

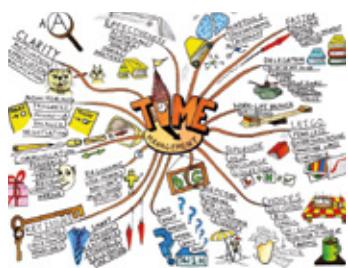
Y7

Knowledge Organiser

SPRING 2022

STUDENT NAME:

HOW TO SELF TEST WITH KNOWLEDGE ORGANISERS



Mind Mapping

Mind mapping is simply a diagram used to visually represent or outline information.

It is a graphic technique you can use to translate what is in your mind into a visual picture. Since mind mapping works like the brain does it allows you to organise information faster and more efficiently.

Use information gathered from your knowledge organiser to create mind maps, make sure to use colours and images, keeping writing to a bare minimum. Using this technique will help to embed key information into your long-term memory.



HOW TO MIND MAP VIDEO



Flash Cards

Use your knowledge organiser to make flash cards. Write the question on one side and on the other record the answer. Test yourself or work with a friend to make sure you know all the key information for each topic. You could also use flash cards to test yourself on the definitions of key terminology.

Remember you need to revisit information 10 times for it to be embedded in your long-term memory.



HOW TO MAKE FLASH CARDS VIDEO



Revision Clocks

Start by drawing a basic clock. Break your knowledge organiser down into 12 sub-categories. Make notes in each chunk of the clock. Revise each slot for 5 minutes, turn the clock over and then try to write out as much information as you can from one of the segments. E.g. all the information in the 2-3pm segment.

Your brain will retain more information if you include images as well as key words.

HOW TO MAKE A REVISION CLOCK

Literacy – Term 2

Optional

ENGLISH

Word of the Week	Definition
To demean	To cause a severe loss in the dignity of and respect for (someone or something).
Pedantic	Excessively concerned with minor details or rules.
Sanguine	Optimistic or positive, especially in an apparently bad or difficult situation.
Vitriolic	Filled with bitter criticism or malice.
Sycophant	A person who acts obsequiously towards someone important in order to gain advantage.
Pejorative	Expressing contempt or disapproval.
To inculcate	To instil (an idea, attitude, or habit) by persistent instruction.
Candid	Truthful and straightforward; frank.
To epitomise	Be a perfect example of.
Idiosyncrasy	A mode of behaviour or way of thought peculiar to an individual.

Seven Deadly Sin focus: Apostrophe for possession

Use an apostrophe + S ('s) to show that one person/thing owns or is a member of something.

The dog's collar (The collar of the dog.) The writer's desk (The desk of the writer.) The planet's atmosphere (The atmosphere of the planet.)

Use an apostrophe after the 's' at the end of a plural noun to show possession.

The dogs' collars (The collars of the dogs.) The writers' desks (The desks of the writers.) The planets' atmospheres (The atmospheres of the planets.)

If a plural noun doesn't end in 's,' add an apostrophe + 's' to create the possessive form.

The children's toys (The toys of the children.) The geese's migration route (The migration route of the geese.)

Now you try:

1. The coat of the boy was left on the back of his chair.
2. The pen of the writer stopped working.
3. The books of the children were left on their desks.
4. The parents of the children were asked to ensure the children learned their spellings.
5. The fur of the cat was wet from the rain.

Remember last term, we focused on apostrophe with contraction

A contraction is a shortened form of a word/group of words that removes certain letters or sounds.

Here are the most common contractions:

He would = He'd

I have = I've

They are = They're

You cannot = You can't

He does not = He doesn't

She did not = She didn't

Reading Term 2:

Survival Anthology

(extracts from a number of authors)

Context

This is an anthology of challenging non-fiction extracts, covering a wide range of experiences. You will be studying: a mining disaster from 1866, Mandela's experiences in prison, plane crash survivors, an expedition to the Peruvian Andes that goes very wrong, and a recent true story of the man who survived fourteen months in a small boat drifting seven thousand miles across the Pacific Ocean.

Big Question

What qualities allow people to survive in challenging situations?

Describing characters

Character	Characteristic	Synonyms
Mandela	Moral	Ethical / good / honest / loyal
Simpson	Strong	Resilient / tough / positive / hopeful
Alvarenga	Survivor	Fighter / hardy / robust / strategic / effective
Canessa	Motivated	Driven / striving / spirited / resistant / irrepressible

Key quotes for understanding the story



- MANDELA: "We would fight inside as we had fought outside. The **racism** and **repression** were the same; I would simply have to fight on different terms."
- SIMPSON: "I could see possible dangers, very real risks that could destroy my hopes, but somehow I knew that I could **overcome** them."
- ALVARENGA: "Hundreds of miles from the nearest island and stripped of every modern convenience he existed in the state best described as 'solitary unconfinement.'"
- CANESSA: "He felt triumphant. His conscience had overcome a primitive irrational taboo. He was going to survive."

Key words

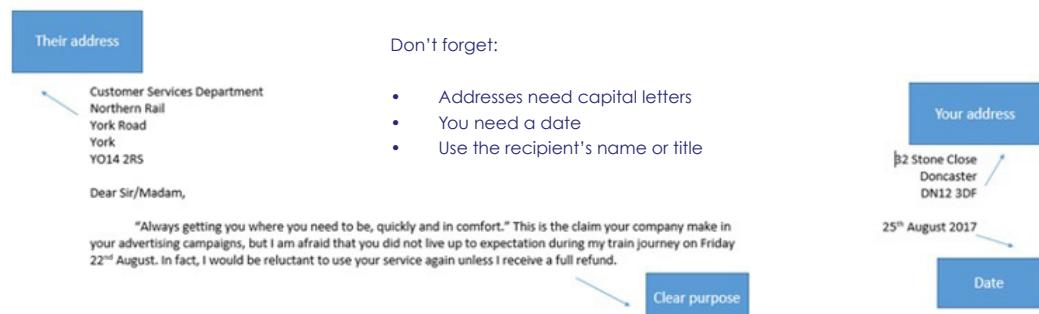
Apartheid – a policy or system of segregation or discrimination on grounds of race.

Oppression – prolonged cruel or unjust treatment or control.

Expedition – journey or voyage undertaken by a group of people with a particular purpose, especially that of exploration.

Resilience – the capacity to recover quickly from difficulties; toughness.

WRITING: LETTERS – In this term you will be focusing on writing letters for a number of different audiences. In order to make sure your letters are clear and convincing, it is important that you get the basic layout right. Here's a reminder of a letter layout:



Notes:

YEAR 7 KNOWLEDGE ORGANISER SPRING 2022 | Delta Academies Trust

Unit 6: Order Fractions, Decimals & Integers

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

TIP

Convert all numbers to the same form; either fractions, decimals or percentages.
If using a calculator, convert them all to decimals.

Integer:

A whole number that can be positive, negative or equal to zero.

Ascending Order:

Place in order, smallest to largest.

Descending Order:

Place in order, largest to smallest.

Inequality:

Statement that contains $<$, $>$, \leq , \geq , to show which quantity is greatest or smallest.

Order these in ascending order:

1)

$$\frac{2}{3}, \frac{3}{4}, \frac{5}{6}, \frac{7}{12}$$

2)

$$\frac{3}{7}, \frac{1}{2}, 0.49, 0.2$$

3)

$$\frac{7}{32}, 25\%, 0.05, \frac{29}{100}$$

Sparx topics:

M522 Understanding and ordering decimals

M335 Ordering fractions

M264 Converting between fractions, decimals and percentages

M553 Ordering fractions, decimals and percentages

Other Sparx topics covered by this unit:

M527 Ordering negative numbers

M763 Using number lines

U509 Reading and drawing inequalities on number lines (this is a GCSE topic)

Examples

Write in ascending order.	$\frac{3}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{7}{8}$	$\frac{1}{4}$
To order these fractions, make the denominators the same.	$\frac{6}{8}$	4	2	3	5
SOLUTION Using the original form	$\frac{1}{4}$	$\frac{3}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{7}{8}$
Write in ascending order.	56%	$\frac{3}{4}$	0.871	23%	$\frac{6}{7}$
To order these, convert them all to decimals.	0.56	2	0.75	3	5
SOLUTION Using the original form	23%	56%	$\frac{3}{4}$	$\frac{6}{7}$	0.871

ANSWERS 1) $\frac{7}{12}, \frac{2}{3}, \frac{3}{4}, \frac{5}{6}$ 2) 0.2, $\frac{3}{7}, 0.49, \frac{1}{2}$ 3) 0.05, $\frac{32}{7}, 25\%, \frac{29}{100}$

Unit 7: Order of Operations

MATHS

Key Concept

Mixed numbers

B Brackets

I Indices

D Division

M Multiplication

A Addition

S Subtraction

If a calculation contains only the looped calculations then work from left to right.

TIP

Put brackets around the calculations that need to be done first.

Indices also includes roots.

Key Words

Operation:

In mathematics these are the functions
 $\times \div + -$.

Commutative:

Calculations are commutative if changing the order does not change the result.

Associative:

In these calculations you can re-group numbers and you will get the same answer.

Indices:

These are the square numbers, cube number and all other numbers with powers.

Sparx topics:

M521 Using the correct order of operations

M492 Using the commutative laws

M409 Using the associative laws

Other Sparx topics covered by this unit:

M106 Adding and subtracting with negative numbers

M288 Multiplying and dividing with negative numbers

M208 Substituting into algebraic formulae

M979 Substituting into real-life formulae

Questions

1) $7 - 10 \div 2$

2) $4^3 - 13 \times 4$

3) $21 \div 7 - 2$

4) $12 \div (7 - 3)$

5) $20 \div 2^2$

6) $(16 - 13) \div 3$

7) Write brackets () to make this calculation work. You can use more than one pair of brackets if needed.

$20 \div 5 - 3 = 10$

Examples

$$\begin{array}{r} \underbrace{5 \times 4}_{20} - \underbrace{8 \div 2}_4 = 16 \end{array}$$

$$\begin{array}{r} (2^2 + 6)^2 \times 4 - 8 \\ \downarrow \\ (4 + 6)^2 \times 4 - 8 \\ \downarrow \\ (10)^2 \times 4 - 8 \\ \downarrow \\ 100 \times 4 - 8 \\ \downarrow \\ 400 - 8 = 392 \end{array}$$

Key Concept**Formula**

$$v = u + at$$

Expression

$$f^2 + f^2 + f^2$$

Equation

$$34 = 12 + 6t$$

Identity

$$c \times c \equiv c^2$$

TIP

When expanding brackets be careful with negatives.

Key Words**Formula:**

A rule written using symbols that describes a relationship between different quantities.

Expression:

Shows a mathematical relationship whereby there is no solution but a collection of like algebraic terms.

Equation:

A mathematical statement that shows that two expressions are equal.

Identity:

A relation which is true, no matter what values are chosen.

Questions

1) $5x + 3y - 2x + 4y$

2) $2p - 6q + 2q + 4p$

3) $12b - 3(2b + 5)$

4) **Factorise**

a) $4x + 10$

b) $8a^2 - 10a$

Sparx topics:

M813 Algebraic notation

M830 Algebraic terminology

M795 Simplifying expressions containing a single variable

M531 Simplifying expressions containing multiple variables

M494 Simplifying expressions containing non-linear terms

M237 Expanding single brackets

M792 Expanding single brackets and simplifying expressions

M100 Factorising into one bracket

Examples**Simplify:**

$$\begin{array}{r} 4a + 3b - a + 2b \\ \hline = 3a + 5b \end{array}$$

Expand and simplify:

$$\begin{aligned} 9a - 2(3a - 4) \\ 9a - 6a + 8 \\ 3a + 8 \end{aligned}$$

Factorise:

$$9x^2 + 6x$$

Factorising is the opposite of expanding brackets

$3x$ is common to both terms

$$3x(3x + 2)$$

Expand and simplify:

$$2(4a + 2b) - 2(a + 3b)$$

$$\begin{array}{r} 8a + 4b - 2a - 6b \\ \hline = 6a - 2b \end{array}$$

Unit 9: Solving Equations

MATHS

Key Concept

Inverse Operations

Operation	Inverse
+	-
-	+
×	÷
÷	×
x^2	\sqrt{x}

TIP

Answers can be:

- Integers
- Decimals
- Fractions
- Negatives

Key Words

Unknown:

A letter which represents a number we do not know the value of.

Terms:

The numbers and letters in the expression or equation.

Inverse:

The operation which will do the opposite.

Questions

- 1) $x + 8 = 19$
- 2) $y - 25 = 15$
- 3) $2y = 82$
- 4) $\frac{t}{4} = 7$
- 5) $\frac{p}{2} - 6 = 2$
- 6) $3(2x - 3) = 15$
- 7) $4x - 8 = 2x + 1$

Sparx topics:

M707 Solving equations with one step
M509 Solving equations with two or more steps
M554 Solving equations with the variable on both sides

Examples

$$x + 9 = 16$$

$$-9 \quad -9$$

$$x = 7$$

$$x - 12 = 20$$

$$+12 \quad +12$$

$$x = 32$$

$$\frac{x}{3} = 5$$

$$\times 3 \quad \times 3$$

$$x = 15$$

$$2x + 5 = 14$$

$$-5 \quad -5$$

$$2x = 9$$

$$\div 2 \quad \div 2$$

$$x = 4.5$$

$$\frac{x}{4} - 2 = 4$$

$$+2 \quad +2$$

$$\frac{x}{4} = 6$$

$$\times 4 \quad \times 4$$

$$x = 24$$

$$2(3x + 5) = -14$$

Expand

$$6x + 10 = -14$$

$$-10 \quad -10$$

$$6x = -24$$

$$\div 6 \quad \div 6$$

$$x = -4$$

$$2x + 7 = 5x + 1$$

-2x (smallest x term)

$$+7 = 3x + 1$$

$$-1 \quad -1$$

$$6 = 3x$$

$$\div 3 \quad \div 3$$

$$2 = x$$

ANSWERS 1) $x = 11$ 2) $y = 40$ 3) $y = 41$ 4) $t = 28$ 5) $p = 16$ 6) $x = 4$ 7) $x = 4.5$

Key Concept

Pie Charts

There are 360 degrees in a pie chart. So you need angles that add to 360°.

Eye Colour	Frequency	
Blue	15	$\times 4 = 60^\circ$
Brown	43	$\times 4 = 172^\circ$
Other	32	$\times 4 = 128^\circ$
$\frac{360^\circ}{90} = 4$	= 90	= 360°

TIP

- There can be more than one mode.
- Range is a measure of spread, not an average.
- Bar charts have gaps between the bars.

Key Words

Frequency:

The total number within each category of the survey or experiment.

Mean:

Total of data divided by the number of pieces of data.

Mode:

The value that occurs most frequently.

Median:

Middle number when the data values are ranked in order of size, starting with the smallest.

Range:

Difference between the largest and smallest values.

Sparx topics:

M574 Drawing pie charts
M165 Interpreting pie charts
M460 Drawing bar charts
M738 Interpreting bar charts
M841 Finding the mode
M934 Calculating the median
M940 Calculating the mean
M328 Calculating the range
M127 Finding averages from frequency tables

Other Sparx topics covered by this unit:

M597 Drawing and interpreting tally charts
M440 Choosing suitable averages and solving problems

Questions

1) Find the mean, mode, median and range of:

a) 3, 12, 4, 6, 8, 5, 4

b) 12, 1, 10, 1, 9, 3, 4, 9, 7, 9

2) For this frequency table:

Age	Frequency
11	17
12	11
13	8

a) Draw a pie chart to show the data.

b) Draw a bar chart to show the data.

c) Work out the mean of the data.

Examples

5, 9, 9, 9, 11, 12, 13, 15, 16

Averages

$$\text{Mean} = \frac{5 + 9 + 9 + 9 + 11 + 12 + 13 + 15 + 16}{9} = \frac{99}{9} = 11$$

$$\text{Median} = 11 \quad (\text{The middle number shown above})$$

$$\text{Mode} = 9 \quad (\text{This number occurs most often})$$

Measure of Spread

$$\text{Range} = 16 - 5 = 11$$

(A bigger range means the data is more spread out)

- 1) a) Mean = 6.5, Mode = 9, Median = 4, Range = 9
b) Mean = 6, Mode = 4, Median = 5, Range = 8
2) a) Angles 170°, 110°, 80° c) 11.75

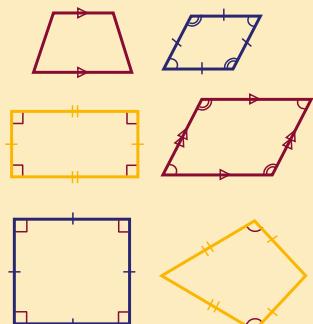
ANSWERS

Unit 11: Properties of Shapes

MATHS

Key Concept

Quadrilaterals



TIP

Rotational symmetry is when a shape can fit inside itself each time after a full 360 degree turn. To see if a line of symmetry works, fold along the line and see if the both halves lie exactly on top of each other.

Key Words

Angle:

This is formed by two lines, joined by a common endpoint.

Symmetry:

A shape has symmetry if there is a line which forms two equal parts which are a mirror image of each other.

Reflection:

This is where a shape is flipped.

Rotation:

This is where a shape is turned.

Questions

For the shapes below draw on their lines of symmetry and state their order of rotational symmetry.

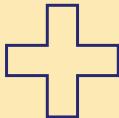
1)



2)



3)



Sparx topics:

M502 Types of angles
M814 Line properties
M276 Shape properties
M523 Symmetry
M290 Reflection
M910 Rotation

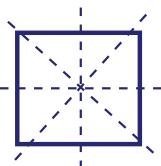
Other Sparx topics covered by this unit:

M541 Estimating angles
M780 Measuring angles
M595 Identifying parts of circles

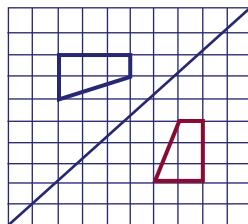
Examples

Lines of symmetry and reflection

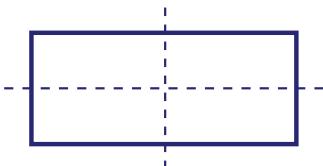
Square
4 lines of symmetry



Reflection



Rectangle
2 lines of symmetry



Rotational Symmetry

Order = 2



- 1) 2 lines of symmetry, order = 2.
2) 1 line of symmetry, order = 1.
3) 4 lines of symmetry, order = 4.

ANSWERS

Energy stores

There are 8 energy stores:

Kinetic

Elastic

Gravitational

Magnetic

Nuclear

Electrostatic

Thermal

Chemical

Energy pathways

The law of conservation of energy states that energy cannot be created or destroyed just changed from one type to another.

Energy is transferred from one store to another by one of 4 pathways.

Mechanical – When energy is transferred by a force moving an object.

Radiation – When energy is transferred by a wave such as light, infrared or sound.

Heating – When energy is transferred due to a temperature difference.

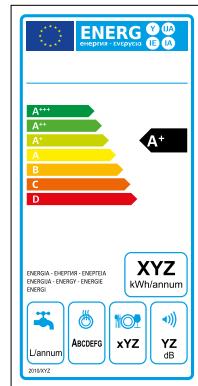
Electrical – When energy is transferred in an electrical circuit.

Energy efficiency

Not all energy that is transferred is transferred to a useful store. Any energy that is transferred into a store that is not useful is wasted. This energy is said to have been dissipated. Efficiency tells you how good an appliance is at transferring the total energy input into useful energy stores. The more efficient a transfer is the less energy is wasted.

$$\text{Energy efficiency} = \frac{\text{Useful energy output}}{\text{Total energy input}}$$

Every appliance now comes with an efficiency sticker to inform consumers.



Power

Power is a measurement of the amount of energy used per second and measured in Watts W or kW.

Power is calculated using the following equation.

$$\text{Power (watt W)} = \frac{\text{Energy Transferred (joule J)}}{\text{Time (second s)}}$$

Non-renewable energy

Providing energy on earth is a challenge. For the last 300 years we have been dependant on burning non-renewable energy sources such as coal, oil and gas (fossil fuels).

Disadvantages

Non renewable means that the fuel takes a long time to form (millions of years) and cannot be replaced.

Burning fossil fuels also releases pollution such as carbon dioxide and sulphur dioxide which contribute to global warming and acid rain.



Renewable energy

Solar power

Solar panels use nuclear energy from the sun to create an electrical current.

Disadvantages

Solar panels only work when it is light. They are expensive to build and maintain.



Tidal

Tidal barriers use kinetic energy from the waves to create an electrical current.

Disadvantages

They can damage marine life, are expensive to build and can only be installed in certain places.



Hydroelectric

Hydroelectric power stations use kinetic energy from moving water through the wall of a dam to create an electrical current.

Disadvantages

They are very expensive to build and will lead to large areas of the environment being damaged to create the dam and reservoir.

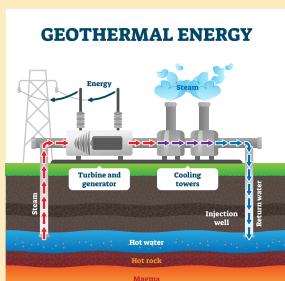


Geothermal

Geothermal power stations use thermal energy from the Earth's core to create an electrical current.

Disadvantages

They are expensive to build and there are some concerns that the construction can lead to earthquakes.



Wind

Wind turbines use kinetic energy from wind to create an electrical current.

Disadvantages

They can be noisy, only work when it is windy, can kill birds and cause visual pollution.



An advantage of using solar, tidal, hydroelectric, geothermal and wind is that they produce no carbon dioxide, so do not contribute to global warming.

A chemical reaction is where 1 or more new substances are formed.

Reactants

The chemicals you start with in a reaction



Products

The chemicals created in a reaction



In a chemical reaction the bonds holding the reactants' atoms together break and new bonds are formed between the products.

Metals and Non-metals

Physical properties

Metals	Non-Metals
Good conductors of electricity	Poor conductors of electricity
Good conductors of thermal energy	Poor conductors of thermal energy (insulator)
Malleable	Brittle
Ductile	Non-ductile
High melting point	Low melting point

Chemical properties

Metals and non-metals react to form compounds.

Metals react with oxygen to form oxides.

Metals react with acids to form a salt. The type of salt depends on the acid that the metal reacts with.

Some more reactive metals react with water to form hydroxides.

Metal Reactions

Metal + Oxygen → Metal Oxide

E.g. magnesium + oxygen → magnesium oxide

Metal + Acid → Metal Salt + Hydrogen

E.g. zinc + hydrochloric acid → zinc chloride + hydrogen

E.g. potassium + nitric acid → potassium nitrate + hydrogen

Magnesium + Nitric Acid → Magnesium Nitrate + Hydrogen

Metal + Water → Metal hydroxide + hydrogen

E.g. sodium + water → sodium hydroxide + hydrogen

Acids, Alkalies and Indicators

SCIENCE

A substance can be identified as an acid or alkali using an indicator. **Litmus paper** will show blue for an alkali and red for an acid but will not tell us if it is strong or weak. If we need to know how strong an acid or alkali is we use **universal indicator**.

The pH Scale



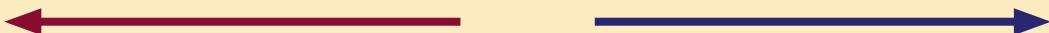
Strong acid

Weak acid

Neutral

Weak alkali

Strong alkali



The pH scale shows how strong an acid or alkali is using numbers 1 to 14. Each number has a colour that you can match from the universal indicator.

The arrows on the pH scale show that the weakest acids and alkalis are those closest to 7 and that the strongest acid is pH 1 and the strongest alkali is pH 14.

Neutralisation

pH 7 is neutral; it is neither an acid or an alkali. Water is a neutral solution.

When an acid reacts with an alkali a neutral solution (water) is created along with a salt.



The name of the salt depends on the acid used.

Acid	Salt
Hydrochloric Acid	Metal Chloride
Nitric Acid	Metal Nitrate
Sulphuric Acid	Metal Sulphate

Inherited characteristics

Children inherit characteristics from their parents. Each child inherits a different combination of characteristics e.g. Eye colour.

Some characteristics can be both inherited and environmental e.g. Hair colour can be inherited, but you can change your hair colour if you dye it.

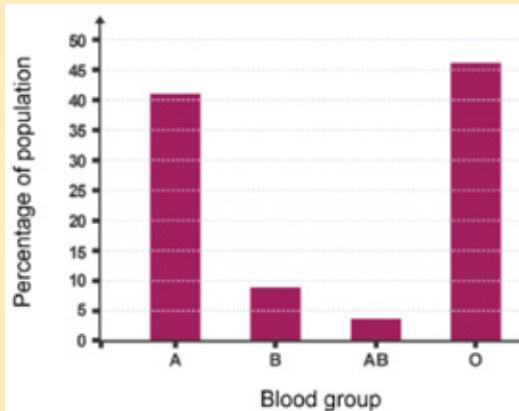
Environmental characteristics

Other characteristics are affected by a person's surroundings. e.g. Language, tattoos.



Discontinuous variation

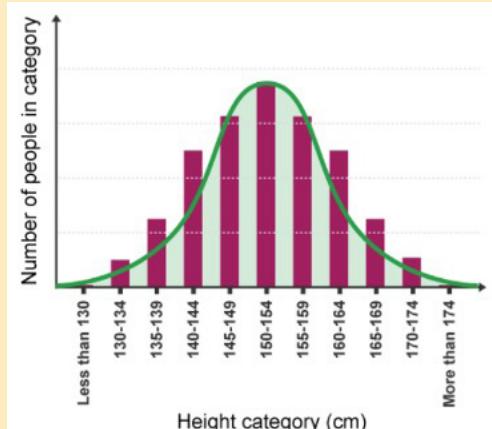
A characteristic of any species with only a limited number of possible values shows discontinuous variation. Examples are blood type, gender and eye colour.



A bar chart is a good way to show discontinuous data.

Continuous variation

For any species a characteristic that changes gradually over a range of values shows **continuous variation**. Examples of such characteristics are height and weight.



This shape of this graph is typical of a feature with continuous variation.

Adaptations

Different species are adapted to the habitat that they live in. This has happened over many years by the process of natural selection.

Hot climates

- **In plants:** Small leaves, Long roots
- **In animals:** Large ears, Long bodies



Cold climates

- **In animals:** Small ears, Thick fur
- **In plants:** Small leaves



Human Reproduction

SCIENCE

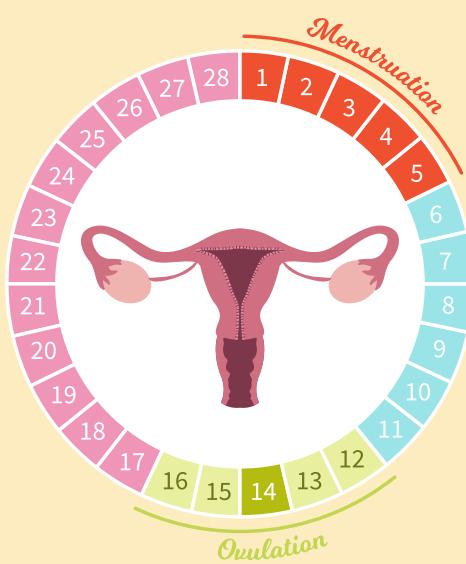
Puberty takes place between the ages of 9 and 14 in most people.

Changes in girls during puberty:

- Breasts develop
- Hips widen
- Ovaries start to release egg cells

Changes in boys during puberty:

- Voice breaks (gets deeper)
- Testicles start producing sperm
- Hair grows on face and chest



The menstrual cycle (period) is controlled by **hormones**.

The cycle lasts around **28 days**.

When the egg is released from the ovary this is called **ovulation**.

Key words

Ejaculation

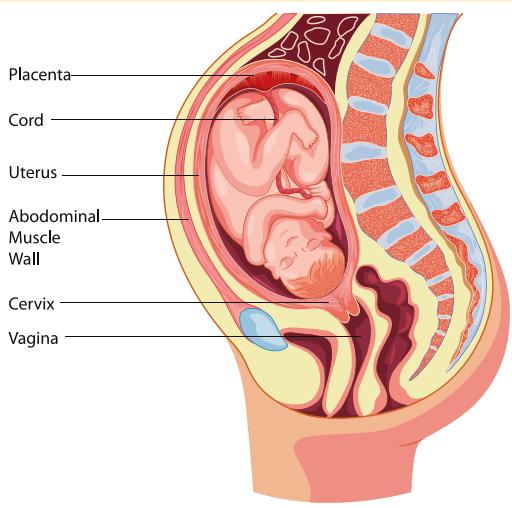
Semen is released into the vagina.

Fertilisation

The nuclei of the sperm fuses with the egg (in the oviduct).

Implantation

The fertilised egg attaches to the lining of the uterus.



It takes around **9 months** for a fertilised egg to develop into a baby.

Placenta

An organ where substances pass between the mother's blood and the fetus.

Umbilical cord

Connects the fetus to the placenta.

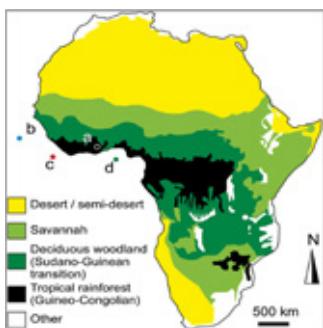
Amniotic fluid

This acts as a shock absorber, protecting the fetus from any bumps.

GEOGRAPHY

HT3: Is Africa Awakening?

Biomes of Africa



Rural To Urban Migration

Push factors

- Lack of services e.g. healthcare and education.
- Lack of jobs.
- Farming is hard work – long hours and little pay.
- Mechanisation.



Pull factors

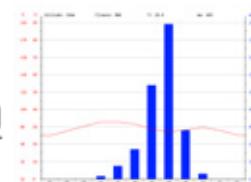
- Better services e.g. healthcare, education, clean water.
- Better paid jobs.
- More entertainment.
- Higher standard of living.
- Reliable food.



Climate Graphs

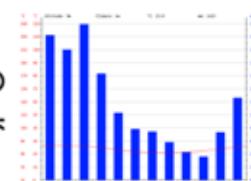
Desert

- Average temperature 29°C
- Total annual Rainfall 400mm



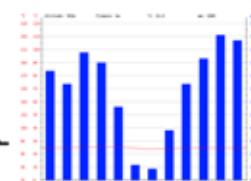
Savannah Grassland

- Average temperature 24°C
- Total annual Rainfall 1415mm



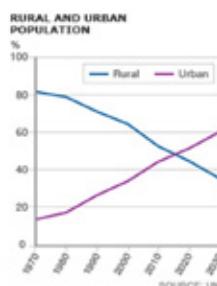
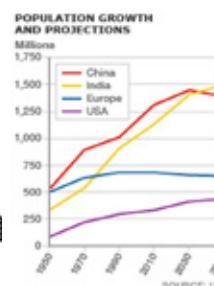
Tropical Rainforest

- Average temperature 27°C
- Total annual Rainfall 2000mm

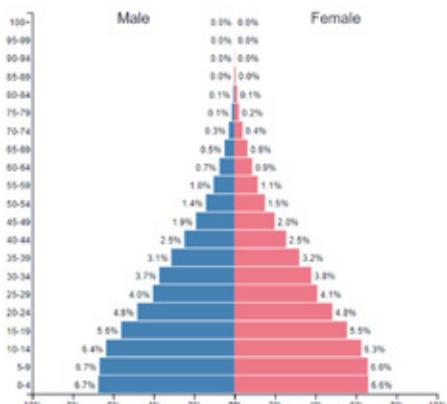


Urbanisation

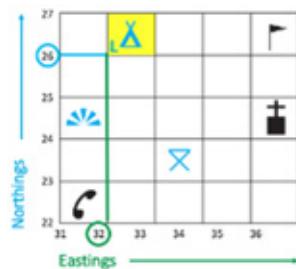
Increasing proportion of people living in cities.



Kenya Population Pyramid

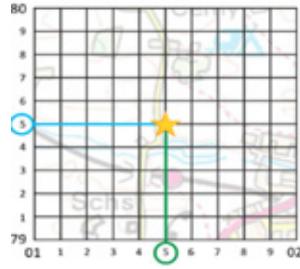


4&6 Figure Grid References



The first two numbers give the eastings
The second two numbers give the northings

Remember... eastings then northings!



The first three numbers give the easting which includes the number of tenths.
The last three numbers give the northing which includes the number of tenths.

HT3: Is Africa Awakening?

GEOGRAPHY

Take 10

Kenya, Africa

Continent: Africa Country: Kenya Capital: Nairobi (46 million) Population: 54 million		Mean years schooling: 6.6 years. Literacy rate: 78% of the population can read and write. Primary education is free. Parents pay for books and uniform.
Stunning and varied geography. Centre - Rift Valley and Central Highlands. West - Lake Victoria and wildlife parks		Northeast: flat and bush-covered plain. Coasts - beautiful white sandy beaches.
48th poorest country in the world, LIC (Low Income Country) GNI per capita: \$1760 (2020) 1 in 3 live below the poverty line. Less than \$2.20 per day.		Life expectancy: 67 years (2019) 3/4 of the population is under the age of 30. 10,000 children die every year from illness e.g. diarrhoea, malaria.
75% of Kenyans live in rural areas = small-scale farmers		17 million do not have access to safe water. 33 million do not have access to a toilet.
Tourism is an important income. 1.3 million visitors travelled to Kenya in 2011, spending £600 million.		13 main tribes. Diversity of people leads to a rich culture and potential conflict.

Take 10 Case study Kibera Slum, Nairobi, Kenya

Challenges: largest urban slum in Africa. 250,000 people.	
Clean water is scarce, most of the fresh water sources in Kibera e.g. Nairobi reservoir, are polluted with diseases such as cholera and typhoid.	
No toilets. One hole in the ground (latrine) is shared by up to 50 shacks. Once full, young boys are employed to empty the latrine and they take the contents to the river.	
12ft x 12ft shacks built with mud walls. 8 or more people live in them.	
There is no rubbish disposal in Kibera so rubbish is piled in the streets. This encourages rats which spread disease.	
Opportunities	
Children can go to school but sometimes the classroom is very full and some have to stand.	
No hospitals in Kibera but small health centres have been set up by charities.	
Sports development programme to help give the children something to do.	
50% of people are able to get a job near to the industrial area.	

Slums Improvement

- Electricity lines.
- Biogas station provides electricity from human waste.
- Communal toilets and wash rooms with the help of Red Cross.

- Two water pipes installed by World Bank and council.
- Community clinics for medical care and train locals.

- Rehouse to secure housing made of breeze block.
- New roads to improve access.
- Regular rubbish collections.



Tourism

Positives

- Jobs e.g. minibus driver, tour guide.
- Money from tourists help improve schools and hospitals.
- Local people can sell souvenirs.



Negatives

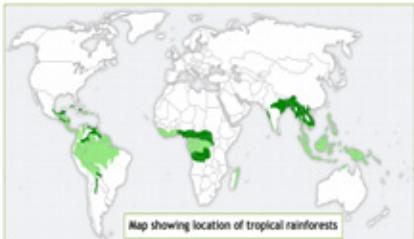
- Vegetation cleared to make way for hotels.
- Animals disturbed by tourist traffic.
- Farm land lost – flood supply decreases.
- Pollution.
- Soil erosion from traffic.



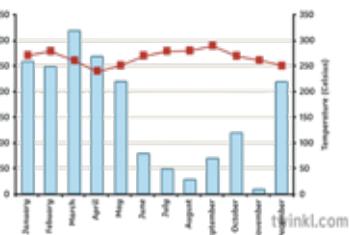
- Rehouse to secure housing made of breeze block.
- New roads to improve access.
- Regular rubbish collections.

HT4: Is The Amazon Awesome?

Tropical Rainforests biome



Climate



Animal adaptations – highest level of biodiversity in the world!



Howler Monkey: live in canopy, strong limbs and loud voice call.



Bats: nocturnal, feed at night when cooler.



Toucans: long curved beaks.



Geckos: camouflaged, hide from predators.



Poison dart frogs: toxic glands, brightly coloured skin to warn of predators.

Found **on or near the equator**, between the **tropics of Cancer and Capricorn**.

Climate is **warm (26°C and 28°C, sun's rays are concentrated) and wet (annual rainfall +2000mm)**



Plant adaptations



Smooth bark and 'waxy' drip-traps' leaves = pointed leaves, water runs off quickly.



Drop leaves all year: can grow all year round.

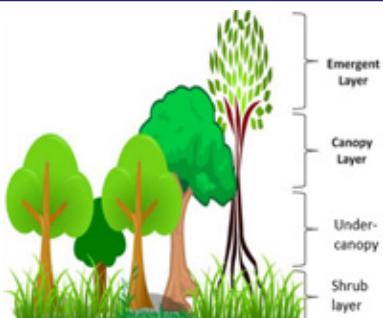


Emergent: tallest trees compete for sunlight. +60 meters.



Buttress roots: tall, wide roots to support trees.

Shallow roots: to absorb nutrients before they are washed away.



Local Impacts of Deforestation



- Farming makes money, creates jobs, pays debt.



- Mining industry makes money, creates jobs.



- Soil erosion. Tree roots bind the soil together. Heavy rainfall erodes the soil and nutrients.



- Climate becomes drier as no transpiration from trees.



- Loss of biodiversity, species become extinct as habitats destroyed.

Global Impacts of Deforestation



- Carbon dioxide is released into the atmosphere, adds to global warming.



- Trees are carbon 'sinks'. Store 20% of all the world's carbon. During photosynthesis carbon dioxide is taken in and stored by the trees. Contribute 28% of the world's oxygen.

Emergent: Tallest layer. Receive most light.

Canopy: Most trees found. 20-40 meters tall. Most animals live in this layer as most food found.

Under canopy: Limited sunlight, gaps in the canopy allows saplings to grow into this space,

Shrub layer: Dark, little vegetation. Flood in heavy rainfall. 2% sunlight reaches forest floor. Vegetation has wide, dark green leaves. Poor fertile soil.

Causes of deforestation



Logging



Commercial farming- cattle ranching



Road building



Illegal wildlife trade – poaching



Mineral extraction



Energy development



Settlement & population growth

Sustainable management



Agro-forestry – growing trees and crops at the same time, prevents soil erosion and keeps nutrients.



Afforestation – replacing cut down trees.



Selective logging – mature trees are felled (cut down).



Eco-tourism – promotes the environment & conservation.

International Agreements e.g. International Timber Agreement (ITA) 2006, limits trade of hard woods by being marked with a legal registration number / Forest Stewardship Council (FCS).

Map Symbols



MOTORWAY



FOREST



PARKING



GOLF COURSE



TRAIN STATION



BUS/COACH STATION



FOOTPATH



RIVER



Church with Tower



CYCLE TRAIL



VIEWPOINT



MARSHLAND



Aqueduct



Camp site



Bridge



Church with Spire



Caravan site



Quarry



Post Office



Lighthouse in Use



Main road



Railway Line

Biome – large area with similar climate. A community of plants and animals.

Tropical Rainforest – tall trees, warm climate and lots of rain.

Biodiversity – variation in plants and animals.

Deforestation – removal of trees.

Commercial farming - farming for a profit.

Agriculture – farming of crops.

Rubber tapping – latex is collected from trees.

Illegal logging – removal of trees against the law.

Mineral extraction – removing natural material from the ground.

Hydro electric power (HEP) – electricity produced by water power.

Subsistence – supporting yourself only.

NEE – Newly Emerging Economy.

Habitat – natural home or environment of an animal or plant.

Adaptation – process that fits organisms to their environment.

Eco-tourism – intended to support the environment and observe wildlife.

Conservation – looking after something or not being wasteful.

Sustainable – maintain an action now and in the future.

Take 10 Case Study

Amazon Rainforest
South America

Commercial farming: cattle ranching (75%), soya and sugar cane.



Largest rainforest in the world.
6 million km².
Covers 9 countries.
60% Brazil.



Logging: 2-3% include illegal logging e.g. teak.



Biodiversity: 50% of the world's plants and animals.



Road building e.g. Trans-Amazonian Highway, 4000km through the rainforest, 95% of deforestation occurs within 7km of road.



20% of the Amazon rainforest has been lost to deforestation since 1970.



Mineral extraction e.g. gold mining & Carajás largest iron ore mine in the world employs 3000 people, 24 hours a day.



Rate of deforestation in Brazil has started to decline. Over 1/2 of the remaining forest is protected from deforestation.



Energy development: HEP (because heavy rainfall in rainforest). Belo Monte dam blocks the Xingu River, flooding +45,000 hectares of forest, moving 15,000 people.



Settlement & population growth: Brazilian government offers land in the rainforest to poor people from overcrowded cities.



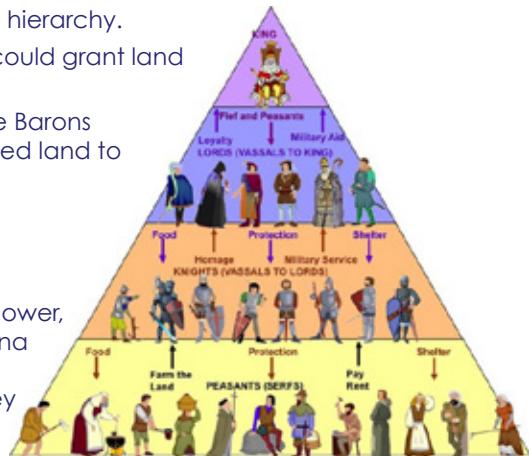
7.3: What Did People Believe About The Black Death?

Feudal Hierarchy in England

English society was organised into the feudal hierarchy.

All land belonged to the monarch but s/he could grant land to their vassals.

I.e. The King granted land to Barons/Earl; the Barons granted lands to knights and the knights rented land to peasants.



The Magna Carta (Great Charter)

To prevent the monarch from abusing their power, the Barons forced King John to sign the Magna Carta (Great Charter) in 1215. This gave all **freemen** certain rights and freedoms e.g. they could not be imprisoned without being tried by a jury.

However, most people were **not** freemen meaning peasants did not benefit from the Magna Carta until much later (around 1450).

Life in the countryside and towns

Most people lived in the countryside and would spend a lot of their time looking after their animals, tending to their crops or working for the Lord.

During **harvest** time, everyone in the countryside worked the fields.

Some people lived in **towns**. These were generally very **noisy** places and the streets were full of **filth**.

Health and Entertainment

Treatment was either based on religion or natural ideas. Herbal remedies were used such as honey, which was commonly used to treat infections.

People had to spend most of their time working to earn or grow enough to live. However, when they were not working or could not work (Sundays or holy days/ holidays), people enjoyed lots of games and entertainment. E.g. ice skating, archery and bear baiting.

Jobs



Farmer



Knight



Priest



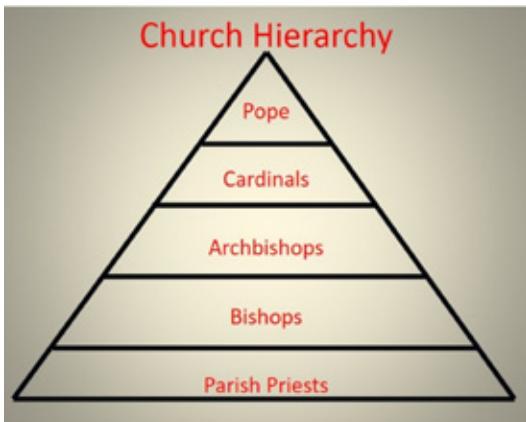
Dung Farmer



Lords

7.3: What Did People Believe About The Black Death?

HISTORY



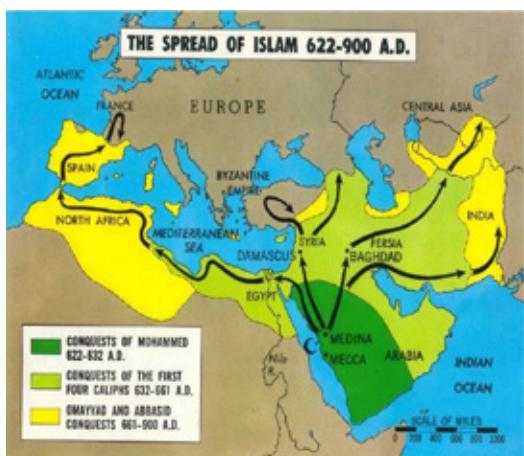
Christianity and the church

Nearly everyone in England was **Christian** in Medieval times.

The church helped **control** the people through teaching about right and wrong. This was done by the **Priest**. He was an advisor on moral as well as practical issues and so became a leader in the village. Villagers would **confess** their **sins** to the priest and instruct them on how they could enter **heaven** during the afterlife. They would also remind people of the sinful acts that could see them being sent to **hell**.

There were lots of **ceremonies** and **rituals** in medieval Christianity.

Relics were supposedly body parts of saints that were said to have miraculous powers. Each church would hold a relic.



Medieval Islam

Origins

Muhammad, the Islamic prophet (the person who led the creation of their religion) had lived in Mecca. By the time of his death in 632, Muhammad's Islamic rule had extended to the entire peninsula.

Spread of Islam

Under the rule of Muhammad's successors, Islam continued to spread by invasion and conversion. The Islamic Empire was known as the caliphate. The ruler (caliph) had authority over religious and political life. The ongoing expansion of the caliphate made it difficult.



Medieval Christian beliefs

It was taught that those who **sinned** on earth would suffer unspeakably cruel treatment in purgatory and hell.

'**Doom paintings**' inside churches showed what would happen to those who did sin. They often featured the Devil with his demons who tortured sinners – they would skin them, eat, burn, boil alive, place in chains and poke with spikes. Doom paintings were used to teach people about sin as many people could not read or write. Therefore pictures (like the Doom Painting below) were far easier to understand.

Key Words

Self-Flagellation – Show God how sorry you are by whipping yourself.

Four Humours – 'Hippocrates' theory that the body contained 4 liquids (blood, yellow bile, black bile, phlegm).

Miasma – Belief that bad air carried disease.

Tithe – A payment made to the Church.

Astrology – Basing ideas about the world e.g. health on the positioning of stars and planets.



Revolt of 1381

1351 – The government introduced the **Statute of Labourers** to limit wages for peasants.

1381 – John Bampton attempted to collect a second **Poll Tax** from villagers in Essex. They refused to pay.

The king sent soldiers to scare the villagers but they grouped together with nearby villages.

They stormed **Maidstone Castle** under **Wat Tyler's** leadership and released a popular priest, John Ball.

They marched to London and King Richard II met them at **Smithfield**. The king accepted their demands such as ending **feudal service**.

Wat Tyler was killed by the Mayor of London and the rebels returned home.

Reactions to the Black Death

- Some people whipped themselves to show God they are sorry for their sins (flagellation).
- People were told to go to Church more regularly to pray and ask for forgiveness for their sins.
- Burning sweet smelling herbs to keep away miasma (bad air).
- Physicians take blood from your arm to rebalance the Four Humours (Blood-letting).
- People with the disease were quarantined for 40 days until they die or are clear of the disease.
- Streets are cleaned in London to drive away miasmas.
- In 1345 there was an unusual positioning of the planets which astrologers saw as a sign of something terrible about to happen.

Impact of the Black Death

Around 1/3 of the population of England died as a result of the Black Death, this was at least 2 million people.

With fewer workers, those that survived could demand to be paid more, this partly led to the Peasants' Revolt in 1381.

Increased wages led to more people spending money on schooling for their children meaning more people could read and write.

Food prices increased as land was unploughed and animals died.

The plague returned to England every 10-20 years and people continued to use similar responses.

What did people believe caused the Black Death?

Natural	Supernatural
Miasma – bad airs from earthquakes and volcanoes.	Astrology – the positioning of stars and planets.
Four Humours – black bile, yellow bile, blood and phlegm.	Religion – God had sent illness to punish sinners.

7.4: How Significant Was The English Reformation?

HISTORY

Medieval Books

Producing a book in the Middle Ages was slow and expensive. Scribes (monks who copied books) in monasteries copied text onto vellum (made from stretched animal skin). It could take several cows to make a thick book! Sometimes scribes would use bright colours to decorate the first letter on each page. These 'illuminated' letters made books even more expensive and time-consuming to produce.



Development of the Printing Press

In the 1440s, a German blacksmith called Johannes Gutenberg developed a printing press (he is believed to have taken the idea from Chinese printing methods). His printing press used moveable metal letters, a press and ink to copy text onto paper.

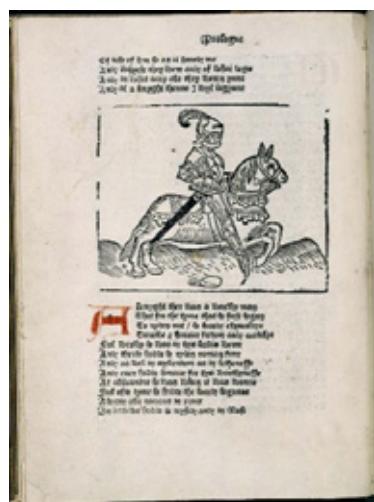
The first book to be published this way was the Gutenberg Bible.

Printing presses became widespread across Europe. It was now far quicker and cheaper to produce books. Plus, it meant the church could no longer control the publication of books which meant people began to print ideas that disagreed with the church's beliefs.



William Caxton found out about the printing press whilst travelling Europe. He went to Germany to find out more about it. He believed this would be a good way to make money. In 1473, Caxton printed his first book in English – the story of the Trojan Wars.

He returned to England and set up a printing press workshop. The first book he printed was Chaucer's 'The Canterbury Tales'. Caxton became very rich from his print workshop.



Impact of the Printing Press

- Books became far cheaper to buy, many people wanted to buy books to show off their extensive libraries. This helped to fund scientists and physicians (doctors).
- Eventually, people like Vesalius produced books (1533) with detailed drawings of the human anatomy, these would be copied exactly without the mistakes that might be made if they were copied by hand.
- It became easier to criticise monarchs and the church as people could now easily publish pamphlets and leaflets which criticised them.
- The church became worried about new ideas being published which disagreed with their beliefs.

7.4: How Significant Was The English Reformation?

Key Words

Dynasty – A series of rulers (monarchs) from the same family line e.g. Tudors.

Excommunicate – When the Pope (head of the church) bans someone from the church, this means they will go to hell.

Heresy – To act against the church e.g. disagree with its views.

Monarch – The ruler of the country, the King or Queen.

Treason – To act against the monarch in such a way that would cause them harm.

Why was there opposition to the English Reformation?

Religion – Catholics living in England (especially the north-west and the Midlands) believed they would be sent to hell if they practised Christianity the Protestant way.

Individuals – Queen Mary – Mary became Queen of England following the death of Edward VI. She was raised as a Catholic and had strong links to Spain, a Catholic country. When she led England, she tried to return it to Catholicism.

Power – The Catholic church had a lot of influence and power over Europe, Charles V was the ruler of Spain and the Holy Roman Emperor. There was pressure from the Pope and Charles to return England to Catholicism.

Why did Henry VIII destroy English monasteries?

Money – The church owned around 1/3 of English land – made them very wealthy; peasants had to pay a tithe; Kirkstall Abbey contained valuable resources e.g. lead and copper, stones that could be used to build houses.

Religion – The church was said to be **corrupt** e.g. selling **indulgences** to pass through **purgatory**; wealthy people were giving huge sums of money e.g. paying for chapels.

Power – The **Pope** had a lot of influence over England as he could appoint **Bishops** who would be loyal to him. They owned land in England which gave them power over the farmers who rented their land.

A Catholic Church



A Protestant Church



7.4: How Significant Was The English Reformation?

HISTORY

Continuing the Reformation- Edward VI

Henry died in 1547 and was succeeded by his 9 year old son Edward. Edward was a protestant and wanted to continue the reformation of the church. This was achieved by:

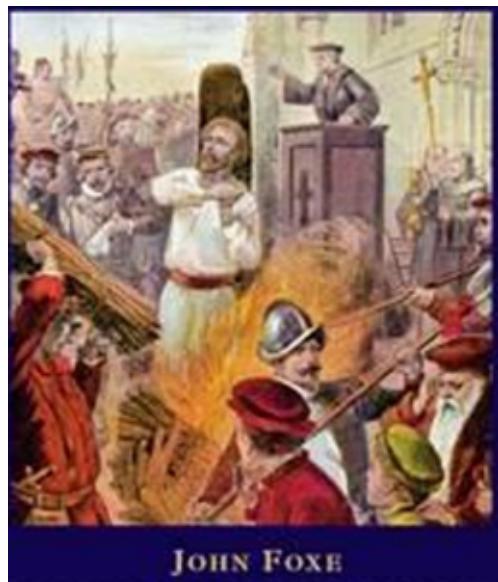
- Edward's advisors passed a law in 1548. It allowed **priests to wear plain clothes** and get **married**.
- In 1549 Edward's advisors passed another law insisting all **churches were to look plain**. The **walls were whitewashed**, all decoration and Catholic symbols were to be removed or scratched out.
- A new **prayer book** was introduced in 1550. It was in English. Also **some leading Catholics were locked up**.



Reversing the Reformation- Mary I?

Edward died in 1553 and his sister Mary became Queen. She wanted to change England back to being a Catholic culture. She did this by **Releasing the Catholics** that had been locked up:

- Marrying the Catholic King of Spain.
- Giving Protestants a choice in 1555 – 'turn or burn'. Roughly **300 Protestants were burnt alive** for their beliefs in three years.
- This included several well known Protestants including Archbishop Cranmer (the head of the Church of England since Henry VIII's reformation).
- Ordering the churches to look Catholic again with **decorations** and **stained glass windows**.



JOHN FOXE

We live in a democracy. A democracy is a country where the people choose their government. In this country there are too many people to ask and too many decisions to take, therefore representatives are elected to make decisions. These representatives are called MPs (Members of Parliament). We also elect representatives to help govern our local area; these are called local councillors.

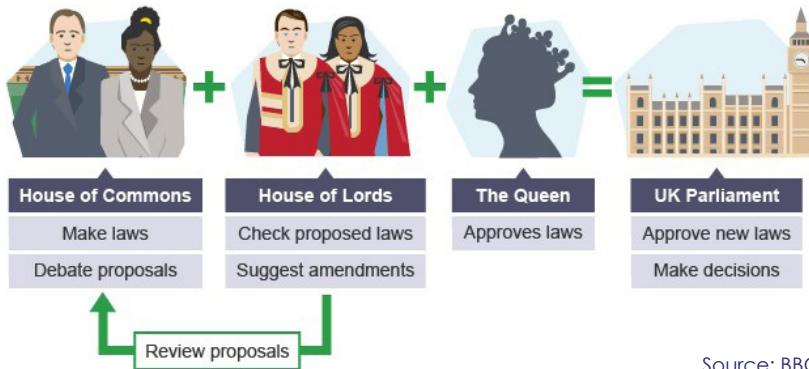
The UK Parliament meets in Westminster, London. It has two parts – the House of Commons and the House of Lords, plus the Monarchy. The House of Commons is made up of 650 MPs and the House of Lords of around 810 Lords or, as they are sometimes known, peers.

How are MPs elected?

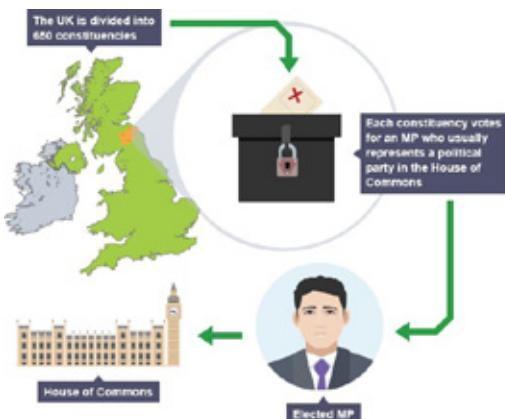
Members of Parliament (MPs) are usually elected every five years at a General Election. For the General Election, the country is divided into 650 constituencies or areas. Each constituency elects one MP to Parliament. The last General Election in the UK was held on 12th December 2019.

The main role of MPs in Parliament is to represent their constituents (the people in the area that elected them) in areas where the UK Parliament takes decisions e.g. immigration or defence. MPs either debate or ask questions in the House of Commons or they work in smaller groups known as committees.

Other important roles of MPs in Parliament are to help make laws and to scrutinise (check up on) the work of the government or investigate issues.



Source: BBC



If you were prime minister what would you change?

Source: BBC

Activities

- Find out who your Member of Parliament is, which party do they belong to?
www.members.parliament.uk/FindYourMP
- If you were Prime Minister what would you change? Think about:
 - Housing.
 - Healthcare.
 - Education.
 - Tax.
 - Freedom.

Write up your ideas as a speech to encourage others to vote for you.

The House of Lords

The House of Lords is the second chamber of the UK Parliament. The role of the House of Lords is to help make laws as well as check on the work of government and investigate issues.

The main group of people in the House of Lords are peers. Most peers have been appointed by the Queen on the advice of a Prime Minister because they are experts in a particular area e.g. trade, education or science. Others in the Lords are Church of England bishops and 92 are hereditary peers or people with titles (such as Barons or Viscounts) who have inherited the right to sit in the Lords (they are there because of the family they are from).

No party has overall control in the House of Lords, so the Government has to try to find compromises and agreements. In fact, around 200 members do not represent political parties and sit as crossbenchers. Even members who do belong to political parties often act in an independent way and because of this, debates are mostly based on discussion, persuasion and respect, rather than fierce argument. Because members of the House of Lords come from a wide variety of backgrounds and are chosen differently from MPs, they provide an important second opinion to the House of Commons.



The Monarchy

The UK's political system can be described as a Constitutional Monarchy with a King or Queen as Head of State.

However, it is the Houses of Parliament that make our laws, not the Monarch (Queen). The Queen only passes legislation - this is known as Royal Assent. When a Parliamentary Bill is given Royal Assent it becomes an Act of Parliament. It is then up to the government to implement that law. For example, the Department for Transport will deal with new Acts relating to transport.

The Monarch must remain politically neutral and does not interfere with Parliament. No Monarch has refused Parliament's wishes for over 300 years.



Activities

1. Do you think it is right for the Queen to appoint the peers in the House of Lords?
2. Do you think it is good or bad to have bishops in the House of Lords?
3. Do you think it is right that people should have a place in the House of Lords and help to make laws because of who their parents were?
4. Do you think it would ever be right for the Queen to not agree with what Parliament has asked?

Did you know that famous athletes Sebastian Coe and Tanni Grey-Thompson are peers?

What do MPs do?

The role of a Member of Parliament (MP) is to represent his/her constituents in the House of Commons, including those who did not vote for them or did not vote at all. MPs highlight issues affecting their constituents by making speeches, questioning government ministers, or by openly supporting and highlighting particular campaigns. MPs' role is to challenge the policies of the Government by taking part in debates in the House of Commons. They also vote on new laws and keep track of the work of the Government to make sure their plans are fair and sensible. They keep in contact with their constituents, so they understand their needs and concerns. That means they are in a good position to act as the voice of their constituents in Parliament. They also:

- Write to or organise meetings with a relevant minister.
- Speak in Parliament.
- Ask questions during Prime Minister's Questions.
- Challenge other organisations (such as local councils, health boards) and individuals on behalf of their constituents (Lobbying).
- Take part in committees which scrutinise (check) new legislation or question the work of the government.

When the Government proposes a new law, MPs discuss and challenge it, and may suggest that some amendments (changes) are made. Finally, MPs vote on the law: If most of the MPs vote 'Aye' (yes) then the law is passed to the House of Lords for further debate.

Activities

1. What qualities do you think a good Prime Minister should have?
2. Do you think you would be a good MP? Why?
3. Write a job advert for an MP. Think about:
 - What skills they would need.
 - What personal qualities should they have.
 - What would make a good MP.



The work of an MP outside parliament

MPs don't spend all their time in the House of Commons. When they are not working in parliament, MPs work in their constituencies, communicating with their constituents by writing letters, emails and replying to phone messages. Often MPs will hold 'surgeries' where local people can meet with their MP and ask questions. Constituents usually meet with their MP to seek help with a problem or issue. Some MPs send out newsletters to their constituents and communicate via their own website or social media accounts.

MPs are asked to attend a large number of meetings and events, including with their local constituency political party. They require the support of the local party to ensure that they will be selected to stand as a candidate in future elections. The election of MPs who are not linked to any political party is unusual.



What is local democracy?

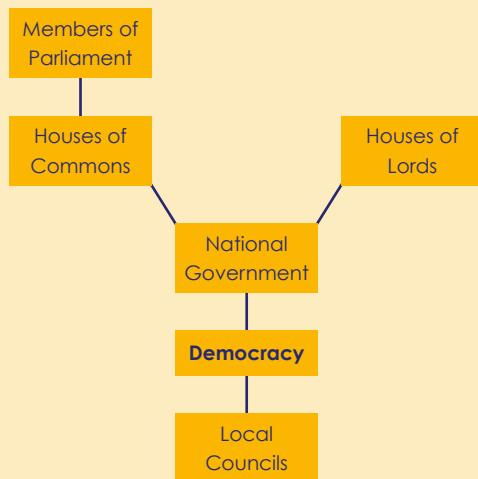
Local councils are responsible for schools, planning, parks, roads, culture and leisure services, council housing, social work, council tax and emergency services. Local government has very different responsibilities to other forms of government. Each area elects at least one councillor, these elections are usually more frequent than the general elections. Local councillors represent everyone who lives in the area that elected them. Most councillors are on committees that decide local issues, for example the planning committee might decide if a new building should be built. Local councils are also responsible for your safety and will employ child protection officers and social workers to help make sure you are safe.



Activities

1. Many of us have clear ideas about what could be improved about the area we live in. Local councillors are there to listen to our ideas. How would you improve the place where you live? Write a list of the things you would change. Which is the most important and why?
2. Who is your local councillor? Which party do they represent?

Produce your own spider diagram to summarise everything you have learnt about democracy in the UK.



Define: Puberty

The process of physical maturity in a person that takes place in adolescence.

Define: Menstruation

Also known as a period. The process in a woman of discharging blood and other material from the lining of the uterus at intervals of about one lunar month from puberty until the menopause, except during pregnancy.

Define: Hormones

A chemical substance produced in the body that controls and regulates the activity of certain cells or organs.

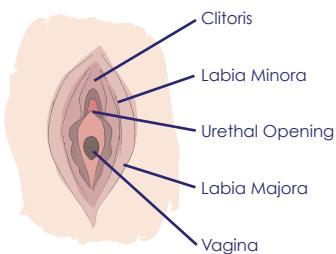
Define: Wet Dream

An involuntary ejaculation that occurs whilst a person is asleep.

Physical Changes during Puberty

Boys Only	<ul style="list-style-type: none"> Starts between 10 and 12 years of age. Facial hair. Voice breaking. Erections. Wet dreams. Widening of chest and shoulders.
Girls Only	<ul style="list-style-type: none"> Starts between 9 and 11 years of age. Menstruation/periods begin. Breast growth. Stretch marks. Cellulite. Hips widen.
Both	<ul style="list-style-type: none"> Grow taller. Sweat more. Changes to hair and skin. Spots and pimples.

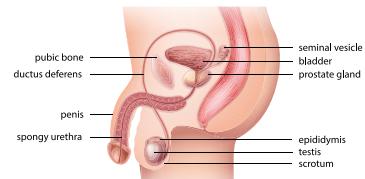
Female Genitalia External (Vulva)



Female Genitalia Internal



Male Genitalia



Things to Remember

- Puberty begins at different times for different people.
- Changes will happen at different rates and in a different order for different people.
- Everyone goes through puberty, you are not alone.
- Good diet and exercise can help deal with some of the physical changes.
- Puberty is normal despite feeling very abnormal.

Who can you turn to for help and support

- Parents or trusted family members.
- Your Doctor or Practice Nurse.
- Teachers or school staff.
- School Nurse.
- NSPCC - Helpline: **0808 800 5000** (24 hours, every day)
www.nspcc.org.uk
- Childline - Helpline: **0800 1111** (24 hours, every day)
www.childline.org.uk
- NHS Live Well Website - www.NHS.UK/Livewell

Define: Sexual Consent

The giving of permission by a person to engage in any form of sexual activity including penetrative and oral sex.

Define: Affirmative Consent

Consent is only given when a person agrees verbally to engage in sexual activities including penetrative and oral sex.

Define: Coercion

The action or practice of persuading someone to do something they wouldn't normally do or something they don't want to do by using force or threats.

Define: A person who is a minor

A person who is under the age of 18 and legally considered a child.

Consent is:

- 1. Freely given.** It's not okay to pressure, trick, or threaten someone into saying yes.
- 2. Reversible.** It's okay to say yes and then change your mind at any time!
- 3. Informed.** You can only consent to something if you have all the facts.
- 4. Enthusiastic.** You should do stuff you WANT to do, not things people expect you to do. If someone doesn't seem enthusiastic stop and check in.
- 5. Specific.** Saying yes to one thing (like going to the bedroom to make out) doesn't mean you're saying yes to other things (like having sex).

What does the Law say?

Act	Definition	Consequence
Rape	A rape is when a person uses their penis without consent to penetrate the vagina, mouth, or anus of another person.	<ul style="list-style-type: none"> • Rape is punished by a maximum of fifteen years in prison. • Aggravated Rape is punished by a maximum of twenty years in prison. • Both offences would result in placement on the sex offenders register.
Sexual Assault	Sexual assault is when a person is coerced or physically forced to engage against their will, or when a person touches another person sexually without their consent. Touching can be done with any part of the body or with an object.	Up to 10 years in prison and placement on the sex offenders register.
Sex Between Minors	When both parties involved in the sexual activity are under 16 but have consented to the activity.	<ul style="list-style-type: none"> • Technically the law is that if two 13-15 year olds engage in consensual sexual activity and each knows that the other is under 16, they will both be guilty of an offence carrying a maximum penalty of five years imprisonment, however it is unlikely the CPS will prosecute. • If one party is under 13 and the other under 18 it is Statutory Rape which is punishable by life imprisonment, but the average is 6-7 years when prosecuted.

When can consent not be given?

1. **When a person is drunk or high**, to the point that they are unable to speak or look after themselves.
2. **Asleep or passed out** - if they are not conscious they are unable to agree to any sexual activity. If someone passes out whilst engaging in sexual activity STOP!
3. **They are underage** - legally a person under the age of 16 cannot give consent to any sexual activity.
4. **Mental disability or learning difficulties** which mean they are unable to fully understand what they are consenting to.

Who can you turn to for help and support?

- Parents or trusted family members.
- The Police/Community support officers.
- School Safe Guarding Team or any member of staff.
- NSPCC - Helpline: **0808 800 5000** (24 hours, every day) www.nspcc.org.uk
- Childline - Helpline: **0800 1111**(24 hours, every day) www.childline.org.uk
- Rape Crisis - Helpline: **0808 802 9999** (12-2:30 and 7-9:30) www.rapecrisis.org.uk
- Survivors UK Male Rape and Sexual Abuse Support - www.survivorsuk.org
- RASAC (Rape and Sexual Abuse Support Centre) - National Helpline: **0808 802 9999** (12-2.30 & 7-9.30) www.rasasc.org.uk

Define: Sexually Transmitted Infection

Sexually Transmitted Infections are infections that are passed on mainly through sexual contact both vaginally, anally and orally.

Define: Bacteria

Single-celled micro-organisms that can exist either as independent (free living) organisms or as parasites (dependent on another organism for life).

Define: Virus

A micro-organism that is smaller than bacteria that cannot grow or reproduce apart from a living cell. A virus invades living cells and uses their chemical machinery to keep itself alive and to replicate itself.

Define: Parasite

A plant or an animal organism that lives in or on another and takes its nourishment from that other organism.

Act	Definition	Consequence
Chlamydia: Bacterial infection	Women often have no symptoms or may have pain with sexual intercourse, lower abdominal pain, changes in bleeding pattern. Men may have no symptoms or may have watery or thick discharge from penis, pain or urinating.	Antibiotics.
Gonorrhoea: Bacterial infection	Women usually have no symptoms, but may have pain with sex, vaginal discharge, lower abdominal pain. Men may have no symptoms or discharge from penis, discharge from anus, pain in testicles, pain on urinating.	Antibiotics.
Syphilis: Bacterial infection	Painless ulcer (chancre) usually on genitals; later swollen glands, rash, hair loss.	Antibiotics.
Bacterial vaginosis: Bacterial infection	If the control of the normal bacteria in a healthy vagina fails, an overgrowth of certain bacteria can occur. Greyish white, smelly vaginal discharge.	Oral tablets and/or vaginal pessaries.
Genital warts: Viral infection	Fleshy or flat lumps on or around genitals, anus, groin or thigh.	Visible warts can be treated, but the infection cannot be cured.
Genital herpes: Viral infection	Painful, red blisters, little sores or ulcers, flu like symptoms, and sometimes a discharge.	Anti-herpes drugs and pain relief can be given to treat symptoms, but the infection cannot be cured.
Hepatitis B: Viral infection	May have no symptoms or mild flu like illness or vomiting, abdominal pain, dark urine and yellowing of the skin and whites of the eyes. Can be passed on through vaginal, anal or oral sex without a condom with someone who has the infection; from mother to baby. By sharing needles, syringes, toothbrushes, razors and unsterilized instruments that pierce the skin.	Not curable, but it is treatable with anti-viral medications.
Trichomoniasis: Parasitic infection	Women may have no symptoms, but there may be a yellowy green frothy vaginal discharge. Men usually have no symptoms.	Antibiotic tablets and/or vaginal pessaries.
Pubic lice - crabs: Parasitic infection	Intense itching in the pubic area, small nits (eggs) on pubic hair.	Special shampoo, cream or spray applied to pubic area. Wash all clothing and bed linen.
HIV: Human Immunodeficiency Virus	HIV attacks the white blood cells and causes damage to the immune system so that it can be difficult to fight off infections. Usually no obvious symptoms for many years. HIV can be transmitted through blood, semen and vaginal fluids, sharing needles and from mother to baby.	No immunisation or cure available although there are medications to manage the condition.
Pelvic inflammatory disease (PID)	An infection of the womb and fallopian tubes that can cause infertility. Pain during sex, sore abdomen or back, heavy, irregular or painful periods, spotting, high temperature, feeling sick; sometimes no symptoms.	Antibiotics and rest.

Where to get more help and support

- Your Doctor
- Community Nurse
- School Nurse
- NHS Online
- www.healthforteens.co.uk
- www.brook.co.uk

Things to Remember

- You can have an STI and not know it.
- Only a Doctor can diagnose an STI.
- If you are diagnosed with an STI you must inform prior partners so they can be tested.
- Some STIs can be transmitted without having sex.

Conception, Fertility and Pregnancy

ETHICS, PHILOSOPHY AND CITIZENSHIP

Define: Conception

The point when the sperm meets the egg and a foetus is conceived.

Define: Fertility

The ability of people to conceive a child.

Define: Pregnancy

The condition or period of being pregnant.

Define: Infertility

The inability or difficulty to conceive a baby through natural methods.

Define: Miscarriage

The spontaneous or unplanned ending of a pregnancy before the foetus can survive independently.

Define: Still Birth

Foetal death that occurs after 28 weeks of pregnancy which results in the foetus being born without signs of life.

Pregnancy and foetal development by month

1. The embryo is only two layers of cells, making it microscopic. But by the end of the month, a little poppy seed will grow to be about the size of an apple seed.
2. While still small, the foetus is growing at a rapid pace; about a millimetre every day and doubling in size weekly.
3. The mother may not yet be showing, but her breasts have likely increased in size and her clothes are feeling a bit tight. By the end of the month, the foetus will be the size of a lime or a baseball and be about as long as a pea pod (7.4 cm).
4. The foetus is now about as big as an avocado or the size of your entire hand and weighs around 100 grams. Mothers will probably also be starting to show.
5. Now, the foetus is between 25 and 30 centimetres in length so about the size of a banana.
6. Mothers are now probably starting to feel a little bit heavy. At this stage the foetus is starting to put on fat, making him/her about the size of a mango.
7. The foetus is now able open and close their eyes. At 40 centimetres in length and about 1kg, they are the size of an aubergine.
8. Baby is getting ready to greet the world! At 2.2 kilograms, they have developed lungs and are the size of a pineapple.
9. At this point, the average size of babies are about 3.5kg and about 50 centimetres in length about the size of a watermelon.

Options for Unplanned Pregnancy	
Keep the Baby	When deciding if to keep the baby, the people involved need to consider not just the financial implications such as the cost of raising a child but also the impact on income if one parent has to stay home to care for the child. They also need to consider the support that they have around them in terms of friends and family.
Adoption	Adoption is the least common choice for unplanned pregnancy in the UK. It means that the birth parents give up all legal rights to the child and allow other people to raise their child. Adoptions are arranged through social services and adoption agencies but they are made legal by court order. Once an adoption order is made legal it cannot be undone and the level of contact between birth parents and adoptive parents are settled by those involved. An adoption order cannot be issued until the baby is at least 6 weeks old. No one can force you to put a baby up for adoption even if you are under 18, and the father's permission is only needed if he is named on the birth certificate. Again information on the father cannot be forced. However a court can decide the adoption can go ahead without your consent if it thinks the child would be put at risk if they were not or if it is determined that you're incapable of giving consent, for example due to a mental disability.
Abortion	<ul style="list-style-type: none">• Abortions are quite common and about 1/3 of women will have had an abortion by the time they are 45. If you live in England, Wales or Scotland, two doctors need to agree that continuing the pregnancy will cause you significant physical or mental distress. Once they have agreed, you have until 24 weeks into the pregnancy to have an abortion. A GP will not perform the abortion but will refer you to a specialist service like the Marie Stopes Clinic. You do not need the permission of the father in order to have an abortion nor do you need the permission of your parents if you are under 16 and are considered mature enough to make medical decisions. A woman can change her mind at any point in the process. If your GP does not agree with abortion and refuses to refer you for the procedure, you have the right to go to another Doctor for the referral. There are two ways of ending an unwanted pregnancy; a medical abortion or a surgical abortion. Which you have depends on many factors, including how far along in the pregnancy you are.• Up to 10 weeks: Early medical abortion sometimes known as 'the abortion pill' Early medical abortion can involve two visits to a clinic and is performed in the first ten weeks of pregnancy. This method involves taking two medicines which end a pregnancy. It's not the same as emergency contraception.• Up to 15 weeks: Vacuum aspiration sometimes known as 'the suction method' For this procedure either a general (asleep) or local (awake) anaesthetic would be given. The procedure only takes about 5-10 minutes and there is no wound or stitches. The cervix is gently stretched to allow a thin tube to pass through it into the womb. Once the tube is inserted the pregnancy is removed by suction. Most people only take an hour or so to recover and go home the same day.• Abortions after 15 weeks: Abortion after 15 weeks is less common and most abortions happen in the first 13 weeks of pregnancy.

Infertility

Causes

Infertility can be caused by many different things. For 25% of couples, a cause can't be identified.

In women infertility is most commonly caused by problems with ovulation, the monthly release of an egg. Some problems stop an egg being released at all, while others prevent an egg being released during some cycles but not others. This can be caused by several medical conditions such as PCOS, thyroid problems, fibroids, PID, endometriosis or an untreated STI.

In men the most common cause of infertility is poor quality semen. Possible reasons for abnormal semen include a lack of sperm or a very low sperm count, sperm that aren't moving properly, abnormal sperm shape, making it harder for them to move, or hypogonadism, an abnormally low level of testosterone.

Treatments

Fertility treatment is available on the NHS but there are long waiting lists and couples must meet strict criteria to be eligible. The treatment offered will depend on what's causing the fertility problems and what's available from the local clinical commissioning group (CCG).

Medical Treatments: Fertility medicines are usually prescribed to women as they're mostly used to help with ovulation problems. But, in some cases, they may also be prescribed to men. Some of these medicines may cause side effects, such as nausea, vomiting, headaches and hot flushes.

Assisted Conception: Intrauterine insemination (IUI), also known as artificial insemination, involves inserting sperm into the womb. Sperm is first collected and washed in a fluid. The best quality sperm are selected.

In vitro fertilisation (IVF): In IVF, the egg is fertilized outside the body. A fertilised egg called an embryo is then returned to the woman's womb to grow and develop.

Define: Hygiene

Conditions or practices conducive to maintaining health and preventing disease, especially through cleanliness.

Define: Body Odour

The unpleasant smell of a person's unwashed body.

Define: Halitosis

Medical term for bad breath.

Hair

Puberty causes the oil glands in the hair to produce more oil which can make hair more oily meaning that it needs to be washed more regularly.

Oral Care

Brushing teeth twice a day, flossing and using a mouth wash can prevent bad breath and dental issues. Regular visits to the dentist are also important.

Body Odour

Due to puberty, sweat glands not only become more active than before, they also begin to secrete different chemicals into the sweat that has a stronger smelling odour. Daily bathing and the use of antiperspirant or deodorant:

Antiperspirants will reduce the amount of sweat you produce whereas deodorants cover the smell and odour.

Genital Hygiene

Women:

The inside of the vagina rarely needs cleaning with the use of soap. It has a natural balance of substances that can become disturbed by washing causing any bacteria that enter to have the potential of developing into an infection. The labia should only need cleaning once a day using a mild soap and water. The area should also be cleaned following sexual intercourse. Over cleaning of the genital area can be harmful and lead to infections such as thrush.

Define: Oral Hygiene

The practice of keeping one's **mouth** clean and free of disease and other problems.

Define: Puberty

The process of physical maturity in a person that takes place in adolescence.

Face

During and after puberty people can be more prone to spots and acne. This can be managed through the use of daily face washes. Exfoliants should be used twice weekly in order to remove dead skin cells.

Body Hair

Body hair in new places is something you can count on. You may want to start shaving some places where body hair grows, but whether you do is up to you. Some guys who grow facial hair like to let it develop into a moustache and beard. Some girls may decide to leave the hair on their legs and under their arms as is. It's all up to you and what you feel comfortable with.

Genital Hygiene

Men:

The penis, scrotal area and anus, should only need cleaning once a day. No attempt should be made to try and clean the inside of the urethra; this can cause serious damage. Special care should be taken by uncircumcised men to make sure the head of the penis is cleaned. This can be done by allowing the warm water to act as a lubricant and the foreskin should be gently pulled back. Failure to clean this area properly will result in smegma collection, causing bad odours and an increased risk of infection.

The area should be cleaned after sex, even if wearing a condom, to prevent bacterial build-up and unpleasant smells arising.

FGM and Breast Ironing

ETHICS, PHILOSOPHY
AND CITIZENSHIP

Define: Female Genital Mutilation

Female Genital Mutilation (FGM) comprises of all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reasons.

Define: Male Circumcision

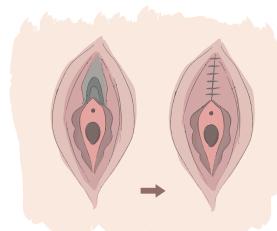
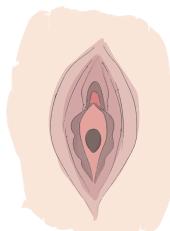
The removal of the foreskin from the human penis. In the most common procedure, the foreskin is opened, adhesions are removed, and the foreskin is separated from the glans. After that, a circumcision device may be placed, and then the foreskin is cut off.

Define: Breast Ironing

Breast ironing, also known as breast flattening, is the pounding and massaging of a pubescent girl's breasts, using hard or heated objects, to try to make them stop developing or disappear.

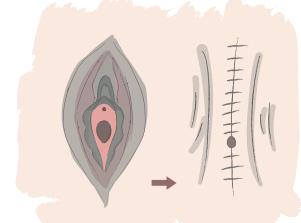
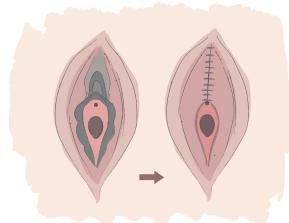
This can lead to greater chances of breast cancer as well as problems during pregnancy and with breast feeding.

Types of FGM



Type 1 – Clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).

Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are the 'lips' that surround the vagina).



Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris. Sometimes referred to as **Pharaonic circumcision**.

Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterising the genital area.

Why is FGM performed?

- Preservation of virginity and chastity
- Religion, in the mistaken belief that it is a religious requirement
- Fear of social exclusion
- To ensure the girl is marriageable or to improve marriage prospect
- Hygiene and cleanliness
- Belief that it increases the sexual pleasure for the male
- Enhancing fertility
- Family honour
- Social acceptance

FGM and the Law

Over **24,000** girls under the age of 15 living in the **UK** are at **risk** of undergoing the most **severe** form of FGM at any one time.

Female Genital Mutilation Act 2003 makes it **illegal** for FGM to be **performed** in the **UK** or anywhere in the world on **UK citizens or permanent residents of any age**.

If you **carry out** or **help** in carrying out FGM or if you **arrange** for someone to undergo FGM you face up to **14 years in prison**.

It is also **illegal** to take a British national or permanent resident **abroad** for FGM or to **help** anyone trying to do this.

Effects of FGM

- PHYSICAL EFFECTS**
- Bleeding
 - Urinary tract infections
 - Shock and pain
 - Pregnancy complications
 - Difficulty during childbirth
 - Menstruation problems
 - Painful sex
 - Infertility
 - Tetanus infections
 - Loss of bladder control

- EMOTIONAL EFFECTS**
- PTSD
 - Anxiety
 - Trust Issues
 - Anger Issues

Where to get more help and support

- School Staff and Wellbeing Team
- National FGM Support Clinics
- NSPCC - www.nspcc.org.uk
- Childline - Helpline: 0800 1111(24 hours, every day) www.childline.org.uk
- CEOPS - www.ceop.police.uk/safety-centre

Define: Asexual

A person who generally does not experience sexual attraction to any group of people.

Define: Androgyny

A gender expression that has elements of both masculinity and femininity.

Define: Biological Sex

The physical anatomy and gendered hormones one is born with.

Define: Bisexual

A person who experiences sexual, romantic, physical, and/or spiritual attraction to people of their own gender as well as another gender.

Define: Cisgender

A description for a person whose gender identity, gender expression, and biological sex all align.

Define: LGBTQ+

Lesbian, Gay, Bisexual, Trans, Queer/Questioning + = Other

Define: Sexuality

A person's sexual preference or orientation. Who they are attracted to.

Define: Drag Queen

A man who dresses up in an exaggerated feminine form usually in a show or theatre setting.

Define: Gender Dysphoria

Where a person experiences distress due to a mismatch of their biological sex and their gender identity.

Define: Heterosexual

A medical definition for a person who is attracted to someone with the other gender.

Define: Homosexual

A medical definition for a person who is attracted to someone with the same gender.

Define: Transvestite

A person who dresses as the opposite gender expression for any one of many reasons, including relaxation, fun, and sexual gratification.

Define: Intersex

A person with a set of sexual anatomy that doesn't fit within the labels of female or male (e.g., XXY phenotype, uterus and penis).

Define: Pansexual

A person who experiences sexual, romantic, physical, and/or spiritual attraction for members of all gender identities/expressions.

Define: Transgender

A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex.

Define: Transsexual

A person whose gender identity is the binary opposite of their biological sex, who may undergo medical treatments to change their biological sex.

Define: Gender Identity

Gender identity is a way to describe how you feel about your gender. You might identify your gender as a boy or a girl or something different. This is different from your sex, which is related to your physical body and biology.

Some of these terms are controversial in their definitions and may mean slightly different things to different people. These definitions have been taken from Stonewall charity.

Important legal changes that have affected LGBTQ+ people in the UK

- **2000:** Government lifts the ban on lesbians and gay men serving in the Armed Forces.
- **2001:** Age of consent for gay/bi men is lowered to 16.
- **2002:** Equal rights are granted to same-sex couples applying for adoption.
- **2003:** Repeal of Section 28 - Section 28 was a law that made it illegal to talk positively about homosexuality in schools.
- **2003:** A new law comes into force protecting LGBT people from discrimination at work. Until 2003 employers could discriminate against LGBT people by not hiring them or not promoting them, just because of their sexual orientation or gender identity.
- **2004:** Civil Partnership Act is passed.
- **2004:** Gender Recognition Act is passed - This Act allowed trans people to change their legal gender. This means that they can get a new birth certificate that reflects who they really are, which helps for future legal processes like marriage.

- **2007:** It becomes illegal to discriminate against people because of their sexual orientation or gender identity when providing them with goods or services.
- **2008:** The Criminal Justice and Immigration Act makes 'incitement to homophobic hatred' a crime.
- **2009:** A new law gives better legal recognition to same-sex parents.
- **2013:** The Marriage (Same-Sex Couples) Act is passed.

Trans Teens and Children

If a child is under 18 and thought to have gender dysphoria, they'll usually be referred to a specialist child and adolescent Gender Identity Clinic (GIC). Treatment is arranged with a multi-disciplinary team (MDT). This is a group which may include specialists such as mental health professionals and paediatric endocrinologists. Most treatments offered at this stage are psychological, rather than medical or surgical. If the child is diagnosed with gender dysphoria and they've reached puberty, they could be treated with

gonadotrophin-releasing hormone (GnRH) analogues. These are synthetic hormones that suppress the hormones naturally produced by the body. They also suppress puberty and can help delay potentially distressing physical changes caused by the body becoming even more like that of the biological sex, until they're old enough for other treatment options. The effects of treatment with GnRH analogues are considered to be fully reversible, so treatment can usually be stopped at any time.

Teenagers who are 17 years of age or older may be seen in an adult gender clinic. They are entitled to consent to their own treatment and follow the standard adult protocols. Gender Reassignment surgery will not be considered until a person has reached 18 years of age.

Schools and LGBTQ+ Students

All schools are required to have a policy relating to LGBTQ+ students and how they are supported in schools. However each case will be dealt with on an individual basis as to

what is best for the students. Discussions will be conducted with Safeguarding team, parents, wellbeing teams and appropriate external agencies involved in the students care.

Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Your Doctor or Community Nurse
- NHS Online
- Young Stonewall: www.youngstonewall.org.uk
- The Proud Trust – Local Support groups: www.theproudtrust.org
- Friends and Family of Lesbians and Gays: www.fflag.org.uk

Define: Pornography

Printed or visual material containing the explicit description or display of sexual organs or activity, intended to stimulate sexual excitement.

Define: Soft Porn

Films, magazines, photographs etc. that show sexual images such as nudity but not sexual acts.

Define: Hardcore Porn

Films, magazines, photographs etc. that shows sex in a very detailed way, or shows very violent or unpleasant sex.

Define: Child Pornography

Sexually explicit material depicting anyone under the age of 18.

Define: Revenge Porn

Revealing or sexually explicit images or videos of a person posted on the Internet, typically by a former sexual partner, without the consent of the subject and in order to cause them distress or embarrassment.

Define: Sexting

Sending sexually explicit messages or pictures via mobile phones, instant messaging or email.

Pornography Laws in the UK

- It is legal to watch pornography in the UK as long as it doesn't feature under 18s, sex with animals, torture, scenes of rape or sexual assault, scenes which are violent to the point of life threatening or likely to cause serious harm.
- Pornographic material can be shown on TV after 9pm as long as it doesn't show erect penises or close ups of genitals.
- The legal age to buy pornographic material is 18, be this magazines, DVDs or internet access. The internet tries to prevent under-age access using credit cards or disclaimers.
- Under 18s who film or take sexual pictures of themselves or others can be charged with child pornography offences which can lead to prison sentences of up to 10 years, even if all involved agreed.
- It is illegal to watch pornography with an under 18; this is considered a form of abuse.
- It is illegal to make and/or distribute pornographic photographs or films without all participants knowledge and consent. This can lead to up to 2 years in prison.

Ways in which Pornography can distort views of relationships and Sex

- | | |
|---|--|
| • Sex ends when the man ejaculates and orgasms. | • External ejaculation is expected and common. |
| • Women orgasm every time they have sex. | • Anal sex is common and popular amongst heterosexual couples. |
| • People use insults and abusive language when having sex. | • Sex is good every time. |
| • Everyone wants to have sex all the time. | • Penises are large (over 6 inches) |
| • Sex is an aggressive act of dominance of one partner over another. | • Sex is all about what men want and men are in control. |
| • Women are portrayed as bored and sexually frustrated. | • Women are expected to dress up and wear make-up for sex. |
| • People want to have sex with more than one person at a time. | • Sex is loud. |
| • It is illegal to make and/or distribute pornographic photographs or films without all participants knowledge and consent. This can lead to up to 2 years in prison. | • Consent to sex means all sex acts. |
| | • You must look and dress a certain way to be considered sexy. |

Where to get more help and support

- Parents and trusted family members
- Teachers and School Staff including School Nurse and Wellbeing Team
- Report any inappropriate images to the website.
- NSPCC - www.nspcc.org.uk
- Childline - Helpline: 0800 1111(24 hours, every day) / www.childline.org.uk
- CEOPS - www.ceop.police.uk/safety-centre

Define: Body Image

The perception that a person has of their physical self and the thoughts and feelings that result from that perception.

Define: Eating Disorder

Any of a range of psychological disorders characterized by abnormal or disturbed eating habits.

Define: Anorexia

An emotional disorder characterized by an obsessive desire to lose weight by refusing to eat.

Define: Bulimia

An emotional disorder characterized by a distorted body image and an obsessive desire to lose weight, in which bouts of extreme overeating are followed by fasting or self-induced vomiting or purging.

Define: Binge Eating

The consumption of large quantities of food in a short period of time, typically as part of an eating disorder.

Factors affecting body image

- Puberty and the changing body
- The media
- Peers and family

Where to get more help and support

- Parents and trusted family
- School Staff, school nurse and Wellbeing Team
- Your GP or Practice Nurse
- Youth Access - www.youthaccess.org.uk

Ways to promote positive body image

- Accept your body.
- Remember nobody's perfect.
- Don't body-shame yourself.
- Build better habits.
- Like your body - Find things to like about your looks.
- Take care of your body.
- Eat healthy foods.
- Get a good night's sleep.
- Be active every day.
- Keep to a healthy weight.

Statistics on Eating Disorders

- Between 1.25 and 3.4 million people in the UK are affected by an eating disorder
- Around 25% of those affected by an eating disorder are male
- Eating disorder are most common in individuals between the ages of 16 and 40 years old

Causes of Eating Disorders

Eating disorders are not simply about food; the behaviours that accompany them may often serve as a coping mechanism or a way to feel in control. Eating disorders have many causes which are individual to the person however some common causes are:

- Distorted Body Image • Bullying • Depression and/or Anxiety

Symptoms of Eating Disorders

Symptoms of eating disorders will vary between individuals and type of eating disorder. Not matching the symptoms exactly does not mean that someone does not have an eating disorder, however, some common symptoms include:

- Eating very little food or eating large amounts of food in a short time in an uncontrolled way
- Having very strict habits, rituals, or routines around food
- Spending a lot of time worrying about your body weight and shape
- Changes in mood
- Deliberately making yourself ill after eating
- Avoiding socialising when food may be involved
- Withdrawing from social groups, hobbies you used to enjoy or from family life
- Physical signs such as digestive problems or weight being very high or very low for someone of your age and height

Treatments for Eating Disorders

Although there is no easy treatment for eating disorders, they are treatable and manageable. The treatment will often be linked to the underlying causes of the eating disorder. Common treatments include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Cognitive behaviour therapy • Medication – Anti-Depressant | <ul style="list-style-type: none"> • Talk Therapy • Group support |
|---|---|

The best course of treatments will be decided by a Doctor and team of specialists. In severe cases in-patient treatment might be necessary.

- Men Get Eating Disorders Too - www.mengetedtoo.co.uk

- Anorexia & Bulimia Care - www.exiabulimiacare.org.uk
Helpline 03000 11 12 13 (option 1: support line, option 2: family and friends)

Types Of Sports Covered During PE Lessons

PE

Task: Research the rules and regulations for one of the sports below and create a poster in your jotter.

Net/Wall Games

'A net/wall game is any activity where the aim of the game is to hit the ball or shuttle over the net or against the wall.'

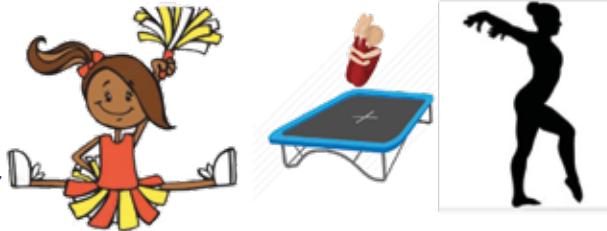
E.g. Badminton, Tennis, Table Tennis, Volleyball, Squash



Accurate Replication

'In this area students will be asked to link a series of movements or actions together in a sequence.'

E.g. Trampolining, Gymnastics, Zumba, Cheerleading, Dance, Yoga



Striking and Fielding

'Striking and fielding games are activities where players score points by striking an object and running to designated areas, the other team then has to retrieve the object.'

E.g. Rounders, Cricket, Softball, Baseball

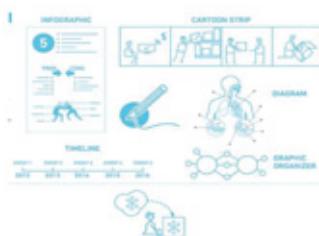


Notes:



HOW TO SELF TEST

WITH KNOWLEDGE ORGANISERS



Graphic Organisers

Try to come up with different ways to represent the information visually, from your knowledge organiser for example: an infographic, a timeline, a cartoon strip, a Venn diagram, or a diagram of parts that work together.

Work your way up from drawing what you know from memory. By presenting your work in a different format the information is more likely to transfer to your long-term memory.



HOW TO USE GRAPHIC ORGANISERS



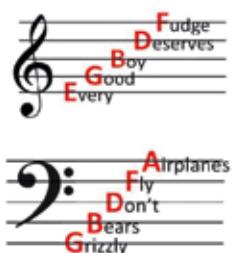
Look, Cover, Write, Check

This strategy is commonly used by primary schools, it is a proven effective method of practising the spelling of key terminology found in your knowledge organiser.

Start by carefully looking at the keyword you need to spell, cover it up, write it down, check it against your knowledge organiser and correct it if necessary. Make sure to practise the words you get incorrect several times as practice makes perfect!



USING 'LOOK, COVER, WRITE, CHECK'



Keyword Mnemonics

Make up a sentence where each word begins with the same letter as the word you need to remember.

E.g.: Colours of the rainbow: 'Richard Of York Gave Battle In Vain' (Red, Orange, Yellow, Green, Blue, Indigo, Violet)

E.g.: The order of the planets: 'My Very Enthusiastic Mother Just Served Us Noodles' (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune)



HOW TO USE MNEMONICS FOR REVISION



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