr> </tbody> </table> <div style="text-align: center; margin-top: 10px;">  </div>	Age	Frequency	Class width	Frequency density	5-10	6	4 (5, 6, 7, 8, 9 and 10 are in this category)	$6 \div 6 = 1$	11-15	15	5	$15 \div 5 = 3$	16-17	4	2	$4 \div 2 = 2$
Age	Frequency	Age × Frequency																																		
10	× 4	= 40																																		
11	× 6	= 66																																		
12	× 3	= 36																																		
13	× 2	= 26																																		
15		168																																		
Age	Frequency	Class width	Frequency density																																	
5-10	6	4 (5, 6, 7, 8, 9 and 10 are in this category)	$6 \div 6 = 1$																																	
11-15	15	5	$15 \div 5 = 3$																																	
16-17	4	2	$4 \div 2 = 2$																																	

Week 4	Week 5	Week 6
<p>Capture recapture is a sampling technique used to estimate population size.</p> <p>To do this we need to set up a controlled investigation where the objects (usually animal populations) are captured, marked, released, and then recaptured after a period of time. The proportion of the marked members in the second sample can give an estimate to the population size.</p> <p>The formula</p> $\frac{\text{Number found in 1st sample} \times \text{Number found in 2nd sample}}{\text{Number found in 2nd sample which were already marked}}$ <p>is:</p> <p>There are several assumptions that have to be made when using the capture recapture methodology and study design, such as no population changes and opportunities for the group tagged to mix with the rest of the population.</p>	<p>Circumference =</p> $\pi \times \text{diameter} = \pi d$ $2 \times \pi \times \text{radius} = 2\pi r$ <p>Area of a circle =</p> $\pi \times \text{radius squared} = \pi r^2$  <p>Volumes</p> <p>Cuboid = $l \times w \times h$</p>  <p>Prism = $\text{area of cross section} \times \text{length}$</p>  <p>Cylinder = $\pi r^2 h$</p>  <p>Area of a Sector</p> $A = \frac{\theta}{360} \times \pi r^2$ <p>Length of an Arc</p> $A = \frac{\theta}{360} \times \pi d$ 	<p>Volume of a Sphere = $V = \frac{4}{3} \pi r^3$</p> <p>Volume of a Pyramid = $\frac{1}{3} \times \text{area of base} \times \text{perpendicular height}$</p> <p>Volume of a Cone = $V = \frac{1}{3} \pi r^2 h$</p> <p>Surface area of a Sphere = $4 \times \pi \times r^2$</p> <p>Curved surface area of a cone = $\pi \times r \times l$</p> <p>A frustum is simply a BIG cone minus a little cone.</p> <p>Frustum = BIG CONE – little cone</p>

<p>Week 7</p>  <p>Pythagoras' Theorem: $a^2 + b^2 = c^2$</p> <p>To find hypotenuse: Square side a Square side b Add together Square root</p> <p>To find shorter side: Square side c Square side a or b Subtract a or b from c Square root</p>	<p>Week 8</p> <p>In a right-angled triangle the side opposite the right angle is called the hypotenuse. This is the longest side. The side opposite the angle is called the opposite.</p> <p>SOH CAH TOA</p>  <p>The side next to the angle is called the adjacent.</p>	<p>Week 9</p> <p>Sine Rule $\frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$</p> <p>Cosine Rule $a^2 = b^2 + c^2 - 2bc \cos A$</p> <p>Area of triangle = $\frac{1}{2} ab \sin C$</p>  <table border="1" data-bbox="1417 517 2029 762"> <thead> <tr> <th>x</th> <th>0°</th> <th>30°</th> <th>45°</th> <th>60°</th> <th>90°</th> </tr> </thead> <tbody> <tr> <td>$\sin x$</td> <td>0</td> <td>$\frac{1}{2}$</td> <td>$\frac{1}{\sqrt{2}}$</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>1</td> </tr> <tr> <td>$\cos x$</td> <td>1</td> <td>$\frac{\sqrt{3}}{2}$</td> <td>$\frac{1}{\sqrt{2}}$</td> <td>$\frac{1}{2}$</td> <td>0</td> </tr> <tr> <td>$\tan x$</td> <td>0</td> <td>$\frac{1}{\sqrt{3}}$</td> <td>1</td> <td>$\sqrt{3}$</td> <td>Undefined (asymptote)</td> </tr> </tbody> </table>	x	0°	30°	45°	60°	90°	$\sin x$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1	$\cos x$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0	$\tan x$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)
x	0°	30°	45°	60°	90°																					
$\sin x$	0	$\frac{1}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{\sqrt{3}}{2}$	1																					
$\cos x$	1	$\frac{\sqrt{3}}{2}$	$\frac{1}{\sqrt{2}}$	$\frac{1}{2}$	0																					
$\tan x$	0	$\frac{1}{\sqrt{3}}$	1	$\sqrt{3}$	Undefined (asymptote)																					
<p>Week 10</p> 	<p>Week 11</p> 	<p>Week 12 - Super Teach Week (Careers)</p> <p>In this cycle you have looked at Trigonometry, 3D, and Circle Theorems. These topics involve standing angles, dimensions, and the properties of mathematics. There are many jobs or career areas related to mathematics. Some of these are:</p> <ul style="list-style-type: none"> • Data Analyst • Engineer • Architect • Statistician • https://www.careerpilot.org.uk/job-sectors/search?q=mathematics+ • Actuary 																								

Music

Week 1: Types of Venue	Week 2: Unions and Trade Bodies	Week 3: Service companies and agencies
<p>Small and medium local venues</p> <ul style="list-style-type: none"> • Pub • School stage • Small theatre <p>Large multi-use spaces</p> <ul style="list-style-type: none"> • Sports' arena • West end theatre • Outdoor festival 	<ul style="list-style-type: none"> • MU (Musicians' Union) • Equity • BECTU (Broadcast Entertainment Cinematograph TheatreUnion) • MPG (Music Producers Guild) • APRS (Association of Professional Recording Services) • PLASA (Professional Lighting and Sound 	<p>PRS (Performing Rights Society)</p> <ul style="list-style-type: none"> • Licenses the composer's copyright for public performances of your songs (broadcast, live, recorded). <p>MCPS (Mechanical Copyright Protection Society)</p> <ul style="list-style-type: none"> • Licenses the composer's copyright (royalties) for sound recordings (i.e. CD, ringtone). It will be in physical format (i.e. digital). <p>PPL Licensing (Phonographic Performance Limited)</p> <ul style="list-style-type: none"> • Licenses the right to perform sound recordings and collects royalties for record companies and performers on recordings.
Week 4: Marketing and distribution	Week 5: Promoters	Week 6: Promoting practice
<p>Marketing</p> <ul style="list-style-type: none"> • The action of promoting and selling a product <p>Distribution</p> <ul style="list-style-type: none"> • The movement of goods (CDs) from the source (record label) through a distribution channel (iTunes, HMV) right up to the customer 	<p><i>Activity that supports (marketing and promotion) and encourages (publicity) a product for public awareness (i.e. live events).</i></p> <ul style="list-style-type: none"> • <i>Secure a venue for a show</i> • <i>Promote the show (media, posters)</i> • <i>Work with the artist to make sure all needs are covered (PA, effects)</i> • <i>Cover the venue costs and costs of promotion (taking a percentage)</i> • <i>Earn an agreed-to fee or royalties</i> 	<p><i>Promotion is a part of marketing. Music is promoted using a variety of techniques and tools that constantly change and develop into newer and fresher ideas. Musicians have to consider what strategies are used in the music industry at the moment and why some promotional strategies work whilst others fail.</i></p>

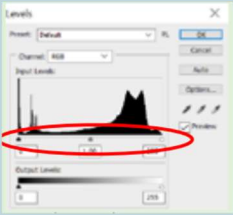

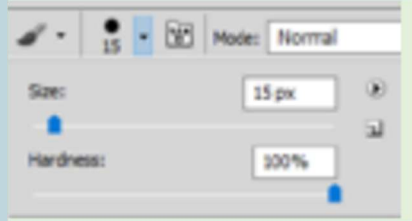
Week 7: Types of microphones	Week 8: Copyright law	Week 9: Types of Leads
<p>Condenser</p> <ul style="list-style-type: none"> • Very sensitive – breaks easily • Used for acoustic instruments and recording vocals  <p>Dynamic</p> <ul style="list-style-type: none"> • Very robust – hard to break • Use mainly for stage and live performances 	<p>The law gives the creators of literary, dramatic, musical, artistic works, sound recordings, broadcasts, films and typographical arrangement of published editions, rights to control the ways in which their material may be used. In order for musicians to legally cover songs for their own benefit, they first need to obtain a license.</p>	<p>XLR</p> <ul style="list-style-type: none"> • Used primarily for microphones  <p>Jack lead</p> <ul style="list-style-type: none"> • Used primarily for instruments 
Week 10: Types of effects:	Week 11: Health, safety and security at venues	Week 12: Careers
<ul style="list-style-type: none"> • Compression – regulates the loudness of the track • Reverb – recreates sound echo of different room sizes • EQ – filtering the frequency range of the track 	<ul style="list-style-type: none"> • Heating, lighting and ventilation • Electrical equipment • Toilets and drinking water • First aid and emergency exits • Obstacles appropriately lit/indicated • Adequate parking and parking arrangements • Flow of people in and out of venue • Secure ramps/stage scaffolding 	<p>There are many jobs or career areas related to Music . Some of these are:</p> <ul style="list-style-type: none"> • Musician / Performer • DJ / Electronic Artist • Music Producer • Sound Engineer • Live Sound Technician • Studio Technician • Film/TV Composer • Game Audio Designer • Podcast Producer • Music Video Editor / Director • Instrument Tutor • Music Promoter





PE (GCSE)

Week 1 – Aerobic and Anaerobic	Week 2 – Immediate & Short Term Effects of Exercise	Week 3 – Long Term Effects of Exercise
<p>Key Words: Aerobic Exercise With Oxygen (O₂). Aerobic exercise can be maintained for long periods and includes activities like walking, jogging, cycling and swimming.</p> <p>Working between 60-80% of max heart rate</p> <p>Anaerobic Exercise Without Oxygen (O₂). When you exercise at a high intensity, the respiratory system cannot supply enough oxygen to the muscles.</p> <p>Working between 80-90% of max heart rate</p>	<p>Immediate Effects of Exercise:</p> <ol style="list-style-type: none"> 1. Breathing Rate increases – supplying O₂ to muscles 2. Heart Rate increases – pumping blood to muscles 3. Body Temperature increases 4. Sweating <p>Short-Term Effects of Exercise: (24-36hrs after)</p> <ol style="list-style-type: none"> 1. Feel tired or fatigued 2. Muscle cramps 3. Feel nauseous (sick) 4. DOMS (Delayed Onset of Muscle Soreness) 5. Muscles ache 6. Feel light headed 	<p>Long Term Effects of Exercise: (months-years)</p> <ol style="list-style-type: none"> 1. Bradycardia – decreasing your resting heart rate because your heart has become stronger and more efficient 2. Cardiac Hypertrophy – heart increasing in size and strength 3. Muscular Hypertrophy – muscles increase in size and strength 4. Improve a variety of components of fitness 5. Change your body shape through either losing weight or gaining muscle mass 6. Improve flexibility
Week 4 – Components of Fitness 1-5	Week 5 – Components of Fitness 6 - 10	Week 6 – Principles of Training
<p>Agility - The ability to change direction, at speed, while maintaining control. Agility is especially important in sports that require turns like side-stepping an opponent in rugby</p> <p>Balance - The ability of the performer to maintain their center of mass over their base of support whilst static or dynamic (whilst moving)</p> <p>Cardiovascular Endurance - The ability of the heart and lungs to supply oxygen to the working muscles</p> <p>Coordination - The ability to use two or more different parts of the body together, smoothly and efficiently.</p> <p>Flexibility - The range of movement possible at a joint. Important for gymnasts to perform skills.</p>	<p>Muscular Endurance - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.</p> <p>Power - Is a product of speed and strength. (Power = Speed x Strength)</p> <p>Reaction Time - The time taken to initiate a response to a stimulus eg 100m start gun</p> <p>Strength - Is the ability to overcome a resistance.</p> <p>Speed - The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible</p>	<p>S.P.O.R.T Principle</p> <p>Specificity – Making training relevant to the demands of the sport, muscles or needs of the individual athlete</p> <p>Progressive – Gradually increasing the intensity of training over a period of time</p> <p>Overload - Working harder than normal to enable the body to adapt</p> <p>Reversibility – A reversal of fitness caused by something that either stops or prevents your training such as illness or injury</p> <p>Tedium – Regularly changing your training to avoid boredom</p>

Week 7 – Skills and Ability	Week 8 – Social Groups	Week 9 – Information Processing Model
<p>Skill is “A learned action/behaviour with the intention of bringing about predetermined results, with maximum certainty and minimum outlay of time and energy”</p> <p>Ability is “Inherited, traits that determine an individual’s potential to learn or acquire a skill”</p> <p>Skills are classified into 4 different continua:</p> <ol style="list-style-type: none"> 1. Basic and Complex 2. Self-Paced and Externally Paced 3. Open and Closed <p>Fine and Gross</p>	<p>There are 5 user groups of people who participate in sport. Each groups has their own factors that affect their participation in sport.</p> <ol style="list-style-type: none"> 1. Gender 2. Disability 3. Age 4. Friends/Family/Peers 5. Race/Religion/Culture <p>There are many factors that can affect the rates of participation for each group including:</p> <ul style="list-style-type: none"> • Attitudes • Stereotypes <p>Accessibility</p>	<p>Input: - Performer takes in information from the environment/ display (senses – sight, hearing or feel).</p> <p>Decision Making - An appropriate response is chosen (movement/skill) from memory. Perhaps one they have used in this situation before.</p> <p>Output: - The decision chosen is sent to the appropriate muscles to carry out the movement.</p> <p>The action is performed with reference to the movement pattern stored in long term memory. Feedback. Information is received by the performer via Intrinsic and Extrinsic factors.</p>
Week 10 – Guidance	Week 11 – Guidance	Week 12 - Super Teach Week (Careers)
<p>Visual guidance is what you can see. E.g. a demonstration, video or photo. An image tends to last for longer than any other form of guidance – develops a mental image.</p> <p>Verbal guidance is provided by another person speaking to you. This could be your coach/teacher talking to highlight technique</p> <p>Manual guidance is the physical moving of the performer. E.g. coach supporting the movement through physical touch.</p> <p>Mechanical guidance is using mechanical aids to assist a performer. E.g. using a float in swimming or a harness in trampolining.</p>	<p>Visual guidance is what you can see. E.g. a demonstration, video or photo. An image tends to last for longer than any other form of guidance – develops a mental image.</p> <p>Verbal guidance is provided by another person speaking to you. This could be your coach/teacher talking to highlight technique</p> <p>Manual guidance is the physical moving of the performer. E.g. coach supporting the movement through physical touch.</p> <p>Mechanical guidance is using mechanical aids to assist a performer. E.g. using a float in swimming or a harness in trampolining.</p>	<p>Throughout this cycle you have looked at Effects of Exercise and Methods of Training.</p> <p>Careers in sport from this cycle:</p> <ol style="list-style-type: none"> 1. Sports Coach 2. Sports Physiotherapist 3. Physical Trainer (PT) 4. PE Teacher 5. Strength and Conditioning Coach

Photography

Week 1	Week 2	Week 3 -
<p>Levels (CTRL + L) Levels adjust the exposure of your photograph using the black/grey/white arrows under the histogram. The histogram tells you where the majority of your light falls, from mostly shadow on the left to highlights on the right.</p> 	<p>Hue/ Saturation (CTRL + U) To adjust the colours in your photograph/selection. Hue is the colour in your image. Saturation is the intensity, or richness of that colour/hue. Lightness controls the brightness value, but to a poor effect- use levels instead to control light.</p> 	<p>Brush settings (under file/edit) Size is the diameter of the brush (this can also be changed using the square brackets). Hardness controls the finish of the brush. A harder brush will have clear, sharp edges, whereas a softer brush will have blurred and less defined edges</p> 
Week 4	Week 5 -	Week 6 -
<p>Shortcuts CTRL+T – Transform Tool- use to resize elements. CTRL+D – Deselects your selection CTRL+ / CTRL - zoom in / out [/] (square brackets when using a brush based tool) will make your brush size smaller / bigger</p>	<p>Shortcuts CTRL+C – copy a selected area CTRL+V – paste a copied area Shift (when using a brush based tool) – hold down shift to connect brush strokes to form a straight line Space – hold space to pan around your screen</p>	<p>Key words Exposure: How light or dark an image is. Can be described when too much or too little light is in your photo Highlight/ shadow: Light and shadow in your photo can be created and controlled with artificial light (lamps or flash) or natural light (sun) Contrast: the difference between the darkest and lightest area in your photograph (high contrast = strong colours- punchy, Low contrast = grey/foggy) Focal Point: The part of the photograph that the eye is immediately drawn to Composition: To arrangement of the subject matter and how they relate to one another within the photograph</p>

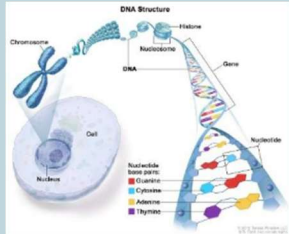
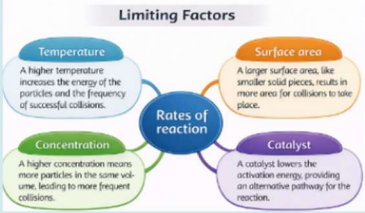
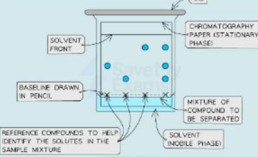
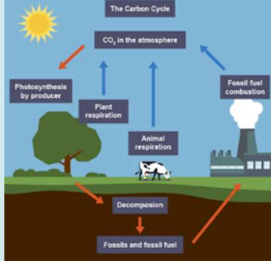
Week 7 -	Week 8 -	Week 9 -
<p>Key Words Portraiture: a photograph of a person or group of people that captures the personality of the subject by using effective lighting, backdrops, and poses Landscape: shows spaces within the world. Landscape photographs typically capture nature but can also focus on the man-made features of the land Still Life: focuses on inanimate objects; manmade (clothing, technology...) and natural (food, shells...) Play lay photography is a modern take on still life Close up: a photograph that shows a lot of detail because it is taken very near to the subject. Macro is where small items are photographed larger than life</p>	<p>Tom Hussey is an American photographer specialising in commercial advertising and lifestyle photography. 'Reflections of the Past' was used by a healthcare company in a marketing campaign for the treatment of Alzheimer's disease. The work features elderly models staring at reflections of their former selves</p> 	<p>Slinkachu is a London-based street installation and photographic artist. His work involves remodelling and painting of miniature model train set characters, which are then placed on the street. The titles given aim to reflect the loneliness and melancholy of living in a big city but along side this there is always some humour in the work.</p> 
Week 10 -	Week 11 -	Week 12 - Evaluations
<p>Zev Hoover (born 1999), from Natick, Massachusetts. Hoover creates work about a 'miniature world'. In his fantastical photos people (usually himself) are digitally shrunk. The process involves capturing the background image first, shrinking photos of people in similar lighting, manipulating the images in Photoshop and editing the colour scheme so that it all matches</p> 	<p>Sandy Skoglund is an American photographer and installation artist. Skoglund creates surrealist images by building elaborate sets, furnishing them with carefully selected coloured furniture and other objects. The works are characterized by an overwhelming amount of one object and either bright, contrasting colours or a monochromatic colour scheme.</p> 	<p>Evaluating work How did you take your photograph? How did you set up your shot/ control your background/ lighting? Why? Technical comments- depth of field? Rule of thirds? What can you tell me? How did you edit your photograph? Why? How does your work link to the photographer / theme? What are your opinions of your work? Is your end result successful? Why? How could you improve your work? Bonus do this! Did you enjoy your shoot? Why?</p>

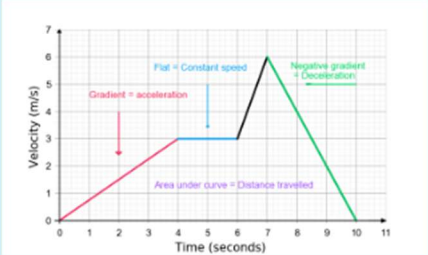
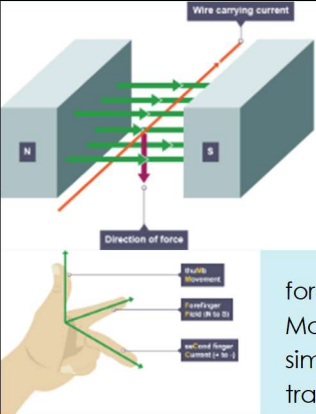
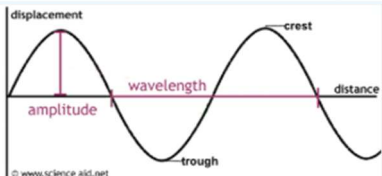
Religious Education

Week 1 - Origins of the World (Theme B)	Week 2 - Humans / Value of the World (Theme B)	Week 3 - The Environment (Theme B)
<ul style="list-style-type: none"> - The big bang suggests that there was a massive expansion of space that set the universe in motion. - Christians use the creation story in Genesis to explain the origin of the universe. - Some Christians are literal and take the creation story as word for word true. Liberal Christians suggest it is more symbolic and metaphorical. - Christians believe the earth is a gift from God. - Buddhism sees the universe as being cyclical, with no creator. Each universe is followed by another, there is no beginning or end to the process. - Buddhists value the world as it provides and sustains life. 	<ul style="list-style-type: none"> - Most Christians believe that God made man and woman together, on day 6 of creation. This suggests equality. - Some Christians suggest man was made first and then woman was made afterwards, as an 'afterthought'. - Some Christians believe that we evolved, as science explains. However, God allowed this evolution of humans to take place. - Buddhists don't say much about creation, as their focus is on suffering and ending it. However, they generally accept the Buddhist concept of creation. 	<ul style="list-style-type: none"> - Most Christians believe God gave humans the responsibility to care for the world and protect the environment. This idea is known as stewardship. - '<i>Rule over the fish of the sea, birds of the air...</i>'. Some Christians use this to suggest they have dominion over the environment. - Buddhist teachings such as dependent arising and the five moral precepts encourage Buddhists to protect the environment. - Buddhists suggest we need to protect the environment for future generations. - The overuse of natural resources is a problem in the world today.
Week 4 - Animal Rights (Theme B)	Week 5 - Abortion / Euthanasia (Theme B)	Week 6 - Death & Afterlife
<ul style="list-style-type: none"> - Many Christians believe that animals should be treated kindly, but humans are more important '<i>rule over the fish of the sea...</i>' / '<i>humans are made in God's image</i>'. - Some Christians believe that humans were created by God for humans to use and care for. - Some Christians say testing is ok if it is necessary. - Buddhists believe that it is important to treat animals with loving kindness (metta) and compassion (karuna). - Many Buddhists are vegetarians or vegans. - Buddhists are against animal experimentation, but it might be ok if it saves a human life. 	<ul style="list-style-type: none"> - Abortion is legal in the UK. - An abortion is the ending of a pregnancy / ending the life of a fetus. - Abortions can take place up to 24 weeks in England. - Euthanasia is the legal ending of a life. - Christians and Buddhists generally oppose abortion and euthanasia, although some agree with it in certain situations. - 'Thou shall not kill' is a Christian teaching. - 'Do not harm' is a Buddhist teaching. 	<ul style="list-style-type: none"> - Christians and Buddhists both believe death is not the end. - Many Christians believe that after death they are judged by God and spend eternity in heaven or hell. - Many Buddhists believe that after death they are reborn. Rebirths continue until they reach enlightenment and escape the cycle of samsara.

Week 7 - Current Wars (Theme D)	Week 8 - Violence & Terrorism (Theme D)	Week 9 - WMD (Theme D)
<ul style="list-style-type: none"> - War is a state of armed conflict between different countries or different groups within a country. - Wars can take place for a variety of different reasons, such as resources, retaliation, greed etc. - There are lots of wars that have taken place in the past such as WW1 and WW2. - At present there is a war / conflict between Russia and Ukraine. - There has been religious conflict between Catholics and Protestants in Ireland. 	<ul style="list-style-type: none"> - In the UK the right to protest is a freedom, but it is illegal to protest violently. - Terrorism is the unlawful use of violence, usually against civilians, to achieve a political gain. - Christianity and Buddhism are against violent protest and terrorism. - In the 1950s and 60s MLK organised peaceful protests against unjust racial laws in the USA. - In the 1990s the Cambodian Buddhist monk Ghosananda led peaceful marches in protest at a repressive Vietnamese government. His aim was to encourage reconciliation and peace after years of civil conflict. 	<ul style="list-style-type: none"> - Nuclear weapons are weapons that work by nuclear reaction. They devastate huge areas and kill large numbers of people. - Other types of WMD include chemical and biological weapons. - US forces used atom bombs in the Japanese cities of Hiroshima and Nagasaki during WW2. In response Japan surrendered. - Christians believe only God has the right to take life, although stockpiling WMD may be okay to prevent an attack. - Buddhists believe they cause mass suffering and peace should be the only option.
Week 10 - Peacemaking (Theme D)	Week 11 - Victims of War (Theme D)	Week 12 - Super Teach Week
<ul style="list-style-type: none"> - Pacifism is the belief of people who refuse to take part in war and any other forms of violence. - Many Christians are not pacifist because they believe that war is sometimes necessary in self defence. - Buddhists are pacifist and believe that war is never justified. - Peacemaking is the action of trying to establish peace and a peacemaker is someone who wants to establish peace in the world or a certain part of it. - Christians believe 'blessed are the peacemakers, for they shall be called children of God'. - Buddhists think that we should not 'harm'. 	<ul style="list-style-type: none"> - Victims of war may include those directly involved in the fighting, their families and dependents, and refugees whose homes and societies have been destroyed. - There are many organisations that offer help and care for victims of war (such as Caritas and the Tzu Chi Foundation). - Christians support such organisations because Jesus taught people to 'love your neighbour'. - The Good Samaritan teaches that we should love others. - Buddhists support these organisations as they believe all suffering should be stopped. 	<p>In this cycle you have looked at Theme B and Theme D. This has included looking at the creation of the world, abortion, euthanasia, war, peace and conflict. There are many jobs or career areas related to Christianity and Buddhism. Some of these are:</p> <ul style="list-style-type: none"> • Social influencer • Chaplain • Marketing • Newspaper Journalist <p>https://www.careerpilot.org.uk/job-sectors/search?q=journalist+</p> <ul style="list-style-type: none"> • Human Resources

Science

Week 1 – Key Vocabulary	Week 2 – Homeostasis and control	Week 3 – Inheritance, variation and evolution
<p>Allele – alternative version of a gene. Carbon cycle – movement of carbon between atmosphere, organisms and Earth. Chromosome – long DNA molecule carrying many genes. Collision theory – reactions occur when particles collide with enough energy. Electromagnetic spectrum – range of all electromagnetic waves in order of frequency. Empirical evidence – information based on observations or measurements. Gradient – rate of change shown by the slope of a graph. Homeostasis – regulation of internal conditions to maintain a stable environment.</p>	<p>Homeostasis is the regulation of internal conditions to maintain a stable internal environment. Homeostasis is controlled by negative feedback, where a change is detected and reversed. The nervous system uses electrical impulses for rapid, short-lived responses. The endocrine system uses hormones carried in the blood for slower, longer-lasting responses. Blood glucose concentration is controlled by the pancreas using insulin and glucagon. When blood glucose is high, insulin causes glucose to move into cells and be stored as glycogen in the liver. When blood glucose is low, glucagon causes glycogen to be broken down into glucose.</p>	<p>Genes are sections of DNA that code for proteins, which determine phenotype. Different alleles produce variation within a species. Mutations can change protein structure and may be beneficial, harmful or neutral. Natural selection explains how advantageous traits increase in frequency over time.</p> 
<p>Week 4 – Rates of reaction</p>	<p>Week 5 – Chemical analysis</p>	<p>Week 6 – Earth and atmospheric science</p>
<div style="display: flex;"> <div style="flex: 1;">  </div> <div style="flex: 1; padding-left: 10px;"> <p>Rate of reaction depends on collision frequency and energy. Increasing temperature, concentration or surface area increases the rate by increasing successful collisions. Catalysts speed up reactions by lowering activation energy.</p> <p>Rate graphs show how quickly reactants are used up.</p> </div> </div>	<div style="display: flex;"> <div style="flex: 1;">  <p>REFERENCE COMPOUNDS TO HELP IDENTIFY THE SOLUTES IN THE SAMPLE MIXTURE</p> </div> <div style="flex: 1; padding-left: 10px;"> <p>Chemical analysis identifies substances using tests and separation techniques. Flame tests and precipitation reactions identify metal ions. Chromatography separates substances based on solubility and attraction to the stationary phase.</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Rf value formula (chromatography)</p> $R_f = \frac{\text{distance moved by the substance}}{\text{distance moved by the solvent front}}$ </div> </div> </div>	<div style="display: flex;"> <div style="flex: 1;"> <p>The carbon cycle describes how carbon moves between the atmosphere, organisms and Earth. Human activities such as burning fossil fuels increase carbon dioxide levels. Climate change is caused by greenhouse gases trapping heat, while ozone depletion involves chemical damage to ozone molecules.</p> </div> <div style="flex: 1;">  </div> </div>

<p>Week 7 – Key Vocabulary</p> <p>Negative feedback – process that counteracts change to maintain stability.</p> <p>Phenotype – observable characteristics of an organism.</p> <p>Rate of reaction – speed at which reactants are converted to products.</p> <p>Resultant force – overall force acting on an object.</p> <p>Specific heat capacity – energy required to raise temperature of a substance.</p> <p>Terminal velocity – constant speed when forces are balanced during motion.</p> <p>Variation – differences between individuals of the same species.</p>	<p>Week 8 – Forces and momentum</p> <p>Momentum depends on mass and velocity and is conserved in collisions. Changes in momentum produce forces. Velocity–time graphs show acceleration from gradient and distance from area. Units must be used correctly in calculations.</p>  <p>The graph plots Velocity (m/s) on the y-axis (0 to 7) against Time (seconds) on the x-axis (0 to 11). It features three segments: a red line from (0,0) to (4,3) labeled 'Gradient = acceleration'; a blue horizontal line from (4,3) to (6,3) labeled 'Flat = Constant speed'; and a green line from (6,6) to (10,0) labeled 'Negative gradient = Deceleration'. A purple shaded area under the curve from t=0 to t=10 is labeled 'Area under curve = Distance travelled'.</p>	<p>Week 9 – Magnetism and electromagnetism</p>  <p>The diagram shows a wire carrying current between two magnets, North (N) and South (S). Green magnetic field lines point from N to S. A red arrow indicates the current direction. A purple arrow labeled 'Direction of force' points downwards. A hand is shown holding a wire with a green arrow pointing right, with labels for 'Right hand rule' and 'Left hand rule'.</p> <p>Magnetic fields exert forces on magnetic materials and current-carrying conductors. The motor effect explains how forces cause motion. Motors and generators use similar principles but transfer energy in different directions.</p>
<p>Week 10 – Waves</p> <p>Frequency: f Period: $T = \frac{1}{f}$ Wave speed: $v = f\lambda$</p>  <p>The diagram shows a sine wave with labels: 'displacement' (vertical height), 'amplitude' (height from rest), 'wavelength' (distance between two crests), 'distance' (horizontal distance), 'crest' (top of a wave), and 'trough' (bottom of a wave). A caption below reads: 'Wavelength – distance between corresponding points on a wave.'</p> <p>Wave speed depends on frequency and wavelength. Frequency is the number of waves per second, while wavelength is the distance between waves. The electromagnetic spectrum is ordered by frequency.</p>	<p>Week 11 – Required practical skills</p> <p>In an investigation, only one variable should be changed at a time. All other variables must be kept the same to ensure the results are valid. Measurements should be repeated and mean values calculated to reduce the effect of random error. Using suitable equipment and measuring carefully reduces uncertainty. A conclusion states what the results show and should be supported by data. A description states what is seen in the results without giving reasons. An evaluation judges the method and results, suggesting improvements or identifying sources of error. Improvements often include repeating measurements, controlling variables more carefully, or using more precise equipment.</p>	<p>Week 12 – Exam technique</p> <p>Read the question carefully and identify the command word before answering. Use scientific terminology accurately and link ideas logically. For calculation questions, write the equation, substitute values, and show working to gain method marks – DESCUS.</p> <p>In extended responses, answers should be structured and sequenced. Begin with the key idea, then explain using cause-and-effect language. Use words such as <i>because</i>, <i>therefore</i> and <i>so</i> to link points. Avoid repeating the question and ensure each sentence adds new information.</p> <p>Check units, significant figures, and that answers address what the question asks.</p>

Spanish

Week 1 Celebrity Style		Week 2 Imperfect tense		Week 3 Daily Routine		Week 4		Week 5 Social networks	
suelo llevar	I usually wear	el estilo	style	Reflexive verbs		la voz	voice	la red social	social network
llevo	I wear	la influencia	influence	me despierto	I wake up	personalidad	personality	usuario	user
Imperfect tense (-ar verbs)		Imperfect tense (-er/ir verbs)		te levantas	you get up	rico	rich	sitio web	website
llevaba	I used to wear	vivía	I used to live	se lava	he washes	influencer	influencer	conectarse	to connect
llevabas	you used to wear	vivías	you used to live	nos vestimos	we get dressed	un famoso	a celebrity	grabar	to record
llevaba	he used to wear	vivía	he used to live			sigo	I follow	subir vídeos	to upload videos
llevábamos	we used to wear	vivíamos	we used to live	os ducháis	you shower	votar	to vote		
llevabáis	you used to wear	vivías	you used to live	se acuestan	they go to bed	vida social	social life	página	page
llevaban	they used to wear	vivían	they used to live			vida cultural	cultural life	lo bueno	the good thing
un vestido	a dress	había	there was	normalmente	normally	seguidor	follower	lo malo	the bad thing
una falda	a skirt	era	I used to be	primero	first	apoyar	to support	la ventaja	the advantage
una camisa	a shirt	iba	I used to go	luego	then	conocido	(well) known	la desventaja	the disadvantage
pantalones	trousers	veía	I used to see	después	after	ayudar	to help	llamar	to call

zapatos	shoes	popular	popular	antes	before	donar	to donate	robar	to steal
una chaqueta	a jacket	público	public	a veces	sometimes	un modelo	a model	más...que	more...than
era	it was	medios de comunicación	media	siempre	always	seguir	to follow	menos...que	less...than
tenía	it had			nunca	never	que yo sepa	as far as I know	tan...como	as...as
Enquiry tasks – complete in Spanish									
Write 50 words to describe what a celebrity wears.		Write 50 words to say what you used to do.		Write 50 words about your daily routine.		Write 50 words about a celebrity of your choice.		Review the vocabulary from weeks 1-5.	
KEY:	verbs	masculine nouns		feminine nouns		adjectives		connectives	

Week 6 Perfect Tense		Week 7 Technology		Week 8 Mobiles		Week 9 Speaking Exam		Week 10
The Perfect tense is used to talk about what you have done in the past. It is formed with the present tense of the verb Haber + the past participle: -ar verbs = -ado -er/ir verbs = -ido		un móvil	a mobile	Object pronouns		hay 2 personas	People, things	Revise the key vocabulary and grammar for this cycle from weeks 1-9
		una tableta	a tablet	me	me	están jugando	Action	
		un portátil	a laptop	te	you (s)	está en la casa	Location	
		un ordenador	a computer	lo	him / it	parecen feliz	Mood	
		la pantalla	screen	la	her / it	hace sol	Weather	
he	I have	cámara de seguridad	security camera	us	nos	creo que...	Opinion	Week 11
has	you have (s)			you (pl)	os	porque es...	Justification	
ha	he/she has	bajar	to download	them (m)	los	en la foto (1, 2) hay	In photo (1, 2) there is	Assessment Week
hemos	we have	buscar	to look for	them (f)	las			

habéis	you have (pl)	compartir	to share	to him / her	le	puedo ver	I can see	
han	they have	apagar	to turn off	to them	les	a la izquierda	on the left	
cambiado	changed	encender	to turn on	caro	expensive	a la derecha	on the right	Week 12
recibido	received	enviar	to send	gratis	free	en el centro	in the centre	<p>Super Teach + Careers</p> <p>In this cycle you have built on your grammatical knowledge and can now talk about celebrity culture and technology. There are many jobs or careers related to this:</p> <ul style="list-style-type: none"> • Influencer • Social media account manager • Programmer
sencillo	simple, easy	funcionar	to work	rápido	fast	en primer plano	in the foreground	
pesado	heavy, boring	romper	to break	lento	slow	al fondo	in the background	
avanzado	advanced	guardar	to keep, save	seguro	safe, secure			
ligero	light (weight)	descubrir	to discover	marca	make, brand			
Enquiry tasks – complete in Spanish								
Write a paragraph about what have used technology for.	Write 50 words about how you use technology.	Write 50 words to say what you use your mobile for.	Write a description of 2 different photos.					

Sports Studies

Week 1 – Olympic Values	Week 2 – Importance of Etiquette	Week 3 – Sportsmanship and Gamesmanship
<p>The Creed - "The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well."</p> <p>The Symbols - Five interlocking rings to represent the union of the five continents of the world</p> <p>Olympic Values</p> <p>Respect</p> <p>Excellence</p> <p>Friendship</p> <p>Paralympic Values</p> <p>Determination</p> <p>Inspiration</p> <p>Courage</p> <p>Equality</p>	<p>Etiquette includes the unwritten rules concerning player behaviour. Examples include kicking the ball out of play when someone is injured. Not walking across someone else's putt in golf</p> <p>Sporting behaviour</p> <p>Behaving in a way that shows sportsmanship. Involves polite and fair behaviour while playing in a sporting event.</p> <p>Reasons for observing etiquette and sporting behaviour</p> <p>Performing in a fair way</p> <p>Promoting positive values</p> <p>Keeping yourself and other performers safe</p> <p>Respecting performers in your own team and on the opposition</p> <p>Being a positive role model for young children</p>	<p>Sportsmanship</p> <p>Fair and polite behaviour is also known as sportsmanship</p> <p>Being gracious and respectful when winning or losing</p> <p>Clapping an opposition goal</p> <p>Shaking hands before and after a game</p> <p>Gamesmanship</p> <p>When a performer bends the rules.</p> <p>Taking a long time to collect the ball to waste time</p> <p>Re-tying shoe laces when an opponent is about to serve in tennis</p> <p>Grunting loudly when playing a tennis shot to put off the opponent</p>
Week 4 – Sporting Initiatives	Week 5 – Breaking Down Barriers	Week 6 – Use of Performance Enhancing Drugs
<p>FIFAs 'Football for Hope':</p> <p>Started in 2005 as a collaboration between FIFA and 'street football world'</p> <p>Funds 'not for profit' organisations to encourage social projects for disadvantaged people</p> <p>ECB's 'Chance to Shine'</p> <p>Since 2005, has aimed to ensure that cricket is played in states schools.</p> <p>Aims to bring cricket to thousands of inner city children</p> <p>Help develops social cohesion, teamwork and respect and reduce anti-social behaviour</p> <p>Sport Relief</p>	<p>Kick it out</p> <p>Barrier to be broken: Racism</p> <p>Respect campaign</p> <p>Barrier to be broken: Abuse to referees in football</p> <p>Transforming British</p> <p>Tennis together</p> <p>Barrier to be broken: Cost and accessibility of tennis</p> <p>Back to Netball</p> <p>Barrier to be broken: Age</p> <p>Premier leagues - 'Creating chances'</p> <p>Education - including the Premier league reading stars</p>	<p>Reasons why PED's are used</p> <ul style="list-style-type: none"> • To lose weight • To mask pain • Increased ability to train • Improved recovery • Improved performance • Improve strength • Pressure to win • Belief that others are taking them <p>Reasons against using PED's</p> <ul style="list-style-type: none"> • Unfair advantage • Suffer long term ill-health • Become addicted

<p>Annual campaign encourages people to get active and raise money for vulnerable people Intended to help those people live happier, healthier, safer lives</p>		<ul style="list-style-type: none"> • Damage reputation • Harsh consequences when caught • Immoral to take PEDs and cheat
---------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------

Week 7 – Overcoming the use of Drugs	Week 8 – Importance of Hosting Major Events	Week 9 – National Governing Bodies
<p>World Anti-Doping Agency (WADA) How do WADA overcome the use of drugs?</p> <p>Through the process of testing including - blood sample collection, urine sample collection, hair sample collection, nail sample collection. Sanctions and penalties – bans for all those found guilty.</p> <p>Education Initiatives – programmes which show the negative impacts on health of taking drugs Whereabouts rule</p>	<p>Features of Major Events:</p> <p>“One-off” (e.g. hosting the Olympic and Paralympic Games will only happen in any given country/ city once in a generation)</p> <p>Regular (e.g. UEFA Champions League final is an annual event which a city could host more than once in a relatively short period of time but it is shared around as a rule)</p> <p>Regular and Recurring (e.g. hosting a Formula 1 Grand Prix would be annual and is normally contracted for a period of years to the host country/city)</p>	<p>NGB = govern an individual sport.</p> <p>Govern means "conduct the policy, actions, and affairs of (a state, organization, or people) with authority"</p> <p>Roles of NGB's:</p> <ul style="list-style-type: none"> -Development -Elite training and development -Coaching Awards -Training of Officials Infrastructure -Rule making -Competitions and tournaments -Create a vision -Guidelines and support

Week 10 – Revision	Week 11 – Revision	Week 12 - Super Teach Week (Careers)
<p>Explain how national governing bodies can help and advise sports clubs with funding and raising money.</p> <p>Identify three ways that a NGB's ensures that the risk of injury from the participation in sport is kept to a minimum.</p> <p>Identify three sources of funding available to a NGB's in sport</p> <p>Many young would like to get more involved in sport but not as a performer.</p> <p>Give two examples of how national governing bodies support such a young people to be involved.</p>	<p>1. England Golf encourages participation amongst young females including the 'Junior Passport' scheme which provides coaching in golf skills.</p> <p>(a) Describe two barriers to young females participating in golf. 1. (1 mark) 2. (1 mark)</p> <p>(b) Identify four ways the governing body can fund its initiatives to enable more participation by young females in golf. 1. (1 mark) 2. (1 mark) 3. (1 mark) 4. (1 mark)</p>	<p>Throughout this Unit you have researched and looked at contemporary issues in sport. Here are some potential jobs that could follow on:</p> <p>Careers in sport from this cycle:</p> <ul style="list-style-type: none"> • Sport Inclusion Officer • Sport Psychologist • Anti-Doping Officer • Sports Technology Specialist • Sport Governance or Policy Advisor