Year 10 Option Subjects

Knowledge Organiser

September- December 2025

AMBITION, CONFIDENCE, CREATIVITY,
RESPECT, DETERMINATION

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FIVE ACRES HIGH SCHOOL

Why do we have knowledge organisers?
Knowledge organisers are a collation of the basic essential knowledge for success in each subject area that will underpin your learning for the term.

They are designed to provide the information you will need to be committing to your long term memory through recall exercises in Low Stakes Quizzing.

How do we use knowledge organisers?
You should be using these KOs to create your homework quizzes so that you are practising retrieving information.

1. You can do this by testing yourself on the definition of key terms (both recalling the key term and then swapping to recall the definition), practice labelling diagrams, retrieves reasons and justifications for the main learning points.
2. They can also be used for 'memory dumps' where you try to recall as much of the information about a topic as possible and then use the KP to fill in the gaps.
3. They can also be used in class to assist with retrieval of the core knowledge needed for each subject.

You should have these with you at all times in school and out on your desk in all lessons.

If you lose your KO or it becomes too dishevelled, please purchase a new one from the Head of Year or the School Office.

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The People's Health: **Medieval Britain, 1250-1500**

1 Key Features of Medieval Society

Medieval England was a Christian country with a strictly ordered society.

Almost everyone in Medieval England was a **Christian.** The **Roman Catholic Church** was very wealthy and every **parish** had its own **church.**

Society was ordered in a strict **hierarchy**: the **King** had most power and gave land to the **barons** who in return shared it with **knights.**

Peasants worked the land and **90%** of people lived in the **countryside.**

Technology was limited but **trade** was **widespread. Wool** was traded with **Europe.**

People believed in **ancient** ideas about health like the Greek theory of the **four humours**, which stated that illness occurred when the body's **humours** - **blood, phlegm, black bile**, and **yellow bile** - were out of balance

2 Life in the Medieval countryside

90% lived in the countryside where life was difficult but quite healthy.

- Peasants lived in small homes made from **wattle and daub.** They had open fires with no chimneys.
- Animals sheltered inside homes at night
- A peasants' diet was quite healthy with lots of fruit and vegetables, **pottage**, milk and cheese, and fish.
- Peasants depended on a good harvest. In 1315 a bad harvest led to the **Great Famine**, killing 10%
- Peasants drank **small beer** which killed the bacteria and germs in the water.
- Waste collected in **middens** or **cesspits contaminated** drinking water from springs and streams

3 Life in Medieval towns

Medieval towns provided benefits and dangers to health.

- Houses were tightly packed together, allowing disease to spread quickly
- Each town held a weekly **market**, which provided a variety of fresh food
- **Drovers** brought livestock into town to be slaughtered, filling the streets with **dung** and blood
- Some towns had a **conduit** in the town square which provided clean water
- **Gongfermers** were paid to remove human waste from latrines and cesspits and **rakers** were paid to clean the streets
- Only the very rich had **latrines** in their houses. Most people shared outdoor **latrines** with neighbours

The People's Health: **Medieval Britain, 1250-1500**

4 Responses to the Black Death

The Black Death hit England in 1348, killing 50% of the population. It was deadly because no one knew what caused it and treatments and preventions were ineffective

Beliefs about the causes of the Black Death

The disease was caused by the **Yersinia Pestis pathogen** that was passed on by the bite of a flea that lived on **black rats**.

However, no one at the time knew this. Instead, they thought it was caused by:

God punishing them for their **sins**
Bad-smelling air (**miasma**)
The movement of the planets

Actions taken to prevent/treat the Black Death

Attempts to treat or prevent the disease were ineffective, for example:

Priests urged people to pray for **forgiveness** so that God would take the disease away
Flagellants whipped themselves in the streets to prove to God that they were sorry for their **sins**

Doctors believed that balancing the **humours** by **bloodletting** would cure people with the **Black Death**

People placed **posies** of sweet-smelling flowers in their houses to purify the air and get rid of **miasma**

Although **King Edward III** ordered the Mayor of London to clean the city streets, the government did very little to deal with the disease.

5 Public health in Medieval towns and monasteries

Despite their limited medical knowledge, people in towns and monasteries made great efforts to improve public health

The Church led the way in hygiene

Religious communities, such as **monasteries** or **cathedrals**, often had clean water for ceremonies such as **baptisms**

Monasteries also had the wealth required to dig trenches and lay pipes

By the 15th Century, however, the power of the **Church** began to decrease

Towns made efforts to improve public health

Towns passed **by-laws** to improve public health before the **Black Death**

In Bristol **dung heaps** and **prostitutes** were moved to the **outskirts** of town

After **1348**, towns passed more laws to improve public health. In London, rich residents paid for **latrines** and **conduits** to be built

Key Vocabulary

By Laws	Laws that only apply in the local area
Cathedral	The largest church in an area
Cesspit	A pit for collecting human waste
Conduit	A stone channel for transporting water
Contaminated	Made dirty
Drovers	Someone who drives animals to market
Famine	A period of hunger caused by a lack of food
Hazardous	Dangerous
Hierarchy	A social system where people are ranked from top to bottom
Humours	The four substances that made up the body, according to Greeks
Latrine	A medieval toilet
Miasma	Foul-smelling air
Midden	A pit for collecting waste
Monastery	A religious building run by monks
Outskirts	Places around the outside of a city or town
Parish	A small area with it's own church
Pottage	A vegetable stew
Pathogen	Bacteria/virus causing disease
Peasants	A farm labourer with low social status
Small Beer	A weak beer
Wattle and Daub	Sticks and mud
Widespread	Everywhere

The People's Health: **Early Modern Britain, 1500-1750**

6 Key Features of Early Modern Society

Early Modern England was largely similar to Medieval England although change was gradually beginning

The **population** grew at a rapid rate, rising to 6 million in 1750. Nevertheless, most people continued to live in the countryside.

Trade expanded to America and India, bringing new products like sugar and tobacco.

Although monarchs still had a lot of power, parliament became far more important. Only 3% could vote though.

Although religion remained dominant, people in the early modern period began to search for a scientific way of understanding the world, aided by new inventions such as the microscope.

The printing press was invented in the late fifteenth century. This allowed books to be made quickly and cheaply and ideas spread more quickly.

7 Changing living conditions in the Early Modern period

Living conditions improved for some but for most they stayed largely the same

The rich could afford new developments

- ✓ The rich could afford a variety of foods, including imports such as **coffee**, **sugar**, and **tobacco**
- ✓ Houses were made out of stone or brick and were heated by **coal** fires, creating **pollution**
- ✓ The rich paid for fresh water to be **piped** into their homes
- ✓ The first **flushing toilet** was invented in 1596 and the very rich had then in their homes

The lives of the poor remained largely the same

- × The **diet** of the poor was unchanged and **famine** was still a danger
- × Most people continued to get water from **conduits** and **water sellers**
- × The poor still used **cesspits** to store their waste. Every year or two, **scavengers** cleared the **cesspits** which over flowed as the population rose

The People's Health: **Early Modern Britain, 1500-1750**

8 Responses to the Plague

The Plague was feared throughout this period. Responses were largely ineffective but national government got more and more involved

The **Plague** - the same disease as the **Black Death** - returned to England roughly every 20 years

The last outbreak in 1665 (the Great Plague) killed 15% of London's population

There was still no understanding of the real causes, with God and miasma blamed instead

For the first time, the national government began to take action

1518 Henry VIII issued a **proclamation** that ordered houses infected with plague to be identified and **isolated.** Those leaving **isolation** had to carry a white stick.

1578 Elizabeth I issued **Plague Orders.** These 17 rules included killing cats and dogs, shutting up infected houses, and burning the clothes of victims

1604 The **Plague Act** introduced harsh punishments for breaking **isolation.** Plague victims found outside could be hanged.

Local governments continued to combat the spread of disease

In 1550 York posted **watchmen** to stop plague victims entering the city.

In the 1600s many towns built **pest houses** to house the plague victims away from the city

9 Local government

Local government continued to play a role improving public health

In **York**, for example, city **aldermen** introduced the following rules:

Pigs were not allowed to wander the streets

Fines for throwing human waste into the street

No one could build a **privy** over the main city stream

10 National government and the Gin Craze

The problems caused by drunkenness forced the government's role to expand

By the 1720s, cheap gin was causing **social** and **health** problems

✗ **1729 1736 1743**

The early **Gin Acts** tried to control gin drinking but were ineffective

✓ **1751**

The 1751 act was successful because it introduced harsh **punishments** for illegal gin selling, including:

- Whipping
- **Transportation** to Australia

Key Vocabulary

Aldermen	Local government officials
Cesspit	A pit for collecting human waste
Famine	A period of hunger caused by a lack of food
Flushing toilet	A toilet that uses water to get rid of human waste
Gin	A strong alcoholic spirit
Gin Act	A law designed to reduce gin drinking
Isolated	Cut off from the rest of the population
Isolation	Being cut off from the rest of the population
Parliament	A part of the government that is elected
Pest houses	Houses for isolated plague victims
Privy	A toilet
Proclamation	A government order
Scavengers	People whose job it was to clear the cesspits
Transportation	Punishment by being sent to Australia
Watchmen	Local officials who patrolled the streets at night
Water sellers	People who carried water around and sold it

The People's Health: **Industrial Britain, 1750-1900**

11 Key Features of Industrial Society

Industrial England was transformed by the Industrial Revolution and was unrecognisable to previous periods.

INDUSTRIALISATION

- Britain was transformed from an **agricultural** to an **industrial** country
- **Steam engines** were used to power vast factories.

URBANISATION

- Britain's **population** skyrocketed from **21 million** in **1850** to **37 million** in **1900**.
- Huge numbers moved to booming and overcrowded cities such as **Manchester** and **Leeds**

POLITICAL CHANGE

- There was a **class divide** between the rich and the working class
- The government followed **laissez-faire** policies
- Working men won the **right to vote** in the 1880s

SCIENTIFIC ADVANCES

- New **scientific thinking**, like Darwin's theory of evolution, challenged religious ideas
- There were rapid advances in medical knowledge, such as Louis Pasteur's **germ theory**

12 Changing living conditions in the Industrial period

Rapid industrialisation and urbanisation led to horrific living conditions that were worse for the working class

HOUSING

- The poor lived in **slum housing** in **overcrowded** industrial cities
- Cramped **lodging houses** or **back-to-back** houses were common

FOOD

- The urban poor had a terrible diet, living on potatoes, bread and butter
- There was no **tinned food** or **refrigeration** and food was often **adulterated**

WATER

- **Water companies** controlled access to water and charged high prices
- In poor areas, whole streets shared one pump
- Water was pumped from rivers which were **contaminated** with human and industrial waste

WASTE

- The poor continued to share **privies** with their neighbours
- Sewage was collected into **cesspits** which **contaminated** nearby water supplies
- Most richer families now had **flushing toilets** that further **contaminated** rivers

The People's Health: **Industrial Britain, 1750-1900**

13 Cholera

Unsanitary living conditions and limited medical knowledge caused deadly and repeated cholera epidemics in the 19th Century

Cholera arrived in England in 1831. There were epidemics in:

1831 1848 1854 1866

Cholera epidemics would repeat in later years, killing tens of thousands of people.

The cholera bacteria was carried in contaminated drinking water, although this was not widely understood. Instead, inaccurate ideas about the causes spread:

Most people believed in **miasma** theory: the idea that **cholera** was caused by bad-smelling air

Many still believed that disease was a punishment from God

Some doctors believed cholera was **contagious** and could be passed on by touch

Attempts to prevent cholera became more effective as understanding of the disease improved and the government took action

The 1846 **Cholera Bill** instructed residents to connect their homes to **sewers** in order to reduce **miasma**. However, this only increased the flow of waste into rivers, spreading **cholera** further.

1846 During the 1854 **epidemic**, **John Snow** proved that cholera was carried by **contaminated** water and could be prevented by changing the water supply. However, his

1854 conclusions were largely ignored.

1858 Following the **Great Stink of 1858**, **Parliament** granted **£3 million** to **Joseph Bazalgette** to build **1300 miles** of sewers across London. The sewers allowed waste to be taken out on the tide.

14 Public Health reforms in the 19th Century

Public health improved greatly throughout the 19th century as the government moved away from a laissez-faire attitude.

For the first time, the government introduced public health acts to improve sanitation

1848 The **1848 Public Health Act** *allowed* local authorities to set up **Boards of Health** in order to build sewers and provide clean water. However, impact was limited because this was not **compulsory**.

1875 The **1875 Public Health Act** *forced* local authorities to take responsibility for sewers and water supply.

The government abandoned laissez-faire in the 19th Century because:

Edwin Chadwick put pressure on the government to act by publishing shocking research into public health in ***The Sanitary Condition of the Labouring Population*** in 1842

In 1861, **Louis Pasteur** published his **germ theory**, confirming that **bacteria** - and not **miasma** - spread disease

By the 1880s, all working-men had won the **right to vote**. The government now had to listen to the concerns of the poor.

Key Vocabulary

Adulterated	Make food / drink cheaper and less healthy by adding another substance
Back-to-back houses	Slum housing where houses are built close together without gardens
Boards of Health	Local government organisations responsible
Compulsory	Something you have to do, not optional
Contagious	Describing a disease that can be passed from person to person
Contaminated	Dirty, containing pathogens
Epidemic	A widespread occurrence of a disease
Germ Theory	The idea that bacteria causes disease
Industrialisation	More people working in factories
Laissez-faire	Government not involved in people's lives
Lodging houses	Houses that are divided up and rooms rent to different families
Privies	Shared outside toilets
Sanitation	Cleanliness
Urbanisation	More people living in towns and cities

The People's Health: **Britain since 1900**

16 Changing living conditions in the 20th Century

In the 20th Century, Britain underwent dramatic economic, political, social and cultural changes

	In 1900...	In 2000...
Economic change	Most people worked with their hands, such as **coal miners**	Most people worked in **'service industries'** such as **tourism**
	New technology, such as cars and radio, boosted the economy	Technology such as the Internet, and air travel transformed the economy
Political change	In 1900...	In 2000...
	Working **men** over the age of 21 had the **right to vote**	All **men** and **women** over 18 had the **right to vote**
	The government began to realise it had to do something to look after the poor	Governments expanded the **welfare state**, e.g. the **NHS** and **National Insurance**
Social change	In 1900...	In 2000...
	About **37 million** people lived in Britain	The population expanded **to 58 million**
	Most people were **working-class** and worked long hours for low pay	Britain had a larger **middle-class** who had more comfortable lives
Cultural change	In 1900...	In 2000...
	Most people believed in God and went to **Church**	Most people trusted **science**, not **religion**
	People played football or worked their **allotment** in their spare time	People had more money to spend on **leisure**, including watching TV and gaming

Living conditions significantly improved in the twentieth century but new challenges to public health emerged.

HOUSING

- The **1919 Housing Act** ordered local councils to build **council houses** with running water, indoor toilets, and gardens
- After **1945**, **New Towns** were built to solve the problem of **overcrowding**
- The **'Right-to-buy'** scheme in the 1980s led to a shortage of **council housing**

FOOD

- New technology such as **refrigeration** and **canning** made food cheaper
- New **supermarkets** increased the variety of food available to British families
- **Fast food** consumption increased

AIR QUALITY

- Coal smoke from homes and factories produced thick **smog** in large cities
- Increased car ownership added to air pollution

INACTIVITY

- Increased car ownership led to an increase in inactivity in the late 20th Century
- New forms of leisure such as TV led to an obesity crisis

The People's Health: **Britain since 1900**

17 Response to Spanish Flu

Government response to the Spanish Flu in 1918-1919 was slow and ineffective

- **The Spanish Flu was spread by soldiers returning from the First World War and killed over 50 million people worldwide**
- **In Britain, the death rate was so high that wood for coffins ran out and mass graves had to be used**
- **Occupied by the war, the government response was slow:**

- **The government did not issue advice until late 1918 when it was too late**
- **Important decisions such as closing schools were left to local authorities**
- **A silent film, Dr Wise on Influenza, was released that explained precautions such as making face masks but not enough copies were made.**

18 Response to AIDS

The government response to the AIDS epidemic improved as the 1980s progressed

AIDS is a condition caused by the **HIV virus** that attacks the body's immune system. It can be spread via:

- Unprotected sexual intercourse
- Sharing **hypodermic needles**
- Pregnancy (from mother to baby)

- In the early 1980s, the **AIDS** epidemic caused panic and prejudice
  - × Newspapers called **AIDS** the 'Gay Plague' and blamed it on gay men and drug users
  - × Government advice wrongly suggested that AIDS could be spread through touch, adding to panic
- By the later 1980s, the government response improved
  - ✓ An information leaflet called 'Don't die of ignorance' was sent to every household
  - ✓ Hospitals provided free testing for the **HIV virus**
  - ✓ In 1987 **Princess Diana** was photographed shaking hands with **AIDS** patients, calming public fears

19 Government involvement in Public Health

During the 20th Century, the government became increasingly involved in improving public health in Britain

The NHS

- Introduced in **1948**, the **NHS** provided free medical care '**from cradle to grave**' including:
  - Hospital care
  - **Prescriptions**
  - Dental treatment (until 1952)
  - GP visits

Pollution controls

- In **1956** Parliament introduced the **Clean Air Act** to control pollution

Anti-smoking

- The government has taken steps to reduce smoking, such as

1964 TV Adverts for cigarettes banned

2007 Smoking banned in all public places

2016 Blank packaging introduced

Healthy lifestyles

- Government campaigns encouraged **healthier lifestyles**, such as:
  - The Five-a-Day campaign
  - The NHS Couch to 5k programme

Key Vocabulary

Council Housing	Housing built by local government and rented out
From cradle to grave	Throughout your entire life
Hypodermic needle	A syringe often used by drug users
National Insurance	A government scheme providing unemployment benefits
Middle Class	Wealthier people who worked in offices, e.g. lawyers
Prescriptions	Medicines
Princess Diana	Prince Charles' wife, 1981-1992
Right-to-buy	1980s government policy to sell council housing
Service industries	Jobs where people provided services, such as tourism or catering
Smog	Pollution caused by smoke in the air
Welfare state	Government programmes that look after the people
Working Class	Poorer people who worked with their hands, e.g. coal miners

Year 10 Term 1 – The Living World – Page 1 – Ecosystems and Biomes

Key words

- **Biodiversity:** The variety of life in the world or a particular habitat.
- **Commercial farming:** to sell produce for a profit to retailers (shops) or food processing companies.
- **Debt reduction:** Countries are relieved of some of their debt in return for protecting their rainforests.
- **Deforestation:** The chopping down and removal of trees to clear an area of forest.
- **Ecotourism:** Responsible travel to natural areas that conserves (take care of) the environment, sustains the wellbeing of the local people, and may involve education. It is usually carried out in small groups and has minimal impact on the local ecosystem.
- **Selective logging:** The cutting out of trees which are mature or inferior, to encourage the growth of the remaining trees in a forest or wood.
- **Soil erosion:** Removal of topsoil faster than it can be replaced, due to natural (water and wind action), animal, and human activity. Topsoil is the top layer of soil and is the most fertile because it contains the most organic, nutrient-rich materials.
- **Subsistence farming:** A type of agriculture producing food and materials for the benefit only of the farmer and his family.
- **Sustainability:** Actions and forms of progress that meet the needs of the present without reducing the ability of future generations to meet their needs.
- **Appropriate technology:** (Also called **Intermediate technology**) Technology that is suited to the needs, skills, knowledge and wealth of local people in the environment in which they live.
- **Desertification:** The process by which land becomes drier and degraded (break down), as a result of climate change or human activities, or both.
- **Over-cultivation:** Exhausting the soil by over-cropping the land.
- **Overgrazing:** Grazing too many livestock (farm animals) for too long on the land, so it is unable to recover its vegetation.
- **Abiotic** Relating to non-living things.
- **Biotic** Relating to living things.
- **Biome** Large scale ecosystem
- **Consumer** Creature that eats animals and/or plant matter.
- **Decomposer** An organism such as a bacterium or fungus, that breaks down dead tissue, which is then recycled to the environment.
- **Ecosystem** A community of plants and animals that interact (depend on) with each other and their physical environment.
- **Food chain** The connections between different organisms (plants and animals) that rely on one another as their source of food.
- **Food web** A complex hierarchy (order) of plants and animals relying on each other for food.
- **Nutrient cycling** A set of processes whereby organisms extract minerals necessary for growth from soil or water, before passing them on through the food chain - and ultimately back to the soil and water.
- **Global ecosystem** Very large ecological areas on the earth's surface (or biomes), with fauna and flora (animals and plants) adapting to their environment. Examples include tropical rainforest and hot desert.
- **Producer** An organism or plant that is able to absorb energy from the sun through photosynthesis.
- **Leaching** Where nutrients are removed from the soil by heavy rain

KPI 1 – To define what an ecosystem is and know their key components and that they exist at a range of scales

- A range of ecosystems are spread across the world, each with distinctive (*different*) interacting characteristics and components (parts). They range from small (eg a freshwater pond) to global (eg the desert biome).
- An **ecosystem** is a natural environment and includes the **flora** (*plants*) and **fauna** (*animals*) that live and interact within that environment. Flora, fauna and **bacteria** are the **biotic** or living components of the ecosystem.
- Ecosystems are dependent on the following **abiotic** or non-living components: climate - the temperature and amount of rainfall are very important in determining which species can survive in the ecosystem, soil - the soil type is important as this provides nutrients that will support different plants water - the amount of water available in an ecosystem will determine what plants and animals can be supported. The biotic parts of the ecosystem have a complex relationship with the abiotic components - changing one will lead to a change in the other.

Interdependence in ecosystems

- **Food Chains**: A food chain refers to the order of events in an ecosystem, where one living organism eats another organism, and later that organism is consumed by another larger organism.
- **Food Webs**: A food web consists of all the food chains in a single ecosystem

KPI 2 To be able to explain how changes to a small scale ecosystem can have a knock on effect on its features

Examples of small scale ecosystems include ponds and hedgerows

In a hedgerow ecosystem a food chain might look like:

Ladybird ⟹ Sparrow ⟹ Sparrow hawk

A change in one part of an ecosystem can impact the rest of the food chain.

E.g. Hedgerow is removed ⟹ reduction in number of ladybirds due to loss of habitat ⟹ reduction in number of sparrows and thrushes as they have lost a source of food ⟹ reduction in number of sparrow hawks as less birds to hunt.

KPI 3 To describe and explain the distribution of global ecosystems

The distribution (*pattern*) of global ecosystems is influenced by a variety of factors, including climate, geography, and the interaction between biotic and abiotic elements.

Ecosystems can be broadly classified into major biomes, each characterized by distinct environmental conditions and dominant vegetation types.

Factors that impact features of biome include:

1. *Ocean currents:* If the ocean is cold then desert like conditions are formed as there is little evaporation. Certain ocean currents affect different areas of the world. The Gulf Stream brings warmer sea temperatures to the UK keeping the winters mild.
2. *Mountain ranges:* In the USA & Asia inland areas isolated from the sea suffer from low rainfall. This is because the warm moist winds blowing over the oceans lose their moisture when they are forced upwards. This land is called a **rain shadow.**
3. *Altitude:* Temperatures fall by about half a degree for every 100m increase in altitude and tough grasses replace trees on steep mountainsides
4. *Distribution of land and sea*: Oceans heat up and cool down much more slowly than land. This means that coastal locations tend to be cooler in summer and warmer in winter than places inland at the same latitude and altitude. Glasgow, for example, is at a similar latitude to Moscow, but is much milder in winter because it is nearer to the coast than Moscow.

Location of biomes:

- Deserts - found between 15 and 35 degrees north and south of the Equator where there is little rainfall
- Temperate Deciduous forests - found mainly in the mid latitudes where there are four distinct seasons
- Tropical Rainforests - located near the Equator between 10 degrees north and south. Know for high temperatures and heavy rainfall.

Year 10 Term 1 – The Living World – Page 2 - Tropical Rainforests

KPI 4 Describe and explain the physical characteristics of tropical rainforests

Climate:
- High temperatures and high humidity throughout the year.
- Average temperatures range between 25°C and 30°C.
- Annual rainfall exceeds 2,000 millimetres, with no distinct dry season.
- Rainfall is evenly distributed, resulting in a constant supply of water.

Vegetation:
- Dense and layered vegetation with multiple canopy levels.
- Emergent layer: Tallest trees, reaching heights of up to 60 meters.
- Canopy layer: Dense layer of tree branches and leaves, forming a continuous canopy.
- Understory layer: Smaller trees, shrubs, and ferns beneath the canopy.
- Forest floor: Sparse sunlight reaches the forest floor, limiting plant growth.

Biodiversity:
- High species diversity and abundance.
- Home to a wide variety of plants, animals, insects, and microorganisms.
- Many species are endemic, found only in specific rainforest regions.
- Examples of biodiversity include jaguars, toucans, orangutans, and a vast array of plant species.

Soils:
- Nutrient-poor soils due to rapid decomposition and leaching.
- Most nutrients are stored in living plants rather than the soil.
- The top layer of soil, called the humus layer, is rich in organic matter.

KPI 5 Describe how plants and animals have adapted to living in tropical rainforests

Plants:
- Buttress Roots: Large, shallow roots that provide stability to tall trees on the nutrient-poor soil. Help support the massive weight of trees in the dense (thick) forest.
- Drip Tips: Pointed, waxy leaves that allow water to run off quickly. Prevents the accumulation (building up) of water on the leaf surface, reducing the risk of fungal and bacterial growth.
- Lianas: Woody vines that climb tree trunks to reach sunlight in the canopy. Use the host tree for support and access to sunlight.
- Epiphytes: Plants that grow on other plants, particularly trees, without causing harm. Obtain nutrients and moisture from the air and rain .Examples include orchids, and ferns.
- Strangling Fig Trees: Begin as epiphytes in the canopy, sending roots downward. Roots grow around the host tree, gradually strangling it and taking over its space.

Animals:
- Arboreal Adaptations: Many animals live in the trees (arboreal habitat) and have adaptations to navigate this environment .Prehensile tails: Used for grasping branches, seen in animals like monkeys and tree-dwelling anteaters. Strong limbs and claws: Aid in climbing and grasping branches. Good depth perception and leaping abilities: Helps animals move quickly and accurately in the dense forest.
- Camouflage: Many animals have evolved colours and patterns that blend with the surroundings, making them difficult to spot. Examples include leaf insects, stick insects, and tree frogs.
- Canopy Feeding: Some animals, such as sloths and orangutans, have specialized adaptations to obtain food in the canopy. Long limbs or prehensile tails allow them to reach for leaves, fruits, and flowers.

KPI 6 To examine the causes of deforestation and evaluate the impacts of deforestation for a named case study

Case study: Malaysia – 67% rainforest but rate of deforestation increasing faster than any topical country in the world.

Causes of Deforestation:

Agriculture:
- Clearing forests for agriculture, particularly for commercial farming. Large-scale cultivation of crops like soybeans, palm oil, and cattle ranching contribute to deforestation, especially in tropical regions.
- **Example:** In Malaysia plantation owners receive a 10-year tax incentive (*Paying reduced taxes)* if they grow palm oil.

Logging:
- The extraction of timber for commercial purposes, including the production of furniture, paper, and building materials. Clear felling now been replaced by selective logging.

Infrastructure Development:
- Construction of roads, highways, dams, and urban areas often requires the clearing of forests. Infrastructure projects aimed at facilitating economic growth can result in significant deforestation.
- **Example:** Bakun Dam was built in Malaysia and flooded 700km2 of farmland

Mining:
- Mining activities, particularly for minerals such as gold, coal, and iron ore, can result in the destruction of large forest areas. Clearing land for mining operations and associated infrastructure can have severe environmental impacts.
- **Example:** In Malaysia tin mining and smelting has caused forest loss.

Impacts of Deforestation:
- Economic gains – job creation, tax revenue, cheap HEP, able to sell valuable minerals
- Economic losses – rainforest tourism could decrease.
- Environmental losses - Rising temperatures impact farming, reduces biodiversity (*range of plants and animals),* soil erosion, Impacts local climate – reduces cooling effect of trees and impacts global climate – carbon store lost

KPI 7 To understand the importance of the tropical rainforest and ways in which it can manage effectively and sustainably

Sustainable Management Approaches:

Sustainable use of the rainforest	What it is?	Positives	Negatives
Selective logging and replanting	Only cutting down certain trees e.g. tropical hardwood such as teak Replanting trees e.g. Andrex replants 3 trees for every pack of toilet roll	Reduces rate of deforestation, Allows carbon to be stored in rainforest	Deforestation still happening Replanting takes time – hardwood can take 100 years to regrow
Conservation and education	Educate people on how to use the rainforest in a sustainable manner	Prevents large scale deforestation Helps preserve rainforest for future generations	Takes time and money to set up. Can be difficult to persuade people to change tactics
Ecotourism	Tourists who aim to leave no carbon footprint from their holiday. Attempt to avoid any activities/accommodation that causes damage to the area.	Lowers carbon footprint causing less damage to the environment	Costly Small scale – not many people take part
International agreements about the use of tropical hardwoods	Countries agree to only cut down certain numbers of trees	Reduces rate of deforestation Still allows countries to earn money from deforestation	Requires countries to agree Difficult to enforce – who will punish the countries who do not follow the agreement
Debt reduction	Countries cancel debt for poor countries	Reduces the need for deforestation	Local people may still engage in deforestation to earn a living

Year 10 Term 1 – The Living World – Page 3 - Hot Deserts

KPI 8 Describe the physical characteristics of hot deserts

Climate:
- Hot deserts are known for their extreme aridity and high temperatures.
- They experience very low rainfall, often less than 250 millimetres per year, and the evaporation rate is high due to intense sunlight and heat.
- Daytime temperatures can soar to over 40 degrees Celsius, while night-time temperatures can drop significantly.

Vegetation:
- Hot deserts have sparse vegetation. Plants are usually adapted to conserve water, such as cacti, succulents, and other drought-resistant species.
- Vegetation is often found in isolated patches or oases where water is available, such as along riverbeds or near underground water sources.

Biodiversity:
- Tends to be relatively low compared to other ecosystems due to the extreme environmental conditions present.

Soils:
- Generally dry and lack moisture due to the arid conditions.
- The low rainfall and high evaporation rates result in limited water availability for plants and soil processes.
- Salinity can be a common issue in desert soils. The high evaporation rates in deserts cause the concentration of salts in the soil to increase over time.

KPI 9 Describe how plants and animals have adapted to living in hot deserts

Plants:
- **Succulent Tissues**: Many desert plants, such as cacti and succulents, have thick, fleshy stems and leaves that can store water. These water-storing tissues allow them to survive during periods of drought and utilize stored water when necessary.
- **Reduced Leaf Surface**: Desert plants often have reduced leaf surface area or modified leaves to minimize water loss through transpiration. Examples include spines in cacti and tiny, waxy leaves in some shrubs. This adaptation helps to conserve water.
- **Deep Root Systems**: Some desert plants have long taproots or extensive root systems that can reach deeper soil layers to access groundwater. This allows them to extract water from lower depths and ensures their survival during dry periods.
- **Reduced Growth Periods**: Desert plants have adapted to have shorter growth periods to maximize their use of water and nutrients during the limited rainy periods. They may have rapid growth and reproduction when conditions are favourable.

Animals:
- **Nocturnal Behaviour**: Many desert animals, including reptiles, insects, and rodents, are nocturnal. They are active during the cooler night-time temperatures to avoid extreme heat and reduce water loss through evaporation.
- **Efficient Water Use**: Desert animals have adaptations to minimize water loss. For example, kangaroo rats have efficient kidneys that produce highly concentrated urine, allowing them to conserve water. Some insects have impermeable exoskeletons to prevent water loss.
- **Burrowing and Shelters**: Some desert animals, such as kangaroo rats and desert foxes, are adapted for digging burrows. Burrows provide shelter from extreme temperatures and reduce water loss by allowing animals to stay underground during the day.
- **Heat Regulation**: Desert animals have adaptations for regulating body temperature. These include light-coloured or reflective fur or feathers to reflect sunlight, elongated limbs for heat dissipation, and behavioural adaptations like seeking shade during the hottest hours.

KPI 10 To be able to assess the opportunities for developments in hot deserts using an example

Thar Desert – Most densely populated desert, north-west India

Opportunities for Development
1. Mineral Extraction – valuable reserves of gypsum, feldspar used domestically (*in the country*) and for export *(sending goods out of the country)*.
2. Tourism – desert safaris on camels exploit the beautiful landscapes, There is an annual Desert Festival.
3. Energy – includes coal, oil, solar and wind. The Jaisalmer Wind Park is India's largest wind farm.
4. Farming – subsistence farming and commercial farming of cotton, maize and wheat.
5. Irrigation *(watering crops)* –Indira Gandhi Canal has made desert more productive.

KPI 11 Evaluate the challenges when developing in a hot desert using an example

1. Extreme Temperatures – physical work is hard such as farming, it causes high evaporation rates leading to water shortage, livestock require shade
2. Water Supply – Scare in Thar Desert, rainfall is low. Population growth increased farming and industry have all increased demand. Few sources such as rivers and streams can dry up. There are underground aquifers which need wells but water is often saline (salty)
3. Accessibility – vast barren areas and very extreme weather limit the road network as tarmac can melt during the day and strong winds blow sand over the roads. Many places are accessibly only by camel.

KPI 12 Describe and explain desertification and evaluate how countries try to reduce the risk of desertification

Desertification is where land is gradually turned into deserts.
One region in Northern Africa on the edge of the Sahara Desert is a severe risk of desertification this area is called The Sahel.

Causes of Desertification:

- Climate Change
- Soil erosion
- Overgrazing
- Salinisation
- Over-cultivation
- Fuel wood

If the amount of natural vegetation decreases then the following will occur:
1. There will be no plants to intercept the rain, so soil erosion will occur.
2. The sun bakes the soil so it cracks
3. When it rains the rainwater runs over the surface rather than soaking in.
4. Soil is washed away
5. The soil loses its fertility and structure
6. No vegetation can grow.

Strategies to reduce risk of desertification:

Strategy	How it manages water	How it manages the soil
Planting Acacia Trees – The Great Green Wall in the Sahel Region stretching 8000km. Ethiopia restored 15 million hectares of degraded land. However, many trees had been planted in areas with few or no inhabitants to care for them. In the early days of reforestation, as many as 80% of trees died within two months of being planted, due to lack of water, protection and appropriate care.	Tree provides shade to the ground, this reduces evaporation and retains water. Roots absorb water keeping soil moist.	Trees help bind and stabilise the soil protecting it from the wind and reducing erosion. Decomposing leaves add nutrients to the soil.
Using Stone Lines – Stone lines act as a barrier to catch soil but let the water run through the stones. This technique is used in Burkina Faso.	Slows water down and spreads it out across the land. This allows water to seep into the soil and any grasses or crops to use it.	Helps cause sediment deposition and builds soils in these areas. Traps nutrients carried by water that are then added to the soil.

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The Changing Economic World

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LICs	Poorest countries in the world. GNI per capita is low and most citizens have a low standard of living.
NEEs	These countries are getting richer as their economy is progressing from the primary industry to the secondary industry. Greater exports leads to better wages.
HICs	These countries are wealthy with a high GNI per capita and standards of living. These countries can spend money on services.

KPI4 - Causes of uneven development

Development is globally uneven with most HICs located in Europe, North America and Oceania. Most NEEs are in Asia and South America, whilst most LICs are in Africa.

KPI 4 Physical factors affecting uneven development

Natural Resources	Natural Hazards
• Fuel sources such as oil. • Minerals and metals for fuel. • Availability for timber. • Access to safe water.	• Risk of tectonic hazards. • Benefits from volcanic material • Frequent hazards undermines redevelopment.
Climate	**Location/Terrain**
• Reliability of rainfall to benefit farming. • Extreme climates limit industry and affects health. • Climate can attract tourists.	• Landlocked countries may find trade difficulties. • Mountainous terrain makes farming difficult.

KPI 6 Consequences of Uneven Development

Levels of development are different in different countries. This uneven development has consequences for countries, especially in wealth, health and migration.

Wealth	People in more developed countries have higher incomes than less developed countries.
Health	Better healthcare means that people in more developed countries live longer than those in less developed countries.
Migration	If nearby countries have higher levels of development or are secure, people will move to seek better opportunities and standard of living.

KPI5 Human factors affecting uneven development

Aid	Trade
• Aid can help some countries develop key projects for infrastructure faster. • Aid can improve services such as schools, hospitals and roads. • Too much reliance on aid might stop other trade links becoming established.	• Countries that export more than they import have a trade surplus. This can improve the national economy. • Having good trade relationships. • Trading goods and services is more profitable than raw materials.
Education	**Health**
• Education creates a skilled workforce meaning more goods and services are produced. • Educated people earn more money, meaning they also pay more taxes. This money can help develop the country in the future.	• Lack of clean water and poor healthcare means a large number of people suffer from diseases. • People who are ill cannot work so there is little contribution to the economy. • More money on healthcare means less spent on development.
Politics	**History**
• Corruption in local and national governments. • The stability of the government can affect the country's ability to trade. • Ability of the country to invest into services and infrastructure.	• Colonialism has helped Europe develop, but slowed down development in many other countries. • Countries that went through industrialisation a while ago, have now develop further.

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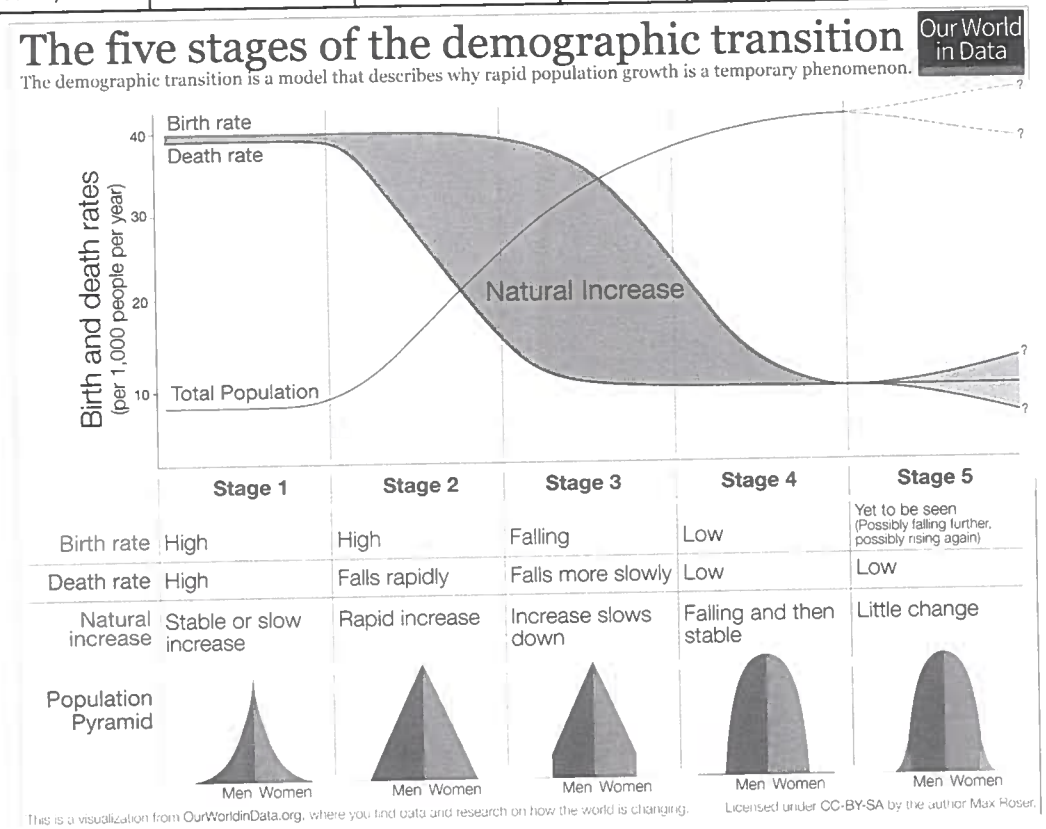

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<u>Microfinance Loans</u> This involves people in LICs receiving smalls loans from traditional banks. + Loans enable people to begin their own businesses - Its not clear they can reduce poverty at a large scale.	<u>Foreign-direct investment</u> This is when one country buys property or infrastructure in another country. + Leads to better access to finance, technology & expertise. - Investment can come with strings attached that country's will need to comply with.
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KPI 9 Case Study: Reducing the Development Gap In The Gambia	
Location and Background	-In 20% of GDP comes from tourism -Gambia has few natural resource deposits and relies heavily on remittances from workers overseas and tourist receipts -150,000 people visit per year
Gambia is an LIC located on west coast of Africa. Location makes it an attractive place for visitors to explore the tropical blue seas, skies and palm filled sandy beaches in the winter.	
Development Problems	Multiplier effect
- Tourists do not always spend much money outside their resorts. - Ebola and terrorist threats have had a detrimental effect on tourist numbers - Tourism is seasonal many a winter sun destination	-Jobs from tourism have meant more money has been spent in shops and other businesses. -Government has invested in infrastructure to support tourism. -Poverty rates declines from 58% to 48% Health improvements.

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Case Study: Economic Development in India

KPI10 Location & Importance

- Following the Second World War, weakened British forces retreated from India and in 1947, India declared independence and formed its own country.
- Importance: Large coastline with deep harbours. Connected to Europe via the Suez Canal.

KPI 11 Impacts of India's development

Political	Social
Many factory jobs are for unskilled, young women on minimum pay. India's middle class is growing with more managerial and well-paid jobs, e.g. in IT.	The quality of life has not improved for all Indians. In 2004, 62% of Indian's paid a bribe to get a job done. However, life expectancy has improved from 57 years in 1990 to 68 years in 2015.

KPI12 - Environmental Problems of Industrial Development

India has massively increased its greenhouse gas emissions as manufacturing has grown. In Bangalore problems are caused by industrial growth as harmful pollutants have entered the city's 200 lakes. Mining and oil extraction also cause problems because in Mumbai in 2010 6,000 barrels of oil leaked endangering local birds.

KPI13 The role of TNCs in India

TNCs = Transnational corporation
Advantages and Disadvantages of TNC investment

- Coca-Cola offer training and education. Coca-Cola runs some community schemes in Africa and SE Asia.
- Coca-Cola employs more than 25,000 people in India. Indirectly, Coca-Cola has created an estimated 150,000 jobs in related industries.
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The 2008/09 oil spills devastated swamps and its ecosystems.
Industry has caused toxic chemicals to be discharged in open sewers - risking human health.
80% of forest have been cut down. This also increases CO^2 emissions.
Short term aid – the UK sent £10 million, a rescue team and 1,200 tents after the earthquake in 2001. Long term aid - up until 2015 India received £200 million from the UK to tackle poverty. 'Top down' aid - dams have been built to generate HEP which in turn improves the economy. 'Bottom up' aid – the charity WaterAid trains local people to maintain village handpumps.

Case Study: Economic Change in the UK

KPI 15 UK in the Wider World

Importance: The UK has one of the largest economies in the world. The UK has global transport links i.e. Heathrow and the Eurostar.

KPI 16 Causes of Economic Change	KPI 17 Towards Post-Industrial
De-industrialisation and the decline of the UK's industrial base. Globalisation has meant many industries have moved overseas, where labour costs are lower. Government investing in supporting vital businesses.	The quaternary industry has increased, whilst secondary has decreased. Numbers in primary and tertiary industry has stayed the steady. Big increase in professional and technical jobs.

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A major quaternary industry on the outskirts. Good transport access to the A14 and M11. A good location for sourcing highly educated workers from Cambridge University. Staff benefit from attractive working conditions. Attracts clusters of related high-tech businesses.

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Cambridge growing - Current population is 155,000 but will increase to 175,000 by 2026.

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Rising house prices have caused tensions in villages. Villages are unpopulated during the day causing loss of identity. Resentment towards poor migrant communities.	Lack of affordable housing for local first time buyers. Sales of farmland has increased rural unemployment. Influx of poor migrants puts pressures on local services.

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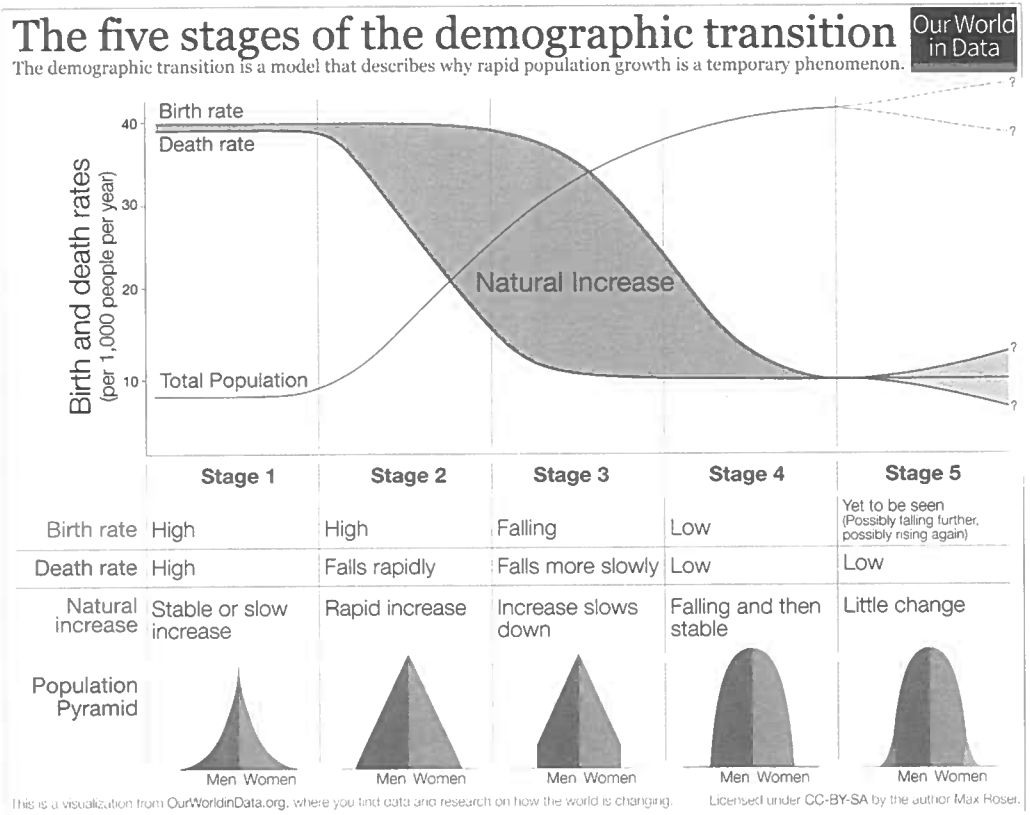

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Year 10 Term 1 French – Tu as du temps a perdre? & Mon clan, mon tribu

1	**I download** songs and I share photos	**Je télécharge** des chansons et je partage des photos
2	**I spend** a lot of time in front of a screen	**Je passe** beaucoup de temps devant un écran
3	**I play** video games online on my phone	**Je joue** à des jeux en ligne sur mon portable
4	In my opinion the internet **is** worrying because **there is** identity theft	à mon avis, internet **c'est** inquiétant car **il y a** des vols d'identité
5	Sometimes **I read** a good book at home	Parfois **je lis** un bon livre chez moi
6	In the evening **I do** cooking	Le soir **je fais** de la cuisine
7	**I have** a music lesson at school	**J'a**i un cours de musique au collège
8	**I go** to the beach alone	**Je vais** à la plage seul(e)
9	**I am not** a member of the football team	**Je ne suis pas** membre de l'équipe de foot
10	**I watch** reality TV programmes when I have free time	**Je regarde** des émissions de télé-réalité quand j'ai du temps libre.

11	**I get up** early, at 8 o'clock.	**Je me lève** tôt, à huit heures.
12	On Sunday **the family relaxes** together.	Le dimanche **la famille se repose** ensemble.
13	**I don't get on well** with my old friends.	**Je ne m'entends pas bien** avec mes vieux amis.
14	A good **friend listens** to my problems.	Un bon **ami écoute** mes problèmes.
15	**She is** quite tall, like her mother.	**Elle est** assez grande, comme sa mère.
16	In the photo **there is** a man and a woman.	Sur la photo **il y a** un homme et une femme.
17	**I follow her** because she fights against cyber bullying.	**Je la suis** car elle lutte contre le cyber-harcèlement.
18	**He was born** in the south-west of France.	**Il est né** dans le sud-ouest de la France.

19	Today **is** my sister's birthday.	Aujourd'hui **c'est** l'anniversaire de ma sœur.
20	**I am going to dance** and **to celebrate**.	**Je vais danser** et **fêter**.

Show off language

Opinion Phrases

j'estime que – I think that
ce que j'aime le plus est- What I like the most is
ça me plait parce que- I like it because
j'ai peur de (voler)- I'm scared of (flying)
c'est meilleur que- it's better than
c'est pire que- it's worse than
j'ai toujours rêvé de (+ infinitive)- I've always dreamed of

Infinitive Phrases

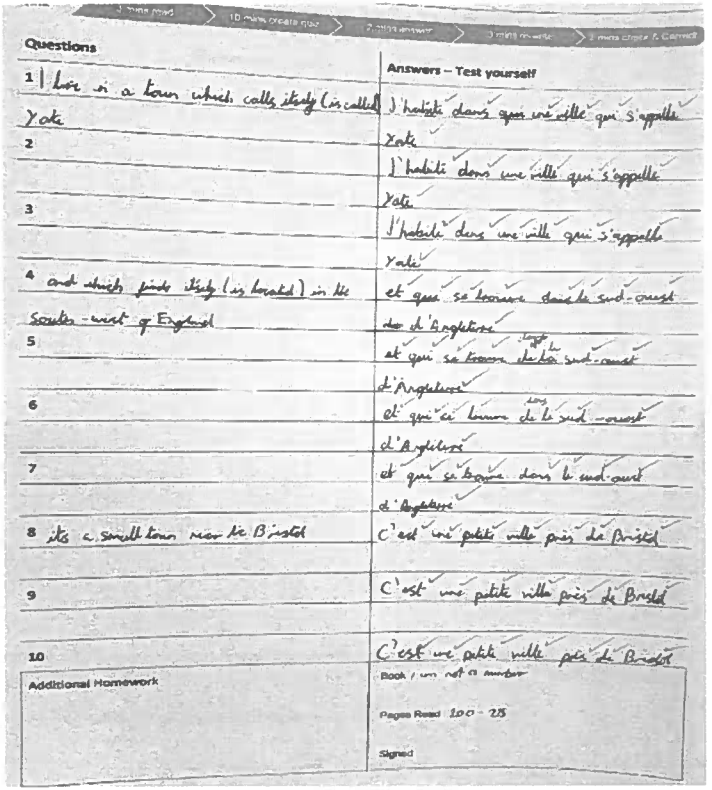
on peut + infinitive – you can
pour + infinitive – In order (to)
je préfère + infinitive – I prefer (to)
je dois + infinitive- I must
il faut + infinitive- I/We have to

je voudrais + infinitive – I would like (to)
j'aimerais bien + infinitive – I would really like (to)
ce serait bien de + infinitive – It would be good (to)

Connectives

parce que/car/puisque- because
pourtant/cependant- however
donc – therefore
par exemple- for example
y compris- including
après avoir fait cela- After having done that

Example of what an LSQ in MFL Should look like:



Questions	Answers – Test yourself
1 Lou is a town which calls itself (is called) Yate	J'habite dans une ville qui s'appelle Yate
2	J'habite dans une ville qui s'appelle Yate
3	J'habite dans une ville qui s'appelle Yate
4 and which finds itself (is located) in the South-west of England	et qui se trouve dans le sud-ouest de l'Angleterre
5	et qui se trouve dans le sud-ouest d'Angleterre
6	et qui se trouve dans le sud-ouest d'Angleterre
7	et qui se trouve dans le sud-ouest d'Angleterre
8 it's a small town near to Bristol	C'est une petite ville près de Bristol
9	C'est une petite ville près de Bristol
10	C'est une petite ville près de Bristol
Additional Homework	Book / un roll a number Pages Read 100 - 25 Signed

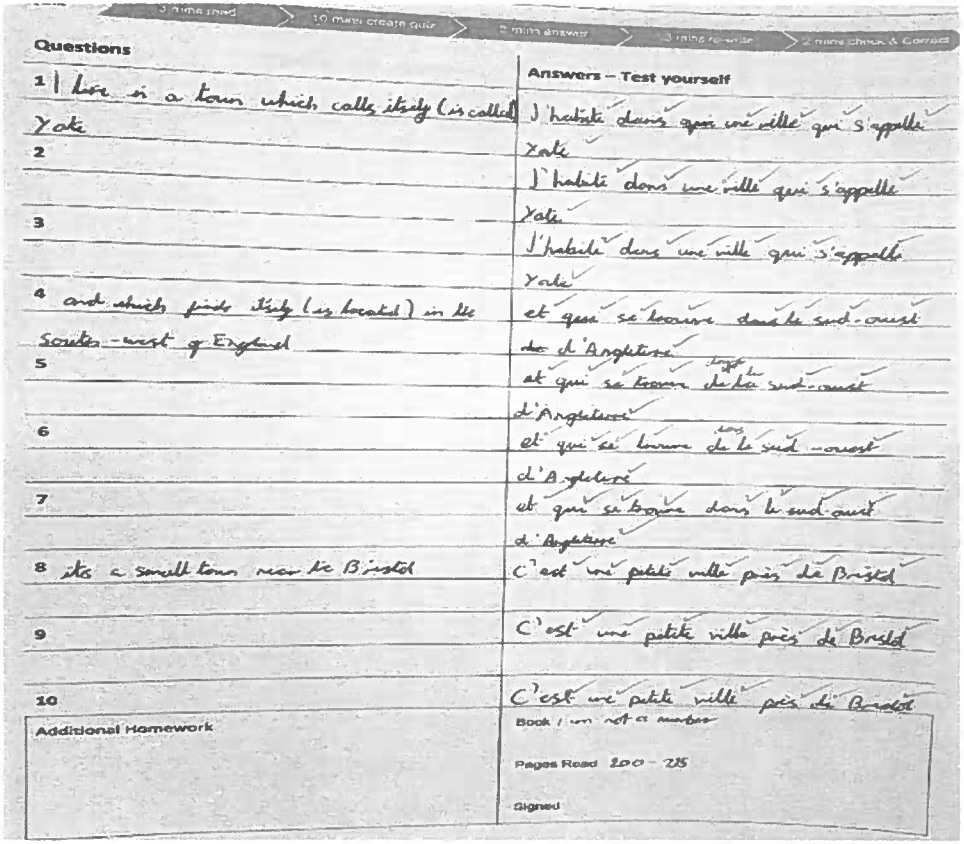
Year 10 Term 1 Spanish - DIVIÉRTETE + VIAJES

1	I live in Spain but I am from Argentina.	**Vivo** en España pero **soy** de Argentina.
2	I spend three hours a day on my phone	**Paso** tres horas al día en el móvil
3	I tend to listen to music and send messages.	**Suelo escuchar** música y mandar mensajes.
4	I am a member of a tennis club and	**Soy** miembro de un club de tenis y
5	sometimes I do swimming on the weekend.	a veces **hago** natación los fines de semana.
6	When I was younger I used to play football and I used to do martial arts.	Cuando **era** más joven **jugaba** al fútbol y **hacía** artes marciales.
7	I no longer have time to play football.	**Ya no tengo** tiempo para jugar al fútbol.
8	This weekend I am going to go to the shopping centre	Este fin de semana **voy a ir** al centro comercial
9	and I am going to watch a sci-fi film there.	y **voy a ver** una película de ciencia ficción allí.
10	Three days ago I saw an adventure film and I liked it.	Hace tres días **vi** una película de aventura y **me gustó.**
11	In the future I would like to visit Canada	En el futuro **me gustaría visitar** Canadá
12	because it's snows and I like to go skiing	porque **nieva** y **me gusta hacer esquí.**
13	I would like to travel by plane because it is better than by boat.	**Me gustaría viajar** en avión porque es mejor que en barco.
14	If I go to Spain I am going to try a Spanish omelette.	Si **voy** a España **voy a probar** una tortilla española.
15	Last summer I went to France and I didn't like it	El verano pasado **fui** a Francia y no **me gustó**
16	because it rained every day.	porque **llovió** todos los días.
17	I stayed in a campsite far from the centre and	**Me quedé** en un camping lejos del centro y
18	the best thing was when we bought souvenirs in the market.	lo mejor **fue** cuando **compramos** recuerdos en el mercado.
19	In summer I tend to do horseriding in the countryside	En verano **suelo hacer** equitación en el campo
20	but this summer we are going to spend a week on the coast.	pero este verano **vamos a pasar** una semana en la costa.

Show off language

Opinions
desde mi punto de vista- from my point of view **debo admitir que**- I must admit that **aunque al mismo tiempo-** although at the same time **no aguanto hacerlo-** I can't stand doing it **quiero mucho hacerlo porque-** I really want to do it because **tengo ganas de (+ infinitive)-** I fancy (doing something) **lo peor de todo-** the worst thing of all **supongo que**- I suppose that
Subjunctive
es necesario que lo haga porque- it's necessary that I do it because **cuando termine mis exámenes-** when I finish my exams **cuando gane bastante dinero-** when I earn enough money **cuando sea mayor-** when I'm older
Si clauses + conditional
si tuviera tiempo- if I had time (I would...) **si fuera rica-** If I were rich (I would...) **si fuera posible**- If it were possible (I would...)
Past Tense
lo que más me gustó fue- what I liked the most was **me hubiera gustado (+ infinitive)-** I would have liked to
Idiomatic Language
me di cuenta de que- I realised that **a mí me da igual-** I don't mind **valdrá la pena-** it will be worth it **al fin y al cabo** – at the end of the day

Example of a French/Spanish LSQ:



Questions	Answers – Test yourself
1 I live in a town which calls itself (is called) Yate	J'habite dans une ville qui s'appelle Yate
2	Yate J'habite dans une ville qui s'appelle
3	Yate J'habite dans une ville qui s'appelle
4 and which finds itself (is located) in the South-west of England	Yate et qui se trouve dans le sud-ouest de d'Angleterre
5	et qui se trouve dans le sud-ouest d'Angleterre
6	et qui se trouve dans le sud-ouest d'Angleterre
7	et qui se trouve dans le sud-ouest d'Angleterre
8 it's a small town near to Bristol	C'est une petite ville près de Bristol
9	C'est une petite ville près de Bristol
10	C'est une petite ville près de Bristol
Additional Homework	Book I am not a member Pages Read 200 - 215 Signed

Art Year 10 - Term 1 - Collections

Formal Elements

Line
A mark that connects two or more points. These can be straight, curved, short or long.

Tone
The lightness or darkness or something. For darker tones use a higher grade B pencil.

Colour
Colour is what you see when light reflects of something.

Texture
How something looks or feel e.g. fluffy, rough, smooth etc.
Visual Texture - implied sense of texture that the artist creates through the use of various artistic elements such as line , shading, and color.
Physical Texture - texture you can actually feel with your hand

Pattern
A symbol, shape or colour that repeats. Man-made patterns are designed by humans, natural patterns are formed by nature.

Shape/Form
Shape is 2D e.g. rectangles. Form is 3D e.g. cubes, spheres etc.

Colour Theory

Primary Colours
Colours that can't be mixed/ made from other colours e.g. red, yellow and blue.

Secondary Colours
Colours that can be made by mixing two primary colours.
Red + Blue = Purple
Yellow + Blue = Green
Yellow + Red = Orange

Tertiary Colours
Colours that can be made by mixing a primary and secondary colour together e.g. Blue + Green = Turquoise.

Complementary Colours
Colours that are opposite each other on the colour wheel.
Blue & Orange
Red & Green
Purple & Yellow

Analogue/ Harmonious Colours
Colours that are next to each other on the colour wheel e.g. Red, red-orange and orange.

Tints/ Shades
Tint - Adding white to a colour to make it lighter.
Shades - Adding black to a colour to make it darker.

Tips, Tools & Techniques

Grid-Method
A method of drawing to recreate, enlarge or reduce an image ensuring accurate proportions.

Mono-Printing
A form of printmaking that has lines or images that can only be made once.

Shading Techniques
Hatching, Cross-Hatching, Stippling and Scumbling.

Blender Stick
A paper stump that allows you to blend tones.

Acrylic Paint
A water-soluble paint which can be layered due to quicker drying time without muddying previously applied layers.

Thumbnail Designs
Small sketches outlining ideas in a simplistic way.

Fragmentation
The process of splitting an image into different sections.

Thumbnail Design
Small uncomplicated sketches which can be used to test out different ideas and compositions.

Keywords, Concepts & Artists

Proportion
The size and relation of objects to one another. Using the grid-method is one way of helping you draw using accurate proportions.

Composition
This is where you place objects on a page. You can explore different layouts such as close up, far away, busy, quiet, off centred, clustered.

Mixed Media
Artwork in which more than one material has been used.

Copy of Work
Copying the style and technique of an artist's work to enable you to understand the process of how it has been made.

Own Interpretation
Developing your own work by applying artist style or technique to your own ideas.

Refining Ideas
Annotating and evaluating experiments and as a result making decisions to improve work.

Painting Techniques	More Painting Techniques	More Keywords
Impasto Paint is laid on an area of the surface in very thick layers, usually thick enough that the brush or painting-knife strokes are visible. **Sgraffito** Scratching away paint while it's wet to expose the underpainting. It's especially useful when depicting scratches, hair, grasses and the like. You can use almost any pointed object for this – try rubber shaping tools or the end of a brush **Dry Brushing** This is a method of applying colour that only partially covers a previously dried layer of paint. Add very little paint to your brush and apply it with very quick, directional strokes. This method tends to work best when applying light paint over dark areas/dried paint and is useful for depicting rock and grass textures. **Wet-in-Wet** Start by brushing water (and only water) onto your paper. Then dip your brush in paint and spread it over the water wash. The paint will feather and diffuse like magic.	**Adding texture with Salt** When salt is sprinkled on a wet wash, it starts to gather the watercolour pigments and makes the coolest texture. The effect will vary depending on the size of the grains of salt and the wetness of the paper **Underpainting** An underpainting is essentially a monochrome wash that's used for the first layer of the painting. You'll add layers of transparent washes over the underpainting, which gives realistic and luminous effects	**Observational Drawing** Drawing something from real life in front of you. **Primary & Secondary Sources** Primary = real objects or your own photos that you have taken yourself Secondary = an image from the internet or books **Landscape** A piece that depicts a view of some sort e.g. mountains, the sea, fields, woodlands, buildings etc. **Portraiture** Drawing/ painting or photograph of someone **Still Life** A piece that depicts an object or group of objects.

Drama Y10 Blood Brothers

Blood Brothers plot

Russell's BB revolves around twin boys (Mickey and Edward) who are separated at birth and brought up in completely different environments in the city.

The play, set in the 1960s, is divided into two acts, with songs throughout.

Mickey is brought up with his seven older siblings by his struggling single mother, Mrs Johnstone. His twin brother, Edward, however is brought up as the only child of the wealthy Lyons family, who live nearby, after Mrs Lyons persuaded Mrs Johnstone to hand over one of her twins at birth.

Mickey and Edward don't meet each other until they're seven years old, but immediately become best friends and blood brothers. The bond continues when the boys are teenagers and both live in the countryside, despite them both being in love with Mickey's neighbour Linda.

However, as they get older, the huge difference in their backgrounds pulls them apart and eventually leads to their tragic deaths.

Written during a period of huge changes in society and politics, Blood Brothers draws the audience's attention to the detrimental effect that social inequality can have on people's lives.

Useful vocabulary: Contrast Multi-role Dramatic Irony Tragedy Dole Prejudice Manipulates Consequences Vulnerable Foreboding Foreshadow Judgemental Sympathy Stigmatised Monologue Prologue Dialogue Transitions Cyclical Cautionary

Background of the play

Born into a working class family, Russell grew up on a council estate in Liverpool. His father worked very hard in a variety of jobs including mining and other laborious occupations. His mother worked as a nurse. This echoes the situations of Mickey and Linda, struggling to get by during a difficult period. His plays largely focus on the problems faced by working class people. He writes a lot about social divides and how someone's class can affect who they are and the opportunities they are given.

Liverpool depended heavily on traditional industries, so it was badly hit by the industrial decline in the late twentieth century. The city's working-class areas were very poor and things went from bad to worse. Margaret Thatcher was Prime Minister at the time and was arguably to blame for some job losses.

There was a large gap between working and middle class in Britain, even before the industrial decline. The Johnstones and Lyons' are class stereotypes. A lot of working class people struggles finically, even if they were in work or on the dole. The Middle class were largely unaffected by the industrial decline, as they had jobs like teaching or accountancy. There was also a class divide in education, whether you went to a public and private schools often decided your job in the future

Families were expected to have a 'nuclear' structure- a mother, a father and their children. Single-parent families like Mrs Johnstone were less common and were frowned upon by many.

Key Terms

Foreshadowing - Warning or indication of a future event
Pathos - Appeal to emotion
Multi-role- One actor playing a two or more roles
Motif- A repeated idea throughout the story
Dialogue - Conversation between two or more characters
Tension - Dramatically used to build suspense
Humour - Language used for amusing/comic effect
Dramatic Irony - When the audience know something that the characters do not
Songs - Contain lyrics that are set to music to give audience more information
Stage Directions - Instructions indicating how the actor should move/speak
Cyclical Structure - Finishes a similar way to how the text began
Prologue - A separate introduction that reveals some of the plot
Atmospheric - A distinctive mood/feel to the scene
Parallels - Similarities in the text—almost a replication of events
Tragedy - A play dealing with tragic events and having an unhappy ending for main characters.

Acting Style

Epic Theatre is a technique used in theatre created by Bertolt Brecht to remind the audience the were not watching real life.

Narration is a technique used by break to remind the audience what they are watching is just a play and not real life. This is shown throughout Blood Brothers as their is a character called, 'Narrator.'

The Narrator constantly, 'Breaks the Fourth Wall,' another Epic theatre technique. They do this by talking directly to the audience and asking them questions about what is happening in the performance.

A third technique we see used in Blood Brothers is Multi-Rolling. This is a technique where one actor will play more than one character or more than one actor will play the same character. This reminds the audience that these characters are not real and that they are watching something that is not real life.

The final Epic Theatre technique that is used is Songs. Although Blood Brothers is not a musical it does have songs which again remind the audience that what they are watching is not real life.

Drama Y10 Billy Elliot

Billy Elliot plot

Billy Elliot is set in the county town of Durham. It follows the story of a young boy who discovers he has a love for dance, yet he faces a backlash from his family and the community he lives in.

The play is set during the 1980's Miners strike. It is a musical which makes many reference to the conservative government at the time.

The performance starts with the audience being informed that the Miners are going on strike. We then are introduced to the main character and his best friend Michael, who don't seem to understand what is happening around them.

We learn that Billy lives with his Dad, Brother and Grandma, his mam passed away a few years ago.

After arriving late to a boxing class he is forced to stay behind. A ballet class then enters the hall and he takes part. As the show goes on he stop going to boxing and continues to go to the ballet class. The dance teacher, Mrs Wilkenson, convinces Billy to Audition for the Royal Ballet school. However, is firstly denied by his family. Due to the on going circumstances with the strike.

After some time his dad goes against his community and family and supports Billy in his dream. Billy auditions and gets into the Ballet school.

The performance ends with the Miners finding out that they have lost their fight against the government and are forced back to work.

Background of the play

Written by Lee Hall, Billy Elliot is set at a time when English communities were divided by the political landscape at the time. Lee Hall was raised in Newcastle which was an area hit hard by the mining strikes of the time.

Throughout the whole performance the theme of social class is very apparent. There are many instances of the issues faced by working class committees highlighted throughout the performance. An example of this is during the song Solidarity. We see the struggle between Miners and Police officers who are clashing on the picket line. This is combined with a ballet class, showing us the innocence of the children and Billy, while such turmoil is happening around them.

There was a large gap between working and middle class in Britain, even before the industrial decline. The Miners and the police are class stereotypes. A lot of working class people struggles finically, even if they were in work or on the dole. The Middle class were largely unaffected by the industrial decline and strikes at the time. There was also a class divide in education, whether you went to a public and private schools often decided your job in the future. We can see this when Billy goes to audition for the Ballet School.

Families were expected to have a 'nuclear' structure- a mother, a father and their children. Single-parent families like Billy's were very uncommon and he finds a mother like figure in Mrs Wilkenson.

Key Terms

Foreshadowing - Warning or indication of a future event
Pathos - Appeal to emotion
Multi-role- One actor playing a two or more roles
Motif- A repeated idea throughout the story
Dialogue - Conversation between two or more characters
Tension - Dramatically used to build suspense
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Prologue - A separate introduction that reveals some of the plot
Atmospheric - A distinctive mood/feel to the scene
Parallels - Similarities in the text—almost a replication of events
Tragedy - A play dealing with tragic events and having an unhappy ending for main characters.

Performance Style

Billy Elliot is a Musical. Meaning it regularly has songs which forward the performance. With most musicals the performance will end on a positive note dispute what has happened in the show.

Epic Theatre is another style used in this performance, it is a theatre style created by Bertolt Brecht to push a political message and highlight issues within society.

Billy Elliot is extremely political, with many references to the conservative government during the 1980's. The audience see the struggle that many people went through. There is also mention of real people, which again makes the performance Epic theatre.

Gestus and Spass is also used in this performance. This can be clearly seen in the song Expressing yourself. Billy and Michael are singing about the importance of people being able to express themselves in any way they want to which is a very serious topic. As they do massive puppets of different types of clothing are seen on stage.

A third technique we see used in Billy Elliot is Physical theatre. This is done by male characters within the performance as they are showing the message, Men don't dance.

Key elements

Narration—Speaking directly to the audience, explaining what is happening on stage.

Gobo—Silhouette lighting to represent something else.

Gauze—A thin material than becomes transparent in light.

Minimalistic—Simplistic and kept to a minimum.

Pause—A moment of silence, often deliberate and prolonged

Stylised—Requires an audience to use their imagination rather than appearing realistic.

Meta-theatre—Play within a play, the audience is aware of the creation of drama within a piece.

Fourth Wall—The imaginary wall separating the stage and auditorium which is often broke as the actors enter through the audience.

Props - Items or objects used on stage

Set - Arrangement of scenery and props to create a place on stage

LFX - Lighting effect that you use in a performance to create atmosphere and tension.

SFX - Sound effects that you use in a performance to create atmosphere and tension.

Types of Staging

Proscenium Arch - most famous variety, raised stage with fixed arch above it, auditorium looking on.

Traverse - like a catwalk, stage down middle and audience on either side.

Thrust - stage thrusts out into the audience so that they are closer to the action.

In the round - audience surrounds stage, action takes place in the middle.

End on - stage is on level ground with auditorium and no arch above the stage.

Black Box Studio - studio room kitted out with lighting and sound, adaptable staging types and open canvas.

Auditorium - where the audience sit to watch the performance.

Evaluating a rehearsal - DISTINCTION Example

In today's rehearsal, my group worked really well and blocked a new part of our script which showed my character becoming aggressive with his wife. We first thought about the using mime during this part of the scene with a piece of tense music to effectively show the build up in tension. However, after trying this, we discovered two things; firstly, the dialogue was more effective if it flowed naturally and secondly, the music didn't suit our style of performance (naturalistic scenes do not feature mime). We decided that I needed to pause and give a wide-eyed stare at my wife with an angry facial expression, showing that I was becoming more tense and giving the audience a clear sense of foreboding. After a deep breath, I suddenly tried to shout at her to provoke a natural reaction. We felt that this worked really effectively because the audience would be on the edge of their seats and feeling tense. Overall, the rehearsal went really well and we agreed that this was a high point of drama that should definitely remain in our final performance.

Line learning methods

1. Read the line, cover it up, read it out loud, check for accuracy.
2. Break script up into sections, read one section over and over again.
3. Read over your lines for short periods of time numerous times a day.
4. Write them out on lined paper repeatedly.
5. Record yourself (video or voice note) performing the lines and listen to it on repeat.
6. Write out the first word of each line.

When learning lines an actor must also consider how their character would say each of these lines. It is important that as an actor you do not forget that these lines are your characters and not your own. You must think about the emotion behind each line and why your character is saying it. It is also important that you understand how your character feels when saying each of their lines.

How to create tension in performance.

Eye contact – Maintaining eye contact with the person you are in direct conflict with will increase the tension dramatically. It connects you to each other in a non physical way but still very personal.

Pauses – Arguably the most important of the three. Moments of silence are essential when building tension as not only do they show that each character is carefully weighing up their next move but it allows the audience to take some time to absorb the situation and keep them guessing what is going to happen next.

Volume and pace – speaking at a natural volume and pace lulls the audience into a false sense of security. By slowing decreasing both, the audience naturally begin to feel tension building. This can then be increased to a quicker pace and louder volume until the scene reaches a climax.

Acting Style

The semi naturalistic acting within the play contributes to the audience's belief in the characters and allows them engage more in the story. Multi-rolling is used exceptionally well to portray a variety of characters within the small town of Crythin Gifford. The minimalist set , minor props and miming are all used effectively to draw in the audience. Lighting and sound effects are used brilliantly to set the scenes, the use of long pauses/silence is a huge trait of horror theatre and the auditorium is dark and in need of refurbishment—all elements that are essential to ensuring that audiences receive the most horrifying performance possible.

Drama - Base work

Five Key Acting Skills

Facial Expressions - How can we show emotions through our faces? Eye contact, eye brows, straight, emotions, gritting teeth, tense, relaxed, wrinkled, creased, staring, twitching.

Voice - How can we use our voice in performance? Tone, pitch, pace, emotion, volume, projection, dialogue, dialect, accent, intonation, whistling, SFX, interjection.

Posture - How can we use our bodies to help us create performance? Posture, blocking, positioning, front on, side on, emotions, age, open or closed.

Gestures - These are movements with meaning, how can we use them in performance? Hands, arms, speed, clicking, rubbing, waving, mannerisms.

Movement - How can movement be used to create performance? Speed, pace, acceleration, gait, mannerisms, special awareness, stage presence.

Key Terminology

Script - The written words and stage direction which are spoken and performed in a play. A script will be written by a writer and then given to a director to create a performance.

Director - This is the person who is in charge of the actors and performers. The director will tell the actors how they want them to perform and move in each scene. They will block the performance.

Blocking - When creating a performance you must first plan where all the actors are going to be standing and moving to on the stage. You must also plan what set and props are going to be used in your performance. This is called Blocking.

Stage Direction - Text in a script which tells you what you need to be doing while performing. Some scripts may have more stage directions than others. Some directors may also decide not to ue all of the stage directions because they have their own ideas for what the performers should be doing.

Characterisation - Using a variety of skills, improvisation techniques and background information to become your character. These skills are your 5 key acting skills. It is important you fully understand the character you are performing. You MUST remember, you are no longer yourself when acting. You become someone else.

Performance Discipline - Maintaining extremely high and professional levels of focus and concentration throughout rehearsals and performance. This involves being on task at all times, not laughing or giggling when you are acting. It is crucial to stay focused when performing.

Ensemble - A group of performers all working together in a performance.

Freeze Frame - When a scene 'freezes' for a moment to allow the audience to really explore the moment. It is like pressing pause on live action.

Tableaux - A collection of still images which create a performance. It is like looking through a photo album.

Immersive theatre - Audience are included in the performance but don't know what is going to happen. Actors my talk to or ask the audience questions about what is happening in the performance.

Example Self-evaluation

STRENGTH During my performance, I wanted to show how my character was really angry with another character. To do this, I scrunched my eyebrows together and tilted my head slightly forward, using facial expression to show my annoyance. I also had a very big frown and narrowed whilst making a low pitched noise to display my frustration. This was successful because the audience could clearly see how angry my character was when seeing their friend after having an argument.

AREA FOR IMPROVEMENT During my performance, I wanted to show how my character was really happy to see someone. To do this, I slowly waved my hand and had a slight smile on my face whilst quietly saying 'Hello' in a soft tone. My intention was to show how I was happy but wanted to show it in a subtle way. However, the audience were confused by this and thought that my reaction was too small. If given the chance to perform this moment again, I would make my gestures much bigger, my movements quicker and my facial expressions much more exaggerated so that the audience can see my excitement much more clearly.

Year 10 Photography—Unit 1 Term 1

AO1- Assessment objective 1 – Develop ideas through investigations, demonstrating critical understanding of sources.

Artist Research!!

Evidence can include:

Artist research, contextual research, analysis of artist artwork, thumbnail sketches showing composition.

Grading criteria for level 9:

Demonstrate independent critical investigation and in-depth understanding of sources to develop ideas convincingly.

AO2- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.

Experimenting!!

Evidence can include:

Photoshoots, investigating different techniques, annotating of your contact sheet, post production editing.

Grading criteria for level 9:

Effectively apply a wide range of creative and technical skills, experimentation and innovation to develop and refine work

AO3-Record ideas, observations and Insights relevant to intentions as work progresses.

Annotations!!

Evidence can include:

Photoshoot plans, thumbnail sketches, storyboards, visual analysis of photography.

Grading criteria for level 9:

Record and use perceptive insights and observations with well-considered influences on ideas

Ao4-Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

Final Response!!

Evidence can include:

A personal and purposeful response to an artist/ context. response should be informed by the study of artists/ techniques.

Grading criteria for level 9:

Demonstrate advanced use of visual language, technique, media and contexts to realise personal ideas

Photography techniques

Negative space- Puts the subject in the surroundings in dramatic ways that tell a story using blank space and emptiness.

Positive space- The object or focus of the photo.

Colour schemes

Warm colours: E.g. red, orange and yellow

Cool colours: E.g. Blue, grey and green

Complementary colours: Colours opposite each other on the colour wheel

Harmonious colours: Colours next to each other on the colour wheel

Neutral/ earthy tones: E.g. browns, creams and beige

Monochromatic: Only one colour with multiple tones

Camera settings

A-DEP Automatic Depth of Field

M Manual

AV Aperture – Priority

TV Shutter —Priority

P Programmed Automatic

Scene Intelligent Auto

No Flash

Filming

Night Portrait

Sports

Macro

Landscape

Portrait

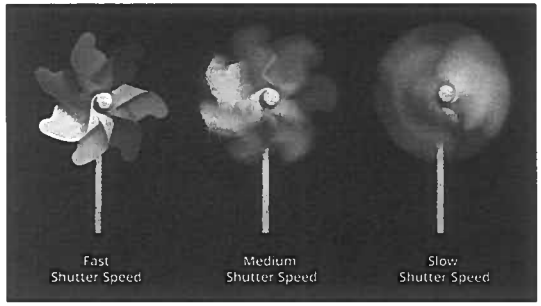
Creative Auto

Aperture:

- How open the lens is.
- To capture close up shots a wider lens is required.
- To capture detail in the distance a smaller lens setting is

Shutter Speed:

- How quickly the shutter opens and closes.
- Used for action and movement shots.
- The slower the setting the more blurred the photograph.



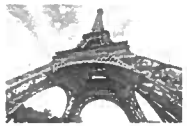
Vantage point:

- The position from which the photograph was taken. It is the point of view of the viewer of the photograph.

Frog eye view—ground level

Birds eye view—high angle and a wide view.

Low angle view—looking up at object.



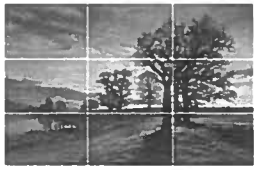
Eye level view—looking straight at object.

High angle view—looking down at object.

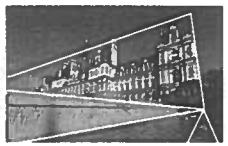
Composition:

- How objects are arranged in the frame/ photo.

Rule of thirds—Using a grid to off centre the focal point.



Symmetry and Balance—using mirroring or contrasting numerous small object against one bigger object.



Diagonals and Triangles—creating a sense of depth.

Leading Lines—to guide the viewers eye to the focal point and around the photo.

Negative Space—to frame the focal point.

Minimalism—'Less is more'. Simplistic colours and layout.

Frame within a Frame—creates depth and draws the eye into the photo.

☑️ Edexcel GCSE Business – Topic 1.1: Enterprise and Entrepreneurship

🔑 Key Terms and Definitions

- **Enterprise** – Willingness to take risks and start a business.
- **Entrepreneur** – Person who starts and runs a business, taking financial risks.
- **Goods** – Physical items sold to customers.
- **Services** – Intangible actions provided to customers.
- **Risk** – The potential for loss or business failure.
- **Reward** – The potential benefits, such as profit or independence.
- **Innovation** – Improving products or processes.
- **Invention** – Creating something completely new.
- **Business Idea** – A concept turned into a product or service.
- **Added Value** – The difference between selling price and cost of inputs.

🎯 Entrepreneurial Characteristics

- Take initiative and calculated risks
- Show creativity and innovation
- Spot business opportunities
- Make decisions despite uncertainty
- Organise resources effectively

Example: James Dyson invented a bagless vacuum cleaner by improving existing technology — a real innovation that added value and met customer needs.

📈 Risk vs Reward

Risks:

- Business failure
- Financial loss
- Personal strain

Rewards:

- Profit
- Business success
- Independence

Role of Business in Society

Function	Explanation
Provide goods/services	Meet customer needs
Create jobs	Employ people in various sectors
Generate revenue	Earn income and profit
Pay taxes	Fund public services
Drive innovation	Encourage better products and processes

Spotting Opportunities

Method	Example
Solve a problem	Food delivery apps during lockdowns
Follow trends	Sustainable, zero-waste packaging
Improve a product	Longer-lasting phone batteries
Identify a gap	Vegan café in a meat-heavy area
Use personal experience	Setting up tutoring based on subject knowledge

Understanding Customer Needs

- Quality
- Price
- Convenience
- Customer service
- Product range

☑️ Edexcel GCSE Business – Topic 1.2: Spotting a Business Opportunity

🔑 Key Terms and Definitions

- **Customer Needs** – What customers expect and require.
- **Market Research** – Gathering information about consumers and competitors.
- **Primary Research** – First-hand research like surveys and interviews.
- **Secondary Research** – Using existing data like reports or online sources.
- **Quantitative Data** – Numerical data (e.g. survey percentages).
- **Qualitative Data** – Opinions or preferences (e.g. customer feedback).
- **Market Segment** – A subgroup of customers with similar characteristics.
- **Demographics** – Data such as age, income, or gender.

🎯 Why Market Research Is Important

- Understand customer needs
- Reduce the risk of failure
- Spot gaps in the market
- Track market trends
- Monitor competitors

📊 Types of Market Research

Type	Pros	Cons
Primary	Up to date and specific	Expensive and time-consuming
Secondary	Cheap and quick	May be outdated or not relevant

🧩 Market Segmentation

Segment Type	Examples
Age	Teen vs senior products
Gender	Male grooming, female fashion
Income	Budget supermarkets vs luxury stores
Lifestyle	Fitness, veganism, eco-conscious
Location	Urban delivery vs rural services

Benefits:

- More targeted marketing
- Better customer satisfaction
- Efficient resource use

⚔ Understanding Competition

Reason	What It Helps With
Know pricing	Stay competitive
Understand products	Improve or differentiate offerings
Know promotion	Learn what works
Spot locations	Choose better or less crowded areas

💡 How Business Ideas Develop

- **Changes in tech** – e.g. smartphone apps
- **Trends** – e.g. eco-consciousness
- **Obsolete goods** – e.g. DVDs replaced by streaming
- **Market gap** – unmet local or niche demand

🗺 Market Mapping

Visual tool used to compare products or brands based on two key factors (e.g. price vs quality).

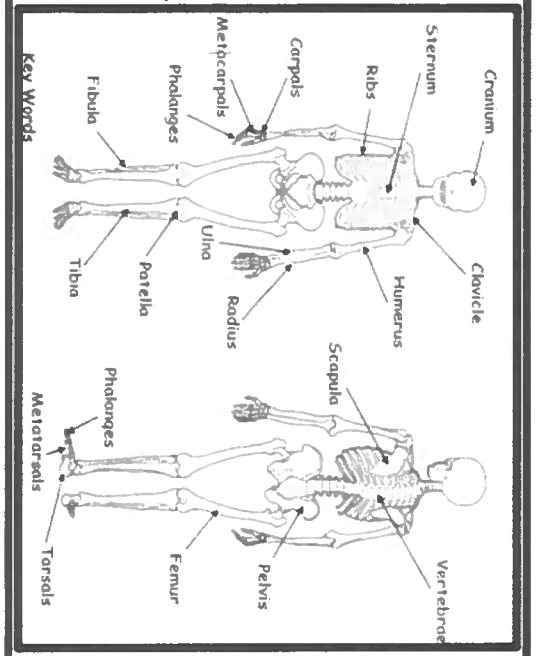
Uses:

- Identify market gaps
- Understand competitor positioning
- Plan product strategy

Subject: GCSE PE- 1.1.a

The structure and function of the skeletal system.

know the name and location of the following bones in the human body:



Understand and be able to apply examples of how the skeleton provides or allows:

- support - gives shape and support
- posture - shape and support allows for posture
- protection- protects internal organs such as heart, lungs spinal cord and brain. Cranium protects brain.
- movement- provides areas for muscle attachment
- blood cell production- produces red and white blood cells
- storage of minerals- such as phosphorus, calcium, potassium and iron etc.

Know the definition of a synovial joint- A Synovial Joint is a freely movable joint in which the bones surfaces are covered by cartilage, called **Articular Cartilage**, and connected by a **fibrous connective tissue** capsule lined with Synovial Fluid

Know the following hinge joints:

- knee – articulating bones – femur, tibia
- elbow – articulating bones – humerus, radius, ulna

Articulating bones are the bones that move within a joint.

Hinge joints allows movement in one plane only, just like a door hinge moves (uniaxial). An example of an activity that uses the knee joint is sprinting- example for elbow joint- bicep curl.

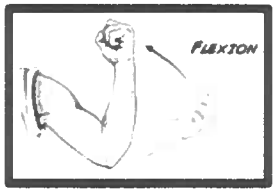
Know the following ball and socket joints:

- shoulder – articulating bones – humerus, scapula
- hip – articulating bones – pelvis, femur

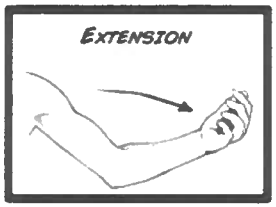
Ball and socket joints allow a wide range of movement and occurs when a round head of a bone fits into a cup shaped depression. An example of a physical activity that uses the shoulder joint- Javelin. Example for hip joint- sit-up training exercise.

know the types of movement at hinge joints and be able to apply them to examples from physical activity/sport:

- flexion - is a decrease in the angle around a joint. When a badminton player prepares to hit a overhead clear, the arm shows flexion at the elbow



- extension- is when the angle of the bones that are moving (articulating bones) is increased. When making a basketball set shot the bent arm moves to a straight arm as you release the ball.



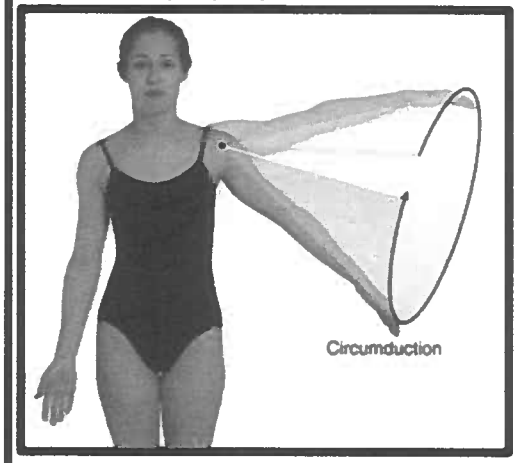
know the types of movement at ball and socket joints and be able to apply them to examples from physical activity/sport:

- flexion - is a decrease in the angle around a joint
- extension - is when the angle of the bones that are moving (articulating bones) is increased.
- rotation - is when the bone turns about its longitudinal axis within the joint. *Example in sport- tennis player uses external rotation at the shoulder joint during the backswing of a serve.*

- abduction- is the movement of the body away from the middle or midline of the body. *Example in sport- gymnast with their leg lifted to the side shows abduction at the hip.*

- adduction- is the opposite of abduction and is the movement towards the midline of the body. *Example in sport- a rugby player tackling another player will hold onto the player by adducting their arms at the shoulder joint as they tackle*

- circumduction- is a combination of abduction, adduction, extension or flexion and rotation. *Example in sport- a gymnast on the beam takes her back leg back off the beam and moves it out and round to place her foot ahead of her front foot.*



know the roles of:

- ligament - found between bones and attach bone to bone. *Function- the role of the ligaments is to help join bones together and keep the joints stable during movement.*
- cartilage- soft connective tissue. *Function- the role of cartilage is to reduce friction and act as a shock absorber at the joint*

Basic types of cartilage

-Yellow elastic cartilage

-Hyaline or blue articular cartilage

-White fibro-cartilage.

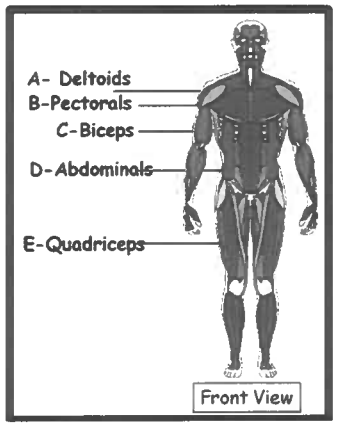
- tendons- muscles are attached to bones via tendons. These are strong and can be a little flexible. *Function- as well as their attachment role, they help to transmit the power needed to move bones. When a muscle shortens, it pulls on the tendons: this pulls on the tendons: this pulls on the bones to which the tendons are attached and causes movement.*

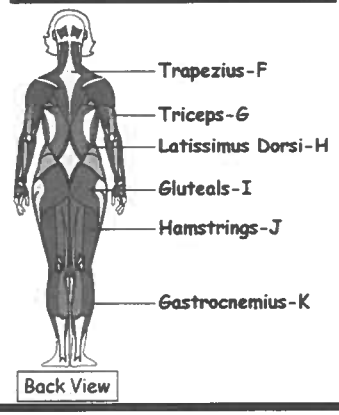
Subject: GCSE PE- 1.1.b

The structure and function of the muscular system

Location of major muscle groups

Know the name and location of the following muscle groups in the human body and be able to apply their use to examples from physical activity/sport:





	Function
Deltoid	Lifting the arm at the shoulder (the deltoid muscle has different parts which flex, extend and abduct the shoulder joint)
Trapezius	Shoulder horizontal extension (moving the arms backwards at shoulder level)
Pectorals	Adduction of the shoulder (moving the arm towards the body); Shoulder horizontal flexion (moving the arms forwards in front of the body)
Triceps	Extension of the elbow (straightening the arm)
Biceps	Flexion of the elbow (bending the arm)
Abdominals	Flexion of the spine (sitting upwards)
Latissimus dorsi	Adduction of the shoulder (moving the arm down towards the mid-line of the body)
Gluteals	Hip extension (moving the femur backwards)
Quadriceps	Extension of the knee (straightening the leg)
Hamstrings	Flexion of the knee (bending the leg)
Gastrocnemius	Plantar flexion of the ankle (pointing the toes downwards)

	Example in sport
Deltoid	Lifting the arms to block in volleyball; upward arm swing when trampolining
Trapezius	Preparation phase of an overarm throw or badminton smash
Pectorals	Upwards phase of a press up; rugby player making a tackle
Triceps	Shooting and chest passing in netball (execution phase)
Biceps	Drawing a bow in archery; 'backscratch' position during tennis serve
Abdominals	Performing a sit up or a forward roll
Latissimus dorsi	Hitting in hockey – left shoulder during preparation, right shoulder during execution and recovery
Gluteals	Pulling leg back at the hip before kicking a ball
Quadriceps	Kicking a ball (execution and recovery phase)
Hamstrings	Performing a hamstring curl on a weights machine; preparation phase of a rebound jump in basketball
Gastrocnemius	Standing on tiptoe to mark a shot in netball or pointing the toes during a gymnastic or dance move

The roles of muscle in movement

know the definitions and roles of the following and be able to apply them to examples from physical activity/sport.

- agonist- this is the working muscle that produces or controls the desired joint movement. Also known as the prime mover
- antagonist- for movement to be coordinated muscles work in pairs so that control is maintained. The movement caused by the agonist is countered by the action of the opposing muscle, called the agonist.
- fixator- this is a muscle that works with others to stabilise the origin of the prime mover e.g the trapezius contracts to stabilise the origin of the biceps.

Pairs of muscles-

There is a vast range of movements that can be made by the human body. To produce these movements, muscles either shorten, lengthen or remain the same length when they contract. Muscles work in pairs: as one muscle contracts, the other relaxes. Muscles that work together like this are called **antagonistic pairs.** This type of action enables the body to move with stability and control.

Antagonistic Muscle Pairs

The following groups of muscles are antagonistic pairs:

Joint	Antagonistic pair	Movements produced	Sport example
Elbow	Biceps; triceps	Flexion; extension	Chest pass in netball; badminton smash
Knee	Hamstrings; quadriceps	Flexion; extension	Jumping to block in volleyball; tuck jump in trampolining
Shoulder	Latissimus dorsi; deltoid	Adduction; abduction	Golf swing; breaststroke arms

Subject: GCSE PE 1.1c

Lever Systems

Know the three classes of lever and their use in physical activity and sport:

Bones and muscles act together to form levers. A lever is a rigid structure, a length of bone that turns about a pivot- the joint. Levers are used to make a small amount of force into a bigger force- this is gaining a **mechanical advantage.**

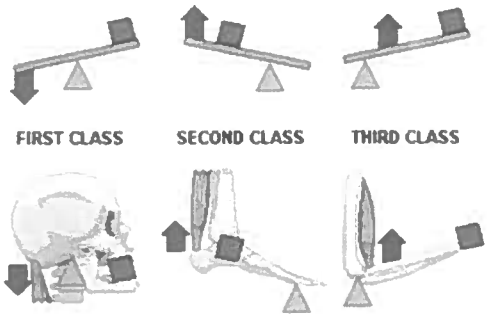
Four parts to a lever:

Lever arm- bones acts as lever arms

Pivot- Joints act as a pivot

Effort- muscles provide the effort to move loads

Load- load forces are often the weight of the body parts that are moved or forces needed to lif, push or pull things.



First class lever- the fulcrum (sometimes called pivot) is located between the effort force and the load force on the lever arm. *Example- at the neck- heading the ball.*

Second class lever- this is when the load or resistance is between the fulcrums and the effort. *Example- raising your toes or plantar flex at the ankle.*

Third class lever- this is when the effort is between the fulcrum and the load or resistance. *Example- at the knee the action of the hamstrings and the quadriceps at the knee joint causing flexion and extension, such as leaping up to catch a basketball.*

Know the definition of mechanical advantage- The relative efficiency of each of the lever systems is called the 'mechanical advantage'.

Some levers (first and second class) provide mechanical advantage. This means that they allow you to move a large output load with a smaller effort.

$$\text{MECHANICAL ADVANTAGE} = \frac{\text{LOAD}}{\text{EFFORT}}$$

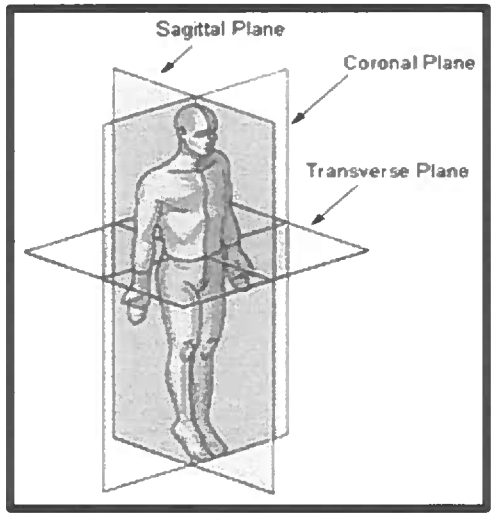
Where the load = 500N and the effort=100N

The mechanical advantage would be

500N divided by 100N = 5

Planes of movement and axes of rotation

Know the location of the planes of movement in the body and their application to physical activity and sport:

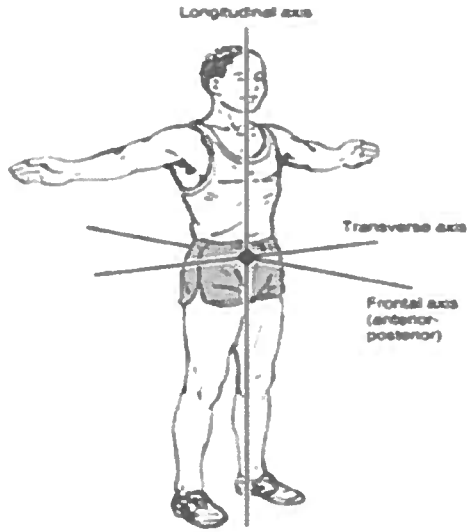


Frontal Plane- Runs vertically and divides the body in sections between fron (anterior) and back (posterior). Movements in this plane are sideways movements of abduction and adduction. *Example- abduction and adduction of the legs at the hip joint- jumping jack.*

Transverse Plane- Runs horizontally and divides the body into upper (superior) and lower (inferior) sections. Movements in this plane are rotational. *Example- arm action (circumduction) when bowling in cricket with rotation at the shoulder joint.*

Sagittal Plane- Splits the body vertically into left and right sides. Movements in this plane are the up and down movements of flexion and extension. *Example- leg action in running takes place in the saggital plane.*

Know the location of the axes of rotation in the body and their application to physical activity and sport:



There are 3 axes of rotation:

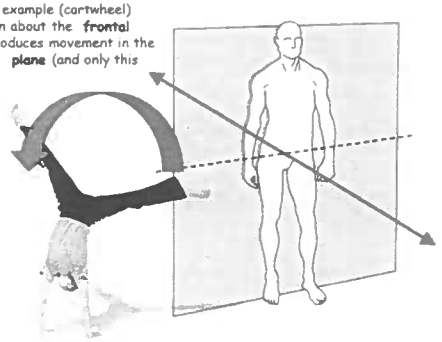
-Frontal axis

-Transverse axis

-Longitudinal axis

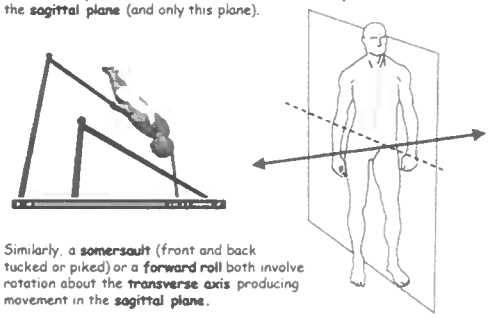
Rotation About The Frontal Axis

In this example (cartwheel) rotation about the **frontal axis** produces movement in the **frontal plane** (and only this plane).



Rotation About The Transverse Axis (1)

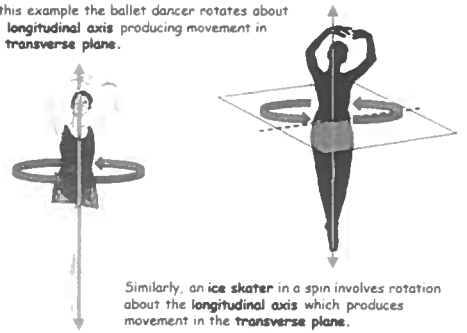
In this example rotation about the **transverse axis** produces movement in the **sagittal plane** (and only this plane).



Similarly, a **somersault** (front and back tucked or piked) or a **forward roll** both involve rotation about the **transverse axis** producing movement in the **sagittal plane.**

Rotation About The Longitudinal Axis (1)

In this example the ballet dancer rotates about the **longitudinal axis** producing movement in the **transverse plane.**



Similarly, an **ice skater** in a spin involves rotation about the **longitudinal axis** which produces movement in the **transverse plane.**

Subject: GCSE PE 1.1 d

The cardiovascular and respiratory systems

The structure and function of the cardiovascular system.

Know the double circulatory system (systemic and pulmonary)-

The heart operates a **double circulatory system** in which blood flows through the heart twice.

1. Pulmonary circulation
i.e. blood flow between the heart and lungs.

2. Systemic circulation
i.e. movement of blood from the heart through the rest of the body (excluding the lungs), then back to the heart.

Know the different types of blood vessels:

-artery- transport the oxygenated blood away from the left side of the heart.

-capillaries-are small blood vessels that carry blood to and from the body's cells

-vein- transport blood from all over the body back to the heart and lungs for re-oxygenation.

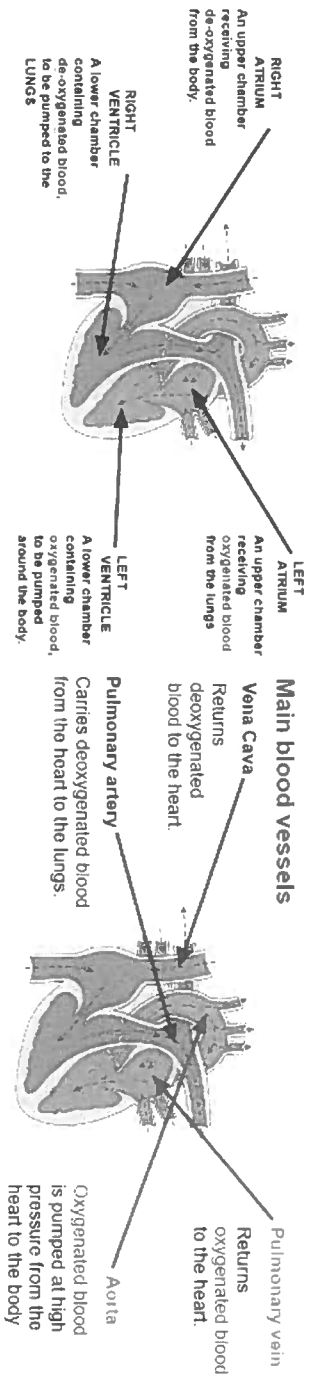
Know the definitions of-

-Heart rate- The heart contracts and relaxes in a rhythm, which produces a heartbeat (started by an electrical impulse from the Sino-Atrial (SA) Node). Measurement of the Heart Rate = Beats per Minute (HR=Bpm). Average resting HR = 75bpm

-Stroke Volume- The volume of blood pumped out of the heart by each ventricle during one contraction. Measurement of the Stroke Volume = milliliters per beat (ml per beat)

-Cardiac output- The amount of blood ejected from the heart (Left Ventricle) in one minute. Measurement of the Cardiac Output = litres/min

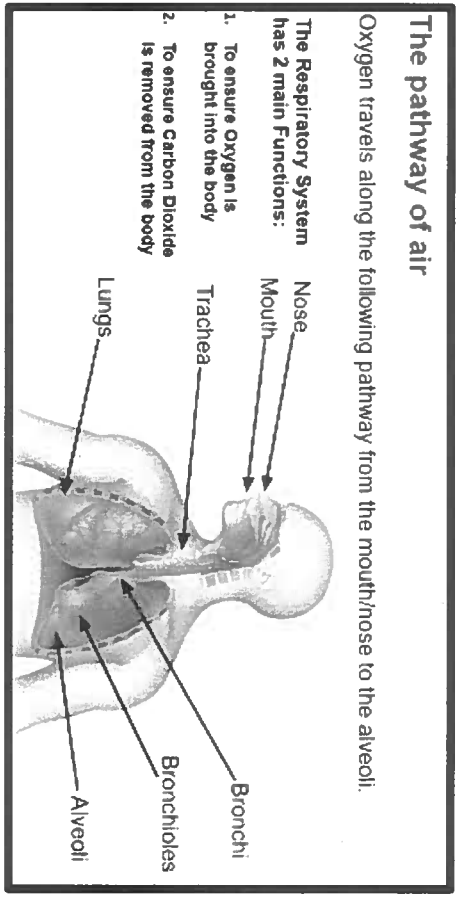
Understand the pathway of blood through the heart-



Know the role of red blood cells-carry oxygen from the lungs to the muscles & Removes CO2 from muscles to lungs.

The structure and function of the respiratory system.

Understand the pathway of air through the respiratory system-



Know the role of respiratory muscles in breathing-

-Diaphragm

-Intercostal muscles

When breathing in (inspiration):

The intercostal muscles contract, lifting the ribs upwards and outwards causing the chest to expand.

The diaphragm contracts. It pulls down and flattens out the floor of the rib cage.

The lungs increase in size as the chest expands.

The pressure inside our lungs falls as they expand. The higher pressure of air outside means air is now sucked into the lungs through the nose and mouth.

When breathing out (expiration):

The intercostal muscles relax. The ribs move downwards and inwards under their own weight. The chest gets smaller.

The diaphragm relaxes. It is pushed back into a domed position by the organs underneath it.

The lungs decrease in size as the chest gets smaller. They are squeezed by the ribs and diaphragm.

The pressure inside the lungs increases as they get smaller. The air pressure outside is now lower than in our lungs. Air is forced out of the lungs through the nose and mouth.

Know the definitions of aerobic exercise and anaerobic exercise and be able to apply practical examples in relation to intensity and duration.

-Aerobic Exercise Working WITH Oxygen. When the demand for oxygen does not overwhelm the body and we are able to supply the working muscles with the oxygen needed to release the required energy for the exercise.

-Anaerobic Exercise Working WITHOUT Oxygen. Maximal Effort: When we work at this rate it is not possible to supply the muscles with oxygen they need to release energy for the exercise, so we work without oxygen **anaerobically** and repay the **OXYGEN DEBT** once the exercise is complete (Lactic Acid)

Paper One – Christianity beliefs and teachings

Key Words			
Ascension	Jesus returning to be with God in heaven after the crucifixion	Omnipotent	God's nature as all-powerful
Atonement	Making things better after sinning, asking for forgiveness from God	Original Sin	The built-in tendency to do wrong which comes from Eve's disobedience
Benevolent	God's nature as all-loving	Resurrection	Jesus returning from the dead after he was crucified
Crucifixion	Jesus' execution by the Romans on the cross	Salvation	Being saved from sin and given eternal life in heaven by God
Incarnation	God becoming flesh in the form of Jesus Christ	Sin	Any thought or action which goes against God's will
Just	God's nature as fair	Trinity	God's nature as three-parts-in-one, the Father, Son and Holy Spirit

KPI1- To explain some of the qualities of God

Christianity is a monotheistic religion. "We believe in one God." They believe that God is perfect and that these qualities are proof of God's perfections.

• All powerful (omnipotent) because he created the world (Genesis). There is nothing God cannot do or achieve. "Nothing is impossible with God."

All loving – God sent Jesus to die on the cross so man's sins could be forgiven. This encourages Christians to love each other. "God so loved the world that he gave his one and only son."

• Judge – God (Jesus) will judge everyone on Judgement Day

• Eternal – God has no beginning and no end

• All-knowing (omniscient) God knows everything, which has happened, is happening and will happen.

KPI4- To describe the Genesis account of creation. The book of Genesis begins "In the beginning God created the heavens and the earth."

Day 1-2 Water covered earth
Day 3 Dry land and plants
Day 4 Sun, moon and stars
Day 5 Sea and flying creatures
Day 6 Land animals and Man
Day 7 God rested

KPI3- To investigate the problem of evil and suffering

Many people question God's **benevolence** when faced with evil and suffering.

Christians believe that a just God treats all people fairly, and they can trust God when things appear wrong.

The story of the '**fall**' shows Adam and Eve giving into temptation, free will to make a choice- 'the **original sin.**'

KPI2 To understand and analyse the concept of the oneness of God and the Trinity

The **doctrine** of the **Trinity** is the Christian belief that: There is One God, who is Father, Son, and Holy Spirit. The Trinity describe that there is only one God, each person of the Trinity is fully God and the persons of the Trinity are not the same.

God the Father: revealed by the Old Testament to be Creator, Lord, Father and Judge.
God the Son: who had lived on earth amongst human beings.
God the **Holy Spirit**: who filled them with new life and power.

KPI4- To explain different Christian beliefs about creation

Christians believe that God created the earth. One story about the creation of the world is found in **Genesis**. Many Christians believe that although it may not be scientifically accurate, this account contains religious truth. Some Christians believe that the account should not be read as an accurate account, but as a **myth.**

Design argument- **teleological** William Paley used this argument to explain the existence of God. Anything that has been designed needs a designer. There is evidence that the world has been designed. If the world has been designed then there must be a designer, this must be God.

The First Cause Argument/ **Cosmological** (Thomas Aquinas) If we look at things in the world, we see that they have a cause. Anything caused to exist must be caused to exist by something else. Everything has to have a beginning. The only possible first cause of the universe is God, therefore God must exist.

KPI5- To describe Christine belief in heaven and hell

•Christians believe that God is just and fair, and so cannot let evil go unpunished.

• Most believe in the idea of judgement after death, and that God will treat people in the afterlife according to how they lived their life on earth.

•Some believe that heaven is a physical place, where their body goes after death. Others believe that it is their soul that lives on, and that heaven is a state of being united with God.

•Christians have very different ideas about hell. Some Christians believe that hell is a place of suffering, and of separation from God. Others (perhaps most) believe that hell is a spiritual state of being separated from God for eternity.

Year 10 Paper One – Christianity beliefs and teachings

KPI 6
Incarnation and Crucifixion

Crucifixion
- Jesus travelled to Jerusalem to preach and he was sentenced to death by Pontius Pilate
- Jesus was then nailed to a **cross** where he died.
- In his last moments Jesus was able to forgive those who were killing him showing Christians how important **forgiveness** is
- This event is remembered on Good Friday

"Forgive them father, they know not what they do" – Luke 23:34

Incarnation
- Christians believe that God was **incarnated** (born) in human form as **Jesus Christ**
- **Mary** was impregnated by the Holy Spirit and gave birth as a virgin – for Christians this is proof of Jesus' status as the son of God
- **Christmas** is the festival that celebrates the incarnation

"The word became flesh" – John 1:14

KPI7
Resurrection and Ascension

Resurrection
- After Jesus was dead and buried Christians believe he **rose from the dead** – this is the **resurrection**
- Early on the Sunday three women visited his tomb expecting to find his body but it was not there
- After his resurrection Jesus appeared to his disciples and told them to spread the word of him
- This event is celebrated on **Easter Sunday**

"He is risen" – Christians say this to each other on Easter Sunday

Ascension
- Forty days after he rose from the dead Jesus **ascended** (went up) into heaven

A belief in resurrection and ascension …
- Shows **life after death** is real
- Assures Christians they will rise again after death and live on in the afterlife
- Leads Christians to try and lead a **good life**

KPI8
Sin and Salvation

- Christians believe you are **judged** after you die (see Religion and Life) and how well or badly you have lived and treated others decides if you go to **heaven** or **hell**
- **Sin** is any action or thought that goes against God's will, Christians can look in the Bible for advice on what is a sin e.g. murder (you shall not kill) and adultery (cheating, you shall not commit adultery)
- God gave humans **free will** but they should use that freedom to make good choices and not sin
- **Salvation** is the idea that Jesus's crucifixion saves human beings from eternal damnation
- The death of Jesus made up for **original sin** – the idea that we were all damned by Eve's choice to disobey God – it allows us to atone for sins and reach eternal life in heaven

KPI9- Quotes to support

The Nicene Creed states "Jesus will come again to judge the living and the dead."

Genesis 1- "In the beginning God created the heavens and the earth. 2 Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. And God said, "Let there be light," and there was light. 4 God saw that the light was good, and he separated the light from the darkness. 5 God called the light "day," and the darkness he called "night." And there was evening, and there was morning—the first day."

Parable of the Rich man and Lazarus – "But Abraham replied, 'Son, remember that in your lifetime you received your good things, while Lazarus received bad things, but now he is comforted here and you are in agony."

Parable of the sheep and goat- Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me.

41 "Then he will say to those on his left, 'Depart from me, you who are cursed, into the eternal fire prepared for the devil and his angels. 42 For I was hungry and you gave me nothing to eat, I was thirsty and you gave me nothing to drink"