

Y8

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

Word of the Week	Definition
Notorious	Famous or well known, typically for some bad quality or deed.
To ascend	To go up or climb.
To prohibit	To formally forbid (something) by law, rule, or other authority.
To culminate	To reach a climax or point of highest development.
To collapse	To (of a structure) suddenly fall down or give way.
Circumspect	To be wary and unwilling to take risks.
Cataclysmic	(Of a natural event) large-scale and violent.
Magnanimous	Generous or forgiving, especially towards a rival or less powerful person.
To cajole	To persuade (someone) to do something by sustained coaxing or flattery.
Fortuitous	Happening by chance rather than intention.

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: *I am Malala* by Malala Yousafzai

Context

Written in 2013, '*I am Malala*' is an autobiographical book about Malala's life and fight for her right to education in Pakistan. This is a remarkable tale of a family uprooted by global terrorism, of the fight for girls' education, of a father who, himself a school owner, championed and encouraged his daughter to write and attend school.

Big Question

How do you overcome adversity?

Describing characters

Character	Characteristic	Synonyms
Malala Yousafzai	Brave	Courageous / fearless / valiant / heroic
Ziauddin Yousafzai	Activist	Advocate / champion / supporter / promoter
Tor Pekai Yousafzai	Passionate	Intense/spirited/vehement/strong
Malka e-Noor	Passive	Submissive/acquiescent/yielding/obedient



Key quotes for understanding the story

- "I come from a country that was created at midnight. When I almost died it was just after midday"
- "We realize the importance of our voices only when we are silenced"
- "One child, one teacher, one book, one pen can change the world"
- "Once I had asked God for one or two extra inches in height, but instead he made me as tall as the sky, so high that I could not measure myself."
- "I told myself, Malala, you have already faced death. This is your second life. Don't be afraid — if you are afraid, you can't move forward."

Key words

Taliban – An Islamic fundamentalist political movement and military organisation in Afghanistan.

Pakistan – Is a country in South Asia and the world's sixth-most populous country.

Oppression - Prolonged, cruel or unjust treatment.

Education – An enlightening experience or the process of receiving/giving information.

SPEECH WRITING – During this term you will be developing your skills in speech writing. You will look at the features of a speech and how to plan your ideas. One of the most important aspects of speech writing is to develop your ideas fully. Use the following steps to create detailed paragraphs:

1. **First sentence – TOPIC**
2. **Second sentence – FACT, REALISTIC STATISTIC, OPINION**
3. **Third/fourth sentence – DEVELOP THE ABOVE – what does it prove?**
4. **Fifth sentence – PERSONAL STORY**
5. **Sixth sentence – RHETORICAL QUESTION**
6. **Seventh sentence – OFFER A SUGGESTION, SOLUTION OR SUMMARY**

Remember: Specific details make your writing believable (place names, titles, streets, etc.)

Key Concept

Types of Sequence

Sequence as pictures:



Linear sequence:

4, 7, 10, 13, 16, ...
+3 +3 +3 +3

Fibonacci sequence:

(add the previous two terms)

1, 1, 2, 3, 5, 8, ...

TIP

If a sequence is decreasing, the 'n' term will be negative.

E.g. 15, 11, 7, 3, ...

Nth term = $-4n + 19$

Key Words

Sequence:

A list that is in a particular order following a pattern.

Term:

Each particular part of a sequence.

Linear sequence:

A sequence that is formed by adding or subtracting the same amount each time.

Spax topics:

M381: Term-to-term rules for numerical sequences

M241: Term-to-term rules for sequences of patterns

M166: Substituting into position-to-term rules

M991: Position-to-term rules for arithmetic sequences

M866: Position-to-term rules for sequences of patterns

M981: Special sequences

Questions

1) Find the next two terms and the term to term rule

a) 9, 13, 17, 21, ...

b) 7, 12, 17, 22, ...

c) 9, 7, 5, 3, ...

d) 3, 4, 7, 11, 18

2) Find the nth term

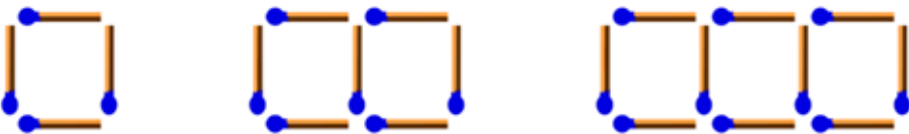
a) 7, 9, 11, 13, ...

b) 8, 13, 18, 23, ...

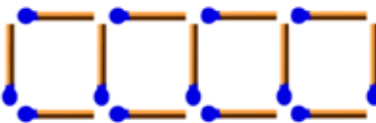
c) 15, 12, 9, 6, ...

d) 1, -3, -7, -11, ...

Examples



Next pattern is:



Sequence = 4, 7, 10, 13, ...

Term to term rule = + 3

Nth term

4, 7, 10, 13, 16, ... = $3n+1$
+1 +3 +3 +3 +3

ANSWERS 1) a) 25, 29 Rule = +4 c) 1, -1, Rule = -2 d) 27, 32, Rule = +5
2) a) $2n + 5$ b) $5n + 3$ c) $-3n + 18$ d) $-4n + 5$
3) add previous 2 numbers

Unit 6: Plotting And Interpreting Graphs

Key Concept

Substitution is the process of evaluating expressions by replacing algebraic letters with numbers.

If $a = 5$ and $b = 2$

$a + b =$	$5 + 2 = 7$
$a - b =$	$5 - 2 = 3$
$3a =$	$3 \times 5 = 15$
$ab =$	$5 \times 2 = 10$
$a^2 =$	$5^2 = 25$

TIP

Parallel lines have the same gradient.

FORMULA

Gradient = $\frac{\text{difference in } y}{\text{difference in } x}$

Key Words

Intersection:

Where two graphs cross.

Gradient:

This describes the steepness of the line.

y-intercept:

Where the graph crosses the y-axis.

Linear:

A linear graph is a straight line.

Quadratic:

A quadratic graph is a curved u shape. It is called a parabola.

Spax topics:

M797: Plotting horizontal and vertical lines
M932: Plotting straight line graphs
M544: Finding equations of straight line graphs
M888: Interpreting equations of straight line graphs

Questions

1) What are the gradient and y-intercept of:

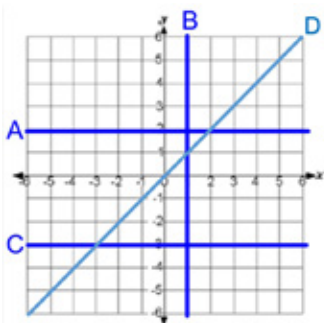
a) $y = 4x - 3$

b) $y = 4 + 6x$

c) $y = -5x - 3$

2) Draw the graph of $y = 3x - 2$ for x values from -3 to 3 using a table.

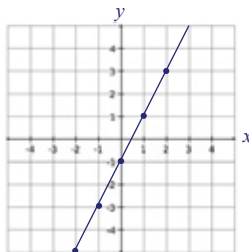
Examples



A: $y = 2$ B: $x = 1$
C: $y = -3$ D: $y = x$

Draw the graph of $y = 2x - 1$

x	-2	-1	0	1	2
y	-5	-3	-1	1	3



Notice this graph has a gradient of 2 and a y-intercept of -1.

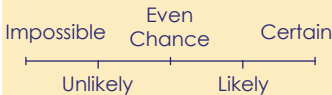
y	-11	-8	-5	-2	1	4	7
x	-3	-2	-1	0	1	2	3

Unit 7: Introducing Probability

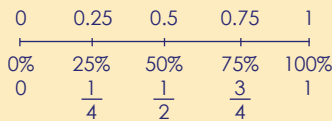
MATHS

Key Concept

Chance



Probability



Probabilities can be written as:

- Fractions
- Decimals
- Percentages

TIP

Probabilities always add up to 1 or 100%.

FORMULA

Expectation
= probability \times number of trials

Key Words

Probability:

The chance of something happening as a numerical value.

Impossible:

The outcome cannot happen.

Certain:

The outcome will definitely happen.

Even chance:

There are two different outcomes each with the same chance of happening.

Expectation:

The amount of times you expect an outcome to happen based on probability.

Questions

In a bag of skittles there are 12 red, 9 yellow, 6 blue and 3 purple.

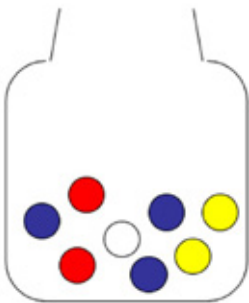
Find:

- P(Red)
- P(Yellow)
- P(Red or purple)
- P(Green)

Sparx topics:

- M655: Using probability phrases
- M941: Writing probabilities as fractions
- M938: Writing probabilities as fractions, decimals and percentages
- M206: Expected results from repeated experiments
- M755: Calculating P(A or B) and P(not A)

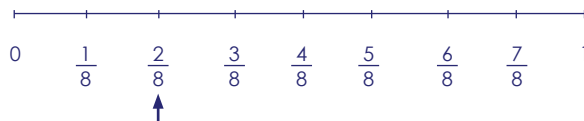
Examples



- What is the probability that a bead chosen will be **yellow**.
Show the answer on a number line.

$$\text{Probability} = \frac{\text{Number of favourable outcomes}}{\text{Total number of outcomes}}$$

$$P(\text{Yellow}) = \frac{2}{8} = \frac{1}{4}$$



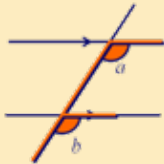
- How many **yellow** beads would you **expect** if you pulled a bead out and replaced it 40 times?

$$\frac{1}{4} \times 40 = \frac{1}{4} \text{ of } 40 = 10$$

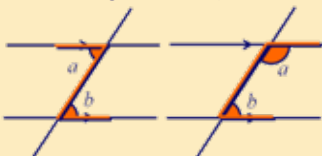
ANSWERS 1) a) $\frac{12}{30} = \frac{2}{5}$ b) $\frac{9}{30} = \frac{3}{10}$ c) $\frac{30}{15} = \frac{2}{1}$ d) 0

Unit 8: Parallel Lines And Angles

Key Concept



Corresponding
Angles are equal.



Alternate
Angles are equal.

Co-interior
Angles add to 180° .

TIP

These angle properties can be used alongside all the other angle properties that you have learnt.

Key Words

Intersect:

Two lines that cross.

Parallel:

Two lines that never intersect. Marked by an arrow on each line.

Transversal:

A line that intersects two parallel lines.

Sparx topics:

M163: Vertically opposite angles

M606: Angles on parallel lines

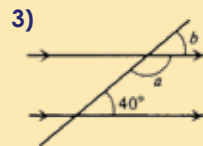
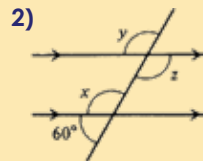
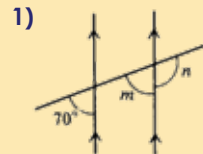
Possible extension:

M393: Using quadrilateral properties to find angles

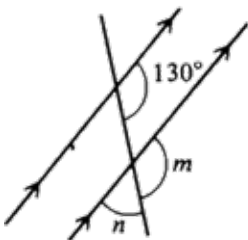
This topic combines parallel line facts with other angle facts to find unknown angles in parallelograms, trapeziums and kites

Questions

Find the labelled angles, give reasons.

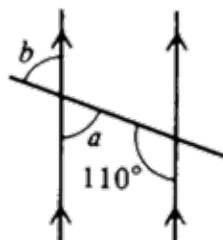


Examples



$m = 130^\circ$ as corresponding angles are equal

$n = 50^\circ$ as angles on a line add to 180°



$a = 70^\circ$ as co-interior angles add to 180°

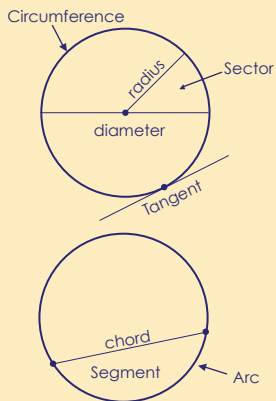
$b = 70^\circ$ as vertically opposite angles are equal

ANSWERS: 1) $m = 70^\circ, n = 110^\circ$ 2) $x = 120^\circ, y = 120^\circ, z = 120^\circ$ 3) $a = 140^\circ, b = 40^\circ$

Unit 9: Circles and Compound Area

MATHS

Key Concept



TIP

If you don't have a calculator you can leave your answer in terms of π .

FORMULA

Circle Area = $\pi \times r^2$

Circumference = $\pi \times d$

Key Words

Diameter: Distance from one side of the circle to the other, going through the centre.

Radius: Distance from the centre of a circle to the circumference.

Chord: A line segment connecting two points on a curve.

Tangent: A line that touches the circle at only one point.

Compound (shape): More than one shape joined to make a different shape.

Sparx topics:

M595: Identifying parts of circles
M169: Finding the circumference of circles

M231: Finding the area of circles

Other Sparx topics covered by this unit:

M280: Finding the arc length of sectors

M430: Finding the area of sectors

Questions

1) Find to 1 decimal place the area and circumference of a circle with:

a) Radius = 5cm

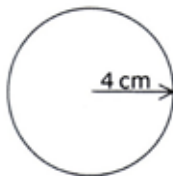
b) Diameter = 12mm

c) Radius = 9m

2) Find the area & perimeter of a semi-circle with diameter of 15cm to 1 decimal place.

Examples

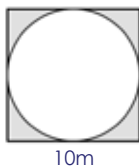
Find the area and circumference to 2 decimal place.



$$\begin{aligned}\text{Circumference} &= \pi \times d \\ &= \pi \times 8 = 25.13\text{cm}\end{aligned}$$

$$\begin{aligned}\text{Area} &= \pi \times r^2 \\ &= \pi \times 4^2 = 50.27\text{cm}^2\end{aligned}$$

Find shaded area to 2 decimal place.



$$\begin{aligned}\text{Square area} &= 10 \times 10 \\ &= 100\text{m}^2\end{aligned}$$

$$\begin{aligned}\text{Circle Area} &= \pi \times r^2 \\ &= \pi \times 5^2 \\ &= 78.54\text{m}^2\end{aligned}$$

$$\text{Shaded area} = 100 - 78.54 = 21.46\text{m}^2$$

ANSWERS

1) a) A = 78.5cm², C = 31.4cm b) A = 113.1mm², C = 37.7mm
c) A = 254.5m², C = 56.5m 2) A = 88.4cm², P = 38.6cm

Unit 10: 3d Shapes, Capacity And Volume

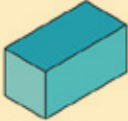
Key Concept

Cube



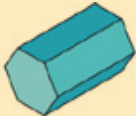
Faces = 6
Edges = 12
Vertices = 8

Cuboid



Faces = 6
Edges = 12
Vertices = 8

Hexagonal Prism



Faces = 8
Edges = 18
Vertices = 12

Triangular Prism



Faces = 5
Edges = 9
Vertices = 6

TIP

Remember the units are cubed for volume.

Key Words

Volume:

The amount of space that an object occupies.

Capacity:

The amount of space that a liquid occupies.

Cuboid:

3D shape with 6 square/rectangular faces.

Vertices:

Angular points of shapes.

Face:

A surface of a 3D shape.

Edge:

A line which connects two faces on a 3D shape.

FORMULA

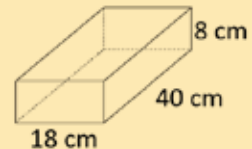
Volume of a cuboid = $l \times w \times h$

Volume of a prism = area of cross section \times length

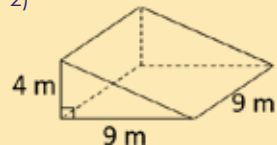
Questions

Find the volume of these shapes:

1)



2)



Sparx topics:

M767: Properties of 3D shapes

M765: Finding the volume of cubes and cuboids

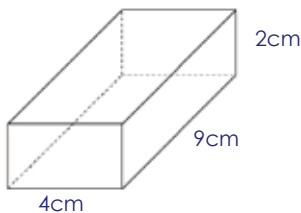
M722: Finding the volume of prisms

Other Sparx topics covered by this unit:

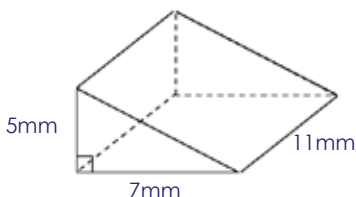
M761: Converting units of capacity

M465: Converting units of volume

Examples



$$\text{Volume} = 4 \times 9 \times 2 \\ = 72\text{cm}^3$$



$$\text{Area of triangle} = \frac{5 \times 7}{2} \\ = 17.5\text{mm}^2$$

$$\text{Volume of triangular prism} = 17.5 \times 11 \\ = 192.5\text{mm}^3$$

ANSWERS:

1) 5760 cm³

2) 162 m³

Work, energy and machines

A simple machine makes it easier to lift things, move things or turn things. It reduces the force that you need to do a job, or increases the distance that something moves when you apply a force.



Levers

Most people use a lever to open a tin of paint.

The force applied to the lid by the lever (the output force) is bigger than the force that you apply with just your hand (the input force).

A lever is a force multiplier.

Pulleys

You can use a pulley system to lift (or lower) heavy objects. You can use a pulley to change the direction of the force. The pulley makes it easier to use your weight, but the input and output forces are the same.



Energy transfer

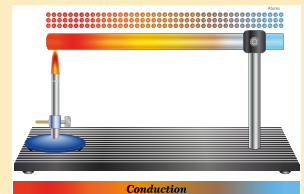
1. Conduction

Heat can be transferred in SOLIDS by **conduction**.

As the particles increase in thermal energy, the size and speed of their movements increase. This energy is passed on to the particles that they bump into.

Metals are the best conductors as they have delocalised electrons. These electrons transfer heat quickly. These delocalised electrons also allow metals to conduct electricity.

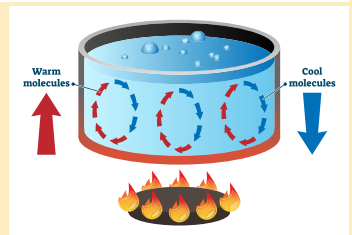
Materials, such as glass, which do not allow heat to conduct are called insulators.



2. Convection

Conduction can not happen in fluids such as liquids and gases. In these substances we have **convection**.

Hot less dense fluids rise and cold more dense fluids fall to the bottom.



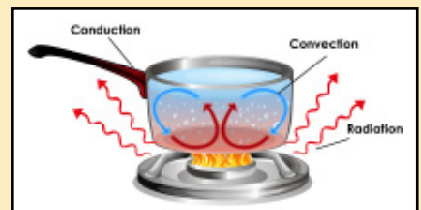
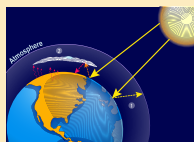
3. Radiation

Heat energy waves (or rays) are known as Infrared **radiation**.

Infrared Radiation waves will travel out from a hot source in all directions.

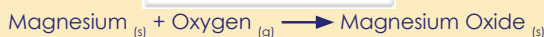
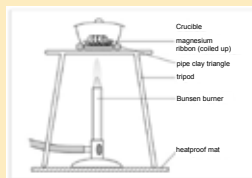
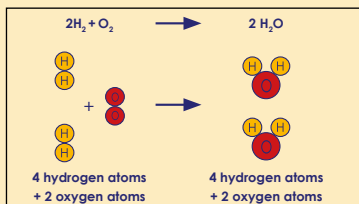
Infrared Radiation does not require particles. Thermal energy from the sun travels by radiation.

Different colours absorb and emit thermal energy at different rates. Black, dull colours absorb and emit the best, shiny and white are the worst.



Atoms in reactions

In every chemical reaction atoms are rearranged to make new substances. The atoms are joined together in one way before the reaction and in a different way after the reaction. All of the atoms present before the reaction are still present after the reaction. The total number of atoms does not change. This is known as the law of conservation of mass. During a reaction the mass of reactant is the same as the mass of the products.



3.5g

2.5g

6g

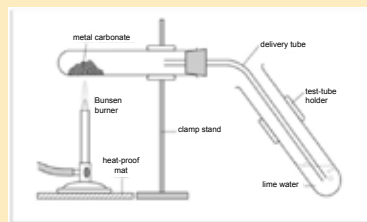
$3.5 + 2.5 = 6$ The mass of the reactants is equal to the mass of the products.

Thermal decomposition

Thermal decomposition is when a chemical substance breaks down (decomposes) due to heat into at least two chemical substances.

Metal carbonates break down into carbon dioxide (limewater test is used to show this product) and a metal oxide.

For example: Copper carbonate → Copper oxide + Carbon dioxide



Combustion

In a combustion reaction, a substance reacts with oxygen, and energy is transferred into the surroundings as heat and light.

Fuels are substances which release energy.

Some fuels can be burnt and release heat.

Oxygen is required to make things burn. Hydrocarbon fuels (like methane) produce carbon dioxide and water when they burn in oxygen. Some fuels can release polluting gases such as carbon dioxide, sulphur dioxide or nitrogen oxides. These gases can cause global warming or acid rain.

There are 2 types of combustion of hydrocarbon fuels:

1. Incomplete combustion

Incomplete combustion is where the reaction happens with limited (not enough) oxygen and produces a poisonous gas called carbon monoxide.

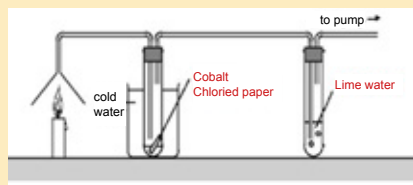
2. Complete combustion

Complete combustion happens when there is plentiful (enough) oxygen.

Fuel + Oxygen → Carbon dioxide + Water

The diagram shows how we can test for the products of complete combustion.

- Cobalt chloride paper turns from pink to blue in the presence of water.
- The cold water condenses the water vapor so it can be seen in the boiling tube.
- Lime water turns cloudy in the presence of carbon dioxide.



Evolution:

Scientists believe that the species we see on Earth today have gradually developed over millions of years. This is called the theory of evolution.

Natural selection:

Organisms evolve through the process of natural selection. They change slowly over time, to become better adapted to their environment. This theory was proposed by **Charles Darwin**.



Darwin's theory of evolution, the evidence:

- Fossil record
- Extinction, species that did not adapt died out.
- Changes have been observed in microorganism populations

Extinction:

A species becomes extinct when there are no more of that species left anywhere in the world.

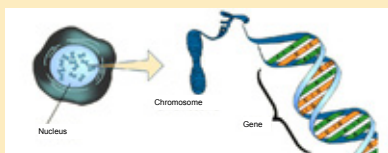
Organisms may become extinct due to...

- Changes in the environment
- Destruction of habitat
- Outbreak of new disease
- Introduction of new predators
- Increased competition for resources



Inheritance:

Your inherited characteristics come from your parents through genetic material stored in the nucleus of your cells.



Inside the nucleus of your cells, the 46 chromosomes are arranged into 23 pairs. An egg cell contains 23 chromosomes. A sperm cell contains 23 chromosomes. When DNA is copied to make new cells it can become damaged. This change in the DNA is called a mutation.



Preserving biodiversity:

1. Conservation, protecting the natural habitat.
2. Captive breeding, this is breeding animals in human controlled environment.
3. Gene banks, store genetic samples of different species.

Discovery of DNA:

1866 – Gregor Mendel carries out experiments using peas. Notices that characteristics can be passed from parents to offspring.

1952 – Maurice Wilkins and Rosalind Franklin used X-rays to take an image of DNA crystals.

1953 – James Watson and Francis Crick worked out the structure of DNA is a double helix (like a twisted ladder).

Genetic modification:

Scientists can alter an organism's genes to produce an organism with desired characteristics.

Examples:

- Cotton, to produce high yields.
- Corn, to produce toxins that kill insects.
- Bacteria, to produce medicinal drugs.



A Punnett square can be used to show what happens to the alleles in the genetic cross

		father is the cystic fibrosis allele	
		F	f
mother	F	FF	Ff
	f	Ff	ff

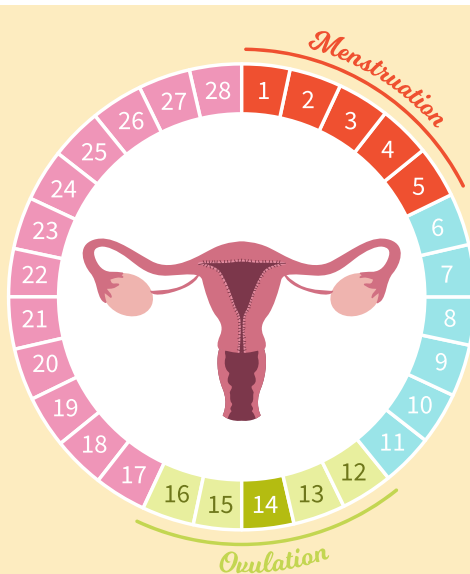
Puberty takes place between the ages of 9 and 14 in most people.

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

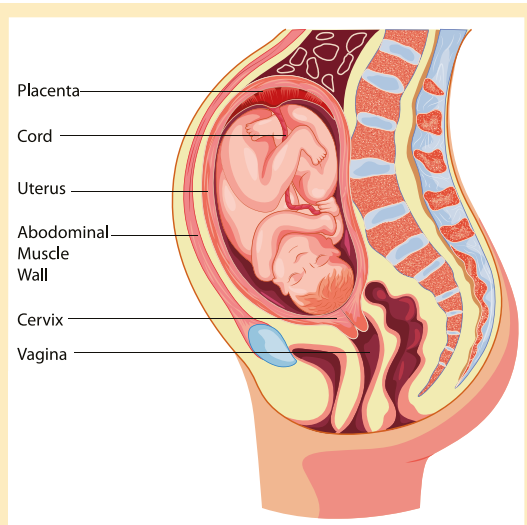
Semen is released into the vagina.

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.

HT3: Are There Challenges To Development?

GEOGRAPHY

What is development?

Geographers use social, economic and political indicators to measure development in countries throughout the world. Developed countries have better standards of living than less developed countries.

The development cable model:



Social indicators that affect standard of living

Indicators	Measures
Life expectancy	The average number of years a person is expected to live.
Death rate	Number of deaths per 1000 people.
Infant mortality	The number of deaths of infants under one year old per 1,000 births each year.
Birth rate	Number of births per 1000 people.
Literacy rates	The percentage of people in a population who can read and write.
Equality	Equal opportunities for women.

How do physical and human factors affect settlement development

Las Vegas, USA



- Over abstraction: 90% of Las Vegas' water comes from Lake Mead, a reservoir formed by the Hoover Dam 24 miles away from Vegas. Climate: Very little rainfall and warm temperatures, averaging 33.5 degrees Celsius.
- USA wealth/GDP is £63,500 per capita (Source: World Bank, 2020)

The Aral Sea and the town of Aral, Kazakhstan



- Over abstraction: During the Soviet era, water was abstracted for irrigating cotton.
- Since 1960s 90% of the Aral sea has disappeared. Ecosystems have been damaged alongside damage to the fishing industry.
- Kazakhstan wealth is £9,055 per capita (Source: World Bank, 2020)

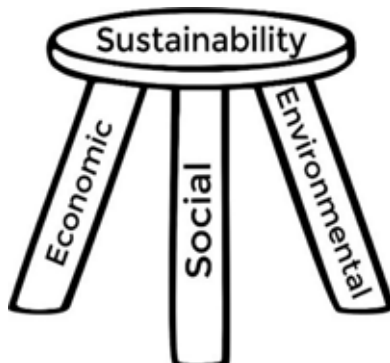
HT3: Are There Challenges To Development?

Brazil's GDP = 6,796.84 USD (2020)

Curitiba is the capital and largest city in the state of Paraná in southeast Brazil. The city witnessed a very large increase in its population from the middle of the 20th century and was often gridlocked with traffic. Today, Curitiba is considered one of the world's most successful examples of urban planning. The city has a population of 3 million people. Quality of life is high and air pollution is low.

Integrated Transport System

- Public transport is used by 75% of commuters.
- Network of express bus routes with orange feeder routes.
- Every 60 seconds a bus arrives!
- Raised platforms in tubular bus stops to increase efficiency.
- Travel times cut by 1/3.
- Low income families spend less than 10% of their income on bus tickets.
- For one fare you can travel anywhere in the city.



Recycling

- 2/3 of all rubbish is recycled.
- Creating jobs for local people sorting and processing the rubbish.
- There is also a library made up of second hand books and a museum containing people's rubbish.

Green Exchange

- Low income residents of the city are invited to exchange their rubbish for food or bus tickets.
- This avoids wasted food due to over production and encourages people to use the public transport system. The scheme also encourages recycling.

Prioritising People Over Cars

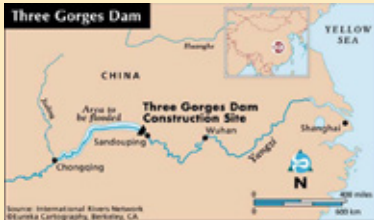
- Roads were pedestrianised and opened up to the people with street entertainers and painting/crafts for young children to take part in.
- There is also an extensive network of urban parks.



HT3: Are There Challenges To Development?

GEOGRAPHY

China and the 3 Gorges Dam: Can it be justified?



Artificial reservoirs (man-made lakes) created behind dams can add new stores to the water cycle.



The Three Gorges Dam on the Yangtze River in China has created a reservoir 660km long, and 1.1km wide. It holds back 10 trillion gallons of water for irrigation, industry and is meeting the government's goal of producing pollution-free electric power.

China's GDP = 10,500.40 USD (2020)



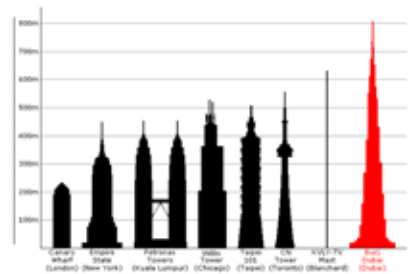
However, concerns have been raised over the quality of the water supplied. The dam stops the flow of sediment and pollution downstream, which may mean that the water quality in the reservoir declines and people cannot use the water.



The creation of the reservoir will increase water supply to people in the area as the additional water store will hold water in one place that can then be extracted and used by people in the local area.


In the long term, the Chinese Government want to extend this by creating a water transfer scheme to move water from the Three Gorges area to the more arid north of China.

Dubai is greatly dependent on the availability of cheap energy, and its per capita consumption of energy is amongst the highest in the world. Cheaply available oil is used to desalinate the water that irrigates the lush tropical landscapes implanted in its desert, and that supports the water-spending habits of its leisure tourism. Cheaply available oil is used to air-condition its massive interior spaces during the gruelling hot summer months.



An example of sustainable architecture: Singapore “Supertrees” are high-tech structures that collect solar energy to power a nightly light show. They have a softer side too: their trunks are vertical gardens, laced with more than 150,000 living plants!



<p>Push Factors (pushing migrants away from India)</p>	<p>Pull Factors (pulling migrants towards Dubai)</p>
<p>Lack of jobs, poverty, environmental problems such as drought, the unattractiveness of jobs in, for example, agriculture, war, persecution and political unrest are good examples of push factors</p> <p>India's GDP = 1,900 USD (2020)</p> <p>Bangladesh GDP = 1,968 USD (2020)</p>	<p>Pull factors are positive or attractive aspects of the receiving country. Examples include higher standards of living, the possibility of jobs in factories, higher wages etc.</p> <p>Dubai's GDP = 31,982.23 USD (2020)</p> <p>Lee's Model of Migration</p>  <p>The diagram illustrates Lee's Model of Migration. It shows a path from an 'ORIGIN' circle on the left to a 'DESTINATION' circle on the right. The origin circle contains several minus signs (-), representing negative factors. The destination circle contains several plus signs (+), representing positive factors. Between the two circles is a series of three blue triangles of increasing height, labeled 'Intervening obstacles'. A dashed line with arrows indicates the migration path from the origin to the destination.</p>

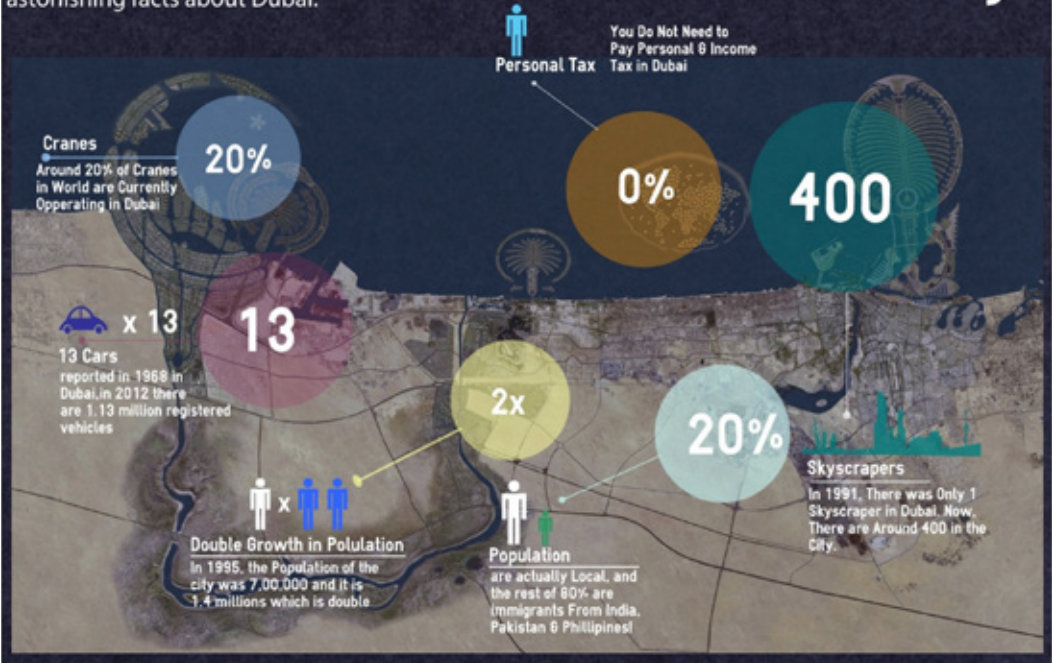
HT3: Are There Challenges To Development?

GEOGRAPHY

Amazing Facts About Dubai

Dubai is an awesome city with lots of things to do and hence has been one of the favorite family holiday destinations. Yacht-Rental-Dubai.com has compiled astonishing facts about Dubai.

Dubai
Dubai is an Amazing City of United Arab Emirates.

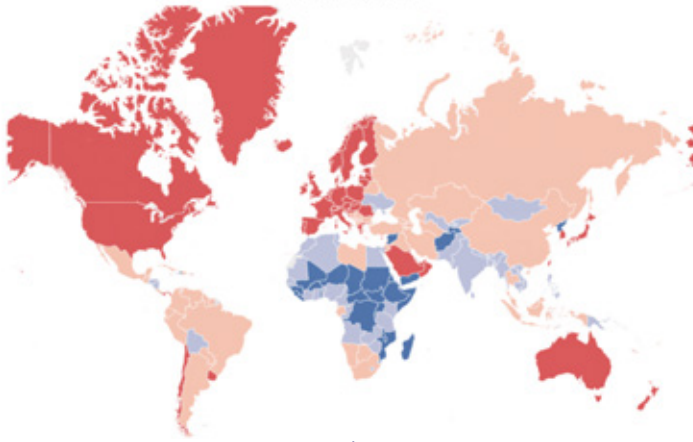


Key terms for the unit

1. Development Indicators
2. Economic Indicators
3. Social Indicators
4. GNP per capita
5. The development cycle model
6. Over abstraction
7. Climate
8. Sustainability
9. Dam
10. Push factor
11. Pull factor
12. Lee's model of migration

Distribution of wealth

The World by income



High Income = more than \$12,536 about 60 countries.

Middle Income = \$3,956 – \$12,535 – e.g. South Africa and China

Lower middle income = \$1,006 – \$3,955 – about 50 countries, mostly in Africa

Low income = \$1,005 or less – about 30 countries, mostly in Sub-Sahara

HICs:

- Majority of HICs lie in the Northern Hemisphere.
- Exception Australia and New Zealand.
- Clusters of HICs in Western Europe.
- North America, Middle East and East Asia.

NEEs and LICs:

- South American countries are NEEs.
- Asia has more NEEs than LICs.
- Africa has more LICs than NEEs.
- Easter European countries are mainly NEEs.

Causes of uneven development, Democratic Republic of Congo (DRC)

Physical



- **Environmental** – 60% is tropical rainforest. Difficult landscape, hard to build roads and rail networks.



- **Natural resources** e.g. Coltan used in technology such as mobile phones.



- **Location** – mostly landlocked with only 23 miles of coastline. Hard for international trade. 11th largest country.

Human



- **Historical** – a Belgium colony between 1885-1960.



- **Economic** – during colonisation, a lot of money created from industry did not stay in the country. Profits went back to Belgium. Government misusing tax payers' money.



- **Conflict** – 1960, DRC gained independence, led to conflict over who would rule. A civil war between 1997-2003.



HT4: Who Wants To Be A Billionaire?

GEOGRAPHY

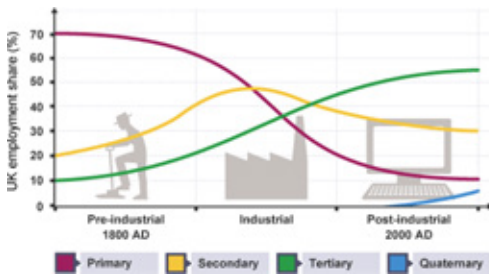
Types of industry

-  • Primary industry
-  • Secondary industry
-  • Tertiary industry
-  • Quaternary industry

Distribution of billionaires

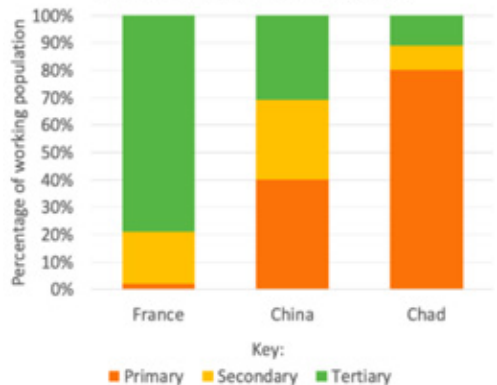


Employment structure over time

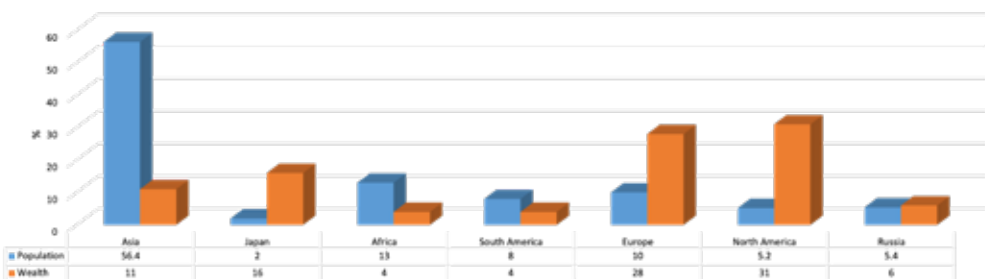


Employment structure for HIC, NEE, LIC

Figure 2. A graph to show employment structures across three countries.

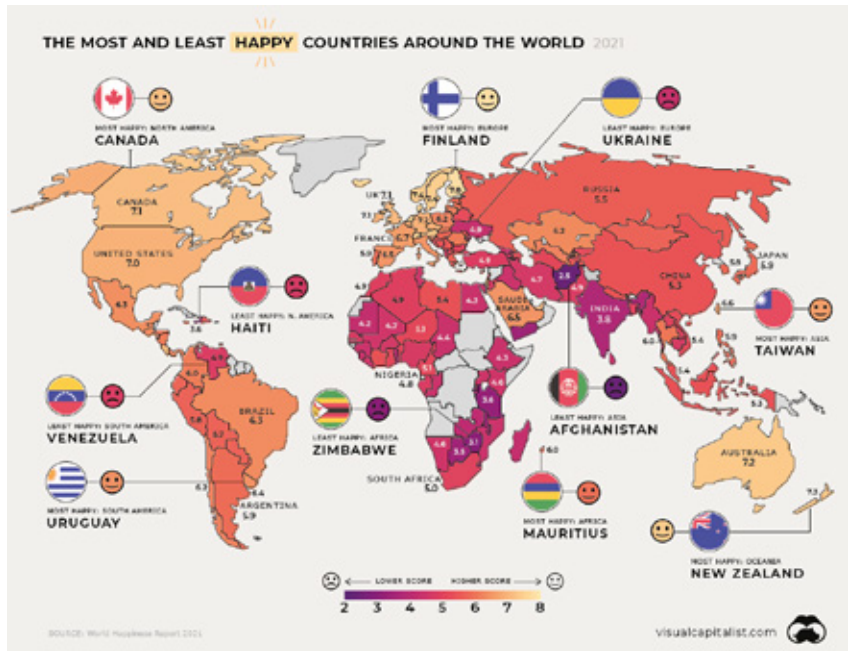


Bar graph to show population and wealth around the UK



Can money buy you happiness?

Gross
National
Happiness
Index.



How to close the gap between LICs and HICs

Aid: Bottom Up

- Less expensive projects.
 - Funded by people and NGOs from more developed countries.
 - Small scale.
 - Lack co-ordination due to limited funding.
- E.g. DRC Comic Relief £390,000 improving literacy rates in rural schools.



Positives

- Working with the local community.
- Improves education which will help people get better jobs.



Negatives

- Small scale due to funding limitations.
- Difficult for everyone to access as some children need to earn a living.



Aid: Bottom down

- More expensive.
- Funded by governments of developed countries or institutions such as the world bank.
- Large scale so will help many people.
- Can ignore local community needs.



E.g. Build a dam across the River Congo
Grand Inga Dam, second largest river in
the world by discharge volume. 2,733 miles
long. Inga Falls are a series of rapids that
drop 96 meters in height over 15km. The
drop in height creates potential energy.

Positives

- Power lines will stretch 5,000km across South Africa, Zambia and Namibia.
- 90% of the DRCs population isn't connected to the energy grid.
- Electricity DRC doesn't use can be sold to other countries.



Negatives

- 22,000 hectares of land will be flooded, Bundi Valley.
- Displace 35,000 people.
- Destroy natural habitats.
- Stop fish migration. Many people rely on fish as a source of protein.



HT4: Who Wants To Be A Billionaire?

GEOGRAPHY

HIC – High Income Country.

NEE – Newly Emerging Economy.

MIC – Middle Income Country.

LIC – Low Income Country.

GNI – Gross National Income per capita (average wage).

GDP – Gross Domestic Product, total value of all goods and services produced in a country.

Development – Measure of how rich or poor a country is compared to other countries (standard of living).

Development gap – The difference in the standards of living and well-being between the world's richest and poorest countries.

Trade – Buying and selling of goods.

Landlocked – A country that does not have land connected to an ocean.

Colonisation – Another country controls the economy and often exploits the raw material for their own economic gain.

Civil war – Violent conflict within a country.

Independence – A place gains political freedom from outside control.

Primary industry – Collecting raw materials e.g. wood from logging, iron ore through quarrying.

Secondary industry – Taking raw materials produced by the primary industry and processing them into manufacture goods e.g. wood into a desk.

Tertiary industry – Selling of services and skills e.g. teaching, sales assistance.

Quaternary industry – Industries providing information services e.g. computing, research and design e.g. pharmaceutical companies.

Aid – Money, goods and services given by an individual government or non-governmental organisation (NGO) to promote development.

Bottom – up projects – Planned with the local community.

Top – down projects – Planned by the government.

Rural – Countryside.

Sustainable development – Meets the needs of the present without compromising the ability of future generations to meet their own needs.

Comic Relief – Example of an NGO.

Dam – Barrier that is built across a river to interrupt river flow and control the amount of water flowing downstream. This creates a reservoir.

Reservoir – Man-made lake.

Hydroelectric power – Hydroelectricity can be generated at a dam if energy of the moving water is used.

Discharge – The quantity of water that passes a given point on a stream or river-bank within a given period of time.

Displace – Forced to flee home but remains within the country.

United Nations – UN.

Sustainable Development Goals: United Nations



8.3: What Was The Impact Of Slavery?

The Development of Africa

It is almost certain that human history began in Africa. All the earliest evidence of human existence and of our immediate ancestors has been found in Africa. The latest scientific research points to the fact that all human beings are likely to have African ancestors. Africa was not just the birthplace of humanity but also the cradle of early civilisations that made an immense contribution to the world and are still marvelled at today. The most notable example is Kemet – the original name of ancient Egypt – which first developed in the Nile valley more than 5,000 years ago and was one of the first monarchies.

However, even before the rise of Egypt, an even earlier kingdom was founded in Nubia, in what is present-day Sudan. Ta Seti is thought to be one of the earliest states in history, the existence of which demonstrates that, thousands of years ago, Africans were developing some of the most advanced political systems anywhere in the world.



The Rise of Islam in Africa

Northern Africa developed trade routes with the Arab world. The rise of Islam from the mid-7th century meant that Islam became well integrated into North Africa and helped to improve trade links due to the introduction of Islamic practices of record keeping, language and book-based learning. Universities were established such as Sankore in Timbuktu in the 14th century.

However, alongside the benefits of improved trade came a need for more workers. Slavery had existed in many countries, such as when prisoners of war had been captured by enemy tribes and put to work. African societies did have slaves within their own lands and also supplied slaves to be taken to the Middle East, India and as far as China. This left some societies without good workers, especially men who attracted a higher price.



Golden Kingdoms

The area around present-day Mali was the home of a hugely wealthy series of West African empires that flourished over the course of more than 800 years. The Ghana Empire lasted from AD 700 to 1000, and was followed by the Mali Empire (around AD 1250 to 1500), which once stretched all the way from the coast of Senegal to Niger. The Songhai Empire (AD 1000–1591) was the last of these little-known, trade-based empires, which at times covered areas larger than Western Europe, and whose wealth was founded on the mining of gold and salt from Saharan mines. Camels carried these natural resources across the desert to cities in North Africa and the Middle East, returning laden with manufactured goods and producing a huge surplus of wealth. One Malian emperor was said to possess a nugget of gold so large you could tether a horse to it! Organised systems of government and Islamic centres of scholarship – the most famous of which was Timbuktu – flourished in the kingdoms of West Africa, but conversely, it was Islam that led to their downfall when the forces of Morocco invaded in 1591.

8.3: What Was The Impact Of Slavery?

Impact of the Transatlantic Slave Trade on Africa

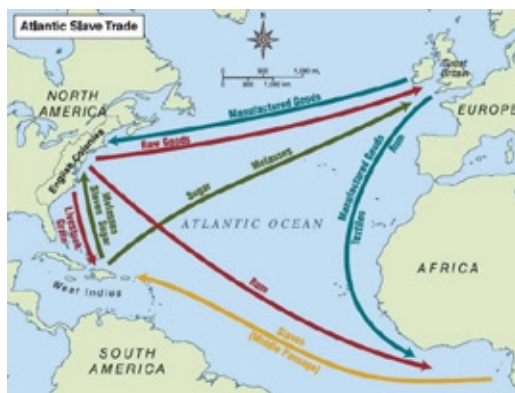
Trade

- By the mid-18th century, slaves were Africa's main export. In Western Africa the slave trade represented as much as 95 per cent of the value of their exports.
- Cowries (oval shells of different sizes with serrated edges) were one of the largest commodities imported by the British. They became a vital part of the system of exchange between Europeans and African traders. Slavers paid around 25,000 shells for an enslaved African.



Warfare

- Kings and warlords were anxious to trade with Europeans to acquire guns.
- Twenty million guns were imported to Africa in the second half of the 18th century.
- African rulers exchanged captives for guns. Rulers were in competition with each other, so the acquisition of guns provided an edge over their rivals.
- States based on slavery grew in power and influence. For example the Kingdom of Dahomey became one of the most prosperous nations: total receipts from slave exports were an estimated £250,000 per year by 1750.



Social Consequences

- By the end of the 17th century, European demand for African captives, particularly for the sugar plantations in the Americas, became so great that they could only be acquired by initiating raiding and warfare.
- Large areas of Africa were devastated and societies disintegrated. Depopulation was also caused indirectly. Europeans brought with them deadly diseases: e.g. European strains of syphilis and smallpox, typhus and tuberculosis.



8.3: What Was The Impact Of Slavery?

Why was the slave trade abolished across the British Empire?

Political Leaders

- Sharp – After successfully arguing for a change in the law to prevent slaves from being forced to leave Britain, he established the 'Society for the Abolition of the Slave Trade' and persuaded Wilberforce to become their spokesman.
- Clarkson organised petitions in industrial cities such as Manchester which raised awareness and put pressure on Parliament to debate ending slavery.
- Wilberforce argued the abolition of slavery in Parliament for 18 years, whilst supporting anti-slavery organisations by helping with campaigns, for example by giving speeches.

Women

- Women published anti-slavery literature, such as Mary Birkett's 'A Poem on the African Slave Trade'.
- Women organised boycotts of slave-made goods such as sugar in the 1790s and again in the 1820s/30s.
- Women were active in gaining public support to abolish slavery by giving lectures and knocking on doors.

Olaudah Equiano

- His autobiography became a best seller and revealed the realities of life as a slave to a wide audience.
- His stories about life in Africa helped to humanise slaves in the minds of British people.
- Equiano described his West African upbringing as joyful and peaceful. Slavers convinced the British people that West Africa was war torn to justify removing people from the area, to save them.



Key Words

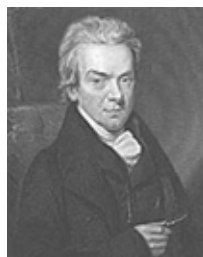
Civilisation – A society in an advanced state of development.

Middle Passage – The journey by ship between Africa and the Americas which involved transporting slaves.

Plantation – A large farm that produces one product e.g. rubber, sugar or tobacco.

Slave – A person who is made the property of another, they are forced to obey their owner.

Transatlantic Slave Trade – The period during which slaves were transported from Africa to the Americas and Europe, mainly in the 18th and early 19th centuries.



8.4 – How Violent Was The French Revolution?

HISTORY

Key Words

Committee of Public Safety – Created during the Terror. It had 12 members and its aim was to ensure the Revolution survived and continued.

Estates General – The French parliament.

Execution – The act of killing someone as punishment for a crime.

Exile – Leaving a place/country. Usually enforced.

Guillotine – A machine for beheading people.

National Convention – The government of the French Revolution.

Revolution – A period of time which sees major changes.

Timeline

1774 – Louis XVI became king of France.

1787 - 1789 – Bad harvests in France.

1789 – Louis called the Estates General. The Tennis Court Oath. The Storming of the Bastille.

1791 – The flight to Varennes.

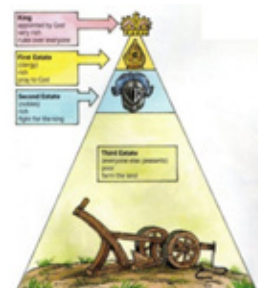
1793 – Execution of Louis XVI and his wife Marie Antoinette.

1793 - 94 – The Terror.

Why was the slave trade abolished across the British Empire?

Louis married Marie Antoinette in 1770 and became king in 1774. Large crowds gathered at his coronation and the couple were initially young and popular. They lived in luxury with every entertainment available including theatre, opera and stables. Louis enjoyed hunting, eating and drinking. Martin tells us that Louis "would get up at six o'clock, eat four chops, a fat chicken, six eggs poached in meat juice, a slice of ham and drink a bottle and a half of champagne" (The French Revolution, 1992). Marie Antoinette even had a country house called Petite Trianon built for her in the grounds where she played at being a poor peasant's wife.

The couple faced some criticism. French kings were absolute monarchs, meaning that they did not have to answer to anyone else. People claimed that Marie Antoinette was vain, extravagant and interfering. R.Tames even claims that she "became an object of hatred on account of her extravagance and attitude" (The French Revolution, 1974). People also began to question whether Louis was a strong enough leader to rule France. One statement about Louis XVI from during his reign said "he did not have the qualities needed by a man born to be a leader. He was timid and lacked self-confidence. It was soon recognised that others could influence his decisions".



8.4 – How Violent Was The French Revolution?

Key events of the Revolution

The Tennis Court Oath

In 1789 Louis decided to call together the Estates General (The French Parliament). The Estates General had not been called since 1614; 175 years ago! The Estates General included representatives (members) from all three estates.

On 17 June 1789, the representatives from the third estate declared that they were in charge as they represented 90% of the French population. They called themselves the National Assembly. But Louis locked them out of the meeting hall so they gathered in the Tennis Court instead. They swore an oath (promise) not to leave until France was ruled fairly. They wanted a new set of fair rules for how France should be run.

The Storming of the Bastille

In July 1789, revolutionaries attacked the Bastille prison in Paris and released some prisoners after killing the governor of the prison and several guards. The prison was famous for holding people who had criticised the King or the government. Often they were imprisoned without trial. The prison was therefore a symbol of the absolute power of the King.

Louis' execution

Louis was executed by guillotine in January 1793 in the Place de la Revolution in Paris. He was accused of asking foreign armies to invade France and to a stop to the Revolution.

Impact of the Revolution

Maximilien Robespierre

The period after the revolution became known as 'The Terror'. Maximilien Robespierre became an influential figure in the National Assembly and later gained power in the new revolutionary government.

Robespierre became the leader of the Jacobins and in 1793 formed the Committee of Public Safety. This group effectively ran the government, with Robespierre becoming the most powerful man in France. He was determined to ensure the Revolution did not fail and set about stamping out any opposition.

During Robespierre's 'Reign of Terror' anyone that opposed the revolutionary government was arrested or executed. The guillotine was used to behead suspected traitors. Within 12 months over 16,000 'enemies of the state' were officially executed, with many more imprisoned.

After just one year of harsh rule, revolutionaries turned on Robespierre and had him arrested. He was executed by guillotine in July 1794.

The causes of the revolution

Money: By 1787, the French government was bankrupt. It was 4000 million livres in debt. France had spent a lot of money fighting costly wars, but had nothing to show for it. Many people accused the royals, especially Queen Marie- Antoinette of spending too much money on luxuries. Others said that the tax system was corrupt and some tax-collectors did not hand all their taxes over to the government.

Bad harvests: In the years 1787 – 1789, terrible weather, heavy rain, hard winters and too hot summers led to three very bad harvests in France. This led to peasants and farmers having smaller incomes, while food prices rose sharply. The poor harvests also meant that many French farmers became unemployed. Many poorer people were starving, but could not afford food and could not find a job.

The Estates General: The Estates General (French parliament) met at the Palace of Versailles, just outside Paris, in May 1789. There were 1100 members, or deputies. The deputies of the third estate, which represented millions of ordinary French people, made up only half of the deputies.



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.

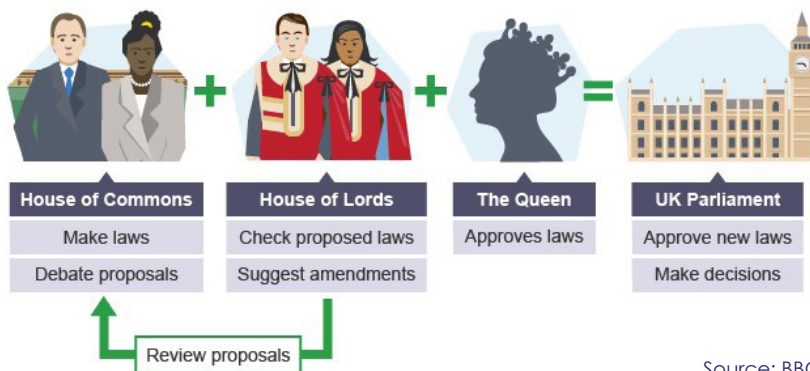
The UK Parliament meets in Westminster, London. It has two parts – the House of Commons and the House of Lords, plus the Monarchy. The House of Commons is made up of 650 MPs and the House of Lords of around 810 Lords or, as they are sometimes known, peers.

How are MPs elected?

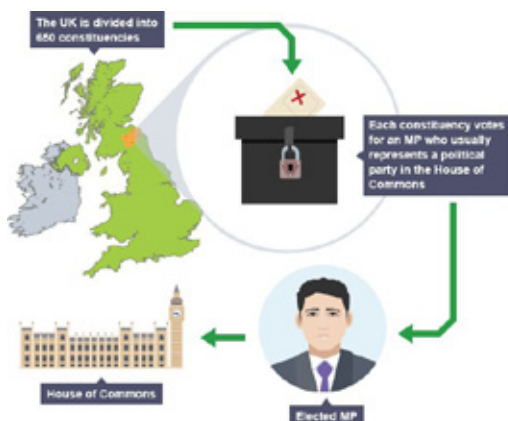
Members of Parliament (MPs) are usually elected every five years at a General Election. For the General Election, the country is divided into 650 constituencies or areas. Each constituency elects one MP to Parliament. The last General Election in the UK was held on 12th December 2019.

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

1. Find out who your Member of Parliament is, which party do they belong to?

www.members.parliament.uk/FindYourMP

2. 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.



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.

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.



What is local democracy?

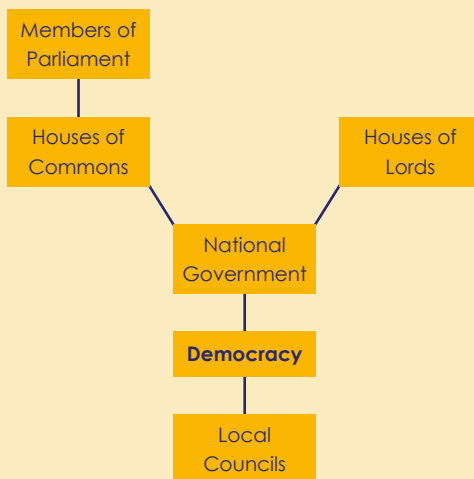
Local councils are responsible for schools, planning, parks, roads, culture and leisure services, council housing, social work, council tax and emergency services. Local government has very different responsibilities to other forms of government. Each area elects at least one councillor, these elections 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

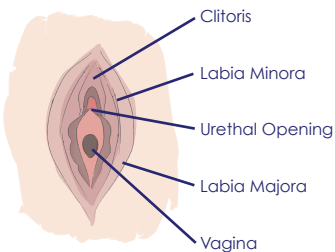
A chemical substance produced in the body that controls and regulates the activity of certain cells or organs.

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.

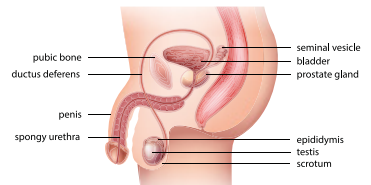
Female Genitalia External (Vulva)



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: **0800 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: **0800 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: **0800 802 9999** (12-2.30 & 7-9.30) www.rasasc.org.uk

Sexually Transmitted Infections

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 (chancere) 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

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

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.

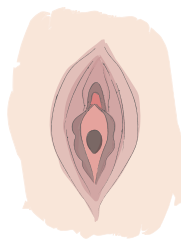
Define: Male Circumcision

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.

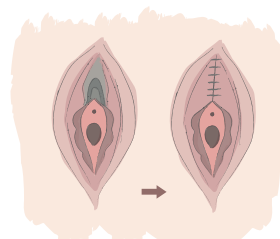
Define: Breast Ironing

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.

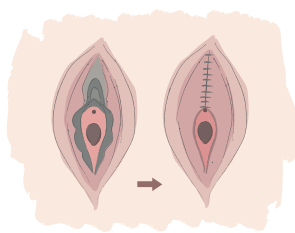
Types of FGM



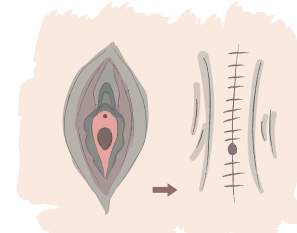
Type 1 – Clitoridectomy: partial or total removal of the clitoris and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).



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

Sexuality and Gender Identity

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.theproudsttrust.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.

- Consent to sex means all sex acts.

- 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.

- 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-cent

Body Image and Eating Disorders

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.

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:

- Cognitive behaviour therapy
- Medication – Anti-Depressant
- 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.

- 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.

• The Mix - www.themix.org.uk
Freephone: 0808 808 4994 (13:00-23:00 daily)

• B-eat - www.b-eat.co.uk
Helpline: 0808 801 0711 (Daily 3pm-10pm)

• Men Get Eating Disorders Too -
www.mengetedstoo.co.uk

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

Types Of Sports Covered During PE Lessons

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.'

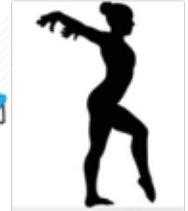
E.g. Badminton, Tennis, Table Tennis, Volleyball, Squash



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



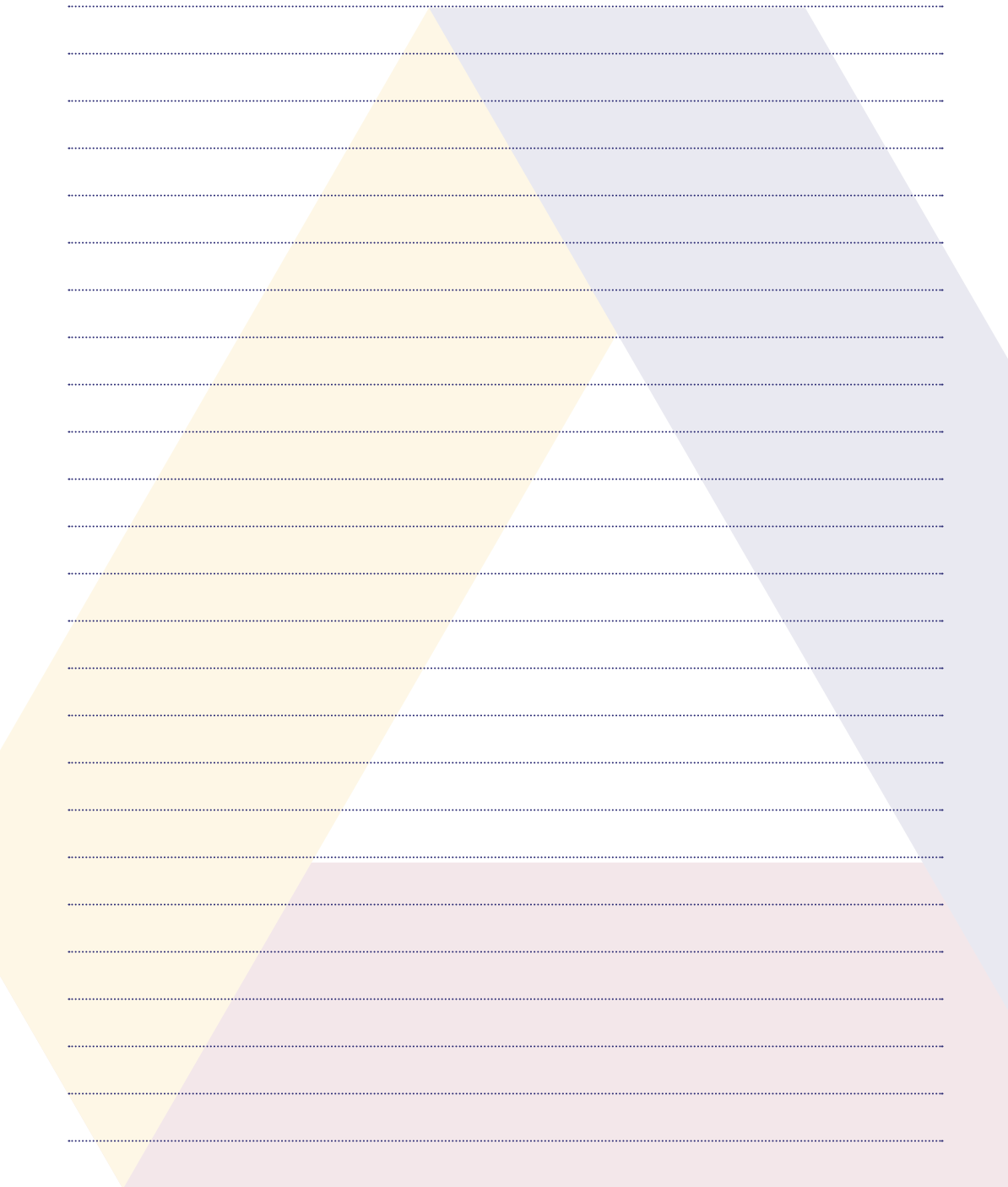
Striking and Fielding

'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:



The page features a large, stylized background graphic consisting of three overlapping triangles. The leftmost triangle is yellow, the middle one is light purple, and the rightmost one is light pink. These triangles are positioned such that they create a series of horizontal bands across the page. Overlaid on these bands are numerous thin, horizontal dotted lines, providing a structured space for writing notes.

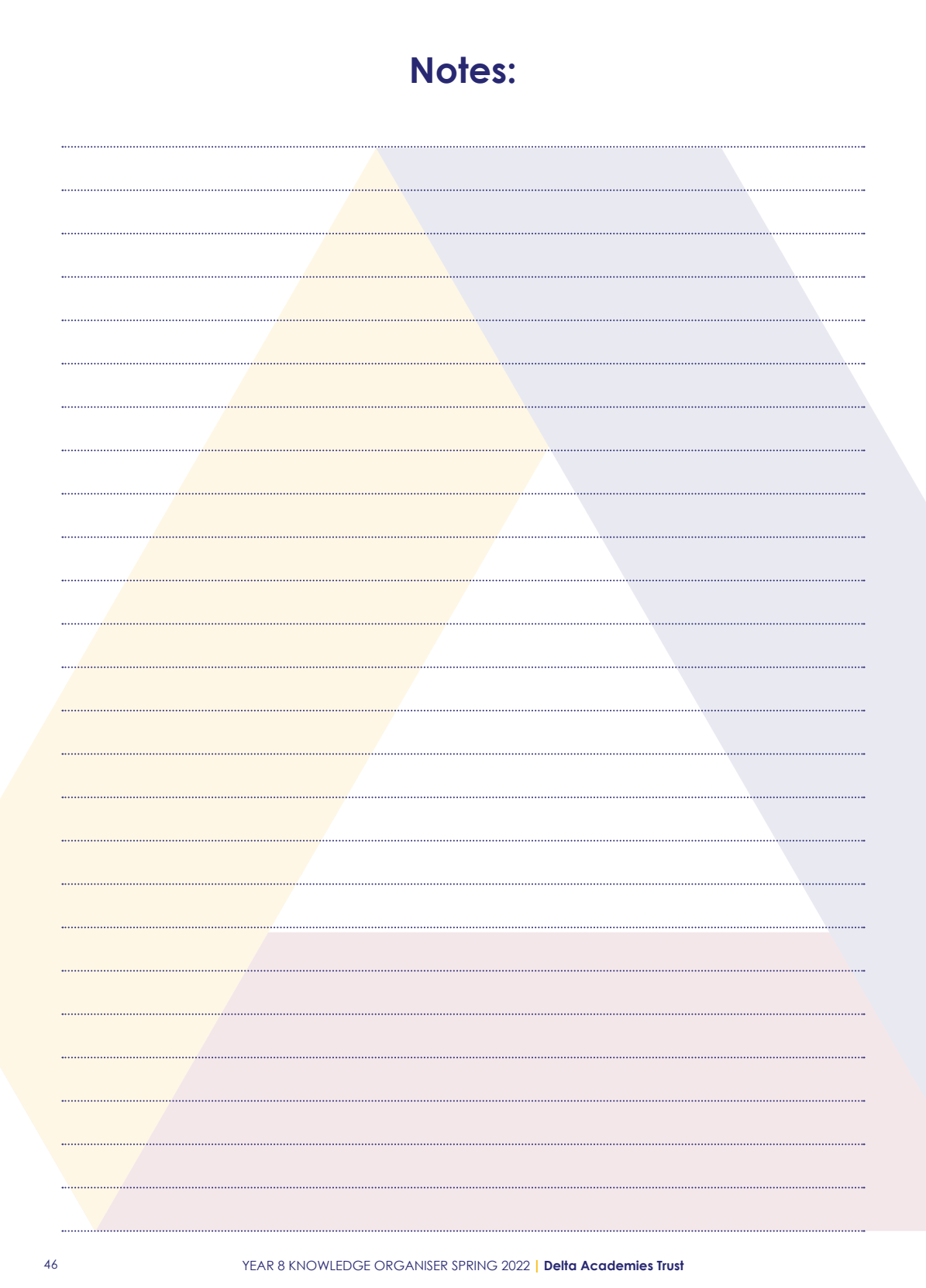
Notes:

A large triangle graphic composed of three overlapping triangles: a yellow one on the left, a light purple one on the right, and a light pink one at the bottom. The entire page is covered with horizontal dotted lines for writing.

Notes:

A series of horizontal dotted lines spanning the width of the page, intended for taking notes. The background features large, overlapping triangles in yellow, purple, and pink.

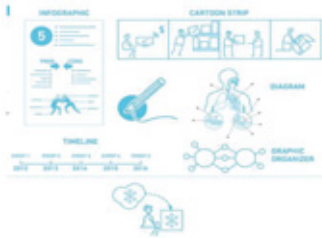
Notes:



A series of horizontal dotted lines spanning the width of the page, intended for writing notes. The lines are evenly spaced and extend across the entire width of the page, with some lines partially obscured by the large decorative triangles.

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



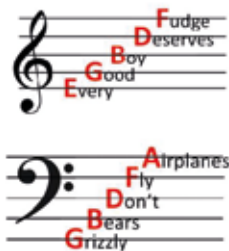
Look, Cover, Write, Check

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



Education House, Spawd Bone Lane, Knottingley, WF11 OEP
T: 0345 196 0033 | info@deltatrust.org.uk | www.deltatrust.org.uk