

KNOWLEDGE ORGANISER



Spring Term 2024
Year 11



Name: _____ **Form:** _____

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How to use your Knowledge Organiser for Home Learning

- Knowledge Organisers contain critical **core knowledge** that you must know
- It will help you recap, revisit and revise the **core knowledge** that you have learnt in lessons, so that you remember it in the long term
- You will use your Knowledge Organiser for most of your homework, but you can also do extra self-study to develop your long term memory
- You **MUST** have your book with you every day and in every lesson as it will be used alongside your learning

For homework:

- You will need to use the Knowledge Organiser for some of your Home Learning
- You will be asked to look at a specific section of your Knowledge Organiser
- Your homework from the Knowledge Organiser will be to learn the core knowledge set by your teacher. This will then be tested in your lessons

This should take about 15 mins per subject for Year 7, 8 & 9. Year 10 & 11 will be longer (set by the teacher)

- You will have a home learning book to use for your home learning
 - You must write the subject and date in your homework book
 - You need to underline the subject and title as per lessons
 - The knowledge learnt will be assessed during your lessons
- There will be rewards for excellent work and sanctions for work not completed**



HOME LEARNING PLAN:

- Your homework will be set **every Monday** on Class Charts
- Your homework book will be checked by your teacher where it has been asked to be used for your home learning (not all subjects)
- You can use highlighted notes, mind-maps, diagrams, flashcards to learn your **core knowledge**
- The section of homework you need to learn from your Knowledge Organiser will be on Class Charts as normal
- There will be a detention set by your teacher for not completing your home learning. If you fail to attend this detention, you will be in a detention on **Thursday evening** to complete your work
- You will be tested on what you have learnt by your subject teachers in your lessons (date will be on Classcharts)
- Completing your home learning is **YOUR** responsibility





Home Learning – Year 10 & 11 GCSEs Spring Term

SUBJECT	HOME LEARNING TIME	HOME LEARNING ACTIVITIES	WHERE TO COMPLETE e.g. home learning books, google classroom, subject home learning books, Seneca	HOW IT WILL BE MARKED
English	60 mins per week	Students will build on & extend topics currently studied by completing GCSE questions. This will be interspersed with GCSE essay questions enabling students to recall previous material studied.	Students may complete and submit on the Google classroom or if they prefer may complete by hand and submit to the class teacher	General feedback will be given.
Maths	60 mins per week	Retrieval: Pupils will recall work completed that week, plus other work in the year in consolidations tasks Flipped learning: Pupils will build on, extend work currently completed. This will feed into 'insights' given back to the teacher to feed into starter tasks Past Paper will be given close to PPEs and summer exams.	Sparx website On paper for past papers	On the website In class for past papers
Science	1 hour per week	SENECA set by class teacher Revision of year 9/10 topics from revision guide	On SENECA Completed in flash cards	Marked by SENECA and viewed for misconceptions by class teacher for Closing the gap
Geography	45 mins per week - plus exam/assessment revision	Seneca, revision activities, exam question practice, completion of case studies.	Seneca / Google classroom / revision materials produced.	Seneca and Google classroom is self marked. Exam question practice teacher/student marked.

History	30-60 Minutes per week	Seneca assignments for retrieval/consolidation. Research tasks, GCSE questions (4 Marks)	Seneca, Google Classroom, Google Docs	Seneca is self marking, visual checks of Assignments completed, teacher marked GCSE questions with feedback.
Art	Weekly - 1 Hour	Home learning will consist of practical tasks focusing on retrieval and flipped knowledge linked to the component of work. Revision strategies will be included in home learning to support assessments.	Art - on chromebooks or on paper to then be added to Art Portfolios.	Checked and marked in line with the component of work. Praise points awarded.
Food	30 mins per week	Year 10 - H&C Personal Review of dishes/retrieval/practical skills development Flipped learning - Research tasks for building knowledge for forthcoming lessons. Pupils to watch videos Year 11 - Food Tech Revision questions and research	Classcharts	Collected, Checked and marked by the class teacher. Praise Points awarded
French & Spanish	20 minutes per week	Vocab learning based on a particular section of their Knowledge Organiser Additional tasks such as Speaking question revision, listening/reading paper practise may also be requested as and when the teacher deems appropriate	Knowledge of learned vocab assessed in class	Corrected in class and PP added during the week

Drama	45 mins - 1 hour per week	essay questions, keywords, research, line learning, live performance analysis, character work, technical and design planning , devising logs, exam revision	Complete on Google classroom and Word Wall Work will be set on Class Charts	Teacher/self/peer assessment. Exam style questions marked.
Music	30 mins per week	Practice on instrument/composition/production skill sets.	On instruments/DAWs whilst completing rehearsal/production/composition logs.	Self-reflection of rehearsal effectiveness/composition development/production development.
Ethics	30 min P/w	Seneca, Making retrieval quizzes, Cornell notes .	Seneca and Google classroom	Teacher/ online
Social Sciences	45 minutes per week	Revision activities. Retrieval activities. Making online revision resources. Yr11 - practice exam questions on paper	Google Classroom. Yr11 - printed exam questions.	Self marked or checked via Google Classroom. Yr11 will have teacher marked practice exam questions.
Computer Science	30 minutes per week	Year 10 - pre-reading and questions for future topics. Retrieval of previously learnt topics. Year 11 - up until half term - pre-reading and questions for future topics. Retrieval of previously learnt topics. After half term - revision of previously learnt topics.	Seneca and Smart Revise.	Self marked and checked by the teacher. Praise points awarded for completed work.
Business and Enterprise	30 minutes a fortnight plus end of topic revision	Revision activities and exam practice	Seneca	Seneca is self marking
Sports Studies	45 minutes	Revision activities and Retrieval quizzes set to challenge weekly exam content retention	Google Classroom via use of Google Forms	Self marked or checked via Google Classroom.
Construction				
Engineering				

MATHS - HOMEWORK

All maths homework will be set on [Sparx](#). Students can login by pressing “login with google” when they are on their school logins.

The homework will contain the following components:

- consolidation of the learning completed in the week;
- ‘flipped learning’, where student will investigate work to be completed in class later;
- retrieval of previous learning, to practise bringing previously learned skill back into working memory;
- and revision for in-class tests.

We will use Sparx for revision for termly tests and support at home (using the curriculum maps on the maths section of the web-site).

Homework is every week. We offer homework help once a week at lunch on a Tuesday. Students can, of course, talk to their teachers any time they like to ensure they complete homework to 100%.

If a student completes all their homework in a year, they will have done the equivalent of 10 weeks of extra maths lessons every year.

1. Input Validation

Validation	Does not ensure that the data entered is correct, just that it is possible and sensible
Type Check	The input is in the correct data type. E.g. Integer, Real, String
Range Check	The input is within a correct range. E.g. Between 1 and 2
Presence Check	Some data has been entered. E.g. Reject blank inputs
Format Check	The input is in the correct format. E.g. dd/mm/yyyy
Length Check	The input has the correct number of characters. E.g. 8 or more chars
Why use input validation?	<ul style="list-style-type: none"> • The program is more robust • The program is more user friendly • To prevent further errors occurring later in the algorithm

2. Anticipating Misuse

Division by Zero	In mathematics, there is no number which when multiplied by zero returns a non-zero number. Therefore the arithmetic logic unit cannot compute a division by zero.
Communication Error	Online systems require connections to host servers. If this connection is dropped, unable to be established or the server is overloaded, it could potentially cause a program to crash or hang when loading/saving data.
Peripheral Error	Any peripheral may be in an error mode (e.g. paper jam)
Disk Error	Programs that read and write to files must handle <u>exceptions</u> , including: <ul style="list-style-type: none"> • The file/folder not being found. • The disk being out of space. • The data in the file being corrupt. • The end of the file being reached
Authentication	<ul style="list-style-type: none"> • Username and password to access systems. • Password recovery by e-mailing to an authenticated e-mail address. • Encryption of data files. • Check for human and not bot attempting access (e.g. reCAPTCHA)

6. Refining Algorithms

What do we mean by refining?	<ul style="list-style-type: none"> • Code should anticipate all inputs and it should deal with 'bad' data, or missing data, and not crash. • It should ensure prompts to the user are helpful and that the input can only be of the correct type
How to refine	Many languages have exception handling commands

3. Maintainability

Comments	These explain the purpose of the program, or a section of code. They may also explain any unusual approaches or temporary 'fixes'
White Space	Make each section of the code stand out. Use spaces so code is not cramped up and hard to read
Indentation	Mandatory in Python but use indentation to show the flow of the program
Variable Names	Use sensible variable names that have some meaning as to what they are being used for
Sub Programs	Use Procedures and functions to structure the code and eliminate duplicating portions of it
Constants	Declare constants at the top of the program

4. Testing

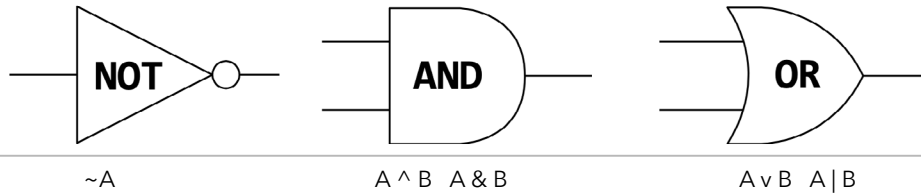
Reasons for Testing	<ul style="list-style-type: none"> • To ensure there are no errors (bugs) in the code. • To check that the program has an acceptable performance and usability. • To ensure that unauthorised access is prevented. • To check the program meets the requirements
Iterative Testing	<ul style="list-style-type: none"> • Each new module is tested as it is written. • Program branches are checked for functionality. • Checking new modules do not introduce new errors I not existing code. • Tests to ensure the program handles erroneous data and exceptional situations.
Final / Terminal Testing	<ul style="list-style-type: none"> • Testing that all modules work together (integration testing) • Testing the program produces the require results with normal, boundary, invalid and erroneous data. • Checking the program meetings the requirements with real data.

5. Suitable Test Data

Normal Inputs	Data which should be accepted by a program without causing errors
Boundary Inputs	Data of correct type on the edge of accepted validation boundaries
Invalid Inputs	Data of the correct type but outside accepted validation checks
Erroneous Inputs	Data of the incorrect type which should be rejected by a computer system. This includes no input being given when one is expected

Knowledge Organiser 14 : Boolean logic, Programming Languages and IDEs

1. Logic Gate Symbols



2. Truth Tables

A	NOT A
0	1
1	0

A	B	A AND B
0	0	0
0	1	0
1	0	0
1	1	1

A	B	A OR B
0	0	0
0	1	1
1	0	1
1	1	1

4. Translators

Assembler	Assembles assembly language into machine code. Translates the whole code before execution
Compiler	Translates source code from high-level languages into object code and then into machine code ready to be processed by the CPU. The whole program is translated into machine code before it is run.
Compiler Advantages	<ul style="list-style-type: none"> No need for translation software at run-time, and no need to share original source code Speed of execution is faster because code is usually optimised.
Compiler Disadvantages	<ul style="list-style-type: none"> You cannot compile the program if there are syntax errors anywhere in it which can make it tricky to debug. If you change anything you need to recompile the code
Interpreter	Translates source code from high level languages into machine code ready to be processed by the CPU. The program is translated line by line as the program is running.
Interpreter Advantages	<ul style="list-style-type: none"> Easy to write source code because the program will always run, stopping when it finds a syntax error. Code does not need to be recompiled when code is changed, and it is easy to try out commands when the program has paused after finding an error.
Interpreter Disadvantages	<ul style="list-style-type: none"> Translation software is needed at run-time, so you need to share the original source code. Speed of execution is slower because the code is not optimised

3. Levels of Programming Languages

Machine Code 1st Generation	<ul style="list-style-type: none"> Binary representation of instructions in a format that the CPU can decode and execute. Have an operation code (opcode) instruction and address or data to use (operand).
Low-Level Languages 2nd Generation	<ul style="list-style-type: none"> Written in Assembly language. Translated by an assembler into machine code. Used for embedded systems and device drivers where instructing the hardware directly is necessary. One instruction translated into one machine code instruction. The code works on one type of processor only. The programmer works with memory directly. Code is harder to write and understand. Memory efficient. Code is fast to execute.
High-Level Languages 3rd Generation	<ul style="list-style-type: none"> Source code is written in languages as Python, C++. Translated by a compiler or interpreter into machine code. Makes the writing of computer programs easier by using commands that are like English. One source code instruction translates to many machine code instructions. Code will run on different types of processors. The programmer has lots of data structures to use. Code is quicker and easier to understand and write. Less memory efficient. Code can be slower to execute if it is not optimised.

5. Integrated Development Environments

Debugging Tools	<ul style="list-style-type: none"> Breakpoints - stopping at a line of code during execution. Stepping through lines of code one at a time. Tracing through a program to output the values of variables.
Run Time Environment	<ul style="list-style-type: none"> Output window. Simulating different devices the program can run on.
Usability Functions	<ul style="list-style-type: none"> Navigation, showing/hiding sections of code. Formatting source code often in different colours. Text-editor functions Illustrating keyword syntax and auto-completing command entry.
Translator	Some IDEs have an inbuilt translator to test the program and make small alterations before compiling the final program into an executable file for distribution

Ethics GCSE Religion, Peace and Conflict: Knowledge Organiser

Important Key words to remember		Key beliefs	Key beliefs	
War	Fighting between nations to resolve issues between them	1. War as conflict is a way of resolving differences. The intention to fight is often to create peace once the war is over as war is expensive and not sustainable. Islam is Arabic means ‘salam’ or peace. ‘As-salamu alaikum’ means ‘peace be with you’.	11. Holy Wars are fought in defence or in promotion of a religion. Muslims have rules as to how a Holy War should be fought. In the Old Testament wars were fought to gain the Promised Land where the Jews would eventually live. The teachings of Jesus, however, make it quite clear that the use of violence is not justified.	
Justice	Bringing about what is right and fair, according to the law, or making up for a wrong that has been committed.			
Peace	An absence of conflict, which leads to happiness and harmony			
Forgiveness	Showing mercy and grace and pardoning someone for what they have done wrong	2. Justice, forgiveness and reconciliation strongly link to one another. All are needed for peace to occur. ‘Just’ is one of 99 names of Allah. The Bible speaks of God showing justice and forgiveness, thus Christians should show the same.	12. Pacifism is considered an alternative to conflict. Organisations such as the Muslim Peace Fellowship and the Anglican Pacifist Fellowship all promote pacifism. Islam is a religion of peace, although the duty of jihad makes it difficult for Muslims to identify with it.	
Reconciliation	The restoring of harmony after relationships have broken down	3. The UK law considers protest to be a right and part of citizen’s democratic freedom. The rules: police must know 6 days in advance, police can alter the route or apply for a ban if possible violence.	13. Both Islam and Christianity work to help the victims of war. Islamic Relief, Muslim Aid, Caritas and Christian Aid are examples of present day organisations. They provide financial help to widows and orphans as well as rehabilitation.	
Protest	An expression of disapproval, often in a public group			
Violence	Using actions that threaten or harm someone			
Terrorism	The unlawful use of violence, usually against innocent civilians, to achieve a political goal	4. No religion promotes violence and generally all agree that violence should be avoided. Peaceful protests are often preferred to violence. The work of Dr Martin Luther King Jnr. during the civil rights movement is an example of this.	Key quotes to remember “The servants of the Lord of Mercy are those who walk humbly on the earth, and who, when aggressive people address them, reply, with words of peace ”. Qur’an 25:63 “Do not take life, which God has made sacred ” Qur’an 17:33 “Know the evil of war is swift , and its taste bitter ” Hadith “Those who have been attacked are permitted to take up arms because they have been wronged” Qur’an 22:39 “Whoever saved a life, it would be as if they saved the life of all mankind ” Qur’an 5: 32 “But I tell you, do not resist an evil person . If anyone slaps you on the right cheek, turn to them the other cheek also” Matthew 5:39 “You have heard that it was said to the people long ago. ‘You shall not murder, and anyone who murders will be subject to judgment.’ But I tell you that anyone who is angry with a brother or sister will be subject to judgement.” Matthew 5: 21-22 “For the love of money is a root of all kinds of evil” 1 Timothy 6:10	
Greed	Selfish desire for something	5. Terrorism is condemned by main-stream religious groups. This is because the actions often result in the death of innocent people. However, although most religions have extreme groups in their faith.		
Self-defence	Acting to prevent harm to yourself or others	6. Greed for land, wealth or power can lead a country to challenge a weaker country, invade and take the resources they were after. 7. Self-defence is usually considered to be a morally acceptable reason to go to war e.g. Great Britain defended itself in WWII against Nazi Germany.		
Retaliation	Deliberately harming someone as a response to them harming you			
Just War	A war that meets internationally accepted criteria for fairness; follows traditional Christian rules for a just war, and is now accepted by all other religions.			
Holy War	Fighting for a religious cause or God, probably controlled by a religious leader	8. Sometimes wars are fought in retaliation against a country which is seen to have done something wrong e.g. the invasion of Afghanistan in response to the attack on the World Trade Centre in NYC.		
Lesser jihad	The outward struggle to defend one’s faith, family and country from threat			
Weapons of mass destruction/ chemical/ biological weapons	Weapons that kill large numbers of people/ weapons that use chemical to poison, burn or paralyse humans and destroy the natural environment/ weapons that contain living organisms or infective material leading to disease or death.			
Greater jihad	The personal inward struggle of all Muslims to live in line with the teachings of their faith	9. There are differing types of weapons. Often weapons of mass destruction are held by countries so that they are feared by other countries. In 2015, nine nations possessed around 15,700 nuclear weapons between them. 10. Religions use rules to determine whether they should go to war or not. Muslims call it a just war as part of lesser jihad. Christians have the 4 th Century theory on Just War – 9 ways and reasons to go to war.		
Pacifism	The belief of people who refuse to take part in war and any other form of violence			

French - Y11 Cycle 2

les consignes	instructions
il faut	I/you/we must
écrire	to write
décrire	to describe
envoyer	to send
remplir	to fill in
lire	to read
écrivez	write
décrivez	describe
envoyez	send
justifiez	justify
répondre à	to respond to
remplissez les blancs	fill in the gaps
traduisez	translate
lisez	read
mentionnez	mention
répondez	respond
décidez	decide
si	if
sont	are
vrai(es)	true
faux (fausses)	false
pas mentionnées	not mentioned
complétez	complete
les phrases	the phrases
en anglais	in English
en français	in French
la bonne lettre	the correct letter
dans chaque case	in each box
le prénom	the (first) name
le nom	the surname

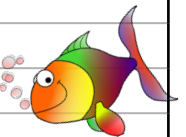


les questions	questions
qui	who
où	where
ou	or (not a question!)
comment?	how OR what is it like?
combien (de)?	how much/many?
quel/quelle?	what/which?
pourquoi?	why?
quand?	when?
qu'est-ce que...?	what (is it that)....?
est-ce que...?	(is it that) do you...?
c'est quelle personne?	who is it?



les mots essentiels	key words
un anniversaire	a birthday
l'argent	money
un avantage	an advantage
un inconvénient	a disadvantage
un bâtiment	a building
l'école primaire	primary school
le collège	secondary school
le lycée	college
les matières	subjects
les cours	lessons
l'université	university
les vacances	holidays
les vêtements	clothes
le voyage	journey
voyager	to travel

votre opinion	your opinion (plural/ polite)
ton/ta/tes opinion(s)	your (one person) opinion(s)
meilleur(e) ami(e)	best friend (f)
mon copain	my friend/boyfriend
ma copine	my friend/girlfriend
cet(te)	this
chaque	each, every
mieux	better
mot(s)	word(s)
à l'avenir	in the future
dans le futur	in the future
l'ordinateur	computer
les projets	plans
pour l'avenir	for the future
pour	for; in order to
le repas	meal
récent	recent (past)
récemment	recently
un magasin	a shop
un magazine	a magazine
un poisson	a fish
une boisson	a drink
vos rapports	your relation(ship)s
le travail	work
les devoirs	homework
travailler	to work
les autres	others
c'est / ce n'est pas	it's / it isn't
bon pour la santé	good for (your) health
la vie	life
une visite spéciale	a specific visit



les opinions	opinions
à mon avis	in my opinion
selon moi	according to me
je pense que	I think that
je crois que	I believe that
j'aime	I like
je n'aime pas	I don't like
j'adore	I love
je déteste	I hate
je préférerais	I would prefer
j'aimerais	I would like
je voudrais	I would like
si j'avais le choix	if I had the choice
si j'étais riche	if I was rich
j'ai toujours voulu	I've always wanted



KEY PHRASES & COMPLEX STRUCTURES

j'espère + infinitive	I hope to
j'ai l'intention de + infinitive	I intend to
avant de + infinitive	before ...ing
j'ai décidé de + infinitive	I decided to
Je viens de + infinitive	I have just
bien que + subjunctive	although
j'aurai seize ans en janvier	I will be 16 in January
je suis né(e) à	I was born in
après avoir mangé	after having eaten
après être allé(e)	after having been
j'ai toujours voulu	I have always wanted
je trouve ça	I find that
je pense que	I think that
à mon avis	in my opinion

je me suis couché(e) à	I went to bed at
je me suis levé(e) à	I got up at
cependant	however
d'habitude	usually
à l'avenir	in the future
aussi	also
mais	but
normalement	normally
Pour + infinitive – Pour garder la forme	to keep fit
puis	then
si	if
je voudrais + infinitive	I would like
je veux + infinitive	I want
je préférerais + infinitive	I would prefer to...

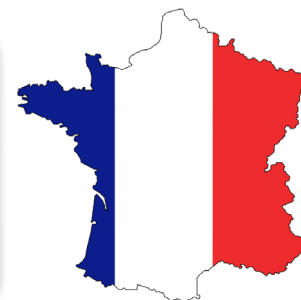
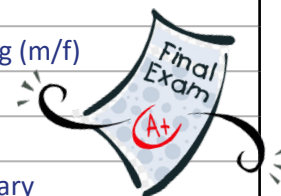
Qu'est-ce qu'il y a sur la photo? What is in the photo?

sur la photo, il y a...	in the photo, there is...
je peux voir	I can see
(deux) personnes	(2) people
un homme	a man
un garçon	a boy
une femme	a lady / a wife
une fille	a girl / daughter
il a les cheveux bruns	he has brown hair
elle a les yeux verts	she has green eyes
il porte un t-shirt rouge	he's wearing a red t-shirt
elle porte un jean bleu	she's wearing blue jeans
ils portent des vêtements	they are wearing clothes
ils s'amusent	they are having fun
il fait beau	it's sunny
il pleut	it's raining



Future Plans Phrases

il est important...	it's important...
d'être travailleur/travailleuse	to be hard-working (m/f)
de passer mes examens	to pass my exams
de trouver un boulot	to find a job
de gagner une bonne salaire	to earn a good salary
d'avoir un avenir plein d'opportunités	to have a future full of opportunities

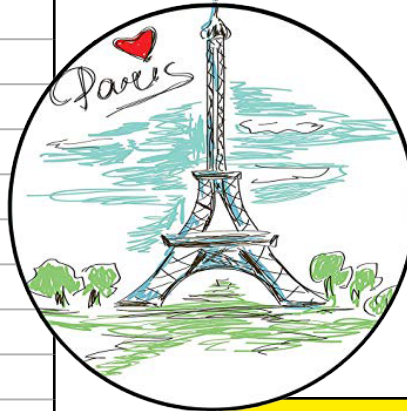
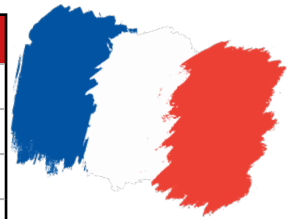


KEY FREQUENCY WORDS/TIME EXPRESSIONS & VERBS (PAST, PRESENT & FUTURE)

PRESENT	
aujourd'hui	today
quelquefois	sometimes
d'habitude	usually
normalement	normally
généralement	generally
souvent	often
toujours	always
tous les jours	every day
tous les soirs	every evening
tous les weekends	every weekend
une fois par semaine	once a week
deux fois par semaine	twice a week
une fois par mois	once a month
chaque année	every year
le lundi	on Mondays/every Monday
le mardi	on Tuesdays/every Tuesday

PAST	
hier	yesterday
le weekend dernier	last weekend
la semaine dernière	last week
l'été dernier	last summer
l'année dernière	last year

FUTURE	
demain	tomorrow
le lendemain	the day after tomorrow
le weekend prochain	next weekend
la semaine prochaine	next week
l'été prochain	next summer
l'année prochaine	next year



INFINITIVE	PAST	PRESENT	FUTURE
manger – to eat	j'ai mangé nous avons mangé	je mange nous mangeons	je vais manger nous allons manger
visiter – to visit	j'ai visité nous avons visité	je visite nous visitons	je vais visiter nous allons visiter
regarder – to watch	j'ai regardé nous avons regardé	je regarde nous regardons	je vais regarder nous allons regarder
aller – to go	je suis allé(e) nous sommes allé(e)s	je vais nous allons	je vais aller nous allons aller
boire – to drink	j'ai bu nous avons bu	je bois nous buvons	je vais boire nous allons boire
jouer – to play	J'ai joué Nous avons joué	je joue nous jouons	je vais jouer nous allons jouer
faire – to do	j'ai fait nous avons fait	je fais nous faisons	je vais faire nous allons faire
être – to be	j'étais – i was c'était – it was nous étions – we were	je suis – i am il/elle est – he/she is nous sommes – we are	je vais être il/elle/on va être nous allons être



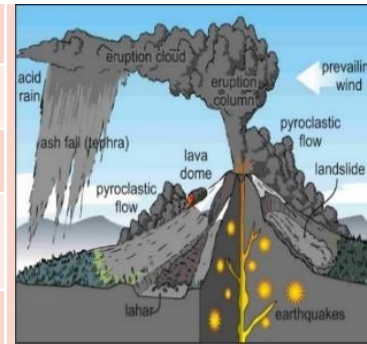


The structure of the Earth

GEOGRAPHY

Volcanic Hazards

The Crust	Varies in thickness (5-10km) beneath the ocean. Made up of several large plates.	Ash cloud	Small pieces of pulverised rock and glass which are thrown into the atmosphere.
The Mantle	Widest layer (2900km thick). The heat and pressure means the rock is in a liquid state that is in a state of convection.	Gas	Sulphur dioxide, water vapour and carbon dioxide come out of the volcano.
The Inner and outer Core	Hottest section (5000 degrees). Mostly made of iron and nickel and is 4x denser than the crust. Inner section is solid whereas outer layer is liquid.	Lahar	A volcanic mudflow which usually runs down a valley side on the volcano.
		Pyroclastic flow	A fast moving current of super-heated gas and ash (1000°C). They travel at 450mph.
		Volcanic bomb	A thick (viscous) lava fragment that is ejected from the volcano.



Managing Volcanic Eruptions

Warning signs	Monitoring techniques
Small earthquakes are caused as magma rises up.	Seismometers are used to detect earthquakes.
Temperatures around the volcano rise as activity increases.	Thermal imaging and satellite cameras can be used to detect heat around a volcano.
When a volcano is close to erupting it starts to release gases.	Gas samples may be taken and chemical sensors used to measure sulphur levels.
Preparation	
Creating an exclusion zone around the volcano.	Being ready and able to evacuate residents.
Having an emergency supply of basic provisions, such as food	Trained emergency services and a good communication system.

Convection Currents

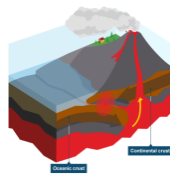
The crust is divided into tectonic plates which are moving due to convection currents in the mantle.

- 1 Radioactive decay of some of the elements in the core and mantle generate a lot of heat.
- 2 When lower parts of the mantle molten rock (Magma) heat up they become **less dense** and **slowly rise**.
- 3 As they move towards the top they cool down, become **more dense** and **slowly sink**.
- 4 These **circular movements** of semi-molten rock are **convection currents**
- 5 Convection currents create **drag** on the base of the tectonic plates and this causes them to move.

Types of Plate Margins

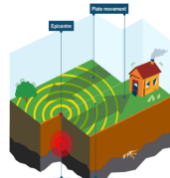
Destructive Plate Margin

When the denser plate subducts beneath the other, friction causes it to **melt and become molten magma**. The magma forces its way up to the surface to form a volcano. This margin is also responsible for **devastating earthquakes**.



Constructive Plate Margin

Here two plates are **moving apart** causing new magma to reach the surface through the gap. Volcanoes formed along this crack cause a submarine mountain range such as those in the **Mid Atlantic Ridge**.



Conservative Plate Margin

A conservative plate boundary occurs where plates **slide past each other** in opposite directions, or in the same direction but at different speeds. This is responsible for earthquakes such as the ones happening along the San Andreas Fault, USA.



LIC -CS: Nepal 2015

Causes
On a destructive plate margin, involving the Eurasian and Indo Australian plates. The **magnitude 7.8 earthquake** occurred on 25th April 2015.

Effects
9,000 people died and 22,000 injuries. Avalanches triggered in Himalayas. 800,000 buildings damaged or destroyed. Mountain roads were blocked by landslides

Management
India and China sent rescue teams. Oxfam provided food, shelter and water. Education - earthquake drills. Road from Nepal to Tibet opened after 2 years.

Unit 1a



The Challenges of Natural Hazards

What is a Natural Hazard

A natural hazard is a natural process which could cause death, injury or disruption to humans, property and possessions.

Geological Hazard	Meteorological Hazard
These are hazards caused by land and tectonic processes.	These are hazards caused by weather and climate.

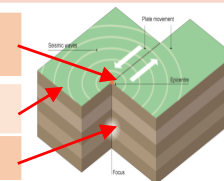
Causes of Earthquakes

Earthquakes are caused when two plates become **locked** causing **friction** to build up. From this **stress**, the **pressure** will eventually be released, triggering the plates to move into a new position. This movement causes energy in the form of **seismic waves**, to travel from the **focus** towards the **epicentre**. As a result, the crust vibrates triggering an earthquake.

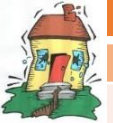
The point directly above the focus, where the seismic waves reach first, is called the **EPICENTRE**.

SEISMIC WAVES (energy waves) travel out from the focus.

The point at which pressure is released is called the **FOCUS**.



Earthquake Management



PREDICTING

Methods include:

- Satellite surveying (tracks changes in the earth's surface)
- Laser reflector (surveys movement across fault lines)
- Radon gas sensor (radon gas is released when plates move so this finds that)
- Seismometer
- Water table level (water levels fluctuate before an earthquake).
- Scientists also use seismic records to predict when the next event will occur.

PROTECTION

You can't stop earthquakes, so earthquake-prone regions follow these three methods to reduce potential damage:

- Building earthquake-resistant buildings
- Raising public awareness
- Improving earthquake prediction

HIC - CS: New Zealand 2016

Causes
On a destructive and conservative plate margin involving the Indo-Australian and Pacific plates
Magnitude 7.8 and occurred on 14th November 2016

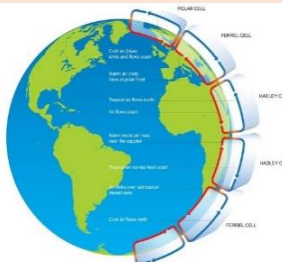
Effects
Two people died.
More than 50 injured.
10,000s homes damaged.
200km roads destroyed

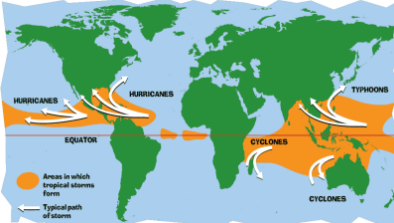
Management
Warships were sent with food and medical supplies.
Tsunami warnings.
100,000 landslides occurred.

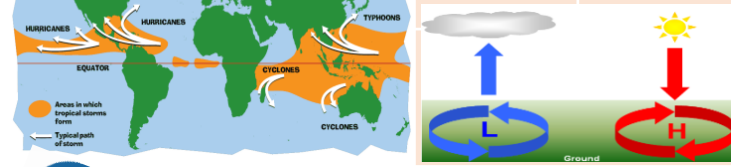


Global pattern of air circulation

Atmospheric circulation is the large-scale movement of air by which heat is distributed on the surface of the Earth.

Hadley cell	Largest cell which extends from the Equator to between 30° to 40° north & south .	
Ferrel cell	Middle cell where air flows poleward between 60° & 70° latitude.	
Polar cell	Smallest & weakness cell that occurs from the poles to the Ferrel cell.	

Distribution of Tropical Storms.	High and Low Pressure	
<p>They are known by many names, including hurricanes (North America), cyclones (India) and typhoons (Japan and East Asia). They all occur in a band that lies roughly 5-15° either side of the Equator.</p> 	Low Pressure	High Pressure
	Caused by hot air rising . Causes stormy, cloudy weather .	Caused by cold air sinking . Causes clear and calm weather .



Formation of Tropical Storms	
1	The sun's rays heats large areas of ocean in the summer and autumn. This causes warm, moist air to rise over the particular spots
2	Once the temperature is 27° , the rising warm moist air leads to a low pressure . This eventually turns into a thunderstorm. This causes air to be sucked in from the trade winds .
3	With trade winds blowing in the opposite direction and the rotation of earth involved (Coriolis effect), the thunderstorm will eventually start to spin .
4	When the storm begins to spin faster than 74mph , a tropical storm (such as a hurricane) is officially born.
5	With the tropical storm growing in power, more cool air sinks in the centre of the storm, creating calm, clear condition called the eye of the storm .
6	When the tropical storm hits land, it loses its energy source (the warm ocean) and it begins to lose strength. Eventually it will 'blow itself out'.

Changing pattern of Tropical Storms

Scientist believe that global warming is having an impact on the frequency and strength of tropical storms. This may be due to an increase in ocean temperatures.

Management of Tropical Storms	
Protection Preparing for a tropical storm may involve construction projects that will improve protection.	Aid Aid involves assisting after the storm, commonly in LIDs.
Development The scale of the impacts depends on the whether the country has the resources cope with the storm.	Planning Involves getting people and the emergency services ready to deal with the impacts.
Prediction Constant monitoring can help to give advanced warning of a tropical storm	Education Teaching people about what to do in a tropical storm.

Primary Effects of Tropical Storms
<ul style="list-style-type: none"> The intense winds of tropical storms can destroy whole communities, buildings and communication networks. As well as their own destructive energy, the winds can generate abnormally high waves called storm surges. Sometimes the most destructive elements of a storm are these subsequent high seas and flooding they cause to coastal areas.
Secondary Effects of Tropical Storms
<ul style="list-style-type: none"> People are left homeless, which can cause distress, poverty and ill health due to lack of shelter. Shortage of clean water and lack of proper sanitation makes it easier for diseases to spread. Businesses are damaged or destroyed causing employment. Shortage of food as crops are damaged.

Case Study: Typhoon Haiyan 2013

Started as a tropical depression on **2nd November 2013** and gained strength. Became a Category 5 “**super typhoon**” and made landfall on the Pacific islands of the Philippines.

Causes Started as a tropical depression on 2nd November 2013 and gained strength. Became a Category 5 “ super typhoon ” and made landfall on the Pacific islands of the Philippines.	Effects <ul style="list-style-type: none"> Almost 6,500 deaths. 130,000 homes destroyed. Water and sewage systems destroyed had caused diseases. Emotional grief for dead. 	Management <ul style="list-style-type: none"> The UN raised £190m in aid. USA & UK sent helicopter carrier ships deliver aid remote areas. Education on typhoon preparedness.
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Case Study: UK Flooding Somerset Levels 2014

Causes
End of 2013, UK was hit by a series of severe storms. **Wettest January on record**.

Effect <ul style="list-style-type: none"> 600 houses flooded. Train services from Bristol to Exeter were disrupted. Nearly 7000 ha of farmland was under water for a month. Muchelney village was cut off. 	Management <ul style="list-style-type: none"> Pumps were brought in from the Netherlands to help clear the water. 20 Year flood action plan has been set up in the area. River channels have been dredged so they can hold more water.
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What is Climate Change?

Climate change is a large-scale, long-term shift in the planet's weather patterns or average temperatures. Earth has had tropical climates and ice ages many times in its 4.5 billion years.

Recent Evidence for climate change.	
Global temperature	Average global temperatures have increased by more than 0.6°C since 1950 .
Ice sheets & glaciers	Many of the world's glaciers and ice sheets are melting. E.g. the Arctic sea ice has declined by 10% in 30 years .
Sea Level Change	Average global sea level has risen by 10-20cms in the past 100 years. This is due to the additional water from ice and thermal expansion.

Enhanced Greenhouse Effect

Recently there has been an increase in **humans burning fossil fuels** for energy. These fuels (gas, coal and oil) emit **greenhouse gases**. This is making the Earth's atmosphere thicker, therefore trapping more solar radiation and causing **less to be reflected**. As a result, the Earth is becoming warmer.

Evidence of natural change	
Orbital Changes	Some argue that climate change is linked to how the Earth orbits the Sun, and the way it wobbles and tilts as it does it.
Sun Spots	Dark spots on the Sun are called Sun spots. They increase the amount of energy Earth receives from the Sun.
Volcanic Eruptions	Volcanoes release large amounts of dust containing gases . These can block sunlight and results in cooler temperatures.

Managing Climate Change	
Carbon Capture This involves new technology designed to reduce climate change.	Planting Trees Planting trees increase the amount of carbon is absorbed from atmosphere.
International Agreements Countries aim to cut emissions by signing international deals and by setting targets.	Renewable Energy Replacing fossil fuels based energy with clean/natural sources of energy.



Resource Challenges

Resources are things that humans require for life or to make our lives easier. Humans are becoming increasingly dependent on exploiting these resources, and as a result they are in high demand.

Significance of Water

Resources such as food, energy and water are what is needed for basic human development.

FOOD

Without enough nutritious food, people can become **malnourished**. This can make them ill. This can prevent people working or receiving education.

WATER

People need a supply of **clean and safe water** for drinking, cooking and washing. Water is also needed for food, clothes and other products.

ENERGY

A good supply of energy is needed for a basic standard of living. People need **light and heat** for cooking or to stay warm. It is also needed for industry.

Demand outstripping supply

The demand for resources like food, water and energy is rising so quickly that supply cannot always keep up. Importantly, access to these resources vary dramatically in different locations

1. Population Growth

- Currently the global population is **7.3 billion**.
- Global population has risen **exponentially** this century.
- Global population is expected to reach **9 billion by 2050**.
- With more people, the **demand** for food, water, energy, jobs and space **will increase**.

2. Economic Development

- As **LICs** and **NEEs** develop further, they require **more energy** for industry.
- LICs** and **NEEs** want similar lifestyles to **HICs**, therefore they will need to **consume more resources**.
- Development means **more water** is required for food production as diets improve.

Resource Reliance Graph

Consumption – The act of using up resources or purchasing goods and produce.

Carry Capacity – A maximum number of species that can be supported.

Resource consumption exceeds Earth’s ability to provide!

3. Changing Technology and Employment

- The demand for resources has driven the **need for new technology** to reach or gain more resources.
- More people in the **secondary and tertiary industry** has increased the **demand for resources** required for electronics and robotics.

Food in the UK

Growing Demand

- The UK imports about 40% of its food. This increases people’s **carbon footprint**.
- There is growing demand for greater choice of **exotic foods** needed all year round.
- Foods from abroad are more affordable.
- Many food types are unsuitable to be grown in the UK.

Impact of Demand

Foods can travel long distances (food miles). Importing food adds to our carbon footprint.

+ Supports workers with an income

+ Supports families in LICs.

+ Taxes from farmers’ incomes contribute to local services.

- Less land for locals to grow their own food.

- Farmers exposed to chemicals.

Agribusiness

Farming is being treated like a large industrial business. This is increasing food production.

+ Intensive farming maximises the amount of food produced.

+ Using machinery which increases the farms efficiency.

- Only employs a small number of workers.

- Chemicals used on farms damages the habitats and wildlife.

Sustainable Foods

Organic foods that have little impact on the environment and are healthier have been rising. Local food sourcing is also rising in popularity.

- Reduces emissions by only eating food from the UK.
- Buying locally sourced food supports local shops and farms.
- A third of people **grow their own food**.

Unit 2c

AQA

The Challenge of Resource Management

Energy in the UK

Growing Demand

The UK **consumes less energy** than compared to the 1970s despite a smaller population. This is due to the **decline of industry**.

Energy Mix

The majority of UK’s energy mix comes from **fossil fuels**. By 2020, the UK aims for 15% of its energy to come from **renewable sources**. These renewable sources do not contribute to **climate change**.

Changes in Energy Mix

- 75% of the UK’s oil and gas has been used up.
- Coal consumption has declined.
- UK has become too dependent on imported energy.

2009

2020

Oil	Gas	Renewable
Nuclear	Coal	Other

Water in the UK

Growing Demand

The average water used per household has risen by **70%**. This growing demand is predicted to increase by **5% by 2020**. This is due to:

- A growing UK population.
- Water-intensive appliances.
- Showers and baths taken.
- Industrial and leisure use.
- Watering greenhouses.

Deficit and Surplus

The north and west have a **water surplus** (more water than is required). The south and east have a **water deficit** (more water needed than is actually available). More than half of England is experiencing **water stress** (where demand exceeds supply).

Pollution and Quality

Cause and effects include:

- Chemical run-off from farmland can destroy habitats and kills animals.
- Oil from boats and ships poisons wildlife.
- Untreated waste from industries creates unsafe drinking water.
- Sewage containing bacteria spreads infectious diseases.

Water stress in the UK

Management

UK has **strict laws** that limits the amount of discharge from factories and farms. **Education campaigns** to inform what can be disposed of safely. **Waste water treatment plants** remove dangerous elements to then be used for safe drinking. Pollution traps catch and filter pollutants.

Water Transfer

Water transfer involves moving water through pipes from areas of surplus (Wales) to areas of deficit (London). **Opposition includes:**

- Effects on **land and wildlife**.
- High maintenance **costs**.
- The **amount of energy** required to move water over long distances.

Energy in the UK (continued)

Significance of Renewables

+ The UK government is investing more into low carbon alternatives.

+ UK government aims to meet targets for reducing emissions.

+ Renewable sources include wind, solar and tidal energy.

- Although infinite, renewables are still expensive to install.

- Shale gas deposits may be exploited in the near future

Exploitation

Nuclear

New plants provide job opportunities.

Problems with safety and possible harm to wildlife.

Nuclear plants are expensive.

Wind Farm

Locals have low energy bills.

Reduces carbon footprint.

Construction cost is high.

Visual impacts on landscape.

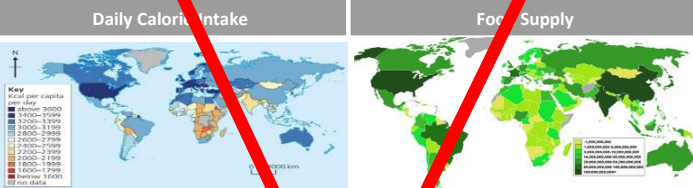
Noise from wind turbines.

15

Option 1: FOOD

Food Security is when people at all times need to have physical & economic access to food to meet their dietary needs for an active & healthy life. This is the opposite to Food Insecurity which is when someone is unsure when they might next eat.

Human	Physical
<ul style="list-style-type: none"> Poverty prevents people affording food and buying equipment. Conflict disrupts farming and prevents supplies. Food waste due to poor transport and storage. Climate Change is affecting rainfall patterns making food production difficult. 	<ul style="list-style-type: none"> The quality of soil is important to ensure crops have key nutrients. Water supply needs to be reliable to allow food to grow. Pest, diseases and parasites can destroy vast amounts of crops that are necessary to populations. Extreme weather events can damage crops (i.e. floods).



GCSE History. Medicine Through Time

Medieval Medicine 1250-1500



Key events:

1123: Britain's first hospital, St Bartholomew's was set up in London

1350: Average life expectancy is 35 years of age.

1348-49: The Black Death kills 1/3 of England's population.

1388: Parliament passes the first law requiring streets and rivers to be kept clean by the people.

The Medical Renaissance in England, 1500-1700



Key events:

1543: Vesalius published The Fabric of the Human Body.

1565: The first dissection was carried out in Cambridge

1628: Harvey published his book An Anatomical Account of the Motion of the Heart and Blood.

1645: The first meeting of the Royal Society/

1665: The Great Plague in London. 75,000 died.

Medicine in 18th and 19th century Britain



Key events:

1798: Edward Jenner developed the first vaccine for Smallpox.

1847: James Simpson developed chloroform as an anesthetic.

1854: John Snow's maps proved the source of cholera.

1861: Louis Pasteur's germ theory was published.

1867: Lister used antiseptic to prevent infection.

1875: The Public Health Act.

1882: Robert Koch identified bacteria that caused specific diseases.

Key words:

Superstition Purging
Leeching Cupping
Fasting Mass
Astrology Miasma
Wise Woman Apothecary
Physician Barber Surgeon
Dissection Epidemic
Trepanning Vademecum
The Four Humours
Pilgrimage

Key words:

Vaccine Sanitation
Smallpox Workhouse
Anaesthetic Drugs Dispensary
Infection Voluntary hospital
Cholera Chloroform
Germ Theory Industrial Revolution
Antiseptic Breakthrough
Medical Officer Public health
Contagion
Epidemic

Key words:

Continuity
London Treacle
Autopsy
Royal Society
Anatomy
Physiology
Microscope
Thermometer
Mortality Bill
Pesthouse
Renaissance

GCSE History Medicine through time.

The Medical Renaissance in England, 1500-1700

Renaissance England.

The Renaissance was the period between 1500-1700 in England. Art and Science were growing in importance.

Key events:

1543 – Vesalius published The Fabric of the Human Body. It showed how the human body worked.

1565 – the first dissection was carried out in Cambridge.

1628– Harvey published his book An Anatomical Account of the Motion of the Heart and Blood which showed blood moving around the body.

1645 – The first meeting of the Royal Society.

1665– The Great Plague in London. 75,000 died.

Key words:

Continuity	Microscope
London Treacle	Thermometer
Autopsy	Mortality Bill
Diagnosing	Pesthouse
Royal Society	Printing
Anatomy	Physiology

Key Concepts of Medical Renaissance:

The King – People still believed that the King could cure diseases such as scrofula (a skin disease). Being touched by the King was as close as you could get to being touched by God.

Renaissance – this was a time of change (re-birth) when people became interested in all things Greek and Roman. Printing was developed so that books could be published (e.g. Galen, Vesalius). People realised the Greeks had loved enquiry – asking questions and challenging old ideas.

Evidence – rather than believing & accepting old ideas (e.g. The Four Humours) without question, scientists and doctors were more willing to experiment (e.g. dissecting bodies). People started to look to evidence over tradition.

Key people of Renaissance Medicine:

Thomas Sydenham
William Harvey
Andreas Vesalius

Medicine in 18th and 19th century Britain

18th and 19th century Britain.

This was a time of breakthroughs in medicine in England. There were many scientific discoveries but also many Public Health problems.

Key Words:

Vaccine
Sanitation
Smallpox
Workhouse
Anaesthetic Drugs
Dispensary
Infection
Voluntary hospital
Cholera
Chloroform
Germ Theory
Industrial Revolution
Antiseptic
Breakthrough
Medical Officer
Public health
Contagion
Epidemic

Key people of 18th and 19th Century medicine.

Robert Koch
Florence Nightingale
Edward Jenner
John Snow

Key Concepts of Medicine in the 18th & 19th Century:

Nursing – Nurses are responsible for the care of patients in hospital. Before 1800, hospitals were dangerous places where death was very likely. The development of nursing changed that.

Breakthrough – a scientific discovery that dramatically alters the way people understood disease – e.g. the discovery of bacteria. This then helps the problem to be solved.

Public Health – when the government takes measures to prevent diseases spreading and to help the population become healthier. The government increasingly took on this role after the development of germ theory.

Key events:

1798: Edward Jenner developed the first vaccine for Smallpox.
1847: James Simpson developed chloroform as an anesthetic.
1854: John Snow's maps proved the source of cholera.
1861: Louis Pasteur's germ theory was published.
1867: Lister used antiseptic to prevent infection.
1875: The Public Health Act.
1882: Robert Koch identified bacteria that caused specific diseases.

GCSE History Medicine through time.

Medicine in modern Britain. 1900-Present.

Modern Britain

From 1900-Present, there have been massive changes in medicine and treatment.

Key words:

X-Ray Technology
Transplant
Radiotherapy/Chemotherapy
Superbugs
Gene therapy
Dialysis
Polio
Penicillin
Pacemaker
Antibiotics
Magic bullets
Electron microscope
DNA
Cancer

Key people:

Rosalind Franklin
James Watson
Francis Crick
Paul Ehrlich
Hata
Winston Churchill
Alexander Fleming
Howard Florey
Ernst Chain
Aneurin Bevan
NHS

Key events:

1900 – life expectancy was still below 50 years of age.

1911 – National Insurance Bill introduced – gave help if workers were sick or unemployed.

1914-1918 World War One leads to developments in surgery and treatment.

1928 – Fleming discovered penicillin.

1938 – Florey and Chain developed use of penicillin.

1948 – The NHS begins following the Beveridge report (1942)

Key Concepts:

War – World War One and World War Two forced developments in treatment and surgery – e.g. plastic surgery and the use of antibiotics in WW2.

Technology – huge improvements in technology greatly improved the understanding and treatment of disease – e.g. X-ray, DNA, Pacemakers, dialysis and keyhole surgery.

National Health Service - After WW2, the government introduced the NHS in 1948. This offered free healthcare at the point of delivery. The expansion of who could vote and the shared experience of suffering in WW2 bought about this development.

The British sector of the western front 1914-18 injuries. treatments and the trenches.

Using sources key words:

Source	Useful
Provenance	
Contextual knowledge	
Nature	Suggests
Origin	Supports
Purpose	Accurate
Evidence	Atypical
Typical	

Possible sources of evidence about medicine on the Western Front:

Photographs
Diaries
Autobiographies/memoirs/ interviews of soldiers or different medical staff
Newspaper reports
Doctors'/surgeons' medical journals
Military records showing...
RAMC records of...

Key words:

The Western Front
RAMC (Royal Army Medical Corps)
Trenches
Triage
Arras underground network.
Field Ambulance
Front line

New treatment techniques in WW1

1. Wounds and infection:

- The Carrel-Dakin method
- Debridement
- Amputation

2. The Thomas Splint

3. Mobile x-ray units:

4. Blood transfusions:

5. Brain surgery

6. Plastic surgery:

The chain of evacuation

Regimental Aid Posts (RAP)
Dressing Stations (ADS and MDS)
Casualty Clearing Stations
Base Hospitals

Major battles of the Western Front.

Oct-Nov 1914 - First Battle of Ypres
April 1915 - Hill 60
Apr-May 1915 - Second Battle of Ypres
July - Nov 1916 - Battle of the Somme
Apr - May 1917 - Battle of Arras
July - Nov 1917 - Third Battle of Ypres
Oct - Dec 1917 - Battle of Cambrai

SPANISH - KNOWLEDGE ORGANISER - Y11 - TERM 2

Mi Casa	Home
el ascensor	lift
la butaca	armchair
la cocina	kitchen
cómodo/a	comfortable
compartir	to share
el cuarto de baño	bathroom
el dormitorio	bedroom
la habitación	room
el lavaplatos	dishwasher
el salón	lounge, living room
la terraza	terrace
las afueras	outskirts
antiguo	old
el árbol	tree
el campo	countryside, field
la costa	coast
la granja	farm
la montaña	mountain
peor	worse, worst
el piso	flat



Donde vives	Where you live
el barrio	neighbourhood/area
la carnicería	butcher's
descansar	to rest
el dinero	money
el estanco	newsagent's
la panadería	baker's
la plaza de toros	bull ring
la zapatería	shoe shop
el ayuntamiento	town hall
el centro comercial	shopping centre
la ciudad	city/large town
correos	post office
la fábrica	factory
la iglesia	church
ir de compras	to go shopping
el país	country
la plaza	town square
el polideportivo	sports centre
el pueblo	(small) town



Trabajar de voluntario	Voluntary work
ayudar	to help
el banco de alimentos	food bank
el comedor social	soup kitchen
ecologista	environmental
la gente mayor	old people
los necesitados	the needy
la organización benéfica	a charity
participar en	to participate in
la residencia de ancianos	old people's home
los "sin techo"	the homeless
el Tercer Mundo	the Third World
la tienda con fines benéficos	charity shop
el curso	school year, course
los demás	the others
esperar	to wait for, to hope, to expect
el idioma	language
inútil	useless
la tienda solidaria	charity shop



¿Sano o malsano?	Healthy or unhealthy?
acostarse	to go to bed
las bebidas azucaradas	sugary drinks
el dolor	pain/ache
emborracharse	to get drunk
evitar	to avoid
la grasa	fat
malsano	unhealthy

¿Sano o malsano?	Healthy or unhealthy?
poco sano	not healthy
una ración	a portion
saludable	healthy
sano	healthy
aprobar un examen	to pass an exam
el consejo	advice
la droga (blanda/dura)	(soft/hard) drugs

¿Sano o malsano?	Healthy or unhealthy?
estresante	stressful
fumar	to smoke
levantarse	to get up
mantenerse en forma	to keep fit
preocuparse	to worry
probar	to try/taste/have a go

El medioambiente	The environment
ahorrar	to save
la basura	rubbish
en vez de	instead of
intentar	to try to
el malgasto	waste
la pila	battery
recargable	rechargeable
reciclar	to recycle
reutilizar	to re-use
la Tierra	the Earth
tirar	to pull/throw away
el vidrio	glass
la contaminación atmosférica	air pollution
desaparecer	to disappear
desconectar	to disconnect/unplug/switch off
los desperdicios	rubbish/waste
incluso	even
inquietante	worrying
luchar	to struggle/fight
salvar	to save

La pobreza y los 'sin techo'	Poverty and homelessness
la alimentación	food
la asistencia médica	medical care
la enfermedad	illness
en contra	against
faltar	to be lacking/missing
hace(n) falta	to need
necesitar	to need
perder	to lose
perezoso/a	lazy
querer	to love/want
la vivienda	accommodation
el destrozo	destruction
formar parte de	to be part of
el/la gamberro/a	hooligan/troublemaker
maltratar	to mistreat
los niños de la calle	street children
la ONG	NGO
robar	to steal
el vertedero	rubbish dump

Las vacaciones	Holidays
el aire acondicionado	air conditioning
el autocar	coach
barato/a	cheap
el coche	car
el crucero	cruise
el invierno	winter
el metro	underground train
no fumador	non smoking
el otoño	autumn
la primavera	spring
Sudamérica	South America
el verano	summer
el viaje	journey
una habitación (doble/individual)	a (single/double) room
la pensión	B&B
la reserva	reservation
el saco de dormir	sleeping bag



En España	In Spain
el desempleo	unemployment
nací	I was born
nació	he/she/it was born
el país	country
el río	river
la sierra	mountain range
tanto	so much/many
abierto	open

En España	In Spain
cerrado	closed
la cocina	kitchen/cooking
entero/a	entire/whole
ir de paseo	to go for a walk
el monasterio	monastery
pintoresco	picturesque
recomendar	to recommend
el recuerdo	memory/souvenir
tranquilo/a	peaceful



En España	In Spain
la vaca	cow
el valle	valley
el/la visitante	visitor

El instituto	Secondary school
la asignatura	subject
la cocina	food technology
continuar	to continue
los deberes	homework
dejar	to drop/allow/leave
el dibujo	art
la educación física	PE
práctico/a	practical
próximo/a	next
el apoyo	support
aprender	to learn
los apuntes	notes
la escuela	school
la excursión	trip
mejorar	to improve
la palabra	word
la pantalla	screen
la prueba	test
repasar	to revise
sacar buenas/malas notas	to get good/bad grades

La vida en el insti	Life at school
el aire libre	open air
el/la alumno/a	pupil
campo de deportes	sports field
el/la compañero/a	classmate
el equipo	team/equipment
la evaluación	assessment
ganar	to win/earn
la hora de comer	lunch hour
el recreo	break time
el ruido	noise
suspender	to fail
último/a	last
el apellido	surname
el chicle	chewing gum
el edificio	building
las instalaciones	facilities
el maquillaje	make-up
prohibido	prohibited/banned
la regla	rule/ruler

¿Trabajar o estudiar?	Work or Study
el aprendizaje	apprenticeship
aprobar	to pass an exam
el dinero	money
el examen	exam
la experiencia laboral	work experience
la informática	IT
mejor	better/best
la nota	mark/grade
quedar	to stay
tener éxito	to be successful
el título	(university) degree
la ventaja	advantage
la desventaja	disadvantage
estar harto/a de	to be fed up with
horroroso/a	dreadful
el mundo	the world
peor	worse/worst
por otra parte	on the other hand
seguro/a	sure/secure
vale la pena	it's worth it

El mundo de trabajo	The world of work
ama de casa	housewife
el/la cajero/a	cashier
el/la cliente/a	customer
cocinero/a	cook
estar en paro	to be unemployed
ingeniero/a	engineer
jardinero/a	gardener
la mitad	half

El mundo de trabajo	The world of work
peluquero/a	hairdresser
quisiera	I would like
anciano/a	elderly
la caja	the till
carnicero/a	butcher
cuidar a	to look after
dependiente/a	shop assistant
la empresa	company

El mundo de trabajo	The world of work
el/la hombre/mujer de negocios	businessman/woman
panadero/a	baker
suelo	wage
trabajador/a	hard-working



BUSINESS STUDIES

Student Name:

Business NEA Outline Notes

Task 1

☐ Have you written a summary of the business? What it does and what it is planning to do using key points from case study?

☐ Have you explained what are key points of the brief and appendices? Are the points good or bad news for the business and why?

☐ What other pieces of information would be useful to know and how might you be able to find this out/do this research?

☐ Write a timeline detailing what you will do each hour of the NEA to ensure you complete the NEA to the best of your ability

Task 2

☐ Done some primary research:

Including qualitative information ☐

And quantitative data ☐

As a minimum this may include, but is not limited to, competition, target market, labour needs

☐ Done secondary research

☐ Provided an analysis of both primary and secondary research. Eg What does the information you have found tell you and how is it helpful for SIORL?

☐ Gave reasons why you chose the research methods that you did and potentially reasons why you chose not to use other methods

Task 3 Business Plan

☐ executive summary

executive summary: as a minimum this may include company name, product / service provided and its target market. Potentially include information on reasons(s) for product / service, target market, legal structure, finance required

☐ company description

• premises: as a minimum this may include, but is not limited to, location, cost, equipment • raw materials and / or components: as a minimum this may include, but is not limited to, quantity, cost, supplier

☐ market analysis

• as a minimum this may include, but is not limited to, target market, competitive environment, potential suppliers

☐ marketing

• as a minimum this may include, but is not limited to, product, place, price, promotion

☐ people and operations

• as a minimum this may include, but is not limited to, skills requirements, training needs, methods of production and distribution

☐ financial plan.

• as a minimum this may include, but is not limited to, start-up costs, running costs (fixed and variable), projected income statement, cash flow forecast and break-even calculation.

Task 4

Evaluate your preparation for business planning and the final business plan. Review each stage of the project, considering areas of strength and areas for improvement. As a minimum, have you considered

- ☐ the accuracy of your business summary
- ☐ the accuracy of the timeline.
- ☐ Did you need to amend it and, if so, why?
- ☐ whether your research was effective. Did it provide relevant and sufficient information to allow you to complete the tasks? If not, how could it be improved?
- ☐ which sections of business plan were most difficult to complete and why? How could you have improved the business plan?

Additional Notes:

Break-even = $\frac{\text{Fixed Cost}}{\text{Selling Price} - \text{Variable Cost}}$

Income Statement

Revenue

-Cost of Sales

Gross Profit

-Expenses

Net Profit

Cash Flow Forecast??

Opening Balance

Cash In

Cash Out

Net Cashflow

Closing Balance

NEA Business Action Plan

Hour	Task	Action	Comment
1	1		
2	1		
3	2		
4	2		
5	2		
6	2		
7	2		
8	2		
9	2		
10	3		
11	3		
12	3		
13	3		
14	3		
15	3		
16	3		
17	3		
18	3		
19	3		
20	4		
21	4		

CHILD DEVELOPMENT - R57 TA1 CD KNOWLEDGE ORGANISER

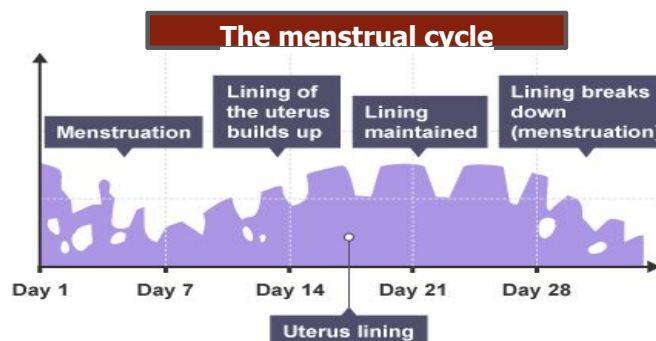


Knowledge Organiser	Year 10-11	OCR Child development	R057 Topic Area 1
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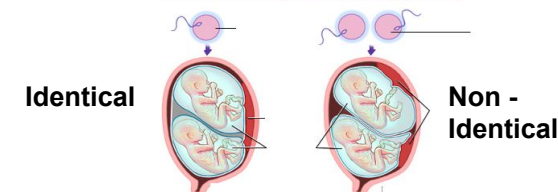


5 Preconception health considerations for parents:

- Parental age
- Healthy weight
- Smoking/alcohol/recreational drugs
- Mother only:
 - Folic acid
 - Up to date immunisations.



Twin Pregnancy Types

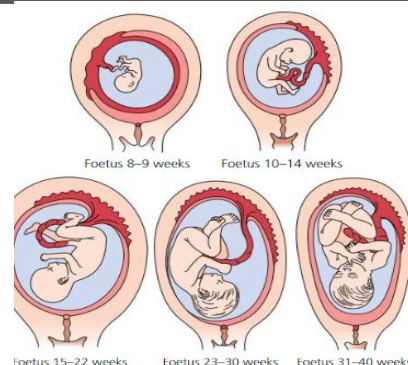


Identical	1 sperm, 1 egg. Egg splits. 1 placenta
Non - Identical	2 sperm, 2 egg. 2 placentas

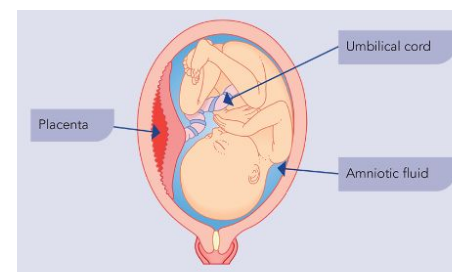
The female reproductive system includes a cycle of events called the **menstrual cycle**. It lasts about 28 days, but it can be slightly less or more than this

Development of a baby

1. **Blastocyst - Fertilisation to implantation**
2. **Embryo - implantation to week 8**
3. **Foetus - Week 8 - birth**



Placenta	Produces hormones, provides nutrients and oxygen, filters waste, separates mother and babies blood
Amniotic Fluid	Protects, maintains temperature, helps muscles development, lubricates to prevent toe/finger webbing.
Umbilical cord	Transfers oxygen, nutrients (to baby) and waste (away from baby)

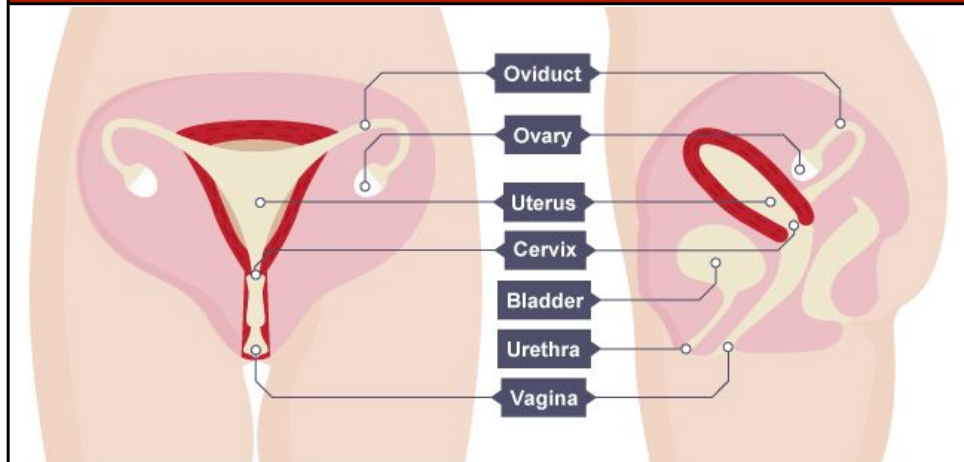


Signs and symptoms of pregnancy

- Missing Period
- Breast changes
- Passes urine more frequently
- Tiredness
- Nausea

Key Words	Definitions
Ovulation	Mature egg cell (ovum) is released from the ovary
Fertilisation /conception	Sperm penetrates an egg and fuse into one cell.
Implantation	Fertilised egg burrows into lining of uterus
Barrier Method	Contraception methods which prevents live sperm from reaching an egg (ovum).
Hormonal Method	Contraception methods that prevent eggs from being released from the ovaries, thicken cervical mucus to prevent sperm entering the uterus and thins the lining of the uterus to prevent implantation.

Female Reproductive System



Ovary : Stores eggs /produces the hormones/controls the menstrual cycle

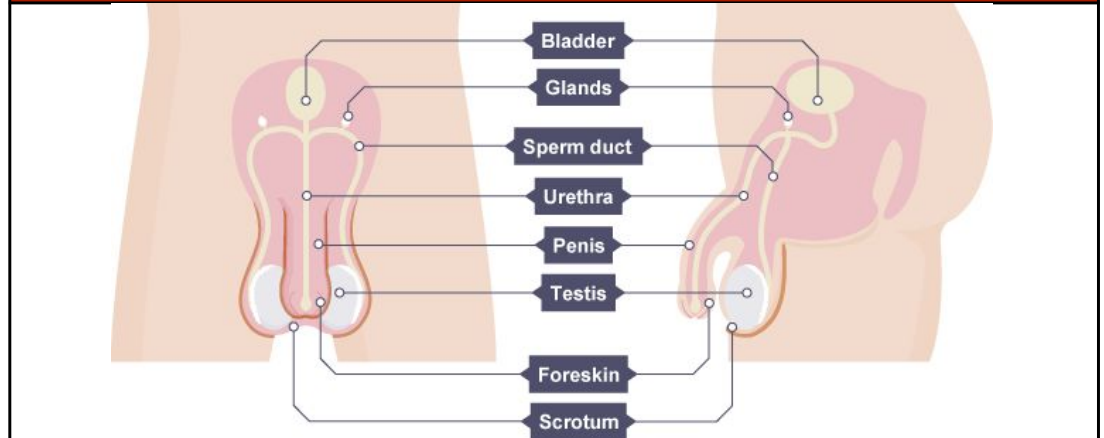
Fallopian tube: Connects ovaries → uterus, lined with cilia that move egg down the tube to meet the sperm

Uterus: where the egg is implanted, where the embryo/foetus grows and develops. Lining is called the endometrium.

Cervix: Strong ring of muscle between the uterus and vagina, keeps the baby in place, dilates during labour to let the baby out.

Vagina: MUSCULAR TUBE Connecting the cervix to the outside the body. Where the penis enters during sex

Male Reproductive System



Scrotum & Testes The scrotum is the bag of skin that contains 2 testes. Testes make millions of sperm. They also produce hormones including testosterone.

Sperm duct system The sperm duct system consists of the epididymis, which contains/stores sperm, and the vas deferens.

Urethra Tube inside penis that carries urine and semen (not both at same time).

Penis Consists of the shaft and tip, which has a small opening. Through this opening sperm and urine leave the body (separately) via the urethra.

Vas deferens This is a muscular tube which extends upwards from the testicles, transferring sperm that contain semen to the urethra.

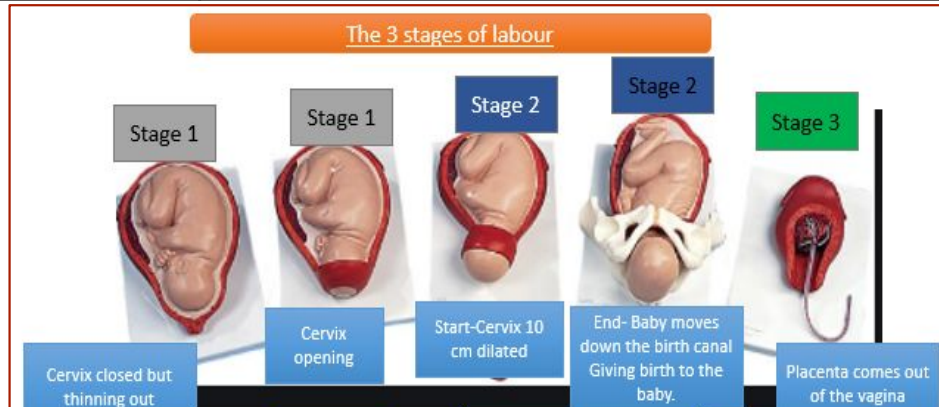
	How it works	Pros	Cons
Contraceptive Implant 99% effective	Small plastic rod placed under the skin in upper arm. Releases progestogen lasts for 3 years.	Doesn't interrupt sex Option if you can't use oestrogen-based contraception, Safe to use while you're breastfeeding Fertility will return to normal as soon as it is removed May reduce heavy/painful periods	Temporary side effects; headaches, nausea, breast tenderness, mood swings Periods may be irregular / stop altogether May get acne or your acne might get worse Need a procedure by GP or nurse to have it fitted and removed Doesn't protect against sexually transmitted infections (STIs)
Contraceptive Patch	Hormones released through the skin into the bloodstream to prevent ovulation. Same hormones as the combined pill and works in the same way. Thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting).	Easy to use, doesn't interrupt sex, don't have to take a pill every day, you only have to remember to change it weekly. Works if you're sick (vomit) or have diarrhoea because the hormones aren't absorbed by the stomach Can make your periods more regular, lighter and less painful Can help with premenstrual symptoms May reduce the risk of ovarian, womb and bowel cancer, <u>fibroids</u> , <u>ovarian cysts</u> and non-cancerous breast disease	it may be visible, it can cause skin irritation, itching and soreness doesn't protect against STIs, so may need to use condoms too Can get temporary side effects to start with such as; headaches, sickness (nausea), breast tenderness and mood changes. Bleeding between periods (breakthrough bleeding) and spotting (very light, irregular bleeding) is common in the first few cycles of using the patch some medicines can make the patch less effective you need to remember to change it every week
Emergency contraceptive pill	Taking it is thought to stop or delay the release of an egg (ovulation).	Can be taken up to 3 days after sexual intercourse.	But it can cause: headaches, tummy pain, changes to your next period – it can be earlier, later or more painful than usual, feeling or being sick
Contraceptive pills	Combined pill – contains oestrogen and progesterone (progestogen). Stops egg being released, Thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting). Progestogen-only – Thickens the cervical mucus. Thins the lining of the womb	Does not interrupt sex Usually makes bleeds regular, lighter and less painful Reduces risk of cancer of the ovaries, womb and colon Can reduce symptoms of <u>PMS (premenstrual syndrome)</u> Can sometimes reduce acne May protect against pelvic inflammatory disease May reduce the risk of fibroids, ovarian cysts and non-cancerous breast disease	Temporary side effects at first; headaches, nausea, breast tenderness and mood swings. Can increase <u>blood pressure</u> Does not protect against STI's Has been linked to an increased risk of some serious health conditions, such as blood clots and breast cancer
IUD/IUS	Prevents the sperm or egg from surviving in the womb or fallopian tubes. IUS - releases hormones IUD - releases copper which kills the sperm and egg.	Protects for 5 or 10 years, depending on the type. Works straight away. Does not interrupt sex. No hormonal side effects, (acne, headaches, breast tenderness). Safe to use if breastfeeding. Not affected by other medicines, fertility returns as soon as the IUD is removed No evidence it affects your weight or increase the risk of cervical cancer, cancer of the uterus or ovarian cancer.	Your periods may become heavier, longer or more painful, though this may improve after a few months. It does not protect against STIs, so you may need to use condoms as well. If you get an infection when you have an IUD fitted, it could lead to a pelvic infection if not treated. Most women who stop using an IUD do so because of vaginal bleeding and pain, although these side effects are uncommon.

	How it works	Pros	Cons
Contraceptive Injection 99% effective	Contains progestogen which thickens the cervical mucus (prevents sperm entering uterus). Thins the lining of the womb (prevents fertilised egg implanting). Can prevent the release of an egg each month (ovulation)	Lasts for either 8 or 13 weeks Option if you can't use oestrogen-based contraception Don't need to remember to take a pill every day, Does not interrupt sex Safe whilst breastfeeding, Not affected by other medicines May reduce heavy/painful periods, premenstrual symptoms	Periods may become irregular, heavier, shorter, lighter or stop altogether – this can carry on for months after you stop the injections Doesn't protect against sexually transmitted infections (STIs) Can take up to 1 year for periods return to normal/fertility returns May experience side effects like headaches, acne, hair loss, decreased sex drive and mood swings, weight increase
Male condom	"Barrier" method of contraception. designed to stop sperm from meeting an egg. Made of very thin latex (rubber), polyurethane or polyisoprene,	Used correctly, they are 98% effective Protect both partners from STIs Only used during sex, no advance preparation (other than obtaining them), suitable for unplanned sex. Usually no side effects. Easy to obtain	Can interrupt sex May split or tear if not used properly. Some people may be allergic to latex, plastic or spermicides, (you can get latex free condoms)
Female condom	Female condoms are made from soft, thin synthetic latex or latex. Worn inside the vagina to prevent semen getting to the womb.	Protect both partners from STIs, Used correctly, they are 95% effective. Only used during sex, no advance preparation (other than obtaining them), suitable for unplanned sex. Usually no side effects.	Can interrupt sex May split or tear if not used properly. They're not as widely available as male condoms and can be more expensive.
Diaphragm/ cap	Barrier method of contraception. It fits inside your vagina and prevents sperm passing through the cervix (the entrance of your womb). You need to use it with a gel that kills sperm (spermicide).	Only need to use when you want to have sex but can put it in at a convenient time before having sex (use extra spermicide if you have it in for more than 3 hours) Usually no serious health risks or side effects Female in control of contraception	Only 92-96% effective depending on if using correctly Doesn't provide reliable protection against STIs Can take time to learn how to use it, putting it in can interrupt sex Can cause cystitis (bladder infection) latex and spermicide can cause irritation in some women and their sexual partners
Natural family Planning Methods: ●Temperature ●Cervical mucus ●Calendar	A woman monitors and records different fertility signals during her menstrual cycle to work out when she is ovulating and likely to get pregnant. By avoiding unprotected sex during this time she will avoid getting pregnant During ovulation: Temperature rises slightly Cervical Mucus thins Tracking dates on calendar	Can be 99% effective if used correctly Acceptable to all faiths and cultures. Most women can use NFP, as long as they're properly trained by a fertility awareness teacher. Can be used either to avoid pregnancy or to become pregnant. No side effects, Doesn't involve chemicals Can help recognise abnormal vaginal secretions, so can be aware of possible infection. It involves partner, which can help increase closeness/ trust.	Does not protect against STIs such as chlamydia or HIV. Need to use barrier contraception or avoid sex (abstain), during ovulation. Abstaining could lead to 16 days of not having sex, depending on your cycle. Much less effective than other methods if not followed accurately, Can take several menstrual cycles to become confident in identifying fertile time. Need to keep a daily record of fertility signs. Not suitable for every woman. Stress, illness, travel, lifestyle and hormonal treatments can disrupt fertility signs and cycle. If emergency contraceptive pill is used, need to wait for 2 complete cycles before relying on natural family planning again.

CHILD DEVELOPMENT - R57 TA2 CD KNOWLEDGE ORGANISER

Knowledge Organiser		Year 10-11	OCR Child development	R057 Topic Area 2
Key Words	Definitions		Routine tests/checks <ul style="list-style-type: none">• Baby's heartbeat,• Blood pressure,• Blood tests,• Examination of the uterus,• Urine test,• Mothers weight check	Role of the 3 health care professionals
Antenatal	ante= before/ natal = birth. So, before birth. (Can relate to care given before birth)			Midwife ;- provides full antenatal care, including parenting classes, clinical examinations and screening. Delivers baby. Performs routine tests/checks
Antenatal clinic	Place where professionals (midwife/obstetrician) check the health of you and your baby. First appointment - should happened before 10 wks, (often 8-12 weeks).			
Antenatal class	Prepares both parents for labour (what to expect during the birth) and parenthood, Promotes healthy lifestyle and diet. Provide advice on feeding and caring for the baby.			Obstetrician Specialist doctors that look after complicated pregnancies / during birth. (health problems/multiple births) Carry out caesarean section, ventouse, or forceps deliveries.
Breast feeding	Act of feeding the baby directly from the breast. Encouraged for at least first 2 weeks - protects baby from infections/diseases (antibodies in milk) and has other health benefits.			
Screening tests - look for possible issues/conditions and Diagnostic tests - diagnose conditions				
Ultrasound Dating <u>scan</u>	10-14 wks Development of pregnancy, how many babies, is baby growing in correct place (uterus), where placenta is, estimated due date (EDD), can detect some health conditions			
Ultrasound Anomaly <u>scan</u>	18-21 wks Checks for major physical abnormalities, sonographer checks for 11 major conditions, looks at bones, heart, brain, spinal cord, face, kidneys and abdomen			
Nuchal fold translucency <u>scan</u>	11-14wks Checks the fluid under the back of the neck. Can give a risk factor level for Down's syndrome but cannot say definitively. Further tests required			
Triple test <u>blood test</u>	10-14 wks Assesses chance of mother having a baby with either Down's syndrome, Edwards syndrome or Patau syndrome (all chromosomal conditions)			
Non-invasive prenatal testing (NIPT) <u>blood test</u>	From 10 wks Assesses chance of mother having a baby with either Down's syndrome, Edwards syndrome or Patau syndrome by examining fragments of baby's DNA. Considered more reliable than Triple test but often has to be paid for privately			
Chorionic Villus Sampling -CVS	11-14 wks Tests for GENETIC disorders eg cystic fibrosis, sickle cell disease, thalassaemia or muscular dystrophy, or CHROMOSOMAL conditions Down's/ Edwards'/Patau's syndromes. Cells from placentas tested, risk of miscarriage			
Amniocentesis	15-18 wks Tests for GENETIC disorders eg cystic fibrosis, sickle cell disease, thalassaemia or muscular dystrophy, or CHROMOSOMAL conditions Down's/ Edwards'/Patau's syndromes. Amniotic fluid tested, risk of miscarriage			
Support a birth partner can give support during pregnancy/birth. physical support: shopping/cleaning /Massages/timing contractions/food & drinks Emotional support: positive encouragement/give professional birth plan/arrangements at home (childcare)				

Key Words	Definitions
Crowning	It's when your baby's head becomes visible in the birth canal after you've fully dilated.
Contractions	Starts in the first stages of Labour. Gradually makes your cervix open (dilate).
Birth canal	A muscular canal that goes from the womb (uterus) to the outside of the body.



Signs of Labour:

- A show
- Waters breaking
- Contractions start

Choices for birth:

- Home birth
- Hospital Birth

Forceps


Like tongs, fit around the baby's head. During contraction, as mother pushes, obstetrician pulls gently. Can leave bruising/ marks that fade.

Ventouse

Metal or plastic suction cap. Fits on top of baby's head. During contraction, as mother pushes, obstetrician pulls gently. Not used before 34wks - head too soft. Short term effect - bruising, jaundice or scalp swelling.

Caesarean

Surgery to remove baby through the abdomen. Mothers healing time is longer (6wks) than vaginal birth.

Pain relief	Pros	Cons
TENS Electrical stimulus helps body produce endorphins (natural pain-killing hormones) that interfere with signals to the brain that detect pain.	Pregnant person controls it and can vary the strength of the stimulus. Has no side effects for mother or baby / drug free. Can be used at home or in hospital.	Cannot be used if the pregnant has a pacemaker Cannot be used if the pregnant person has epilepsy or a heart problem Cannot be used during a water birth.
Pethidine Strong pain killer injection. (Given with an anti-sickness drug as may cause sickness)	Lasts between 2 and 4 hours Administered by midwife – doctor not needed Also helps mother to relax	Takes 20 minutes to work. Can make baby drowsy. Can affect baby's breathing. Can make mother disorientated/ woozy/sleepy.
Entonox (gas and air)  Mixture of oxygen and nitrous oxide, inhaled through a mouthpiece	No side-effects for baby. Works very quickly. Mother can control intake. Drug does not stay in the system. Contains oxygen - good for baby. Can be used for home and for water births.	Does not relieve all the pain – not a strong pain killer. Wears off quickly. Gives mother a very dry mouth can make mother light-headed/dizzy/ drowsy.
Epidural Fine plastic tube (epidural catheter) inserted into back (spine) near nerves that carry pain messages to brain.	Can provide 100% pain relief. It is an anaesthetic that numbs the nerve that carries pain from the birth canal to the brain.	Doesn't always work. Can only be given in a hospital. Pregnant person cannot walk. Takes 10 minutes to administer and 15 minutes for it to work.

CHILD DEVELOPMENT - R57 TA3 CD KNOWLEDGE ORGANISER

Knowledge Organiser		Year 10-11	OCR Child development	R057 Topic Area 3
Key Words	Definitions			
Postnatal	ante= after/ natal = birth. So, after the birth. (Can relate to care given after the birth)			
Health visitor	Qualified nurse or midwife who looks after mother and baby after the birth up until 5yrs old			
SIDS	Sudden Infant Death Syndrome			

Postnatal checks - immediately after birth		Physical Examination - Checks carried out 1 - 5 days after birth	
APGAR	appearance, pulse, grimace, activity, and respiration (colour, heart rate, reflex response, muscle tone, breathing)	Feet	Counted and checked for webbing. Checked for talipes (clubfoot) - front half of foot turns in and down
Skin	Salmon patches (stork marks), Blue-grey spots, Infantile haemangiomas (strawberry marks)	Fingers	Counted and checked for webbing. Checked for 2 palmar creases. 1 crease can indicate Down's syndrome
Vernix	White waxy substance, covers baby's skin in the womb. Natural moisturiser & provides protective layer against infection.	Hips	Checks for Dysplasia - hip joint not forming properly
Lungo	Soft, fine hair that develops from 22 wks. Thought to help regulate body temperature. Usually disappears during 7-8 months of pregnancy.	Eyes	Checks for cataracts and other conditions, and movement
Weight	Weight measured so that it can be monitored in the days/weeks/months to come. 2.7-4.2kg (6-9lb) average for newborn.	Heart	Checks for murmurs. Common in newborns but corrects itself.
Length	Length measured so that it can be monitored in the days/weeks/months to come. 50-53cm average for newborn.	Testes in Boys	Check in right place. Boys testes form inside the body and drop into the scrotum by 9m old
Head circumference	Shape noted and circumference measured. This is monitored in the days/weeks to come. A 'squashed' head should correct within 2 days	Fontanelle	'Soft spots'. One towards the front and small one towards the back. They should be soft and 1-3cm.
		Heel prick test (blood spot test)	Screening test to identify several rare/serious diseases (sickle cell/cystic fibrosis)

Health Visitors support the new family giving advice and support on:

Feeding

Safe sleeping

Run clinics

Inform the family; where they can get mental health support, of parent/baby groups they can join.

Discuss concerns re baby/child

Safe sleeping - SIDS - Sudden Infant Death Syndrome

Mattress: Firm, Flat, Waterproof, Good condition

DO: Place the baby; on their back, 'feet to foot', head uncovered, in cot in room with parents, breastfeed if possible, keep room 16-20°C

DO NOT: Smoke during pregnancy/smoke in same room as baby, sleep on bed, armchair, sofa with baby, let baby get too hot/cold

Mother's '6 week postnatal check' with the GP

Check mental health

Have they had a period since birth & has vaginal discharge stopped

BP checked

Check stitches (if Caesarean or Episiotomy)

If missed, book cervical screening for 12 weeks after birth

Discuss contraception

Guidance on weight loss if BMI of 30 or more

How partner, family and friends can provide physical and emotional support

Partner - Help with baby duties, support mother during early weeks making sure she remains healthy (mentally/physically), help with other children

Family/friends - Help with daily chores and helping with childcare for other children can help relieve strain on the new parents



The developmental needs of children from birth to five years

Love and emotional security	Exercise	Warmth - Clothing/bedding	Shelter/home - safe/secure	Fresh air
Cleanliness/hygiene-kitchen/clothing/bedding/child	Opportunities for listening and talking	Feeding - Nutrients, meals, snacks	Socialisation/play - interaction	Routine: Bath time Feeding
	Stimulation - interaction/play	Rest/sleep - Quiet time/sleep	Acceptable patterns of behaviour - boundaries	

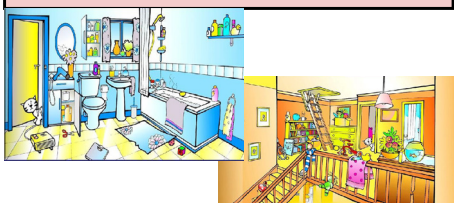
CHILD DEVELOPMENT - R57 TA4 CD KNOWLEDGE ORGANISER

Knowledge Organiser		Year 10-11	OCR Child development	R057 Topic Area 4
Illness	Spread	Incubation	Signs & Symptoms	Treatment
Mumps	Airborne/droplet	14-21 days	Pain, swelling (throat), fever, swallowing painful. Swollen face/jaw in front of ears	Fluids (straw), hot compress, oral hygiene
Measles	Airborne/droplet	7-15 days	Fever, heavy cold, cough (later), fretful Day 1: Koplik's spots, Day 4: Blotchy rash face/body	Rest, fluids, tepid sponging, shaded room (to avoid light)
Meningitis	Airborne/droplet	2-10 days	Fever, vomiting, stiff neck, drowsy, confusion, seizures Red/purple spots that don't fade glass pressed against	Antibiotics, fluids, oxygen, Steroids, hospital treatment
Tonsillitis	Direct/ droplet		Sore throat, fever, headache, pain swallowing, aching (back/ limbs)	Rest, fluid, antibiotics, iced drinks,
Chickenpox	Airborne/droplet	10-14 days	Low fever, itchy rash, mild then feel ill. severe headache. Red spots with white centre on trunk and limbs first	Rest, fluids, calamine lotion, keep child's nails short
Common cold	Airborne/droplet	1-3 days	Sore throat, sneezing/runny nose/headache/low fever/irritable/partial deafness	Treat symptoms
Gastroenteritis	Direct contact Indirect: infected food/drink	7-14 days 30mins- 36hrs	Vomiting and diarrhoea, signs of dehydration	Replace fluids, seek urgent medical aid
When to seek emergency medical help			How to meet the needs of an ill child	
<ul style="list-style-type: none"> Breathing difficulty Unresponsive - sleepy/drowsy Unresponsive - floppy/limb body Seizures/fitting High temperature than cannot be lowered 			<ul style="list-style-type: none"> Physical needs - Fluids, food they can eat, correct body temperature Social needs - Reassure, Explain, company (people visiting) Emotional needs - Reassure if frightened Intellectual needs - activities to stimulate and amuse, promote learning and development 	

	Definition
Hazard	Something that could cause harm e.g. toys left on stairs are a trip hazard.
Risk	The likelihood of a hazard actually causing harm.

Hazards in the Bathroom

- Unsafe chemicals - could touch/drink.
- Sharp equipment e.g. razors.
- Hot taps and hot water.
- Access to water (drowning risk).
- Access to items unhygienic for children to handle e.g. toilet brush.
- Items that are slippery when wet.
- Window - child could fall out
- Medication -child who may think they are sweets.
- Child could slip in the bath.



Hazards in the Hall, Stairs and Landing

- Items left on the stairs - tripped over.
- Risk of tripping.
- Risk of falling.
- Faulty or missing handrail.
- Unsafe door mat.

Safety in the Home/Garden/Road



Hazards in the Kitchen

- Unsafe chemicals - could touch or drink e.g. dishwasher tablets, cleaning products.
- Food safety hazards e.g. raw meat.
- Hot equipment e.g. oven, grill, toaster,
- Sharp equipment e.g. knives, skewers, scissors, tin openers.
- Items that are dangerous if broken e.g. glass
- Electronic food preparation equipment.
- Access to power sockets / hot taps / water (drowning risk).
- Windows from which a child could fall.
- Wires that could be pulled – boiling kettle.
- Matches if left out.





Hazards in the Garden/Play area


- Garden pond full of water a child could drown in.
- Stinging nettles a child could fall into.
- Poisonous berries a child may eat.
- Broken glass on the ground.
- Fire left unattended a child could get burnt.
- Gates that are not locked or broken fences.
- Electrical equipment could be left out.
- Broken or cracked paving stones.
- Dog or cat faeces.
- Play equipment that is not well maintained or wrong age for child using it.


Road Safety


- Teach children the Green Cross Code.
- Teach them the principles of STOP, LOOK and LISTEN before crossing.
- Always stand slightly back from the curb.
- Hold adults hand when near road or crossing the road
- Parents should put children in high viz jackets when out near the road.
- Teach them to never cross between parked cars.
- Always cross at a crossing if one is nearby.
- Always walk across the road, never run.
- Always cross in a straight line.


These are safety symbols found on products

CE symbol  / UKCA 
Symbol shows that toy is tested for compliance with EU standards and meets safety requirements. Most common toy label. By law has to be on all toys sold in EU. **E.g. toy car, puzzle, books, soft toy**

Age Advice symbol
Indicates that item is not suitable for under 3 years/36 months. That could be a choke hazard due to small parts. **E.g. Small figure toys, board games with small pieces, Lego** 

Lion Mark symbol
Around 95% of toys in UK have this symbol. Appears on toys made by a member of the British Toy and Hobby Association and Toy Fair. **E.g. puzzles, board games, soft toys** 

British Standards Institution symbol / Kitemark
British Standards Institution, a UK product quality certification mark. Identifies products where safety is paramount assuring safety and reliability. **E.g. Bike helmet, high chair, pram, car seat** 

Children's nightwear labelling
Look for labels showing that they are low fl
Nightwear can burn quickly, causing serious injury
E.g. Nightwear including dressing gowns 

Preventing Hazards
Understand stage of development spot potential hazards before they become dangerous Carry out a risk assessment. Make good use of the safety products available: Harness/ reins, Safety gates, cupboard/window locks, Safety glass/film, Play pens, Smoke alarms, Cooker guards, fire blankets/extinguishers



PLAYWRIGHT: WILLY RUSSELL

is from a working-class family in Merseyside, Liverpool. He spent a lot of time with his mother, aunts and grandmother which enabled him to write convincing female characters. He went to a rough school but they read a lot of plays; one was about two babies switched at birth which was the stimulus for him to write *Blood Brothers*. He is interested in nature versus nurture. He left school at 15 with one 'O' level and worked as a hairdresser but wanted to be a teacher. So he went back to school at the age of 20, took more exams and trained to be a teacher. Within a year of teaching he was writing plays full-time.



WRITTEN EXAM - SET TEXT: BLOOD BROTHERS



THEMES - CLASS AND MONEY

The themes of class and money are dominant as they both control the actions of characters and significantly impact upon their lives. For example, the catalytic deed – Mrs Johnstone giving one of the twins away – comes about because she simply cannot afford to keep them both. **SOCIAL CLASS** heavily influences the paths that Mickey and Edward then follow.

DRAMATIC IRONY - The audience is aware throughout the play that Mickey and Edward are twins, but they do not know this until the very last scene. Tragic Hero - a main character cursed by fate and in possession of a tragic flaw (both Mickey and Edward display some features of tragic heroes).

Fate and Superstition - The voice of fate is provided over and over again throughout the play by the Narrator, who reveals even at the outset that the two will die. Mrs Lyons plays on Mrs Johnstone's belief in superstition in order to keep her away from Edward. However ridiculous and The voice of fate is provided over and over again throughout the play by the Narrator, who reveals even at the outset that the two will die. Mrs Lyons plays on Mrs Johnstone's belief in superstition in order to keep her away from Edward. However ridiculous and made-up it sounds, it eventually comes to pass, almost as if the false threat is in itself a sin



FORM & GENRE:

Blood Brothers is a musical. The songs are used to move the action along and reveal a character's emotions. Some of the songs act as soliloquies, giving an insight into the character's thoughts. They also contribute to the atmosphere on stage.

CHARACTERISTICS OF A PLAY:

GENRE STYLE PLOT CHARACTERS

CONTEXT:

- » The time period in which the play is set.
- » The location of the play.
- » The political or social concerns expressed in the play.
- » The fashions of the time, the music, entertainment and other cultural factors of the time.
- » The backgrounds of the characters.



KEY WORDS

INTERPRETATION, CLIMAX, PROTAGONIST, ANTAGONIST

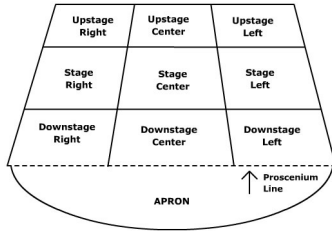
CHORAL CHARACTER, PROPS, COMPOSITE SET, TRUCK, MOTIVATION, SUBTEXT,

VOICE, PHYSICALITY, PROXEMICS, COSTUME, SET, LIGHTING, SOUND



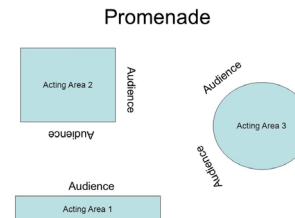
Stage Positioning:

Always remember staging by the stage being on a slant. Upstage towards the back, centre in middle and downstage towards the audience. It is then the actors left and right.



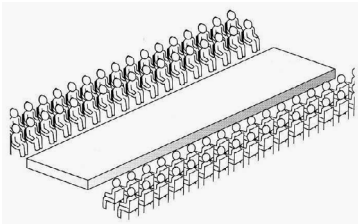
Promenade:

in which audience members stand and walk about watching the action happening among them, following the performers around the performance space.



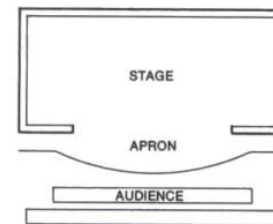
Traverse:

Traverse staging is set out like a catwalk with the audience on the left and right of the stage.



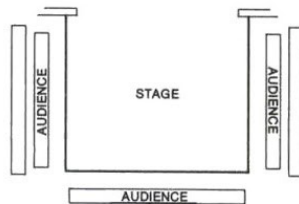
Proscenium Arch:

in which the audience sit in rows facing the stage.



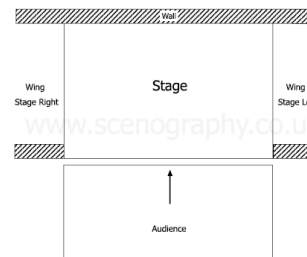
Thrust:

In *Thrust* staging the audience is seated around three sides.



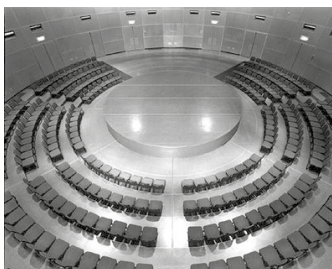
End on:

is where the stage space is on one side of the room and the audience sit on the opposite side.



In the Round:

This involves the actors performing in the middle and the audience sat around the stage in a circle.



Black Box:

is an open space consisting of four walls, a floor and a ceiling that are all painted black.



Roles in a Theatre

Director

A Director is responsible for the overall creative vision of the show. They have to bring the different elements of the production together to produce a cohesive final production.

Stage Manager

A Stage Manager is responsible for backstage during a production. They are responsible for organisational aspects, such as setting props and calling the show.

Theatre Manager

A Theatre Manager is responsible for the Front of House team.

Producer

The Producer usually initiates production - finding the script and starting the process.

Front of House

They are in charge of collect tickets and selling merchandise.

Theatre Technicians

They may be involved in rigging the lighting, sound equipment and set. They may also operate technical equipment during a show, controlling lighting, sound or other aspects of the set.

Costume Designer

A Costume Designer is responsible for designing the costume, hair and make-up for a production.

Performer

A Performer might be an actor, singer or dancer whose job is to perform within a production.

RO32- Health and Social Care Knowledge organiser

Confidentiality	Respecting a persons privacy and not sharing personal, sensitive information about a person.
Disclosure	Making personal/sensitive information about a person known to other professionals.
Empowerment	the process by which people gain control over the factors and decisions that shape their lives
Quality of Life	An individual's perception of their position in life in relation to their health, values and goals that they have.
Jargon	Using medical terminology that most people would not be able to understand.
Informed Decision	Providing information to a person (both positively and negatively) so that they have a balanced view to make a decision.

6 C's

- 1.Care
- 2.Compassion
- 3.Competence
- 4.Communication
- 5.Courage
- 6.Commitment

Active Listening Skills

- Show empathy, reflecting feelings
- Open, relaxed posture
- Eye contact, looking interested
- Clarifying
- Nodding in agreement
- Summarising to show understanding of key points.

Special Methods of Communication in Health and Social Care	
Braille	A writing and reading system for people who have a visual impairment. Raised dots represent the alphabet. Braille is read by feeling those raised dots .
British Sign Language	A visual means of communicating that incorporates gestures, facial expressions and body language. Often used by people that are deaf or have hearing impairments.
Makaton	A language programme that uses symbols, signs and speech to enable people to communicate. Used by infants to help with communication or by adults/children who have a learning disability.
Interpreters	Assist people with little or no spoken English to ensure their health care needs are appropriately met and communicated.
Advocate	Ensure a persons rights are being upheld, this may involve speaking on a persons behalf when they cannot.
Voice Activated Software	Assist in communicating or providing support in tasks such as turning lights off.

Person Centered Care Values	
Individuality	everyone has their own identity, needs, wishes and beliefs
Rights	As set out by the Human Right Act
Choice	being able to make choices for themselves
Privacy	he right to a private space, the right to personal information being kept private
Independence	being able to do things for themselves
Dignity	being treated with respect, valuing individuality and beliefs
Respect	showing people they have importance as an individual
Partnership	being involved and working with family and other workers



Year 10 Music Knowledge Organiser: Component 3 - Responding to a Commercial Brief



What is a brief?

A brief is a written document that provides a scenario and instructions to find or create a product for a target audience. It gives a brief overview of the background and objectives.

Target audience

This is a group of people identified as likely customers. People in the target audience share similarities such as age or location. This makes it easier to target your product.

Activity 1 - Responding to a brief

- ☐ Investigate the musical styles in the brief
- ☐ Carry out **research** of relevant material eg listen to **cover versions**, find **sheet music**
- ☐ What **resources** are required?
- ☐ What **changes** will you make?
- ☐ **Timeline** of development

Activity 1 - Responding to a brief

What are the creative constraints?

What resources are available?

Will your own ideas be effective within the timeframe?

How can you make your music stand out from other work?

How can you develop your own skills?

How can you build on your strengths?



Instruments, iPad/Garageband, sheet music, amp, microphone, practice room

Use the QR codes to watch cover versions of different songs.



Working out individual parts, establishing a practice routine, learning/memorising new material

Activity 2 - Applying musical skills

Organisation Skills

- Identify priorities - what will you do and when?
- Set targets - what do you need to do each lesson? How will you monitor this?
- Use of technology - do you need to use Garageband?

Preparing for the project

- Health and Safety - correct and safe use of equipment, manual handling
- Checking resources and facilities - what instruments are available? Do you need sheet music and/or lyrics?
- Plan for alternatives - have a back up plan in case things go wrong

Consider the constraints

- Ensure you are working within the aims of the brief - keep in mind your target audience, the finished product and the deadline
- Use suitable materials and techniques
- Address any quality issues



Year 10 Music Knowledge Organiser:
Component 3 - Responding to a Commercial Brief



Step One: Plan to meet the demands of the brief and research relevant material.



Step Two: Choose one song and one style of music and prepare a proposal of your idea.



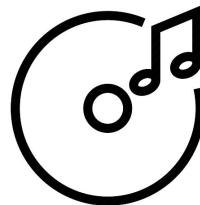
Step Three: Sit a 2 hour written exam on the development of your ideas and the rehearsal process.



Step Four: Select and apply musical skills and techniques to create your music product.



Step Five: Present a final musical product in response to a commercial music brief.



Step Six: One hour written exam to evaluate your performance and comment on the creative process.



RO51 - LO1 #Level2PE

Understand the issues which affect participation in sport



User groups



The different groups of people who face barriers to participation in sport and physical activity

- Ethnic minorities
- Retired people
- Families with young children
- Single parents
- Children
- Teenagers
- Disabled
- Unemployed
- Working singles and couple

Barriers



Factors that may make participation particularly difficult. Many of the possible barriers to participation are common to all user groups

- Lack of time
- Work commitments
- Lack of facilities
- Cost of equipment
- Lack of role models
- Lack of transport
- Lack of motivation
- Lack of awareness of activities
- Lack of disposable income
- Lack of childcare

Solutions



Solutions to barriers faced by the various user groups are often very similar and be solutions for many of the user groups

- Free or subsidised sessions
- Promote role models
- Free or subsidised transport
- Provide childcare (crèche)
- Provide equipment
- Promotion of activities
- Arrange sessions during the day

Popularity of sport



Sport is a popular part of the culture in the UK. There are many factors which can impact upon the popularity of sport in the UK

Spectatorship



The more people are viewing sports will increase participation rates of those sports

Environment



Weather in the UK can impact upon participation rates. There is a lack of snow in the UK for skiing

Media coverage



Some sports channels show sport 24/7, this increases participation in the sports that the media show

Roles models



Positive Roles models increase participation in the sport. A lack of role models has a negative impact

Participation



More people participate in sports that have widespread mass participation

Acceptability



Many people believe boxing should be banned as it's dangerous

Provision



Provision varies in the UK. People cannot participate with little or no provision or access to facilities

Success for teams



Sporting success inspires people to take part in the sports such as GB cycling

RO51 - LO2 #Level2PE

Know about the role of sport in promoting values



Olympic and Paralympics



The Paralympics are games for people with a disability which run in parallel with the Olympic games. They are both held once every four years in the same host city. Both Olympic and Paralympic movements aim to represent similar core values

The Creed



Baron Pierre de Coubertin -
Founder of the modern olympics

"The most important thing in the Olympic Games is not to win but to take part, just as the most important thing in life is not the triumph, but the struggle. The essential thing is not to have conquered, but to have fought well."

The Symbol



Five interlocking rings to represent the union of the five continents of the world which take part

The symbol is closely linked with all aspects of the Olympics and Paralympics and reminds everyone that the brand logo for the sporting event involves all areas of the world

The Values



3 Olympic values

- Friendship
- Respect
- Excellence

4 Paralympic values

- Determination
- Inspiration
- Courage
- Equality

Values which can be promoted through sport



Team spirit

You can gain the feeling of pride and loyalty from being a member of a team which makes you want your team to do well or be the best.



Fair play

Allows you to show polite behaviour which involves respect for fellow competitors and playing by the rules.



Citizenship

Allows performers to act in a way that citizens of a country should. This can involve getting involved in the local community through sport



Tolerance and Respect

Helps you to tolerate and understand others and show respect to opponents. This could be respecting different cultures and countries through respecting the national anthem



Inclusion

Sport allows people to be included within teams and competitions. This can be to encourage under-represented social groups to get involved in sport



National Pride

Sport develops a sense of pride in the name, culture and practices of a country. National pride is shown when supporters and performers unite behind their country when singing the national anthem or wearing country colours



Excellence

Sport helps to encourage and develop excellence. Performers strive to be the best that they can.

RO51 - LO2 #Level2PE

Know about the role of sport in promoting values



It is very difficult to control spectator behaviour and many spectators do not follow sporting etiquette

It is common for NBA basketball spectators to deliberately put the opposition players off when shooting free throws

Some sports such as Golf can be very respectful and quiet when players are taking their shots

The importance of etiquette and sporting behaviour



Etiquette

Etiquette includes the unwritten rules concerning player behaviour. Examples include kicking the ball out of play when someone is injured. Not walking across someone else's putt in golf



Sporting behaviour

Behaving in a way that shows sportsmanship. Involves polite and fair behaviour while playing in a sporting event.

Reasons for observing etiquette and sporting behaviour

- Performing in a fair way
- Promoting positive values
- Keeping yourself and other performers safe
- Respecting performers in your own team and on the opposition
- Being a positive role model for young children

Sportsmanship



Fair and polite behaviour is also known as sportsmanship

- Being gracious and respectful when winning or losing
- Clapping an opposition goal
- Shaking hands before and after a game

Gamesmanship



When a performer bends the rules.

- Taking a long time to collect the ball to waste time
- Re-tying shoe laces when an opponent is about to serve in tennis
- Grunting loudly when playing a tennis shot to put off the opponent

Spectator etiquette



Spectators also have unwritten rules to follow

- Being quiet during rallies at tennis games
- Respecting an opponents national anthem
- Staying quiet at the start of an athletics race
- Staying quiet when a rugby player kicks a conversion

RO51 - LO2 #Level2PE

Know about the role of sport in promoting values



Cambridge
Nationals

Performance enhancing drugs

-  Anabolic steroids
-  EPO / Blood doping
-  Stimulants
-  Diuretics
-  Beta Blockers

The Use of performance enhancing drugs (PEDs) in sport

Reasons why PEDs are used



- To lose weight
- To mask pain
- Increased ability to train
- Improved recovery
- Improved performance
- Improve strength
- Pressure to win
- Belief that others are taking them

Reasons against using PEDs



- Unfair advantage
- Suffer long term ill-health
- Become addicted
- Damage reputation
- Harsh consequences when caught
- Immoral to take PEDs and cheat

Testing methods



Urine



Blood



Hair



Nail

Drug offences by elite performers



Ben Johnson



Anabolic steroids



Lance Armstrong



EPO / Blood doping



Dwain Chambers



Anabolic steroids



Dwain Millar



EPO



Justin Gatlin



Stimulants

Impact of drug taking on the reputation of sport

- Reputation of the sport can be damaged
- Spectators may question whether the sport is clean and fair
- People will mistrust the results of the sport
- Spectators think all performers involved in the sport are cheating

The whereabouts rule



Is for out of competition testing



Performers must inform the authorities of their location to allow drug testing to take place



Must notify of a one hour period in every 24 hours so that they can be tested



Notification is via national organisation/ NGB for the sport who inform WADA



Must notify of any change to normal location/routine

RO5 I - LO2 #Level2PE

Know about the role of sport in promoting values



Initiative and campaigns can be used to instil certain values for those taking part. Often the campaigns try to show the good that can be gained by taking part

Other initiatives and events which promote values through sport



FIFAs 'Football for Hope'

- Started in 2005 as a collaboration between FIFA and 'street football world'
- Funds 'not for profit' organisations to encourage social projects for disadvantaged people



ECB's 'Chance to shine'

- Since 2005, has aimed to ensure that cricket is played in states schools.
- Aims to bring cricket to thousands of inner city children
- Help develops social cohesion, teamwork and respect and reduce anti-social behaviour



Sport relief

- Annual campaign encourages people to get active and raise money for vulnerable people
- Intended to help those people live happier, healthier, safer lives



Premier leagues 'Creating chances'

- Education - including the Premier league reading stars
- International initiatives - including Sport relief and premier skills
- Health - including Premier League health initiative
- Community cohesion - Premier league into Work initiative
- Participation - Premier league schools tournament



£10 Sport England scheme to increase participation in sport

- Increase the participation rates of women
- 'This Girl Can' programme is funded by the National lottery and is developed by Sport England
- Aims to allow women to overcome the fear of being judged and make the choice to take part in physical activity

Sports initiatives to break down barriers

Kick it out



Barrier to be broken:
Racism

Respect campaign



Barrier to be broken:
Abuse to referees in football

Transforming British tennis together



Barrier to be broken:
Cost and accessibility of tennis

Back to Netball



Barrier to be broken:
Age



Careers Careers Careers



Library News...

There are two libraries at Paignton Academy, Mrs Barter is the librarian at Borough Road, and Mrs Deane is the librarian at Waterleat Road. Libraries can be places full of books where you have to be quiet all the time. At Paignton Academy we do things very differently! Whilst we do still want students to respect the Libraries and others that use it, we want to offer a great service to the whole Academy community. Library staff are members of the Careers Team and so can offer information and a relatively quiet place for students to research further and Higher Education opportunities and careers that you may wish to pursue in the future.

These are some of the services we offer:

- A daily Breakfast Club from 8.00am where we offer toast and squash - for free!
- We have thousands of books to suit all ages and abilities: from sports, to fantasy, to comedy, we have something for everyone.
- You can borrow board games and card games to play with your friends.
- Chromebooks can be borrowed that you can use to do your homework, do some research or just to enjoy.
- Various clubs are based in the Libraries that students can take part, for example, Chess Club and Cat Club.
- Special days where there are competitions and fun activities, for example, World Book Day.
- The chance to become a be a Student Assistant Librarian.
- The Libraries are a safe place if you need some 'me' time, or a place just to keep warm and unwind.
- Regular competitions to win prizes!

We also love a party, so look out for posters around the school with up to date information for when the next one is!

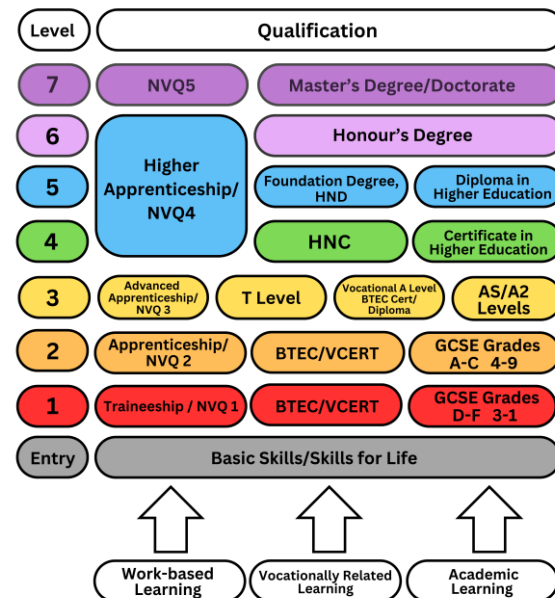
Getting to know me

*What type of personality are you?
Knowing who you are is a very important part of having a successful and satisfying career.
By knowing you, you will know where your strengths lie and this will help you match suitable employment and training options.
Why not use the following link and discover a little more about yourself?*

<https://icould.com/buzz-quiz/>



Types of qualifications (After Year 11) ...



Find out more by accessing the Careers Hub

The Careers Team are focussed on preparing our students for the challenges of the working world. We aim to do this by raising aspirations and building self-confidence. We are always available to speak to, via email and can arrange for one to one appointment. We offer regular drop in Careers sessions in the library at WRC on a Monday lunchtime and on a Tuesday lunchtime at BRC. We also offer extra drop in sessions at lunchtime covering topics such as securing an Apprenticeship, AI media workshop, Online/Interview skills, CV writing, job searching and applying for jobs. The Careers Hub is a dedicated careers information source simply click on the Careers Hub logo on the homepage of the Academy website to enter the site.

Please feel free to stop by the library or the Careers office at BRC and email us at:

careers@paigntonacademy.org

We look forward to hearing from you!





01752 512 280



Provides support for anyone under the age of 25
www.themix.org.uk | 0808 808 4994



Confidential support to people
experiencing difficulties
www.thecalmzone.net
0800 58 58 58
Everyday, 5pm-midnight



Free 24/7 call service for all ages
to talk about your issues
www.samaritans.org | 116 123



In School



Speak to your Tutor

Find a member of staff with an Orange Lanyard

Speak to any member of staff



Use the 'Safeguarding Concern Form'
on your school desktop page

Speak to your Head of House
or Pastoral Manager