

*Care to Learn
Learn to Care*



Name:

Tutor:

Half Term 5 2023-24

**Sport
Science**

Geography

Knowledge Organiser

History

Childcare

Health and Social

9

Psychology

PE/Sport

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Book Pride


1	2
<ul style="list-style-type: none">• No dates and titles are underlined• Work is very untidy• Extended writing tasks are incomplete• SPaG errors being repeated <p>Show more <u>PRIDE</u> in your learning. Be proud to learn and be proud of your work.</p>	<ul style="list-style-type: none">• Some dates and titles are underlined• Work is untidy• Extended writing tasks are short• SPaG errors being repeated
3	4
<ul style="list-style-type: none">• Most dates and titles are underlined• Work is usually neat and well presented• Extended writing tasks are good• SPaG is usually correct	<ul style="list-style-type: none">• All dates and titles are underlined• Work is exceptionally neat and well presented• Extended writing tasks are outstanding• SPaG is consistently correct <p>You are <u>RESILIENT</u>. You always show <u>PRIDE</u> in your work.</p>

Plan

	Written Homework One	Written Homework Two	Online Homework
Monday	Sparx Reader	Option A	Option B
Tuesday	Option C	Sparx Science	Sparx Maths
Wednesday	Sparx Maths	Sparx Reader	Option A
Thursday	Option B	Sparx Science	Sparx Reader
Friday	Option C		

*Students studying Literacy in place of French/Spanish to complete additional set Sparx Reader

Childcare: Half Term Five - Week 1

Child Development Knowledge Organiser: Term 5 Week 1		
<p style="text-align: center;"><u>Definitions</u></p> <p>Communication Is the imparting or exchanging of information by speaking, writing, or using some other medium</p> <p>Physical Relating to the body as opposed to the mind</p> <p>Relationships The way in which two or more people or things are connected, or the state of being connected</p> <p>Care setting A broad array of services and places where healthcare occurs.</p> <p>Diet The kinds of food that a person, animal, or community eats.</p> <p>Role model Someone others look to as a good example.</p>	<p style="text-align: center;"><u>Lifestyle Choices</u></p> <p>Including:- diet, and the food we choose to eat whether healthy or unhealthy. Impact of smoking, alcohol and illegal drugs on growth and development. How physical activity can impact us in either a positive or negative way. Why is exercise important ?</p> <p>Obesity for adults isn't just a cosmetic concern. It's a medical problem that increases the risk of many other diseases and health problems. These can include heart disease, diabetes, high blood pressure, high cholesterol, liver disease, sleep apnea and certain cancers.</p> <p>Obesity in children increases the risk for the following health conditions. High blood pressure and high cholesterol which are risk factors for heart disease. Type 2 diabetes. Breathing problems, such as asthma and sleep apnea.</p> <p>A healthy, balanced diet includes foods from all 5 food groups: fruit, vegetables, grains, proteins and dairy. Foods high in sugar, saturated fat and salt aren't necessary for a healthy diet and should be limited.</p> <div style="text-align: center; margin-top: 10px;">  </div>	<p>Growth - an increase in size and mass</p> <p>Proportion - Considered in comparison to something else</p> <p>Milestone - a stage or event in a process.</p> <p>Factors - a circumstance, fact, or influence that contributes to a result.</p> <p>Well being - the state of being comfortable, healthy, or happy.</p> <hr/> <p>PILES - physical, intellectual, language, emotional, social.</p> <p>Physical development involves reflexes, senses, and fine and gross motor skills.</p> <p>Intellectual development involves memory, information processing and problem solving.</p> <p>Language development involves speaking, listening and attention skills.</p> <p>Emotional development involves development of trust, independence and emotional resilience</p> <p>Social Development involves development of secure positive relationships with others.</p>

Childcare: Week 1 Questions	
<ol style="list-style-type: none"> 1. What does the word physical mean ? 2. Give three examples of communication. 3. Why is it important to have positive relationships? 4. Describe the role of a primary school teacher. 5. A balanced diet is important because ? 6. What is a primary care setting ? 7. Why does a child need fat in their diet ? 8. What is a role model ? 	<ol style="list-style-type: none"> 9. What are the different types of diabetes ? 10. Give an example of a care setting ? 11. Explain what a positive role model is ? 13. What is growth ? 14. Given an example of how a child grows? 15. Which communication skill do you think is the best and why ? 16. If a child has a poor diet how can this affect their physical development?
<p>Extended Writing Question: How can parents encourage children to eat healthy and have a balanced diet ?</p>	

Childcare: Half Term Five - Week 2

Child Development Knowledge Organiser: Term 5 Week 2

Definitions

Primary teacher

Are responsible for the educational, social and emotional development of children from age 5 to 11

Counsellor

Someone who is trained to listen to people and give them advice about their problems

Physical

Relating to the body as opposed to the mind

Emotional

Relating to a person's emotions

Child

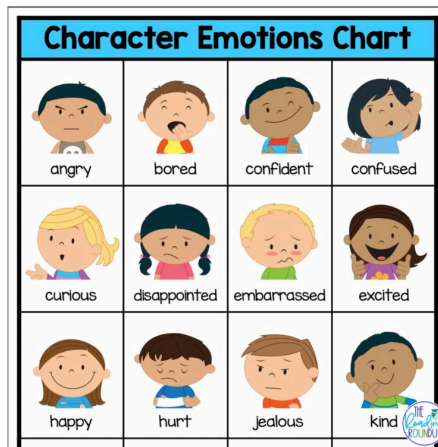
A young human being below the age of puberty

Fibre

Is mainly a carbohydrate. The main role of fibre is to keep the digestive system healthy

Social Development

The process through which children learn about their society and the proper ways to act within it



What are emotions for kids? An emotion is a person's inner feeling. Some examples of emotions are anger, fear, joy and guilt. A child who understands and can deal with emotions has "emotional competence." This means he can express his feelings appropriately (e.g., smile if happy)

What are the 4 emotional needs of a child?

Unconditional love from family.
Self-confidence and high self-esteem.
The opportunity to play with other children.
Encouraging teachers and supportive caretakers

Emotions come and go. Most of us

feel many different emotions throughout the day. ...

- Emotions can be mild, intense, or anywhere in between. ...
- There are no good or bad emotions, but there are good and bad ways of expressing (or acting on) emotions

Children struggling with their emotions

Kids have a hard time with emotions for different reasons. These include stress and mental health issues like anxiety and depression. Kids who experience trauma may also struggle

PILES - physical, intellectual, language, emotional, social.

Physical development involves reflexes, senses, and fine and gross motor skills.

Intellectual development involves memory, information processing and problem solving.

Language development involves speaking, listening and attention skills.

Emotional development involves development of trust, independence and emotional resilience

Social Development involves development of secure positive relationships with others.

Childcare: Week 2 Questions

1. Explain what a school counsellor does.
2. Why does a child need fibre in their diet ?
3. What is social development ?
4. Describe what a child is.
5. A balanced diet is important because ?
6. Give three examples of communication.
7. How do you know a child is struggling with their emotions ?
8. What does the word physical mean ?

9. What other types of counsellors are there ?
10. How can we encourage a child to be healthy ?
11. How do we know if a child is happy ?
12. What are the PLIES ?
13. If a child does not have enough fibre in their diet what are the effects of this ?
14. What is self esteem ?
15. Why should we encourage social activities for children ?
16. Describe what emotional competence is.

Extended Writing Question: Encouraging communication is important, explain why ?

Childcare: Half Term Five - Week 3

Child Development Knowledge Organiser: Term 5 Week 3														
<p style="text-align: center;"><u>Definitions</u></p> <p><u>Care Setting</u> The term healthcare setting represents a broad array of services and places where healthcare occurs</p> <p><u>Social Worker</u> Work with people to find solutions to their problems.</p> <p><u>Non verbal communication</u> Nonverbal communication can occur in a variety of ways, including through facial expressions, gestures, and body posture or position</p> <p><u>Positive</u> Constructive, optimistic, or confident</p> <p><u>Relationships</u> The way in which two or more people or things are connected, or the state of being connected.</p> <p><u>Impact</u> A marked effect or influence</p> <p><u>Struggling</u> have difficulty handling or coping with</p>	<p style="text-align: center;">Non verbal communications</p> <p>These categories include haptics (touch), vocalics (voice), kinesics (body movement and gestures), oculistics/facial expressions (eye and face behaviour), and physical appearance.</p> <div style="text-align: center; border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center; font-weight: bold; color: white; background-color: #007bff; padding: 2px;">Character Emotions Chart</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td> angry</td> <td> bored</td> <td> confident</td> <td> confused</td> </tr> <tr> <td> curious</td> <td> disappointed</td> <td> embarrassed</td> <td> excited</td> </tr> <tr> <td> happy</td> <td> hurt</td> <td> jealous</td> <td> kind</td> </tr> </table> </div>	 angry	 bored	 confident	 confused	 curious	 disappointed	 embarrassed	 excited	 happy	 hurt	 jealous	 kind	<p>Children struggling with their emotions</p> <p>Kids have a hard time with emotions for different reasons. These include stress and mental health issues like anxiety and depression. Kids who experience trauma may also struggle</p> <hr/> <p><u>Different types of care setting</u></p> <p>Primary care is the first port of call involving patients' primary healthcare providers. Secondary care second port of call deals with specialists. Tertiary care is a higher level of specialised care within a hospital and specialist treatment.</p>
 angry	 bored	 confident	 confused											
 curious	 disappointed	 embarrassed	 excited											
 happy	 hurt	 jealous	 kind											

Childcare: Week 3 Questions	
<ol style="list-style-type: none"> 1. How do you know a child is struggling with their emotions ? 2. What is a secondary care setting ? 3. Describe the role of a social worker. 4. Why is water an important part of a child's diet ? 5. Give three examples of non verbal communication. 6. Why is it important to have positive relationships? 7. What does the word physical mean ? 8. What is the meaning of the word impact ? 	<ol style="list-style-type: none"> 9. Describe how we can support a child who is struggling with their emotions ? 10. Give three examples of a primary care setting ? 11. What does the word struggling mean ? 12. Give two ways a child might be struggling. 13. Give an example of a positive facial expression. 14. Give an example of a negative facial expression. 15. What does secondary care mean ? 16. How can we support a child to have good emotions ?
<p>Extended Writing Question: Choose one non verbal communication and say how play can improve this type of communication describe the type of play in detail.</p>	

Childcare: Half Term Five - Week 4

Child Development Knowledge Organiser: Term 5 Week 4		
<p style="text-align: center;"><u>Definitions</u></p> <p><u>Learning</u> The acquisition of knowledge or skills through study, experience, or being taught</p> <p><u>Vitamins</u> Vitamins and minerals are nutrients your body needs in small amounts to work properly and stay healthy.</p> <p><u>Early years provision</u> Is the care provided through different sources of trained individuals in early years.</p> <p><u>Speech language therapist</u> Speech and language therapy provides treatment, support and care for children and adults who have difficulties with communication, or with eating, drinking.</p> <p><u>Decision</u> The ability or tendency to make decisions</p> <p><u>Communication</u> The imparting or exchanging of information by speaking, writing, or using some other medium</p>	<p style="text-align: center;"><u>Vitamins to support children's health</u></p> <p>The Department of Health recommends that children between six months and five years are given supplements containing vitamins A, C and D every day. This is because lots of children fail to get these essential nutrients through diet alone. Vitamins and minerals. Children and teenagers need a range of vitamins and minerals for growth, development and health. Children and teenagers can get vitamins and minerals by eating a variety of foods from the 5 food groups.</p> <p>How can parents and caregivers promote early learning? Reading to your child. Pointing out and talking with your child about the names, colours, shapes, numbers, sizes, and quantities of objects in his or her environment. Listening and responding to your child as he or she learns to communicate. Practising counting together.</p> <p>7 ways to encourage your child's learning:- Maintain a positive attitude. ... Focus lessons and activities around your child's interests. ... Find your child's learning style. ... Give them options. ... Take breaks and get moving! ... Focus on learning, not performance. ... Celebrate achievements, no matter how small.</p>	<p>Children making their own decisions Start with small decisions such as what to wear to play school or what toy to play with. Giving only two or three options will give them some control in making the decision without overwhelming them with too many choices</p> <hr/> <p>Different types of care setting Primary care is the first port of call involving patients' primary healthcare providers.</p> <p>Secondary care second port of call deals with specialists.</p> <p>Tertiary care is a higher level of specialised care within a hospital and specialist treatment.</p>

Childcare: Week 4 Questions	
<ol style="list-style-type: none"> 1. What is a Tertiary care setting ? 2. How can you promote learning for a child ? 3. Why are vitamins an important part of a child's diet ? 4. What is an early years provision ? 5. Describe the role of a speech language therapist. 6. What is the meaning of the word impact ? Can you give an example linked to a child. 7. Why can't children make their own decisions? 8. Explain why good communication is important for a child ? 	<ol style="list-style-type: none"> 9. Describe what would happen if a child didn't have vitamins in their diet ? 10. Why is it important to read to your child? 11. What does the word learning mean ? 12. How can we encourage a child to talk ? 13. Give two ways we can encourage a child to learn ? 14. Do speech and language therapists just help with speech ? 15. How can we support children to make positive choices ? 16. What primary services provide support for children ?
<p>Extended Writing Question: Write a letter to parents explaining the importance of encouraging your child to learn.</p>	

Childcare: Half Term Five - Week 5

Child Development Knowledge Organiser: Term 5 Week 5		
<p style="text-align: center;"><u>Definitions</u></p> <p>Minerals A mineral is a chemical element found in foods that keep our bodies healthy</p> <p>GP General practitioners (GPs) treat all common medical conditions and refer patients to hospitals and other medical services for urgent and specialist treatment</p> <p>Socialise participate in social activities; mix socially with others</p> <p>Early years provision Is the care provided through different sources of trained individuals in early years.</p> <p>Decision The ability or tendency to make decisions</p> <p>Communication The imparting or exchanging of information by speaking, writing, or using some other medium</p> <p>Proteins Are large organic compounds essential to life. They are made up of complex combinations of amino acids</p>	<p style="text-align: center;"><u>Minerals to support children's health</u></p> <p>Your child needs a lot of essential vitamins and minerals for growth, development and good health. These include: vitamins A, B, C, D, E, K and folate. minerals like calcium, iodine, iron and zinc. Common signs of nutritional deficiency include stunted growth, general weakness, trouble breathing, poor eating habits and lack of concentration. Sleepiness, unusual food cravings, dry skin, or hair and suffering from chronic infections could also be signs of poor nutrition. Children who don't get enough protein may experience health issues, including fatigue, poor concentration, slowed growth, bone and joint pain, delayed wound healing and decreased immune response. But with small changes you can protect against protein deficiency.</p> <p>How can parents and caregivers promote early learning? Reading to your child. Pointing out and talking with your child about the names, colours, shapes, numbers, sizes, and quantities of objects in his or her environment. Listening and responding to your child as he or she learns to communicate. Practising counting together.</p> <p>7 ways to encourage your child's learning:- Maintain a positive attitude. ... Focus lessons and activities around your child's interests. ... Find your child's learning style. ... Give them options. ... Take breaks and get moving! ... Focus on learning, not performance. ... Celebrate achievements, no matter how small.</p>	<p>Children making their own decisions Start with small decisions such as what to wear to play school or what toy to play with. Giving only two or three options will give them some control in making the decision without overwhelming them with too many choices</p> <hr/> <p><u>Different types of care setting</u> Primary care is the first port of call involving patients' primary healthcare providers. Secondary care second port of call deals with specialists. Tertiary care is a higher level of specialised care within a hospital and specialist treatment.</p>
Childcare: Week 5 Questions		
<ol style="list-style-type: none"> 1. Why are minerals an important part of a child's diet ? 2. Describe the role of a GP. 3. Why is it important for a child to socialise ? 4. Discuss why children can not make their own decisions? 5. What does protein do as part of a child's diet ? 6. Describe what an early years provision is and how it supports the child? 7. How can you promote learning for a child ? 8. How can a parent be a good role model for a child ? 	<ol style="list-style-type: none"> 9. Explain what proteins are ? 10. What minerals support a child's growth ? 11. What is a secondary care service ? 12. Give an example of an early years provision. 13. What are some common signs of nutritional deficiency ? 14. How can we encourage a child to eat healthy ? 15. What does the word communication mean ? 16. How can we encourage a child to learn ? 	
Extended Writing Question: If a child has behaviour issues how will this impact on their socialisation ?		

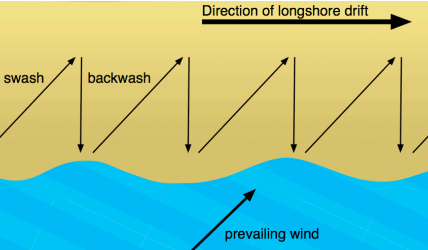
Childcare: Half Term Five - Week 6

Child Development Knowledge Organiser: Term 5 Week 6		
<p style="text-align: center;"><u>Definitions</u></p> <p><u>Learning</u> The acquisition of knowledge or skills through study, experience, or being taught</p> <p><u>Carbohydrates</u> food consisting of or containing a lot of sugars, starch, cellulose, or similar substances that can be broken down to release energy in the human body</p> <p><u>Early years provision</u> Is the care provided through different sources of trained individuals in early years.</p> <p><u>Paediatric nurse</u> Monitor the health of young patients and provide care and support throughout their treatment.</p> <p><u>Decision</u> The ability or tendency to make decisions</p> <p><u>Communication</u> The imparting or exchanging of information by speaking, writing, or using some other medium</p> <p><u>Sibling</u> A sibling is your brother or sister</p>	<p style="text-align: center;"><u>Carbohydrate to support children's health</u></p> <p>Carbohydrates are the body's most important and readily available source of energy. They're a necessary part of a healthy diet for both kids and adults. The two main forms of carbs are: simple carbohydrates (or simple sugars): including fructose, glucose, and lactose, which also are found in nutritious whole fruits. Too much carbohydrates increase the blood Sugar Fluctuations: Refined carbohydrates, such as sugary cereals, white bread, and sugary snacks, can cause rapid spikes in blood sugar levels when consumed. This can lead to energy highs and crashes, affecting a child's mood and concentration.</p> <p>How can parents and caregivers promote early learning? Reading to your child. Pointing out and talking with your child about the names, colours, shapes, numbers, sizes, and quantities of objects in his or her environment. Listening and responding to your child as he or she learns to communicate. Practising counting together.</p> <p>7 ways to encourage your child's learning:- Maintain a positive attitude. ... Focus lessons and activities around your child's interests. ... Find your child's learning style. ... Give them options. ... Take breaks and get moving! ... Focus on learning, not performance. Celebrate achievements, no matter how small.</p>	<p><u>Why a balanced diet is important</u> A well-balanced diet provides all of the: energy you need to keep active throughout the day. nutrients you need for growth and repair, helping you to stay strong and healthy and help to prevent diet-related illness, such as some cancers.</p>
Childcare: Week 6 Questions		
<ol style="list-style-type: none"> 1.Explain what communication is. 2.What does carbohydrate do as part of a child's diet ? 3.If a child has too much carbohydrate what can happen to the child's health and wellbeing ? 4.A balanced diet is important because ? 5.What is the role of a Paediatric nurse ? 6.What is an early years provision ? 7.How can a sibling be a good role model for a child? 8.What activities can be done to promote learning ? 	<ol style="list-style-type: none"> 9. Give two examples of positive communication. 10. What is a sibling ? 11. Give an example of how a sibling can be supportive. 12. Give an example of how a sibling can be unsupportive. 13. Why should we celebrate a child's achievement ? 14. Why should we encourage a child to engage in different activities ? 15. Give me 7 ways to encourage learning 16. What are the two main forms of carbohydrate ? 	
<p>Extended Writing Question: Describe the types of support that is provided by early years provision.</p>		

Geography: Half Term Five - Week 1

Geography: Week 1 Knowledge Organiser:				
Session	Key terms	Specific knowledge		Geographical Concepts
1. Wave types and characteristics	<p>Fetch: The distance the wind has to blow across the water, building up a wave.</p> <p>Swash: Wave washing up the beach</p> <p>Backwash: Wave rushing back towards the sea</p> <p>Amplitude: The extent of an oscillation (or wave)</p>	<p>Types of Waves: (Constructive)</p> <ul style="list-style-type: none"> ● Swash is stronger than the backwash. ● Long wavelength and low amplitude. ● Low Frequency (6-8 per /minute). ● Builds up the beach. 	<p>Types of Waves: (Destructive)</p> <ul style="list-style-type: none"> ● Backwash stronger than the swash. ● Short wavelength and high amplitude. ● High frequency (13-15 per /minute). ● Destroys the beach. 	<ul style="list-style-type: none"> ● Waves are created by wind blowing over the surface of the sea. ● As the wind blows over the sea, friction is created ● As waves approach the shore, friction slows the base. ● The wave becomes unstable as the top of the wave moves faster than the bottom, causing the top of the wave to break over. <p>Factors affecting the size of waves:</p> <ul style="list-style-type: none"> ● Fetch how far the wave has travelled ● Strength of the wind. ● How long the wind has been blowing for.
Geography week 1 questions:				
<ol style="list-style-type: none"> 1. What does fetch mean? 2. What is the term for a wave washing up the beach? 3. What is the term for a wave rushing back towards the sea? 4. Name the two types of waves 5. Which type of wave has a larger swash 6. Which type of wave has a larger backwash 7. Why do waves form? 8. Give one factor which affects the size of waves 			<ol style="list-style-type: none"> 9. What does swash mean? 10. What does backwash mean? 11. What term is used to describe the distance the wind has to blow 12. Which type of wave builds up a beach? 13. What force is created as the wind blows over the sea? 14. What is amplitude? 15. Which type of wave has high amplitude? 16. Which type of wave destroys a beach? 	
Extended Writing Question: Explain the difference between constructive and destructive waves				

Geography: Half Term Five - Week 2

Geography: Week 2 Knowledge Organiser:		
<p>2. Coastal processes</p>	<p>Erosion: The breaking down of rocks</p> <p>Transportation: Sediment is carried by the waves along the coastline.</p> <p>Deposition: When the sea or river loses energy, it drops the sand, rock particles and pebbles it has been carrying.</p> <p>Weathering: Weathering is the breakdown of rocks where they are (in situ).</p> <p>Mass movement: A large movement of soil and rock debris down slopes in response to the pull of gravity.</p>	<p>Types of Erosion</p> <p>Attrition: Rocks that bash together to become smooth/smaller.</p> <p>Abrasion: Rocks hurled at the base of a cliff to break pieces apart.</p> <p>Hydraulic Action: Water enters cracks in the cliff, air compresses, causing the crack to expand.</p> <p>Solution: Rocks dissolve in water</p> <p>Deposition is likely to occur when:</p> <ul style="list-style-type: none"> ● Waves enter an area of shallow water. ● Waves enter a sheltered area, eg a cove or bay. ● There is little wind. ● There is a good supply of material
<p>An example of transportation: Longshore Drift: The movement of sediment on a beach depends on the direction that the waves approach the coast.</p> <p>Where waves approach 'head on', sediment is simply moved up and down the beach. But if waves approach at an angle, sediment will be moved along the beach in a zigzag pattern.</p>		
		
Geography: Week 2 Questions		
<ol style="list-style-type: none"> 1. What is erosion? 2. What is transportation? 3. What is deposition? 4. What is mass movement? 5. What is weathering? 6. How does sediment transport along a coastline? 7. Which pattern is created by longshore drift? 8. What is the term for the most common wind direction 	<ol style="list-style-type: none"> 9. Name the four types of erosion. 10. Which type of erosion occurs when water and air is forced into gaps? 11. Which type of erosion occurs when waves hit against the cliff face? 12. Which type of erosion occurs when rocks hit each other? 13. Name one condition required for deposition to take place. 14. Name the two types of wave 15. What does backwash mean? 16. Which type of wave has a larger backwash 	
<p>Extended Writing Question: Explain the difference between the four types of erosion</p>		

Geography: Half Term Five - Week 3

Geography: Week 3 Knowledge Organiser:			
3. Erosional and depositional landforms	<p>Arch: A cave eroded to the other side of the cliff</p> <p>Stack: Isolated rock detached from the mainland</p> <p>Wave-cut platform: Flat rock at the base of the cliff eroded by waves</p>	<p>Formation of a stack (erosional landform)</p> <ol style="list-style-type: none"> 1) Hydraulic action widens cracks in the cliff face over time. 2) Abrasion forms a wave cut notch between High and Low tide.. 3) Further abrasion widens the wave cut notch to form a cave. 4) Caves from both sides of the headland break through to form an arch. 5) Weathering above/erosion below causes the arch to collapse, leaving a stack. 6) Further weathering and erosion leaves a stump. 	<p>Formation of spits and bars (depositional landforms)</p> <p>Spit: is an extended stretch of sand or shingle jutting out into the sea from the land. Spits occur when there is a change in the shape of the landscape or there is a river mouth.</p> <p>Bar: Sometimes a spit can grow across a bay, and joins two headlands together. This landform is known as a bar. They can trap shallow lakes behind the bar, these are known as lagoons.</p>
Geography: Week 3 Questions			
<ol style="list-style-type: none"> 1. What is an arch? 2. What is a stack? 3. Are arches and stacks depositional or erosional features? 4. What is a wave cut platform? 5. Which two types of erosion happen at the base of a cliff? 6. What is a spit? 7. What is a bar? 8. Are spits and bars depositional or erosional landforms? 	<ol style="list-style-type: none"> 9. Name the four types of erosion. 10. What is hydraulic action? 11. What is abrasion? 12. Name the two types of wave 13. What is swash? 14. Which type of wave has a larger swash? 15. What is the term for the most common wind direction 16. What is erosion? 		
<p>Extended Writing Question: Explain how a stack is formed at the coast</p>			

Geography: Half Term Five - Week 4

Geography: Week 4 Knowledge Organiser:	
<p>4. Case study - Dorset</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> </div> <div style="width: 50%;"> <p>Location and Background: Swanage is a seaside town in Dorset on the south coast of England. Different rock types and geological structure are important in the formation of this coastline.</p> <p>Geology: The Swanage coastline is a <u>discordant coastline</u> meaning there are different layers of rock exposed to the sea. This means headlands (such as Durlston head and Ballard Point) and bays (such as Swanage and Studland Bay) have formed.</p> <p>Ballard Point - A headland on the north side of Swanage Bay</p> <p>Old Harry Rocks - A naturally formed set of caves, arches, stacks and stumps located at Ballard Point.</p> <p>Poole Harbour - One of the world's largest natural harbours. Formed as the soft clay and sands erode quickly.</p> <p>At Studland there is a sand dune system which is very popular with tourists. This creates a conflict as the tourism will impact on the natural processes. Management includes dune fencing to protect the ecosystem.</p> </div> </div>
Geography: Week 4 Questions	
<ol style="list-style-type: none"> 1. What is a discordant coastline? 2. What landform is Durlston Head? 3. Name the sequence of landforms forming after a crack 4. Why does deposition happen in a bay? 5. Which rock is more resistant to erosion - hard or soft rock? 6. Which county is Swanage in? 7. How was Poole harbour formed? 8. Are arches and stacks depositional or erosional features? 	<ol style="list-style-type: none"> 9. What three types of rock are found on the Dorset coastline? 10. Which of these types of rock is soft rock? 11. Name a headland along the Dorset coastline 12. What is an arch? 13. What is a stack? 14. Name the four types of erosion. 15. Which type of erosion occurs when water and air is forced into gaps? 16. Which type of erosion occurs when waves hit against the cliff face?
<p>Extended Writing Question: Explain why headlands and bays have formed on the Swanage coastline</p>	

Geography: Half Term Five - Week 5

Geography: Week 5 Knowledge Organiser:	
<p>5. Hard and soft engineering</p>	<p><u>Hard engineering:</u> Using artificial, man-made structures to control natural processes</p> <p>Groynes: Wood barriers prevent longshore drift, so the beach can build up. £75,000 per 100m <u>Advantage:</u> Beach still accessible. <u>Disadvantage:</u> No deposition further down coast = erodes faster further down the coast.</p> <p>Sea Walls: Concrete walls break up the energy of the wave. Has a lip to stop waves going over. £1,000,000 per 100m <u>Advantage:</u> Long life span and highly effective protection. <u>Disadvantage:</u> Can look obtrusive and expensive and high maintenance costs.</p> <p>Gabions: Cages of rocks absorb the waves energy, protecting the cliff behind. £50,000 per 100m <u>Advantage:</u> Cheap to produce and flexible in final design <u>Disadvantage:</u> They look very unattractive and Cages rust in 5-10 years.</p> <p>Rip rap or rock armour: Large boulders dumped at the foot of a cliff £200,000 per 100m <u>Advantage:</u> Provide interest at the coast, e.g fishing <u>Disadvantage:</u> Can be expensive to transport rocks and don't fit with local geology</p> <hr/> <p><u>Soft engineering:</u> Environmentally friendly techniques that work with natural processes to protect the coast</p> <p>Beach Nourishment: Beaches built up with sand, so waves have to travel further before eroding cliffs. Cost: £500,000 per 100m <u>Advantage:</u> Cheap and easy to maintain and provide a beach for tourists. <u>Disadvantage:</u> Needs replacing especially after storms and offshore dredging damages seabed.</p> <p>Dune regeneration: Marram grass is planted to stabilise dunes and help them develop. Cost: £200-£2,000 per 100m <u>Advantage:</u> Creates wildlife habitats. <u>Disadvantage:</u> Time consuming to plant and fence off marram grass, and growth time long.</p>
<ol style="list-style-type: none"> 1. What is hard engineering? 2. How do sea walls protect the coastline? 3. Give an advantage of sea walls. 4. Give a disadvantage of sea walls 5. What process do groynes stop? 6. Give an advantage of rock armour 7. Give a disadvantage of rock armour 8. Which hard engineering strategy is the most expensive? 	<ol style="list-style-type: none"> 9. What is soft engineering? 10. Give an advantage of beach nourishment 11. Give a disadvantage of beach nourishment 12. What is the name of the grass which grows from sand dunes? 13. What is the cheapest way to defend the coast? 14. Name the sequence of erosional landforms forming after a crack 15. Name the four types of erosion. 16. What is deposition?
<p>Extended Writing Question: Using examples, explain the difference between hard and soft engineering</p>	

Geography: Half Term Five - Week 6

Geography: Week 6 Knowledge Organiser:			
6. Lyme Regis	<p>Location and Background: Lyme Regis is a small coastal town on the south coast of England, famous for its fossils!</p> <p>Need: Much of the town is built on unstable cliffs. The coastline is eroding rapidly</p>	<p>Phase 1: 1990 - 95, new sea wall / promenade built. 2003-04 cliffs stabilised cost £1.4m</p> <p>Phase 2: 2005 - 2007, further sea walls and promenade built, wide shingle beach created with shingle dredged from the English channel and imported from France and rock armour added to The Cobb. Total cost: £22m</p> <p>Phase 3: Not undertaken. As the costs outweigh the benefits, it was decided that the area west of The Cobb should be left alone.</p> <p>Phase 4: 2013 - 2015, a second sea wall is constructed in front of the first to provide extra protection. Extensive nailing and drainage completed on the cliffs to stabilise the rock and protect 480 homes. Total cost £20m</p>	<p>Positive outcomes:</p> <ul style="list-style-type: none"> ● New beaches have increased visitor numbers and seaside businesses are thriving ● New defences have stood up to recent storms ● The harbour is now better protected, benefitting boat owners and fishermen. <p>Negative outcomes:</p> <ul style="list-style-type: none"> ● Increased visitor numbers has led to conflict with locals as traffic and pollution have increased. ● Some people think the new defences have spoilt the natural coastal landscape ● Stabilising the cliffs prevents landslides which reveal new, important fossils
Geography: Week 6 Questions			
<ol style="list-style-type: none"> 1. Where is Lyme Regis located? 2. What is Lyme Regis famous for? 3. Why was there a need for coastal management at Lyme Regis? 4. What was built in Phase 1? 5. What was built in Phase 2? 6. What happened in Phase 3? 7. What strategies were used in Phase 4? 8. What was the total cost of the sea defences in Lyme Regis? 		<ol style="list-style-type: none"> 9. Where was the shingle taken from for the beach nourishment? 10. What processes of erosion do seawalls protect against? 11. Name a positive of the coastal management strategy for the economy 12. What positive outcome is associated with increased beach size? 13. Name a negative on the coastal management strategy for people 14. What negative outcome is associated with stabilising the cliffs? 15. What negative outcome is associated with increased visitor numbers? 16. Name the four types of erosion. 	
Extended Writing Question: Explain the positives and negatives of the Lyme Regis coastal management strategy			

Health and Social Care: Half Term Five - Week 1

Health and Social Care: Week 1 Knowledge Organiser: Recap of Factors

- **Physical/Inherited Conditions**
 - Inherited conditions are as a result of genes passed from parent/s to child. This could mean that health conditions are passed on such as:
 - Sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease.
 - Having an inherited condition could impact on a person's PIES, for example those with muscular dystrophy will be slower to learn to walk and may need to use a wheelchair by the time they hit puberty.
- **Physical ill health**
 - Chronic (long term) and Serious illness which impacts on growth and development. For example Asthma, may miss school which could affect their learning (intellectual) and physical activity (physical). The three most common serious health conditions which can impact on growth and development (PIES): Cardiovascular disease, Obesity, Type 2 diabetes
- **Mental Health & Disabilities**
 - Mental ill health and the impact on PIES, for example anxiety or stress which can cause a lack of motivation to do exercise/activities.
 - Disability such as sensory impairment for example Visual or Hearing loss or partial loss. How does this impact on growth and development?
- **Lifestyle choices 1 - Nutrition and Physical Activity**
 - Including diet, and the food we choose to eat whether healthy or unhealthy. Health diet leads to; normal growth, strong bones and muscles, alertness, positive self-image, energy and stamina, good health. Unhealthy diet leads to; delayed growth, lack of energy and strength, ill health, low mood, reduced ability to concentrate, negative self-image
 - How physical activity can impact on us in either a positive or negative way. Benefits of physical activity include improving strength of muscles, improving and maintaining mobility in older people, improving mental wellbeing, positive self-image. Negative impact includes increased weight gain, ill health, poor mobility and stamina.
- **Lifestyle Other choices 2 - Smoking, Alcohol, Substance Misuse**
 - Impact of smoking, alcohol and substance misuse (illegal and prescription drugs) on growth and development. Smoking can lead to; ill health, a lack of fitness, social exclusion, increase in stress and anxiety, delayed growth of an unborn child if you are pregnant. Alcohol can lead to; affecting your decision making leading to poor/risky choices, ill health, aggressive behaviour affecting relationships. Substance misuse can lead to; ill health, affected memory and decision making, lowering self-esteem, cause mood swings, could cause infertility.
- **Emotional and Social**
 - Emotional factors for example; Fear, Anxiety, Feeling upset and sad, Grief. And how these may impact negatively on growth and development, for example making people turn to unhealthy life choices, mental ill health, causing relationship breakdowns.
 - Social factors such as; Supportive or Unsupportive relationships, Social inclusion and exclusion, Discrimination and Bullying. How do these affect individuals growth and development, for example having someone to share worries and concerns, effects of exclusion/discrimination and bullying which can cause anxiety and depression.
- **Cultural (Religion, Community Participation, Gender Roles, Race)**
 - The influence of religion. Positive and negative effects of culture or religion, eg feelings of security or feeling discriminated against. Impact of community participation and having shared values and common goals.
 - Gender roles and expectations of men and women which can impact on their development, for example men are not expected to show emotions, some types of work tend to attract a specific gender (eg certain jobs in the NHS or construction industry).
 - Gender Identity (an individual's sense of their own gender) and Sexual Orientation (genders an individual feels emotionally/sexually attracted to) and the positive or negative impact on development.
- **Environmental (Housing, Home Environment, Pollution)**
 - Housing, impact of the quality of the housing; good housing (good quality property, spacious, garden space) makes individuals feel good, secure and stay healthy. Poor housing (poor state of repair, cramped conditions, no outside space) leads to low self-esteem, poor physical or mental health.
 - The Home Environment - Who you live with, whether this promotes a positive environment or a negative one where abuse or arguments are common.
 - Pollution - Air pollution and its effects on our physical health (lung conditions). Noise pollution causes lack of sleep, stress and poor mental health. Light pollution causes disruption to sleeping patterns.
- **Economic**
 - Employment status - Positive impact of being employed in terms of income, status and creating independence. Negative impact of unemployment causing poverty.
 - Retirement - living on a state pension and not having sufficient money to live a healthy lifestyle. Financial Resources - Money from income, inheritance or savings.

Health and Social Care: Week 1 Questions

- 1: What is an inherited condition?
- 2: Give an example of a chronic illness?
- 3: Give an example of how eating unhealthily can affect us?
- 4: Give an example of the negative affects of not doing physical activity?
- 5: Give one example of how being in a supportive relationship can help?
- 6: Give an example of how gender identity may affect development?
- 7: Give an example of what poor housing is?
- 8: How might retirement cause negative economic issues?

9. Give an example of mental ill health?
10. Why are prescription drugs a life style choice factor?
11. What is Grief?
12. What are the four aspects of culture?
13. Home environment is to do with what?
14. What are the three types of pollution?
15. What does employment status mean?
16. Other than a job, what other sources of income might we have?

Extended Writing Question: Explain how factors can affect an individual's growth and development?

Health and Social Care: Half Term Five - Week 2

Health and Social Care: Week 2 Knowledge Organiser: Task 2 Practice - Impact of different factors on growth and development (PIES) through the life stages

- **Growth and Development**
 - Growth is a change in your physical size such as height and weight
 - Development is about acquiring new skills and abilities
 - Growth and development refers to our PIES, Physical, Intellectual, Emotional, Social.
- **Physical/Inherited Conditions**
 - Inherited conditions are as a result of genes passed from parent/s to child. This could mean that health conditions are passed on such as:
 - Sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease.
 - Having an inherited condition could impact on a person's PIES, for example those with muscular dystrophy will be slower to learn to walk and may need to use a wheelchair by the time they hit puberty.
- **Physical ill health**
 - Chronic (long term) and Serious illness which impacts on growth and development. For example Asthma, may miss school which could affect their learning (intellectual) and physical activity (physical). The three most common serious health conditions which can impact on growth and development (PIES): Cardiovascular disease, Obesity, Type 2 diabetes
- **Mental Health & Disabilities**
 - Mental ill health and the impact on PIES, for example anxiety or stress which can cause a lack of motivation to do exercise/activities.
 - Disability such as sensory impairment for example Visual or Hearing loss or partial loss. How does this impact on growth and development?
 - Physically - higher risk of injury
 - Intellectually - affecting communication and language development, affecting cognitive development due to access to education. Learning new skills to overcome your impairment.
 - Emotionally - affecting self-esteem and self-image, feeling your different to your peers
 - Socially - might restrict the type of social activities you can do, could cause loneliness and isolation. But positives are joining groups with others who have similar impairments.

Health and Social Care: Week 2 Questions

- 1: Give an example of a chronic illness?
- 2: Give one example of how being in a supportive relationship can help?
- 3: What are the five senses?
- 4: What does growth and development refer to?
- 5: Give an example of a sensory impairment?
- 6: Give an example of how a sensory impairment might affect us intellectually?
- 7: Give an example of how a sensory impairment might affect us emotionally?
- 8: Give an example of how a sensory impairment might affect us socially?

- 9: How might hearing loss affect communication?
- 10: How might hearing loss interfere with are ability to learn?
- 11: What ways can we help someone communicate who has a hearing impairment?
- 12: Are there any jobs someone with a hearing impairment would not be able to do?
- 13: What age range is early childhood?
- 14: What age range is early adulthood?
- 15: Give an example of a significant milestone of development in early childhood?
- 16: Give an example of a key development change that occurs in early adulthood?

Extended Writing Question: Explain why a sensory impairment might affect a child differently to an adult?

Health and Social Care: Half Term Five - Week 3

Health and Social Care: Week 3 Knowledge Organiser: Life Events - Health and Wellbeing

Life Events:

- A life event is something that can happen to us at any time in our lifespan, but when it does it can have a significant impact on our growth and development.
- Life events can be expected such as starting school, whereas others are unexpected, such as having a serious accident.

Health and Wellbeing Life Events:

- Accident and Injury: Accidents happen unexpectedly and can have a significant impact on an individual's life. Some accidents might have long-term impact on things like mobility and appearance. These can affect PIES such as:
 - Physical - Delaying physical development in young children, affecting a person's diet, restricted mobility and ability to exercise.
 - Intellectual - impact on learning through missing school, college etc. impact on ability to make decisions.
 - Emotional - may cause negative self-image and self-esteem. Cause stress and anxiety due to impact on life and income.
 - Social - impact on opportunities to travel and take part in social activity, could cause change in relationships and social isolation.
- Physical illness: Sometimes an individual may experience a serious or long-term illness (chronic). Some physical health problems such as arthritis are chronic and can cause a person's life to change. Some illnesses symptoms can be eased but there may not be a cure. All this can impact on PIES:
 - Physical - Illness in early years can affect the rate of growth and development of physical skills. Can cause problems with mobility, coping with symptoms and side effects.
 - Intellectual - Time away from school or work affecting learning.
 - Emotional - Affecting self-image and self-esteem, stress and anxiety of living with a condition. Loss of independence.
 - Social - Missing out on social activities.
- Mental and emotional health: Mental ill health affects the mind and can impact on an individual's ability to carry out their usual activities. Emotional ill health describes difficulties individuals experience in coping with everyday life and may result in depression.
 - Physical - Affecting sleep patterns making someone run down and tired. Reluctant to take part in physical exercise. Can lead to other health problems.
 - Intellectual - Affecting how people think, react and make decisions. Impact on short-term memory. Losing concentration and focus.
 - Emotional - Stress and anxiety, depression, more prone to mood swings
 - Social - may find difficulty building friendships or maintaining long term relationships. Might avoid social situations and isolate themselves.

Health and Social Care: Week 3 Questions

- 1: Give an example of a sensory impairment?
- 2: What does growth and development refer to?
- 3: What is an expected life event?
- 4: Give an example of an unexpected life event?
- 5: Give an example of how an accident or injury might change someone's life?
- 6: How might losing a limb affect someone intellectually?
- 7: How might losing a limb affect someone emotionally?
- 8: How might losing a limb affect someone socially?

- 9: What is a chronic illness?
- 10: Give an example of a common chronic illness?
- 11: How might a serious illness affect someone emotionally?
- 12: What does mental ill health primarily affect?
- 13: How might mental or emotional ill health affect someone physically?
- 14: Taking time off school, college or work would have the biggest effect on which of the PIES?
- 15: What is meant by a life event?
- 16: Which life events can be both expected or unexpected?

Extended Writing Question: Explain what a life event is and why life events can impact on growth and development?

Health and Social Care: Half Term Five - Week 4

Health and Social Care: Week 4 Knowledge Organiser: Life Events - Relationship Changes and Life Circumstances

Relationship Changes:

- **New Relationships** - Are important for our social and emotional development. Can result in a positive self-image and high self-esteem. Having someone to share worries with and provide practical and emotional support. Allow us to share social activities and expand our social circle.
- **Long-term relationships** - Marriage, civil partnerships or entering into a long-term relationship is a major change in a person's life. Can be positive and improve a person's self-esteem. Provide a feeling of safety and security. Provide sexual intimacy.
- **Divorce or separation** - Can have a significant impact on emotional development. Can lead to insecurity for all people involved. Lack of security and poor self-image can lead to ill health. Can affect us socially as there might be a loss of friendships and wider family networks.
- **Parenthood** - Can bring positive emotions of great joy and fulfilment. Negative impact; a change in lifestyle and routines, new responsibility can create anxiety, less time for doing activities for themselves and meeting up with friends, pressure of childcare and working, lack of sleep.
- **Bereavement** - The death of someone close to you is one of the most difficult events to cope with. It will have a significant impact on emotional development for some time. Grief is the process of dealing with these emotions, such as sadness, anger, regret.

Life circumstances	Possible positive effects	Possible negative effects
Moving house	Excitement because of new experiences, opportunities to meet new people and discover new areas	<ul style="list-style-type: none"> ● Anxiety and stress at the physical and mental pressures of moving ● Possible loss of close friends/neighbours
Starting or moving school	Opportunities to build new friendships and relationships and learn new things	<ul style="list-style-type: none"> ● Anxiety about learning new routines and building relationships ● Young children may feel insecure when leaving parents for the first time
Exclusion from education	May remove the stress that caused the exclusion	<ul style="list-style-type: none"> ● Can lower self-image and self-esteem ● Missed schooling may affect learning and loss of friendships
Redundancy	Opportunities to take on new/different challenges or career	<ul style="list-style-type: none"> ● Can lower self-image and self-esteem ● Loss of earning may impact on diet/lifestyle choices, ability to socialise
Imprisonment	May provide opportunities for <ul style="list-style-type: none"> ● learning ● developing new skills ● making different life choices 	<ul style="list-style-type: none"> ● Can lower self-image and self-esteem ● Loss of independence ● Loss of social contact
Changes to standards of living	Improved standards of living can mean a healthier lifestyle, which improves security, self-esteem, contentment	<ul style="list-style-type: none"> ● A poorer standard of living may mean unsuitable housing and poorer diet-these can increase the risk of illness and cause stress
Retirement	<ul style="list-style-type: none"> ● Reduced stress ● More time to spend with family ● More time to take on new interests and hobbies 	<ul style="list-style-type: none"> ● Loss of relationships with colleagues ● Loss of self-image if people lack purpose in life ● Fewer opportunities for intellectual challenge

Health and Social Care: Week 4 Questions

- 1: What is an expected life event?
- 2: Give an example of an unexpected life event?
- 3: Give one example of how new relationships can affect our social development?
- 4: Give one example of how parenthood affects our emotional development?
- 5: What is the emotional process we go through in bereavement?
- 6: How can divorce or separation affect the whole family?
- 7: What is a civil partnership?
- 8: Give three examples of life events which are down to life circumstances?

- 9: Why can moving house be an exciting experience?
- 10: What is redundancy?
- 11: Give one negative effect redundancy can have on emotional development?
- 12: What negative effect on physical development can changes to standards of living cause?
- 13: How can imprisonment help intellectual development?
- 14: How can imprisonment affect emotional development?
- 15: What is retirement?
- 16: Give one positive effect of retirement on social development?

Extended Writing Question: Explain how divorce can affect the whole family?

Health and Social Care: Half Term Five - Week 5

Health and Social Care: Week 5 Knowledge Organiser: Task 3a Practice - Impact of life events on PIES.

Life Events:

- A life event is something that can happen to us at any time in our lifespan, but when it does it can have a significant impact on our growth and development.
- Life events can be expected such as starting school, whereas others are unexpected, such as having a serious accident.

Relationship Changes:

- **New Relationships** - Are important for our social and emotional development. Can result in a positive self-image and high self-esteem. Having someone to share worries with and provide practical and emotional support. Allow us to share social activities and expand our social circle.
- **Long-term relationships** - Marriage, civil partnerships or entering into a long-term relationship is a major change in a person's life. Can be positive and improve a person's self-esteem. Provide a feeling of safety and security. Provide sexual intimacy.
- **Divorce or separation** - Can have a significant impact on emotional development. Can lead to insecurity for all people involved. Lack of security and poor self-image can lead to ill health. Can affect us socially as there might be a loss of friendships and wider family networks.
- **Parenthood** - Can bring positive emotions of great joy and fulfilment. Negative impact; a change in lifestyle and routines, new responsibility can create anxiety, less time for doing activities for themselves and meeting up with friends, pressure of childcare and working, lack of sleep.
- **Bereavement** - The death of someone close to you is one of the most difficult events to cope with. It will have a significant impact on emotional development for some time. Grief is the process of dealing with these emotions, such as sadness, anger, regret. Bereavement can be either expected or unexpected, both can impact on us but if we are expecting it then we may find it easier to come to terms with the death as you are prepared. Bereavement can impact on all of a person's PIES, for example:
 - Physical - Trouble sleeping then experiencing fatigue and tiredness, make you lose your appetite so not eating properly.
 - Intellectual - Having trouble focusing in work or at school, needing to take time off work or school affecting our learning.
 - Emotional - Experience grief and the emotions that come with that process, could cause depression and anxiety.
 - Social - not wanting to socialise with others while grieving and purposely avoiding people.

Health and Social Care: Week 5 Questions

1: Give one example of how new relationships can affect our social development?
 2: What is the emotional process we go through in bereavement?
 3: Give an example of an expected life event?
 4: What is bereavement?
 5: How does bereavement affect us physically?
 6: How does bereavement affect us Intellectually?
 7: How does bereavement affect us emotionally?
 8: How does bereavement affect us socially?

9: What life stage would a 15 year old be in?
 10: Give an example of a key Physical characteristic that happens in that life stage?
 11: Give an example of social development that happens in that life stage/
 12: What life stage would a 55 year old be in?
 13: Social development in this life stage focuses around who?
 14: What is depression?
 15: Give a different example of an unexpected life event to do with relationships?
 16: What is growth and development referring to?

Extended Writing Question: Explain the difference between expected and unexpected life events, and how bereavement might affect us differently if it is expected or unexpected?

Health and Social Care: Half Term Five - Week 6

Health and Social Care: Week 6 Knowledge Organiser: Recap and Feedback of Life Events

Life Events:

- A life event is something that can happen to us at any time in our lifespan, but when it does it can have a significant impact on our growth and development.
- Life events can be expected such as starting school, whereas others are unexpected, such as having a serious accident.

Life events fall into different categories:

- Health and wellbeing
 - Accident and Injury
 - Physical Illness
 - Mental and emotional illness
- Relationship Changes
 - New relationships
 - Long-term relationships
 - Divorce or separation
 - Parenthood
 - Bereavement

- Life circumstances
 - Moving house
 - Starting school
 - Exclusion from education
 - Redundancy
 - Imprisonment
 - Changes to standards of living
 - Retirement

Health and Social Care: Week 6 Questions

- 1: Give an example of an expected life event?
- 2: What is bereavement?
- 3: Give an example of a life event that may impact us in early childhood?
- 4: Give an example of a life event that may impact us in later adulthood?
- 5: What is redundancy?
- 6: Give an example of a physical illness which is long term?
- 7: What is an emotional illness?
- 8: Is Divorce an expected or unexpected life event?

- 9: Give an example of an unexpected life event?
- 10: What is Imprisonment?
- 11: Give an example of a life event that may impact us in adolescence?
- 12: Give an example of a life event that may impact us in early adulthood?
- 13: How can starting school affect us positively?
- 14: How can starting school affect us negatively?
- 15: What do we mean by a change to standards of living?
- 16: Which life event is the most stressful?

Extended Writing Question: Explain why divorce or separation may impact on a person's self-esteem?

History: Half Term Five Medicine - Week 1

History: Week 1 Knowledge Organiser: Middle Ages Ideas about causes of Illness and Disease

Ideas about the cause of disease and illness

God was seen as the main cause because:-

- People were very religious and followed the teachings of the Catholic church
- People paid money to the church called the tithe and the church provided basic medical care.
- Lots of illness was due to malnutrition but religion was used to explain illness and there was little education to give an alternative view .
- Those who committed sin would be punished. Illnesses was used to prove God existed
- Disease was sent by God to cleanse the soul and test your faith - eg leprosy (skin disease which caused paralysis - fingers and toes would drop off) sufferers were isolated and helped by Leper (Leper colony) because people believed it was passed on by breathe

Astrology

A physician would consult star charts but the church did not really approve (they saw it as the supernatural) . The Black Death was caused by bad alignment of the planets

The Theory of the 4 Humours

The idea that the universe was made up of 4 elements (fire, water, earth, air) so the body must be made up of 4 humours. These were

Blood

Phlegm (Cold and wet)

Black bile (clotted blood)

Choler (yellow bile) - pus and vomit

Hippocrates created the idea but it was developed by Galen (physician to the Gladiators)

He believed the humours needed to be balanced - the Theory of opposites to cure a cold you should eat hot peppers. It was popular because it could explain all illnesses

History: Week 1 Questions

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| <ol style="list-style-type: none">1. Which religion influenced medicine in the Middle Ages?2. What was the money paid to the church called?3. What did the church provide people?4. What did the church say was the reason people got ill?5. What disease caused your fingers and toes to fall off?6. What would a physician look at to decide on illness?7. What do astrologers think caused the Black Death? | <ol style="list-style-type: none">8. What were the 4 elements?9. What were the 4 Humours?10. Whose ideas were the 4 Humours?11. Who developed that theory?12. What job did he have?13. What did Galen think about those 4 humours?14. How could this be achieved?15. Why was this theory popular? |
|--|--|

Extended Writing Question: Explain what role the church had in explaining the causes of illness

History: Half Term Five- Week 2

History: Week 2 Knowledge Organiser: Hippocrates and Galen

Hippocrates and Galen

Their ideas remained popular because :-

1. Influence of the church - Galen believed in the soul so it fitted well for the church and the church produced all books so his ideas were transmitted
2. Book learning - physicians read books and only Galen was available
3. Lack of alternatives - no science . dissections were against the church so only criminals were dissected and any thing to disagreed with the 4 humours was blamed on the fact they were criminals

Other Reasons

Miasma theory

Miasma or bad air theory (the air is filled with harmful fumes). Both Hippocrates and Galen both wrote about how swamps, corpses and rotting matter causes the bad air and how it could transit disease

Smells and vapours were also associated with God - clean and sweet smelling homes were a sign of spiritual cleanliness

Dirty and unwashed people were feared because they spread disease

Urine charts

- Physicians examined urine to diagnose illness - the best way to check the humours was by comparing it to a urine chart(colour, smell, thickness and even taste)

Influences on what caused disease

Church - maintained the status quo by deciding which books were copied and distributed. They promoted the 4 Humours and discouraged criticism of Galen

Science and technology; new knowledge was limited and medical theories were old. Then in 1440 the printing press was invented in Gutenberg

Attitudes in society - people did not want to be critical of the church but a few did take like military surgeon Henri de Mondeville

History: Week 2 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. Why did the church accept Galen's views? 2. Who created all the books in Medieval England? 3. What did the church say about dissections? 4. Who were the only people the church would allow to be dissected? 5. What reason was given for why they did not have the 4 humours? 6. What was the Miasma theory? 7. What did Hippocrates and Galen think caused miasma? 8. What did people think caused disease? 9. What did Physicians look at to decide on what was wrong? 10. When and where was the printing press invented? | <ol style="list-style-type: none"> 11. What did Physicians look at to decide on what was wrong? 12. How did the church maintain the status quo? 13. When was the printing press invented? 14. Where was the printing press invented? 15. What was the problem with all knowledge at the time? 16. Who was Henri De Mondeville |
|---|---|

Extended Writing Question: Explain the main theories on the causes of disease in the Middle Ages

History: Half Term Five- Week 3

History: Week 3 Knowledge Organiser: Cures and treatments in the Middle Ages

The main cures and treatments

Religious Actions - the church recommended:-

- Healing prayers and incantations - special mass -fasting or going on a pilgrimage.
- Touching holy relics

Astrology - astrologers said:-

- Treatment people received varied depending on their horoscope
- - alignment of planets to decide which herbs to gather / bleeding / purging/ hair or nail cutting

Symptoms were treated separately - not the disease

The main treatments were :

1.Bloodletting called Phlebotomy was the most common treatment because bad humours could be removed. Monks were not allowed to do it so it was done by barber surgeons and wise women. They did it by:-

- Cutting a vein near the elbow
- Leeches - used mostly for older people
- Cupping - piercing the skin with a knife - heating a cup and placing it over it to draw out the blood

2.Purging - humours were created by food so treatment was purging (vomit / laxative) using strong bitter herbs (like aniseed and parsley)

3.Remedies - herbal infusions

4.Different foods to balance the herbs

5.Bathing - warm baths to dissolve blockages , steam out impurities with plants or other things added to water (paralysis - advised to boil a fox in the water and bathe in it)

Preventing Disease

Church said people needed to live a good life - free from sin and say regular prayers

Hygiene - regimen sanitatis - set of instructions made by Hippocrates . It was used by the rich because it involved hot baths. Washed hands - cleanliness was next to godliness - homes smelled sweet - rushes changed

Diet - eating too much was discouraged- some mediaeval kings died from overeating - Edward 1st (dysentery)

Purifying the air - sweet herbs in a posy carried in front of you as you walked

History: Week 3 Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. What did the church recommend people did to avoid disease? (3 things)2. What did astrologers recommend to cure any illness? (2 things)3. What was different about the treatment of patients then to now?4. What was Phlebotomy?5. Who did Phlebotomy? | <ol style="list-style-type: none">8. What did they use as remedies?9. What was the aim of purging?10. What did the church say people should do?11. What is Regimen sanitatis?12. Who created Regimen Sanitatis? |
|---|---|

History: Week 3 Knowledge Organiser: Cures and treatments in the Middle Ages

The main cures and treatments

Religious Actions - the church recommended:-

- Healing prayers and incantations - special mass -fasting or going on a pilgrimage.
- Touching holy relics

Astrology - astrologers said:-

- Treatment people received varied depending on their horoscope
- -alignment of planets to decide which herbs to gather / bleeding / purging/ hair or nail cutting

Symptoms were treated separately - not the disease

The main treatments were :

1.Bloodletting called Phlebotomy was the most common treatment because bad humours could be removed. Monks were not allowed to do it so it was done by barber surgeons and wise women. They did it by:-

- Cutting a vein near the elbow
- Leeches - used mostly for older people
- Cupping - piercing the skin with a knife - heating a cup and placing it over it to draw out the blood

2.Purging - humours were created by food so treatment was purging (vomit / laxative) using strong bitter herbs (like aniseed and parsley)

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Preventing Disease

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Purifying the air - sweet herbs in a posy carried in front of you as you walked

- 6. How was Phlebotomy done in the Middle Ages?**
- 7. What was purging?**

- 13. What did people do in their homes to avoid disease**
- 14. What was discouraged in the Middle Ages?**
- 15. What happened to Edward 1st?**

Extended Writing Question: Explain the main methods of treatment the sick in the Middle Ages

History: Half Term Five- Week 4

History: Week 4 Knowledge Organiser: The Black Death 1348

Black death 1348-9 (Bubonic Plague)

It was spread along the Trade routes. It was unfamiliar to the people in Europe so they did not know how to treat it . Today it can easily be treated with antibiotics

It was spread by bacteria in the digestive system of the fleas who are on the black rats which came on the trade ships. It can also be carried in the air

The main symptoms included pus filled buboes - it usually killed within 3-5 days .

A third of the population died and it returned every 10-20 years until 1665

The Causes

God punishing people for living bad lives

Breathing in impure air- miasma caused by corruption of the body's humours or it the poisonous air released by a earthquake

Some people blamed the Jewish population but they had been expelled from England so this was not a common view in England

Treatment

It was difficult because they did not know what caused it

- Confess your sins / ask God's forgiveness
- Bleeding and purging - caused people to die quicker
- Strong smelling herbs like aloe and myrrh or boiling vinegar
- Lance the boils - some people whose buboes burst naturally had lived

Preventing

Main advice was to go on a pilgrimage, pray and fast

Self flagellation (whipping) was also popular

Escape - Pope's physician told people to go to the countryside

Created posies

Stay away from infected houses

Avoid anything sad be happy, sing and dance

The Government introduced new quarantine laws - if you were new to an area you had to stay indoors for 40 days

Left rubbish to rot in the streets because this might stop the miasma

History: Week 4 Questions

- | | |
|--|---|
| <ol style="list-style-type: none">1. When did the Black Death come to England?2. How did it get to England?3. What was the official name for the Black Death?4. How can the Black death be treated today?5. How many people did it kill in 1348?6. What were the main symptoms?7. What did people think caused it? | <ol style="list-style-type: none">8. What were the main cures?9. What did the church advise people to do to avoid the disease?10. What did the Pope suggest people did?11. What did the government introduce?12. What did they let rot in the streets?13. What was miasma?14. What were the 4 Humours?15. Whose two theories were the 4 Humours? |
|--|---|

Extended Writing Question: Explain the impact of the arrival of the Black Death in England in 1348

History: Half Term Five- Week 5

History: Week 5 Knowledge Organiser: Ideas on illness and disease 1500-1700

People still believed the same things as in the Middle Ages , little had changed . However religion and social changes did impact on mediaeval knowledge and people's attitudes and these did begin to lose their impact

New ideas and discoveries

- Some Physicians now rejected the 4 Humours in favour of alchemy (chemical treatments) influenced by work of swiss scientist - Paracelsus but ordinary people still believed in it
- There were new ideas on the cause of disease for example animalcules - tiny things scrapped from teeth - later these will be known as bacteria
- Had little impact because of limited medical instruments, little scientific proof and limited knowledge of anatomy

So practice of medicine changed little but ideas did

- Galileo and Copernicus were challenging the authority of the church encouraging people to search for new ideas about the cause of illness
- The idea that urine was not directly related to health
- Physicians observed patients more

Scientific diagnosis developed the following:

- Humanism - the love of learning and belief that humans can make up their own mind
- Rejection of the idea that God was responsible for everything but did not know what was

In the 17th century there was more experimentation from scientists like Thomas Sydenham (English Hippocrates)

- He was a doctor in London
- He refused to rely on medical books instead he observed people
- He believed diseases could be organised into different groups
- He said diseases not symptoms should be treated
- But he was not able to identify microorganisms
- But he did identify that measles and scarlet fever were different diseases caused by different things

History: Week 5 Questions

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. What did most people still think in the Middle Ages? 2. What still influenced what most people thought? 3. What was alchemy? 4. What did the Paracelses think were the main causes of disease? 5. What were animalcules? 6. Why did these ideas have limited impact? 7. Why did little change during this period? 8. What were there limited amounts of ? | <ol style="list-style-type: none"> 9. What did Galleo and Copernicus think needed to change? 10. What was found not to be directly linked to health? 11. What did physicians do more of? 12. What was Humanism? 13. What did they reject? 14. What did Thomas Sydenham think about the treatment of illnesses? 15. What did he manage to identify? |
|---|---|

Extended Writing Question: Explain why some scientists thought things should change?

History: Half Term Five- Week 6

History: Week 6 Knowledge Organiser: Medical people 1250-1500

Most people were treated at home by females because asking for medical help cost money. The following treated the sick:-

Physicians

- They trained at the new universities (including Oxford and Cambridge) so medicine became more professional - a medical degree took 7-10 years
- They were called Physicians but not doctors until the 17th century - their main role was to diagnose illness and recommend treatment. They followed 3 stages
- * look at urine , faeces and blood
- * consulted astrological charts
- * considered the humoural tendencies of a patient

Others then carried out the treatment because many Physicians were churchmen so could not do blood letting.

Physicians were expensive but royalty and wealthy had one of their own

Apothecaries

- They used Mixed herbal remedies using herbal manuals like Materia Medica and information that was passed down the generations. Considered not as skilled as Physicians but more affordable
- Apothecaries were also not subjected to the Hippocratic oath so they dabbled in the supernatural with amulets and charms

Surgeons or barber surgeons

- They pulled teeth / bleed patients - some were highly trained but most relied on experience

Hospitals

Most did not treat sickness but offered hospitality to travellers . 30% were owned and run by the church, often monks and nuns. Funded by wills

Mostly were places to rest and recover - clothes and bedding were regularly changed which is why they recovered. Patients shared beds. Recovery showed God's forgiveness

Infectious patients rejected

Home

Most people were treated at home by women making herbal remedies and restorative food. Women were expected to grow herbs for medicine

They may also carry out minor surgeries and bleeding

History: Week 6 Questions

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Where were most people treated in the Middle Ages? 2. How did physicians decide what was wrong with people? 3. How long did it take for a physician to train? 4. What was the main role of the physician? 5. What did they use to diagnose people? 6. What did Apothecaries use to treat people? 7. What did Apothecaries not have to take that physicians do? 8. Who were the barber surgeons? | <ol style="list-style-type: none"> 9. What were most hospitals used for? 10. Who owned 30% of hospitals? 11. What was the main role of hospitals? 12. What did recovery show in the hospitals? 13. Who was not allowed to go to the hospitals? 14. Who treated most of the sick at home? 15. What was used to treat ill people at home? 16. Where did these medicines come from? |
|---|--|

Extended Writing Question: Explain the main people involved in treating the sick in the Middle Ages

Sport Science: Half Term Five - Week 1

Sport Science: Week 1 Knowledge Organiser: Advancement of Technology in Sports Equipment

Different types of sports clothing and equipment required for participation:

Sports clothing and footwear has seen technology used to improve products for athletes to not only wear comfortable but performance enhancing clothing. The leading sports brands (e.g Nike/Adidas/Puma/Under Armour) in manufacturing sportswear invest in the latest technology to offer performers the most up to date clothing and footwear available.

The kinds of sports kits available have grown in choice, colour, and material to enable a performer to meet the requirements of their chosen activity. Playing a team sport where everyone wears the same clothing to work out in, or wearing the latest fashion in the gym, is critical for some to enjoy their experience (so that they feel fashionable).



Waterproof clothing:

Waterproof clothing has been designed to reduce the barrier of weather preventing individuals participating in outdoor activities as well as keep training in outdoor sports. The use of GORE-TEX has enabled participants to purchase clothing that is waterproof and breathable, as the microporous properties repel water from the outside whilst letting it breathe on the inside to avoid condensation.

First aid equipment:

Coaches and first aiders must be present at training and competitive games to ensure that players are monitored appropriately. They must have first aid qualifications to be able to manage different scenarios that could occur. It is crucial that they always have a first aid kit on hand in case an injury does occur, in order to prevent further harm.

- Ice packs - are normally available in the first aid box which can be used on participants who have swelling due to an injury. The ice pack will reduce the swelling until further medical treatment is available.
- Bandages - should also be in the first aid kit, offering protection should a participant have an injury that is bleeding. The bandage will stop the bleeding as well as reduce the risk of infection until further treatment can be made available. It will also provide support for an injury such as a sprained ankle or wrist.
- Defibrillator - should be used if a performer is in cardiac arrest as it gives a high energy shock or pulse to the heart to increase the chance of recovery. The device sends an electrical shock or pulse to the heart to restore a normal heartbeat.

Sport Science: Week 1 Written Homework 1 Questions

- 1: What two improvements can be seen with sports clothing?
- 2: What do leading sports brands do to enable performers to do well?
- 3: State two features that are more available in sports kits.
- 4: What is the purpose of waterproof clothing?

- 5: State the name of the technology used to make clothing and footwear waterproof.
- 6: Who must be present at training and games to ensure player safety?
- 7: What is the purpose of ice packs?
- 8: What is a defibrillator used for?

Extended Writing Question:

State the importance of having coaching staff and first aider's present at training and matches, and explain the use of one item of equipment they may need to use in order to prevent harm or further harm.

Sport Science: Week 1 Written Homework 2 Questions

- 1: What is GORE-TEX?
- 2: Who manufactures sportswear?
- 3: Why are bandages important?
- 4: Why is fashion important within sport?

- 5: Why is it crucial to always have a first aid kit?
- 6: What can restore an abnormal heartbeat?
- 7: How can a sprain or strain be treated by a first aider?
- 8: What is the purpose of ice packs?

Extended Writing Question:

State the purpose of a defibrillator and explain why it is a beneficial piece of first aid equipment.

Sport Science: Half Term Five - Week 2

Sport Science: Week 2 Knowledge Organiser: NGB's Influence on Technology and Sports Equipment.

NGB's Influence on sports specific technology and advancements:

Sport and physical activity require certain pieces of equipment to be able to participate. For example, netball participants need a ball, goal posts, appropriate flooring marked out and a scoring table. Safety is also a huge aspect of sport. Many NGB's (National Governing Bodies) recommend protective equipment to reduce the risk of injury. This also enhances the enjoyment and participation in sport and physical activity.

Equipment needed for specific sports is split into four groups...



- 1) Participation equipment - Balls, rackets, bats and ropes.
- 2) Fitness related equipment - Dumbbells, kettlebells and ropes.
- 3) Travel related equipment - Kayak and cycles.
- 4) Scoring related equipment - Goal posts.

Examples of NGB's in sport:

- The FA - Football association.
- Badminton England.
- Baseball and Softball UK.
- Basketball England.
- England Netball

Protection and safety equipment:

Protective equipment in sport is designed to protect against impact, which is critical for the safety of the players. Mouth guards are used in several sports including rugby, cricket, hockey and american football to reduce the risk of injury to a players teeth and biting into the lip or internal cheek. Head guards are encouraged in rugby, cricket, american football and ice hockey to reduce the risk of concussion when participating in these sports. Many sports have introduced eye protection, including safety glasses in squash and cycling, to reduce the risk of impact on the eye. Water sports require the use of safety equipment too, with items like floating devices such as life jackets.

Sport Science: Week 2 Written Homework 1 Questions	
<p>1: What does NGB stand for? 2: State two examples of participation equipment. 3: State two examples of fitness related equipment. 4: State one example of travel related equipment.</p>	<p>5: State one example of scoring related equipment. 6: What is the purpose of NGB's? 7: What does protection equipment do? 8: What is the purpose of eye protection?</p>
<p>Extended Writing Question:</p> <p>State the purpose of mouthguards and explain who would enforce them being worn within a sport.</p>	
Sport Science: Week 2 Written Homework 2 Questions	
<p>1: Why do NGB's recommend protective equipment? 2: What is the name of the NGB for football? 3: What is the name of the NGB for netball? 4: What is the name of the NGB for badminton?</p>	<p>5: What is the purpose of protective equipment? 6: What does a headguard prevent or reduce the risk of? 7: What does NGB stand for? 8: What is the purpose of NGB's?</p>
<p>Extended Writing Question:</p> <p>What is the purpose of NGB's and state one NGB and rule they enforce when participants are competing?</p>	

Sport Science: Half Term Five - Week 3

Sport Science: Week 3 Knowledge Organiser: What advancements have been made and what are their limitations?

Equipment:

In recent years that has been an increase in demand upon physical activity. This is particularly evident in fitness related exercise, with it being reported that over 10 million people in the UK go to the gym on a regular basis. Therefore it is not only essential that individuals are equipped to participate, but also the sports facilities. They must be able to cater to the increased demand in participation to ensure people are able to meet their goals and remain healthy/active.

Sport specific equipment:

Depending on the sport you wish to participate in will alter what equipment you will require. Some might be specific clothing, equipment, protective and safety equipment etc...

See below reasons as to where advancements have been made with sports equipment:

- Clothing - improved thermoregulation to improve aerodynamics and increase performance.
- Footwear - sport specific design, using various materials and designs that have features such as improved grip.
- Sport specific equipment - new materials for lightness and strength.
- Protection and safety equipment - improved protection design, more aerodynamics.
- Equipment for individuals with disabilities.
- Facilities - all weather surfaces.
- Officiating - computer assisted systems, video analysis, VAR.
- Performance analysis - action cameras, GPS, applications, sensors on sports clothing/equipment.



Travel related equipment:

When a sport of physical activity requires the performer to travel, it is vital that the appropriate equipment is available. When sailing, a dingy or a yacht is required, when travelling down a river, a canoe or kayak is needed. Cycling is the most popular activity in the UK, therefore different sized cycles are required.

Equipment and technology for people with disabilities:

Active Nation 'Disability Sport' states that "Disability sport is extraordinary: tearing up cliches and breaking down barriers for people with intellectual disabilities. Disability is about much more than physical and mental differences." The development of equipment or assistive technology for people with a disability supports the future of disabled athletes, enabling barriers to be addressed as well as participation rates to increase.

Examples of equipment and technology:

- Boccia - a football with a bell in to play a game with visually impaired participants.
- Wheelchair - adapted to suit different sports, this can be adding straps, different wheels, etc... e.g wheelchair rugby or basketball.
- Prosthetic limbs - adapted to suit different sports and are made from plastic or metal e.g prosthetic leg for sprinting.
-

Limitations of using equipment and technology:

Whilst it is important that equipment and technology is adapted and advanced, this can cause limitations. These include:

Time – setting up, using equipment, compiling data, giving feedback to participants.

Access to technology – equality and unfair advantages as not all participants have access to technology.

Cost of technology – initial cost and follow-up maintenance of equipment.

Accuracy of data provided by equipment.

Usability – specific training required.

Sport Science: Week 3 Written Homework 1 Questions

- 1: What equipment may you need in order to participate in a sport?
- 2: What advancements have happened to clothing to enable athletes to become better?
- 3: What advancements have happened to footwear to enable athletes to become better?
- 4: What advancements have happened to sport specific equipment to enable athletes to become better?

- 5: What advancements have happened to protection and safety equipment to enable athletes to become better?
- 6: State three limitations of using technology.
- 7: How could cost become a limitation?
- 8: How could access become a limitation?

Extended Writing Question:

Explain two reasons as to why a limitation of time can become a factor in terms of technology advancements in sport.

Sport Science: Week 3 Written Homework 2 Questions

- 1: What is Boccia?
- 2: Why is it important to develop assistive technology or equipment?
- 3: What is travel related equipment?
- 4: How can a wheelchair be adapted?

- 5: What is the most popular activity in the UK?
- 6: What are prosthetic limbs made from?
- 7: What protection equipment may you need in order to participate in rugby?
- 8: How could time become a limitation?

Extended Writing Question:

What does 'Active Nation' state about disability in sport and why is their statement important?

Sport Science: Half Term Five - Week 4

Sport Science: Week 4 Knowledge Organiser: Officials and jobs within the sports industry.

There are many different roles within the sports industry, a large aspect of this is the officials. Officials for different sports go by different titles due to the rules they must enforce. Officials must take their role very seriously as they must ensure participants are always safe.

- Key officials and their roles in sports competitions:
 - Referee - rugby, football...
 - Umpire - netball...
 - Assistant Referee.
 - Line Umpire.
 - Scorers - they keep track of the current score within the game to ensure it is played fairly.
 - Judges.
 - Timekeepers - futsal...
 - Video Review Officials.

- Responsibilities of the Officials include:
 - The way they appear (the uniform/kit/clothing they are wearing).
 - Looking after equipment.
 - Must be physical fit.
 - Can communicate effectively.
 - Manage and control players.
 - Health and safety.

Within sport there are 100,000's of jobs available within the sports industry. The advancement within technology is only going to help to build the number of opportunities for people who are interested in the sports and leisure field. Most commonly people think of coaches, managers and teachers to be the main jobs within the sports industry, however the list is endless. Other examples include:

- Fitness instructor - someone who leads fitness exercises to groups of individuals or on a one to one basis.
- Sports agent - a high risk/reward job where you manage the career of an athlete.
- Events coordinator - planning and managing events within the sports and leisure industry.
- Sports media positions - different roles within the media, could include filming, photography, etc...
- Sports marketing - advertising sports/teams/individuals through different forms of media.
- Sports commentary - commentating on live games or recorded to provide a vocal form of sport.

Sport Science: Week 4 Written Homework 1 Questions	
<p>1: What job roles take up a large aspect of what is available within sport? 2: Why must officials take their role very seriously? 3: Identify the name of the official in football. 4: Identify the name of the official in netball.</p>	<p>5: What is the purpose of a scorer? 6: What does an official need to consider in terms of appearance? 7: Identify three different names for officials. 8: Identify three responsibilities of officials.</p>
<p>Extended Writing Question:</p> <p>State one type of official, identify a sport they officiate and explain one rule they must enforce when officiating for that sport.</p>	
Sport Science: Week 4 Written Homework 2 Questions	
<p>1: How many jobs are available within sport? 2: How have more jobs become available in sport? 3: State three job roles within the sports and leisure industry. 4: What does the role of a fitness instructor entail?</p>	<p>5: What does the role of a sports agent entail? 6: What does the role of an events coordinator entail? 7: What does the role of sports marketing entail? 8: What does the role of sports commentary entail?</p>
<p>Extended Writing Question:</p> <p>Explain how the advancement in technology is going to help sport.</p>	

Sport Science: Half Term Five- Week 5

Sport Science: Week 5 Knowledge Organiser: Responsibilities of the officials

Roles and responsibilities of officials:

Officials have many roles and responsibilities, these can fluctuate depending on the sport in questions. However, all have the same core aspects....

- 1) Appearance - what do they look like? What must they wear?
- 2) Equipment - what equipment do they need so they can do their job?
- 3) Fitness requirements - how long is the event or sport? Are they fit enough?
- 4) Effective communication - how do they communicate with participants? Are they clear with their instructions?
- 5) Control of players - how will you manage players and their behaviour?
- 6) Health and safety

Each aspect is important, some are more relevant to the official and their well being, these are: appearance, equipment, fitness requirements and effective communication. The other responsibilities, control of players and health and safety, are more relevant to the participants. An official must ensure that they have control of the game at all times, without this there are likely to be: more foul players, rudeness, arguments/conflict and injury.

What equipment does an official need?

An official may need the following...

- Whistle.
- Earpiece.
- Microphone.
- Watch.
- Disciplinary cards.
- Flags.

VAR - Video Assistant Referee:

A VAR is used within football to assist the referee with assisting or overturning decisions. It uses video footage and provides advice depending on the scenario in question. It is used to determine 'clear and obvious errors' and 'serious missed incidents'. There are four categories of decisions which can be reviewed, these are...

- 1) Goal/No goal - attacking team commits an offence, ball out of play, ball entering goal, offside, handball, offences and encroachment.
- 2) Penalty/No penalty - attacking team commits an offence, defending team commits an offence, location of offence, incorrect awarding, offence not penalised.
- 3) Direct red card - denial of obvious goal scoring opportunity, serious foul play, violent conduct, using offensive language.
- 4) Mistaken identity - in awarding a red or yellow card.

Advantages of VAR:

- Help the referees make decisions.
- Adds excitement when waiting for decisions.
- Greater player discipline.

Disadvantages of VAR:

- Disrupts the flow of the game.
- Produces mistakes.
- Dehumanises the game.

Sport Science: Week 5 Written Homework 1 Questions	
<p>1: Identify one responsibility of an official. 2: What must an official consider in regards to appearance? 3: What must an official consider in regards to equipment? 4: Why are fitness requirements relevant to an official?</p>	<p>5: What is meant by the term effective communication? 6: What is meant by the term control of players? 7: What could happen if an official didn't have control of a game/match? 8: State two pieces of equipment an official may need?</p>
<p>Extended Writing Question:</p> <p>Explain why the role of an official is so important and what repercussions could occur if they do not fulfil their role properly.</p>	
Sport Science: Week 5 Written Homework 2 Questions	
<p>1: What does the acronym VAR stand for? 2: What is the purpose of VAR? 3: What are the four categories VAR looks at? 4: State two pieces of equipment an official may need?</p>	<p>5: What are the VAR specialists looking for when they are reviewing a decision? 6: What is meant by mistaken identity within VAR? 7: Name two advantages of VAR. 8: Name two disadvantages of VAR.</p>
<p>Extended Writing Question:</p> <p>State an incident that could be reviewed by VAR and explain one advantage of the VAR process within that incident.</p>	

Sport Science: Half Term Five- Week 6

Sport Science: Week 6 Knowledge Organiser: Performance Analysis

Performance analysis is a specialist discipline involving systematic observations to enhance performance and improve decision making, primarily delivered through the provision of data analysis and visual feedback.

GPS, heart rate (HR) monitors and apps form an enhanced edge to sport and physical activity performance. The technology provides valid, reliable and detailed information on an individual's performance, enabling adaptations to training as well as motivation for personal goals. The technology offers the performer information on metres per second, overall metres, intensity worked, and heart rate as well as information about performance under fatigue, all vital elements in an individual's drive to improve their performance.

Sports clubs use the GPS data to assess the in game and post game performance of a player. The sport science team and data analysts can highlight to the coaching team if a player is at an increased risk of injury and whether their distance-covered running statistics are lower than normal.

Types of performance analysis include:

- Smartwatches - Features technology to monitor heart rate and other vital signs (can track steps, distance, calories etc...)
- Heart rate monitors.
- GPS systems - Tracks a player's health and fitness as well as distance covered and position during a game.
- Smartphone fitness apps.

Benefits for athletes:

- Improved technical and tactical knowledge.
- Improved decision making.
- Improved confidence.

Benefits for coaches:

- Assists in understanding an athlete's strengths and weaknesses.
- Enhances their own development and coaching practice.
- Enables in depth review of performance.

Performance analysis can be used in the following areas to add value to a sports programme:

- 1) Strategic thinking.
- 2) Training.
- 3) Pre competition.
- 4) During competition.
- 5) Post competition.

Sport Science: Week 6 Written Homework 1 Questions	
<p>1: What is the purpose of performance analysis? 2: How can performance be assessed? 3: What three things does the technology provide regarding performance analysis information? 4: How can performance analysis enable participants to meet personal goals?</p>	<p>5: State two pieces of information performance analysis can provide. 6: What data can be collected from GPS? 7: Identify two types of performance analysis. 8: What is the purpose of a smartwatch?</p>
<p>Extended Writing Question: Explain what is meant by the term performance analysis and state one piece of performance analysis equipment a participant could use.</p>	
Sport Science: Week 6 Written Homework 2 Questions	
<p>1: Identify two pieces of data a smartwatch can track. 2: What is the purpose of GPS? 3: State one type of performance analysis equipment. 4: What is the purpose of performance analysis?</p>	<p>5: What is one benefit of performance analysis for athletes? 6: What is another benefit of performance analysis for athletes? 7: What is one benefit of performance analysis for coaches? 8: Identify one area performance analysis can be used to add value to a sports programme.</p>
<p>Extended Writing Question: State three benefits of performance analysis for coaches and explain why they are benefits.</p>	

Psychology: Half Term Five - Week 1

Psychology: Week 1 Knowledge Organiser: Applying understanding of research methods to visual illusions and visual constancy

Variables - a variable is a quantity or quality that varies in situations.

Independent variable - The variable that is manipulated by the researcher.

Dependent variable - The variable that is measured by the researcher.

Control variable - The variable that is controlled by a researcher else it may impact the results.

Extraneous variable - Unwanted factors in a study that , if not accounted for, could negatively affect the data.

Confounding variable - variables that have not been controlled and have consequently affected the results.

Situational Variable - An extraneous variable present in the environment of the study which could affect participant performance.

Participant variable - Extraneous variables specific to the participants of an investigation that could affect their performance.

Visual constancy: the ability to understand that the properties of an object stay the same even when the size, shape or colour of an object appears to change because of environmental conditions.

Psychology: Week 1 Questions

- 1: What is a variable?
- 2: What is a confounding variable?
- 3: What is a situational variable?
- 4: Provide one example of a situational variable.

- 5: What is a participant variable?
- 6: Provide one example of a participant variable.
- 7: What is visual constancy?
- 8: What are two types of extraneous variable?

1. Which type of question is this? 'Do you have a pet - yes or no'.
2. Which type of question is this? 'How do you like your cup of tea?'.
3. What is the opposite of a closed question?
4. Should participants be left alone when completing their questionnaires?

1. Apart from writing your responses down, how else can a questionnaire be administered?
2. What is qualitative data?
3. Which type of data is numerical?
4. What is one issue with questionnaires?

Extended Writing Question: Explain what a visual constancy is.

Psychology: Half Term Five - Week 2

Psychology: Week 2 Knowledge Organiser: Revise, mini mock and feedforward

- **Target population** - is a group of people a researcher wants to study and apply their findings to.
- **Sample** - is a group of people who take part in a research investigation'.
- **Descriptive statistics** - Ways of analysing quantitative data, finding trends and displaying trends. Includes: the mean, mode, range, median.
- **Tables, charts and graphs** All ways to graphically represent data.
- **Ethics:** They are guidelines set by the British Psychological Society (BPS).
- **Observation:** A research method that involves watching and recording behaviour. There are different types of observations:
- **Variables** - a variable is a quantity or quality that varies in situations. There are several types of variables.

Psychology: Week 2 Questions

1. If a researcher wanted to research the educational experiences of private school children, who is the researcher's target population?
2. List the 6 types of observations.
3. What is an independent variable?
4. What is a dependent variable?

5. What is an extraneous variable?
6. Which sampling technique involves calculating the sub-groups of a target population?
7. List the ethical codes.
8. How do you work out the mean/average?

1. What are the two types of questions in a questionnaire?
2. Which type of question produces numerical data?
3. What is numerical data also known as?
4. What should you not do when creating a questionnaire?

1. What does social desirability bias mean?
2. Which topics are associated with social desirability bias?
3. What does multiple choice mean?
4. Is multiple choice a closed or open question?

Extended Writing Question: Why should psychologists follow ethical guidelines?

Psychology: Half Term Five - Week 3

Psychology: Week 3 Knowledge Organiser: Expectations

9 markers - Synoptic and Issues and Debates

12 markers - Research methods

Apply it questions - refer to STEM

Psychology: Week 3 Questions

1. What is a participant variable?
2. What is a line graph?
3. What is a situational variable?
4. What is a scatter graph?

5. What is a sample?
6. What is a pie chart?
7. What is opportunity sampling?
8. What is a median?

1. What is a descriptive statistic?
2. Work out the mean: 8,4,2,1.
3. Work out the mode: 11, 17, 12, 17.
4. Work out the median: 4, 8, 2, 7.

1. Work out the range: 5, 7, 1, 35.
2. Which descriptive statistic is classed as a measure of dispersion?
3. What does mode mean?
4. What does the mean mean?

Extended Writing Question: What are the expectations in the psychology lessons?

Psychology: Half Term Five - Week 4

Psychology: Week 4 Knowledge Organiser: Introduction, variables and target population

Variables - a variable is a quantity or quality that varies in situations.

Independent variable - The variable that is manipulated by the researcher.

Dependent variable - The variable that is measured by the researcher.

Control variable - The variable that is controlled by a researcher else it may impact the results.

Extraneous variable - Unwanted factors in a study that , if not accounted for, could negatively affect the data.

Confounding variable - variables that have not been controlled and have consequently affected the results.

Situational Variable - An extraneous variable present in the environment of the study which could affect participant performance.

Participant variable - Extraneous variables specific to the participants of an investigation that could affect their performance.

Population – A complete set of individuals.

Target population - is a group of people a researcher wants to study and apply their findings to.

Sample - 'is a group of people who take part in a research investigation'.

The sample is drawn from the target population and is presumed to be representative of that population.

A generalisable sample - is the extent to which a researcher can apply their findings to the target population they are interested in.

Sampling techniques - Are ways a researcher obtains the participants that will take part in the research.

Psychology: Week 4 Questions

1. What is a variable?
2. Which variable is measured by the researcher?
3. Which variable is manipulated by the researcher?
4. What is the difference between an extraneous and control variable?

5. Poppy's participants were all different ages and took a spelling test. How may age be a participant variable in this scenario?
6. Max's study spanned over a month. Some participants took the memory test in hot weather whereas some of the participants took the memory test in cold weather. How could the weather be a situational variable?
7. What are sampling techniques?
8. Why is a small sample size problematic?

9. What is a participant variable?
10. What is a line graph?
11. What is a situational variable?
12. What is a scatter graph?

13. What is a sample?
14. What is a pie chart?
15. What is opportunity sampling?
16. What is a median?

Extended Writing Question: What does a generalisable sample mean?

Psychology: Half Term Five - Week 5

Psychology: Week 5 Knowledge Organiser: Ethics & standardised procedures

Ethics: They are guidelines set by the British Psychological Society.

- Consent: have participants given informed consent? If the participant is under 16 years old, has informed consent been given by their parents or carers?
- Deception: have the participants been deceived in any way? If so, could this have been avoided?
- Debriefing: have the participants been debriefed? Have they been given the opportunity to ask questions?
- Withdrawal from the investigation: have the participants been informed of their right to withdraw from the research at any point, including the right to withdraw their data at a later date?
- Anonymity and Confidentiality: participants have a right to remain anonymous in publication of the research and confidentiality should be maintained except in exceptional circumstances where harm may arise to the participant or someone associated with the research or participant.
- Protection of participants: researchers must protect participants from both physical and psychological harm.

Standardised procedures: the process in which procedures used in research are kept the same. Great attention is taken to keep all elements of a procedure identical. Under these circumstances, changes in data can be attributed to the IV.

Psychology: Week 5 Questions

1. Who makes the ethical guidelines?
2. If a participant is deceived what does this mean?
3. If the researcher tells lots of irrelevant people your name and your results, which ethical guideline has the researcher broken?
4. What are the two types of harm?

5. What are ethics?
6. What are standardised procedures?
7. What does anonymity mean?
8. Are children allowed to sign informed consent forms?

- 1: What is a variable?
- 2: What is a confounding variable?
- 3: What is a situational variable?
- 4: Provide one example of a situational variable.

- 5: What is a participant variable?
- 6: Provide one example of a participant variable.
- 7: What is visual constancy?
- 8: What are two types of extraneous variable?

Extended Writing Question: Ethan conducted an experiment where people were required to talk about their previous failed relationships. Name and explain one potential ethical issue of this experiment.

Psychology: Half Term Five - Week 6

Psychology: Week 6 Knowledge Organiser: Informed consent, debrief & go do.

- Consent: have participants given informed consent? If the participant is under 16 years old, has informed consent been given by their parents or carers?
- Debrief: The researcher explains the purpose of the study and offers psychological support, including contact information and a thank you to the participant for taking part. A debrief also includes the right to withdraw at any future point and a promise of confidentiality.

The intent of an informed content is that human participants can enter research freely (voluntarily) with full information about what it means for them to take part.

The aim of a debrief is for a participant to be returned to the state he/she was in before participating in the study.

Psychology: Week 6 Questions

1. What is informed consent?
2. Other than a signature, what else can be used to signify that a participant has agreed to taking part in the research?
3. When should a participant give informed consent?
4. Which format should an informed consent be written in?

5. What is a debrief?
6. What is the purpose of a debrief?
7. If the participant is distressed after taking part in the research, what can the researcher offer?
8. When should the participant be reminded of their right to withdraw?

9. If a researcher wanted to research the educational experiences of private school children, who is the researcher's target population?
10. List the 6 types of observations.
11. What is an independent variable?
12. What is a dependent variable?

13. What is an extraneous variable?
14. Which sampling technique involves calculating the sub-groups of a target population?
15. List the ethical codes.
16. How do you work out the mean/average?

Extended Writing Question: Explain the aim of a debrief with examples of what a debrief will include

