

# KNOWLEDGE ORGANISERS

## YEAR 8



# SCHOOL DAY

08:50am Tutor Time

09:25am Lesson 1

10.40am Break 1

11:10am Lesson 2

12:25pm Lesson 3

1.40pm Break 2

2.10pm Lesson 4

3.25pm End of School Day



# EQUIPMENT



School Bag



Knowledge Organiser



Black and Purple Pens



Pencil Case



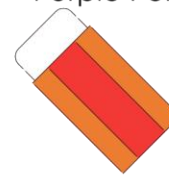
Knowledge Organiser



Calculator



Pencil



Rubber

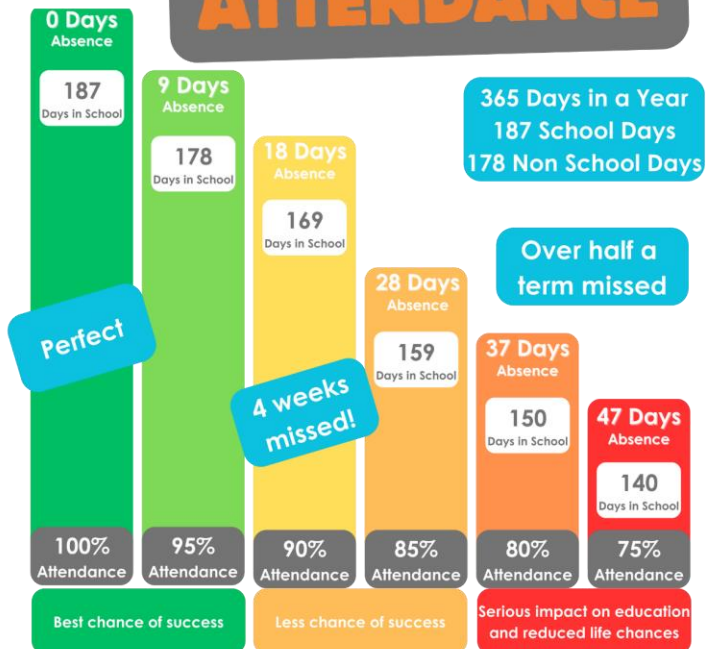


Ruler

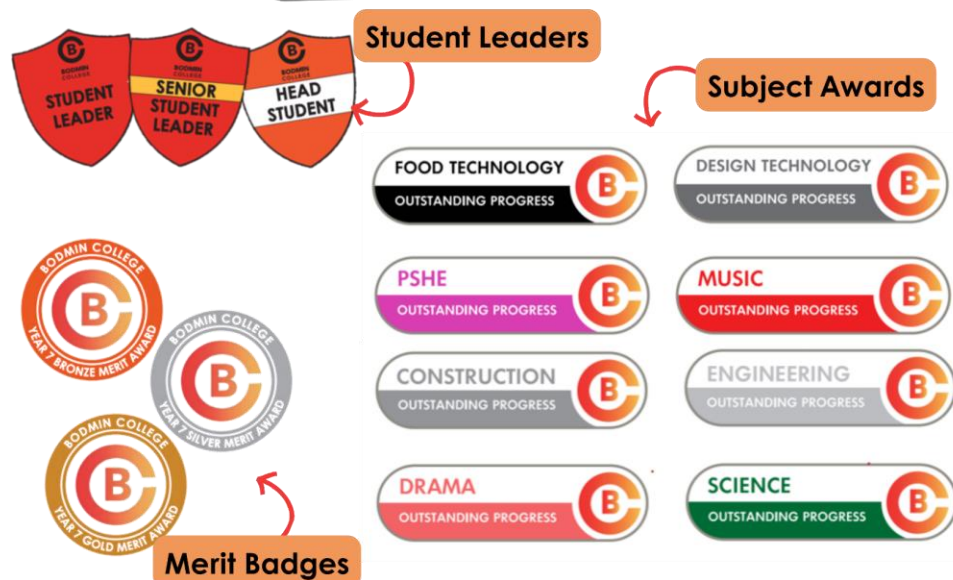


Whiteboard and whiteboard pen

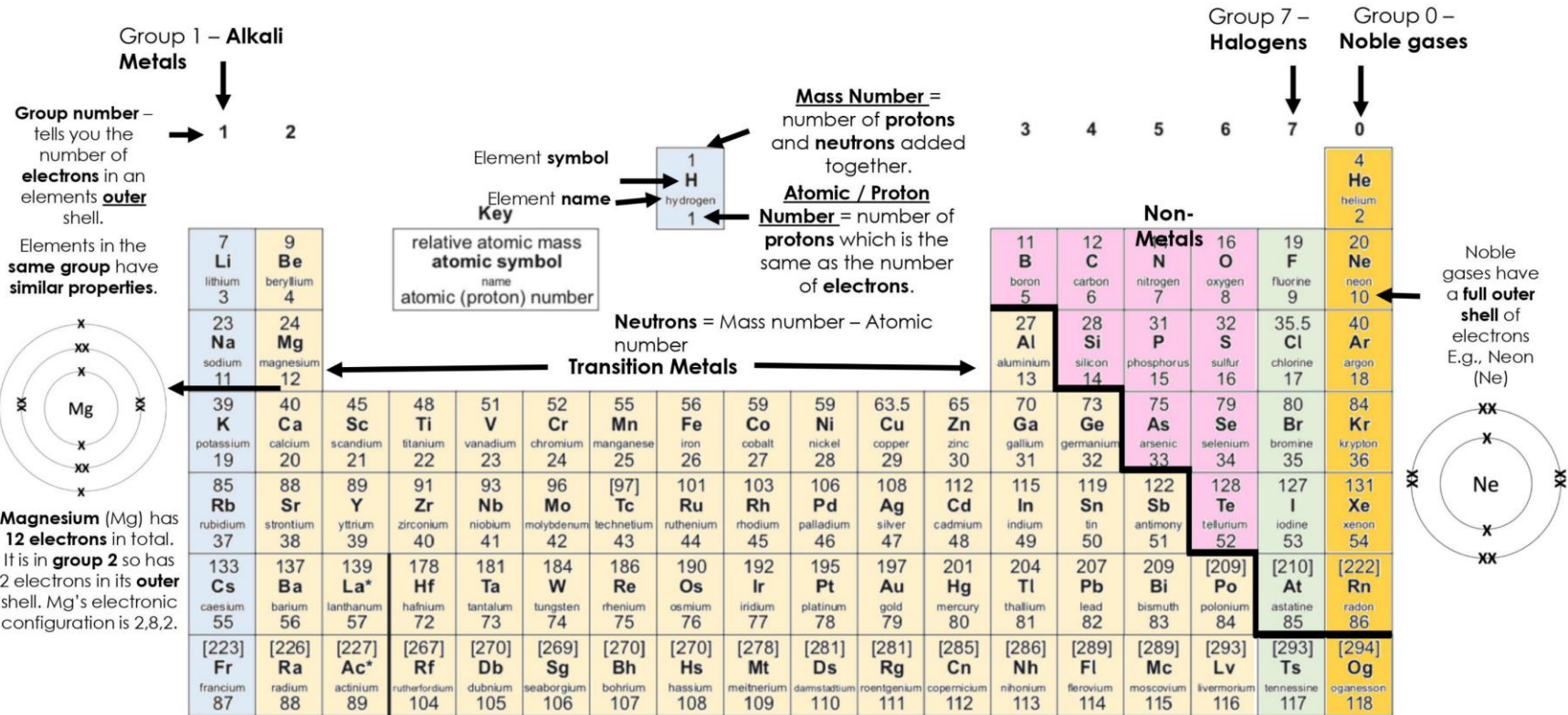
# ATTENDANCE



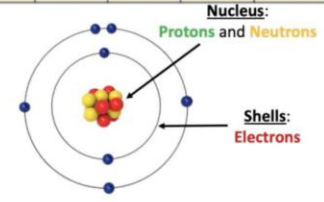
# REWARDS



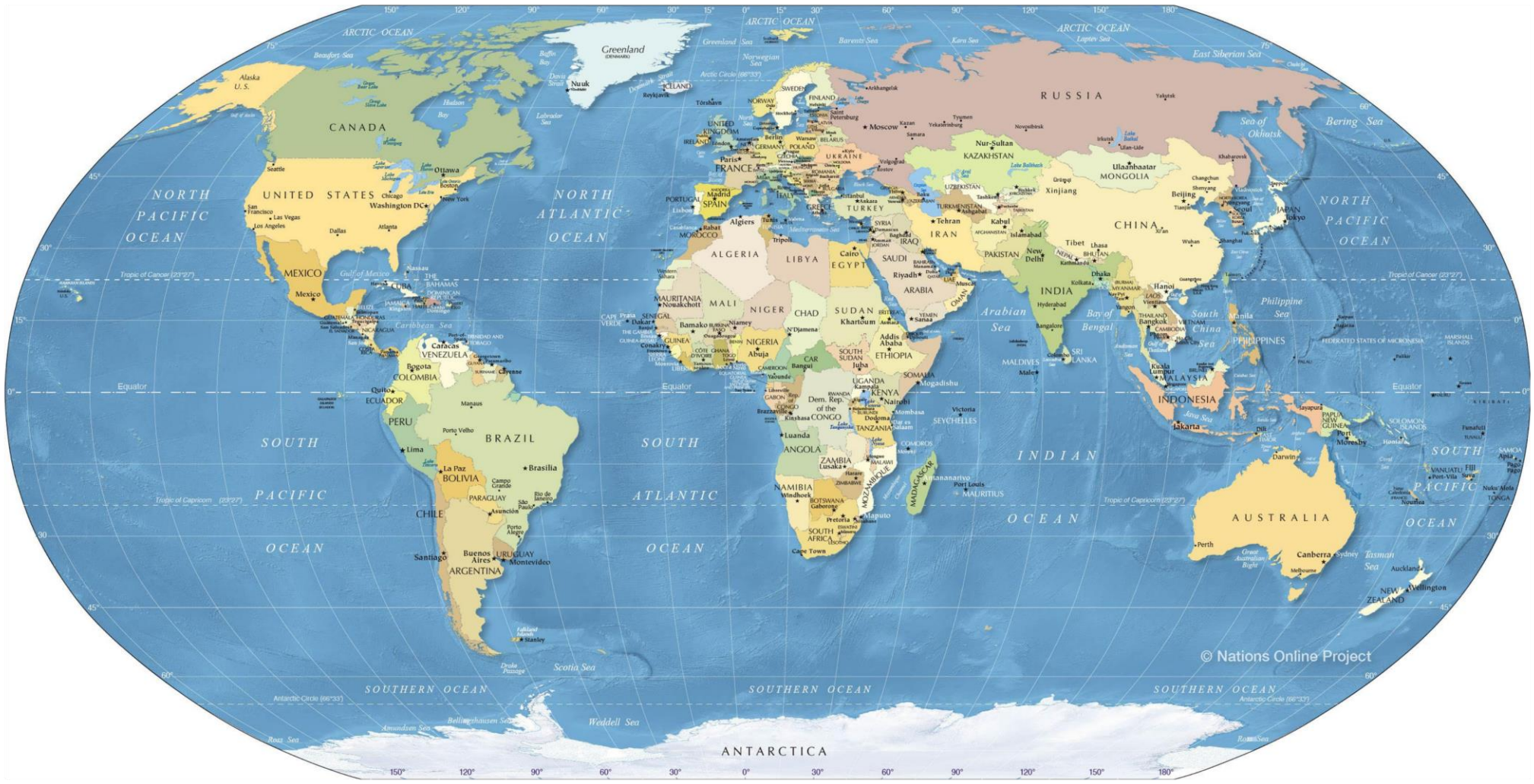
# THE PERIODIC TABLE OF THE ELEMENTS



| Subatomic Particle | Mass       | Charge |
|--------------------|------------|--------|
| Proton             | 1          | +1     |
| Neutron            | 1          | 0      |
| Electron           | Negligible | -1     |



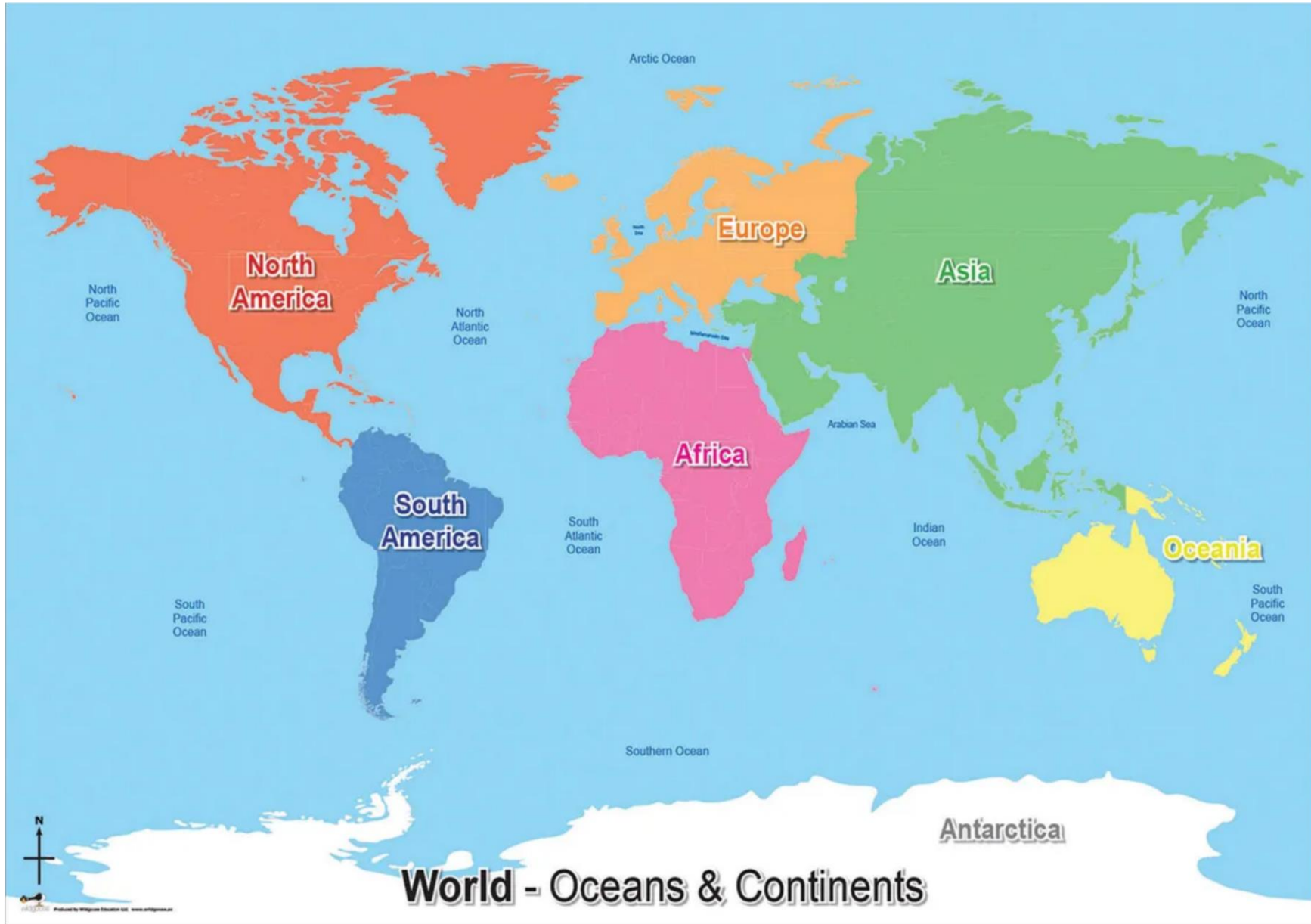
# WORLD MAP



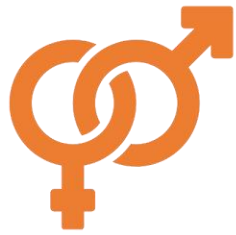
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ANTARCTICA

# CONTINENTS AND OCEANS



# PROTECTED CHARACTERISTICS



Sex



Sexual Orientation



Age



Disability



Gender Reassignment



Marriage and Civil Partnership



Pregnancy and Maternity



Race



Religion or belief

# BRITISH VALUES



## Democracy

- I can **influence** the decisions that affect me in the school
- I can work **effectively** with others in the school

- I am **free to think** as I see fit
- I have the freedom to **make choices** that affect me but I **recognise** I am **accountable** for **all my actions**

## Liberty



## Respect

- I recognise that **everyone is entitled** to their opinion as long as it **does not promote extremism**
- I understand that everyone is **entitled to a voice** within the classroom and I will **listen to others**

- I understand that the school **rules** are used to mirror **society laws** and must be respected
- I recognise that there will be **consequences for my actions**

## Law



## Responsibility

- I recognise that I am as **equally responsible** for my learning as the teacher
- I take **responsibility** for my actions - good or bad
- We **all** have a **responsibility** to **promote** and **protect** the wellbeing of others

## Tolerance

- I recognise that it is **unacceptable** to dismiss the **beliefs** and **opinions** of anyone
- I understand that discussions about **sensitive issues** will be **controlled** and **structured**



## STAYING SAFE AT SCHOOL

At Bodmin College we want to ensure that all of our students feel happy, safe and supported at all times. Everyone has a duty of care to safeguard your physical and mental health when at school.

During tutor and PSHE lessons you will be taught how to stay safe both in school, outside of school and online. There is always someone from the 'Safeguarding Team' to talk to during school hours, should you need to. However, you can talk to any member of staff that you feel comfortable talking to.

## FULL STOP

Bullying is not ok and we need to work together to stop it from happening. 'Full Stop' is our online bullying report form, that allows you to report any occurrences of bullying, either in school, out of school, or online. You can complete the form through the QR code. A member of the pastoral team will then investigate the incident and behaviour sanctions will be issued if bullying has happened.

## LANYARDS

All staff, visitors and sixth form students wear lanyards whilst on the college campus.



The purpose of lanyards are to keep our college campuses safe places to work and learn in. It is essential that all post-16 students, staff and visitors when on the college premises are easily identified and that we are aware of who everyone is on our campuses during all periods of the day. This is an important employability skill that you need to understand, as many sectors always require visible ID as a safeguarding requirement and a way of registering attendance.

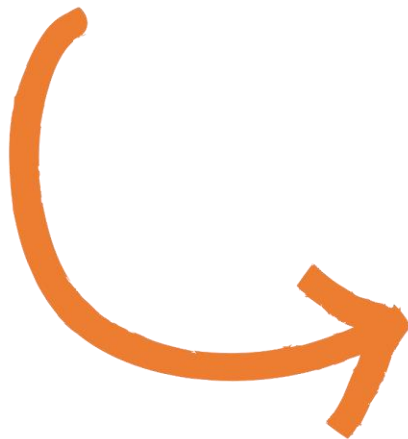


# ONLINE SAFETY

Staying safe online is really important, especially now that we have smartphones and devices connected to the internet all of the time.

In school we use a system called **Smoothwall** so monitor the use of computers and devices connected to the internet. This helps us to keep you and our school community safe.

There are lots of tips to help you keep safe online. Checkout out the SMART Rules here.



## Staying Safe Online

Follow the SMART Rules

**S**

Do not **SHARE** or **SEND** personal information, passwords, images or videos of yourself. If anyone asks you for images or videos tell an adult straight away

**M**

Do not **MEET** anyone who you have only become friends with online. Even a friend of a friend is a stranger

**A**

Do not **ACCEPT** messages, images, videos or friend requests from people you do not know

**R**

Not everything you see online is **RELIABLE**. Find at least 3 different sources to check information is correct

**T**

**TELL** a trusted adult if something happens online that makes you feel worried or uncomfortable



# MENTAL HEALTH & WELLBEING

Five self care tips

Wellbeing

**Internal Pastoral Support**  
Tutor, Director of Key Stage,  
Year Manager, Safeguarding Team

Signposting

**CLEAR**  
Emotional Trauma & Therapy Specialists  
clearsupport.net

External Support  
See websites below:

  
Youngpeoplecornwall.org

**kooth**  
Kooth.com

  
Penhaligonfriends.org.uk


**YOUNGMINDS**  
fighting for young people's mental health  
Youngminds.org.uk

  
Cornwallcarers.org.uk/  
young-carers

**childline**  
ONLINE, ON THE PHONE, ANYTIME  
Childline.org.uk

**withyou**  
wearewithyou.org.uk

**Intercom Trust**  
Intercomtrust.org.uk


 **Get plenty of sleep**  
Teenagers need 8-10 hours of sleep per night

 **Maintain a healthy diet**  
Eating well – a balanced diet full of vegetables and nutrients – can improve your sense of well-being and mood 

 **Exercise regularly**  
Even if it's just a walk around the block or to school - you'll feel better 

Talking can provide stress relief, and can lighten the load of a concern you might be having. Talking about a problem can help to stop you from feeling so overwhelmed.

**"Talk to someone"**

**Make time for yourself**  
Whether it's reading, watching a film or having a bath, making time for yourself is essential 

# Art

## Weeks 1 & 2

- **Delftware** – Dutch 17th Century Pottery using tin glaze and oxides to create its distinctive blue and white pattern.
- **Chinoiserie** - Is the European interpretation and imitation of Chinese artistic traditions, especially in the decorative arts jewellery, textiles and ceramics
- **Symbolism** - The use of symbols and images to depict an idea.
- **Decorative** - Serving to make something look more attractive; ornamental.



## Weeks 3 & 4

- **Aboriginal Art** – Artwork created by the indigenous Aboriginal people of Australia – telling stories of land, events and beliefs.
- **Dreamtime** - The Dreamtime is the period in which life was created according to Aboriginal culture. Dreaming is the word used to explain how life came to be; it is the stories and beliefs behind creation.
- **Spirituality** - Spirituality involves the recognition of a feeling or sense or belief that there is something greater than ourselves.
- **Repetition** - Repetition in art refers to the act of repeating an element, such as a line or colour, throughout a work. It can be used to create rhythm and structure.
- **Representation** – A type of description or portrayal of someone or something.

## Weeks 5 & 6

- **Māori Art** – The art of the Māori people of New Zealand. Toi, or Māori art, centres around four primary art forms; raranga (weaving), whakairo (carving), tā moko (tattooing) and peitanga (painting).
- **Motif** – A decorative image or design, especially a repeated one forming a pattern.
- **Cultural** - Means relating to a particular society and its ideas, customs, and art.
- **Tattooing** – A cultural form of body art/adornment traditionally used in Māori Art.



## Weeks 7 & 8

### What is Pop Art?

Complete visual and written research about Pop Art on a double page in your sketchbook. Include your own copies of the artwork, artists names e.g. Andy Warhol, Peter Blake, Roy Lichtenstein and the title Pop Art. Include printed imagery of the work. Present in a creative imaginative way, represent the Pop Art style.

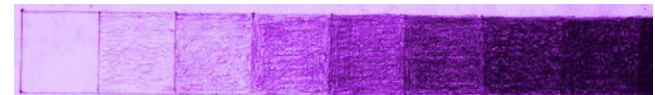


## Weeks 9 & 10

- **Characteristic** - A feature or quality belonging typically to a person, place, or thing and serving to identify them.
- **Mass Culture** - Cultural products that are both mass-produced and for mass audiences.
- **Advertising** - The activity or profession of producing advertisements for commercial products or services
- **Consumerism** - The belief that it is good for a society or an individual person to buy and use a large quantity of goods and services.
- **Render** - The process of creating an image from scratch to the final output.

## Weeks 11 & 12

- **Texture** - Texture in Art is the look or surface quality of something e.g. smooth, rough, fuzzy etc.
- **Surface** - Refers to the structure/texture of the artwork/area used to create an image.
- **Burnishing** - Burnishing is a blending technique where firm pressure is applied to smooth and blend coloured pencil layers, creating a polished finish at the end.
- **Saturation** - Is the level or intensity of a colour.
- **Tonal value** - How dark or light a colour or a shade is.



# Computer Science

## Week 1 & 2

### Binary to Denary

To convert a binary number into decimal/denary you need to add up the column values which contain a one and ignore the column values which contain a zero.

For example, the following binary number has the decimal/denary value of 155. This is because the 1s in the binary number represents  $128 + 16 + 8 + 2 + 1 = 155$

|     |    |    |    |   |   |   |   |       |
|-----|----|----|----|---|---|---|---|-------|
| 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |       |
| 1   | 0  | 0  | 1  | 1 | 0 | 1 | 1 | → 155 |

Converting from decimal/denary to binary, is similar! You just need to work out which of the column values add together to form the decimal value that we needed to convert.

The easiest way is to do this is work from left to right along the binary column values and if the column value can fit into our decimal number, we place a 1 under that value's column, subtract the column value from the decimal number and continue the process. For example, if we want to convert the decimal number 202 into binary, we do the following:

1. Does 128 fit into 202? Yes – Put a 1 under 128, leaving 74.
2. Does 64 fit into 74? Yes – Put a 1 under 64 leaving 10.
3. Does 32 fit into 10? No – Put a 0 under 32.
4. Continue this process until you get.

|     |    |    |    |   |   |   |   |
|-----|----|----|----|---|---|---|---|
| 128 | 64 | 32 | 16 | 8 | 4 | 2 | 1 |
| 1   | 1  | 0  | 0  | 1 | 0 | 1 | 0 |

## Week 3 & 4

### Binary addition

Adding binary numbers is much like adding denary numbers (the system we use as humans).

#### Things to remember:

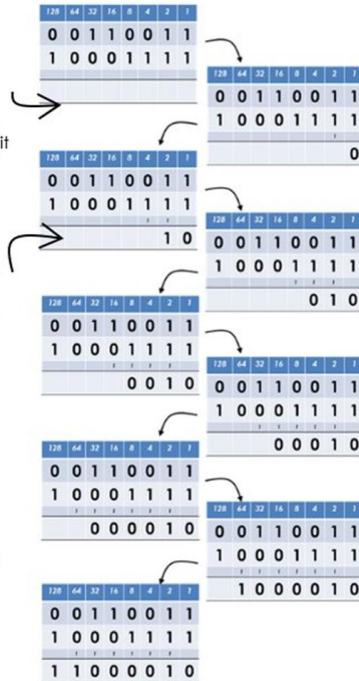
- Keep your numbers in the correct columns
- $1+1 = 10$  in binary
- $1+1+1 = 11$  in binary

We begin, like we would normally when adding two numbers together, with the right most column.

In this example, we add two 1s together, which of course is 2! However, in binary, 2 is represented as 10, and as there are two digits in this answer, we place the right digit (zero) under the column and carry the left digit (one) over to the next (left) column.

Now we focus on the second column from the right. Here we have  $1+1+1$  (including the carry), which of course equals 3. But in binary 3 is represented as 11. We therefore place the right digit underneath and carry the left digit.

This process then continues, moving through the columns to the left, until we have added the binary numbers.



## Week 5 & 6

### Representing Characters

- Computers can only deal with 0s and 1s (binary).
- All data that it needs to work with (numbers, sound, images etc) must be converted into binary for the computer to be able to process it.
- It is exactly the same for text, or one piece of text known as a character.
- Each time you hit a key on a keyboard, the computer generates a code for that letter, which is then processed by the CPU and the result might be the letter appearing on the screen or being printed on paper.
- So that all computer systems behave in a similar way it is important that there is an agreed set of codes for characters.
- The agreed set of codes to represent the main characters in the English language is known as ASCII (American Standard Code for Information Interchange).

### ASCII TABLE

| Decimal | Hex | Char                  | Decimal | Hex | Char    | Decimal | Hex | Char | Decimal | Hex | Char  |
|---------|-----|-----------------------|---------|-----|---------|---------|-----|------|---------|-----|-------|
| 0       | 0   | [NULL]                | 32      | 20  | [SPACE] | 64      | 40  | @    | 96      | 60  | a     |
| 1       | 1   | [START OF HEADING]    | 33      | 21  | "       | 65      | 41  | A    | 97      | 61  | A     |
| 2       | 2   | [START OF TEXT]       | 34      | 22  | '       | 66      | 42  | B    | 98      | 62  | b     |
| 3       | 3   | [END OF TEXT]         | 35      | 23  | ~       | 67      | 43  | C    | 99      | 63  | c     |
| 4       | 4   | [END OF TRANSMISSION] | 36      | 24  | ^       | 68      | 44  | D    | 100     | 64  | d     |
| 5       | 5   | [ENQUIRY]             | 37      | 25  | %       | 69      | 45  | E    | 101     | 65  | e     |
| 6       | 6   | [ACKNOWLEDGE]         | 38      | 26  | &       | 70      | 46  | F    | 102     | 66  | f     |
| 7       | 7   | [BELL]                | 39      | 27  | '       | 71      | 47  | G    | 103     | 67  | g     |
| 8       | 8   | [BACKSPACE]           | 40      | 28  | (       | 72      | 48  | H    | 104     | 68  | h     |
| 9       | 9   | [HORIZONTAL TAB]      | 41      | 29  | )       | 73      | 49  | I    | 105     | 69  | i     |
| 10      | A   | [LINE FEED]           | 42      | 2A  | +       | 74      | 4A  | J    | 106     | 6A  | j     |
|         |     |                       |         |     |         | 75      | 4B  | K    | 107     | 6B  | k     |
|         |     |                       |         |     |         | 76      | 4C  | L    | 108     | 6C  | l     |
|         |     |                       |         |     |         | 77      | 4D  | M    | 109     | 6D  | m     |
|         |     |                       |         |     |         | 78      | 4E  | N    | 110     | 6E  | n     |
|         |     |                       |         |     |         | 79      | 4F  | O    | 111     | 6F  | o     |
|         |     |                       |         |     |         | 80      | 50  | P    | 112     | 70  | p     |
|         |     |                       |         |     |         | 81      | 51  | Q    | 113     | 71  | q     |
|         |     |                       |         |     |         | 82      | 52  | R    | 114     | 72  | r     |
|         |     |                       |         |     |         | 83      | 53  | S    | 115     | 73  | s     |
|         |     |                       |         |     |         | 84      | 54  | T    | 116     | 74  | t     |
|         |     |                       |         |     |         | 85      | 55  | U    | 117     | 75  | u     |
|         |     |                       |         |     |         | 86      | 56  | V    | 118     | 76  | v     |
|         |     |                       |         |     |         | 87      | 57  | W    | 119     | 77  | w     |
|         |     |                       |         |     |         | 88      | 58  | X    | 120     | 78  | x     |
|         |     |                       |         |     |         | 89      | 59  | Y    | 121     | 79  | y     |
|         |     |                       |         |     |         | 90      | 5A  | Z    | 122     | 7A  | z     |
|         |     |                       |         |     |         | 91      | 5B  | [    | 123     | 7B  | {     |
|         |     |                       |         |     |         | 92      | 5C  | \    | 124     | 7C  |       |
|         |     |                       |         |     |         | 93      | 5D  | ]    | 125     | 7D  | }     |
|         |     |                       |         |     |         | 94      | 5E  | ^    | 126     | 7E  | ~     |
|         |     |                       |         |     |         | 95      | 5F  | _    | 127     | 7F  | [DEL] |

What is my name?

|    |    |    |   |   |   |   |        |
|----|----|----|---|---|---|---|--------|
| 64 | 32 | 16 | 8 | 4 | 2 | 1 |        |
| 1  | 0  | 1  | 0 | 0 | 1 | 0 | 82 - R |
| 1  | 0  | 0  | 1 | 0 | 0 | 1 | 73 - I |
| 1  | 0  | 0  | 1 | 1 | 1 | 0 | 78 - N |
| 1  | 0  | 0  | 0 | 1 | 1 | 1 | 71 - G |
| 1  | 0  | 0  | 1 | 1 | 1 | 1 | 79 - O |

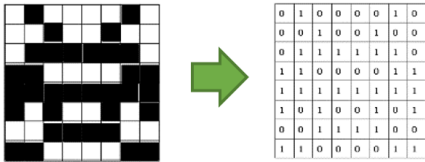
# Computer Science

Week 7 & 8

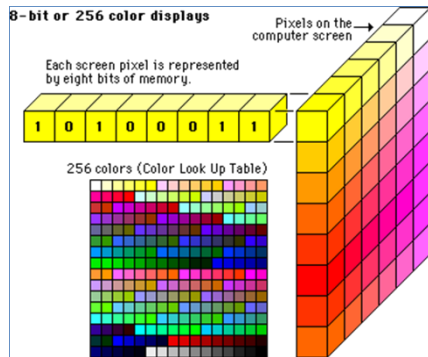
## Representing Images

### Bitmaps

Bitmap images are made up of rows of "dots" called "pixels" (picture elements). Each pixel is represented by a binary number. Behind the scenes, this 1-bit image (with each shade represented by a bit) is in fact a series of numk



In a coloured bitmap, longer binary numbers represent a different colour:



As images get more colourful, longer binary numbers are needed so that a bigger combination of colours can be shown.

Week 9 & 10

## Key Vocabulary

**Denary / Decimal** - Base 10 number system - The number system we learnt in primary school

**Binary** - Base two number system – the only number system computers know – they can only understand two digits because they are made up of switches that can only be in the on (1) and off (0) state.

**ASCII** - Universally accepted binary numbers for each keyboard character

**Bitmap** - A computer image file which is made up of tiny pixels of colour. Each pixel is represented by a set of binary bits and mapped to the screen

**Sampling**- Recording analogue sound at regular intervals and converting each snippet of sound to a binary value.

Week 11 & 12

## Sound

Analogue sounds (sound waves that continuously vary) are pure and of perfect quality.

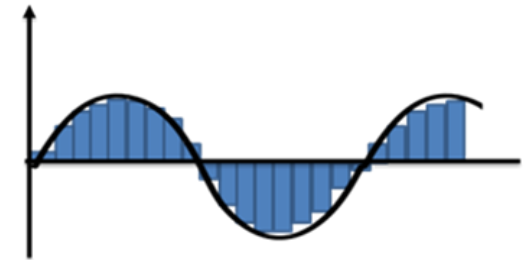
However, computer recorded sound is not pure, not real and not of perfect quality and this is because sound has been digitised – it has been sampled at set intervals.

### Sampling

Sampling is the process by which computers digitise sound.

They measure the height of sound waves at regular intervals and record the measurement as a binary number.

So, whereas analogue sound is continuous over time, digitised sound is made up of lots of 'sound bites' over time.



When computers play sound through a speaker, they process each of the binary measurements and send signals to the speaker making it vibrate in different ways, according to the binary data.

# Design & Technology

## Weeks 1 & 2

We are investigating the different types of energy.

### Key Terms:

#### Potential Energy:

The stored energy an object possesses due to its position, condition, or configuration, which can be converted into kinetic energy.

#### Kinetic Energy:

The energy an object possesses due to its motion, dependent on its mass and velocity.



### Relationship Between Potential and Kinetic Energy

Conservation of Energy: In a closed system, the total energy remains constant. Potential energy can be converted into kinetic energy and vice versa, but the total amount of energy remains the same.

## Weeks 3 & 4

We are carrying out safe workshop practices.

**PPE:** Personal Protective Equipment.

**H&S:** Health and Safety



### Key workshop H&S rules:

Always wear the correct PPE.

Only use tools you have been shown how to by either a teacher or technician.

Be aware of emergency stops.

Always use the guards provided on workshop tools.

Report any accidents, near misses or hazards to a teacher.

Practice good housekeeping.

Be sensible, do not rush and take care.

## Weeks 5 & 6

We manufacture our product using a variety of workshop tools.

**Power tools** are tools that are powered by an external source of energy rather than manual labour.

**Pillar Drill:** Also known as a **drill press**, is a stationary drilling machine that is mounted on a stand or bolted to the floor or a workbench. It is used for making precise holes in various materials such as wood, metal, and plastic.

**Scroll Saw:** A stationary power saw used for making intricate cuts and detailed designs in materials such as wood. It is particularly valued for its precision and ability to cut complex curves and shapes.

**Belt Sander:** Used for sanding and smoothing surfaces, typically wood, but also suitable for metal, plastic, and other materials. It features a continuous loop of sandpaper, or sanding belt, that moves at high speed around two drums to rapidly remove material and create a smooth finish.

# Design & Technology

Weeks 7 & 8

We are investigating the difference between slow and fast fashion.

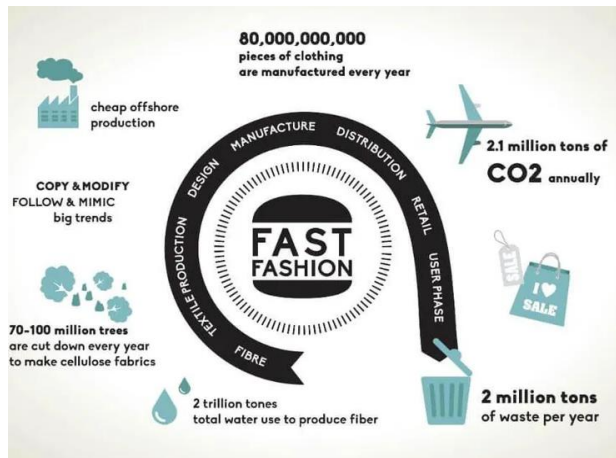
## Key Terms:

### Slow Fashion:

It encompasses an awareness and approach to fashion that carefully considers the processes and resources required to make clothing. It advocates for buying better-quality garments that will last longer, and values fair treatment of people, animals, and the planet along the way.

### Fast Fashion:

Refers to a large sector of the fashion industry whose business model relies on cheap and speedy production of low-quality clothing.



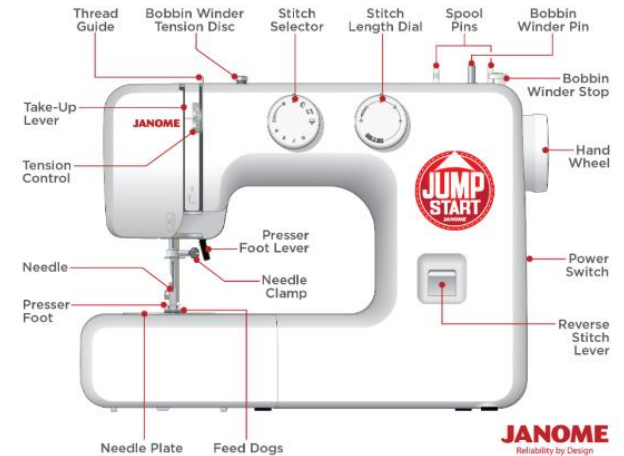
Weeks 9 & 10

Assessment week:

- Identify key equipment and technical skills
- Recognise H&S rules
- Recall 'types of energy'
- Consider environmental issues

Weeks 11 & 12

We are developing our sewing machine skills.



## How a Sewing Machine Works

- **Needle:** The needle moves up and down, puncturing the fabric to form stitches.
- **Bobbin:** This is a small spool of thread placed below the fabric. It works with the needle thread to create a secure stitch.
- **Presser Foot:** This holds the fabric in place as the needle moves.
- **Feed Dogs:** These are small teeth under the presser foot that move the fabric through the machine as you sew.
- **Handwheel:** Used to manually raise and lower the needle.
- **Foot Pedal:** When pressed, it powers the machine, making the needle move up and down

# Drama

## Weeks 1 & 2

### Key Words

- **Accepting** – taking an idea or offer from a partner and building on it
- **Blocking** – Not accepting/ saying 'no' so idea goes nowhere
- **Improvisation** – Creating Drama without a script
- **Spontaneous** To do something in the moment - immediately

## Weeks 3 & 4

### Key Words

- **VIOLA SPOLIN(1906-1994)**  
Chicago, USA-Mother of improvisational theatre
- **Character** – a role, a person in a novel, play, film
- **Dialogue** -conversation between characters
- **Location**- a place or situation

## Weeks 5 & 6

### Key Words

- **Polished Improvisation**-a piece of improvised Drama which is rehearsed
- **Stage directions**- instructions to an actor by the playwright
- **Script extract**-a piece of scripted text taken from a longer script or play

## Weeks 7 & 8

### Key Words

- Konstantin Stanislavski- 1863 – 1938 - a Russian **director** and **practitioner** whose productions were **naturalistic**.
- **Naturalism**- the belief that the human character is formed by what they've inherited from their family and environment
- **Realism**-the portrayal of real life on stage
- **The 'method' or 'system'**-Stanislavski's theory of acting-'method acting'

## Weeks 9 & 10

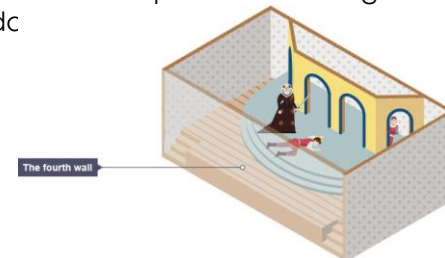
### Key Words

- **The Magic 'if'**- if this was real how would I feel? What would I do?
- **Given Circumstances**- the 'who, what, when, where and why?' of a scene (what we already know from the text)
- **Duologue**: a devised or scripted text of a conversation between **two** characters

## Weeks 11 & 12

### Key Words

- **Truthful performance**- actors apply Stanislavski's methods and immerse themselves in the role
- **Realistic and naturalistic set**- sets look as authentic as possible and props are real not symbolic
- **4<sup>th</sup> wall**-audience are spectators looking in and not ad



## Week 1

### Context and Act 1 Scene 1

**Tempest:** A violent storm, often used metaphorically for emotional or social upheaval.

**Characterisation:** The creation and development of characters in a story.

**Context:** The background or circumstances surrounding a text's creation or setting.

**Sorcery:** The use of magical powers, often associated with spells and rituals.

**Colonialism:** The practice of acquiring and dominating territories and exploiting them economically and culturally.

**Racism:** Prejudice or discrimination based on a person's race, often resulting in unequal treatment.

**Allegory:** A story or work with a hidden meaning, often moral or political.

**Pathetic Fallacy:** Attributing human emotions to nature or inanimate objects, often to reflect the mood.

**Allusion:** A reference to another text, event, person, or place, often indirect.

**Mood:** The atmosphere or emotional setting of a text.

#### **Context:**

- The **Age of Discovery** marked **global exploration**; Jacobeans linked The Tempest's island and characters to **colonialism** and new world encounters.

## Week 2

### Act 1 Scene 1

**Setting:** The time, place, and environment in which a story takes place.

**Symbolism:** Using symbols to represent ideas or concepts.

**Hierarchy:** A system in which people or things are ranked one above the other based on status or authority.

**Foreshadowing:** Clues or hints about events that will happen later in the narrative.

**Thesis:** A central argument or claim presented in a piece of writing or analysis.

**Metaphor:** A figure of speech comparing two unlike things directly as if it is that thing.

#### **Context:**

- The tempest symbolises divine power and punishment, **alluding to biblical storms as acts of God**.
- The **Great Chain of Being** reflects hierarchy; in The Tempest, it underscores power dynamics between humans, spirits, and nature.
- **Jacobean:** Relating to the reign of King James I of England (1603–1625).

#### **Key Quotations:**

- "A tempestuous noise of thunder and lightning heard"
- "What cares these roarers for the name of king?" - Boatswain

## Week 3

### Act 1 Scene 2

**Patriarchal Society:** A society where men hold the majority of power and authority.

**Gender Roles:** Socially constructed ideas about how individuals should behave based on their gender.

**Conform:** To act in accordance with societal expectations or norms.

**Supernatural:** Something beyond the laws of nature, often linked to magic or the spiritual realm.

**Exploitation:** Taking unfair advantage of people or resources for personal gain.

**Monologue:** A long speech by one character to other characters or the audience.

**Conjure:** To call forth or summon something, often using magic.

**Prejudice:** Preconceived opinions or judgments about people, often without knowledge or reason.

**Foil:** A character who contrasts with another to highlight particular qualities.

**Juxtaposition:** Placing contrasting ideas or things close together to highlight their differences.

#### **Key Quotations:**

- "My library was dukedom large enough." – Prospero
- "Hell is empty and all the devils are here." – Ariel
- "This island's mine, by Sycorax my mother, which thou tak'st from me." - Caliban



## Week 4

### Act 1 Scene 2

**Fathom:** A unit of measurement for water depth (6 feet), or to deeply understand something.

**Alliteration:** The repetition of the same initial consonant sounds in nearby words.

**Layered Analysis:** A detailed breakdown of multiple elements within a text.

#### **Context:**

- In a **patriarchal Jacobean** society, fathers controlled daughters, valuing obedience and chastity, as seen in Prospero's authority over Miranda.
- **Renaissance** fascination with spirits and magic linked Ariel to classical airy beings, like nymphs, **embodying ethereal, obedient forces.**
- **In Ariel's song, the use of alliteration (e.g., "Full fathom five") creates a rhythmic, hypnotic tone, enhancing the song's ethereal, supernatural atmosphere.**
- Jacobean **courtly love** idealised **chivalry, loyalty,** and **virtue,** reflected in Ferdinand's devotion and Miranda's innocence in *The Tempest*.

#### **Key Quotations:**

- "Full fathom five thy father lies, of his bones are coral made." – Ariel
- "I might call him A thing divine, for nothing natural I ever saw so noble." – Miranda
- "Most sure, the goddess On whom these airs attend!" - Ferdinand

## Week 5

### Act 2 Scene 1 and 2

**Utopia:** An imagined perfect society where everything is ideal.

**Soliloquy:** A speech where a character speaks their thoughts aloud, often alone on stage.

**Dependent:** Relying on someone or something for support, often emotionally or economically.

**Dehumanisation:** Treating people as though they lack human qualities, often to justify exploitation.

**Repetition:** The deliberate reuse of words or phrases for emphasis.

**Colloquial:** Informal or conversational language.

**Phonetic:** Relating to the sounds of speech or written to imitate how words sound when spoken.

#### **Context:**

- **Thomas More's Utopia** imagines an ideal society; Gonzalo's speech echoes its themes of equality, simplicity, and communal living.
- **Phonetic** and **colloquial** language reflect class, identity, and regional speech, enhancing characters' realism and tone.

#### **Key Quotations:**

- "No use of occupation, all men idle, all, and women too, but innocent and pure; no sovereignty" – Gonzalo
- "All the infections that the sun sucks up From bogs, fens, flats, on Prosper fall and make him By inchmeal a disease!" – Caliban
- "What have we here, a man or a fish? Dead or alive? A fish, he smells like a fish—a very ancient and fishlike smell," – Trinculo

## Week 6

### Act 2 Scene 2

**Villain:** A character whose actions oppose the protagonist, often morally wrong or evil.

**Simile:** A figure of speech comparing two unlike things using 'like' or 'as'

**Comedy:** A play or story intended to entertain and amuse, often with a happy ending.

#### **Context:**

- European **colonists** labeled **indigenous** peoples as **naïve or monstrous**, reflected in the portrayal of Caliban as savage yet poetic.
- Caliban's name echoes "cannibal," highlighting his **perceived barbarism** and **reflecting European fears of the "other"** during colonisation.

#### **Caliban**

- **Role:** The island's native, son of Sycorax.
- **Characteristics:** Resentful, primitive, poetic, enslaved by Prospero.
- **Key Themes:** Colonialism, freedom, nature vs. nurture.
- **Key Relationships:** Hostile towards Prospero, allies with Trinculo and Stephano.
- **Symbolism:** Represents the "other," colonial subjects, and the exploitation of indigenous peoples.

#### **The Tempest as a Comedy:**

Humorous characters like Caliban, Trinculo, and Stephano, use **foolish behavior and antics** to create comedic situations, particularly in their drunken schemes to overthrow Prospero. Their **bumbling** actions and **misunderstandings** provide lighthearted moments, typical of **Shakespearean comedy.**

## Week 7

### Act 3 Scene 1 and 2

**Dependent:** Relying on someone or something for support, often emotionally or economically.

**Indigenous:** Referring to people or things that are native to a particular place or region.

**Slavery:** The condition in which individuals are owned and forced to work without pay or freedom.

**Tension:** A sense of suspense or conflict that holds the audience's interest.

#### Context:

- **Jacobean** women were expected to be **submissive** and **deferential** to male authority, primarily fathers or husbands, focusing on domestic duties and **obedience**.
- **Marriage was seen as a woman's primary purpose**, and they were often regarded as the property of their male guardians.
- Caliban is portrayed as both "**savage**" through his primal nature and "**sensitive**" through his poetic language, **challenging stereotypes of colonial subjects as purely barbaric**.

#### Key Quotations:

- "I am your wife, if you will marry me: If not, I'll die your maid: to be your fellow You may deny me, but I'll be your servant, Whether you will or no." – Miranda
- "I am subject to a tyrant, a sorcerer" – Caliban
- "Be not afeard; the isle is full of noises, sounds, and sweet airs, that give delight and hurt not." – Caliban

## Week 8

### Act 3 Scene 3

**Contrast:** Highlighting differences between two ideas, characters, or settings.

**Suppressed:** Held back or restrained, often forcibly.

**Vulnerable:** Open to harm, attack, or emotional distress.

#### Context:

- A **harpy** is a **mythical creature**, part bird, part woman. In *The Tempest*, Ariel takes the form of a harpy to punish the shipwrecked nobles, **symbolizing divine retribution**.
- Prospero's magic is accepted due to his noble status, while Sycorax's magic as a woman defies societal norms, creating fear and **reinforcing gender-based power dynamics**.

#### Ariel vs. Caliban

- **These characters act as the foil of one another.**
- **Foil:** A character who contrasts with another to highlight particular qualities.
- Ariel sees Prospero as a master who offers freedom in exchange for service, while Caliban views Prospero as a tyrant who has usurped his rightful rule.

#### Key Quotations:

- "You are three men of sin, whom Destiny, That hath to instrument this lower world" – Ariel
- "He vanishes in thunder."
- 'Perform'd, my Ariel; a grace it had, devouring. Of my instruction" - Prospero

## Week 9

### Act 4 Scene 1

**Dramatic Irony:** When the audience knows something that the characters do not.

**Deception:** The act of tricking or misleading someone.

**Manipulate:** To control or influence a person or situation cleverly or unfairly.

**Aside:** A short comment or speech directed to the audience, unheard by other characters.

#### Context:

- Prospero controls Miranda's marriage to Ferdinand, reflecting **Jacobean fathers' authority** over daughters' marriages.
- **Jacobean masques** in were lavish court performances, blending music, dance, and **spectacle to celebrate royalty and power**.
- Prospero uses Iris, Juno, and Ceres to celebrate Miranda's marriage & invoke divine blessing
- **Iris**, the messenger of the gods, represents communication and revelation; **Juno** symbolizes marriage and fertility; **Ceres** represents harvest and rebirth.

#### Key Quotations:

- "I Have given you here a third of mine own life... All thy vexations Were but my trials of thy love" – Prospero
- "Then as my gift, and thine own acquisition Worthily purchas'd, take my daughter" – Prospero
- "Our revels now are ended. These our actors, As I foretold you, were all spirits and Are melted into air, into thin air;" - Prospero

## Week 10

### Act 4

#### How to write a three-part thesis for *The Tempest*:

1. In William Shakespeare's **allegorical** play, *The Tempest*, **he explores how power dynamics and colonialism shape human relationships**, emphasizing **control and hierarchy** in a rapidly changing world.
2. Shakespeare utilises the characterisation/ theme of \_\_\_\_\_ as a vehicle to express/illuminate/criticise/magnify/manipulate/chastise...
3. At the beginning...at the end...

#### How to layer analysis for the main body of a literature essay

- **Contextualise quotation:** *At this moment in the play...*
- **Explain what quotation suggests:** *This could suggest that...*
- **Single word quotations analysis:** *The word "\_\_\_\_\_" could tell the reader that...*
- **Multiple interpretations analysis:** *While on the one hand the word could suggest \_\_\_\_\_, on the other hand it may also imply that...*

#### Characters

- **Prospero** – Authoritative, Vengeful, Protective
- **Miranda** – Innocent, Compassionate, Curious
- **Caliban** – Resentful, Primitive, Enslaved
- **Ariel** – Ethereal, Obedient, Agile
- **Trinculo / Stephano** – Comical, Foolish, Ambitious

## Week 11

### Act 5 Scene 1

**Resolution:** The conclusion of a story or the solving of a problem.

**Renunciation:** The act of rejecting or giving up something, often a claim, title, or belief.

**Tone:** The writer's attitude or perspective toward the subject or audience.

**Cyclical Structure:** A narrative structure where the ending mirrors the beginning.

**Thrice:** An archaic word meaning three times.

#### WHY/Authorial Intent Verbs to use in analysis

**Illuminate** – to make something visible/to shine a light on something.

**Emphasise** – to place special importance on something.

**Educate** – to give intellectual, moral and social instruction.

**Promulgate** – to make widely known.

**Communicate** – to share information, ideas and ideologies.

**Foreground** – to make something more visible.

**Manipulate** – to handle and control something in a skilful way

**Criticise** – to indicate the faults in something in a disapproving way

**Expose** – to make something visible by uncovering something.

**Galvanise** – shock or excite an audience into action against something.

**Advocate** – publicly recommend someone or something.

## Week 12

### Epilogue

**Epilogue:** A concluding section that reflects on or wraps up the narrative.

#### Success Criteria of an English Essay:

- Construct a three-part thesis and approach the essay in four parts.
- Main body with two different areas of exploration/arguments
- Front load with writer's name and intention. (use the intent verbs. Warns, illuminates, foregrounds, depicts, suggests, resonates...)
- Use the academic essay phrasing. "It could be argued...in many ways this suggests"
- Layer analysis using "further, alternatively, also...."
  - Zoom in on single word quotations "The word "\_\_\_\_\_" could foreground the notion that..."
  - Offer multiple interpretations "While it could suggest...it might also suggest that..."

#### How to write your paragraphs:

1. Begin with writer's name
2. Answer the question
3. Include a quotation
4. Explore writer's intent of words and phrases with subject terminology
5. Explore/focus on writer purpose
6. Link back to thesis/question

# Food

## Weeks 1 & 2

### **Practical** – Thai Green Curry

Saturated fats are found in animal-based foods like beef, pork, poultry, full-fat dairy products and eggs

Store raw food at the bottom of the fridge to avoid juices dripping on to and contaminating other food.

**Imported** - food items which has been bought in one country that was produced in another

### **Basic equipment** –

**Saucepan** – used for heating foods on the hob

**Wooden spoon** – used for mixing items

**Chopping board** – use for cutting and preparing food items on

**Can opener** – a toll to help open tin can with

**Sharpe knife** – used to cut ingredients

**Coconut Milk** - A creamy liquid extracted from grated coconut flesh, used as a base for the curry sauce.

**Thailand** - Southeast Asian country

**Paste** - A blend of herbs and spices, for Thai Green: green chili peppers, lemongrass, garlic, shallots, galangal, coriander roots, and kaffir lime zest.

## Weeks 3 & 4

### **Practical** – Tuna Pasta

### **Basic equipment** –

**Can opener** – a toll to help open tin can with

**Sharpe knife** – used to cut ingredients

**Saucepan** – used for heating foods on the hob

**Wooden spoon** – used for mixing items

**Chopping board** – use for cutting and preparing food items on

**Hard-Boiled Egg** - Eggs boiled until the yolk and white are fully cooked.

**The lions mark** - All eggs that carry the British Lion mark have been produced under the stringent requirements of the British Lion Code of Practice which ensures the highest standards of food safety.

**Free range** – eggs come from hens that are allowed to roam in open air

**Caged** – Hens are kept in cages indoors

**Tuna** – is a saltwater, oily fish which provide the body with a good source of omega 3 and vitamin B12

## Weeks 5 & 6

### **Practical** – Pork Chili Stir Fry

**Marinating** – a process of soaking foods in a liquid with various herbs and spices prior to cooking

When meat is cooked, changes take place –

- Colour changes and browning occurs
- Meat shrinks when heat is applied and become firm
- Liquid is evaporated

**Deseeding** – removing seeds from a fruit or vegetable i.e. red chillies

**Pork** - Meat from a pig

**Tenderloin** – one of the leanest, most tender cuts of meat

**Religion** – people choose to eat or avoid certain foods depending on their religion beliefs. Some beliefs have been followed for centuries and are well established as part of life

### **Basic equipment** –

**Saucepan** – used for heating foods on the hob

**Wooden spoon** – used for mixing items

**Chopping board** – use for cutting and preparing food items on

**Sharp knife** – used to cut ingredients

# Food

## Weeks 7 & 8

**Practical** – Cheesy Apple Slaw

**Basic equipment** –

**Chopping board** – use for cutting and preparing food items on

**Vegetable knife** - a small knife for preparing fruits and vegetables

**Mixing bowl** – used for mixing items

Vitamin D and calcium (a mineral) are nutrients that sustain healthy bones.

**Amino acids** - often referred to as the building blocks of proteins, are compounds that play many critical roles in your body. Cheese and sources of amino acids which help build protein

**Bacteria** – Bacteria are microscopic living organisms which require warm, moisture, time and food to grow

**Slaw** – a side dish consisting primarily of finely shredded raw cabbage with a salad dressing or condiment, commonly either vinaigrette or mayonnaise.

## Weeks 9 & 10

**Assessment Week**

Recognise key equipment required

Recall vocabulary used through weeks 1-8

## Weeks 11 & 12

**Theory**

**Fortified food** – when nutrients are added to increase their nutritional value

**Yeast** - A leavening agent that makes the buns rise

**Kneading** - Working the dough to develop gluten, giving structure.

Saturated fats are found in animal-based foods like beef, pork, poultry, full-fat dairy products and eggs

Eating **too much sugar** can make you gain weight and can also cause tooth decay

**Too much fat** in your diet, especially saturated fats, can raise your cholesterol, which increases the risk of heart disease.

**Evaluation** –

- The quality of the products that you have made.
- The skills that you have developed.
- Equipment that you have learned how to use.
- Skills or processes that you need to improve.
- How you could improve the way in which you work in practical lessons.

**Reflect** – What went well?

**React** - Even better if

**Retain** – Imbedding knowledge

# French

## Week 1 – Sports I play

| jouer + au / à la / aux + ballsports |                   |
|--------------------------------------|-------------------|
| jouer                                | to play           |
| je joue                              | I play            |
| il/elle joue                         | he/she plays      |
| nous jouons                          | we play           |
| au basket                            | basketball        |
| au foot                              | football          |
| au tennis                            | tennis            |
| au volley                            | volleyball        |
| je fais du sport                     | I do (play) sport |
| un match                             | a match           |
| une équipe                           | a team            |
| 1.                                   |                   |
| 2.                                   |                   |
| 3.                                   |                   |
| 4.                                   |                   |

## Week 2 – Activities I do

| Faire du / de la / des + non-ball sport |                       |
|---|-----------------------|
| tous les jours                          | every day             |
| le samedi                               | on Saturdays          |
| une fois par mois                       | once a month          |
| une fois par semaine                    | once a week           |
| deux fois par semaine                   | twice a week          |
| de temps en temps                       | from time to time     |
| faire du / de la / des                  | to do (go + activity) |
| je fais                                 | I do                  |
| il/elle fait                            | he / she does         |
| nous faisons                            | we do                 |
| du vélo                                 | cycling               |
| de la natation                          | swimming              |
| de la gymnastique                       | gymnastics            |
| de la danse                             | dance                 |
| de l'athlétisme                         | athletics             |
| de la voile                             | sailing               |

## Week 3 – My hobbies

| Infinitive verbs                 |                        |
|----------------------------------|------------------------|
| faire de l'équitation            | to ride a horse        |
| faire du vélo                    | to ride a bike         |
| me promener / marcher            | to go for a walk       |
| regarder la télé                 | to watch TV            |
| écouter de la musique            | to listen to music     |
| jouer d'un instrument            | to play an instrument  |
| jouer sur ma console de jeu      | to play on my console  |
| utiliser l'ordinateur            | to use the computer    |
| faire des courses / les magasins | to go shopping         |
| envoyer des messages             | to send messages       |
| lire des livres                  | to read books          |
| sortir avec des amis             | to go out with friends |
| aller au cinéma                  | to go to the cinema    |
| aller au parc                    | to go to the park      |

## Week 4 – Past tense

| Past time frames and non-negotiable verbs |                       |
|---|-----------------------|
| la semaine dernière                       | last week             |
| le week-end dernier                       | last weekend          |
| samedi dernier                            | last Saturday         |
| dimanche dernier                          | last Sunday           |
| la dernière fois                          | the last time         |
| je suis allé(e)                           | I went                |
| j'ai vu                                   | I saw/watched         |
| j'ai fait                                 | I did / made          |
| c'était                                   | it was                |
| il y avait                                | there was/ were       |
| je (ne) me suis (pas) bien amusé          | I had a good/bad time |
| Je me suis éclaté                         | I had a blast         |

## Week 5 – Picture-based task

| Describing a photo                            |                                   |
|---|-----------------------------------|
| Sur la photo il y a...                        | In the photo there is/are...      |
| beaucoup de gens                              | lots of people                    |
| deux personnes                                | two people                        |
| il/elle porte...                              | he/she is wearing                 |
| des vêtements sportifs                        | sports clothing                   |
| Il/elle est   ils/elles sont                  | (s)he is/ they are                |
| à l'intérieur                                 | inside                            |
| à l'extérieur                                 | outside                           |
| en train de parler                            | talking                           |
| en train de sourire                           | smiling                           |
| en train de jouer                             | playing                           |
| General conversation questions                |                                   |
| Que fais-tu pendant ton temps libre?          | What do you do in your free time? |
| Qu'est-ce que tu as fait le week-end dernier? | What did you do last weekend?     |

## Week 6 – Non-negotiable verbs

| If you know these, you can talk about anything in three tenses! |                           |
|---|---------------------------|
| je suis allé(e)   | I went                    |
| j'ai vu   | I saw/watched             |
| j'ai fait   | I did                     |
| c'était   | it was                    |
| il y avait  | there was/ were           |
| je (ne) me suis (pas) bien amusé                                | I had a good/bad time     |
| je me suis éclaté   | I had a blast             |
| j'aime  | I like                    |
| il/elle aime  | he/she likes              |
| je vais aller   | I am going to go          |
| je vais voir  | I am going to see         |
| je vais faire   | I am going to do          |
| il y aura   | there will be             |
| ce sera   | it will be                |
| je voudrais + inf   | I would like + infinitive |

# French

## Week 7 – Future aspirations

| Les ambitions pour l'avenir |                |
|-----------------------------|----------------|
| Je voudrais                 | I would like   |
| Je veux                     | I want         |
| travailler (comme)          | to work (as)   |
| être                        | to be          |
| chanteur(euse)              | singer         |
| président(e)                | president      |
| policier(ère)               | police officer |
| médecin                     | doctor         |
| chef(fe)                    | boss           |
| joueur(euse)                | player         |
| acteur(trice)               | actor          |
| professeur                  | teacher        |
| dehors                      | outside        |
| en équipe                   | in a team      |
| un travail / emploi         | a job          |
| 1.                          |                |
| 2.                          |                |

## Week 8 – The importance of languages

| Les langues sont importantes    |                          |
|---------------------------------|--------------------------|
| les langues                     | languages                |
| étranger(ère)(s)                | foreign                  |
| l'anglais                       | English                  |
| le français                     | French                   |
| une deuxième langue             | a second language        |
| 1.                              |                          |
| parler                          | to speak                 |
| voyager                         | to travel                |
| rencontrer de nouveaux gens     | to meet new people       |
| trouver un travail              | to find a job            |
| aller à l'université            | to go to university      |
| aider                           | to help                  |
| découvrir de nouvelles cultures | to discover new cultures |
| à l'étranger                    | abroad                   |

## Week 9 – Revision - holidays

| Words you might have forgotten! |                   |
|---------------------------------|-------------------|
| la ville                        | town              |
| la rue                          | street            |
| un lieu / un endroit            | place             |
| un bâtiment                     | building          |
| la campagne                     | the countryside   |
| la vue                          | view              |
| le pont                         | bridge            |
| près de                         | close to          |
| loin de                         | far from          |
| aller en vacances               | to go on holiday  |
| faire du tourisme               | to go sightseeing |
| s'amuser                        | to have fun       |
| arriver                         | to arrive         |
| réserver une chambre            | to reserve a room |
| je reste                        | I stay            |

## Week 10 - Question words

| Les questions        |                    |
|----------------------|--------------------|
| qu'est-ce que / que  | what               |
| comment              | how                |
| pourquoi             | why                |
| où                   | where              |
| d'où                 | from where         |
| quand                | when               |
| combien (de)         | how much/many (of) |
| quel(le)(s)          | which              |
| quel(le)(s) est/sont | what is / are      |
| qui                  | who                |
| à quelle heure       | at what time       |
| à une heure          | at one o'clock     |
| à une heure et demie | at half past one   |

## Week 11 – Easter in France

| Pâques             | Easter                |
|--------------------|-----------------------|
| un jour férié      | a bank holiday        |
| le carême          | Lent                  |
| le printemps       | Spring                |
| le chocolat        | chocolate             |
| l'oeuf             | egg                   |
| le lapin           | rabbit                |
| une croix          | a cross               |
| une bougie         | a candle              |
| une poule          | a chicken             |
| les cloches        | bells                 |
| Dimanche de Pâques | Easter Sunday         |
| Vendredi saint     | Good Friday           |
| la messe           | Mass (church service) |

## Week 12 - Holiday plans

| The near future- just add the infinitive |                       |
|--|-----------------------|
| samedi prochain                          | next Saturday         |
| le week-end prochain                     | next weekend          |
| la semaine prochaine                     | next week             |
| pendant les vacances                     | during the holidays   |
| premièrement                             | first                 |
| puis                                     | then                  |
| plus tard                                | later                 |
| finalement                               | finally               |
| je vais                                  | I'm going to          |
| tu vas                                   | you are going to      |
| il/elle va                               | he/she is going to    |
| nous allons                              | we are going to       |
| vous allez                               | you (pl) are going to |
| ils/elles vont                           | they are going to     |
| je voudrais                              | I would like          |

# Geography

## Week 1

### Glossary:

**Sustainability** – actions that meet the needs of the present without reducing the ability of future generations to meet their needs.

**Deforestation** - the cutting down and removal of natural forests.

**Environmental** - relating to the natural world and the impact of human activity on its condition.

**Climate Change** - changes in temperate and rainfall as a result of natural causes and human activity.

**Greenhouse effect** - there is a layer of gases in the atmosphere that traps heat in – without it there would not be life on Earth.

**Fossil fuels** – non-renewable energy sources formed millions of years ago underground. When burnt for energy, fossil fuels produce smoke / air pollution / Greenhouse gases.

## Week 2

### Glossary:

**Landfill** – a large area of land where rubbish is dumped and then covered. It is the oldest and most common form of waste disposal.

**Biodegradable** – materials that are able to break down into harmless products by the action of living things such as microorganisms.

**Plastic** - plastic is a durable and moldable material. It helps us have a good standard of living. However, it can take hundreds of years to break down.

**Microplastics** - microscopic pieces of non-biodegradable (they will not break down) plastics. They are toxic (poisonous) and can cause harm to living organisms if swallowed.

**Single use plastics** – plastic packaging and other items such as straws, that are meant to be disposed of right after use - often, in mere minutes.

## Week 3

### Glossary:

#### **What is a sustainable city?**

A **sustainable city**, can also be known as an **eco-city**, or **green city**.

They are designed to ensure they meet the needs of people (**social**) living there now, how much it will cost to build and how much money can be made(**economic**) and the impact on the **environment**. This is done without compromising the ability of **future generations to experience the same**. Sustainable initiatives are achieved by building eco-friendly alternatives into city infrastructure, such as adopting walk and bike lanes. A sustainable city reduces environmental impacts through its activities and promotes sustainable consumption, such as using renewable energy.

## Week 4

### Glossary:

**What is Sustainable Tourism?** Sustainable tourism has a positive effect on the local environment, people and economy. It does not ruin the destinations 'sense of place'. It benefits the tourists and local people without damaging the environment for future generations.

**Sense of place** How a place makes you feel – this will be different for everyone! It can be a positive or negative feeling.

**Ecolodge** – a place where people stay on holiday that is designed not to damage the local environment or society where it has been built.

## Week 5

### Glossary:

**United Nations** - 193 countries have 'united' (*come together*) to discuss common problems, and find shared solutions that benefit all of humanity.

**COP 29** - COP stands for the 'conference of the parties' to the United Nations climate convention (UNFCCC). COP29 is the 29th meeting of the parties to the convention.

**Carbon neutral** - A person, company or country is carbon neutral if they balance the carbon dioxide they release into the atmosphere through their everyday activities with the amount they absorb or remove from the atmosphere.

## Week 6

### Glossary:

**Sustainability** – actions that meet the needs of the present without reducing the ability of future generations to meet their needs.

**Social** – Opportunities and challenges that impact human activities. (*People*)

**Economics** - Opportunities and challenges that impact income. (*money*)

**Environmental** - Opportunities and challenges that impact the natural world around us, including on land, in the sea or atmosphere.

**Political** – How the decisions of politicians (Government) help to shape our world.



# Geography

## Week 7

### Glossary:

**Accumulation** - a mass or quantity of something that has gradually gathered or been acquired (In terms of glaciers – **snow accumulation**).

**Ablation** – the zone at the end (**snout**) of a glacier, where the ice is melting.

**Altitude** – the height above sea level. **The higher you get, the colder you get!**

**Latitude** – how far north or south you are of the equator. **The further you get from the equator the colder it gets!**

**Fluctuate** – continuously changing – going up and down!

**Glacials** – colder periods of time with extensive glacial ice coverage (**ice ages**).

**Interglacial** – warmer periods in between the colder glacial periods.

## Week 8

### Glossary:

**Advance** – glaciers growing. This will happen in '**Glacial periods**' when the global temperature is decreasing.

**Retreat** – glaciers shrink. This will happen in '**Interglacial periods**' when global temperatures are higher.

**Weathering** – the breaking down of rock in-situ.

**Freeze- thaw (weathering)** – water seeps into cracks, then freezes widening the crack.

**Erosion** – the removal and transportation of material.

**Plucking (erosion)** – the glacier freezes around a rock, as the glacier advances it breaks the rock off and carries it in the ice.

**Abrasion (erosion)** - rocks that are in the glacier act like sandpaper scraping away the land underneath.

## Week 9

### Glossary:

**Deposition** – occurs when material being carried by the glacier is dropped off as the ice melts.

**Weathering** - The breakdown of rocks in situ.

**Erosion** – The wearing away of the Earth's surface by running water (rivers and streams), moving ice (glaciers), the sea and the wind.

**Transportation** – the movement of rock particles or pieces from one place to another. This happens through natural forces like wind, water, or ice.

## Week 10

### Glossary:

**Social** – opportunities and challenges that impact human activities. (*People*)

**Economics** - opportunities and challenges that impact income. (*money*)

**Environmental** - opportunities and challenges that impact the natural world around us, including on land, in the sea or atmosphere.

**Political** – how the decisions of politicians (Government) help to shape our world.

**Climate Change** - changes in temperate and precipitation as a result of natural causes and human activity.

**Sea level rise** – the level of the sea rising, partially due to glaciers melting.

## Week 11

### Management Strategy to protect Glacial landscapes.

#### 'Fixing the Lake District Fells'

Our mission is to protect our spectacular Lakeland fells from erosion by repairing and maintaining the upland paths.

The Lake District is perhaps Britain's best-loved landscape. It is a UNESCO World Heritage site – a place worth protecting. But erosion from people, coupled with severe weather events and climate change, is causing ugly scars and environmental damage in the fragile mountains. Fix the Fells tackles this erosion problem by repairing and maintaining 344 upland paths, covering 410 miles (661 km), helping to keep the Lake District a special place for us and for future generations.

## Week 12

### Revision tips!

- **Make yourself some flash cards**
- **Look, cover, write, check!**

#### **Don't forget to REBUGG the question**

R – Read the question carefully (*What is it actually asking for?*)

E – Expand; take time to think about the question (*Try and picture it in your mind*)

B – Box the command term (*make sure you know what the command words mean!*)

U – Underline the key geographical terms (*and ensure they are in your answer*)

G – Gauge how many marks the question is worth (*a mark a minute!*)

G – Go for it!

# History

## Week 1

### What was Britain like in 1750?

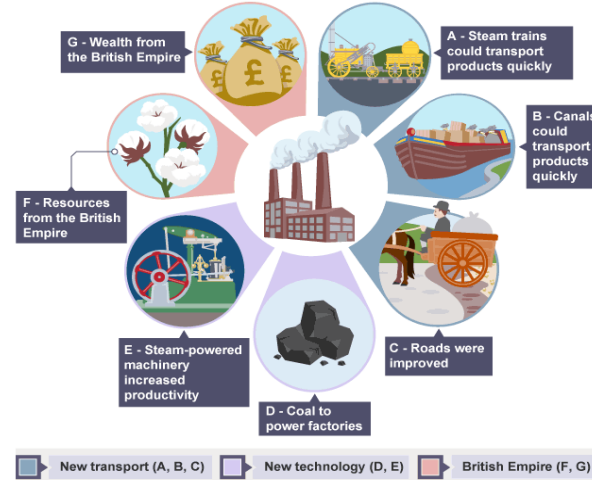
Around 1750, Britain was still a very rural, agricultural society. - Over 80% of the population lived in the countryside, mainly working on the land, rearing animals and growing crops.

If people did work in industry, these were cottage industries run from within their own home. For example, people might knit or weave in their home, but they would only be able to produce a small amount, enough to earn a living.

Between around 1750 and 1840, Britain was transformed from a rural nation based around agriculture to an industrialised, urban nation which depended on factories and machines.

## Week 2

### Why did the Industrial Revolution begin in England?



## Week 3

### The Peterloo Massacre

Working class people held large meetings to protest against the political system. One such meeting happened in Manchester at St Peter's Fields in August 1819.

Around 50,000 people arrived at St Peter's Fields from all around Manchester. Henry Hunt (a radical speaker) was due to make a speech calling for the reform of Parliament. Manchester at this time had no police force, so the army were sent to prevent any disturbances. When Hunt began to speak the army attempted to arrest him, and attacked anybody who got in their way. Eleven people were killed and 400 were injured.

## Week 4

### How significant was the Great Reform Act?

The act stated that:

- One in five men - those whose homes had a lease of £10 or more per year - got the vote
- Seats must be created for MPs in new industrial towns such as Birmingham
- Seats for MPs from rotten boroughs had to be removed

There was a mixed reaction to the new political changes.

The middle class was happy about the changes, but the working class still could not vote. Elections remained corrupt and the country was still run by the rich. MPs in the countryside continued to have more power than those in industrial towns.

## Week 5

### Winners of the Industrial Revolution:

**Factory Owners and Entrepreneurs:** They made huge profits from mass production.

**Investors and Capitalists:** Those who funded factories and industries gained wealth.

**Some Urban Workers:** Many found better wages and jobs than in agriculture.

### Losers of the Industrial Revolution:

**Factory Workers:** Long hours, low wages, and poor working conditions made their lives tough.

**Craftsmen:** Skilled workers lost their jobs as machines took over manual work.

**Farmers:** Many small farmers lost their land to factories and urbanization.

## Week 6

### How was public health affected by the conditions of the Industrial Revolution?

There was a huge migration of people to the new industrial towns and cities, drawn there by the prospect of better wages. However, as these towns grew rapidly, they became overcrowded.

This created major problems for public health. There was much overcrowding in low quality housing and insanitary conditions, making the town a breeding ground for diseases like cholera, typhus and TB.

It was very hard to find clean drinking water and housing was cramped and damp.

# History

## Week 7

### How was Cornwall affected by the Industrial Revolution?

**Bal Maidens:** Women that worked in the mines at Cornwall and West Devon. 'Bal' is Cornish for mine, and maiden is a woman who is young or unmarried.

**Cousin Jack and Jenny:** The nickname given to miners and their wives who moved abroad in search of work during the Industrial Period.

Between 1860 and the start of the 20th century, around 250,000 'Cousin Jacks' – as Cornishmen are often nicknamed– left Cornwall to seek their fortunes elsewhere in the world, and the majority worked underground as miners.

## Week 8

### What was life like in the workhouses?

Conditions inside the workhouse were deliberately harsh, so that only those who desperately needed help would ask for it. Families were split up and housed in different parts of the workhouse. The poor were made to wear a uniform and the diet was monotonous.

There were also strict rules and regulations to follow. Inmates, male and female, young and old were made to work hard, often doing unpleasant jobs such as picking oakum or breaking stones. Children could also find themselves hired out to work in factories or mines.

## Week 9

### What can we learn from the writings of Charles Dickens?

Charles Dickens used his novels to highlight the tough realities of Victorian life, especially for the poor and mistreated children. He exposed problems like bad working conditions, corrupt workhouses, and cruel schools, urging society to take action.

In "**Oliver Twist**," he showed the struggles of the poor and crime. In "**Hard Times**," he criticized how industrialization and strict rules harmed people. In "**Nicholas Nickleby**," he revealed the terrible conditions in schools, leading to reforms. His stories made people aware of these issues and pushed for changes to improve society.

## Week 10

### Clever Connectives to use in your writing

#### To add information:

Furthermore  
Moreover  
In addition  
Additionally  
Also  
Besides  
As well as  
Not only... but also

#### To compare:

Similarly  
Likewise  
Just as  
In the same way  
Compared to  
As opposed to

#### To Show Cause and Effect:

Therefore    As a result    Consequently  
Because of    Thus    Hence  
Due to    For this reason    So

## Week 11

### What are primary sources?

Primary sources give you direct access to the subject that you're researching or learning about. They contain raw information. They can provide you with a first-hand account of an event or time-period, represent original thinking and give you new information. They're usually the centre of a piece of research.

#### Examples of primary sources include:

- diaries
- biographies and autobiographies
- interviews
- speeches and oral histories
- government data

## Week 12

### What are secondary sources?

Secondary sources provide second-hand information and often offer explanations for primary sources. They were made after the event.

#### Examples of secondary sources include:

- textbooks
- dictionaries and encyclopaedias
- biographies
- Films or songs made about the event after it happened
- A documentary about the history of an event or a person

# Maths

- 1) Go to [sparxmaths.uk](http://sparxmaths.uk)
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
  - Write the bookwork code
  - Write the question and then your workings and your answer
  - Mark your answer in a different colour
  - If you are struggling, **watch the video**
  - Your homework is complete when you have answered **every** question correctly.
  - If you are really struggling with one question, complete the other questions and ask your Maths teacher for help the next day or attend the Sparx Clinic.

| X  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
|----|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| 1  | 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9   | 10  | 11  | 12  |
| 2  | 2  | 4  | 6  | 8  | 10 | 12 | 14 | 16 | 18  | 20  | 22  | 24  |
| 3  | 3  | 6  | 9  | 12 | 15 | 18 | 21 | 24 | 27  | 30  | 33  | 36  |
| 4  | 4  | 8  | 12 | 16 | 20 | 24 | 28 | 32 | 36  | 40  | 44  | 48  |
| 5  | 5  | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45  | 50  | 55  | 60  |
| 6  | 6  | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54  | 60  | 66  | 72  |
| 7  | 7  | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63  | 70  | 77  | 84  |
| 8  | 8  | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72  | 80  | 88  | 96  |
| 9  | 9  | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81  | 90  | 99  | 108 |
| 10 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90  | 100 | 110 | 120 |
| 11 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99  | 110 | 121 | 132 |
| 12 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Homework

Task 1

D40  $12 + 13 = 25$  ✓

E50  $4 \times 3 + 2 \times 5 =$   
 $12 + 10 = 22$  ✓

F60  $\begin{pmatrix} 12 : 18 \\ 2 : 3 \end{pmatrix} \div 6$  ✓

H70  $\frac{1}{14} + \frac{1}{7} = \frac{1}{21}$  ✗

J90  $\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8}$   
 $= \frac{3}{8}$  ✓

A01  $\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}$  ✓

B11 Area =  $3 \times 14$   
 $\times 14$   
 $\frac{42}{1}$  Area =  $42 \text{ cm}^2$  ✓

CL1  $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$   
 $= \frac{4}{33}$  ✓

D31  $3^2 = 3 \times 3$   
 $= 9$  ✓

Thursday 1<sup>st</sup> June 2017

E41  $P(\text{yellow}) = \frac{3}{6}$  ✗

F51  $P(\text{black}) = \frac{4}{8}$   
 $= \frac{1}{2}$  ✓

Task 2

G61 All the marbles are green. The probability of choosing a purple marble is impossible ✓

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

Task 3

J22 False ✓

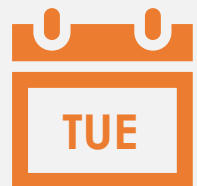
K32 Unlikely ✗

L42 B, A, C ✓

C03 4 more blue balls ✓

D13 4 black, 2 red, 2 blue  
The probability of picking black is evens: Bag 2 ✓

E23 B ✓


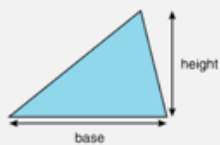
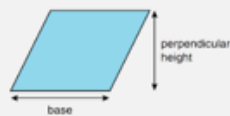
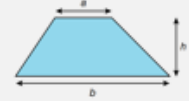
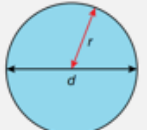
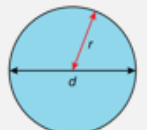

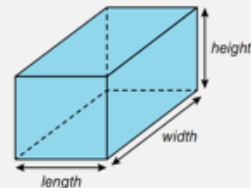
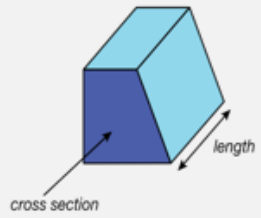


Sparx Maths is set at 9am on a Tuesday and is due in by 7am on a Tuesday.

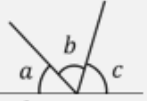
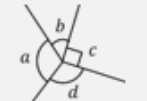
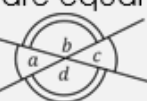



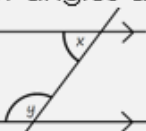

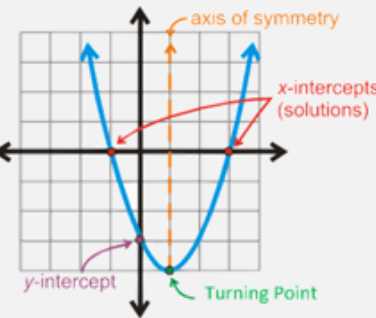



You can get help with Sparx every Break 1 in BL03.

# Maths – Points of reference

|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <p><b>Area of a Rectangle</b></p>  <p><math>length \times width = l \times w</math></p> <p><b>Area of a Triangle</b></p>  <p><math>\frac{1}{2} \times base \times perpendicular\ height</math></p> $= \frac{bh}{2}$ <p><b>Area of Parallelogram</b></p>  <p><math>base \times perpendicular\ height</math></p> <p><b>Area of Trapezium</b></p>  $\frac{1}{2}(a + b)h$ | <p><b>Circumference of a circle</b></p>  <p><math>C = \pi \times d</math></p> <p><b>Area of a circle</b></p>  <p><math>A = \pi \times r^2</math></p> <p><b>Parts of a circle</b></p>  | <p><b>Volume of a Cuboid</b></p>  <p><math>Length \times width \times height</math></p> $V = l \times w \times h$ <p><b>Volume of a Prism</b></p>  <p><math>Area\ of\ cross\ section \times length</math></p> | <p><b>Square Numbers</b></p> $1^2 = 1$<br>$2^2 = 4$<br>$3^2 = 9$<br>$4^2 = 16$<br>$5^2 = 25$<br>$6^2 = 36$<br>$7^2 = 49$<br>$8^2 = 64$<br>$9^2 = 81$<br>$10^2 = 100$<br>$11^2 = 121$<br>$12^2 = 144$<br>$13^2 = 169$<br>$14^2 = 196$<br>$15^2 = 225$ | <p><b>Cube Numbers</b></p> $1^3 = 1$<br>$2^3 = 8$<br>$3^3 = 27$<br>$4^3 = 64$<br>$5^3 = 125$<br>$6^3 = 216$<br>$7^3 = 343$<br>$8^3 = 512$<br>$9^3 = 729$<br>$10^3 = 1000$ <p><b>Prime Numbers</b><br/>         2,3,5,7,11,13,17,<br/>         19, 23, 29, 31,<br/>         37,...</p> <p>HCF: Highest Common Factor<br/>         LCM: Lowest Common Multiple</p> | <p><b>Index Rules</b></p> $x^a \times x^b = x^{a+b}$ $\frac{x^a}{x^b} = x^{a-b}$ $(x^a)^b = x^{a \times b}$ $x^0 = 1$ $x^{-a} = \frac{1}{x^a}$ $\frac{1}{x^a} = \sqrt[a]{x}$ |
|---|---|---|--|--|--|

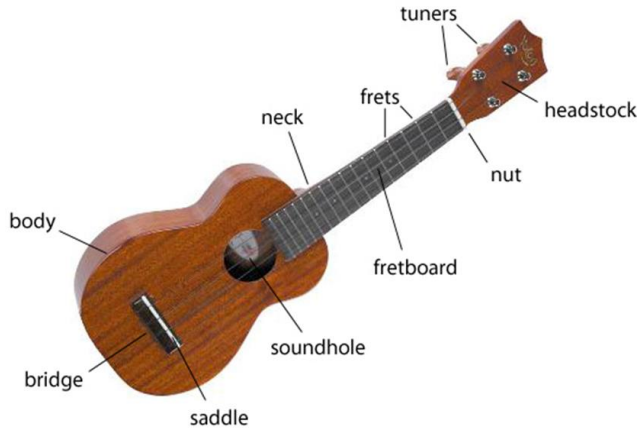
# Maths – Points of reference

|   |  |   |  |   |
|---|--|---|--|---|
| <p><b>Angle Rules</b></p> <p>Angles of straight line add up to <math>180^\circ</math></p>  $a + b + c = 180$ <p>Angles at a point add up to <math>360^\circ</math></p>  $a + b + c + d = 360^\circ$ <p>Vertically opposite angles are equal</p>  $a = c, \quad b = d$ | <p><b>Angle Rules</b></p> <p>Angles in a triangle add up to <math>180^\circ</math></p>  $a + b + c = 180^\circ$ <p>Angles in a quadrilateral add up to <math>360^\circ</math></p>  $a + b + c + d = 360^\circ$ | <p><b>Angle Rules</b></p> <p>Corresponding angles are equal</p>  <p>Co-interior angles add to <math>180^\circ</math></p>  $x + y = 180^\circ$ <p>Alternate Angles are equal</p>  | <p><b>Quadratic Graphs</b></p>  | <p><b>Speed, Distance, Time</b></p>  $\text{speed} = \frac{\text{distance}}{\text{time}}$ <p><b>Gradient</b></p> $= \frac{\text{change in } y}{\text{change in } x}$ |
|---|--|---|--|---|

# Music

## Weeks 1 & 2

### Parts of the ukulele



## Weeks 3 & 4



### Chords

- A chord in music is a group of three or more notes played together at the same time.
- When they are played together, they create a specific sound or feeling.
- For example, a "major chord" might sound happy or bright, while a "minor chord" might sound sad or serious.

## Weeks 5 & 6



### Chord Progressions:

- a series of chords played one after the other in a certain order. It's like a musical "story" where each chord leads to the next one, creating a feeling or mood in the song.

## Weeks 7 & 8

**Mashup:** when two or more songs are combined together to create a new track. This can involve mixing parts like the vocals from one song with the music (beats or instrumental) of another, or blending different melodies and rhythms to make something unique.

**Harmony:** when different notes or chords are played at the same time to make a sound that is pleasing and adds richness to a song.

**Arrangement:** how a song is planned out, including which instruments play what parts and how the music is put together to create the final sound.

## Weeks 9 & 10

**Ensemble:** a group of musicians who play different instruments together to make music as a team.

**Groove:** the rhythmic feel or vibe that makes you want to move or dance, created by the way the beats and rhythms are played together.

**Bassline:** the part that plays the low, deep notes, usually with a bass guitar or bass instrument, and helps to set the rhythm and mood of the song.

**Polyphony:** when more than one melody or tune is played at the same time, making the music sound fuller and more complex.

## Weeks 11 & 12

### Improvement Week: Steps to Success

**Practice Transitions:** Smoothly switch between chords by practicing common progressions like C-G-Am-F.

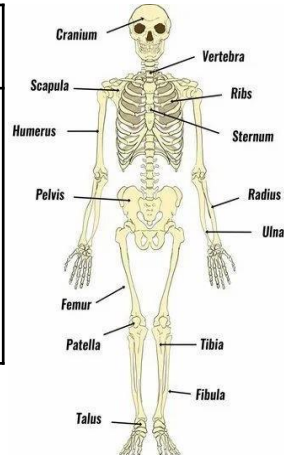
**Finger Numbering:** Learn finger numbers (1 = index, 2 = middle, etc.) for precise placement.

**Strumming and Fretting:** Combine proper finger pressure with smooth strumming for clear sound.

## Weeks 1 & 2

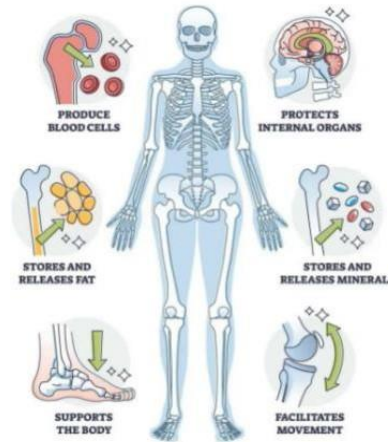
### Major bone groups and locations:

| Upper Body  | Lower Body                          |
|---|-------------------------------------|
| Cranium<br>Scapular<br>Clavicle<br>Humerus<br>Radius<br>Ulna<br>Ribs<br>Vertebrae | Femur<br>Tibia<br>Fibula<br>Patella |



## Weeks 3 & 4

### The functions of the skeleton:



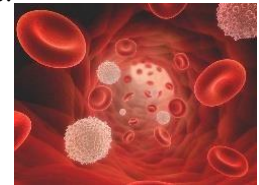
## Weeks 5 & 6

**Making blood cells** – There are different types of blood cells.

**Red blood cells** – Carry oxygen throughout the body.

**White blood cells** – Destroy harmful microorganisms in the body.

**Bone marrow** is a soft, spongy tissue that produces red and white blood cells. Healthy bone marrow is important and is located at the centre of certain large bones.



## Weeks 7 & 8

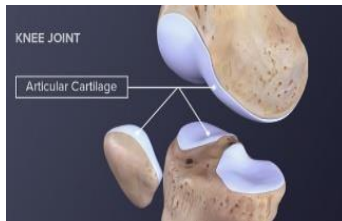
**A joint** is a place where two or more bones meet.

**Connective tissues** – consist of ligaments, cartilage, and tendons.

**Ligaments** – bands of tough elastic tissue around your joints. They connect bone to bone and give your joints support.

**Tendons** – Attach muscle to the skeleton.

**Cartilage** – Is found at the ends of bones and where joints meet.



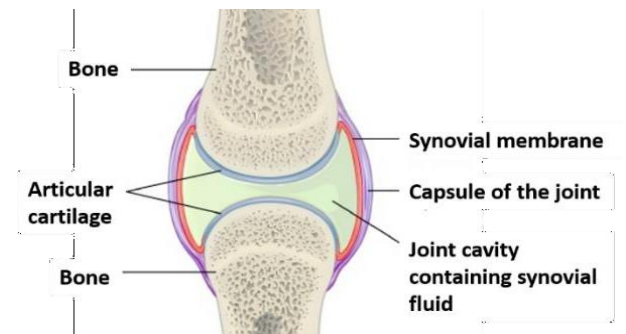
## Weeks 9 & 10

Synovial joints are freely movable joints. They contain synovial fluid in the joint cavity, this lubricates the joint allowing it to move freely. There are 6 main types of synovial joints:

|                 |                  |
|-----------------|------------------|
| Ball and socket | Hip and Shoulder |
| Hinge           | Knee and Elbow   |
| Pivot           | Top of Vertebrae |
| Condylloid      | Wrist            |
| Saddle          | Thumb            |
| Plane-Gliding   | Foot             |

## Weeks 11 & 12

### Synovial joint of the knee





## Week 1 & 2

### Why are energy drinks so bad for your health?

Energy drinks can be dangerous for kids because:

- **Too much caffeine:** They have a lot of caffeine, which can make your heart race, make you feel shaky, or give you a headache.
- **Lots of sugar:** They have a lot of sugar, which isn't good for your teeth and can make you gain weight if you drink too much.
- **Dehydration:** Caffeine can make you need the toilet more, which can make you feel tired or dizzy.

It's better to drink water, milk, or juice to stay healthy and feel good!

## Week 3 & 4

### Why are vapes so dangerous for young people?

Vapes are dangerous for young people because:

- **Harmful chemicals:** Vapes contain chemicals that can hurt your lungs and make it hard to breathe, even though they might seem safer than smoking.
- **Addiction:** Many vapes have nicotine, which is very addictive. It can make you crave more, and it's hard to stop once you start.
- **Brain effects:** Nicotine can hurt your brain, especially while it's still developing. This can affect your memory, focus, and learning.
- **Health problems:** Vaping can cause problems like coughing, lung damage, and other serious health issues over time.

## Week 5 & 6

### What makes alcohol so dangerous for young people?

Alcohol is dangerous because:

- **Affects your brain:** It can make you feel dizzy, confused, or sleepy, and it can make it harder to think clearly or make good decisions.
- **Addiction:** Drinking too much can make you addicted, meaning you need to drink more and more to feel the same effect.
- **Health problems:** Drinking too much alcohol can hurt your liver, heart, and other parts of your body. It can also make you more likely to get sick.
- **Accidents:** Alcohol can make you lose control, which can lead to accidents, like falling or getting into trouble while driving.

## Week 7 & 8

### How can we manage peer pressure?

- **Say "no" confidently:** It's okay to say no if someone is asking you to do something you don't want to. You can say, "No, thanks" or "I'm not interested."
- **Have a reason:** Sometimes it helps to explain why you don't want to do something, like "I don't like it" or "It's not good for me."
- **Find friends who support you:** Spend time with friends who respect your choices and don't pressure you to do things that make you uncomfortable.
- **Walk away:** If someone keeps pressuring you, it's okay to leave the situation or go hang out with other people.

## Week 9 & 10

### What are the Protected Characteristics?

What are protected characteristics? Protected characteristics are characteristics safeguarded against discrimination under the Equality Act 2010.

These include

- age,
- disability,
- gender reassignment,
- marriage and civil partnership,
- pregnancy and maternity,
- race,
- religion or belief,
- sex
- and sexual orientation.

## Week 11 & 12

### Top Tips for being a good listener

- **Pay attention:** Look at the person speaking and focus on what they're saying. Put away distractions like your phone.
- **Show you're listening:** Nod your head, smile, or make eye contact to show that you care about what they're saying.
- **Don't interrupt:** Let the person finish talking before you respond.
- **Ask questions:** If you're not sure about something, ask questions to understand better. This shows you care about what they're saying.
- **Be patient:** Sometimes people need time to express their thoughts. Don't rush them, and give them space to talk.

## Week 1 &amp; 2

**Lesson 1 - Waheguru and Guru Nanak****Waheguru:**

The Sikh word for God, it translates as 'wonderful lord'.

**Guru:**

A human teacher sent by God to bring His word to the world.

**Guru Nanak:**

The first Guru, chosen by God to bring his message to the people. Having met with God in heaven, Guru Nanak undertook 4 great journeys to spread the new word of God.

**Sewa:** Sikh principle of selfless service to others

## Week 3 &amp; 4

**Lesson 2 - The Living Gurus**

The 10 living Gurus who established Sikhism and Sikh traditions.

**Guru Nanak:** The first Guru and founder of the religion.

**Guru Gobhind Singh:** The final living Guru who established the Khalsa community.

**Singh:** Surname all Sikh men are given, it means Lion.

**Kara:** The name all Sikh women are given, it means Princess.

## Week 5 &amp; 6

**Lesson 3 - The Khalsa and Vaisakhi**

The establishment of the community of inducted Sikhs by Guru Gobhind Singh

**The Panj Pyare:** The 5 beloved ones who showed their faith in God by offering to die for the Guru.

**Khalsa:** The community of Sikhs who wear the 5Ks

- Kirpan - sword
- Kalra - steel bangle
- Kesh - uncut hair
- Kanga - wooden comb
- Kachera - loose fitting underwear

**Vaisakhi:** The Sikh festival celebrating the formation of the Khalsa.

## Week 7 &amp; 8

**Lesson 4 - Guru Granth Sahib and the Gurdwaras**

**Guru Granth Sahib:** The Sikh Holy book containing the combined wisdom of the 10 living Gurus.

**Gurdwaras:** Sikh place of worship, it has 4 doors facing North, South, East and West so everyone is welcome.

**Granthi:** Person who runs the Gurdwara

**Langar:** The community kitchen in the Gurdwaras

## Week 9 &amp; 10

**Lesson 5 - Living as a Sikh**

**Naming Ritual:** Sikhs use the Guru Granth Sahib to help choose the name of their child

**Dastar Bandi:** The Sikh turban-tying ceremony

**Amrit:** The Sikh initiation ceremony used to join the Khalsa. It involves stirring a mix of sugar and water with a kirpan

**Funeral Rites:** Sikhs believe in rebirth and the reunion of the soul with God

## Week 11 &amp; 12

**Lesson 6 - Assessment**

A question paper worth 40 marks that should take 30 minutes to complete. It will consist of:

- 20 multiple choice questions worth 1 mark each
- 5 'state two' questions where you have to give examples of key words. These are worth 2 marks each
- 2 'describe and explain' questions where you must explore a religious view on an issue covered in this Learning Cycle. These are worth 5 marks each.

You will need to know the key words and ideas of Hinduism and Sikhism.

In your 5 mark answers you will be expected to give examples and key words

## Week 1

### Health and disease

#### Food groups, use of nutrients and balanced diets

- **Balanced Diet** - A balanced diet contains the **correct amount of all food groups**
- **Food groups** - carbohydrates, lipids, proteins, vitamins, minerals, dietary fibre and water.
- **Nutrients** - **essential substances** that the **body needs**



**Carbohydrates** - keep **energy** levels up

**Starch/Sugar** – types of carbohydrates

**Fats and oils** – act as an **energy store**

**Proteins** – build **muscle** and allow **growth and repair**

**Vitamins** – vital in many processes

- **People do not eat the right amounts**

#### **of nutrients**

- **Deficiency disease** – diet short of **certain nutrients**, often vitamins and minerals.
- **Rickets** – caused by a **lack of vitamin D**
- **Scurvy** – caused by a **lack of vitamin C**
- **Obesity** – caused by **eating too much food** or large amount of food **high in fat/sugars**
- **Starvation** – lack of food

#### Energy requirements =

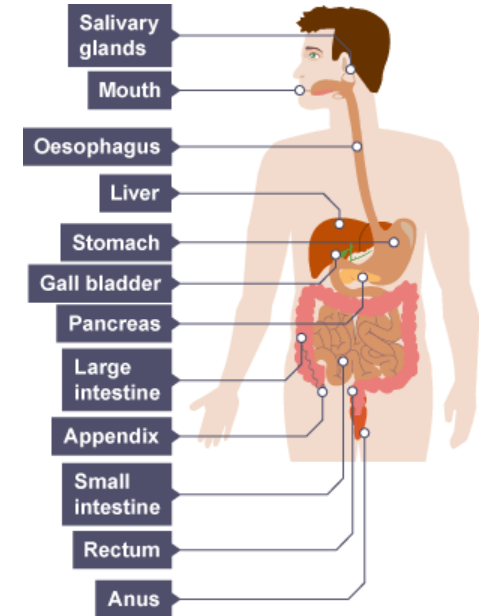
- **Total energy needed in a day** = **daily BER + extra energy for activities** (BER = energy needed to maintain essential bodily functions)

## Week 2

### Health and disease

#### The digestive system and enzymes

- **Digestion** – **breaking down of food** using **mechanical and chemical** processes
- **Emulsification** – The breakdown of **large drops of lipid** into **smaller droplets** by **bile**
- **Peristalsis** - The **rhythmical contraction of muscles** lining the **oesophagus**, and **small and large intestines** to squeeze food through them.
- **Soluble** – substances that dissolve in water
- **Insoluble** – substances that cannot dissolve in water
- **Absorption** - digested food molecules pass through the wall of the small intestine and into the bloodstream ; which **speed up reactions**
- **Substrates** - A molecule or molecules which **fit into the active site** of an enzyme.
- **Active site** - The part of an enzyme that **fits its substrate** or substrates. This changes shape when an enzyme is **denatured**.
- **Lock and key model** - An **enzyme is specific** for its substrate or substrates like a key is for its lock.
- **Denatured** – change to the active site, **will not fit its substrate**
- **Optimum** – conditions where the **enzyme is most active**



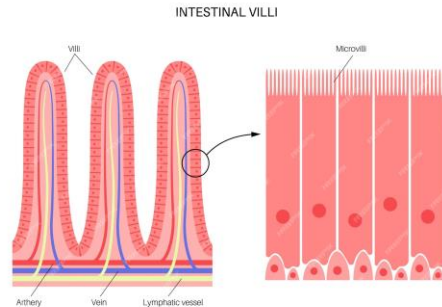
# Science

## Week 3

### Health and disease

#### Digestion and absorption

- **Mechanical digestion** – food gets grinded up by the **teeth and tongue**
- **Chemical digestion** - when **enzymes** digest food into nutrients
- **Absorption - digested food molecules** pass through the wall of the **small intestine and into the bloodstream**
- **Villi** – **finger-like projections** in the **small intestine** that provide a **large surface area** for the absorption of food
- **Microvilli - Projections** from the **surface of an epithelial cell** of the **small intestine wall**.



| Food Test            | Colour of reagent | Positive test result | Negative test result     |
|----------------------|-------------------|----------------------|--------------------------|
| Iodine for starch    | orange-brown      | blue-black           | orange-brown (no change) |
| Benedict's for sugar | light blue        | green to brick-red   | light blue (no change)   |
| Ethanol for lipid    | colourless        | cloudy emulsion      | colourless (no change)   |
| Biuret for protein   | blue              | lilac-purple         | blue (no change)         |

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#### Food tests

- **Iodine** – turns **black** if **starch is present**
- **Biuret solution** – turns **purple** if **protein is present**
- **Benedict's solution** – turns **red/orange** if **reducing sugars** are present
- **Sudan 3 test** – turns **red** if **lipids** are present
- **Emulsion test** – test with **ethanol** – turns **cloudy** if **lipids** present

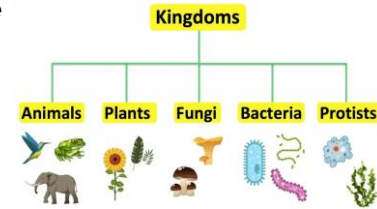
## Week 4

### Health and disease

#### The five kingdoms

**Eukaryote** - A type of **cell** that has a **nucleus**.

**Prokaryote** - A simple cell that **does not** have a **nucleus** – the DNA is free in the cytoplasm



#### Features of animals

- Eukaryotic and Multicellular
- No cell wall
- A nucleus
- Heterotrophic
- Food stored as glycogen

#### Examples

All multicellular animals eg sponges, fish, reptiles, birds, mammals

#### Features of plants

- Eukaryotic and Multicellular.
- Cell wall made from a substance called cellulose
- Uses light to produce food by photosynthesis
- Stores food as starch

#### Examples

All green plants eg algae, ferns, mosses, conifers, flowering plants

#### Fungi

- **Unicellular** - a living thing that is just **one cell**.
- **Multicellular** - a living thing that is made up of **more than one cell**

#### Features of fungi

- Eukaryotic
- Usually multicellular, sometimes unicellular
- Cell walls made out of a substance called chitin
- No chloroplasts
- Food stored as glycogen

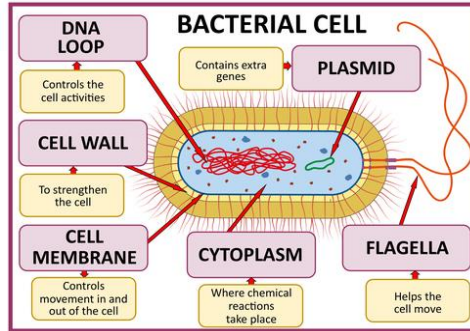
#### Examples

Moulds, mushrooms, yeast

### Health and disease

#### Bacteria

- **Bacteria** – a **unicellular organism**, amongst the **smallest living things**
- **Flagella** – threadlike structure, some bacteria have these and enables them to **swim**
- **Plasmid** - Small **circular section of DNA** that can **move from one bacterium to another**.
- **Binary fission** - The form of **cell division** used by **prokaryotes to reproduce**



| Features of bacteria   | Examples  |
|--|---|
| <ul style="list-style-type: none"> <li>• Unicellular</li> <li>• Cells have no nucleus</li> <li>• Absorb nutrients or produce internally by photosynthesis</li> </ul> | eg E. Coli, Staphylococcus Aureus, blue-green algae |

#### Protoctists

- **Protoctists** - a group of diverse **eukaryotic**, predominantly **unicellular microscopic organisms**.

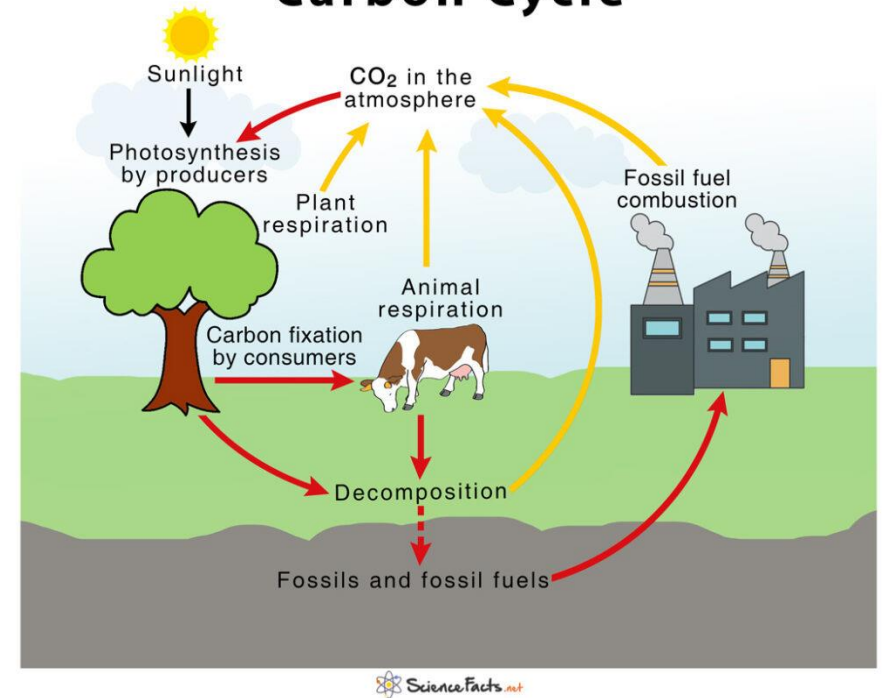
| Features of protoctists  | Examples                     |
|--|------------------------------|
| <ul style="list-style-type: none"> <li>• Eukaryotic</li> <li>• Single cell organisms or a colony of single cells</li> <li>• Some have chloroplasts</li> <li>• Nutrients acquired by photosynthesis or ingesting other organisms</li> </ul> | Amoeba, Paramecium, Protozoa |

### Health and disease

#### Decomposers and the carbon cycle

- **Decomposer** – **bacteria and fungi** which **break down dead plants and animals**,
- **Decay** – breakdown of **dead matter**
- **Combustion** – a chemical reaction when a **fuel is burned to release energy**

### Carbon Cycle

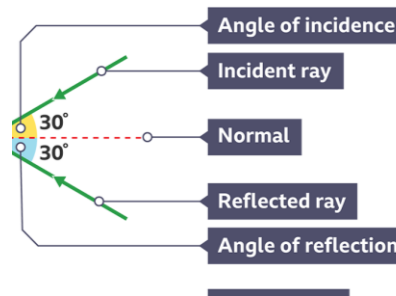
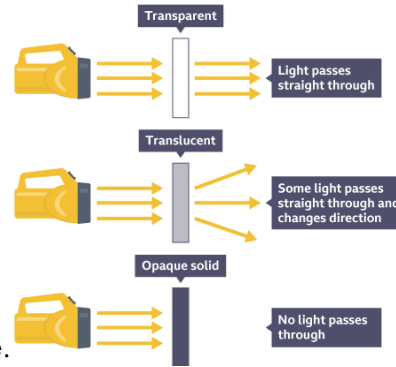
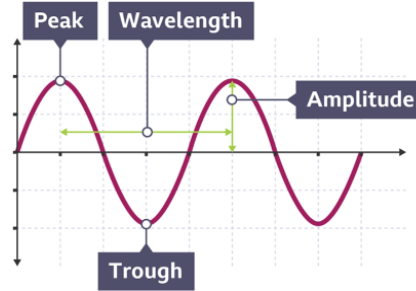


# Science

Week 7

## Light and Space

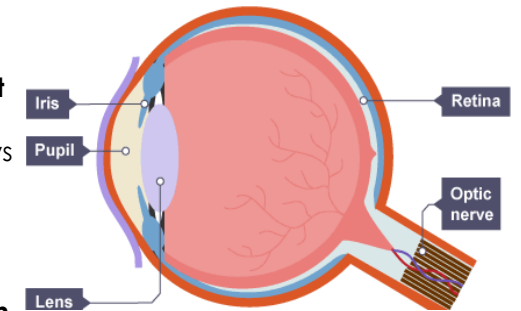
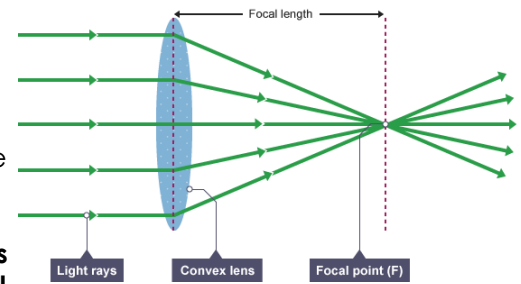
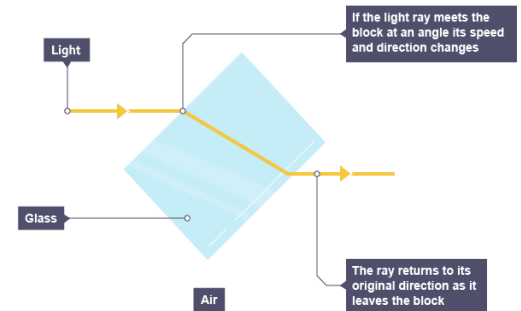
- Waves transmit **energy and information** but **not matter**.
- Light waves are **transverse waves**.
- The **wavelength** of a transverse wave is the **distance between two peaks**.
- The **frequency** of a wave is the **number of waves passing a point in 1 second**.
- Amplitude** is the **height from the rest position**.
- Absorption** - Light rays are **taken in** by a material.
- Opaque** - Light **cannot pass** through.
- Reflect** - Light rays **bounce off** a surface.
- Scatter** - Parts of a light ray go off in many **different directions**.
- Translucent** - Light can **pass through** but gets **scattered**.
- Transmit** - To **pass through** a substance.
- Transparent** - Light rays can **pass through without being scattered**.
- Boundary** - where one material meets another.
- Normal line** - Imaginary line drawn at **90° to a boundary**.
- Angle of incidence** - Angle between the **incident ray and the normal**.
- Angle of reflection** - Angle between the **reflected ray and the normal**.
- Reflected ray** - A ray of light **bouncing off** a mirror.



Week 8

## Light and Space

- Diffuse reflection** - Reflection from a **rough surface**, where the reflected light is **scattered in all directions**.
- Specular reflection** - When light is reflected evenly, so that all reflected light goes off **in the same direction**.
- Refract** - The **change in direction** when light goes from **one transparent material to another**.
- Lenses refract** light so that the rays meet at a **focal point**.
- Convex lenses** are fatter in the middle and cause light to **converge**.
- The **distance** between the **lens** and the **focal point** is the **focal length**.
- The **eye** contains a lens, focussing light on the **retina** which detects **colour and light intensity**.
- The **pupil** is a **hole** which allows **light to enter the eye**.
- The **iris** controls the **size of the pupil**.
- The **optic nerve** carries **electrical impulses** to the **brain**.

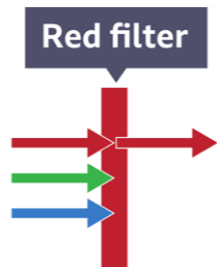
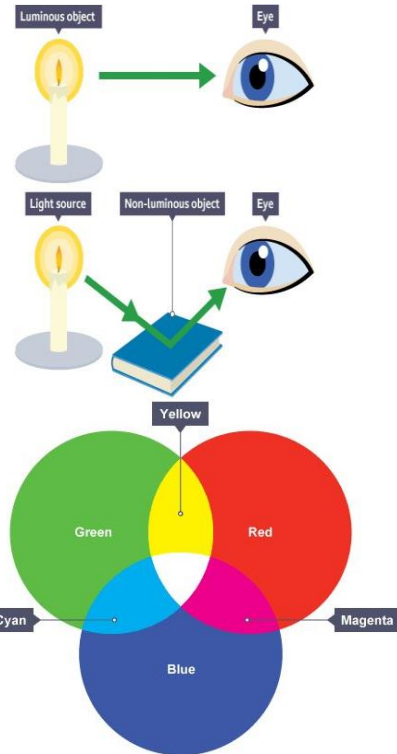


# Science

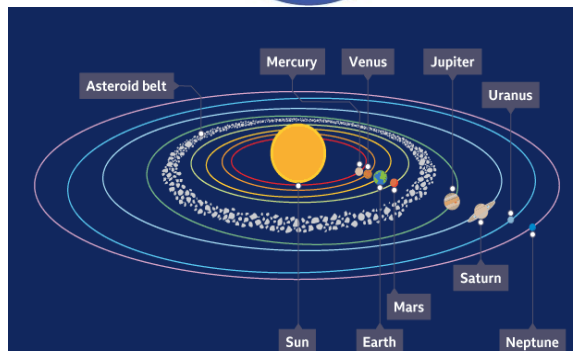
Week 9

## Light and Space

- Light is **produced by luminous objects** and **reflected by non luminous objects**.
- There are three **primary colours, red, green and blue**.
- **Secondary colours** are formed by **mixing** primary colours.
- **Filters absorb** all colours except their own, which is **transmitted**.



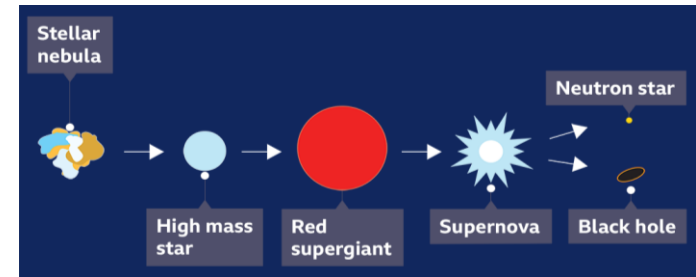
- **Solar system** - A **star** with **eight planets** and other objects **orbiting** around it.
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune are increasingly distant from the sun.
- The **asteroid belt** lies **between Mars and Jupiter**.



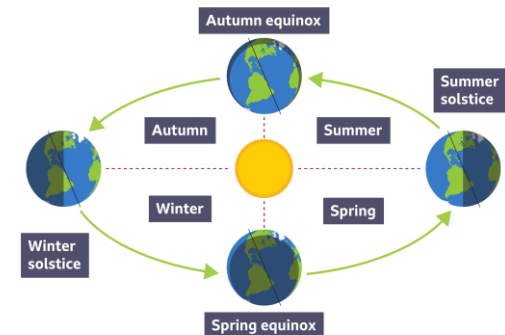
Week 10

## Light and Space

- **Geocentric** – Model of the solar system where **everything orbits the Earth**.
- **Heliocentric** - Model of the solar system where **everything orbits the Sun**.
- **Planet** - A large object orbiting a star.
- **Natural satellite** – Objects that orbit a planet that are not man-made e.g. the **Moon**.
- The sun is a **star** with a predictable **life cycle**, from **nebula** to **white dwarf** star.



- All objects have a **gravitational field**. The **more massive** and the **more dense** an object is, the **stronger its gravitational field**.
- **Weight** is a **force** that acts on an object **due to gravity**.
- **The Earth orbits the sun once a year (every 365 days)**.
- The Earth is **tilted**, leading to the **seasons**.

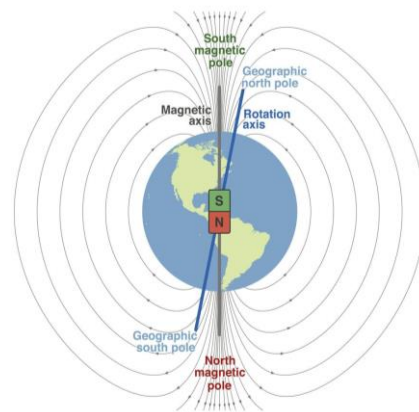
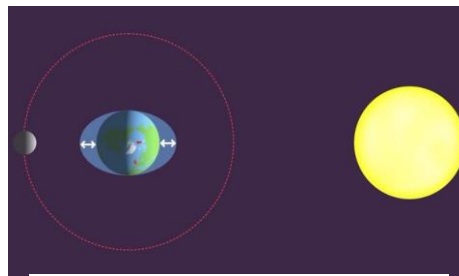


# Science

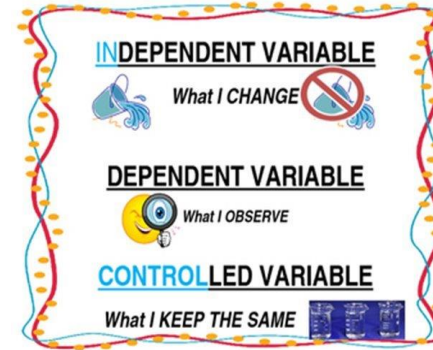
Week 11

## Light and Space

- The **moon** has different **phases**.
- **Waxing** moon – When the Moon is going **from a new moon to a full moon**.
- **Waning** moon – When the Moon is going **from a full moon to a new moon**.
- **Crescent** moon – **Less than half** the Moon is visible.
- **Gibbous** moon – **More than half** the Moon is visible.
- **Full moon** – **all the Moon** is visible.
- **New moon** – **none of the Moon** is visible.
- The **gravitational effect** of the **moon** and the **sun causes tides**.
- There are **two high and two low tides every day**.
- **Magnetic field** - The area around a magnet where it can **affect magnetic materials or other magnets**.
- The Earth has a magnetic field that **protects it from harmful cosmic rays**.



Week 12



**KEYWORDS**

**ReRead**

## Steps to success:

- Attempt all questions
- Write out calculations and give units
- Plot data with crosses
- 1 mark per minute
- Plan your 6 mark questions before you write
- Give, give, want when using mathematical formulae
- If it states tick one box, then only tick one box – Guess if you are unsure
- HUG the question (Highlight the command words, underline keywords and glance at the number of marks)
- Keep writing until you see end of questions

**BITESIZE**

Use BBC bitesize to make mind maps and test yourself using the quizzes





# Spanish

## Week 1 – My school

| ¿Cómo es tu colegio?      | What's your school like? |
|---------------------------|--------------------------|
| mi colegio es             | my school is             |
| (bastante) grande         | (quite) big              |
| (muy) pequeño             | (very) small             |
| antiguo                   | old                      |
| moderno                   | modern                   |
| mi instituto está en      | my school is in          |
| (cerca de) la costa       | (near to) the coast      |
| la montaña                | the mountains            |
| el campo                  | the countryside          |
| en el centro de la ciudad | in the city centre       |
| En mi cole (no) hay       | there is (not)           |
| un campo de deportes      | a sports field           |
| un campo de fútbol        | a football pitch         |
| una biblioteca            | a library                |
| alumnos                   | students                 |

## Week 2 – How I get to school

| ¿Cómo vas al instituto? | How do you get to school? |
|-------------------------|---------------------------|
| Voy al instituto        | I go to school            |
| en avión                | by plane                  |
| en coche                | by car                    |
| en barco                | by boat                   |
| en tren                 | by train                  |
| en metro                | by subway / tube          |
| a pie                   | on foot                   |
| a caballo               | on horseback              |

## Week 3 – School subjects I study

| ¿Qué estudias?      | What do you study? |
|---------------------|--------------------|
| estudio             | I study            |
| el español          | Spanish            |
| el baile            | dance              |
| las ciencias        | science            |
| la cocina           | cooking            |
| el comercio         | business           |
| el dibujo           | art                |
| la educación física | PE                 |
| el francés          | French             |
| la historia         | history            |
| el inglés           | English            |
| la música           | music              |
| la religion         | RE                 |
| el teatro           | drama              |
| la tecnología       | DT                 |

## Week 4 – Describing subjects

| ¿Qué opinas?       | What do you think?    |
|--------------------|-----------------------|
| me encanta         | I love                |
| me gusta (mucho)   | I like (a lot)        |
| me da igual        | I don't mind          |
| no me gusta (nada) | I don't like (at all) |
| interesante        | interesting           |
| difícil            | difficult             |
| bueno              | good                  |
| malo               | bad                   |
| inútil             | useless               |
| fácil              | Easy                  |
| muy                | very                  |
| bastante           | quite                 |
| demasiado          | too                   |

## Week 5 – Developing our opinions

| ¿Qué piensas? | What do you think? |
|---------------|--------------------|
| en mi opinión | in my opinion      |
| pienso que    | I think that       |
| creo que      | I believe that     |
| pero          | but                |
| también       | also               |
| sin embargo   | however            |
| aunque        | although           |
| porque        | because            |
| ya que        | as                 |
| dado que      | given that         |
| puesto que    | since              |

## Week 6 – A typical day

| ¿Qué haces?         | What do you do?          |
|---------------------|--------------------------|
| por la mañana/tarde | in the morning/afternoon |
| primero             | first                    |
| luego               | then                     |
| después             | after                    |
| más tarde           | later                    |
| finalmente          | finally                  |
| normalmente         | normally                 |
| a veces             | sometimes                |
| nunca               | never                    |
| todos los días      | every day                |
| aprender            | to learn                 |
| comer               | to eat                   |
| beber               | to drink                 |
| leer                | to read                  |
| hablar              | to talk                  |
| jugar - juego       | to play – I play         |

# Spanish

## Week 7 – The right to education

| ¿Qué necesitan los niños en el colegio? | What do children in school need? |
|---|----------------------------------|
| el derecho de los niños                 | children's rights                |
| un lápiz                                | a pencil                         |
| un bloc de dibujo                       | a sketch book                    |
| una pizarra                             | a board                          |
| una mesa                                | a table                          |
| una silla                               | a chair                          |
| materiales para deportes                | materials for sports             |
| una tablet                              | a tablet                         |
| agua potable                            | drinking water                   |
| nuevo/a                                 | new                              |

## Week 8 – Why learn languages

| Las lenguas son importantes |                          |
|-----------------------------|--------------------------|
| los idiomas                 | languages                |
| las lenguas                 | languages                |
| el inglés                   | English                  |
| el español                  | Spanish                  |
| un segundo idioma           | a second language        |
| 1.                          |                          |
| hablar                      | to speak                 |
| viajar                      | to travel                |
| conocer a gente nueva       | to meet new people       |
| encontrar un trabajo        | to find a job            |
| ir a la universidad         | to go to university      |
| ayudar                      | to help                  |
| descubrir nuevas culturas   | to discover new cultures |
| al extranjero               | abroad                   |

## Week 9 – Spanish celebrations

| El Carnaval          |              |
|----------------------|--------------|
| desfile              | parade       |
| calle                | street       |
| fuegos               | fires        |
| local                | local        |
| emocionante          | exciting     |
| el carnaval          | the carnival |
| música               | is music     |
| color                | color        |
| historia             | history      |
| tradición            | tradition    |
| una fiesta divertida | a fun party  |
| personajes           | characters   |
| animales             | animals      |
| un tema              | a theme      |

## Week 10 - Preparing for the assessment

| Look back over the last unit of work, write in ten words that you keep forgetting and need to learn in preparation for the reading, listening and written translation assessment |  |
|--|--|
| 1  |  |
| 2  |  |
| 3  |  |
| 4  |  |
| 5  |  |
| 6  |  |
| 7  |  |
| 8  |  |
| 9  |  |
| 10   |  |

## Week 10 - Describing a photo

| Describing a photo                    |                              |
|---------------------------------------|------------------------------|
| En la foto hay...                     | In the photo there is/are... |
| mucha gente                           | lots of people               |
| dos personas                          | two people                   |
| lleva(n)...                           | he/she is wearing            |
| ropa de deporte                       | sports clothing              |
| está(n)...                            | he is/ they are              |
| dentro                                | inside                       |
| fuera                                 | outside                      |
| hablando                              | talking                      |
| sonriendo                             | smiling                      |
| jugando                               | playing                      |
| General conversation questions        |                              |
| ¿Qué haces en tu tiempo libre?        | What is your school like?    |
| ¿Qué hiciste el fin de semana pasado? | What did you do last weekend |

## Week 6 – Easter in Spain

| Pascua          | Easter                    |
|-----------------|---------------------------|
| la Semana Santa | Holy Week                 |
| la primavera    | Spring                    |
| el chocolate    | chocolate                 |
| un huevo        | an egg                    |
| un conejo       | a rabbit                  |
| una vela        | a candle                  |
| un paso         | a float (in a procession) |
| una cruz        | a cross                   |
| un desfile      | a parade                  |
| las flores      | the flowers               |