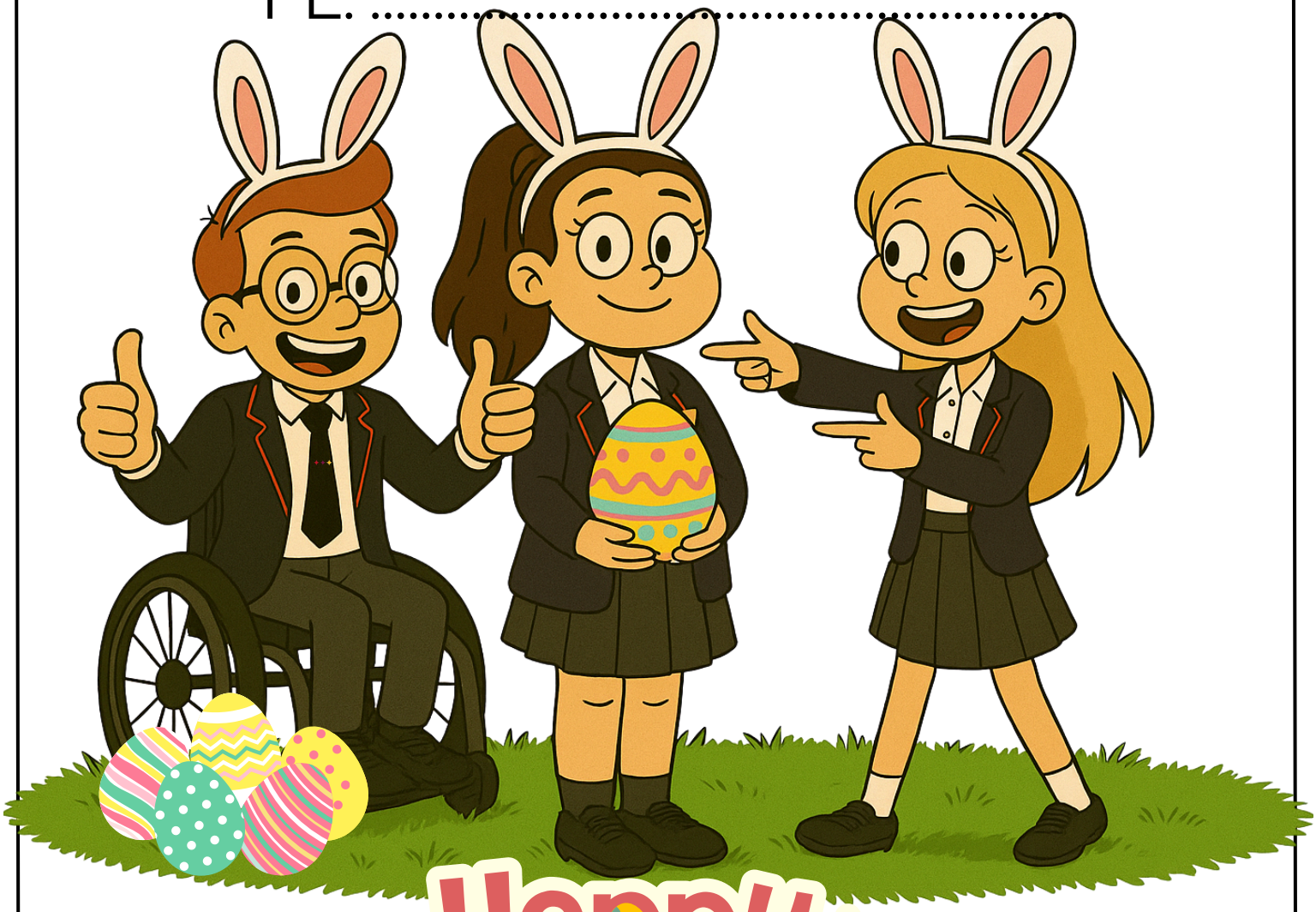
Year 10

Venture Vitals

Name: .....

PL: .....

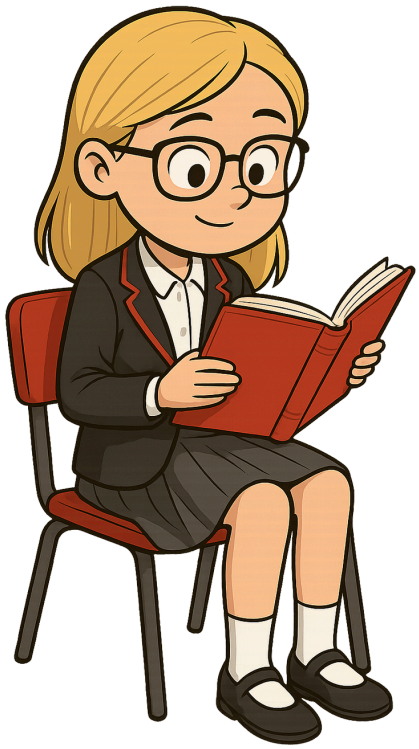


Happy EASTER!

The Book of Knowledge

Spring Term 2

Contents



STUDENT INTRODUCTION

Welcome to your ‘Venture Vitals: The Book of Knowledge’. During your time at Venture, you will become subject experts in your subjects. It is up to you and your amazing brains to use your Venture Vitals to recall core knowledge that make you the experts!

This crucial book will train and help develop your ability to use proven practises which can be used to retain core subject knowledge. At Venture, we encourage you to become an independent learner and take ownership of your learning in and outside the academy. This is why your teachers have created ‘Venture Vitals: The Book of Knowledge’. This book contains the Knowledge Organisers for all your subjects and has been updated for the term. We have also included some intriguing reading for each subject that we hope will help develop your love for each subject even further.

Venture’s teachers will continue to provide opportunities in lessons for you to recall, understand and apply the information from your Knowledge Organisers. To help ensure this knowledge travels and remains in your Long-Term Memory, you need to revisit it as part of your independent study and Extended Learning.

PARENT INTRODUCTION

Welcome to your child’s edition ‘Venture Vitals: The Book of Knowledge’, the essential tool to help Venture students to be independent and progress in their learning. This learning resource contains core knowledge expertly chosen by our subject specialists at Ormiston Venture Academy. This knowledge is represented in the form of Knowledge Organisers (KOs).

A Knowledge Organiser contains the ‘core’ knowledge of a topic and provides a solid foundation for future learning. At Venture we have chunked and structured this information so that it is easily digestible for students and more manageable to engage with during independent study. We have included guidance on some strategies students can use to engage with their Knowledge Organiser, and we hope you will also find this guidance useful when assisting with your child’s independent learning.

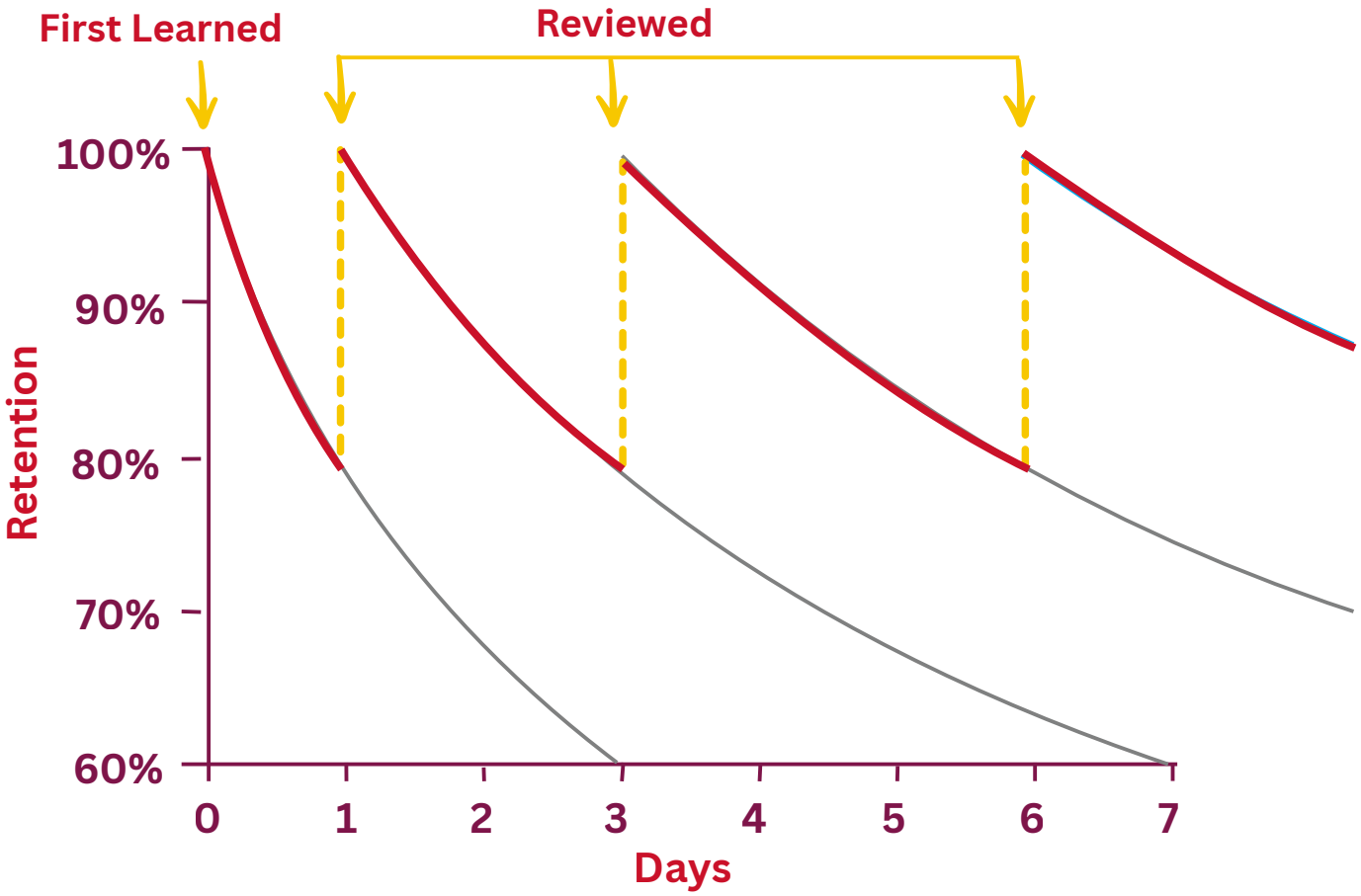
Please do support and encourage your child to regularly engage with these resources and strategies; they really will help them to secure a robust core knowledge which will make future learning in and across topics more secure.

Your teachers have selected some fascinating extra reading for you. The image on the left identifies a further reading page. This material is for pleasure and there is no need to learn it. Enjoy!

SCAN ME

Scan the QR codes with your device to watch videos or visit useful websites. This code will take you to a digital copy of all your Venture Vitals which you can download.

Forgetting Curve



The Forgetting Curve was originally created by a German psychologist. Hermann Ebbinghaus who tested memory over various periods of time and summarised this data in the form of a graph.

The Forgetting Curve shows how information is lost over time when there is no attempt to retain it. For example, the graph shows that people who do not revisit knowledge within the first 3 days will forget 40% of what they learned. If students do not regularly recall knowledge, then they will simply not remember it; however, students who engage with knowledge often will be able to quickly recall a larger amount of information.

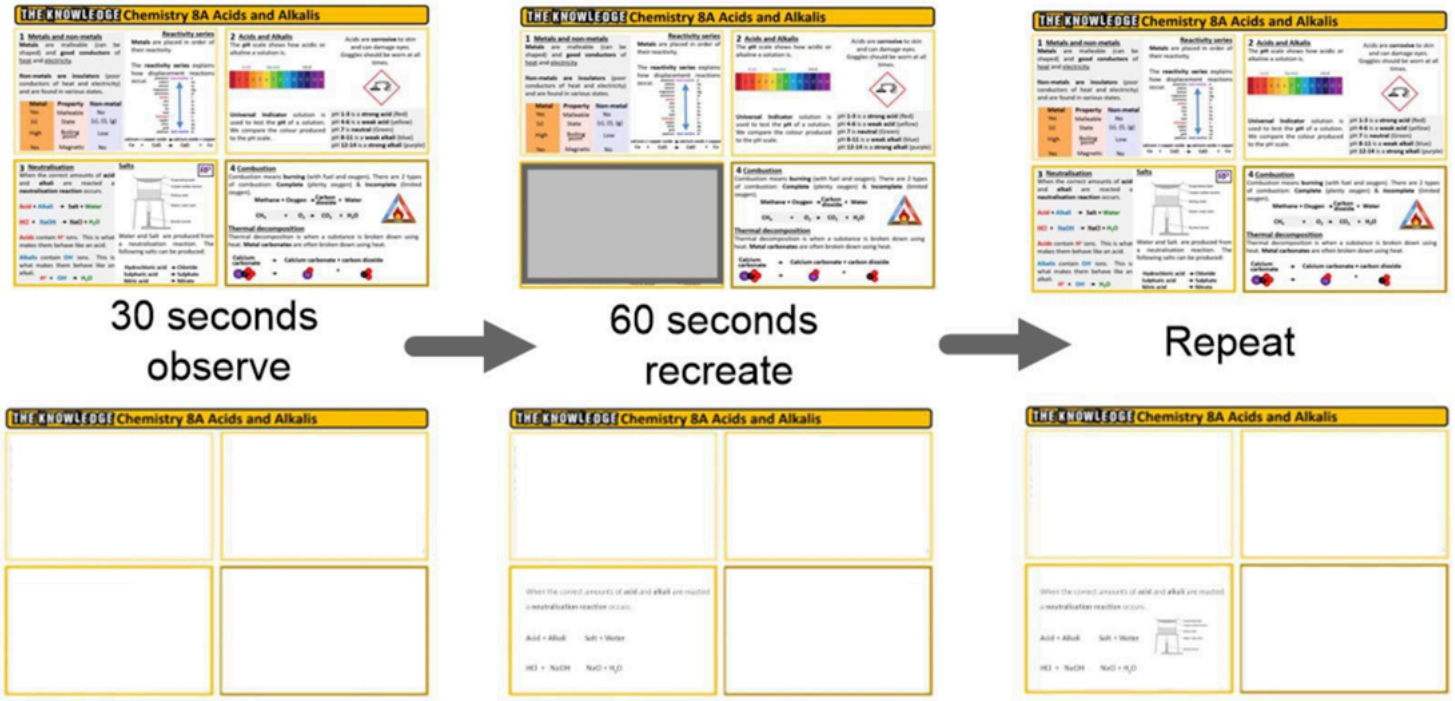
At Venture, teachers use retrieval practices (recalling past information) regularly in lessons to retain past knowledge. This, however, can be vastly improved by regular recall and engagement with learning at home. In the longer term, this will make exams less stressful because you will not be using all your 'working memory' to recall knowledge, allowing you to use it for problem solving instead.

Please do not feel that 'forgetting' information is negative, think of it as an opportunity to remember instead.

The following pages will suggest proven retrieval practises to help improve memory.

SCAN ME WANT TO FIND OUT MORE SCAN HERE!

Collective Memory



Collective Memory is a strategy that is often used in a variety of lessons at Venture. This can be an effective memory recall strategy to engage with you KO (Knowledge Organiser). The purpose of this strategy is to recreate a section of your KO by learning the section and recreating the segment from memory.

- You will need a blank template of your KO or a blank piece of paper (also remember your pen).
- Memorise a section of your KO for around 30 seconds. Plan which part of the section to focus on first, this will make recall easier later. Do not write anything down at this point.
- After 30 seconds cover up or turn over your KO, pick up your pen and recreate the section from memory. You have 1 minute.
- Repeat steps 2 and 4 until you have successfully recreated the section.

This widget is brilliant for learning the core knowledge and improves the speed of your recall ability. It is tricky at first but with practise, it can become a vital strategy for your learning.

SCAN ME WANT TO FIND OUT MORE SCAN HERE!

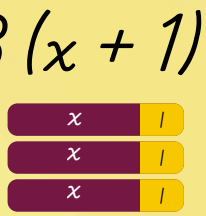
Flash Cards

Question

Maths: Algebra

Expand the bracket

3 (x + 1)



Answer

Multiply out this bracket. Multiply 3 by x and then multiply 3 by 1.

The answer is

3x + 3

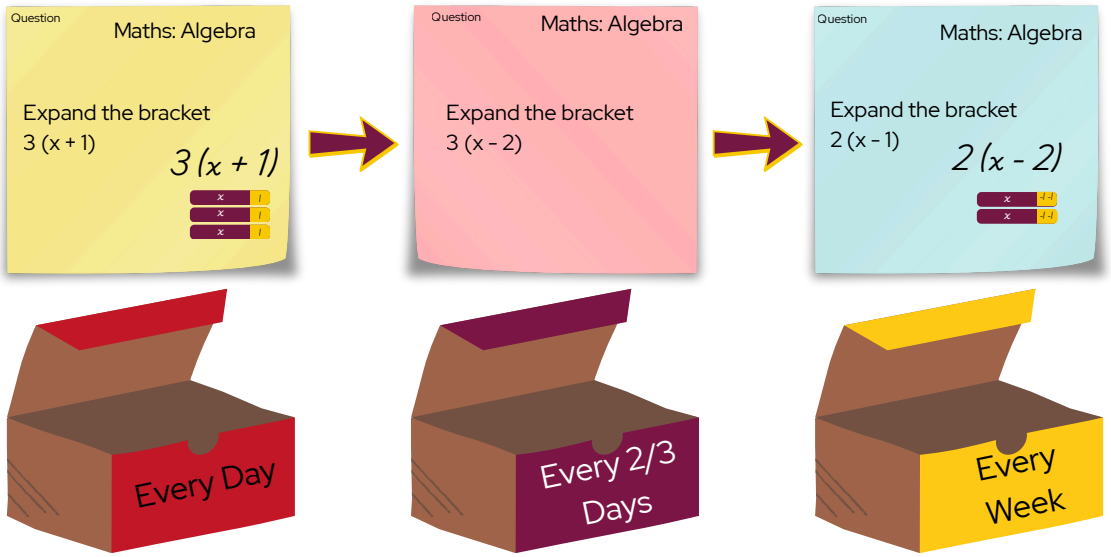
Flash cards are excellent for personalised independent learning. Flash cards can be used in many different revision recall techniques (such as low stakes testing and the Leitner system). An effective flash card should be easy to recall, visually stimulating and be concise with a question on the front and answer on the back of the card.

- Collect a sheet of card and cut into smaller rectangle shapes. (alternatively, ask for pre-cut flash cards from your teacher)
- Write a clear topic with a title on the front. An image associated with the topic can be very helpful and promote easier recall of knowledge.
- Create a question based on the topic onto the front of the flash card, use your KO to help create a question.
- Turn the flash card over and write a model answer for the question (this can be checked with your KO).

Do not write multiple questions or answers onto one card. This makes recall more difficult and can form misconceptions. The flash card can then be incorporated into proven recall systems such as the Leitner system.

SCAN ME WANT TO FIND OUT MORE SCAN HERE!

Leitner System



The Leitner system is a fantastic tool for testing and memorising facts. The system spaces out recall over 5 days and makes retrieval of information easier.
First of all, you will need 3 small boxes (3 envelopes can also be used) These will be used to store your flash cards. Label one box 'Box 1: Everyday', then label the second box 'Box 2: Every 2/3 days'. Then label the third box 'Box 3: Every 5 days'.

Here's how it works:

Day 1:
Review box 1: Put all your flash cards in Box 1 and review the flash cards (attempt to answer the questions). If you get the card correct, move it to box 2. If you get it wrong, it stays in box 1.

Day 2/3:
Review box 1
Review box 2. If you get a card right, move it up to box 3. If you get it wrong, move it back to box 1.

Day 5:
Review box 1
Review box 2. If you get a card right, move it up to box 3. If you get it wrong, move it back to box 1.
Review box 3. If you get a card right, keep it in the box. If you get it wrong, move it back to box 1.

Repeat the 5-day cycle regularly by adding new flash cards and recalling vital core knowledge. When box 3 becomes full of flash cards, take some out of the box and introduce back to box 1 at a later date. Remember the ability to recall is improved by allowing yourself to forget information.

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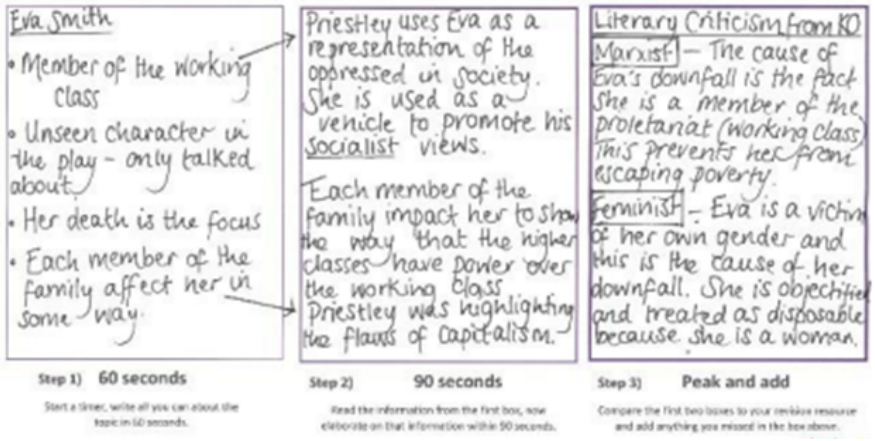
WANT TO FIND OUT MORE SCAN HERE!

SCAN ME

Mind Dump

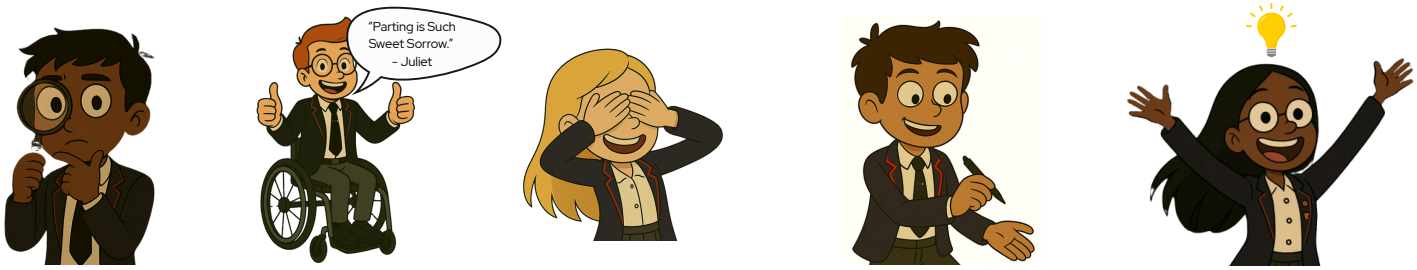


A useful way to first self-assess your current knowledge of a topic is mind dump. A mind dump unleashes all your knowledge onto a blank piece of paper. Just follow these easy steps.

- Using a blank sheet of paper, write down or draw images that are associated with everything you can recall about the topic in 60 seconds.
- Read the information you have written, now elaborate on that information for a further 90 seconds.
- Use your KO to add any information you have missed after the mind dump.

This strategy should give you a realistic understanding of your current topic knowledge. This knowledge can be improved by engaging with your KO on a regular basis.

Look → Say → Cover → Write → Check



A classic method to learn knowledge and key vocabulary. Look, say, cover, write and check does exactly what it says on the tin.

- Look at the keyword or fact on your KO. Say the information out loud.
- Cover it over with a blank piece of paper or your hand. Visualise the knowledge or verbally repeat it for 20 seconds.
- Write the spelling or fact onto a piece of paper.
- Uncover the spelling or fact to check if it is correct.
- Attempt different facts or spellings, repeat a minimum of 2 times (add challenge by changing the sequence you test yourself).

Memory Clock

Students can often engage in bad revision habits. The memory clock is a revision model which helps ensure time is distributed effectively and spent on beneficial recall activities.

Check

The first section of the memory clock is 'review'. The review section is where you should plan a time frame and topic for a session. First, complete a mind dump and then use your KO as a visual cue to recall core knowledge. This should be done for ¼ of your planned revision time.

Review

The second section is 'practise'. This section is the most important as you need to test your knowledge. Attempt questions from flash cards, past exam questions or online quizzes to assess your knowledge. This should be done for ½ of your planned revision time.

Practise

The third section of the clock is 'check'. This section is where you can gain feedback on your topic understanding. Use your KO, exam mark scheme, GCSE Pod or other videos to check your answers. Focus on what you need to improve, and this can be one of the features of your next revision session. This should take the last ¼ of your revision time.

SCAN ME

WANT TO FIND OUT MORE SCAN HERE!

Year 10 – Non-fiction unit – Knowledge Organiser

What is making an inference? a conclusion reached on the basis of evidence and reasoning.

Signpost your inferences with phrases like '*which implies/suggests*' or '*from this we can infer*.' Always use **because/as** to EXPLAIN.

The 4 Ds of quality inference:

- Detailed
- Directly linked to quote
- Developed
- Do not paraphrase

What does it mean to summarise?

To give an overview.

In the context of this skill in English, you will be identifying **concrete** information from two texts. You then need to explain what you have inferred from the evidence, and, crucially, why you have inferred it.

How to analyse

Ensure that you always have a **point to prove**. Try to look in depth at abstract or emotional ideas vs literal or concrete.

What does it mean to analyse?

To look very closely and in detail at the writer's choices of words and methods - you can do this by zooming in multiple times and explaining the effects; alternative interpretations can help you go further.

Selecting your evidence from the text

Ensure that the evidence you choose has clear methods in – this highlights that a writer has made a clear choice and can therefore be unpicked a lot easier.

Always lead with an opinion, point or concept to prove

Writing to convey an opinion

When we write fiction, we must ensure that alongside our **key methods**, we consider the skills below. This is what makes our writing interesting and compels a reader to read on.

Show don't tell | **Varied sentence forms**

Developed ideas | **Use a persona** | **Range of punctuation**

Aristotle's pillars of persuasion

Comparing perspectives

For this, you need to consider the perspectives of the writers: **how the writers personally *feel* about the topic**, and NOT how they *present* the topic to the reader.

To compare means to look at similarities and/or differences.

Similarly, also, much like, additionally

On the other hand, however, contrastingly, this differs to…

Emotive language – when a writer uses words that deliberately evoke an emotion in the reader, particularly an emotional response.

Repetition – Using a word or phrase more than once in a text to make this idea stand out for a particular effect.

Semantic field – using words that belong to the same topic e.g. words about war.

Anecdote – a small story that is used as an example to support a writer's point or perspective.

Sarcasm – used to pick holes/suggest fault in the opposing sides' view.

Facts/statistic – numerical and factual evidence to support a writer's argument.

Rhetorical question – used to encourage the reader to consider their own personal response to a writer's ideas.

Cyclical structure – spiralling back to your opening point for emphasis.

Imperative language – consists of demands/orders: 'You must before it is too late' 'Do this right now' 'Get on board'

Use of pronouns for different effects – You, I, we, us, they…

LITERACY

Spring Term 2

Spellings

Look → Say → Cover → Write → Check

Set 1 – 'i' before 'e' except after 'c':

Green:	Pink:
1.Grief	1.Deceit
2.Ceiling	2.Receipt
3.Brief	3.Perceive
4.Receive	4.Yielding
5.Achieve	5.Achievement
6.Friend	6.Conceited
7.Retrieve	7.Tiered
8.Niece	8.Misconceive
9.Mischief	9.Inconceivable
10.Gradient	**10. Gradient**

Word of the Week

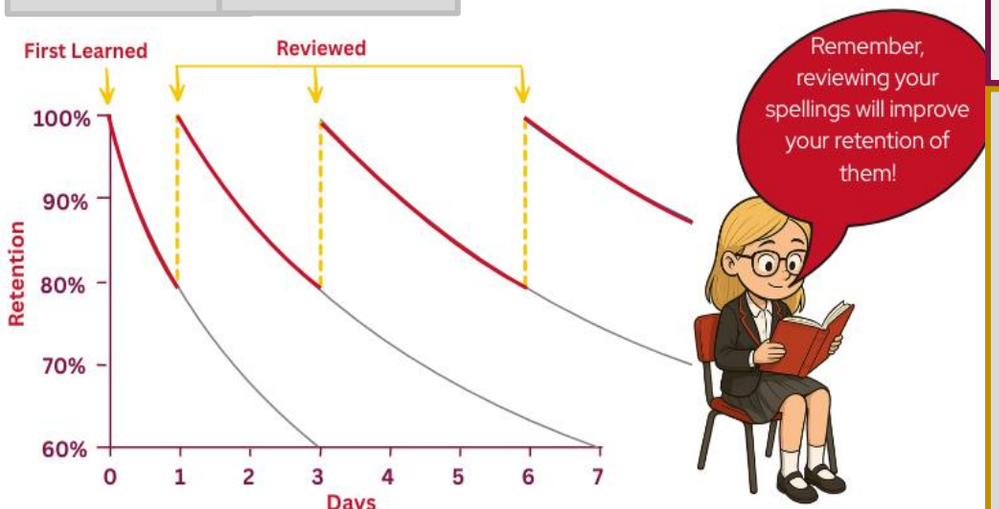
Neutral (Neu-tral)

Fluency (Flu-en-cy)

Set 2 – Dropping the 'e' when adding a vowel suffix

Green:	Pink:
1.Changing	1.Oxidisation
2.Using	2.Transportation
3.Sensible	3.Decomposing
4.Wholly	4.Whistling
5.Excitable	5.Availability
6.Hoping	6.Recyclable
7.Closure	7.Activity
8.Famous	8.Concentration
9.Shaving	9.Saturation
10.Colonisation	**10.Colonisation**

Colonisation (Col-on-i-sa-tion)



Ecosystem (E-co-sys-tem)

Deadly Sins of SPaG

Each term we will consider some grammar rules that – if not used correctly – can ***kill*** **your meaning and understanding!** This term we will look at the correct use of **colons**:

Colons often **introduce an explanation.** The phrase that comes after the colon usually **explains or expands on what came before it**. It is also **used before a list**, quotation, answer or to provide contrast. For example:

'Life is like a box of chocolates: you never know what you're gonna get.' The phrase that follows the colon **explains** why life is like a box of chocolates.

'I love watching films after school: comedies are my favourite.' The phrase that follows the colon here **expands** on what the person loves about watching films.

'Tom hated his mum's cooking: soggy sprouts, smelly cabbage and lumpy potatoes.' A colon is used to **introduce a list** of things that Tom's mum cooks that he doesn't like.

Deadly Sins of SPaG Spotlight

It's important that you use colons correctly following our 'Deadly Sins of SPaG' rule. Each week, correct the sinful grammar mistake at the end of your spelling test.

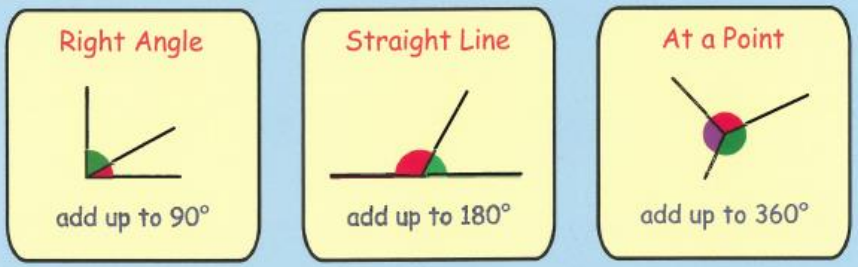
1. I love holidaying in Italy it's beautiful and it has delicious food!

2. The following students have won a prize Stephanie, George and Josh.

Spring 2 Year 9 Maths

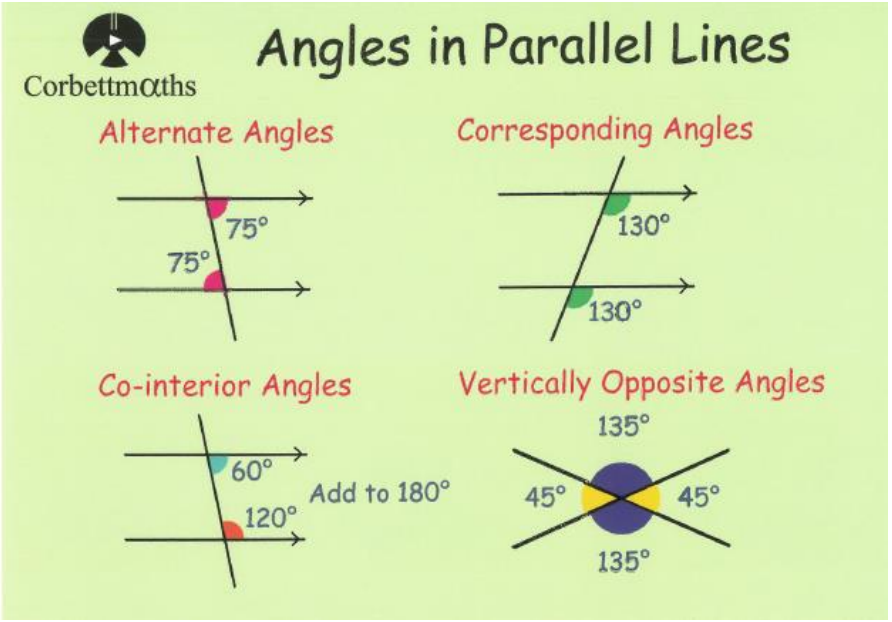
Corbettmaths

Angle Facts



Corbettmaths

Angles in Parallel Lines



Corbettmaths

Angle Facts

Card 2

Foundation

Notes:

Video

Exam Questions

Answers

Corbettmaths

Angles - Parallel Lines

Card 4

Foundation

Notes:

Video

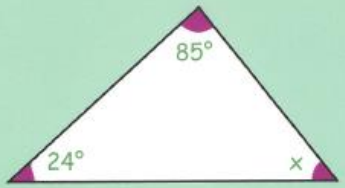
Exam Questions

Answers

Corbettmaths

Angles in a Triangle

The angles in a triangle add up to 180°

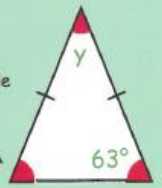


24 + 85 = 109°

180 - 109 = 71°

x = 71°

As an isosceles triangle this angle is 63°



63 + 63 = 126°

180 - 126 = 54°

y = 54°

Corbettmaths

Angles in a Triangle

Card 3

Foundation

Notes:

Video

Exam Questions

Answers

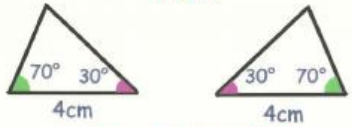
Corbettmaths

Congruent Triangles

SSS

Side - Side - Side

ASA

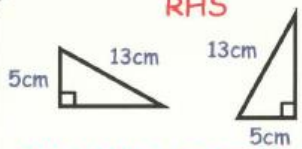


Angle - Side - Angle

SAS

Side - Angle - Side

RHS



Right Angle - Hypotenuse - Side

Corbettmaths

Congruent Triangles

Card 33

Foundation

Notes:

Video

Exam Questions

Answers

THE KNOWLEDGE Biology 10B – Biological Responses

1 **Aerobic Respiration** is the process of releasing energy through the oxidation of glucose molecules. It takes place in the **mitochondria**.

glucose + oxygen → carbon dioxide + water (+ energy)

$C_6H_{12}O_6 + 6O_2 \rightarrow 6CO_2 + 6H_20$ (+ energy)

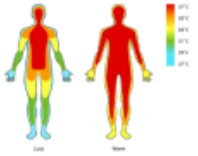
Anaerobic respiration is the process of releasing energy from glucose without oxygen. It releases less energy than aerobic respiration. **For Animals:**

glucose → lactic acid (+ energy)

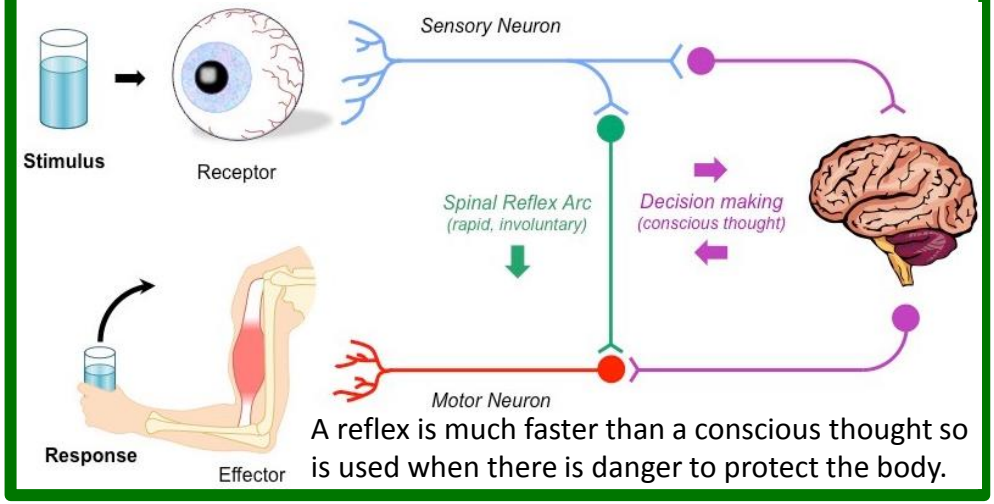
Response to exercise: your muscles need more energy so need more O_2

Increase breathing rate and volume to get more O_2 into your blood + Increase heart rate to get blood around the body faster = More O_2 to the muscles so they can make more energy and do more exercise

2 **Homeostasis** = maintaining a constant internal environment.

Condition	Why	How
Core body temperature 	37°C –optimum temperature for enzymes	**Too cold** – **Shivering** (increases respiration which increases temp) and **Vasoconstriction** (stopping blood getting to the skin surface) **Too hot** – **Sweating** (evaporation takes heat away from the skin. + **Vasodilation**
Water	Needed for reactions	Kidneys control water in the blood by changing urine concentration
Blood sugar	Need for respiration	Pancreas releases 2 hormones they cause increases or decreases

3 **The nervous system** is made of 2 main parts: the central nervous system (Brain and Spinal cord) and the peripheral nervous system all of the other nerves. There are 2 pathways signals can take.

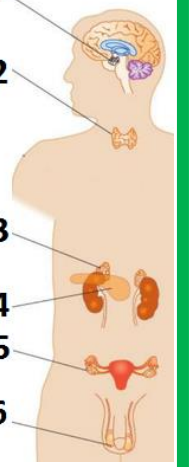


A reflex is much faster than a conscious thought so is used when there is danger to protect the body.

4

	Gland	Produces	Role
1	Pituitary	Many, eg FSH & LH	Master gland, targets many parts of a body.
2	Thyroid	Thyroxin	Controls **metabolism**
3	Adrenal	Adrenalin	Prepares the body for danger. Fight or Flight
4	Pancreas	Insulin, Glucagon	Controls blood glucose
5	Ovaries (Female only)	Oestrogen, Progesterone	Female characteristics Menstrual Cycle
6	Testis (Male only)	Testosterone	Male characteristics

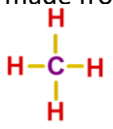
Hormones

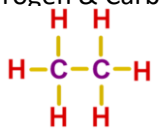


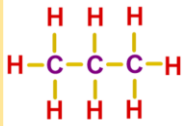
THE KNOWLEDGE — Chemistry 10B — Organic Chemistry

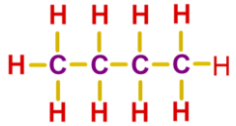
1 Alkanes

Alkanes are Hydrocarbons (only made from Hydrogen & Carbon)


Methane

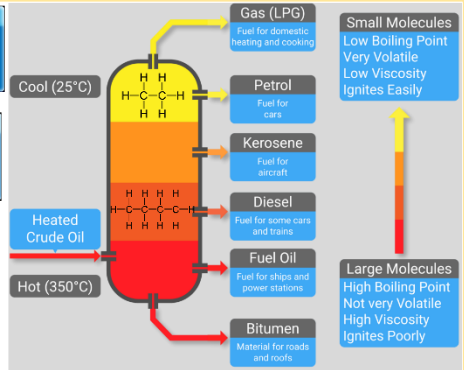

Ethane


Propane


Butane

All **alkanes** have the formula C_nH_{2n+2}

Alkanes are found in **Crude oil** (a mixture of compounds formed from the remains of dead plankton millions of years ago).

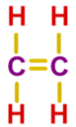


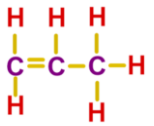
Crude oil is heated and enters the column as vapour. The different compounds have different boiling points, so they condense at different temperatures. The different alkanes separate at different positions in the column. **Fractional distillation**

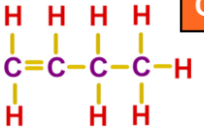
2 Alkenes are also Hydrocarbons. Alkenes contain at least one double bond,

Where as **alkanes** only have single covalent bonds. The formula for **alkenes** is C_nH_{2n}

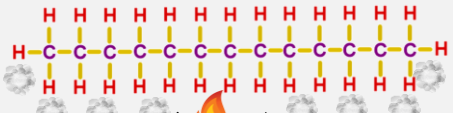
Alkenes are normally formed from the cracking of long chain alkanes


Ethene


Propene

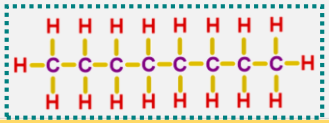

Butene

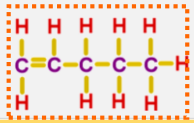
Cracking When a long chain **alkane** is cracked it produces a smaller chain **alkane** and an **alkene**.



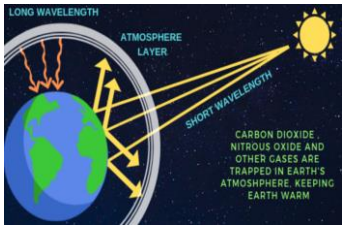
There are 2 types of cracking;

Catalytic cracking (requires a catalyst and high temperatures) and **Steam cracking** (uses steam and high temperatures) .





3 Greenhouse effect and Carbon footprint



Short wavelength radiation (UV) from sun, **passes through atmosphere** to Earth's surface.
Earth emits **longer wavelength** (Infra red). The longer wave lengths are **absorbed by greenhouse gases**. Earth **heats up**

Climate change contributes to **global warming**. Earth heats up, ice caps melt, sea levels rise, flooding occurs and extreme weather stops crops growing.

Carbon footprint is the total amount of **CO_2** emitted over the full life cycle of a product or event

We can lower the amount of **Carbon** we use by using carbon capture & storage (CO_2 pumped underground), Using biofuel instead of fossil fuels, taxing large cars, investing in new technology and eating vegetarian diets (less demand for beef which produces CH_4/ methane)

4 Combustion and pollutants

hydrocarbon + oxygen → carbon dioxide + water

Complete combustion is when fuel is burnt with plenty of oxygen. It produces green house gases such as carbon dioxide and water vapour.

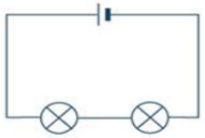
hydrocarbon + oxygen → carbon monoxide + carbon + water

Incomplete combustion is when fuel is burnt with little oxygen. It produces carbon particulate (soot), the toxic gas such as carbon monoxide and water vapour.

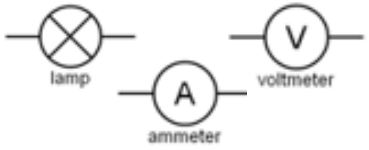
Atmospheric pollutant	Effect
CO (Carbon monoxide)	Toxic gas: Replaces O_2 in blood
CO_2 (Carbon dioxide)	Green house gas, contributes to greenhouse effect
C (Carbon particulates)	Carbon particles (soot), causes global dimming and damages lung cells
SO_2 (Sulphur dioxide)	Produced from coal, causes acid rain (damages plant leaves)
NO_x (Nitrogen oxides)	Produced from cars, causes acid rain and breathing problems

THE KNOWLEDGE Physics 10B Electricity and Electromagnetism

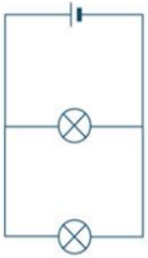
1 Series electric circuit



Current is the same through each component
The **total potential difference** of the battery is shared between the components



Parallel electric circuit



The **potential difference** (voltage) across each component is the same
The **total current** through the whole circuit is the sum of the currents through the separate components

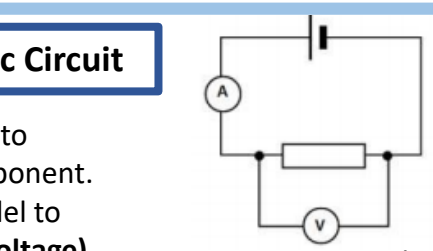
Current equation:
Current=$\frac{charge}{time}$ $I = \frac{Q}{t}$

Potential difference equation:
Potential difference=$\frac{Work}{charge}$ $V = \frac{W}{Q}$

2 Resistance in an Electric Circuit

Ammeter is connected **in series** to measure current through a component.
Voltmeter is connected in parallel to measure **potential difference (voltage)** across a component.

Resistance equation:
Resistance=$\frac{Voltage}{current}$ **R=$\frac{V}{I}$**




resistor


variable resistor

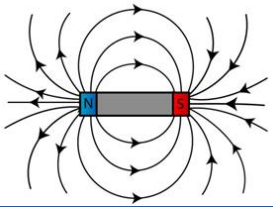

thermistor


light dependent resistor (LDR)

In a **series circuit** the **total resistance** is the **sum** of the resistance of each component.
In a **parallel circuit**, the total resistance **decreases** as more components are added, because there are more paths for the current to pass through.

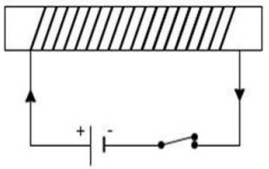
3 Magnetic field

The diagram shows a magnetic field (B-field)
Field lines always point from north to south pole.



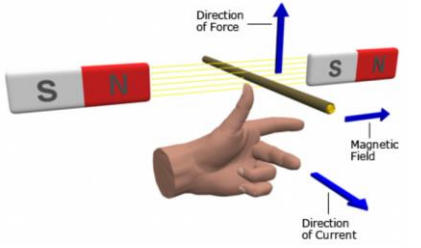
Electromagnets are formed by passing through a current through a solenoid wrapped around a soft iron core. There will be a B-field formed around the solenoid and the iron core is magnetized.

Factors **affecting strength** of the **electromagnet**
- The **number of turns** on the solenoid
- The **voltage**
- The **iron core**

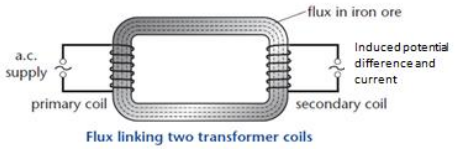


4 Fleming's Left Hand Rule –

when a current-carrying wire is placed inside a magnetic field, a force is induced which acts on the wire



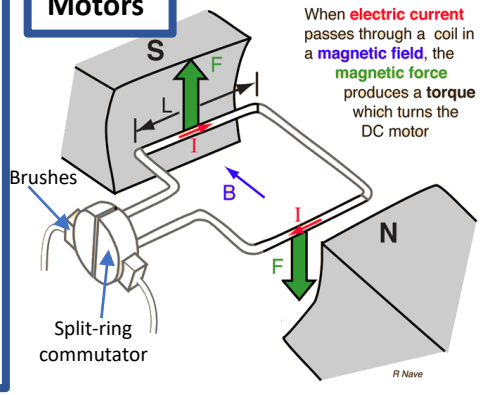
First Finger	=	Field (magnetic from North to South)
seCond Finger	=	Current (conventional current from +ive to –ive)
thuMb	=	Movement of the wire



Flux linking two transformer coils

Motors

When **electric current** passes through a coil in a **magnetic field**, the **magnetic force** produces a **torque** which turns the DC motor



ART Year 10 - Spring 2 KO

Line Drawing - A line drawing is a drawing made of only lines. It does not include any shading. If a drawing includes 'quality of line', it includes lines of different thicknesses/weights created by applying different pressures to the pencil.

Tone/Value Drawing - A tone drawing is a drawing that includes shades of varying lightness and darkness. Some countries will call this a 'value drawing'. The tones are created through shading and/or mark making.

Mark Making - It is widely accepted that interesting drawings often include diverse types of mark making. Van Gogh, Vince Low and Kathe Kollwitz or other artists use mark making o create their artwork.

Drawing with Hatching and Cross Hatching - Hatching is a drawing technique where closely spaced parallel lines are used to create tone/values. Cross hatching is a drawing technique where sets of parallel lines are placed over each other to create different tones/values.

Contour Drawing & Blind Contour Drawing – A contour drawing is a line drawing that focuses on the outline of the object being drawn and tries to capture the mass and volume of the subject matter rather than the detail. The outlines of major shapes within the subject of the drawing can also be included. It comes from the French word 'Contour', which means 'outline'.

Blind Contour - A blind contour drawing is where the artist looks only at the subject matter of the drawing and not the page they are drawing on. This leads to confident, fluid, gestural lines and makes the artist really study what they are drawing.

Continuous Line - A continuous line drawing is a drawing where the drawing implement, is not taken off the page, whilst the drawing is created. The advantage of trying this method is that it creates fluid, quick and confident drawings.

Stippling – Stippling is the art of making a drawing out of numerous tiny dots. The closer together the dots, the dark the area will appear.

Drawing with a Paint Brush - Drawing with a brush can be difficult, but you can create beautiful organic marks that you can't get from a pen or pencil. You can use a dry brush, dipped in paint for more textured drawings, or you can draw with a wet paintbrush and paint, for more fluid lines.

Drawing with Stick & Ink- It is simply drawing with a stick that has been dipped in ink. You can create many different marks, shapes and lines using this technique.

Drawing in Colour - Drawing in colour can breathe new life into a drawing. It can also help you move away from always wanting to be realistic towards working creatively like an artist. You could use colour pencil crayon, pastels, oil pastels, felt tips, colour pens and gel pens etc.

Content Area 4: Early Years Provision

Early Years Provision

3 types of early years provision
1.Statutory
2.Private
3.Voluntary

Early years settings
•Private nursery.
•School nursery class.
•Creche.
•Childminder.
•Primary school.
•Playgroup or Preschool.

The 7 areas of learning and development
1.Communication and language.
2.Physical development.
3.Personal, social and emotional development.
4.Literacy.
5.Mathematics.
6.Understanding the world.
7.Expressive arts and design.

The EYFS aims to provide:
•Quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind.
•A secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly.
•Partnership working between practitioners and with parents and/or carers.
•Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

Overarching principles
•Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
•Children learn to be strong and independent through **positive relationships**.
•Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
•Importance of **learning and development**. Children develop and learn at different rates.

What is wellbeing?
It is the way a child feels physically and mentally.
In the early years this is often referred to as a child's welfare.
The Children Act 1989 says that the welfare of the child is paramount. This means that ensuring children's wellbeing is maintained is vital.

The 4 areas of child development

Physical:
The way in which the body increases in skill and becomes more complex.
Examples could be:
•Using their big and small muscles
•Growing taller and stronger

Cognitive:
The ability to think, recognise and remember.
Examples could include:
•Problem solving
•Logical thinking
•Developing memory skills.

Communication and language:
The ability to make sounds, talk, understand, and interact
Examples could be:
•Speaking and listening
•Using vocabulary

Social and emotional:
The ability to interact with others, develop, manage, and express feelings and become more independent.
Examples could be:
•Being kind to others
•Showing empathy
•Controlling emotions
•Working with others

Content Area 5- Legislation, policies and procedures in the early years

Terminology

Legislation: a law or set of laws that have been passed by Parliament.

Framework: a set of standards that must be met.

Policy: an action adopted by an organisation.

Procedure: an established way of carrying out a policy.

Statutory: Required by statute (law) it is illegal not to comply with it

Non-statutory: Advised but not a legal requirement. Sometimes referred to as "common law".

Types of Policies

Safeguarding Policy-How to identify signs and symptoms of concern, Actions to take if you suspect a child is being harmed or in danger of being harmed, Recruitment of suitable staff, Information about DBS checks.

Play Policy- Planning age and stage appropriate activities, using suitable resources, Teaching children to take risks in a safe manner, Encouraging children to follow health and safety rules

Technology policy- Information about keeping children safe online, How to use technology safely, Keeping passwords secure, Not sharing personal information online, Confidentiality of children's photos.

Types of Legislation

Health and Safety at work act 1974- Reduce the risk of workplace injuries and deaths, Identify expectations of health and safety in the workplace, Ensure the welfare of everyone on the premises, not just the employees.

Equality Act 2010- It protects people from being discriminated against, It provides clear expectations on inclusion and inclusive practice.

Working together to safeguard children 2018- Protecting children from maltreatment, Preventing impairment of children's mental and physical health or development, Ensuring that children grow up in circumstances consistent with the provision of safe and effective care and Taking action to enable all children to have the best outcomes.

General Data Protection Regulation 2018 (GDPR)-help people understand what information was confidential, how it should be stored and what needed to be considered before information is shared.

Types of procedures

- **Preventing the spread of infection**
- **Maintaining confidential practice**
- **Risk Assessments**
- **Responding to childhood illnesses**

ormiston venture academy

Computer Science

ALGORITHMS

Computational Thinking

The process to solve complex problems using a computer.

Abstraction

Identifying the key parts of the problem and **removing** anything **unnecessary**, making the problem easier to solve. A good example of this is the London Tube Map. It only contains the lines and names of stations all other geographical detail is taken away to simplify it.

Decomposition

Means **breaking down** a complex problem into lots of **smaller problems** which are easier to solve.

Algorithmic Thinking

The consideration that goes into solving a problem using one or more algorithms. **Algorithms** are a series of steps which solve a problem.

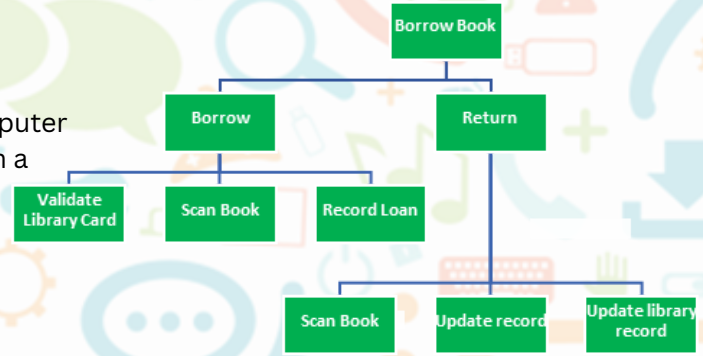
IPO

Structure Diagrams

Identifying the **inputs, processing and outputs**. Used as a first stage of **decomposition** of a problem.
Each stage may then be broken down further.
A structure diagram may be used to show the structure and **hierarchy** of a problem.
It links one subsection to other subsections.

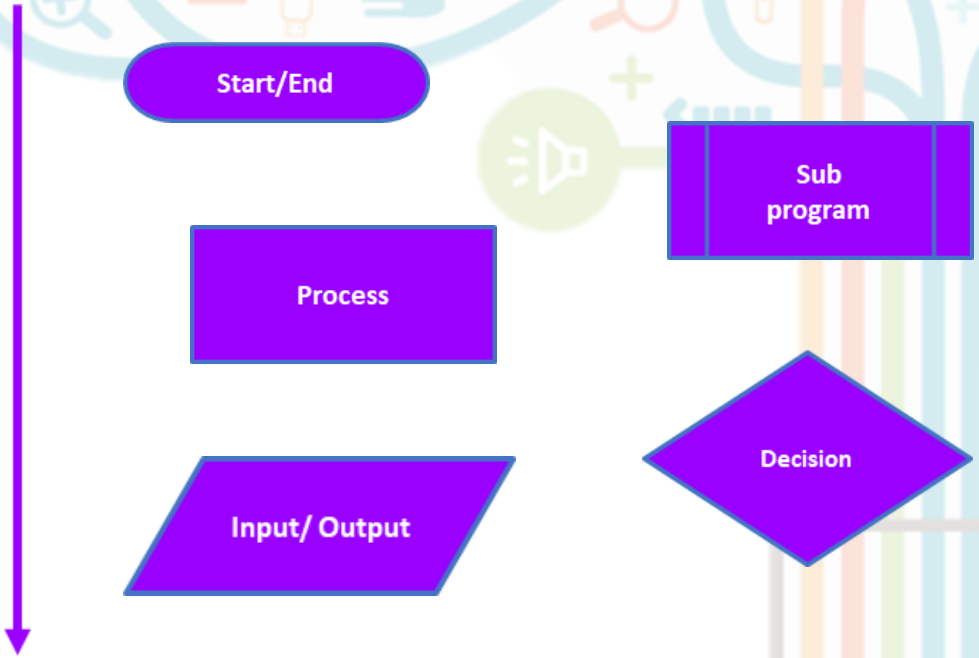
Example:

A Library users may use computer terminals to borrow or return a book. Draw a structure diagram to show this system.



Flow Charts

Flow charts are useful to help develop solutions to a problem. A **graphical representation** of an algorithm. They use the following symbols



Computer Science

ALGORITHMS

Trace Tables

Are used to show how the **values of variables** change during the execution of a program.

Each line of code is **executed**, the current value of any variable that is changed is written in the appropriate column of that table. It is not necessary to fill a cell if a value has not changed.
Example: Ben designs a flowchart algorithm to calculate the average number of hours students spend gaming per week. He uses test data of 3 students;8,10 and 12 hours. This should result in an average of 10 hours.

Game Hrs	Total Hrs	count	Game Hyrs =-1?	average
	0	0		
8	8	1	No	
10	18	2	No	
12	30	3	No	
-1	29	4	Yes	7.25

Identifying Errors

A syntax error occurs when a statement is written which does not follow the rules for the programming language. Common errors include:

Writing a single statement to input two variables:

Input (“please enter x and y”, x, y) - is incorrect, it should be
x = input (“please enter x “)
y = input(“Please enter y “)

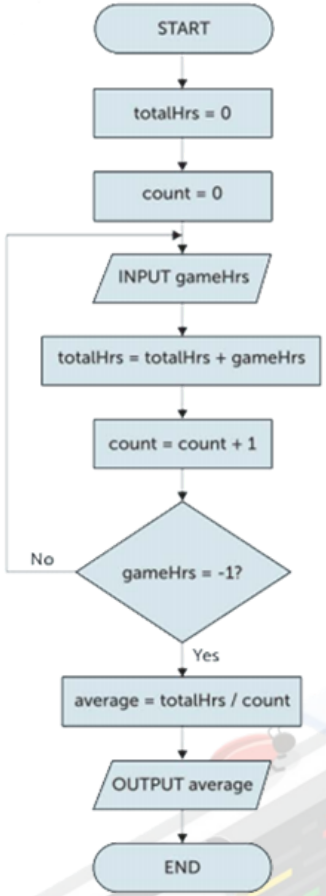
Writing output statements incorrectly:

print(total sum =, totalSum) - should be written
print(“Total sum=”, totalSum) -don’t forget quote marks

Writing boolean conditions correctly:

If x <1 OR > 100 -should be written
1f x < 1 OR x > 100

A **logic error** occurs when the program does not do what the user intended or gives an answer which is unexpected. There are many ways or creating logic errors.



Pseudocode

Used for developing an algorithm using programming-style constructs, but it is **not an actual programming language**. This means that a programmer can concentrate on figuring out how to solve the problem without worrying about the details of the syntax.

Using pseudocode, the algorithm shown in the flowchart on the previous knowledge organiser could be expressed like this:

SET totalHrs and cout to 0
Input gameHrs
SET totalHrs to totalHrs + gameHrs
Count = Count +1
While Game hours != -1 repeat previous 3 lines
Average = totalHrs / count
Print average

OCR Reference Language

This is specific pseudocode for your exam. It can be found on the OCR website and in your workbooks.

There will be some questions in the exam where you must use either OCR reference language or a **high-level** programming language that you have studied. You are marked for **syntax** accuracy.

This code is very similar to python, but has some issues which would lead to syntax errors if you were to run it in an **IDE**.

starNumber= input (“Enter start number: “)
endNumber = input (“Enter end number: ”)
step = input (“Enter step number: “)
number = startNumber
while number<= endNumber then
print(number)
number = number + step
endwhile

Creative iMedia

CLIENT BRIEF & REQUIREMENTS

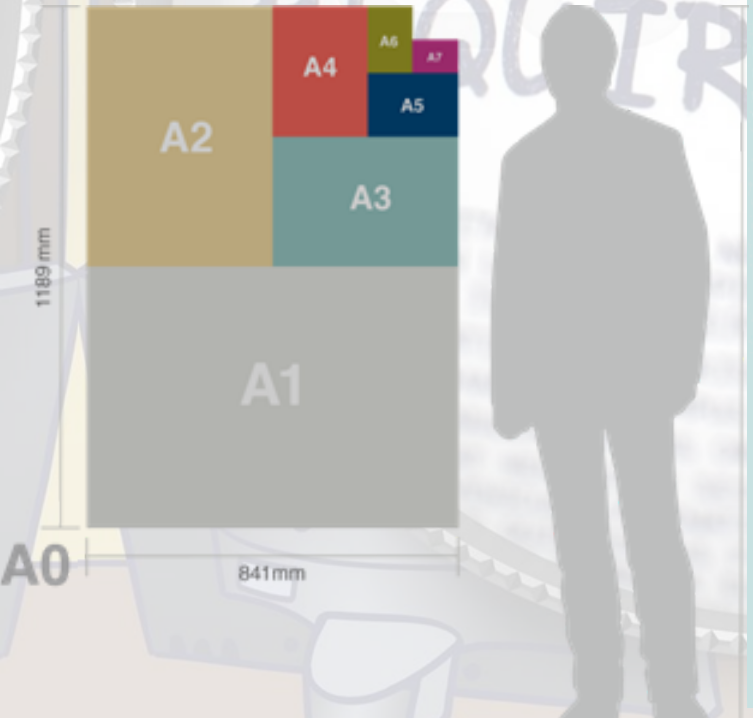
SCAN ME

Advertise Promote

Usually, a **written document** that gives the key requirements of a project. Key people involved I the project (Campaign manager, production manager, creative director etc) will have **meetings** or **discussions** to develop the final client requirements. Sufficient questions need to have been asked so they fully understand the purpose. Meetings can be **formal** or **informal**. Budget will be **negotiated**. Briefs are communicated as paper documents, attachments on email and other electronic documents. With project Requirements.

Project Constraints

These are **mandatory** requirements that the product must meet. These may be **technical** (three-fold leaflet) or **creative** constraints (needs a bright colour scheme). These may restrict the creative vision, planning and production of the product.



PayPal™ CREATIVE BRIEF

prepared by Maggie Wang / Alan Arguelles

THE PROBLEM

The brand's extensive service has lead misinterpretations about PayPal being an online shopping payment system. Currently, the brand perception is that PayPal's just an alternative to credit cards or other means of online payment.

OUR GOAL

PayPal's main essence is to deal with our daily money transactions. Our goal is to clarify the misconceptions surrounding the brand and re-iterate what PayPal is all about: A virtual wallet where the user's in control.

OUR KEY INSIGHT

Young entrepreneurs find ways on how to earn money to feel the sense of independence. At the same time, they are still supported by their parents. They need a service that would give them the flexibility of receiving money (either allowance from their parents, or getting paid from walking the dog as one of their part-time jobs), while still struggling to balance the life of a typical teenager.

WHO WILL WE ENGAGE?

Teenagers, whose age ranges from 12-17 years old, they try to balance between school, a part-time job, extra-curricular activities, family, and friends. At this point in their lives, they are starting to become independent and branch out their lives through their friends, classmates and other people around them. They are curious, and are trying to establish connections that would stand the test of time. They trust their friends and peers, basically because they value their opinions. They want control over their money, how they're going to use it, and when they're going to use it, but not want the complexities that come with using a credit card.

OUR MAIN MESSAGE

RECEIVE MONEY WHENEVER, WHEREVER.

OUR OPPORTUNITIES

(PLEASE CHECK THE NEXT PAGE FOR OTHER POSSIBILITIES)

Advertise Promote

These are given in the brief and containing.

Type of Product
The product that is being **commissioned**. e.g poster for bus shelter.

Timescales
Key **dates** and **deadlines** for the project.

Audience
The **segment** of people being targeted. e.g girls aged 14-16

Purpose
The key **objective** for the product. e.g to inform/influence.

Client Ethos
Needs to **align** with client's **values.**

Content
Components that need to be a **part** of the **product.** Such as key information and images.

Genre, style & theme
Look and **feel** of a product.

Creative iMedia

PRE PRODUCTION PLANNING

Work Plans

Used to **plan** out the different elements of the **three production phases**.

Pre-production - planning
Production - creating
Post-production – editing and reviewing

Work plans show **tasks** that need completing, start/end dates and milestones.

Mind Maps

To plan out thoughts and ideas quickly and show connections between ideas. Used in pre-production. Used by many people from creative directors to graphic designers.

Central idea in middle.
Nodes connected to main idea.
Connected using branches.
Sub-nodes connected to nodes.

Resources
Include the hardware, software and people required to complete the project.

Timescales
The time each task and activity should take.

Milestones
These are the dates key parts of the project are completed.

Tasks
The main phases of the project. Pre-production, production and post-production.

Workflow
The order in which activities are completed. Activities may have dependencies. Meaning other activities need completing first.

Activities
Tasks are broken down into activities. Sometimes known as sub tasks. Smaller components carried out to complete a task.

Contingencies
Backup plans for when problems occur. Spare time allocated to address issues.

Mood Boards

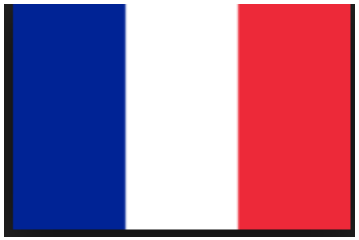
A planning document to **assemble a range of materials** in order to reflect the potential **style** of a media product.

Develops the **feeling/style** of the product, helps with **idea generation** and creating a visualisation diagram.

They can also be used to gather feedback from the client.

Mood boards can be **physical** and **digital**.
Physical – on paper and includes photographs, magazine clippings, fabrics etc
Digital – on computer and includes digital images, graphics text, colour, videos and audio files.

KS4 French KO 4 : En plein forme



Present tense: An action that is happening now	
Dans ce plat il y a du chocolat	In this dish there is chocolate
Je pense que c'est	I think that it's
Mon frère pense que c'est mauvais pour la santé	My brother thinks that it's bad for the health
Allez plus souvent au centre sportif	Go more often to sports centre
Qu'est-ce que tu manges pour le petit déjeuner ?	What do you eat for breakfast?
Après les cours, je mange du pain	After lessons, I eat some bread
Je bois du café tous les jours	I drink some coffee every day
Ça va très bien	I am very well
Ça ne va pas bien	I am not very well
Je me sens en colère	I feel angry
Je n'ai pas d'énergie	I don't have any energy
Ecoute un peu de musique et va au lit	Listen to a little music and go to bed
Je dois trouver de nouveaux amis	I must find new friends

Future & conditional: something that will/would happen	
Je vais manger plus légumes	I am going to eat more vegetables
Je vais prendre des cours de danse	I am going to take dance lessons
Je vais moins penser à moi et je vais aider les autres	I am going to think less of me and I am going to help others
Je veux aider mes grands-parents	I want to help my grandparents

Past (Perfect) tense: Something that has happened	
Hier, j'ai mangé	Yesterday I ate
J'ai bu	I drank
J'ai fait	I have done
Je suis allé	I went
C'était	It was + adjective
Ça m'a fait du bien	It did me good
J'ai eu un accident où je suis tombé de vélo	I had an accident where I fell off my bike

Past (Imperfect) tenses: Something that has happened	
J'habitais	I used to live
Je travaillais	I used to work
Quand j'étais petit(e)	When I was little
Quand j'étais plus jeune	When I was younger
Je mangeais	I used to eat
Je faisais	I used to do
Mon meilleur ami faisait	My best friend used to do

Complex structures	
Dormez au moins huit heures par nuit	Sleep at least eight hours per night
Quand j'ai soif, je bois	When I am thirsty, I drink
Je suis inquièt(e)	I am worried
Afin d'être plus en forme	In order to be in better shape
Je ne ferai pas mes devoirs à la derrière minute	I will not do my homework at last minute
Je continuerai à lutter pour	I will continue to fight for
Au lieu de choisir des frites	Instead of choosing chips
Ça ns'est passé	It happened

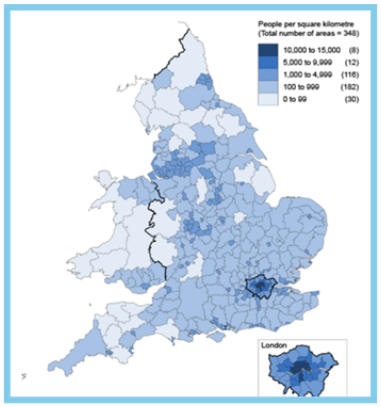
Time phrase	
Souvent	often
Tôt	early
Le matin	In the morning
L'après-midi	In the afternoon
Le soir	In the evening
En ce moment	At the moment
Presque tous les jours	Nearly every day
Aujourd'hui	Today
A l'avenir	In the future

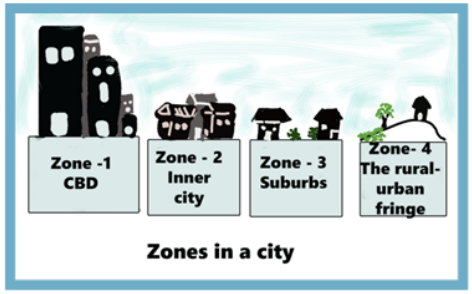
Specfic adjectives	
Sain(e)	healthy
Malsain(e)	unhealthy
Parfait	Perfect
Savoureux/se	Tasty
Degoutant(e)	Disgusting
Stressant(e)	Stressful
Fatigant(e)	Tiring
Stressé(e)	Stressed
Triste	sad
Relaxant(e)	relaxing
Vivifiant(e)	invigorating

Y10 CHANGING CITIES

UK Population density varies from North to South. The south has higher densities of people due to the capital city, better transport links, warmer climates and flatter relief compared to the north.

Major urban centres have the highest population densities.
London has the highest in the UK, with over 5000 people per kilometre squared.





Zones in a city

Causes of deindustrialisation

- Cheaper labour in LIC's
- Cheaper land in LIC's
- Better transport links
- Less regulations in LIC's
- Improvements in communications

Changes in retail

- Supermarkets
- Out-of-town shopping centres
- Retail parks
- Online shopping

What were the effects of deindustrialisation?

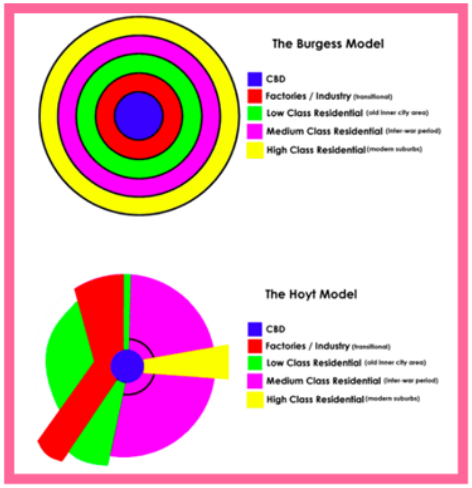
Disadvantages

- Loss of jobs in the rural area
- The break up of rural communities, as people move to towns and cities to find work.
- Derelict industrial sites - demolishing old buildings, filling in old pits and removing toxic waste.

Advantages

- Less environmental pollution
- Old industrial buildings that can be made into tourist attractions
- The opportunity to remove ugly industrial buildings from the landscape.
- The chance to return land to farming (reagriculturalisation) or forestry - or to create new wildlife habitats.
- The opportunity to use brownfield sites for new housing.

City Structure



Effects of Urbanisation	
LIC's	**HIC's**
Shanty towns develop	Pressure on jobs leading to unemployment
Air, noise and water pollution increase	Housing shortages and overcrowding
Gap between rich and poor widens	Investment increases
Investment increases, development in infrastructure	Air, noise and water pollution increase

Keywords

Urbanisation – Increase in the number of people living in towns and cities
Population density – How many people per square kilometre
Population distribution – How people are spread out
Choropleth maps – Darker colours represent higher values
Migration – Permanent movement of people from one place to another
Site – Where it is in terms of natural position on the physical landscape eg on flat land, close to water
Situation – Where it is in relation to other places eg close to motorways
Suburbanisation – Movement out of central urban areas to outskirts
Counter-urbanisation – Movement from urban areas to rural
Re-urbanisation – Movement of people back into city centres
De-industrialisation – Decline in industry
De-centralisation – Movement of industries out of the city centre
Globalisation – The increase in connections between different countries in the world increasing trade, political and economic opportunities
TNC's – Trans national companies, companies that operate in many countries
Sustainable – Meeting the needs of people today without damaging it for future generations
Rural – Countryside areas

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History: Year 10 – The British Sector of the Western Front: Medicine Through Time

Key words	Definition
Western Front	A battle zone extending from the North Sea to Switzerland, marked by trench warfare and significant battles.
Gas gangrene	A bacterial infection that destroys your blood cells and soft tissues.
Blood transfusion	Blood taken from a healthy person and given to another person.
Universal blood group	This blood group can be used in a transfusion to a recipient with any other blood group.
RAMC	Royal Army Medical Corps (1898) - responsible for medical care.
FANY	First Aid Nursing Yeomanry (1907) - first women's voluntary organisation to send volunteers to the **Western Front.**
Neurosurgery	Surgery carried out on the nervous system, especially the brain and the sine.

Key dates	Events
4th August 1914	Britain declares war on Germany.
11th Nov 1918	Armistice (peace) between countries in WWI.

How was medicine impacted by warfare?

First Battle of Ypres (Oct – Nov 1914)
- Britain plant mines under Hill 60 Britain takes advantage

Impact: Doctors learnt more about injuries from bullet wounds, shrapnel and artillery. 50,000 British casualties

Second Battle of Ypres (April – May 1915)
- First use of chlorine gas by Germans

Impact: early gas masks and treatments with ammonia and lime.59,000 British casualties

The Battle of the Somme (July – Nov 1916)
- First day: 57,000 British causalities and 20,000 deaths. Overall – 400,000 Allied casualties.

Impact: Photographs of injuries used to develop plastic surgery.

The Battles of Arras (April –May 1917)
- Chalky area – easy to tunnel and build underground hospital with 700 beds.

Impact: better care/treatment due to running water, electricity and operating theatres.

Third Battle of Ypres (July – Nov 1917)
- Bad rains and trenches became waterlogged

Impact: increase in trench foot and use of saline solution. 245,000 British casualties.

The Battle of Cambrai (Nov – Dec 1917)
- Over 450 tanks used against Germans Prepared with blood banks.

Impact: donor blood saved 11 soldier.

What were the problems of transporting wounded soldiers from the Western Front?

Transport of the wounded

1. 'no-man's land'
2. 4 men carry 1 stretcher

Stretcher bearers

1. Used throughout war
2. Shaked the wounded

Horse-drawn ambulance wagons

1. Public paid + Red Cross
2. Not useful in mud

Motorised ambulances

1. Trains: operations
2. Barges: slow/comfortable
3. Ships: sent home

Trains, Canals and Ships

Why was the role of a stretcher bearer difficult?

Fatigue

Carrying heavy stretchers over long distances

Limited

Too few bearers to meet the high demand of wounded

Emotional

Witnessing severe injuries and deaths regularly took an emotional toll

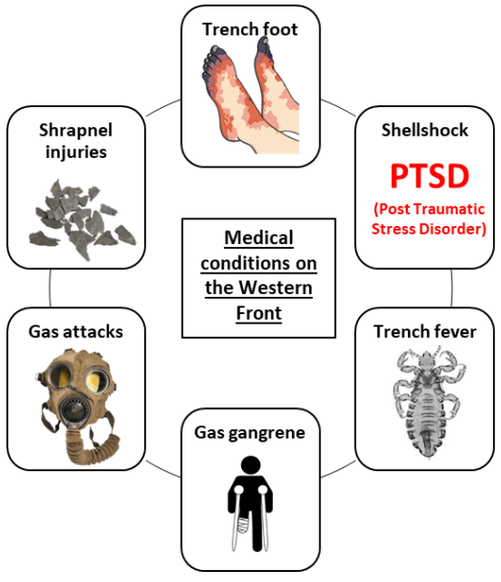
Exposed

Often under fire while rescuing injured soldiers

Terrain

Muddy, crater-filled battlefields was physically taxing and dangerous

Why did the soldiers of WWI experience new types of injuries?



How did WWI help lead to new medical treatments?

1895 - Radiation caused burns and hair loss

WW1 – located bullets and shrapnel

Development of X-Rays (1895)

1915 – Mobile X-Ray units on front line.

1914 – Static X-Rays in base hospitals and CCS

Blood Transfusions (1818)

17th Century

Transfusions from animals.

1818 to 1829

First human blood transfusions.

1901

Landsteiner discovers blood groups.

1915

Transfusions on battlefield but limited storage.

1915

Lewisohn discovers how to stop blood clotting.

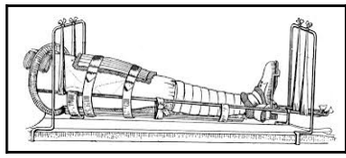
1917 Battle of Cambrai

Blood stored in the blood banks.

1917 - The Carrel-Dakin method - A sterilised salt solution was passed through a wound using tubes to stop and prevent infection.

Antiseptic and Aseptic Surgery

- Wounds were infected before a patient was operated on.
- The only other option was to amputate.
- Chemicals to kill bacteria did not work against gas gangrene.
- Removal of damaged and infected tissue and bullets or shrapnel



1915 - The Thomas Splint
A splint that kept broken legs rigid which reduced blood loss.

Plastic Surgery
- Harold Gillies -methods to restore and rebuild facial features.
- Had to be carried out back in Britain.
- **1917** - Queen's hospital in Kent had carried out nearly 12,000 operations.

How was medical care delivered to injured soldiers?

1. Regimental Aid Posts (RAP)
- Immediate first aid.
- Close to frontline.

2. Dressing stations (ADS and MDS)
- More serious injuries.
- Bunkers or tents.
- RAMC Field Ambulance staff.

3. Casualty Clearing Stations (CCS)
- Critical injuries.
- Near railway line.
- Triage system

4. Base Hospitals
- Near the coast.
- Patients separated by wounds

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History: Unit 3: Anglo-Saxon and Norman England – Norman England 1066-88`

Key words	
Demesne	The land that the king or a tenant kept for his own use
Feudal(ism)	The social system in Medieval England
Forest Land	Land that was reserved for hunting and protected by law
Forfeiture	Being forced to give up your land as punishment for not supporting your lord or the king.
Hierarchy	A system in which society is ranked according to status
Homage	To demonstrate allegiance to another person
Labour service	Working the lord's lands in return for the use of the land
Landholdings	The king owned all the land, you either brought the land from the king or it was given to you for loyalty
Relief	The heir to land had to prove his loyalty and make a payment to the king in order to get their inheritance.
Regent	Someone appointed to act for the King or Queen
Normanisation	The process of making things into the Norman way
Key dates	
1070	Lanfranc is appointed as Archbishop of Canterbury
1077-80	The revolt of Robert Curthose
1082	Bishop Odo is arrested
Christmas 1085	William orders the Domesday survey
August 1086	First draft of Domesday survey
9 September 1087	Death of William the Conqueror Robert Curthose becomes Duke of Normandy and William Rufus, King of England
1088	Bishop Odo leads an attempted uprising against William Rufus

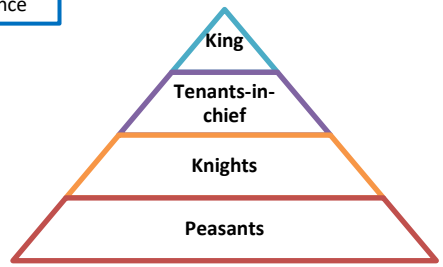
William I
- Repented on his deathbed
- Fought a battle against his eldest son, Robert

Military significance

Financial significance

A survey of who owned what land and what taxes should be paid

Legal significance



The Feudal system

Changes in social structure

Thought slavery was wrong

Worked peasants harder – not a lot of change

Thegns wiped out and replaced by knights

Earls replaced by Normans and had land reduced

Sheriffs
- Replaced by Normans
- Only answered to the King
- Lost some responsibility to Church courts
- Punished those who broke the Forest Laws

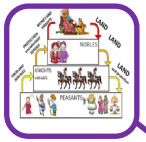
Very religious

Wanted to show their wealth

Culture and language

Aristocracy spoke French

Single heir inheritance



Everyone worked on the King's land

The king owned all the land

Centralised power

Everyone owed loyalty to the King

Fought at the Battle of Hastings

Odo led a revolt against William II

Odo was made regent

Career and significance of Bishop Odo

Domesday Book tells of Odo illegally seizing land

Odo fell out with William and was imprisoned

Changes in the Church

Role
- Bishops advised the King
- Controlled society by praising the king

Criticism
- Stigand was a pluralist
- Lack of discipline

Reform
- Archbishop of Canterbury put in charge of the whole Church
- Church courts set up

Normanisation
- Stigand was replaced by Lanfranc
- King was consulted on key Church decisions

The disputed succession

Robert Curthose became Duke of Normandy

William Rufus crowned King by Lanfranc

Odo led a rebellion in support of Robert becoming King of England

Lack of support meant Odo was eventually captured and exiled

Level 1/2 Hospitality and Catering: Unit 1: Contributing factors to the success of hospitality and catering provision (AC1.4)

Contributing factors
The hospitality and catering sector is very competitive, and many businesses fail in the first year of operation. There are many factors that must be managed carefully for hospitality and catering businesses to make a profit and continue to operate in the long term.

Basic costs

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

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

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

Economy

The value of the pound (**£**) can affect the hospitality and catering sector. If the economy is good, people will be willing to spend more. If the economy is weak (recession), people may decide that eating out or going on holiday is a luxury and will spend less.

VAT (Value Added Tax) is added to the final cost of goods and services offered in the hospitality and catering sector. The money from VAT goes to the government to pay for services everyone uses for example the NHS.

Environmental impact

Running a hospitality or catering provision uses a lot of resources. Businesses are encouraged to **reduce, reuse**, and **recycle**. Energy efficient equipment such as low energy light bulbs can save a business money. Using local and seasonal ingredients reduces the amount of CO_2 released into the atmosphere during transport. All waste should be separated and recycled or composted when possible.

Profit

Gross Profit: The difference between how much a menu item costs to make and how much it sells for. Ingredient costs should not be more than 30% of the gross profit. If the ingredient cost for a chocolate brownie dessert is £1.50 and the menu price is £4.50, the gross profit is £3.00.

Gross Profit % = (3.00 ÷ 4.50) x 100 = 66.6%

Net Profit = What is left from the gross profit once all costs (as listed above) are covered.

New technology

New technologies have benefitted the sector in positive ways. These include:

- **cashless systems** such as contactless cards and mobile payment apps
- **digital systems** such as online booking/ordering and key cards
- **office software** such as stock ordering systems.

Media

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

- **Print Media:** Ads in magazines and newspapers, flyers and money-off vouchers.
- **Broadcast media:** Television, radio and online ads.
- **Social media:** Customer feedback and reviews.

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

Year 10 Music – Component 1: Exploring Music Products and Styles

Learning outcomes:
A Demonstrate an understanding of different styles of music.
B Apply understanding of the use of techniques to create music products.

Key Terminology & Theory words and symbols

Your portfolio should demonstrate your understanding of Film Music and the Blues as well as TWO popular genres e.g Reggae and Britpop. Below are the main key words for each of these genres:

FILM MUSIC

Leitmotif
Underscoring
Diegetic music
Non-diegetic music
Synchronising
Chromaticism
Minor 2nds
Pitch bends
Diminished chords
No resolution
Sound effects

BLUES

12-bar Blues
Walking bass
Blues scale
'Blue' note
Improvisation
7th chord
Riff pattern

REGGAE

Off-beat chords
Syncopation
Bass riff
'Skank' rhythm
Mento
Ska
Rocksteady

BRITPOP

British invasion
Song structure
Regional accents
Overdrive
Distortion
Suspended chord
Pre-chorus

Year 10 Knowledge Organiser DRAMA – PArts Unit 2

Unit 2 Task 1 key words	
Purpose	What you want your performance to achieve: raise awareness? Entertain? Show support? Challenge audience perspective?
Effect	What impact you want it to have on the audience. How do you want them to feel?
Performance space/occasion	Where you want your performance to be located AND what way the stage will be laid out eg. Proscenium arch, end-on, promenade, thrust, in-the-round
Intended/target audience	Who you want your performance to be for – the elderly? Teenagers? Young children? Young adults? SEND groups? Mixed audience?
Themes	The subject of talk/the topic of your performance
Ideas	What your performance is going to be about
Scale	How big your performance is going to be/how many people are going to be in the performance
Interests/experience	Your own interests and experience in performing arts and how they will help your knowledge or performance
Resources	What you will need for your performance to take place eg. Props, a sound system, internet for research into your topic etc.
Styles	The styles of drama you are wanting to use for example- naturalism, epic theatre, physical theatre etc.
Practitioners	Someone who has had a lot of influence over the development of something eg. Konstantin Stanislavski, Bertolt Brecht, Steven Berkoff, Artaud etc.

Unit 2 Task 2 – Development log Key words	
Voice	How you use your voice in your performance e.g. tone, volume, projection, pace, pitch
Movement	How you use the space in your performance and any physical skills you apply e.g. gestures, actions, facial expressions
Interaction	How you engage with the other performers onstage (if applicable)
Scripting	The lines you have planned to say for your performance
Blocking	The staging of the performance to make sure everyone can be seen
Development through improvisation	Making scenes up on the spot during the rehearsal that then become more scripted as the process goes on
Narrative structure	The order in which the story is presented

Unit 2 Task 3 – Performance key words	
Communication	How you put your themes and ideas across to the audience.
Creativity	The range of techniques and skills that you apply to your performance to make it as effective as possible.
Development of ideas	How your ideas develop throughout the performance.
Health and safety	Making sure you are safe in your performance.
Devising	The creative process – how you create your performance work.
Collaborative skills	Your ability to work with other people.
Character	The person you are portraying.
Movement/gesture	How you use the space and your physicality in your performance.
Voice	Your vocal skills – tone, pace, volume, pitch, intonation.
Interaction with performers	How you interact with the other performers onstage.

Stimulus:

A stimulus is a starting point or an idea that gives context to a performance. It could be anything from a picture, a piece of text, a poem etc. Scan the QR code to find out how to respond to a stimulus.

Year 10 Knowledge Organiser DANCE– PArts Unit 2

Unit 2 Task 1 key words	
Purpose	What you want your performance to achieve: raise awareness? Entertain? Show support? Challenge audience perspective?
Effect	What impact you want it to have on the audience. How do you want them to feel?
Performance space/occasion	Where you want your performance to be located AND what way the stage will be laid out eg. Proscenium arch, end-on, promenade, thrust, in-the-round
Intended/target audience	Who you want your performance to be for – the elderly? Teenagers? Young children? Young adults? SEND groups? Mixed audience?
Themes	The subject of talk/the topic of your performance
Ideas	What your performance is going to be about
Scale	How big your performance is going to be/how many people are going to be in the performance
Interests/experience	Your own interests and experience in performing arts and how they will help your knowledge or performance
Resources	What you will need for your performance to take place eg. Props, a sound system, internet for research into your topic etc.
Styles	The styles of dance you are wanting to use for example- contemporary, street, ballet, tap etc.
Practitioners	Someone who has had a lot of influence over the development of something eg. Merce Cunningham, Wayne McGregor, Kate Prince

Unit 2 Task 2 – Development log Key words	
Actions	The movements you do in your dance e.g. turn, travel, gesture, jump, leap, stillness
Space	How you use the space e.g. directions, pathway
Dynamics	How you perform the movement e.g. fast/slow or soft/sharp
Relationships	Your relationship to other dancers e.g. formation, mirroring, contact work, levels, manipulation of number
Motif	A short sequence of dance that is repeated throughout the routine/can be developed
Narrative	A dance that tells a story
Unison	Performing the exact same movement at the exact same time.
Canon	Performing the same movement one after another.
Question and answer	When one person performs a movement and the rest repeat it after.
Binary	A choreographic structure that uses 2 sections. Section A and Section B of the routine.
Ternary	A choreographic structure that uses 3 sections. Often section A, B and then a repetition or a variation of A.
Phrasing	How you structure the performance.

Unit 2 Task 3 – Performance key words	
Communication	How you put your themes and ideas across to the audience.
Creativity	The range of techniques and skills that you apply to your performance to make it as effective as possible.
Choreographic process	The methods you use to choreograph your performance.
Health and safety	Making sure you are safe in your performance.
Interpretation of music	The way you use the music to match your choice of movement. E.g. climax in the song will mean bigger movement.
Vocab of movement	The range of movements/actions you do.
Control of body	Managing all parts of the body while dancing
Spatial awareness	Knowing where you are in the space.
Rhythm	The pattern of sounds and movements that create a sense of timing and flow in a performance.
Interaction with performers	How you interact with the other performers onstage.
Timing	Moving to the beat of the music

Stimulus:
A stimulus is a starting point or an idea that gives context to a performance. It could be anything from a picture, a piece of text, a poem etc. Scan the QR code to find out how to respond to a stimulus.

Year 10 – Spring One

Photography Knowledge Organiser

GCSE Photography - Assessment Objectives

AO1 – Develop

- I have researched a wide range of artists', craftsmen and designers
- I have worked in the style of the artists using my own photographs
- I have written about the artist and how they have informed and influence my practice

A02 – Refine

- I have experimented with a wide range of relevant media and techniques
- All my work has been well refined
- I have pushed my ideas to its full limitations to show the process and development of my ideas

AO3 – Record

- I have drawn from observation using a range of different media
- I have worked from my own photographs
- I have used annotation to explain the development of my research and ideas

A04 – Present

- I have produced my own imaginative outcomes
- My work shows a clear connection and journey throughout the project
- I have thought carefully about the selection and presentation of my work

Composition

The arrangement of objects or elements within the image. Examples: fill the frame, rule of thirds, leading lines.

Architecture Photographers

Lucien Hervé
Hilla and Bernd Becher
Paul Clemence
Stephanie Juny
Nicholas Goodden
Sebastian Weiss
Marilyn Henrion
Sven Pfrommer
Thomas Vanoost
Abigail Reynolds

Local Architecture

The Royal Arcade
Norwich Cathedral
The Forum
St Peter Mancroft
Augustine Stewards House
Merchant Houses – River Yare
St. Georges Theatre

Example GCSE Photography Portfolios

How to create a cyanotype using images printed onto acetate.

Writing Support

Formal Elements

Shape/Form	Focus
Colour	Light
Texture	Line
Value/Tone	Repetition

Core Vocabulary

DSLR Camera - 'Digital single-lens reflex camera'. A camera is a device for recording visual images.
Composition - The way the visual elements are arranged within the photograph.
Tone – The lightness or darkness of a colour, hue or shade.
Proportion – The relationship of one thing to another in terms of quantity, size, or number; ratio.
Perspective - The art of representing three-dimensional objects on a two-dimensional surface so as to give the right impression of their height, width, depth, and position in relation to each other.
Abstract - Abstract art is a non-objective art form that breaks tradition. You are not often able to identity the photographed subject.
Architecture - Architecture is the design and construction of buildings and other physical structures. It involves the use of space, materials, and form to create functional and aesthetically pleasing environments for people to live, work, and play in.

R184 Topic Area 5 - The Use of Technology in Sport

1 Core Terminology

Participants safety

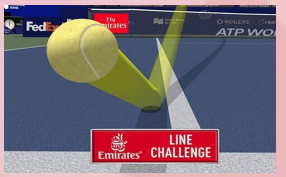
- Helmets
- Gloves
- Protective padding and guards.
- Mouth guards.
- F1 Cars

To enhance performance

- Equipment
- Clothing
- Analysis
- Recovery and rehabilitation
- Accessibility

Activity: Research- Can you increase both lists above, think about examples from your sport

2 Functions



To Enhance Spectatorship

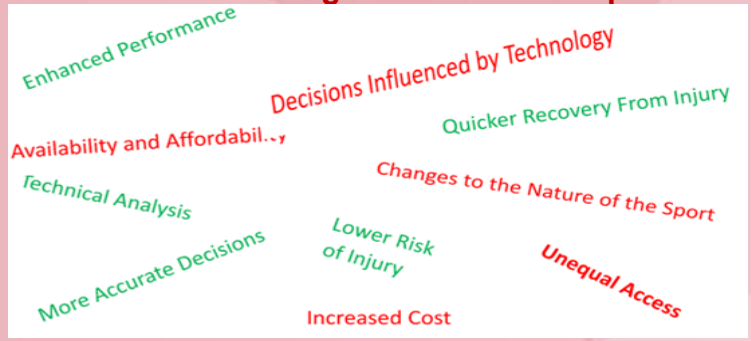
- Video replays
- Decision making
- Scores and information

Accurate officiating

- Video assistant referee (VAR)
- Television match official
- Hawkeye - tennis
- Hot spot – cricket
- Time/distances and at the line
- Post event disciplinary action

Activity: Create flash cards on the functions of technological with correct examples using different sports examples

3 Positive & Negative Effects on Sport



Activity: Mind dump- Covering these effects can you recall all the positive and negatives in 2 attempts?

4 Positive & Negative Effects on Spectators

Increased understanding.	Changing the nature of sport.
Increased fairness.	Hold ups in play.
Action replays/angles.	Technology over natural talent.
Increased coverage: 24/7	Lessens excitement.

Activity: Complete an evaluation paragraph on whether technology is overall good or bad for spectators? (Discuss pros and cons)

KS4 SPANISH KO 4

Mi estilo de vida

Objectives of the topic:

- describe if you lead a healthy lifestyle (diet and sport)
- How things used to be when you were little compared to now
- Talk about illnesses and injuries and how you will change your lifestyle in the future.

«« »»
NO HAY NADA IMPOSIBLE.
«« »»

Present tense structures

Para el desayuno/ la comida/ la merienda/ la cena	For breakfast/ lunch/ snack/ dinner
La paella es un plato español	Paella is a Spanish dish
Está hecho con arroz	It is made with rice
Consisten con verduras y carne	They consist of vegetables and meat
Parece rico/a	It sounds tasty
Tiene muchos beneficios para la salud	It has lots of benefits for the health
Antes de hacer los deberes	Before doing homework
Duermo bien y hago diez minutos de ejercicio	I sleep well and I do ten minutes of exercise
Llevo una botella de agua	I carry a bottle of water
Lo/la tomo a las nueve	I have it at nine o'clock
Hay que probar	You have to try
Tengo una dieta muy sana	I have a very healthy diet
Tomo algunas dulces y mucha fruta	I have some sweets and lots of fruit

Subject specific adjectives

mejor	better
activo/a	active
sano/a	healthy
cansado/a	tired
enfermo/a	ill
bien	well/good
mal	bad
tradicional	traditional
popular	popular
típico/a	typical
fácil de preparar	easy to prepare
diversa	diverse
malsano/a	unhealthy
importante	important
esencial	essential

Preterite reflexive tense verbs

Me rompí	I broke
Me corté	I cut
Me llevé bien	I got on well
Me perdí	I got lost
Me quemé	I burnt

Imperfect structures

Imperfect	
Me levantaba	I used to get up
Me acostaba	I used to go to bed
Tenía	I used to have
Solía comer	I used to usually eat
Solía beber	I used to usually drink
Me encantaba	I used to love
Me gustaba	I used to like
Jugaba	I used to play
Hacía	I used to do
Montaba	I used to ride
Iba	I used to go
Era	It used to be (description)
Estaba	It was (location)

Higher tier structures

Antes de/ después de + infinitive	Before/ after + ing
Me gustaría probarlos/las	I would like to try them
Hago nada para mantenerme en forma	I do nothing to keep fit
ya no bebemos	we no longer drink
Mi salud mental mejorará	My mental health will improve

Future tense structure

Si dejo de comer comida rápida	if I stop eating fast food
No tendré hambre todo el tiempo	I will not be hungry all the time
Me levantaré con mucha energía	I will get up with more energy
Seré más feliz	I will be more happy(happier)
Haré ejercicio	I will do exercise
comeré más fruta	I will eat more fruit
Nunca fumaré	I will never smoke
Nunca tomaré drogas	I will never take drugs
Pasaré menos tiempo en línea	I will spend less time online

Time phrases

Cuando era pequeño/a	When was I little
Cuando era más joven	When I was younger
Cuando tenía cinco años	When I was 5 years old
Hoy en día	Nowadays
Normalmente	Normally
Ahora	Now
A veces	Sometimes
Hace dos años	Two years ago
Casi nunca	Almost never

Opinions

Pienso que	I think that
Creo que	I believe that
Sería	It would be
Si tengo ganas	**If I feel like it**
Vale la pena	**It's worth it**
Podría ser	It could be

Recommended Reading

English

Maths

Science

Art & Design

CASH

Child Care

Computer Science

French

Geography

History

Hospitality & Catering

Music

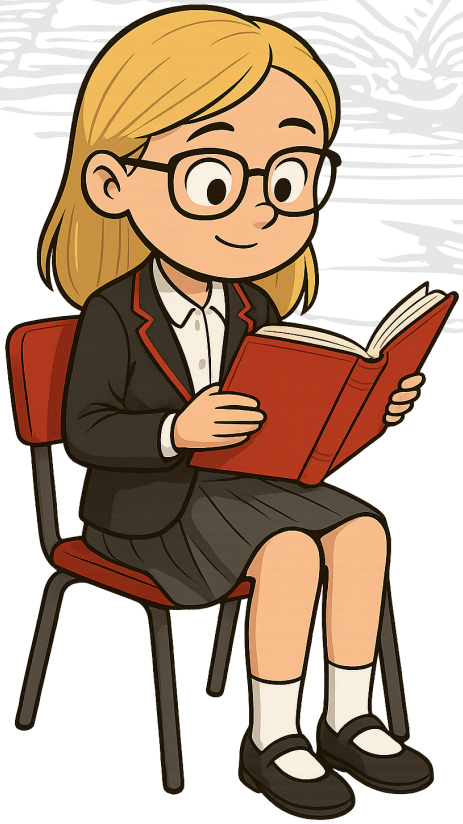
Physical Education

Performing Arts

Photography

Spanish

Textile Design



What Is the Bechdel Test?

Creating characters that encompass the rich diversity of humanity is particularly pertinent to screenwriting, where representation really does matter. However, gender inclusivity in media has long been questionable at best. This is especially notable in Hollywood's depictions of women, which have historically relied on sexist stereotypes and outdated narratives.

However, feminist media analysis has helped pave the way for more inclusive onscreen portrayals of gender. One version of this analysis is the Bechdel Test, which addresses unintentional bias and representational imbalance. The Bechdel test is a measure of the representation of women in film and other forms of fiction. To pass, the work must feature at least two women who speak to each other about something other than a man. Some iterations of the Bechdel test require that the two women be named.

According to the original comic, the three rules are:

1. The movie must have at least two women in it.
2. The women must talk to each other.
3. Their discussion must be about something other than a man.

Here are just a few movies that don't pass the Bechdel Test:

- "Breakfast At Tiffany's" (1961)
- The entire "Lord of the Rings" trilogy (2001–2003)
- "The Girl With the Dragon Tattoo" (2011)
- "Zero Dark Thirty" (2012)
- "The Avengers" (2012)
- "Gravity" (2013)
- "Pacific Rim" (2013)
- "Arrival" (2016)

Many films fail. The test's trivial nature is meant to highlight the sad state of portrayals of women in the media.

Arguably, the Bechdel Test is flawed. After all, some films pass the test but still feature questionable—or downright sexist—portrayals of women. The test itself is quite broad, since what counts as a conversation isn't easy to define. A throwaway comment or derogatory line could effectively allow a movie to pass, but that doesn't necessarily mean that the project represents women well. But that doesn't mean it should be discredited. Rather than taking a myopic view of the test as a comprehensive assessment of gender representation, it should be viewed as a low-barrier standard—more of a litmus test than a definitive ruling. It's still a useful way to see if a script hits fundamental basics in its portrayal of women.

Why is taking 20% of and then a further 10% a price not the same as taking 30% of the starting price?

You can use a starting price of £100 to show this.

How Can Basic Maths Skills Help In Everyday Life?

Percentages, a basic mathematical concept, can be used to **calculate reductions** and work out whether an offer is worth taking advantage of. For example, 20% off one product and a further 10% off another are not the same as a 30% reduction:

You spot a fantastic cardigan at £69. You benefit from a 20% discount, or £13.80 saved, (£55.20) and a further discount of 10% off the price, which is now £49.68. In the end, you get a total discount of £19,32: **Not 30% off the initial price** (which would have saved you £20.70).

Similarly, it can be worth calculating the price per kilo in 'buy one get one free' offers, to see whether you can make a saving.

Be careful, however, if such a product is prominently displayed, it might be overpriced relative to similar items - Yes, promotions are mainly there to get you to spend!

If you borrow £100 000, which mortgage deal is better.

a) 2% interest
b) 1.5 % interest but a £599 fee for taking the mortgage.

What is cheaper 9 toilet rolls for £9 or 16 toilet rolls for £15?

Say you have a steady job, and you want to take out a mortgage and **buy a house**. Percentages are used to analyse your level of debt, calculate a depreciation schedule and show repayments due over the lifetime of the loan. Tip: If your bank's rates are favourable, be sure to choose a **fixed rate loan** to avoid seeing monthly repayments move in the wrong direction over time.

Managing a budget is one of the inescapable responsibilities of any teenager or adult. By means of simple operations such as addition, subtraction, multiplication and division, you can understand your income and outgoings, and **how much you have available to spend**.
Planning on making a large purchase? The total cost over the long term can be calculated, taking into account probable income, thanks to maths.
Who ever said that maths was irrelevant in daily life?
And as an added bonus, maths is a great way to play the odds in poker and come out the winner!

What is the probability to get 1 pair of kings if you pick 5 cards from a deck of 52 cards (There are 4 Kings in a normal deck of cards.)

Science

Spider Megacity!

Reading

Researchers have found the largest spider web ever recorded inside a sulfur-rich cave along the Greece–Albania border. The "spider megacity" covers an astounding 1,140 sq ft (105 sq m). This is about the size of a small apartment. This remarkable discovery was revealed by biologist István Urák and his team on October 17, 2025.

The scientists visited the cave and collected specimens from the web. These spiders were later analysed by Urák.

A closer examination revealed that the web is home to around 111,000 spiders. They belong to two different species. About 69,000 are barn funnel weaver spiders also known as common house spiders. Measuring about 12 mm long, they typically build funnel-shaped webs in dark spaces such as attics or basements.

The remainder are a much smaller species called *Prinerigone vagans.* They are usually 1.7 to 3 mm long. In Sulfur Cave, these spiders do not build webs of their own. Instead, they live on the larger spiders' webs and ambush passing insects. These two species do not normally live together. However, they are able to coexist in this cave. That is because the larger spiders cannot see the smaller ones, which barely move in the pitch-black environment.

The scientists believe Sulfur Cave provides an ideal environment for this giant web. It is dark, quiet, and protected from the outside world. Hence, the spiders face few predators. The cave's walls are covered with sulfur-eating bacteria, which support large populations of midges and other small insects. This steady supply of prey lets the tens of thousands of spiders live together without competing for food.

Urák and his team plan to continue studying the cave to learn more about its ecosystem and massive spider colony. They also want to study the spiders' genes to understand how they survive in the harsh, sulfur-rich environment.

The world's most amazing museums

The world's most amazing museums, including the Louvre in Paris, The Metropolitan Museum of Art (NYC), and the Vatican Museums (Vatican City), offer unparalleled collections of art, history, and culture, spanning millennia and diverse civilizations. These institutions are renowned for holding masterpieces like the *Mona Lisa*, the Sistine Chapel, and the Rosetta Stone.

- **Top Artistic & Historical Institutions:**
    - **Louvre Museum (Paris, France):** The world's most-visited museum, featuring 35,000 works, including the *Venus de Milo* and *Mona Lisa*.
    - **Vatican Museums (Vatican City):** Famed for the Sistine Chapel and Raphael Rooms.
    - **The Metropolitan Museum of Art (New York City, USA):** Houses 5,000 years of art from across the globe.
    - **British Museum (London, UK):** Chronicles human history with over eight million objects.
    - **State Hermitage Museum (St. Petersburg, Russia):** Holds one of the largest art collections in the world.
    - **Uffizi Gallery (Florence, Italy):** Premier collection of Renaissance art, including works by Botticelli and Michelangelo.
- **Renowned Specialized & Modern Museums:**
    - **Tokyo National Museum (Tokyo, Japan):** Focuses on Japanese art and samurai culture.
    - **Van Gogh Museum (Amsterdam, Netherlands):** The largest collection of Van Gogh's paintings and drawings.
    - **Museo Nacional de Antropología (Mexico City, Mexico):** Features significant archaeological and anthropological artifacts.
    - **Rijksmuseum (Amsterdam, Netherlands):** Known for Dutch Golden Age masterpieces like Rembrandt's *Night Watch*.
    - **Acropolis Museum (Athens, Greece):** Dedicated to the findings of the archaeological site of the Acropolis.

The **Health and Safety at Work etc. Act 1974**

(**HSWA 1974**, **HASWA** or **HASAWA**) is an act of the Parliament of the United Kingdom that as of 2011 defines the fundamental structure and authority for the encouragement, regulation and enforcement of workplace health, safety and welfare within the United Kingdom.

The act defines general duties on employers, employees, contractors, suppliers of goods and substances for use at work, persons in control of work premises, and those who manage and maintain them, and persons in general. The act enables a broad regime of regulation by government ministers through statutory instruments which has, in the years since 1974, generated an extensive system of specific provisions for various industries, disciplines and risks. It established a system of public supervision through the creation of the Health and Safety Commission and Health and Safety Executive, since merged, and bestows extensive enforcement powers, ultimately backed by criminal sanctions extending to unlimited fines and imprisonment for up to two years. Further, the act provides a critical interface with the law of the European Union on workplace health and safety.

Background

Secretary of State for Employment and Productivity Barbara Castle introduced an Employed Persons (Health and Safety) Bill in 1970[3] but the debate around the bill soon generated a belief that it did not address fundamental issues of workplace safety. In the same year, the Occupational Safety and Health Act was passed into United States federal law. As a result, a committee of inquiry chaired by Lord Robens was established towards the end of Harold Wilson's first government. The Conservative Party then came to power following the 1970 United Kingdom general election, preferring to wait for the Robens Report which was published in 1972.[4][5] Conservative Secretary of State for Employment William Whitelaw introduced a new bill on 28 January 1974 but Labour were returned to power in the February 1974 United Kingdom general election and the bill was again lost.[6] The new Labour administration finally secured the passage of a bill that year.

Structure of the act

The act lays down general principles for the management of health and safety at work, enabling the creation of specific requirements through regulations enacted as statutory instruments or through a code of practice. For example, the Control of Substances Hazardous to Health Regulations 2002 (SI 2002/2677), the Management of Health and Safety at Work Regulations 1999, the Personal Protective Equipment at Work Regulations 1992 (SI 1992/2966) and the Health and Safety (First-Aid) Regulations 1981 are all statutory instruments that lay down detailed requirements. It was also the intention of the act to rationalise the existing complex and confused system of legislation (section 1(2)).

Since the accession of the UK to the European Union (EU) in 1972, much health and safety regulation has needed to comply with the law of the European Union and statutory instruments under the act have been enacted in order to implement EU directives. In particular, the act is the principal means of complying with Directive 89/391/EEC on health and safety at work.[7] Further important changes to section 6, duties in respect of articles and substances used at work, were made by the Consumer Protection Act 1987 in order to implement the Product Liability Directive 85/374/EEC.[8]

Objectives

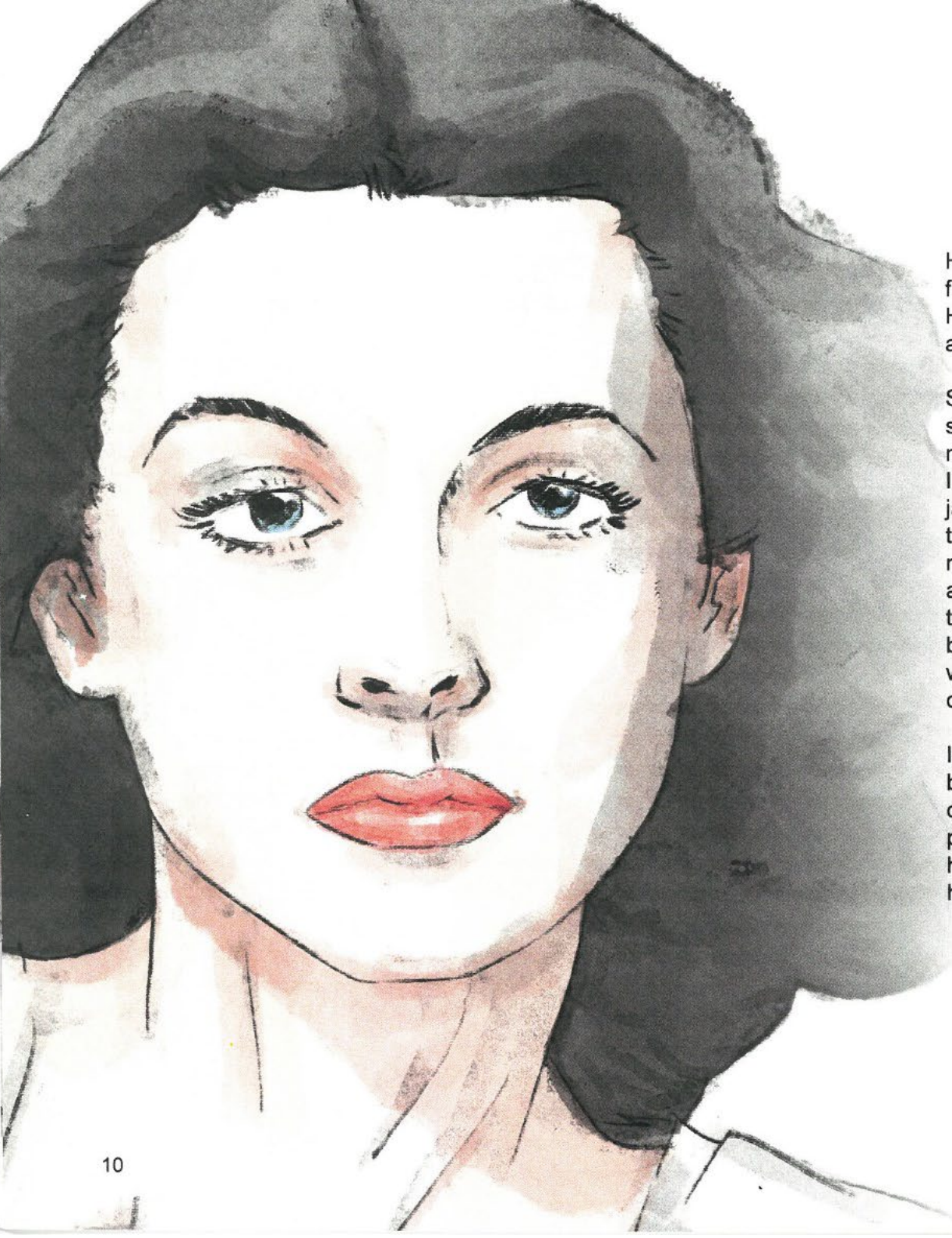
Section 1 sets out the objectives of the act as:

- Securing the health, safety and welfare of persons at work;
- Protecting persons, other than persons at work, against risks to health or safety arising out of or in connection with the activities of persons at work;
- Controlling the keeping and use of explosive or highly flammable or otherwise dangerous substances, and generally preventing the unlawful acquisition, possession and use of such substances.

As originally enacted, there was a fourth objective:

- Controlling the emission into the atmosphere of noxious or offensive substances;

but this provision was repealed when control of emissions was brought under a uniform scheme of legislation by the Environmental Protection Act 1990. In general, the other provisions about emissions in the original act have subsequently been repealed.



HEDY LAMARR

Inventor, Movie Star
(1914-2000)

Hedy Lamarr was born in Vienna in 1914 and after fleeing Austria (and her first husband) in 1937 she moved to California to begin a film career as a Hollywood actress. However, she became bored with the Hollywood lifestyle and turned to inventing new things as a way to occupy her time off-screen.

She created improvements to traffic signals, a bouillon cube which turned still water into carbonated water, and an aid to help those with limited mobility to bathe but her most important invention came during World War II. Aware that the guidance systems on American torpedoes could easily be jammed by the enemy, she devised a system, with friend George Antheil, that would prevent this. She relied on the information she had gathered while married to her first husband (a munitions manufacturer in Nazi Germany) and eventually developed a system that created a frequency hopping signal that could not be jammed. This creative idea for an encryption system was based on the mechanism behind the 'player piano' - an automatic piano where the tune is controlled by a roll of paper with punched holes. Their device was patented in 1942 under Lamarr's married name of Markey.

It wouldn't be until much later that the importance of their invention would be recognised. The technology they developed was instrumental in the development of wireless communications such as those found in mobile phones, fax machines, and Bluetooth. Hedy was always more known for her film career than for her inventions, but without her work we wouldn't have the ability to connect wirelessly with the digital world as we can today.

FRENCH WIDER READING – SPRING 1

Pourquoi est-il important d'apprendre les langues étrangères ?

1. Voyagez facilement

« Grâce aux langues, on est chez soi n'importe où » – Edmund de Waal.

Voyager dans un pays étranger facilement, bien appréhender les instructions, communiquer avec les personnes rencontrées, ne rien manquer de la visite guidée et même comprendre la carte du restaurant… à n'en pas douter, apprendre une langue étrangère – mieux, en maîtriser plusieurs – c'est posséder un pass pour le monde !

2. …et faites de nouvelles rencontres !

« Le langage est la feuille de route d'une culture. Il vous indique d'où vient et où va son peuple » – Rita Mae Brown.

Pour rencontrer de nouvelles personnes dans un pays étranger, parler leur langue est un facilitateur évident. Et votre petit accent "so Frenchy" pourrait même leur plaire beaucoup !

3. Ouvrez votre esprit à la culture du pays

« Étudier une autre langue consiste non seulement à apprendre d'autres mots pour désigner les mêmes choses, mais aussi à apprendre une autre façon de penser à ces choses » – Flora Lewis.

Apprendre une nouvelle langue nous amène naturellement à nous intéresser à la culture à laquelle elle est liée. Par la langue, on appréhende ainsi toute une façon de penser, de considérer le monde vu de cette région de la planète. On apprend comment on peut vivre autrement (que comme nous français), on découvre d'autres habitudes, une autre gastronomie…

4. Sortez des idées reçues

" Celui qui apprend la langue d'un peuple n'aura pas à le craindre " Proverbe arabe.

Les peurs, les idées préconçues, les stéréotypes ne demeurent que dans l'ignorance. A travers l'apprentissage d'une langue, et par là-même d'une culture, votre vision du pays se modifie, s'affine et devient plus réaliste.

L'enseignement d'une seconde langue aux enfants dès l'école primaire, voire en maternelle, tend à développer plus de tolérance envers "l'étranger" et facilite ainsi leur évolution dans une société mondialisée.

5. Développez votre patience

L'apprentissage d'une seconde langue étrangère prend du temps. Cet exercice intellectuel tend ainsi à développer la patience et la persévérance, des caractéristiques de plus en plus rares (et pourtant appréciées) dans une société qui cherche à vivre en "temps réel".

6. Développez vos capacités cognitives

L'apprentissage des langues améliore, semble-t-il, notre santé cognitive (flexibilité, rapidité intellectuelle, meilleure capacité analytique).

7. Retardez le vieillissement

Dans les écoles, l'enseignement d'une première langue étrangère aux enfants pour permettre de maîtriser une deuxième langue étrangère en plus de la langue maternelle à l'âge adulte tend à devenir une priorité du Ministère de l'Éducation Nationale en France. Une bonne chose pour leur développement social et même physiologique à en croire tous ces éléments.

Geography Wider Reading Spring 2

Exploding trees: the winter phenomenon behind frost cracks

When temperatures drop suddenly, trapped water can freeze and expand, splitting trunks with a gunshot-like sound

During the recent cold spell in the northern US, meteorologists issued warnings about exploding trees.

A tree's first line of defence against freezing is its bark, which provides efficient insulation. In cold conditions, trees also enter a form of hibernation, with changes at a cellular level: cells dehydrate, harden and shrink, increasing their sugar concentration. This is the botanical equivalent of adding antifreeze, helping to prevent the formation of ice crystals.

But when temperatures drop suddenly, trees may not have fully acclimatised. The outer layer of wood may still contain water, which freezes and expands, putting pressure on the structure of the tree. In severe cold the tree may give way, sometimes with an explosive sound, producing deep vertical gaps known as frost cracks. Frost cracking is especially likely on sunny days when the temperature of the sun-warmed bark drops rapidly as night falls.

In his Encyclopaedia of Gardening from 1822, John Loudon described how a severe winter left many trees "miserably split and cleft", literally breaking some in two, "attended with dreadful noises like the explosion of firearms".

Frost cracks can harm trees as they may be exploited by insects and fungi, but exploding trees are not dangerous to bystanders. Witnesses do say, however, that the sudden percussive sounds from a dark forest can be unsettling.

Museums lead on conservation of 'incredibly rare' Norfolk Carnyx Hoard

Near-complete Celtic battle trumpet among items discovered during routine archaeological excavation.

Norfolk Museums Service, Historic England and the National Museum of Scotland are coordinating the research and conservation of an " incredibly rare" iron age hoard found last year in west Norfolk.

Made public this week, the Norfolk Carnyx Hoard was discovered during a routine excavation by the independent archaeological company Pre-Construct Archaeology (PCA) as part of the standard planning process for residential properties.

The hoard includes a near-complete animal-headed carnyx, or battle trumpet – one of just three in Britain and one of the most complete found in Europe. The bronze instruments were used by Celtic tribes to inspire their warriors in battle.

The hoard also features the first-ever boar's head flag standard to be found in Britain, as well as the components of other carnyces, shield bosses and other associated metalwork. In a statement, PCA said: "Finds of this kind are exceptionally rare in Britain and across Europe.

"Following discovery, the hoard was carefully lifted intact within a block of soil to preserve its archaeological context. Non-invasive imaging, including X-ray and CT scanning, has revealed the complexity of the assemblage prior to conservation."

PCA said it was working closely with Historic England, Norfolk Museums Service and National Museums Scotland to support the ongoing conservation and research of the hoard. The statement added: "We are extremely proud of the PCA field team, whose expertise and careful decision-making ensured the safe recovery of this remarkable discovery."

Historic England spokeswoman Esther Blaine said: "This newly excavated carnyx example is one of only three known from Britain and is one of the most complete found in Europe. "The finds of the boar's head and the shields are incredibly rare." Senior conservator Jonathan Clark undertaking a micro-excavation of the hoard © Norfolk Museums Service

According to Historic England, the items are in a very fragile condition and require extensive stabilisation work before detailed research can begin. Blaine emphasised the importance of non-invasive archaeological imagining methods and techniques in preserving the context of the hoard. Following discovery, the objects were carefully lifted within a block of soil from the site. Initial scanning took place to reveal how the items were positioned within the soil block. Conservators at Norfolk Museums Service then removed each object for preliminary examination.

Tim Pestell, senior curator of archaeology for Norfolk Museums Service said: "This find is a powerful reminder of Norfolk's Iron Age past which, through the story of Boudica and the Iceni people, still retains its capacity to fascinate the British public.

"The Norfolk Carnyx Hoard will provide archaeologists with an unparalleled opportunity to investigate a number of rare objects and ultimately, to tell the story of how these came to be buried in the county two thousand years ago."

Catering Wider Reading – World Buffets - Spring 1

Copper Beyond Buffet Dining Experience

- Discover the new Beyond Buffet concept, elevating Bangkok's best international buffet to a world-class cuisine level, surpassing all dimensions you've experienced before.
- Utilizing state-of-the-art kitchen equipment imported from the United States, such as the Smoke-master and The Wood Show Broiler.
- With ingredients sourced from all corners of the globe, offering over 150 menus, including Collaboration Menu crafted in collaboration with world-class chefs.
- Experience a new ambiance, more luxurious than ever, with cream-gold tones that exude modern sophistication.
- Expanding seating over 2,000 square meters, providing diverse seating options to accommodate various customer groups, whether dining with friends or family.

Copper Buffet, located in the west of Bangkok, is a fine dining spot that offers an impressive international buffet. The establishment boasts a spacious and well-designed interior that provides a comfortable ambiance for diners to enjoy their meals.

The price range at Copper Buffet is reasonable, making it an affordable option for those looking to indulge in high-quality cuisine. The establishment also offers free parking in the nearby mall.

Copper Buffet's menu features a wide variety of dishes, including seafood, Western steaks, pasta, Japanese sushi, Thai food, and international desserts. Some of the standout dishes include the creamy truffle soup, fresh oysters, salmon sashimi, Wagyu beef noodle, and grilled river prawn. For those who prefer drinks, the establishment has a variety of soft drinks, cocktails, and wines available.

One unique feature of Copper Buffet is its special promotion, which offers a one-point-four-kilogram Australia tomahawk steak for groups of ten people who reserve their seats in advance. The establishment also requires advanced booking to avoid disappointment.

Careers within the Music Industry

A & R Managers/Assistants

A&R stands for Artists and Repertoire. A&R assistants work with songwriters/producers in conjunction with A&R managers and artist management. They also work with various departments within a music publishing company including business affairs, finance, marketing and copyright and royalties.

To get into this part of the industry, you would need to have been working in management, production, marketing, promotion or radio, or after performing a lower-level job or internship at a record label or publishing house. Some larger A&R departments have a position further below the representative: the A&R coordinator.

A&Rs typically get paid through a combination of salary, commission and bonuses. Salaries for A&R can vary widely depending on the company they work for, their level of experience and the specific responsibilities of their role. The average salary for Artists and Repertoire in the United Kingdom is £30,443 per year.

Record Label Executive

Record company executives work in senior management at record labels, where they make high-level business and creative decisions concerning the company's strategy, vision, administration, and operations, as well as decisions about the careers of artists on the label's roster. It is one of the highest-paying job roles within the music industry.

Their role varies greatly but in essence, they can oversee one, or many, aspects of a record label, including A&R, contracts, management, publishing, production, manufacture, marketing/promotion, distribution, copyright, and touring.

At larger labels, a record label CEO is an executive who makes high-level creative and business judgements about the company vision, strategy, administration and operations.

To become a record label executive, you will need to obtain a relevant education in fields such as music business, music management, business administration, entertainment law, or a related discipline. Many of the successful music executives hold degrees in these areas, providing a solid foundation for the business side of the industry.

The average salary for this role varies but a typical record label manager will earn around £38, 811 per year. This can rise to up to c.£74,000 for an executive in a company.

Performing Arts – Wider reading – Drama teacher

A **drama teacher** is an educator who specialises in teaching students about theatre, acting, and performance. Their role goes beyond simply instructing students on how to act—they help learners develop creativity, confidence, communication skills, and an appreciation for the performing arts. Drama teachers can work in a variety of settings, including primary and secondary schools, colleges, performing arts academies, and community programs.

At the core of their job, drama teachers plan and deliver lessons that introduce students to key aspects of theatre. This can include acting techniques, voice and movement work, improvisation, script analysis, stagecraft, and theatre history. They often design creative activities and practical exercises to engage students and encourage them to express themselves through performance. Drama lessons may also explore themes like empathy, storytelling, and collaboration, making the subject valuable for personal as well as artistic development.

Drama teachers are also responsible for preparing students for performances. They may direct school plays, musicals, or showcases, guiding students through the rehearsal process and helping them develop their roles. This involves selecting appropriate material, casting students, blocking scenes, and overseeing technical elements like costumes, lighting, and set design in collaboration with other staff. These productions not only give students the opportunity to apply what they've learned but also teach them about commitment, teamwork, and resilience.

In addition to teaching and directing, drama teachers assess student progress and provide feedback on their performances, written work, and participation. They are often involved in writing reports, attending parent-teacher meetings, and supporting students who may wish to pursue drama further—whether academically or as a career.

A successful drama teacher must possess a deep passion for theatre and strong communication and interpersonal skills. They need to be creative, energetic, and patient, capable of inspiring students of different ages and abilities. Many drama teachers have formal training in both education and performance, and some continue to work as actors or directors alongside their teaching careers.

Ultimately, the role of a drama teacher is to create a safe and dynamic environment where students feel empowered to take creative risks, explore their identities, and gain a deeper understanding of human experience through performance. Their influence often extends well beyond the classroom, helping students build confidence and life skills that stay with them into adulthood.

Photography Wider Reading - Photojournalist

Spring One

Photojournalism involves using photography to tell news stories, document events, and capture moments that define our world. Photojournalists work for newspapers, magazines, news agencies, or independently, often covering topics like conflict, politics, human rights, and social change.

This career demands strong storytelling skills, the ability to work quickly under pressure, and a commitment to truth and ethics. Photojournalists often work in challenging or even dangerous environments and must understand legal and ethical considerations such as privacy and consent.

Key responsibilities include:
- Capturing powerful, accurate images that reflect reality
- Working to tight deadlines
- Writing captions and sometimes accompanying text
- Following journalistic codes of conduct

Notable photojournalists include:
- **Lynsey Addario** – known for her work in conflict zones and humanitarian issues. Lynsey Addario is an award-winning American photojournalist known for her courageous work covering conflict, humanitarian crises, and women's issues around the world. She has reported from war zones in Afghanistan, Iraq, Libya, and Syria, often focusing on the impact of war on civilians. Addario's images are powerful and deeply human, offering a personal perspective on global events that are often reduced to headlines. Her work has appeared in The New York Times, National Geographic, and Time, and she has received prestigious awards, including a Pulitzer Prize and a MacArthur Fellowship. Addario is also known for her memoir It's What I Do, which chronicles her experiences as a woman working on the frontlines of journalism. Her photography is respected not only for its technical skill, but also for its emotional depth and social impact.

- **James Nachtwey** – a veteran war photographer documenting global conflicts and social issues. James Nachtwey is an American photojournalist widely recognized for his long-standing commitment to documenting war, conflict, and social injustice. With a career spanning more than four decades, he has covered major global events including the Rwandan genocide, the Balkan wars, 9/11, and the Iraq War. Nachtwey's black-and-white photography is known for its stark, honest portrayal of human suffering and resilience. Rather than sensationalizing violence, he uses his camera to tell the stories of individuals affected by war, famine, and disease, with a goal of influencing change. He has been a contract photographer for Time magazine and has received numerous awards, including the Robert Capa Gold Medal and the TED Prize. Nachtwey is often described as a visual humanitarian, using photography as a tool to raise awareness and provoke action.

- **Dorothea Lange** – Dorothea Lange was a pioneering American documentary photographer best known for her work during the Great Depression. Working for the U.S. government's Farm Security Administration, Lange travelled across the country capturing the struggles of displaced farmers, migrant workers, and rural families. Her most iconic image, Migrant Mother (1936), became a symbol of resilience and human dignity in the face of hardship. Lange's photography was both artistic and socially driven—she used her camera as a tool for advocacy, believing strongly in the power of visual storytelling to influence public opinion and policy.

Photojournalists must balance artistry with objectivity and often have a strong sense of mission to inform and engage the public.

The Rock's Diet and Workout Plan

For Dwayne Johnson aka The Rock, workouts and a diligent diet are quite simply a way of life. Accordingly, the California-born college athlete turned WWE sensation turned A-list movie star cuts a truly impressive figure, as anyone with working eyeballs and access to a screen can attest. And while some of that mean muscle came naturally, the bulk of it results from next level dedication in every conceivable department. That said, he still makes room for the occasional cheat day. Something tells us he earned it.

Sometimes The Rock's diet can go to crazy extremes. For example, when prepping for the role of Hercules, it was reported that he ate up to seven protein-rich meals a day. That amounted to a whopping total of 4,131 calories, which is basically twice the recommended average for men. When not in training, he normally eats about five meals a day, and we're talking *meals*.

Think steak, fish, whole grains, eggs, green veggies, protein, protein, and more protein, and you're getting a pretty good idea of what The Rock is cookin'. It's all planned out in advance and devoured with relish.

Five-Meal Diet Plan

When he's not building mass for a role, The Rock eats the following (as an example):

Meal #1 - 10 oz steak, 2 cups oatmeal, 3 egg whites, 1 whole egg and 1 glass watermelon juice
Meal #2 - 2 servings chicken, 2 bell peppers, 3 cups mushrooms, 3 cups broccoli and 1 protein shake
Meal #3 - 8 oz salmon, 8 asparagus tips, 2 whole eggs, 2 cups rice medley and 3 cups broccoli
Meal #4 - 10 oz steak, 3 baked potatoes, 8 asparagus tips and 1 glass orange juice
Meal #5 - 20 grams casein protein, 10 egg whites

Spanish wider reading – El díá de los Reyes en España.

El Día de los Reyes en España (Día de los Reyes Magos)

El **Día de los Reyes Magos** es una de las celebraciones más queridas del calendario español. Se celebra cada año el **6 de enero** y conmemora la historia bíblica de los Tres Reyes Magos —Melchor, Gaspar y Baltasar—, quienes viajaron desde Oriente para llevar regalos al niño Jesús. Para muchas familias españolas, este día es incluso más importante que el Día de Navidad, especialmente para los niños.

Los orígenes del Día de Reyes están profundamente arraigados en la tradición cristiana. Según el Evangelio de San Mateo, los Reyes Magos siguieron una estrella brillante que los condujo hasta Belén, donde ofrecieron al niño Jesús regalos de oro, incienso y mirra. En España, esta historia ha evolucionado hasta convertirse en una celebración cultural llena de vida que combina el significado religioso con costumbres festivas. En lugar de que Papá Noel traiga los regalos el 25 de diciembre, tradicionalmente muchos niños españoles los reciben de los Reyes Magos durante la noche del 5 de enero.

Uno de los aspectos más espectaculares del Día de Reyes es la **Cabalgata de Reyes**, que se celebra la tarde del 5 de enero en pueblos y ciudades de toda España. Durante estos desfiles, los Reyes Magos recorren las calles en carrozas elaboradas, acompañados de música, bailarines y artistas. Lanzan caramelos y pequeños regalos al público, creando un ambiente de ilusión y alegría. Grandes ciudades como Madrid, Barcelona y Sevilla organizan cabalgatas especialmente impresionantes que atraen a miles de espectadores.

En los hogares, los niños se preparan con entusiasmo para la llegada de los Reyes. Suelen dejar sus zapatos para que se llenen de regalos, junto con agua y comida para los Reyes y sus camellos. A cambio, los niños que se han portado bien reciben juguetes y obsequios, mientras que aquellos que no lo han hecho pueden encontrar **carbón**, que hoy en día suele ser de azúcar. En la mañana del 6 de enero, las familias se reúnen para abrir los regalos juntas, convirtiéndolo en un momento de felicidad compartida.

La comida también desempeña un papel central en la celebración. El dulce tradicional del Día de Reyes es el **Roscón de Reyes**, un gran bollo en forma de anillo decorado con frutas escarchadas que representan las joyas de una corona. En su interior se esconden dos sorpresas: una figurita y un haba seca. A quien le toca la figurita se le corona “rey” o “reina” del día, mientras que quien encuentra el haba debe, tradicionalmente, pagar el roscón el año siguiente.

Más allá de sus elementos festivos, el Día de Reyes refleja valores importantes de la sociedad española, como la unión familiar, la generosidad y el respeto por las tradiciones.