



Minsthorpe Community College

Knowledge Organiser
Year 10 – Summer Term 2

Name:

P&A group:

Knowledge Assessment: Friday 26th June 2026 – Period 2

Vision

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **motivation, commitment and care.**

Motivation ♦ Commitment ♦ Care



Look

**Look at the information carefully.
Read it three times.**
It may help to **say** it as you read it.



Cover

Cover it with your hand or a piece of paper.



Write

Write it out from memory.



Check

**Check what you have written matches the information exactly.
Have you got it correct?
If so, tick your work to show it is correct.**






Correct

**If it doesn't match exactly, use a different coloured pen to correct it.
Repeat.**
When you get it 100% correct, move on to the **next** piece of information.






Subject: English	KPOW: An Inspector Calls	Year 10: Summer Term 2
<p>Week 1: Macbeth</p>	<p>Week 2: Lady Macbeth</p>	<p>Week 3: ACC- Poverty</p>
<p>The Beginning – Act 1_Captain: “brave Macbeth, well he deserves that name” “unseam’d {McDonwald} from the nave to the chaps.”</p> <ul style="list-style-type: none"> • Macbeth is depicted as a heroic and loyal warrior who is devoted to his king and country. • “unseam’d” has connotations of ease and precision depicting him as prolific on the battlefield. • The verb “deserves”- he has earned the praise he receives, which elevates his status and his reputation; he is the epitome of loyalty at the start which is ironic as he becomes the traitor himself. • Shakespeare shows how any man can be corrupted.  <p>The Middle – Act 3 Macbeth has the crown, but he is not satisfied by it: “Upon my head they placed a fruitless crown/ And put a barren sceptre in my grip.”</p> <ul style="list-style-type: none"> • Feels his position of power is not safe due to the threat from Banquo and his son. • Adjectives “fruitless” and “barren” convey infertility, implying that his power is pointless because he feels he cannot hold on to it and pass it on to an heir. • His reign is illegitimate and therefore futile and unsatisfying.  <p>The End – Act 5 “dead butcher and his fiend-like queen”</p> <ul style="list-style-type: none"> • “butcher” contrasts Macbeth’s precision and skill at the beginning, suggesting he is barbaric. • Cyclical structure proves all traitors are punished and natural order is restored with the rightful King, Malcolm, being crowned. 	<p>The Beginning – Act 1 “Look like the innocent flower but be the serpent under’t”.</p> <ul style="list-style-type: none"> • She commands him to appear harmless and welcoming to Duncan when he visits their castle, to disguise their evil intentions. • The imperative “Look” reveals she is the orchestrator of the plan- in control. <p>“Coward” and “When you durst do it then you were a man.”</p> <ul style="list-style-type: none"> • LM skilfully chooses her words to have the maximum impact on Macbeth. “Coward” insults Macbeth because he is known for his courage and strength (“brave Macbeth”). • He is afraid of appearing weak, so to protect his fragile, misguided sense of masculinity; he believes in the Jacobean patriarchal idea that men should demonstrate strength through physical violence. <p>The Middle – Act 2 After Macbeth has committed regicide, LM says, “a little water clears us of this deed.”</p> <ul style="list-style-type: none"> • “Little” shows how she trivialises the regicide and feels remorseless. • Ironic that later in Act 5, Lady Macbeth is haunted by the consequences, and she imagines the blood staining her hands – she is misguided to believe she could wash away the guilt. <p>The End – Act 5 “Out, damned spot! Out, I say!”</p> <ul style="list-style-type: none"> • Having visions of spots of blood on her hands. • Blood is symbolic of the guilt she wants to be stripped of - wishes she could undo the murders. • Feels there is no way of escaping the guilt other than committing suicide. 	<p>Dickens emphasises the plight of the poor and the necessity of social responsibility:</p> <p>The interaction between Scrooge and the Portly Gentlemen - “Are there no prisons?” “If they would rather die (...) they had better do it and decrease the surplus population.”</p> <ul style="list-style-type: none"> • Scrooge has no sympathy for the poor and dismisses social responsibility as he considers them criminals worthy of dehumanisation. • Reflects the Victorian Elite attitude of indifference towards the poor. • Sees poor as unnecessary as they have no value. <p>The Cratchit Family – “Not a happy family, but they were happy, grateful and pleased with one another.”</p> <p>Tiny Tim – “bore a little crutch” still “good as gold.”</p> <ul style="list-style-type: none"> • Dickens uses the plight of the family to highlight the reality for many working poor Victorian families – particularly the suffering of innocent children due to a lack of healthcare. • Appreciative despite not having material wealth. • Still remain in high spirits regardless. • “good” emphasises morality of working poor. • “gold” emphasises the value of working poor. <p>Ignorance and Want - “ragged, meagre, wolfish” “they are man’s”</p> <ul style="list-style-type: none"> • Personify the societal issues of the lack of education and the desperation of the poor. • The beings are a warning to Scrooge and mankind to change their ways. <p>Scrooge is presented as having realised the value of helping the poor - “I will raise your salary.”</p> <ul style="list-style-type: none"> • He realises that his selfishness could lead to the death of Tiny Tim, an innocent victim of greed.





Subject: English	KPOW: An Inspector Calls	Year 10: Summer Term 1
<p>Week 4: ACC - Family</p>	<p>Week 5: Mr. Birling</p>	<p>Week 6 and Week 7: Mrs. Birling</p>
<p>Dickens presents family as more valuable than wealth as relationships are a vital source of joy.</p>  <p>At the beginning, Scrooge rejects family and relationships: "Solitary as an oyster."</p> <ul style="list-style-type: none"> • Separates himself from society and humanity. • Resists companionship - fears sharing his profit. • An oyster may contain a pearl which could represent Scrooge's buried heart, suggesting, if Scrooge prioritises family instead of money, there is a chance of a potential transformation. <p>As a result of choosing money over relationships, Scrooge is crafted to lose everything and live miserably: "our contract is an old one" "another idol has displaced me" "a golden one."</p> <ul style="list-style-type: none"> • Scrooge has become consumed by avarice. • Scrooge has replaced their emotional contract of love with a transactional and monetary one. • Abandoned human connection to prioritise material gain – worships wealth. <p>The Cratchit family serve as a reminder about the importance of family: "Not a happy family, but they were happy, grateful and pleased with one another."</p> <ul style="list-style-type: none"> • Appreciative despite not having material wealth. • Remain in high spirits as they have each other. <p>By the end, Scrooge is crafted to realise the importance of family: "he was a second father."</p> <ul style="list-style-type: none"> • Benevolence contrasts with former misanthropy. • Scrooge takes responsibility for Tiny Tim giving him financial support and emotional connection. • Shows the possibility of redemption when accepting responsibility and relationships into your heart. 	<p>Mr Birling's arrogance at the engagement party: "Hardheaded businessman", "man has to look after himself" "Titanic - absolutely unsinkable."</p> <ul style="list-style-type: none"> • Prioritises profit and business over celebration. • Exploits the lower classes to benefit himself. • Mocks socialism and social responsibility. • Dramatic irony is used to make Birling look misguided – the 1945 audience would know that the Titanic sank in 1912 – if he can be entirely wrong with such conviction; it implies that he is also wrong about his outlook on capitalism. <p>Birling dismisses Eva because she "had a lot to say, far too much, she had to go" / "ringleader":</p> <ul style="list-style-type: none"> • The working class are powerless to speak out against their unfair treatment. • Demonstrates the patriarchal attitude of Mr Birling – he wants to silence women as he thinks she is a threat, especially because of the emerging Suffragette movement driving equality. • Represents the desire to quash and suppress rebellion and General Strike. • Despite being "a good worker", she is dismissed - Priestley exposes the myth of capitalism as a way of promoting social mobility. <p>Mr Birling accepts no responsibility: "the famous younger generation who think they know it all and they can't even take a joke."</p> <ul style="list-style-type: none"> • He is pleased his reputation is still intact. • Proves Mr Birling trivialises the family's actions. • Highlights how the older generation have learned nothing and are to blame for history repeating itself. 	<p>Mrs Birling represents the Edwardian middle class woman in 1912: "a rather cold woman and her husband's social superior."</p> <ul style="list-style-type: none"> • Heartless and reserved. • Wants to maintain traditional ideas about class and gender. • Forbodes her future rejection of Eva and lack of compassion. • Social elite distance themselves from those who do not fall into 'respectable' circles. <p>When referring to Eva, she says, "girls of that class" and "as if a girl of that sort would ever refuse money."</p> <ul style="list-style-type: none"> • Arrogant, prejudice generalised views. • Lack of knowledge outside her social class. • Misguided belief that they are morally inferior. • Disgust and contempt for women like Eva. <p>Mrs Birling, refuses to accept responsibility despite refusing charity to Eva when she asked for it, turning away her own unborn grandchild: "I've done nothing I'm ashamed of."</p> <ul style="list-style-type: none"> • Feels justified in discriminating against Eva due to her class. • Claims to feel no remorse, showing her cold-hearted nature. • Finds it impossible to change her fixed mindset: "I can't, I won't believe it" when she discovers Eric is the child's father. • The verb "won't" shows she is deliberately choosing to evade the truth; she does not want to know.





Subject: Maths

Weeks 1&2 (F): Pythagoras review

Key Words

Right angle: An angle which is exactly 90°.

Hypotenuse: The side opposite the right angle in a right-angled triangle.

Pythagoras' theorem states that in a right-angled triangle the square on the hypotenuse is equal to the sum of the squares on the other two sides.

$$a^2 + b^2 = c^2$$

Applying the Pythagoras theorem

1. Use the Pythagoras' Theorem to calculate the length of the diagonal in a square of side length 7cm:

$$d^2 = 7^2 + 7^2$$

$$d^2 = 49 + 49$$

$$d^2 = 98$$

$$d = \sqrt{98}$$

$$d = 9.90 \text{ cm (to 2 d.p.)}$$



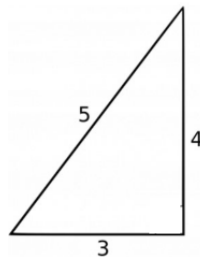
2. Use Pythagoras theorem to show that this triangle has a right angle

$$3^2 + 4^2 = 5^2$$

$$9 + 16 = 25$$

This is true so the triangle must have a right-angle.

Therefore, 3 4 5 is a Pythagorean triple.

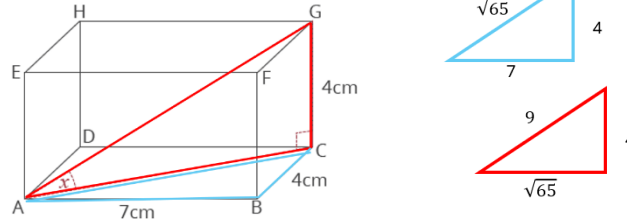


Geometry

Weeks 1&2 (H): 3D Pythagoras and trigonometry

Pythagoras in 3D

To calculate the length AG, you must apply Pythagoras' theorem twice.

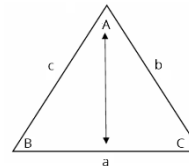


First on the blue triangle to calculate the length AC.

Now there is enough information to apply Pythagoras' theorem again to calculate AG.

Trigonometry in non-right-angled triangles

When labelling non-right-angled triangles, capital letters are the angles. Lower case letters are the side lengths, and the same letters are opposite each other.



Depending on the information each triangle has will determine which rule to use:

In any triangle *ABC* where *a*, *b* and *c* are the length of the sides:

$$\text{sine rule: } \frac{a}{\sin A} = \frac{b}{\sin B} = \frac{c}{\sin C}$$

$$\text{cosine rule: } a^2 = b^2 + c^2 - 2bc \cos A$$

$$\text{Area of triangle} = \frac{1}{2} ab \sin C$$

Year 10: Summer Term 2

Weeks 3&4 (F): Fractions, decimals, percentages

Key Words

Fraction: shows how many parts of a whole you have.

Decimal: uses a decimal point followed by digits that show a value smaller than one.

Percent: out of 100.

Converting between Fractions, Decimals and Percentages.

To convert percentage to fractions and decimals start by writing them as a fraction out of 100.

$$\text{e.g } 34\% = \frac{34}{100} = 0.34$$

When you have converted to a fraction, you then need to simplify.

$$\text{e.g. } \frac{34}{100} = \frac{17}{50}$$

Here are some useful conversations you need to know:

F	D	P
$\frac{1}{100}$	0.01	1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%





Subject: Maths

Weeks 3&4 (H): Upper and lower bounds

In the real world, lots of numbers have been rounded to a specific degree of accuracy.

An error interval displays all the possible values an amount could be between.



For example,

State the error interval if the length of a pencil is 12cm rounded to the nearest centimetre.

The smallest value that rounds to 12cm is 11.5cm.

The largest value that rounds to 12cm is 12.4999999999...cm.

Therefore, the error interval is $11.5 \leq x < 12.5$, including 11.5 and does not include 12.5.

Truncated
Sometimes numbers are not rounded, but instead are truncated (cut off).
A number has been truncated to 4.8. State the error interval.
The smallest number this could be is $4.80000... = 4.8$
The largest number this could be is $4.899999... \approx 4.9$
Therefore, the error interval is $4.8 \leq a < 4.9$

Working with bounds/limits

If you were given these error intervals

$$4.5 \leq a < 5.5 \text{ and } 75 \leq b < 85.$$

State the error interval for $a + b$

The smallest value of $a + b$ is $4.5 + 75 = 79.5$

The largest value of $a + b$ is $5.5 + 85 = 90.5$.

Therefore, the error interval is

$$79.5 \leq a + b < 90.5$$

Geometry

Weeks 5, 6 &7 (H&F): Probability

Probability: How likely something is to happen
We can represent probability as a fraction, decimal or percentage.

When writing a probability as a fraction, the denominator is the total number of outcomes, and the numerator is the number of outcomes that meet a given criterion.

For example.

There are only red counters, blue counters, white counters and black counters in a bag.

Colour	Red	Blue	Black	White
No. of counters	9	3	5	2

One counter is chosen at random.

The probability that a blue counter is chosen.

$$\frac{3}{19} = \frac{\text{number of blue}}{\text{total number of counters}}$$

The probability that a red is **not** chosen

$$\frac{10}{19} = \frac{\text{number of all other colours}}{\text{total number of counters}}$$

Experimental Probability differs to theoretical probability in that it is based upon the **outcomes from experiments**. It may differ from what we would expect.

Experimental probability is also known as the **relative frequency** of an event occurring.

Estimating the number of times an event will occur:

$$\text{Probability} \times \text{number of trials}$$

Year 10: Summer Term 2

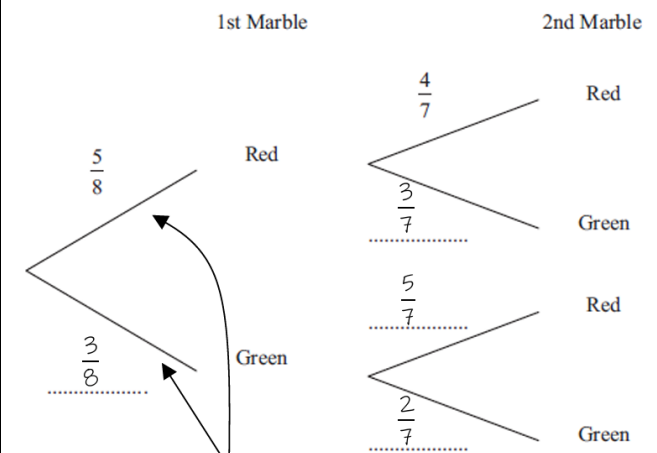
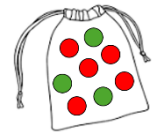
Weeks 5, 6 &7 (H&F): Probability

Tree diagrams

They are a way of organising the information for two or more probability events.

Probability tree diagrams show all the possible outcomes of events and can be used to solve probability questions.

Here is a tree diagram. For choosing two marbles out of a bag.



Probabilities on each set of branches sum to 1

To calculate the probabilities of two events, multiply along the branches.

For example,

The probability of choosing two red marbles:

$$\frac{5}{8} \times \frac{4}{7} = \frac{20}{56}$$





Subject: Biology

Assessment: Paper 2 Mock

Year 10: Summer Term 2

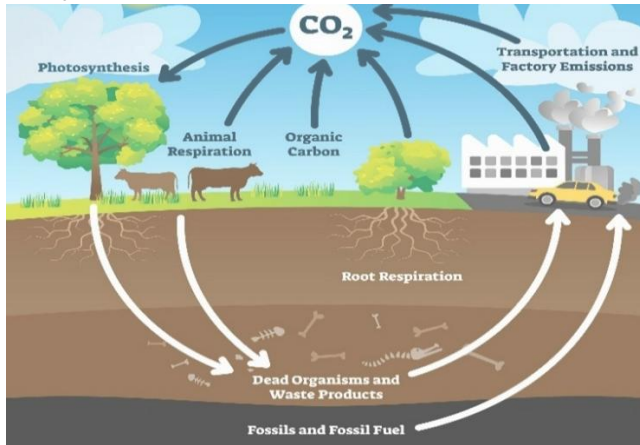
Week 1 & Week 2: Cycles in Nature

Weeks 3 & 4: Biodiversity & Waste Management

Weeks 5, 6 & 7: Global Warming & Land Use

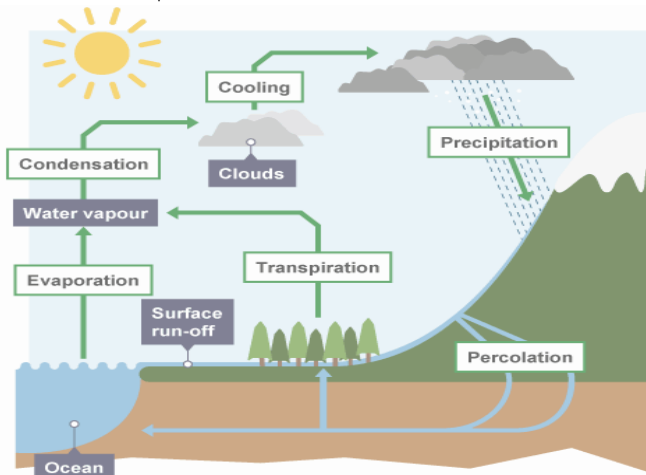
Carbon Cycle

The carbon cycle shows how carbon-containing products are recycled by photosynthesis, respiration, decay and combustion.



Water Cycle

The water cycle shows how natural processes recycle water on our planet.



Conservation: the protection of animal and plant habitats.

Biodiversity: the range of different species within an area/habitat/ecosystem.

Humans are reducing biodiversity across the planet through their actions of:

- **Deforestation**
Destroying plants & habitats of many species to grow a single crop species or farm a single animal species.
- **Land Pollution**
Destroying areas of habitats for land fill sites for our rubbish/waste and spraying chemicals on farm fields that kill insects & unwanted plants (weeds).
- **Air Pollution**
Combustion of fuels release greenhouse gases, thus contributing to global warming. Carbon dioxide, Sulfur dioxide & Nitrous oxides form acid rain which damages the root hair cells of crops and accumulates (builds up) in waterways, therefore killing the aquatic organisms.
- **Water Pollution**
Sewage released into water ways provides food/nutrients for microorganisms. The microorganisms can grow in number & carry out more aerobic respiration, which uses the oxygen in the water – killing aquatic organisms by starving them of oxygen.

Greenhouse Effect: gases in our atmosphere (carbon dioxide, methane and water vapour) scatter & trap some of the Sun's radiation/energy & warms our planet. This makes it habitable for life.

An increase in the concentrations of greenhouse gases increases the radiation/energy trapped and increases the warming of our planet.

This has consequences that affect organisms:

- **Ice caps will melt** leading to increasing sea levels causing flooding & loss of land available for farming/housing/building.
- **Migration patterns change** causing some bird species to migrate further north as the temperature in these areas is not as cold. This leads to increased competition for resources and can lead to the extinction of a species.

Peat Bogs: areas of land that are acidic and waterlogged. Organisms that die here do not fully decay due to a lack of oxygen. A lot of carbon & energy is stored in the peat, thus making a useful fuel and compost. Exposing peat to oxygen allows the microorganisms to fully decay and the organic material which releases a lot of carbon dioxide from respiration – contributing to global warming.

Land Use: The human population is exponentially increasing since the advent of modern medicine and farming. Every person added to our population requires materials and creates waste. In the UK, land is used for quarrying building resources, building homes & services, farming food and housing our waste.

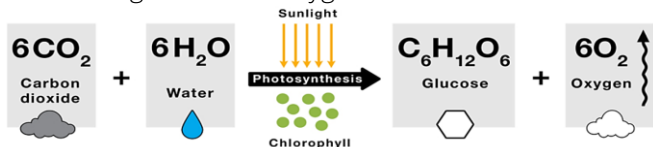




Subject: Chemistry

Week 1 & Week 2: The Atmosphere

Vocabulary: Photosynthesis – The process where plants use light energy to convert carbon dioxide and water into glucose and oxygen.



Knowledge: The atmosphere today is **78% nitrogen**, **21% oxygen**, and **small amounts of other gases**. However, when the atmosphere first developed, it was **mostly carbon dioxide**. So, where did all the carbon dioxide go, and where did all the oxygen and nitrogen come from?

Decreasing Carbon Dioxide Levels. Water vapour condensed and formed the oceans. **Carbon dioxide dissolved into the oceans**, thus removing large amounts from the atmosphere. Over time, **green plants evolved** by using carbon dioxide to make glucose, which further reduced atmospheric CO_2 levels. Dead plants and marine organisms were buried and compressed over millions of years, thus **locking away carbon** in coal, oil, and gas.

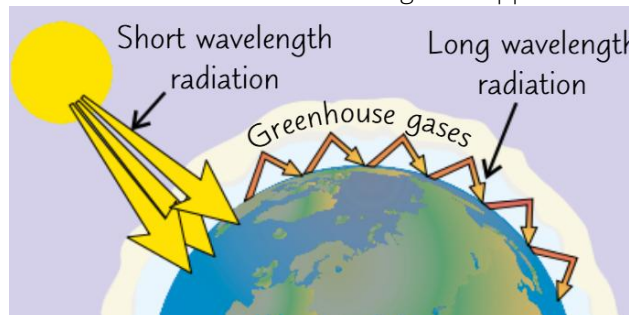
Increasing Oxygen Levels. Green plants and algae evolved and absorbed carbon dioxide so that they could carry out **photosynthesis**. This process **released oxygen**, thus increasing the level of O_2 in the atmosphere. **Increasing Nitrogen Levels.** Volcanic eruptions released nitrogen gas along with other gases such as carbon dioxide and water vapour. Unlike carbon dioxide and water vapour, **nitrogen is very stable** and does not easily react or get removed from the atmosphere, so its levels gradually increased.

Assessment: Paper 2 Mock

Week 3 & Week 4: The Greenhouse Effect

Vocabulary – The natural process where gases in Earth's atmosphere, such as carbon dioxide and methane, trap heat radiated from the surface of the planet, thus keeping the planet warm.

Knowledge: Greenhouse gases like **carbon dioxide**, **methane** and **water vapour** act like an insulating layer in the Earth's atmosphere, and with other factors, allow the Earth to be warm enough to support life.



All particles **absorb** certain frequencies of radiation. Greenhouse gases **don't** absorb the **incoming short wavelength radiation** from the sun, but they **do** absorb the **long wavelength radiation** that gets reflected back off the Earth. Then they **re-radiate** it in all directions, including **back towards the Earth**. The longwave radiation is **thermal radiation**, so it results in **warming** of the surface of the Earth. This is the **greenhouse effect**.

Human activity can affect the amount of greenhouse gases in the atmosphere. **Deforestation** means less CO_2 is removed from the atmosphere. **Burning fossil fuels** released as CO_2 . **Agriculture** of farm animals produce more methane through their digestive processes. **Landfill sites** and waste from agriculture means more CO_2 and methane is released.

Year 10: Summer Term 2

Week 5, 6 & 7: Atmospheric pollution

Vocabulary – Pollutant, a substance introduced into the environment that has undesired effects.

Knowledge: Combustion of fuels releases various gases and particulates into the atmosphere. **Fuels like coal** contain **carbon**, **hydrogen**, and sometimes **sulfur**.

Pollutant Formation



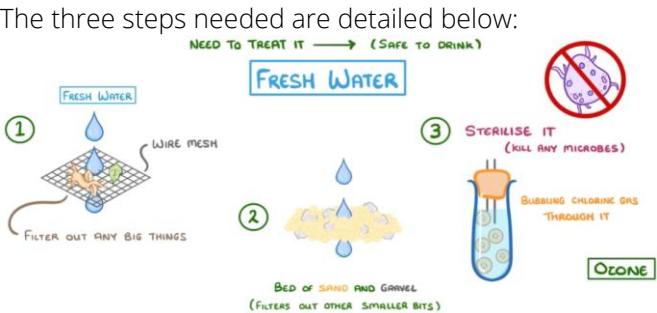

- **Carbon monoxide (CO):** Formed by **incomplete combustion** of carbon-containing fuels.
- **Soot (carbon particles):** Produced when **hydrocarbons burn incompletely**, especially in diesel engines.
- **Sulfur dioxide (SO₂):** Released when **sulfur in fuels combusts**.
- **Oxides of nitrogen (NO_x):** Created when **nitrogen and oxygen from air react at high temperatures** (e.g. in car engines).
- **Particulates:** Include **solid particles** and **unburned hydrocarbons**, contributing to air pollution.

Pollutant	Cause	Effect
Carbon monoxide	Burning fuels with a limited supply of oxygen so incomplete combustion occurs.	Toxic - binds to haemoglobin in the blood, starving the body of oxygen.
Sulfur dioxide	Heat from combustion causes contaminants in fuel to react with oxygen from atmosphere.	Respiratory problems and acid rain.
Oxides of nitrogen	Heat from combustion causes gases in atmosphere to react with each other.	Respiratory problems and acid rain.
Particulates	Burning fuels with a limited supply of oxygen so incomplete combustion occurs.	Penetrate bloodstream and lung tissue. Also causes global dimming.

Complete combustion produces **carbon dioxide and water** as the only products. Incomplete combustion produces **carbon monoxide and soot** and occurs when **oxygen is limited**. Incomplete combustion gives a **smoky yellow flame**.


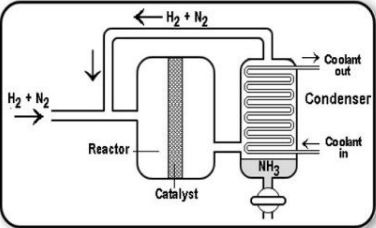




Subject: Physics	Assessment: Paper 2 Mock	Year 10: Summer Term 2
Week 1 & Week 2: Earth's Resources	Week 3 & Week 4: Water Treatment	Weeks 5, 6 & 7: Life Cycle Assessments
<p>Types of materials</p> <ul style="list-style-type: none"> Natural materials are made by living organisms and can be found in nature. Examples include wood, cotton, leather and stone. Synthetic materials are made or transformed during a chemical process (man-made). Examples include glass, plastic, and concrete. <p>Some natural products can be hard to obtain in large quantities, or they might have properties which are not the ones we want. In this case, these natural materials can be replaced or supplemented by synthetic materials (ex: cotton is replaced by polyester and wood is replaced by PVC).</p> <ul style="list-style-type: none"> Finite materials are used much faster than they are renewed, therefore they will eventually run out. This includes coal, oil, gas, metals, and nuclear fuels. Renewable materials are used slower (or at the same rate) than they are renewed, so they will never run out. This includes wood, leather, solar power and wind power. <p>Sustainable development is a way for us to meet our needs whilst also considering the needs of the future generations – if we use up all the finite resources now, it will be extremely difficult for them to meet their needs in the future.</p> 	<p>Types of water</p> <ul style="list-style-type: none"> Pure water is water which does not contain any dissolved substances, just water molecules. It is not safe to drink. Potable water is safe to drink, because it contains minerals which your body needs, but no harmful substances (like microbes).  <p>Fresh water from rain, rivers and lakes as well as salt water from the sea must both be treated before we can drink them safely. Wastewater is also treated before being released in the environment or reused.</p> <p>The three steps needed are detailed below:</p>  <p>Removing salt from sea water is called desalination. It can be done via reverse osmosis or distillation, but it is an expensive process which requires a lot of energy. However, countries which have no access to fresh water (like countries in the Middle East) sometimes have no choice.</p>	<p>Life Cycle Assessments</p> <p>A life cycle assessment (LCA) looks at every stage of a product's life to assess the impact it would have on the environment. This includes:</p> <ul style="list-style-type: none"> Extracting and processing raw materials. Manufacturing and packaging. Use and operation during its lifetime. Disposal at the end of its life. <p>Each stage will include different options for each product; this will have advantages and drawbacks which must be carefully considered to reduce the overall impact on the environment. For example, a paper bag is heavier than a plastic bag and requires more energy during production, but it decomposes much quicker and is made from renewable resources.</p> <p>Reducing the use of resources</p>  <p>A lot of the products we use every day are made from finite resources, so to be sustainable we must think about ways to:</p> <ul style="list-style-type: none"> Reduce our consumption, for example by using bags for life instead of disposable plastic bags. Reuse products, when possible, to extend their life cycle. Recycle objects once they have reached the end of their life cycle, so that their materials can be extracted and used to produce a new product.





Subject: Separate Science	Assessment: Paper 2 Mock	Year 10: Summer Term 2
Weeks 1 to 7: Biology	Weeks 1 to 7: Chemistry	Weeks 1 to 7: Physics
<p>Trophic Levels, Pyramids & Transfer of Biomass Trophic: Trophic levels refer to groups of organisms that either produce or consume food. Trophic levels are displayed in food chains and food webs.</p> <p>Maize → Locust → Lizard → Snake</p> <p>The arrows represent the movement of energy.</p> <p>Biomass: This is the dry mass of an organism that is living, dead or recently dead. Biomass can be used as a fuel.</p> <p>Biomass reduces as you move along a food chain, as not all the organism is consumed. At each trophic level, biomass is lost by respiration and as liquid/solid waste. The efficiency of biomass transfer is calculated using the following equation:</p> $\% \text{ efficiency transfer} = \frac{\text{biomass in higher trophic level}}{\text{biomass in lower trophic level}} \times 100$ <p>Food Security: The measure of how much food is available to support the nutritional needs to support people in a specified area. Food security is reduced by:</p> <ul style="list-style-type: none"> ➤ Increased population size ➤ Increasing costs of farming, equipment & feed ➤ Armed conflicts ➤ New pests & pathogens <p>Intensive farming methods use machinery, fertilisers & high-yield crops. However, the animal welfare is low, can be considered unethical and there is a risk of antibiotic resistance.</p> <p>Organic farming methods improve animal welfare, produce less soil & water pollution and is more sustainable. However, the cost of produce is higher and there are lower yields.</p>	<p>Instrumental analysis Vocabulary – Flame emission spectroscopy is an instrumental method used to identify metal ions in a solution and determine their concentration.</p> <p>Knowledge: The science behind flame tests can be used to identify different metal ions in solution accurately and find their concentrations. This is due to the fact that every metal ion gives a characteristic line spectrum.</p> <p>A line spectrum for an ion could look something like this:</p>  <ol style="list-style-type: none"> 1. During flame emission spectroscopy, a sample is placed in a flame. As the ions heat up, their electrons become excited. When the electrons drop back to their original energy levels, they transfer energy as light. 2. The light passes through a spectroscope, which can detect different wavelengths of light to produce a line spectrum. 3. The combination of wavelengths emitted by an ion depends on its charge and its electron arrangement. Since no two ions have the same charge and the same electron arrangement, different ions emit different wavelengths of light. Each ion produces a different pattern of wavelengths and has a different line spectrum. 4. The intensity of the spectrum indicates the concentration of that ion in solution. 5. This means that line spectra can be used to identify ions in solution and calculate their concentrations. 	<p>Types of materials</p> <ul style="list-style-type: none"> • Composite materials are made from two materials (a reinforcement and a matrix) with different physical and chemical properties. This create a material which is specialised for a certain job (ex: reinforced concrete). • Polymers are large molecules made from repeating subunits called monomers (ex: plastic). • Ceramics are mixtures which can be made from clay or glass, are always solid, and have very high melting points (ex: soda-lime glass). <p>There are two main types of polymers:</p> <ul style="list-style-type: none"> • Thermosetting polymers do not melt when heated because of cross-links between the polymer chains. These are hard and brittle materials such as polyester or nylon. • Thermosoftening polymers can be melted and re-moulded by heating them, due to weak forces between the polymer chains. These materials are weak and flexible, for example, polyethene or PVC. <p>The Haber process The Haber process is an industrial method used to create ammonia (NH₃), a key component in fertilisers. It consists of combining nitrogen and hydrogen (in gaseous states) by passing them over an iron catalyst at high temperature and high pressure.</p> 





Subject: French Foundation & Higher		KPOW: Speaking / Writing Mock Revision		Year 10: Summer Term 2
Week 1: Present tense verbs		Week 2: Past tense verbs		Week 3: Future & conditional tense verbs
J'aime manger (I like to eat) J'aime jouer (I like to play) J'aime nager (I like to swim) J'aime visiter (I like to visit) J'aime regarder (I like to watch)	Je mange (I eat) Je joue (I play) Je nage (I swim) Je visite (I visit) Je regarde (I watch)	J'ai mangé (I ate) J'ai joué (I played) J'ai nagé (I swam) J'ai visité (I visited) J'ai regardé (I watched)	c'était (it was) qui était (which was) ils étaient (they were) il y avait (there was / there were) il faisait (it was + type of weather)	Je vais / voudrais manger (I'm going / would like to eat) Je vais / voudrais jouer (I'm going / would like to play) Je vais / voudrais nager (I'm going / would like to swim) Je vais / voudrais visiter (I'm going / would like to visit) Je vais / voudrais regarder (I'm going / would like to watch) Je vais / voudrais fêter (I'm going / would like to celebrate) Je vais / voudrais être (I'm going / would like to be) Je vais / voudrais boire (I'm going / would like to drink) Je vais / voudrais faire (I'm going / would like to do) Je vais / voudrais aller (I'm going / would like to go) Je vais / voudrais avoir (I'm going / would like to have) ce sera (it will be) qui sera (which will be) ils seront (they will be) il y aura (there will be) il fera (it will be + type of weather)
c'est (it is) qui est (which is) ils sont (they are) il y a (there is / there are) il fait (it is + type of weather)	Je préfère fêter / (I prefer to celebrate) Je fête (I celebrate) Je suis (I am) Je bois (I drink) Je fais (I do) Je vais (I go) J'ai (I have)	J'ai fêté (I celebrated) J'ai été (I was) J'ai bu (I drank) J'ai fait (I did) Je suis allé (I went) J'ai eu (I had)		
Week 4: Describing photos vocab / phrases		Week 5: Positive & negative adjectives		Week 6 & Week 7: Opinion openers & opinions
une personne / 3 personnes (1 person / 3 people) un garçon / 3 garçons (a boy / 3 boys) une fille / 3 filles (a girl / 3 girls) un homme / 3 hommes (a man / 3 men) une femme / 3 femmes (a woman / 3 women) des jeunes (some young people) 2 parents (2 parents) une famille (a family) un enfant / 3 enfants (a child / 3 children) des copains / amis (some friends) un portable (a mobile phone) des élèves / étudiants (some pupils) une table (a table) un repas (a meal) il y a (there is / there are) il est en train de <u>jouer</u> (he is in the middle of <u>playing</u>) ils sont en train de <u>manger</u> (they are in the middle of <u>eating</u>)	génial (great) formidable (brilliant) fantastique (fantastic) passionnant (exciting) amusant (fun / amusing) rigolo / drôle (funny) intéressant (interesting) merveilleux (marvellous) extraordinaire (extraordinary) utile (useful) facile (easy) bon pour la santé (good for the health) sympa (nice) gentil (kind) chouette (cool)	ennuyeux (boring) nul (rubbish) cher (expensive) casse-pieds (a pain/annoying) barbant (boring) inutile (useless) difficile (difficult) mauvais pour la santé (good for the health) fatigant (tiring) dégoutant (disgusting) sale (dirty) affreux (awful) une perte de temps / d'argent (a waste of time / of money)	À mon avis (in my opinion) Selon moi (in my opinion) Je pense que (I think that) Je trouve que (I find that) Je crois que (I believe that) Je dois admettre que (I must admit that) Je dirais que (I would say that) En ce qui me concerne (as far as I'm concerned) ça me plaît (it pleases me / I like it) ça m'amuse (it amuses me) ça m'intéresse (it interests me) J'adore / je l'adore (I love / I love it) J'aime / je l'aime (I like / I like it) Je préfère (I prefer) Je n'aime pas (I don't like) Je déteste (I hate) Je ne supporte pas (I can't stand)	





Subject: French Higher ONLY		KPOW: Speaking / Writing Mock Revision	Year 10: Summer Term 2
Week 1: 3 rd Person Present tense verbs		Week 2: Imperfect tense verbs	Week 3: Future & conditional tense verbs
<p>On aime manger (we like to eat)</p> <p>On aime jouer (we like to play)</p> <p>On aime nager (we like to swim)</p> <p>On aime visiter (we like to visit)</p> <p>On adore regarder (we love to watch)</p> <p>On préfère fêter / (we prefer to celebrate)</p> <p>On aime être (we like to be)</p> <p>On adore boire (we love to drink)</p> <p>On adore faire (we love to do)</p> <p>On adore aller (we love to go)</p>	<p>On mange (we eat)</p> <p>On joue (we play)</p> <p>On nage (we swim)</p> <p>On visite (we visit)</p> <p>On regarde (we watch)</p> <p>On fête (we celebrate)</p> <p>On est (we are)</p> <p>On boit (we drink)</p> <p>On fait (we do)</p> <p>On va (we go)</p> <p>On a (we have)</p>	<p>Je mangeais (I ate / I used to eat)</p> <p>Je jouais (I played / I used to play)</p> <p>Je nageais (I swam / I used to swim)</p> <p>Je visitais (I visited / I used to visit)</p> <p>Je regardais (I watched / I used to watch)</p> <p>Je fêtais (I celebrated / I used to celebrate)</p> <p>J'étais (I was / I used to be)</p> <p>Je buvais (I drank / I used to drink)</p> <p>Je faisais (I did / I used to do)</p> <p>J'allais (I went / I used to go)</p> <p>J'avais (I had / I used to have)</p>	<p>Je mangerai / mangerais (I will / would eat)</p> <p>Je jouerai / jouerais (I will / would play)</p> <p>Je nagerai / je nagerais (I will / would swim)</p> <p>Je visiterai / visiterais (I will / would visit)</p> <p>Je regarderai / regarderai (I will / would watch)</p> <p>Je fêterai / fêterais (I will / would celebrate)</p> <p>Je serai / serais (I will / would be)</p> <p>Je boirai / boirais (I will / would drink)</p> <p>Je ferai / ferais (I will / would do)</p> <p>J'irai / j'irais (I will / would go)</p> <p>J'aurai / j'aurais (I will / would have)</p> <p>ce serait (it would be) qui serait (which would be)</p> <p>ils seraient (they would be) il y aurait (there would be)</p> <p>il ferait (it would be + type of weather)</p>
Week 4: WOW phrases		Week 5: WOW phrases continued	Weeks 6&7: Revision
<p>bien que je sache que (although I know that)</p> <p>bien que ce soit... (although it is...)</p> <p>avant de faire / jouer / devenir (before doing / playing / becoming)</p> <p>avant d' aller / être / avoir (before going / being / having)</p> <p>après avoir fait / joué / mangé / fini / visité (after having done / played / eaten / finished / visited)</p> <p>après être arrivé / allé / resté (after arriving / going / staying)</p> <p>si j'avais plus de temps, je pourrais.... (if I had more time, I would be able to / I could...)</p> <p>si j'avais plus d'argent, j'aimerais.... (if I had more money, I would like to...)</p> <p>je doute que je puisse (I doubt that I can)</p> <p>pour que je puisse (so that I can)</p> <p>étant donné que (given that)</p>		<p>il est important de... (it is important to...)</p> <p>j'ai l'intention de faire / d'étudier / de visiter... (I intend to do / to study / to visit)</p> <p>il faut que je fasse (I need / have to do)</p> <p>il faudrait que je fasse (I would need / have to do)</p> <p>ce qui veut dire que (which means that)</p> <p>ce qui suggère que (which suggest that)</p> <p>ce qui voudrait dire que (which would mean that)</p> <p>cela en vaudra la peine (it will be worth it)</p> <p>ce qui en vaut la peine (which is worth it)</p> <p>cela pourrait être (it could / might be)</p> <p>le plus important est.../le moins important est... (the most important is / the least important is...)</p> <p>en ce qui me concerne (in my opinion / as far as I'm concerned)</p> <p>je suis convaincu que (I am convinced that)</p>	<p>Revise weeks 1-5</p>





Subject: Geography

Week 1-2: Nigeria – Importance and Industry

A Newly Emerging Economy (NEE) in western Africa.

Global Importance	Regional Importance
<ul style="list-style-type: none"> Nigeria supplies 2.7% of the world's oil. 5th largest contributor to UN peacekeeping missions around the world. 	<ul style="list-style-type: none"> one of the largest and fastest growing economies in Africa. highest farm output in Africa.

Nigeria's political links:

Being a part of OPEC (oil producing countries) helps Nigeria sell its oil to other countries without being out competed on price.

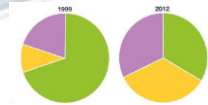
Trading relationships:

- Biggest export is crude oil.
- Most exports go to the EU.
- Imports are mostly manufactured goods (more expensive).
- Most imports are from China.



Nigeria's industrial structure change:

- Decrease in agriculture (primary)
- Increase in manufacturing/industry (secondary)
- Increase in services (tertiary)



TNCs:

Many transnational corporations (TNCs), e.g., Shell, have located in Nigeria due to many benefits, such as:

- Fewer strict environmental laws.
- Access to a wider market (places to sell to).
- Tax incentives.
- Cheap labour.

TNCs also bring both advantages (jobs) and disadvantages (often poor working conditions) to Nigeria.

KPOW: CEW & UK Physical Landscapes

Week 3&4: Nigeria Cont. & UK Economic Changes

Economic development in Nigeria has had a negative impact on the environment:

- Oil spills from the crude oil industry
- Air & water pollution from industry
- Squatter settlements (slums) as urban areas grow
- Commercial farming led to soil quality declining

Quality of Life in Nigeria:

As development progresses, new job opportunities appear, which allows individuals to earn higher incomes and improve their standard of living. However, the benefits are distributed unevenly across the country. 50% of the population still live in poverty. Nigeria still relies on aid from the World Bank and charities to help improve more people's quality of life. E.g. Nets for Life.

UK Economic Changes

The UK has entered a post-industrial economy where most people work in tertiary and quaternary jobs dominated by IT, finance, services e.g. retail and research. There are three main reasons the UK economy has changed over time:

- De-industrialisation.
- Globalisation.
- Government Policies.

The North-South divide is one result of these changes, which is the real, or imagined, cultural and economic differences between the N&S of the UK. To remove the divide many strategies can be used, for example:

- Local Enterprise Partnerships (LEPs) & Enterprise zones (Langthwaite Business Park).
- Transport improvements (Liverpool 2).

The UK has improved road, rail, ports and airports over recent years to encourage economic growth.

Year 10: Summer Term 2

Week 5,6&7: UK Economic Changes & Coasts

Economic Challenges in Rural Areas:

- Some rural areas are experiencing rapid population growth (e.g., South Cambridgeshire). People migrate from urban areas of the UK and Europe.
- Other rural areas are experiencing population decline (e.g., Outer Hebrides). Fewer opportunities for young people so they move away, often to urban areas.

Impact on Local Services:

- A declining population can lead to schools, post offices and other services being reduced or closed.
- In areas where population growth occurs, pressure is put on services like healthcare and schools.

The UK and the Wider World:

- The UK has global links through trade, culture, transport and digital communications.
- After leaving the EU in 2020, the UK now trades under the EU-UK Trade and Cooperation Agreement, which allows tariff-free trade.
- The UK is part of the Commonwealth (54 voluntary member countries), which brings benefits such as strengthening global stability and supporting UK interests.

NEW Topic: Coastal Processes – Paper 1: Section C

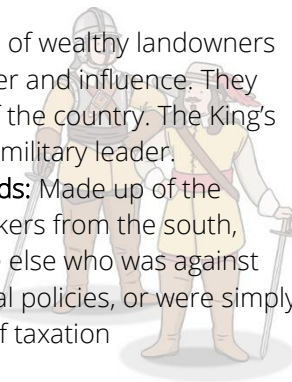
These are the main processes operating at the coast:

- Erosion – wearing away (hydraulic action, abrasion, solution & attrition).
- Transportation – moving sediment (Traction, saltation, suspension & solution).
- Deposition – sediment dropped (waves lose energy).
- Weathering - the breakdown of rocks in-situ (place) by weather or plants.
- Mass movement (slumping, landslide, rockfall).





Subject: History		Year 10: Summer Term 2
<p>Weeks 1 & 2: Causes of the English Civil War</p> <p>Charles became king in 1625 when there were already problems between the previous king, his father, James I and Parliament.</p> <p>Religious causes: Charles had a Catholic wife, Henrietta Maria. Archbishop Laud's reforms were very Catholic in nature and unpopular. Laud introduced a new Prayer Book in Scotland that made people very angry.</p> <p>Government causes: Charles believed in the Divine Right of Kings which meant he thought he was chosen by God and therefore he could justify his actions. He ruled from 1629-1640 without calling Parliament. This was known as the 11 years of tyranny. In 1642, The Grand Remonstrance was given to Charles by one of his leading opponents – John Pym. This was the spark for the Civil War. It was a list of over 200 grievances against the King. Charles said it was an attempt to humiliate him.</p> <p>Economic causes: In 1640, Charles was forced to recall Parliament to raise taxes to pay for an army to fight the Scottish. Charles charged a tax called Ship Money, but he charged it to everyone, not just those on the coast. Parliament was worried Charles could become financially independent and not need to call them again in the future.</p> <p>In August 1642, the English Civil War broke out.</p>	<p>Weeks 3 & 4: The Civil War & New Model Army</p> <p>Who fought for whom? Royalists = Cavaliers: Made up of wealthy landowners who did not want to lose power and influence. They were mainly from the north of the country. The King's nephew, Prince Rupert, was a military leader. Parliamentarians = Roundheads: Made up of the middle class and peasant workers from the south, including London, and anyone else who was against the King's religious and political policies, or were simply unhappy with his high levels of taxation</p> <p>New Model Army: They were led by the puritan MP, Oliver Cromwell. In the initial confrontation, there was no clear winner between the two sides. Cromwell shifted power to the Roundheads with the creation of the NMA, introduced at the Battle of Naseby. Men were chosen on ability, not background. Discipline was high, and there was a strict religious code, the men could not drink or swear. The NMA outnumbered the Cavaliers: 14000 to 9000. In 1646, the NMA captured Bristol and Oxford – they had won.</p> <p>The Second Civil War: After his defeat, Charles was keen to negotiate with Parliament. However, at the same time, he managed to convince the Scots to invade and start the Second Civil War. The Scots were defeated, and Charles had proved he could not be trusted.</p> <p>The Rump Parliament: December 1648 – anyone who was known to support negotiations with the King was refused entry – this was known as Pride's Purge. Trial: Charles was put on trial for treason. On 27 January 1649, he was found guilty and executed on 30 January.</p>	<p>Weeks 5, 6 & 7: Impact & American Revolution</p> <p>What next? The Rump Parliament ruled for a short time, but was replaced by Cromwell in 1653. He ruled as Lord Protector until his death in 1658. Positives of Cromwell = Religious freedom and he restored Britain's reputation abroad. Negatives of Cromwell = The 11 Major Generals appointed to rule were hated. He introduced strict Puritan laws and dealt with rebellion in Ireland ruthlessly.</p> <p>Impact of the Civil War: Short term = Cromwell became unpopular which led to the Restoration of the monarchy in 1660. Long term = in 1688, William of Orange and his wife Mary were invited to be monarchs (The Glorious Revolution). They accepted the Bill of Rights and ruled through Parliament = start of Constitutional Monarchy. The American Revolution: The 13 colonies of 2.5 million people wanted independence. Causes: Britain was charging taxes, such as the Stamp Tax, but the colonists were not represented in Parliament. Their slogan was 'no taxation without representation'. The publication of a pamphlet by Thomas Paine, called 'Common Sense' increased support. The British were defeated at the Battle of Yorktown in 1781. Impact: America became an independent nation with its own constitution. Britain lost colonies and turned to Australia and New Zealand. It inspired the French Revolution and wider demands for political rights amongst the British working class.</p>





Hospitality and Catering	KPOW: Theory	Year 10: Summer Term 2
Week 1 & Week 2: Unit 1.4	Week 3 & Week 4: Unit 1.4	Week 5 & Week 6 & Week 7: Unit 1.2
<p>The Role of the Environmental Health Officer (EHO) – Routine Inspections</p> <p>An Environmental Health Officer (EHO) works for the local council and helps to protect the public by making sure food businesses are safe and clean. Their main role is to check that places such as restaurants, cafés, takeaways etc follow food safety laws. EHOs regularly visit food premises to inspect kitchens, storage areas and equipment to see if food is being prepared and stored safely and hygienically.</p> <p>During a routine inspection, an Environmental Health Officer looks at:</p> <ul style="list-style-type: none"> • personal hygiene of staff • food temperatures • cleaning routines • pest control • how food is labelled and stored <p>They also check paperwork, such as cleaning schedules and temperature records. After the visit, the EHO gives a food hygiene rating, usually from 0 to 5, which helps customers understand how safe and well-managed the business is.</p> <p>If problems are found, the EHO can give advice on how to improve food safety or take legal action if necessary. This might include issuing ‘improvement notices’, fines, or even closing a business if there is a serious risk to health.</p>	<p>The Role of the Environmental Health Officer (EHO) – Dealing with Complaints and Outbreaks</p> <p>When a customer complaint is made about a food business, the Environmental Health Officer (EHO) is responsible for investigating the concern. Complaints often relate to poor hygiene, unsafe food, or suspected food poisoning. The EHO may contact the customer to gather more information and then arrange a visit to the food premises. During this visit, they check whether food safety laws are being followed and assess whether the complaint is justified.</p> <p>As part of the investigation, the EHO will:</p> <ul style="list-style-type: none"> • speak to the business owner and staff • collect samples of food for testing • inspect food and confiscate any food that is unfit • review records such as temperature checks and cleaning schedules <p>If minor problems are found, the EHO will usually give advice and guidance on how to improve standards. If there is a suspected outbreak of food poisoning, the EHO’s role becomes more urgent. They work quickly to find the source of the illness and prevent it from spreading further. If there is a serious risk to public health, the EHO has legal powers to close the business temporarily.</p> <p>By managing complaints and outbreaks, Environmental Health Officers help protect the public and ensure food businesses operate safely.</p>	<p>Meeting Customer Needs and Expectations in Hospitality and Catering</p> <p>Meeting customer needs and expectations means understanding what customers want and making sure the business provides it. In H&C, this includes:</p> <ul style="list-style-type: none"> • offering good-quality food at reasonable prices • a clean and welcoming environment • good facilities for all customers (e.g. wheelchair access / baby changing / children’s menus) <p>Customers may also have specific needs, such as dietary requirements, allergies, cultural preferences or disabilities. Businesses that recognise and respond to these needs are more likely to keep customers satisfied and encourage repeat visits.</p> <p>Customer service plays a key role in meeting these needs and expectations. It involves how staff interact with customers, including being polite, friendly, and helpful at all times. Good customer service can include:</p> <ul style="list-style-type: none"> • taking orders accurately • communicating clearly with customers • responding quickly to requests or problems • using positive body language • showing respect and helping customers feel valued and comfortable during their visit. <p>When customers feel listened to and well looked after, they are more likely to return and recommend the business to others.</p>





Subject: Product Design	KPOW: Natural and Manufactured Timber	Year 10: Summer Term 2
Week 1 & Week 2: Timber forming and finishing	Week 3 & Week 4: Timber Finishes	Week 5 & Week 6 & Week 7: Timber Finishes
<p>Laminating Wood is usually bent by laminating. This is done by cutting thin strips of wood, putting glue on the strips and clamping them into a former or jig. This technique is commonly used with plywood.</p> <p>Steam Bending Wood can be bent by applying steam. This technique involves thin strips of wood being heated in a steam box. The applied heat and moisture makes the wood pliable enough to easily bend around a former to create a specific shape.</p> <p>Surface Finishes Timber can be treated in a variety of different ways and for a variety of different reasons. Surface treatments are to enhance aesthetics or protect.</p> <p>Four ways to finish timber are: Wax/oil, stain, varnish and paint.</p> <div data-bbox="116 1007 703 1355" data-label="Image"> </div>	<p>Paint Paint gives colour to the timber and can sometimes protect the timber if it is going to go outside. Some paint provides a solid colour - this is called opaque. If the paint is translucent, you can see the grain is visible through the colour. Paints are glossy, matt or silk/satin. Some paint can be applied with a paintbrush or roller; some needs an undercoat so that the timber is sealed before the paint is applied. Most paints will have instructions on the tin to suggest the best method of application, and these will also give details of drying times and necessary health and safety precautions.</p> <div data-bbox="792 743 1451 975" data-label="Image"> </div> <p>Wax or Oil Oil and wax soak into timber and can be used to enhance the natural appearance of the timber. Often kitchen worktops and chopping boards are oiled or waxed so that the surface repels water.</p> <div data-bbox="1048 1018 1424 1273" data-label="Image"> </div>	<p>Wood stain Wood stain is applied so that the appearance of the timber is enhanced. It is possible to buy many different wood stains that are designed to look like a different wood type. Often, pine is stained to look like a darker hardwood - hardwood is expensive, so staining a piece of cheaper timber is often a good alternative. Wood stain gives some protection to the timber, but an additional coat of varnish after staining is often a good idea.</p> <p>Varnish Varnish can be applied to timber so that a shiny appearance is achieved. Varnish is usually applied in many layers so that the thickness of the varnish is more durable. Varnish can be glossy or matt depending on the type used.</p> <div data-bbox="1839 668 2116 884" data-label="Image"> </div> <p>Pressure-treated timber Pressure-treated timber is placed inside a pressurised treatment vessel so that the protective fluid can penetrate the timber. This process extends the lifespan of wood, protecting it against rot. This is beneficial as it is often bought for outdoor use, generally by the building trade or gardeners. Decking and garden fences are often made from pressure-treated timber, and there is no need to paint, stain, varnish or coat the timber in any other way.</p> <div data-bbox="1861 1257 2116 1426" data-label="Image"> </div>










Subject: Textiles	KPOW: Year 10 Mock	Year 10: Summer Term 2																																								
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6 & Week 7:																																								
<p>Titles: Fibres</p> <p>Staple fibre: is a short fibre (in length). Continuous fibre: is a very long fibre. Man made fibres are manufactured as continuous. (Silk is the only natural continuous fibre). Microfibre: less than one denier thick. Common microfibre products: sportswear/duster/towels/underwear. Microfibre properties: very fine, high-water absorption, comfortable. Yarn: lots of fibres twisted together. Chenille: is a textured and soft fluffy yarn.</p> <p>Family tree of fibres (different categories of fibres)</p> <ul style="list-style-type: none"> Fibres are either natural or man-made Natural fibres come from plants or animals <p>Man made fibres are either synthetic (100% chemical) or regenerated (fibres that start off natural, but are then changed):</p> <table border="1" data-bbox="134 1034 752 1385"> <thead> <tr> <th colspan="2">Natural</th> <th colspan="2">Man-made</th> </tr> <tr> <th>PLANT</th> <th>ANIMAL</th> <th>REGENERATED</th> <th>SYNTHETIC</th> </tr> </thead> <tbody> <tr> <td>Flax (grown to make linen) </td> <td>Wool (from a sheep) </td> <td>Viscose </td> <td>Acrylic </td> </tr> <tr> <td>Jute (used to make canvas) </td> <td>Angora (rabbit & goat) </td> <td>Cellulose acetate </td> <td>Nylon </td> </tr> <tr> <td>Ramie (in the nettle family) </td> <td>Horsehair </td> <td>Rubber </td> <td>Polyester </td> </tr> <tr> <td>Cotton (from seed of cotton plant) </td> <td>Silk (from a cocoon produced from silk worms) </td> <td>Tencel (microfibre) </td> <td>Lycra </td> </tr> <tr> <td>Hemp Tall plant with a long stalk. </td> <td>Cashmere (goat) </td> <td>Rayon </td> <td>Tactel (microfiber) </td> </tr> </tbody> </table>	Natural		Man-made		PLANT	ANIMAL	REGENERATED	SYNTHETIC	Flax (grown to make linen) 	Wool (from a sheep) 	Viscose 	Acrylic 	Jute (used to make canvas) 	Angora (rabbit & goat) 	Cellulose acetate 	Nylon 	Ramie (in the nettle family) 	Horsehair 	Rubber 	Polyester 	Cotton (from seed of cotton plant) 	Silk (from a cocoon produced from silk worms) 	Tencel (microfibre) 	Lycra 	Hemp Tall plant with a long stalk. 	Cashmere (goat) 	Rayon 	Tactel (microfiber) 	<p>Titles: How fabric is made</p> <p>Woven= straight yarns that go under and over each other.</p> <div data-bbox="813 395 1451 639"> <p>Plain weave Twill weave Loop Pile Carpet</p> </div> <p>Knitted=loops of yarn that interlock together.</p> <div data-bbox="797 759 1442 946"> <p>Properties of knitted materials</p> <ul style="list-style-type: none"> Good elasticity Easily drops creases Comfortable/flexible </div> <p>Non-woven = fibres bonded together with adhesive and heat. Non-woven uses= disposable face masks, children's felt toys. Laminated= multiple layers of material are compressed together to create one sheet. Laminated common products Suitcases, outdoor raincoats, tablecloths, tents.</p> <div data-bbox="1182 1145 1420 1273"> </div>	<p>Titles: Alternative processes and scales of production</p> <p>Scale of manufacture: the quantity or volume of a product produced. Manufacturing system: how the making of products is organised. There are 3 main scales of manufacture</p> <table border="1" data-bbox="1480 491 2141 1010"> <thead> <tr> <th>Scale of manufacture</th> <th>Key features</th> <th>Examples of products</th> </tr> </thead> <tbody> <tr> <td>Mass production</td> <td>Very large orders of identical, low-cost products.</td> <td>Plain socks, towels, zips, buttons</td> </tr> <tr> <td>Batch production</td> <td>Limited/set quantities of identical products made.</td> <td>Seasonal products, high street clothing</td> </tr> <tr> <td>One-off production</td> <td>One person/small team of people assemble a product to fit an individual client.</td> <td>Theatre costumes, made to measure wedding dress</td> </tr> </tbody> </table> <p>What factors determine the scale of manufacture? Is it seasonal? For example, a summer dress. What is the demand for the product? How much would it retail for? Is it low cost or expensive? Can CAM (computer aided manufacture) be used to speed up the process?</p>	Scale of manufacture	Key features	Examples of products	Mass production	Very large orders of identical, low-cost products.	Plain socks, towels, zips, buttons	Batch production	Limited/set quantities of identical products made.	Seasonal products, high street clothing	One-off production	One person/small team of people assemble a product to fit an individual client.	Theatre costumes, made to measure wedding dress
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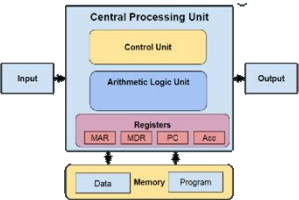















Subject: PE	KPOW: Key Words	Year 10: Summer Term 2
<p>Week 1: Visual Guidance</p> <p>Visual Guidance is when the performer is shown the skill. This can be done in a variety of ways.</p> <p>A video Must be shown more than once so the movement can be remembered.</p> <p>A picture. Must be clear to enable understanding.</p> <p>Demonstration Must be good quality so poor movement is not copied. Visual guidance is good for beginners so they can see what the skill should look like and create a mental image of what the movement should be. It is also used when it is not possible to hear verbal guidance, for example during play, or head in the water while swimming.</p> 	<p>Week 2: Verbal Guidance</p> <p>Verbal guidance is when the performer is told information about how to complete the correct technique.</p> <p>The information must be clear, so the meaning is understood. The information must be concise; too much information can be confusing. The performer must be able to hear the instructions. Verbal guidance is good for more experienced performers who know what the movement should look like and can make sense of the information. It is also used in situations where demonstrations are not possible, for example, during a break in play.</p> 	<p>Week 3: Manual Guidance</p> <p>Manual guidance is where the coach physically supports or moves the performer to help them get into the correct position. For example- A trampoline coach when supporting a flip. A tennis coach holding a performer's racket and moving it through the correct range of motion for a forehand drive. A gymnastic coach holding a handstand.</p> <p>Advantages-</p> <ul style="list-style-type: none"> • The performer can get a feel for the movement. • Builds confidence. • Can help break down a movement into phases. 
<p>Week 4: Mechanical Guidance</p> <p>Mechanical guidance is where the coach uses equipment to support the performer to help them with the technique. For example- using a harness in diving or trampolining. Using a float when swimming.</p> <p>Advantages-</p> <ul style="list-style-type: none"> • The performer can get a feel for the movement. • Builds confidence. • Reduces danger. <p>Disadvantages-</p> <ul style="list-style-type: none"> • Feeling is not the same as doing it unaided. • Performer can become dependent on the supporter.  	<p>Week 5: Mental Rehearsal</p> <p>What is mental rehearsal? It involves mentally practising a skill or movement before physically doing it. This could be done in the warmup, during a break in activity, or during performance.</p> <p>Why is mental rehearsal used?</p> <ol style="list-style-type: none"> 1. Focus the mind on the task. 2. Reduce anxiety (due to focus). 3. Build confidence (due to mentally seeing successful performance). <p>Example- During a match, when play is paused for a penalty kick in rugby, the performer will see themselves completing the skill well and the ball going between the posts before they take the kick.</p>	<p>Week 6 & Week 7: Goal Setting</p> <p>What is the value of goal setting?</p> <ol style="list-style-type: none"> 1. Improved motivation. 2. Improved focus. 3. Improved monitoring of progress. 4. Improved planning of training session. <p>Smart Targets-</p> <ul style="list-style-type: none"> • Specific- Your goal must be clear. • Measurable-. It must be something that can be measured. • Achievable- An achievable target means that it is something possible for you to do. • Realistic- A realistic goal is one that is possible given all the factors involved. • Timebound- Goals must be assigned a time frame for completion.





Subject: Computer Science	Mock Exam Preparation – Paper 1	Year 10: Summer Term 2
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6 & Week 7:
<p>CPU Registers Registers are very small, very fast memory inside the CPU.</p> <ul style="list-style-type: none"> • <i>PC (Program Counter)</i> – Address of next instruction. • <i>MAR</i> – Address of current instruction. • <i>MDR</i> – Data being read/written. • <i>Accumulator</i> – Stores calculation results. <p>Registers are faster than RAM and used during the fetch-decode-execute cycle.</p>  <p>Routers A router connects networks and sends data to the correct destination.</p> <ul style="list-style-type: none"> • Receives data packets. • Reads IP address then forwards data packets. • Connects LANs to WANs/the internet. • Data is sent as packets.  <p>Factors Affecting Network Performance Network performance = speed and reliability.</p> <ul style="list-style-type: none"> • <i>Bandwidth</i> – Max data per second. • <i>Latency</i> – Delay before data starts. • <i>Number of users</i> – More users = slower speeds. • <i>Transmission media</i> – Wired faster than wireless. • <i>Interference</i> – Walls/other signals reduce speed. • <i>File size</i> – Larger files take longer. 	<p>Protocols Protocols are rules for how data is sent and received on a network.</p> <ul style="list-style-type: none"> • <i>HTTP</i> – Transfers web pages. • <i>HTTPS</i> – Secure web transfer (encrypted). • <i>FTP</i> – Transfers files. • <i>SMTP</i> – Sends emails. • <i>POP3 / IMAP</i> – Receives emails. • <i>TCP/IP</i> – Splits data into packets and reassembles it.    <p>Physical Security Protects hardware and buildings from damage or theft.</p> <ul style="list-style-type: none"> • Locked doors • Key cards • Security guards • CCTV • Biometric access (fingerprint)    <p>Digital Security Protects data and systems from cyber-attacks.</p> <ul style="list-style-type: none"> • <i>Passwords</i> – Restrict access. • <i>Firewalls</i> – Block unauthorised traffic. • <i>Encryption</i> – Scrambles data. • <i>Anti-malware</i> – Detects/removes malware. • <i>User access levels</i> – Limits user actions. • <i>Penetration Testing</i> - Simulated attacks used to identify security weaknesses.   	<p>Legislation Data Protection Act (2018 / GDPR)</p> <ul style="list-style-type: none"> • Protects personal data. • Data must be lawfully, securely and accurately stored and used.  <p>Computer Misuse Act (1990)</p> <ul style="list-style-type: none"> • Illegal to access systems without permission. • Illegal to modify or spread malware. <p>Copyright, Designs & Patents Act</p> <ul style="list-style-type: none"> • Protects creators' work (music, software etc). • Illegal to copy or share without permission. <p>Sampling (Sound) The amplitude of a soundwave is measured at regular intervals and stored as binary data.</p> <ul style="list-style-type: none"> • <i>Sampling Rate</i> – Number of samples per second (measured in Hertz). • <i>Bit depth</i> – Bits per sample. • Higher sample rate/bit depth = better quality, larger file size. <p>Primary Storage Memory directly accessed by the CPU.</p> <ul style="list-style-type: none"> • <i>RAM</i> – Stores data/programs in use; volatile (loses data when power is lost). • <i>ROM</i> – Stores BIOS; non-volatile (retains data when power is lost). • <i>Cache</i> – Very fast; stores frequently used data. <p>Secondary Storage Long-term/permanent data storage.</p> <ul style="list-style-type: none"> • <i>Solid State</i> (e.g. SSD) – Faster; no moving parts. • <i>Optical</i> – CDs/DVDs (uses laser to read/write). • <i>Magnetic</i> (e.g. HDD) – Moving parts, slower, cheaper per Gb than solid state.





Subject: Computer Science

Mock Exam Preparation – Paper 2

Year 10: Summer Term 2

Week 1 & Week 2:

Week 3 & Week 4:

Week 5 & Week 6 & Week 7:

Abstraction

Removes unnecessary detail/focuses on the important detail in a problem.

Decomposition

Breaking down a larger problem into smaller parts.

Flowcharts

Shape	Purpose
	Terminator
	Process
	Input/Output
	Decision
	Connector

Trace Tables

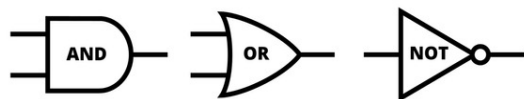
Used to track variable values step by step.

- Follow an algorithm line-by-line
- Record how variables change
- Helps debug errors and test logic

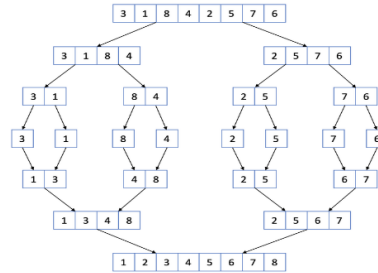
```
num = 5
for i in range(4):
    total = i*num
print(total)
```

num	i	total	output
5	0	0	
	1	5	
	2	10	
	3	15	15

Logic Gates



Merge Sort



Binary Search

Used to search for an item. Uses divide & conquer.

- Data must be in order.
- Midpoint of data is found. If midpoint > search item, remove midpoint & all data to the right.
- If midpoint < search item, remove midpoint & all data to the left.
- Repeat steps until search item is found.

Maintainability

How easy code is to read, understand, and updated.

- Sensible variable names
- Indentation
- Comments
- Use of subprograms (functions/procedures)

Translators

Translate high-level code into machine code (binary).

Compiler

- Translates the whole program at once
- Errors shown after translation

Interpreter

- Translates line by line
- Stops when an error is found

Data Types

Data Type	Description	Example
Character	A single character	'a'
String	Multiple characters	'abcdef'
Integer	A whole number	24
Real/Float	A decimal number	6.7
Boolean	True/False	True

SQL (Structured Query Language)

Used to search and manipulate databases.

- SELECT – Retrieves data
- FROM – Specifies location (name of table)
- WHERE – Filters results

Testing

Used to check programs work correctly.

- Finds errors and ensures correct output
- Improves reliability and correctness

Types of Test Data:

- Normal – Valid, typical input
- Boundary – Edge of valid range
- Invalid – Outside expected range
- Erroneous – Incorrect data type

Subprograms

A block of code used to perform a specific task.

- Function – Returns a value
- Procedure – Does not return a value






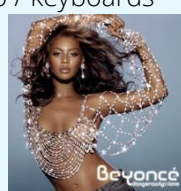











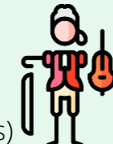









Subject: Creative iMedia	KPOW: Retrieving Y10 Knowledge	Year 10: Summer Term 2																																																																													
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<p>MEDIA PRODUCTS Many different products are created and used by media industry sectors. In fact, the same media product can be used by multiple different sectors. The table shows different types of products:</p> <table border="1" data-bbox="107 416 698 644"> <tr><td>Video</td><td>Audio</td><td>Music</td></tr> <tr><td>Animation</td><td>SFX</td><td>Digital images</td></tr> <tr><td>Social media</td><td>Digital games</td><td>Comics & novels</td></tr> <tr><td>Websites</td><td>Multimedia</td><td>eBooks</td></tr> <tr><td>AR/VR</td><td></td><td></td></tr> </table> <p>JOB ROLES There are a variety of job roles within the media industry, and these can be split up into three separate categories:</p> <p>Creative Job Roles:</p> <table border="1" data-bbox="107 900 772 1048"> <tr><td>Animator</td><td>Copywriter</td><td>Script writer</td><td>Content creator</td></tr> <tr><td>Graphic designer</td><td>Illustrator</td><td>Photographer</td><td>Web designer</td></tr> </table> <p>Technical Job Roles:</p> <table border="1" data-bbox="107 1123 772 1233"> <tr><td>Camera operator</td><td>Games developer</td><td>Sound editor</td></tr> <tr><td>Audio technician</td><td>Video editor</td><td>Web developer</td></tr> </table> <p>Senior Job Roles:</p> <table border="1" data-bbox="107 1308 772 1425"> <tr><td>Campaign manager</td><td>Creative director</td><td>Director</td></tr> <tr><td>Editor</td><td>Production manager</td><td></td></tr> </table>	Video	Audio	Music	Animation	SFX	Digital images	Social media	Digital games	Comics & novels	Websites	Multimedia	eBooks	AR/VR			Animator	Copywriter	Script writer	Content creator	Graphic designer	Illustrator	Photographer	Web designer	Camera operator	Games developer	Sound editor	Audio technician	Video editor	Web developer	Campaign manager	Creative director	Director	Editor	Production manager		<p>AUDIENCE SEGMENTATION is the process of breaking down an audience and placing them into categories:</p> <table border="1" data-bbox="788 306 1438 1013"> <thead> <tr> <th>Audience segment</th> <th>Description</th> </tr> </thead> <tbody> <tr><td>Age</td><td>People can be categorised by age bracket (e.g. 30-40 years).</td></tr> <tr><td>Gender</td><td>Products may be targeted at one gender, e.g. women or all genders.</td></tr> <tr><td>Occupation</td><td>Products may be targeted at people in different jobs.</td></tr> <tr><td>Income</td><td>Products may be targeted at people with different levels of income.</td></tr> <tr><td>Education</td><td>Products may be targeted at people with different levels of education.</td></tr> <tr><td>Location</td><td>Products are likely to be aimed at people in particular places.</td></tr> <tr><td>Interests</td><td>Products may be aimed at people with specific interests e.g. cooking.</td></tr> <tr><td>Lifestyle</td><td>Products may be aimed at people who live a particular way or make particular choices.</td></tr> </tbody> </table> <p>CLIENT BRIEF When a project starts, the client provides a brief that includes information and outlines the requirements that the new product must meet.</p> <p>There are different requirements that you might see in a brief:</p> <table border="1" data-bbox="788 1270 1438 1380"> <tr><td>Product type/purpose</td><td>Target audience/genre</td><td>Branding & Ethos</td></tr> <tr><td>Content</td><td>Style & Theme</td><td>Timescales</td></tr> </table>	Audience segment	Description	Age	People can be categorised by age bracket (e.g. 30-40 years).	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One way to gather this information is using primary research.</p> <table border="1" data-bbox="1482 489 2116 751"> <thead> <tr> <th>Research method</th> <th>What is it?</th> </tr> </thead> <tbody> <tr><td>Focus group</td><td>A small group gives opinions on the product.</td></tr> <tr><td>Interviews</td><td>One person gives detailed feedback in a conversation.</td></tr> <tr><td>Online surveys and questionnaires</td><td>People answer questions online to share their views.</td></tr> </tbody> </table> <p>SECONDARY RESEARCH involves finding and using previously collected and published data about media products.</p> <table border="1" data-bbox="1482 933 2116 1380"> <thead> <tr> <th>Source</th> <th>What is it?</th> </tr> </thead> <tbody> <tr><td>Books & journals</td><td>Written information from experts or past studies about similar products.</td></tr> <tr><td>Internet sites</td><td>Online articles, blogs or reviews about media products.</td></tr> <tr><td>Magazines & newspapers</td><td>Published opinions, reviews or trends in media.</td></tr> <tr><td>TV programmes & online videos</td><td>Shows or videos that give insights into audience reactions or trends.</td></tr> </tbody> </table>	Research method	What is it?	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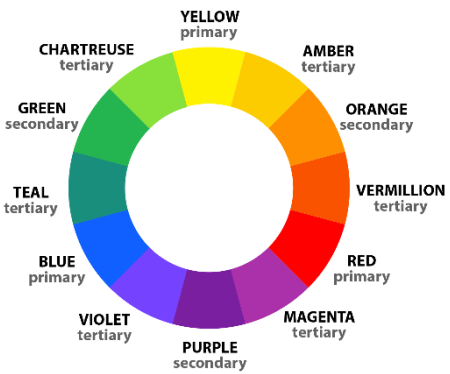




Subject: Music	KPOW: Component 3 Preparation	Year 10: Summer Term 2
Week 1 & Week 2: C3 Preparation	Week 3 & Week 4: Genres	Week 5 & Week 6 & Week 7: Genres
<p style="text-align: center;">JAZZ</p> <p>Origin: New Orleans/ Louisiana, USA Decade: 1910s-20s</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Improvisation (musicians create solos on the spot) • Syncopation and swing feel • Call and response between instruments • Blues-influenced melodies and harmonies <p>Instruments:</p> <ul style="list-style-type: none"> • Brass Instruments / Saxophone • Piano • Double bass • Drum kit <p>Key Artists:</p> <ul style="list-style-type: none"> • Louis Armstrong • Duke Ellington • Miles Davis    	<p style="text-align: center;">R'n'B (Rhythm and Blues)</p> <p>Origin: USA Decade: 1990-2000s</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Strong groove with steady rhythmic pulse • Smooth, expressive vocal style • Use of melisma (stretching a syllable over several notes) • Lyrics focused on love, relationships, and emotion <p>Instruments:</p> <ul style="list-style-type: none"> • Drum kit / drum machine • Bass guitar • Electric piano / keyboards • Synthesizers <p>Key Artists:</p> <ul style="list-style-type: none"> • Beyoncé • Usher • Alicia Keys     	<p style="text-align: center;">METAL</p> <p>Origin: UK & USA Decade: 1970s</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Distorted, heavy guitar riffs and powerful basslines • Loud, aggressive with emphatic, driving drum patterns • Extended guitar solos and virtuosic playing • Dark, intense themes and dramatic vocals <p>Instruments:</p> <ul style="list-style-type: none"> • Electric guitar (high distortion) • Bass guitar (amplified, deep tone) • Drum kit (often fast, double-kick drumming) • Vocals (shouted, or screamed) <p>Key Artists:</p> <ul style="list-style-type: none"> • Black Sabbath • Iron Maiden • Metallica     
<p style="text-align: center;">ROCK 'N' ROLL</p> <p>Origin: USA Decade: 1950s</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Influenced by Blues, but faster and happier • Catchy vocal hooks • Guitar-led riffs and upbeat tempos • Teenage themes: love, freedom, rebellion <p>Instruments:</p> <ul style="list-style-type: none"> • Electric guitar (dominant instrument of the genre) • Double bass • Drum kit • Piano / saxophone <p>Key Artists:</p> <ul style="list-style-type: none"> • Elvis Presley, Chuck Berry • Little Richard • Buddy Holly    	<p style="text-align: center;">Classical</p> <p>Origin: Europe Decade: 1750–1820 (Classical Period)</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • Clear, balanced melodies and phrasing • Use of orchestral dynamics (loud/soft contrasts) • Structured forms such as symphony, concerto, sonata • Strong focus on harmony and tonal clarity <p>Instruments:</p> <ul style="list-style-type: none"> • Full Orchestra (string, Woodwind Brass) • Timpani • Piano <p>Key Composers:</p> <ul style="list-style-type: none"> • Wolfgang Amadeus Mozart • Ludwig van Beethoven • Franz Joseph Haydn    	<p style="text-align: center;">Reggae</p> <p>Origin: Jamaica (especially Kingston)</p> <p>Decade: 1960s</p> <p>Musical Elements:</p> <ul style="list-style-type: none"> • One-drop rhythm with emphasis on beat 3 • Off-beat "skank" guitar/piano chords • Deep, melodic basslines leading the music • Lyrics linked to social justice, Rastafari, and community <p>Instruments:</p> <ul style="list-style-type: none"> • Bass guitar (central to the reggae sound) • Drum kit (one-drop and steppers patterns) • Electric guitar (off-beat skank) • Keyboard/organ <p>Key Artists:</p> <ul style="list-style-type: none"> • Bob Marley & Peter Tosh   








Subject: Art	KPOW: Revisiting basic Art elements.	Year 10: Summer Term 2
Week 1 & Week 2:	Week 3 & Week 4:	Week 5 & Week 6 & Week 7:
<p>Keywords and ideas</p> <ul style="list-style-type: none"> Skills development and preparation for component 2 <p>Tone/Value – highlight, mid tones and shadow. This is used to make our drawings look realistic and 3D.</p> <p>Line - a mark made on a surface that joins different points. Lines can vary in length, width, direction and shape.</p> <p>Blending - Moving from one tone to the next smoothly.</p> <p>Colour wheel - reminder</p> 	<p>Artist page development</p> <p>Think about the layout carefully. These pages are very important as they will form the basis of the next stage of your project.</p> <p>Change the size of images, overlap and add pencil colour using your knowledge of colour blending.</p> <ul style="list-style-type: none"> Influence – the capacity to have an effect on the character, development or behaviour of someone or something. Research – a creative activity to increase knowledge and understanding. Inspiration - taking elements from another artist’s work and using them as a starting point for your own creation. <p>Develop and Experiment</p> <p>Students need to explore media, materials, techniques and processes to develop and refine their ideas through application of the creative process. This can be through samples, trials, testing and refining.</p> <ul style="list-style-type: none"> Develop- making progress by refining, improving and exploring. <p>Students should revisit, refine and adapt approaches to produce sophisticated outcomes that effectively respond to the brief.</p>	<p>Plan/Refine</p> <p>Students are required to be able to clearly articulate their plans for a project, thus explaining how your ideas and final response meet the requirements of the brief.</p> <ul style="list-style-type: none"> Layout and Composition - the way in which the parts of something are arranged or laid out. Design - a plan or drawing produced to show the look and function or workings of a building, garment, painting or other object before it is made. <p>Outcome and reflect</p> <ul style="list-style-type: none"> Reflect- reactions to and about an experience. Rethinking initial ideas or opinions. Observing and responding to the work of others. Outcome- a piece of Art that you have created using inspiration from others along with your own ideas. <p>Personal outcomes use the skills you have developed along with the artist’s influence. Our outcome shows our response to the work of others and creative intentions in response to the brief given.</p>





Subject: Performing Arts – Acting	KPOW: Component 3 Exploration	Year 10: Summer Term 2
Week 1:	Week 2:	Week 3: Week 3:
<p>Warm ups</p> <p>Breathing Exercises: Activating the diaphragm for better breath control and support.</p> <p>Articulation & Diction: Engaging the lips, teeth, and tongue to ensure clear, precise speech, often through tongue twisters</p> <p>Physical Readiness: Loosens limbs, stretches muscles, and boosts energy through activities like shaking out, jogging, or yoga.</p> <p>Ensemble Building: Creating trust between actors through team-based games and exercises.</p> 	<p>Drama Techniques</p> <p>Flashback/Flash Forward: A scene that interrupts the chronological flow to show events from the past or future.</p> <p>Monologue: A long speech by one character to another character or the audience.</p> <p>Conscience Alley: Creating a path for a character to walk down while others whisper advice/temptations, thus helping to explore dilemmas.</p> <p>Hot Seating: A student in character answers questions from peers to deepen character understanding.</p> 	<p>Ideas Log - Documentation of your initial thoughts and interpretations of the brief.</p> <p>Initial Brainstorming: This is your early, raw ideas, including unused concepts to show a journey.</p> <p>Practitioner Influence: This is how specific practitioners influenced your creative choices.</p> <p>Collaboration: Your group discussions, brainstorming sessions, and how peer feedback shaped your creative direction.</p> <p>Methodology: This explores the practical techniques you have used to generate ideas e.g., hot-seating, improv, storyboarding, and research.</p>
Week 4:	Week 5:	Week 6 & Week 7:
<p>Skills Log - How you developed your technical performance skills during the rehearsal process.</p> <p>Role Identification: Your role in the performance/pitch.</p> <p>Skill Selection: Identifying the specific skills and techniques chosen for the brief.</p> <p>Development Process: How you developed these skills and techniques.</p> <p>Rehearsal Contribution: Your personal contribution to the development process.</p> <p>Influences: Detail how professional practitioners influenced your work</p>	<p>Performance</p> <p>Creative Application: Interpreting a brief (e.g., a specific target audience or social theme) and performance and acting skills to create original material.</p> <p>Performance Techniques: To use physical and vocal techniques to communicate your performance "creative intentions" to an audience.</p> 	<p>Evaluation Report - Final report where you reflect on the development process and the final performance.</p> <p>Meeting the Brief: How the final performance fulfilled the requirements of the brief.</p> <p>Development Process: Your journey as an individual and as part of a group, including how you shaped original material.</p> <p>Key Strengths: Your key practical strengths and your personal contribution and the overall piece.</p> <p>Areas for Further Development: Things you would change or improve if you were to repeat the performance.</p>

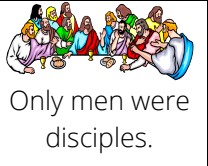




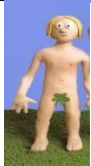
Subject: Religious Education

Week 1 & Week 2: Revision – Gender Prejudice

Some might say Christianity IS gender PREJUDICED:



Only men were disciples.



Genesis 2 implies male superiority as Adam was created 1st.

Others would say Christianity PROMOTES gender EQUALITY:



Genesis 1 suggests equality as Adam & Eve were created at the same time.

However, Christianity works tirelessly AGAINST gender DISCRIMINATION:



Many Protestant Churches allow women to be priests (treating men and women equally).



Charities like Christian Aid believe poverty makes men and women unequal; they work to eliminate poverty.



During the wedding vows, 'obey' has been removed- women used to say they would 'love, honour and obey' their husbands.

Week 3 & Week 4: Revision – Liturgical Worship

Liturgical worship is worship that follows a set pattern.

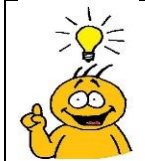
What might liturgical worship look like?

1. The priest would be in a formal dress.
2. Priest clothes and church hangings will be different colours for different times of year.
3. A lectionary would be used (table of Bible readings).
4. Taking part in sacraments is classed as liturgical worship.
5. Sacraments use a liturgy (a set pattern) for their services.

Why is liturgical worship beneficial to Christians?



Firstly, it makes them feel a part of the wider Christian community – all Christians all over the world would be doing the same.



Secondly, by using a lectionary, a Christian will hear the whole Bible over a 3-year period; they won't miss any teachings



Finally, set prayers help a Christian to worship in a familiar way; it helps worship to become a part of their everyday life.

Year 10: Summer Term 2

Week 5 & Week 6 & Week 7: Islam - Malaikah

Malaikah is the Arabic word for angels.

Here are 8 Muslim beliefs about angels:

1. They are made from light.
2. They have no free will.
3. They are supernatural beings.
4. They are servants of Allah.
5. They oversee the clouds.
6. They give life to unborn children.
7. They surround humans at all times.
8. They are seen as guardians who accompanied Muhammad to al Jannah (paradise).

Why are angels important?



Without angels, Muslims wouldn't have the Qur'an as it was angel Jibril (Gabriel) who revealed the Qur'an to Muhammad.

Angels are a constant reminder that Muslims should be living according to Allah's rules; one angel writes down the good that a person does, and another the bad to read on Judgement Day.



Angels show Muslims that Allah wants to communicate with them; it is the job of angels to pass on the message from Allah to humans.





Subject: Health and Social Care			KPOW: R032 Exam. R033 coursework.			Year 10: Summer Term 2		
Week 1:			Week 2:			Week 3:		
<p>R033- Supporting Individuals through Life events. <u>Key terms:</u> Growth- something that can be measured like height/ weight. Development- skills and behaviours as we grow. Gross motor skills- large movements of the body using large muscles. Fine motor skills- smaller actions using smaller muscles. Puberty- the process of bodily changes in adolescence where the body is capable of sexual reproduction. Abstract thinking- being able to solve problems using imagination</p>			<p>R033- Supporting Individuals through Life events. Life stages are the ages and stages we go through as we learn and grow, from infancy to adulthood. Life stages. Infancy: 0-3 years. Childhood: 4-10 years. Adolescence: 11-18 years. Young adulthood: 19-45 years. Middle adulthood: 46-65 years. Older adulthood: 65+ years.</p>			<p>R033- Supporting Individuals through Life events. Development: The process in which someone or something grows or changes and becomes more advanced. PIES Physical: fine and gross motor skills, mobility, body changes, menopause, ageing characterises. Intellectual: language development. Emotional: bonding, different attachments, independence, self-confidence, self-image, and self-esteem. Social: relationships, social skills and responsibilities.</p>		
Week 4:			Week 5:			Week 6 & Week 7:		
<p>R033- Supporting Individuals through Life events. Life factors are the adaptable behaviours and ways of life that influence an individual's health and wellbeing. Physical Factors: diet and nutrition, activities, lifestyle choices e.g alcohol, smoking, genetics, physical and mental health, disability, sensory impairment. Social Factors: positive and negative relationships, social inclusion/exclusion, opportunities, discrimination bullying. Emotional Factors: anxiety, fear, sadness, happiness, grief, attachments, family security. Cultural Factors: community, religion, race, gender, sexual orientation. Environmental Factors: housing needs and conditions, pollution (air, noise light), neighbourhood, home environment (neglect, conflict), access to services.</p>			<p>R033- Supporting Individuals through Life events. A service is a process that creates benefit by supporting individuals with their individual needs. Formal: Hospitals, health centres, care homes, day centres, children's services, hospices, respite care, rehabilitation centres, (addiction). Informal: family/friends, religion/culture. Charities: Relate, Gingerbread, Cruse, Age UK, MIND, specialist charities.</p>			<p>R033- Supporting Individuals through Life events. Individualised care means people have choice and control over the way their care is planned and delivered. It is based on 'what matters' to them and their individual strengths and needs. Individual care needs:</p> <ul style="list-style-type: none"> • enable/promote independence • medical/mental health support • care support • respite care • financial support • advice and guidance 		





Home Learning Schedule

Day	Subject to Learn	
Monday	English and Learning 4 Life	
Tuesday	Maths and Computing & Digital Media	Sparx Week B
Wednesday	Science	Educake Week A
Thursday	French, History and Geography	
Friday	Design Technology, PE & Creative	

Home Learning is set every **Monday** and will be submitted in **P&A Time** every **Monday**.

Minsthorpe Lane,
South Elmsall,
West Yorkshire,
WF9 2UJ

T. 01977 657600
E. enquiries@minsthorpe.cc
minsthorpe.cc



Minsthorpe
Community College

