

ISCA ACADEMY



INSPIRATION FOR LIFE



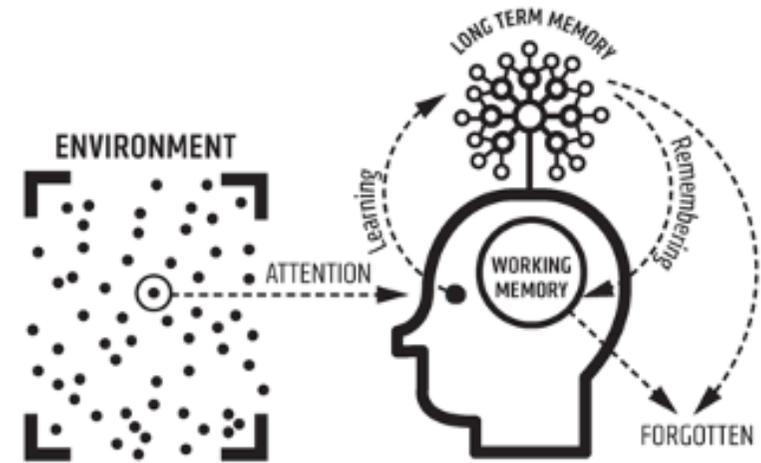
KNOWLEDGE ORGANISER Spring 2021

Year 7

Improving your Long-Term Memory

Memory

- Your memory is split into two parts; the working-memory and the long-term memory. Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.
- You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.
- Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons. We have also introduced a new section entitled '**Enquiry Tasks**' to ensure you are able to apply this new knowledge in a variety of contexts. These will not be set every week but teachers will direct students when to complete these.
- There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to quickly recall key facts related to your subject or topic.



Willingham Simple Model of Memory

How should I self-quiz and how often?

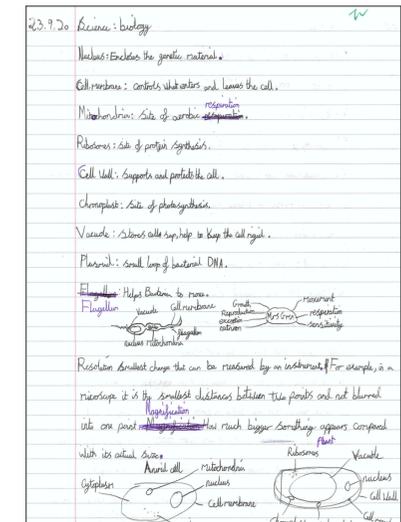
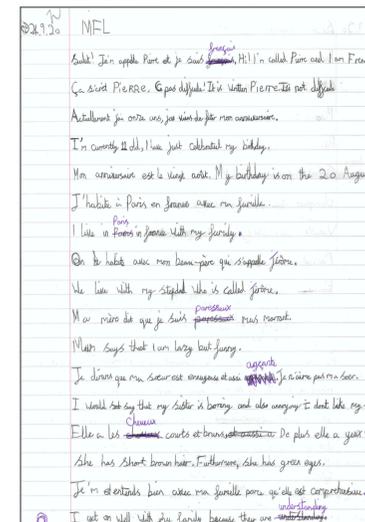
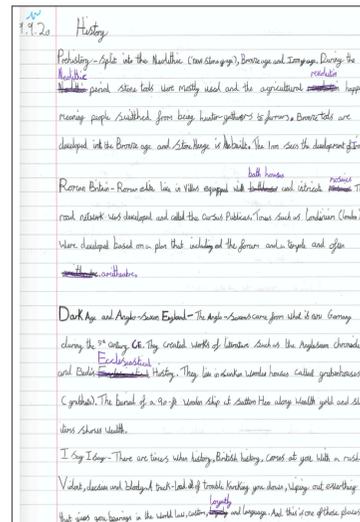
There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

1. **Make flash cards** based on the knowledge organiser and ask someone to quiz you.
2. **Create a revision clock.** Draw a clock and add the topic in the middle. Break the clock face into 10 minute sections. Add notes from the knowledge organiser in each section. Cover the clock face and recite the information aloud.
3. Cover up one section of the knowledge organiser and try and write out as much as you can from memory (**Look, Cover, Write, Check**).
4. **Draw a mind map**, jotting down everything that you can remember from the knowledge organiser
5. Make up **mnemonics** to help you remember key facts, then write these out from memory
i.e. **N**ever, **E**at, **S**hredded, **W**heat - to remember cardinal directions.

Homework Expectations

How should I present my work?

Please remember that the same rules apply to the presentation of your homework as apply for your class work: dates and titles (which should be the name of the subject) need to be underlined with a ruler and you should present your work as neatly as you are able to. We do not expect you to just copy work. If you are self-quizzing correctly, there should be evidence of purple pen on your page. Here are some examples of how to set out your work:



Homework Schedule

You will be expected to have completed the homework on the day shown and your tutor will check it the following week. For example: On Mondays, you will be expected to show your completed English homework from the previous week in tutor time. Science will only be checked once a week, on a Wednesday.

	Subject	
Monday	English	
Tuesday	French / Spanish	Science (Tassomai)
Wednesday	History	Science (Tassomai)
Thursday	Geography	Science (Tassomai)
Friday	Mathematics (Sparx)	

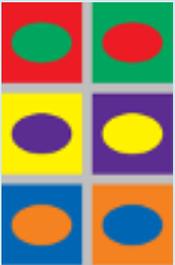
How much work is expected?

- We expect you to spend between **20-30 minutes** per subject or **1 hour** on English and Maths.
- We expect you to complete at least **1 A4 page per subject, per night**. If however, you have spent the allotted time and not completed one page or if you have learnt the content in a different way (i.e. you have made flashcards), we would ask that you write a reflective sentence about what you have learnt and then get your parent / carer to sign the homework booklet so that your tutor knows that the work has been completed.

ART and DESIGN

Project 1: ME & MY WORLD – Architecture

Homework is optional. However, if you want to stretch and challenge yourself and really develop and improve your artistic skills, then complete these tasks. If you think you want to opt for GCSE art and design or GCSE photography, YOU MUST complete these tasks. Work on paper and bring your homework into school to present in your sketchbook.

Week 1&2: writing about an artwork	Week 3&4: copying an artwork	Week 5&6: my response
<p>Henri Matisse: The Dessert: Harmony in Red, 1908</p>  <p>Enquiry task 1: Research this painting and write down what you find out about it</p> <p>Enquiry task 2: Write an “I see, I think, I wonder” about this painting.</p> <p>Key Words</p> <p>Description: a statement that gives factual details about an artwork.</p> <p>Research: to investigate – to find out facts about an artist and/or artwork.</p>	<p>Enquiry task: Copy “The Dessert: Harmony in Red”, image as accurately and confidently as you can.</p> <p>Optional enquiry task: Take a photograph mimicking this painting OR find another painting by Matisse and copy it.</p> <p>Key Words</p> <p>Media: the material and tools used by an artist or designer to create a work of art. I.e. “pen and ink”</p> <p>Technique: how technical skills are used to create an artwork.</p> <p>Process: the steps taken to create an artwork from start to finish.</p>	 <p>Enquiry task 1: Take a selfie of you in your space</p> <p>Enquiry task 2: Draw your photo. Title it “Me in my Space”</p> <p>Stretch and challenge: develop your drawing using the same colour scheme as “Harmony in Red”.</p> <p>Key Words</p> <p>Response: your creative reaction/idea – what you make in response to Matisse.</p>
<p>Week 7&8: colour Theory</p>  <p>Enquiry task: Do a development of your drawing of “me in my space” from wk 5&6 using your choice of complementary colours.</p> <p>Key Words</p> <p>Contrast: means difference – i.e. the amount of difference between tones and colours.</p> <p>Complementary colours: colours which appear opposite each other on the colour wheel – they have high intensity contrast.</p>	<p>Week 9&10: making my masterpiece</p>  <p>Enquiry task 1: Draw out your “me and my space” drawing again and start to paint it using the techniques practiced at school.</p> <p>Enquiry task 2: Review your masterpiece so far using “what went well” and “even better if” (www.ebi).</p> <p>Key Words</p> <p>Refine: to do something again to make it better</p> <p>Review: to look at what works and what doesn't in order to improve/refine.</p>	<p>Week 11&12: completing my masterpiece</p>  <p>Enquiry task 1: Finish painting your final piece.</p> <p>Enquiry task 2: Use colouring pencil to define the shapes and intensify the contrast of colours</p> <p>Key Words</p> <p>Define: the degree of distinctness in outline of an image.</p> <p>Rendering: adding colour, shading and texture to an image.</p> <p>Sustain: to keep going until it is your very best work</p>

Computer Science / Creative iMedia

Week 1 - 2	Week 3 - 4	Week 5 - 6																		
<p>Pre-Teaching: Test on computer hardware. Followed by online programming.</p> <p>Sequence – A set of steps needed to complete a task.</p> <p>Selection – Any IF statement in a program.</p> <p>Iteration – Any Loop, or Repeat (pink blocks on code.org).</p> <p>CPU –Stands for Central Processing Unit. It Fetches Decode and Executes.</p> <p>RAM – Stands for Random Access Memory. This is primary memory and stores running programs and a little bit of the operating system.</p>	<p>Computer Hardware – The physical parts of a computer system.</p> <p>Computer Software – Is the programs which are installed onto a computer system, just like apps on your phone.</p> <p>Hard drive –Is secondary storage used to store program files and the operating system.</p> <p>Fan – Are used to cool computer systems as they get hot when they are doing calculations.</p> <p>Heat Sink – Are attached to the CPU with a fan on top, these help dissipate heat away from the CPU.</p>	<p>Flowchart - A method of designing algorithms before coding using symbols.</p> <p>Sequence – A set of steps needed to complete a task</p> <table border="1" data-bbox="1570 384 1939 735"> <thead> <tr> <th>Symbol</th> <th>Name</th> <th>Function</th> </tr> </thead> <tbody> <tr> <td></td> <td>Start/End</td> <td>An oval represents a start or end point</td> </tr> <tr> <td></td> <td>Arrows</td> <td>A line is a connector that shows relationships between the representative shapes</td> </tr> <tr> <td></td> <td>Input/Output</td> <td>A parallelogram represents input or output</td> </tr> <tr> <td></td> <td>Process</td> <td>A rectangle represents a process</td> </tr> <tr> <td></td> <td>Decision</td> <td>A diamond indicates a decision</td> </tr> </tbody> </table>	Symbol	Name	Function		Start/End	An oval represents a start or end point		Arrows	A line is a connector that shows relationships between the representative shapes		Input/Output	A parallelogram represents input or output		Process	A rectangle represents a process		Decision	A diamond indicates a decision
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<p>Enquiry Tasks: Improve typing skills by practicing typing on www.typing.com – aim for at least 20 words per minute.</p>	<p>Enquiry Tasks: Find out the difference between a hard drive and a solid state drive. List the advantages and disadvantages of each one.</p>	<p>Enquiry Tasks: Write down the sequence of your morning routine. Part 2: Change this into a flowchart with decisions for when it's the weekend.</p>																		
Week 7 - 8	Week 9 – 10	Week 11 - 12																		
<p>Volatile – Data is lost when there is no power to the computer.</p> <p>Non-volatile – Data is not lost when there is no power to the computer.</p> <p>RAM – Random Access Memory</p> <p>OS – Operating System</p> <p>Computer Software - Programs which exist installed onto a computer system.</p>	<p>Assessment Week</p> <p>The assessment will be on the keywords which are on here for the past 4 lessons; so make sure you know all the definitions.</p> <p>Primary Memory – It holds data and instructions which the CPU can much more easily and quickly access than from secondary storage devices.</p> <p>Secondary Memory – Memory which is persistent examples of this are: hard drives and USB drives.</p>	<p>Scan this QR code which will take you to a BBC bitesize revision page and a quick review test. This will take you through all the keywords.</p> 																		
<p>Enquiry Task: Complete some coding on code.org; aim to complete lesson 3 & 4 online. You will find this link at the top of your Google Classroom.</p>		<p>No phone? Google: “BBC bitesize Computer memory OCR”</p>																		

Design and Technology

Module 1 - Mr Donaldson

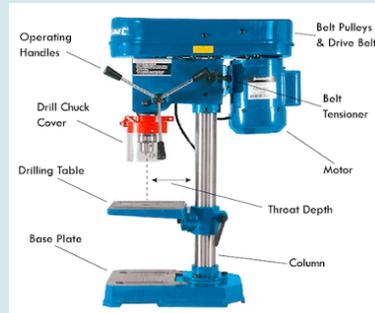
Week 1 & 2 - Pillar Drill

Understanding the safe use of workshop machinery is important.

ENQUIRY TASK - draw a pillar drill in your workbook and label each part.

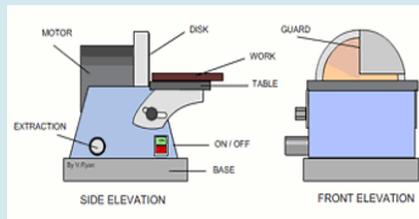
Question - List all the health & safety rules to consider when using the pillar drill.

Keywords - Chuck Key, Jacobs Chuck, Safety Guard, Adjustable Table.



Week 3 & 4 - Sanding Machine

Understand how to use the machine correctly & safely. Recognise the correct height for the safety guard when operating the machine.



ENQUIRY TASK - Sketch the **Tower of Hanoi** project in your book and describe how the puzzle was made (step by step) and how the puzzle works.

Week 5 & 6 - Manufactured Boards

Plywood - is an engineered wood made from multiple layers of thin veneer that are glued together. A **Dowel** - is a cylindrical rod, usually made from wood, plastic, or metal. **MDF** - Medium Density Fiberboard - is a manufactured board that is free from natural defects, it has a smooth sanded surface and precision finish.

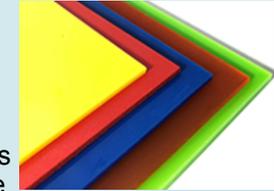
ENQUIRY TASK - Complete a PowerPoint showing examples of Manufactured Boards.

Module 2 - Mr Donaldson

Week 1 & 2 Plastics

Thermoplastic – is a material which becomes more soft when heated and hard when cooled (Example - Acrylic).

Thermosetting plastic – is a material which remains in a permanent solid state after being cured one time (Example – PVC).



ENQUIRY TASK– Complete a PowerPoint detailing different types of plastics. Logon to Focuselearning.



Week 3 & 4 - Working with Plastics

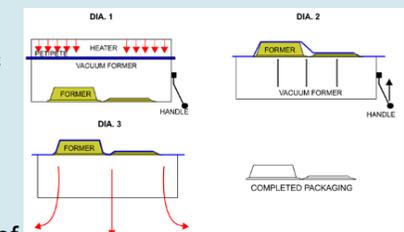
Filing – there are two different types of filing techniques. Draw filing & Cross filing.

Emery Paper – also known as wet & dry paper – should only be used on metals and plastics. Add water to emery paper as a final finishing process.

ENQUIRY TASK – Describe with the aid of sketches the technique of draw filing.

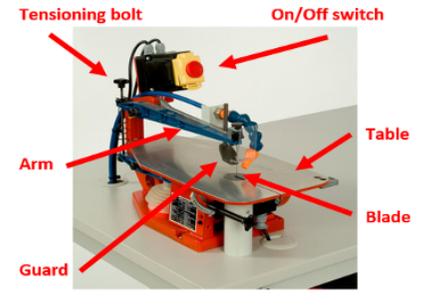
Week 5 & 6 - Vacuum Forming

This is a process where a sheet of plastic is heated to a forming temperature, stretched onto a single-surface mould and forced against the mould by a vacuum.



ENQUIRY TASK – Describe with the aid of sketches the Vacuum Forming Process.

Design and Technology

Module 3 - Mr Louis	Module 4 - Mr Louis
<p>Week 1 & 2 - Health & Safety Working carefully and safely in the workshop.</p> <p>Do's - Apron's on Long hair tied up Loose clothing tucked in Wear goggles when using machinery Bags and stools stacked away Listen to all instructions and demonstrations. Wear a face covering when moving around.</p> <p>Don'ts - No messing around No running</p>  <p>ENQUIRY TASK - Draw a sketch of a technology student, dressed correctly for a practical lesson. Question - What could happen if these rules are not followed. List as many examples as you can.</p>	<p>Week 1 & 2 - Fret saw - know how to use the fret saw carefully and safely. The fret saw or Hegner saw can do the same tasks as a coping saw, but quicker and more accurately. Used for cutting and shaping wood and manufactured boards.</p>  <p>ENQUIRY TASK - draw the fret saw in your workbook and label each part. Question - List the health & safety rules to consider when using the fret saw.</p>
<p>Week 3 & 4 - Measurements A key part of designing & making is being accurate with measuring. In D & T we use the metric system as a unit of measurement.</p> <p>ENQUIRY TASK - Using the Focus eLearning website, work through the Math's in Design Technology - Metric Units of Measurement.</p> <p>Question - What do you understand by the phrase 'Measure twice, cut once'?</p>	<p>Week 3 & 4 - Timbers Softwood comes from coniferous trees Most coniferous trees have needles, are evergreen, and they keep their needles all year round. - Softwood trees grow faster than hardwood trees making it relatively cheap and readily available. The grain is wider making it more absorbent</p>  <p>ENQUIRY TASK- Research which trees give us softwood and give examples for what the timber can be used for? Question - What problems could softwood absorbency cause with the timber?</p>
<p>Week 5 & 6 - CAD/CAM CAD - Computer Aided Design - Designing a product using computer drawing software, such as 2D Design. CAM – Computer Aided Manufacture - Using machines controlled by computers, to make products. Machines can be quicker, more accurate and safer. In school we use a laser cutter to cut acrylic.</p> <p>ENQUIRY TASK - Research CAD/CAM, considering the benefits that can be gained through designing using computers and give an example of how it can be used. Question - Can you think of any disadvantages to using CAD/CAM when designing and making a product? Make a list of your answers.</p>	<p>Week 5 & 6 - Timbers Hardwood is sourced from deciduous trees - Deciduous trees drop their leaves in the autumn and new leaves grow in spring - Hardwood is usually slower growing and is therefore more expensive - Sought after for its variety of colours and grains, it has good aesthetical and physical properties - It has a closer grain, making it more dense and hard wearing.</p>  <p>ENQUIRY TASK - Research which trees give us hardwood and give examples for what the timber can be used for. Question - Which hardwoods are grown sustainably in the UK?</p>

Drama

Week 1/2	Week 3/4	Week 5/6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Melodrama: A dramatic work, typical in Victorian England where the plot is sensational, the characters are simple and exaggerated. ● Stock Characters: Stereotypical, exaggerated character such as Hero, Villain, Sidekick and Damsel in distress, ● Stance: A way of standing that makes your character recognizable. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Plot: The story of a play. In a melodrama often the good but not very clever hero is duped by a scheming villain, endangering the heroine, until good eventually triumphs over evil. ● Climax: The point of maximum tension in a play. The point of no return for the hero. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Villain: A scheming, intelligent but evil character who is always concerned with capturing the heroine against her will. ● Sidekick: The Villain's servant, helps the Villain but often very badly, creating comedy through idiotic mistakes. ● Musical motif: Each character would have a particular piece of music to announce their arrival.
<p><u>Enquiry Task:</u> For each of the stock characters create a mind map with their name in the centre and their characteristics (What they are like) around the outside.</p>	<p><u>Enquiry Task:</u> Create a storyboard for your own melodrama. Make sure you include a hero, villain and heroine.</p>	<p><u>Enquiry Task</u> Write a speech from the perspective of a villain who is just about to complete his evil plan. The speech can be directed to the audience, the sidekick or maybe even the damsel in distress.</p>
Week 7/8	Week 9/10	Week 11/12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Hero: Moral, manly, brave and handsome. He believes in justice and fights against evil and injustice. ● Damsel/Heroine: beautiful, kind, gentle and innocent. She is in love with the hero. She is often in some distress or danger and needs to be saved. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Entrances and Exits: When an actor arrives or leaves the stage. A stock character should be recognizable by the way they enter and exit the stage. ● Asides: An aside involves a character turning to the audience and giving them a piece of information that the other characters don't know. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> ● Stereotypical character: An unrealistic, one dimensional character. ● Romantic: Something that creates strong emotions and is to do with love.
<p><u>Enquiry Task:</u> Learn your lines for the assessed piece off by heart. Make sure you know which script your group is doing and which part you are playing. All scripts are on google classroom in the folder marked Melodrama Assessment Scripts.</p>	<p><u>Enquiry Task:</u> Use one of the scripts from google classroom and add in two 'asides' for each character. They should let the audience know more about the character's real state of mind.</p>	<p><u>Enquiry Task:</u> Review your performance. Describe a new skill that you learnt. Explain what went well about your performance. Explain what you could do to be even more successful with future performances.</p>

English

Of Mice and Men, by John Steinbeck

Week 1	Week 2	Week 3
<p>Enquiry Task 1 - Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Semantic field = a collection of words linked to the same theme/idea.</p> <p>Solitude = loneliness.</p> <p>symbol = a representation of something.</p> <p>Inference = something that you learn from the text as you are reading.</p> <p>Connotation = shows the idea, mood or atmosphere created by the word that the writer has chosen.</p> <p>Juxtapose = directly contrast.</p> <p>Symbiotic = A relationship in which both people benefit. A balance that can only be achieved by working together.</p> <p>Dehumanised = to make someone feel or behave more like an animal than a human.</p> <p>The Great Depression = the worst economic downturn in the history of the industrialised world, lasting from 1929 - 1939.</p> <p>Dust bowl = an area of land that has been lost and eroded as a result of drought.</p> <p>American dream = the dream that life could be better and richer and fuller for everyone, regardless of social class or circumstances of birth.</p> <p>Enquiry Task 2: Learn these new quotes by using look, cover, write, check <i>at least</i> 3 times:</p> <p><i>‘Guys like us, that work on ranches, are the loneliest guys in the world. - (Said by Lennie)</i></p> <p><i>“Lennie dabbled his big paw in the water”</i></p> <p><i>“He held out his hand imperiously (authoritatively)” – (About George)</i></p>	<p>Enquiry Task 1 - Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Hierarchy = A system where people are ranked according to status or authority.</p> <p>Bunkhouse = a large room that a number of ranch workers would have lived in at the same time.</p> <p>Monotonous = dull, tedious, and repetitious; lacking in variety and interest.</p> <p>Domineering- = Adjective to describe someone who bullies or intimidates others.</p> <p>Disposable = intended to be thrown away after use.</p> <p>Migrant worker = a person who moves to another country or area in order to find employment, in particular seasonal or temporary work.</p> <p>Enquiry Task 2: Learn these new quotes by using look, cover, write, check <i>at least</i> 3 times:</p> <p><i>“The walls were <u>whitewashed</u> and floor <u>unpainted</u>” - (About the bunk house)</i></p> <p><i>“He wore <u>high-heeled boots</u> and <u>spurs</u> to prove he was not a labouring man. – (About The Boss)</i></p> <p><i>‘Like the Boss, he wore <u>high-heeled boots</u>. – (About Curley)</i></p> <ol style="list-style-type: none">1) What are the connotations of the words that are underlined? What might Steinbeck be suggesting about the treatment of migrant workers?2) Draw a triangle, labelling the characters below from most powerful (top) to least (bottom) then label why you have placed them there: Crooks, Candy, Curley, Curley’s Wife, The Boss, Lennie & George.	<p>Enquiry Task 1: Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Archetype = a very typical example of a certain person or thing.</p> <p>Infantilised = treated like a child.</p> <p>Domestic = of or for use in the home rather than in an industrial or office environment.</p> <p>Objectify = to treat someone like an object or possession instead of a person.</p> <p>Derogatory = insulting or disrespectful.</p> <p>The Male Gaze = to see things from a masculine perspective.</p> <p>Influence = something that affects how someone thinks.</p> <p>Construct = created by the writer for a particular purpose.</p> <p>Enquiry Task 2: Learn these new quotes about Curley’s wife by using look, cover, write, check <i>at least</i> 3 times:</p> <p><i>“She had full, rouged lips and wide-spaced eyes, heavily made up.”</i></p> <p><i>“Her fingernails were red. She wore a cotton house dress and red mules, on the insteps of which were little bouquets of red ostrich feathers.”</i></p> <p><i>“Nobody can’t blame a person for lookin.”</i></p> <p>Enquiry Task 3: Complete these sentences about the Curley’s wife quotes above:</p> <p>The connotations of ‘red’ are....</p> <ul style="list-style-type: none">• Curley’s Wife is seen as an object because...• Curley’s Wife is an archetype of women in 1930’s America because...

English

Week 4	Week 5	Week 6
<p>Enquiry Task 1: Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Prejudice = a negative perception that isn't based on actual experience. Oppress = to control or subject to hardship. Jim Crow laws = state and local laws that enforced racial segregation. Segregate = to keep different groups separate. Civil Code of California = a collection of rules/laws for the State of California.</p> <p>Enquiry Task 2: Learn these new quotes to do with Crooks by using look, cover, write, check <i>at least</i> 3 times:</p> <p>"Being a stable buck and a cripple, he was more permanent than the other men" – (About Crooks) "Crooks face lighted with pleasure in his torture." "Nobody never gets to heaven, and nobody gets no land." – (said by Crooks to Lennie)</p> <p>Enquiry Task 3: Copy out the description of Crooks and the bunkhouse below then answer the questions that follow:</p> <p>The bunk house: 'The bunk house was a long, rectangular building. Inside, the walls were whitewashed and the floor unpainted.' Crooks' room: 'a little shed that leaned off the wall of the barn...Crooks' bunk was a long box filled with straw, on which his blankets were flung.'</p> <ol style="list-style-type: none"> 1) What is similar or different? 2) How does this show Crooks is treated differently compared to the other workers on the ranch? 	<p>Enquiry Task 1: Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>The American Dream = is rooted in the Declaration of Independence, which proclaims that "all men are created equal" with the right to "life, liberty and the pursuit of happiness." Appearance = what something looks like or how someone looks like. Reality = the state of things as they exist. Isolation = the state of feeling alone and without friends or help.</p> <p>Enquiry Task 2: Learn these new quotes to do with Crooks by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Lennie said softly, "We could live offa the fatta the lan" "I coulda made somethin' of myself." – (Curley's wife) "Everyone in the world has a dream he knows can't come off but he spends his life hoping it may. This is at once the sadness and greatness and the triumph of our species" – (John Steinbeck)</p> <p>Enquiry Task 3: Complete this Isca Way premise (argument) filling in the gaps with the <u>words below</u>: Influenced by the effects of the Great _____, Steinbeck skillfully crafts the _____ dream as unachievable by creating a clear contrast between the aspirations for his characters and the _____ of their situation.</p> <p>Words to fill in the gaps: American, depression, reality.</p>	<p>Enquiry Task 1: Learn the spellings and definitions of the following words by using look, cover, write, check <i>at least</i> 3 times:</p> <p>Cyclical structure = a story that ends in a similar ways to how it begins. Denouement = the outcome of a situation, when something is decided or made clear. Foreshadowing = a warning that something will happen later in the story. Structural echo = when an idea or image is repeated in a story. Allusion = a direct or indirect link to another idea or text without specifically mentioning it.</p> <p>Enquiry Task 2: Write an Isca Way paragraph that answers this question: <u>How does the opening setting of the Salinas River change by the end of the novel?</u></p> <p>Influenced by...., Steinbeck carefully crafts the opening setting as..., in order to highlight / expose/ illustrate....</p> <p>At the beginning of the text, this is perhaps best illustrated when Steinbeck describes ___ as "...", suggesting/highlighting/ reinforcing...</p> <p>In particular Steinbeck's use of [Method]"..." creates an IMAGE/TONE/MOOD / ASSOCIATION/CONNOTATION...</p> <p>Additionally, this could also REPRESENT/ SYMBOLISE/EMBODY/JUXTAPOSE AGAINST... As a result we are led to think/feel/realise/ understand...</p> <p>This idea is further reinforced/accentuated when ___ is described as "..."/ when we consider [contextual link] As such, Steinbeck effectively attacks/critiques/supports/ reinforces...</p>

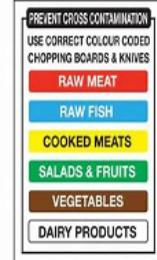
English

Week 7	Week 8	Week 9
<p>Enquiry Task 1: Follow the steps of the Isca Why Tree to explore these new quotes:</p> <p>‘The <u>Salinas</u> River drops in <u>close</u> to the hillside bank and <u>runs deep</u> and <u>green</u>.’</p> <p>‘The water is <u>warm</u> too, for it has <u>slipped twinkling</u> over the <u>yellow sands</u> in the <u>sunlight</u> before reaching the <u>narrow</u> pool.’</p> <p>Isca Why Tree:</p> <ol style="list-style-type: none"> 1. What does this quote mean in your own words? 2. What do you associate with the ket words underlined? 3. What feelings or emotions does this create? 4. What does the reader think, feel, realise, or understand? 5. How does this link to Orwell’s intention? <p>Enquiry Task 2: The <u>Salinas</u> River drops in <u>close</u> to the hillside bank and <u>runs deep</u> and <u>green</u>....</p> <p>Can you use:</p> <ol style="list-style-type: none"> a) Semantic fields (a collection of words linking to the same theme). b) Similes (compare something using ‘like’, or ‘as’). c) Foreshadowing (hint that this setting might not be the way it is now). d) Allusion (a direct or indirect link to another idea or text without specifically mentioning it). 	<p>Enquiry Task 1: Follow the steps of the Isca Why Tree to explore these new quotes:</p> <p>‘He <u>scratched</u> the <u>white stubble whiskers</u> on his cheek <u>nervously</u>’ – (about Candy)</p> <p>‘A <u>thin young man</u> with a <u>brown</u> face, with <u>brown</u> eyes and a head of <u>tightly</u> curled hair.’ – (about Curley)</p> <p>Isca Why Tree:</p> <ol style="list-style-type: none"> 1. What does this quote mean in your own words? 2. What do you associate with the ket words underlined? 3. What feelings or emotions does this create? 4. What does the reader think, feel, realise, or understand? 5. How does this link to Orwell’s intention? <p>Enquiry Task 2: Continue writing your own description of Candy starting with Steinbeck’s description: He <u>scratched</u> the <u>white stubble whiskers</u> on his cheek <u>nervously</u>...</p> <p>Can you use:</p> <ol style="list-style-type: none"> a) Show not tell (imply how the Character is feeling do not tell us). b) Semantic fields (a collection of words linking to the same theme). c) Similes (compare something using ‘like’, or ‘as’). d) Foreshadowing (a warning that something will happen later in the story). 	<p>Enquiry Task 1: Follow the steps of the Isca Why Tree to explore these new quotes:</p> <p><u>The bunk house</u>: ‘The bunk house was a long, rectangular building. Inside, the walls were whitewashed and the floor unpainted.’ <u>Crooks’ room</u>: ‘a little shed that leaned off the wall of the barn...Crooks’ bunk was a long box filled with straw, on which his blankets were flung.’</p> <p>Isca Why Tree:</p> <ol style="list-style-type: none"> 1. What does this quote mean in your own words? 2. What do you associate with the ket words underlined? 3. What feelings or emotions does this create? 4. What does the reader think, feel, realise, or understand? 5. How does this link to Orwell’s intention? <p>Enquiry Task 2: Continue writing your own description of the bunk house starting with Steinbeck’s description: The bunk house was a long, rectangular building. Inside, the walls were whitewashed and the floor unpainted...</p> <p>Can you use:</p> <ol style="list-style-type: none"> a) Show not tell (imply how the Character is feeling do not tell us). b) Semantic fields (a collection of words linking to the same theme). c) Similes (compare something using ‘like’, or ‘as’). d) Foreshadowing (a warning that something will happen later in the story).

English

Week 10 - Knowledge recap - Weeks 1-3	Week 11 - Knowledge recap - Weeks 4-6	Week 12 - Knowledge recap - Weeks 7-9
<p>Enquiry Task 1: Copy and define the definitions of the following words (you may need to refer to weeks 1-3), the first one has been done for you:</p> <ol style="list-style-type: none"> 1. Dehumanised = to make someone feel or behave more like an animal than a human. 2. Semantic field 3. Juxtapose 4. Solitude 5. The Great Depression 6. Hierarchy 7. Migrant worker 8. Archetype 9. Objectify 10. The Male Gaze <p>Enquiry Task 2: Copy and complete the following quotes (you may need to refer to weeks 1-3), the first one has been done for you:</p> <ol style="list-style-type: none"> 1) ‘Guys like us, that work on ranches, are the loneliest guys in the world. - (Said by Lennie) 2) “Lennie ____ his big ____ in the water” 3) “He held out his hand _____” – (About George) 4) “The walls were _____ and floor _____” - (About the bunk house) 5) ‘Like the _____, he wore _____ boots. – (About Curley) 6) “She had full, ____ lips and wide-spaced eyes, _____ made up.” 7) “Her _____ were red. She wore a _____ house dress and _____ mules, on the insteps of which were little bouquets of _____ ostrich feathers.” 8) “Nobody can’t _____ a person for _____.” 	<p>Enquiry Task 1: Copy and define the definitions of the following words (you may need to refer to weeks 4-6), the first one has been done for you:</p> <ol style="list-style-type: none"> 1. Prejudice = a negative perception that isn’t based on actual experience. 2. Oppress 3. Segregate 4. The American Dream 5. Isolation 6. Cyclical structure 7. Foreshadowing 8. Structural echo 9. Allusion 10. Denouement <p>Enquiry Task 2: Copy and complete the following quotes (you may need to refer to weeks 1-3), the first one has been done for you:</p> <ol style="list-style-type: none"> a. “Being a stable buck and a cripple, he was more permanent than the other men” b. “Crooks face _____ with _____ in his torture.” c. “Nobody never gets to _____, and nobody gets no _____.” – (said by Crooks to Lennie) d. ‘The bunkhouse was a long, _____ building. Inside, the walls were _____ and the floor _____.’ e. ‘A little ____ that leaned off the wall of the barn...Crooks’ bunk was a long ____ filled with _____, on which his blankets were _____.’ f. Lennie said softly, “We could live offa the _____ the _____” g. “I coulda made ____ of myself.” – (Curley’s wife) 	<p>Enquiry Task 1: Copy and complete the following quotes (you may need to refer to weeks 7-9), the first one has been done for you:</p> <ol style="list-style-type: none"> a. ‘The Salinas River drops in close to the hillside bank and runs deep and green.’ b. ‘The water is ____ too, for it has _____ twinkling over the _____ sands in the _____ before reaching the _____ pool. c. ‘He _____ the _____ stubble _____ on his cheek _____ – (about Candy) d. ‘A ____ young _____ with a _____ face, with _____ eyes and a head of _____ curled hair. – (about Curley) <p>Enquiry Task 2: Write an Isca Way paragraph that responds to this statement: <u>Steinbeck’s novel Of Mice and Men makes the world seem like a cruel place where dreams can’t come true.</u></p> <p>Influenced by..., Steinbeck carefully crafts..., in order to highlight / expose/ illustrate... This is perhaps best illustrated when Steinbeck... suggesting/highlighting/reinforcing... In particular Steinbeck’s use of [Method]”...” creates an IMAGE/TONE/MOOD / ASSOCIATION/CONNOTATION... Additionally, this could also REPRESENT/ SYMBOLISE/EMBODY/JUXTAPOSE... As a result we are led to think/feel/realise/ understand... This idea is further reinforced when...”...” When we consider... [contextual link]As such, Steinbeck effectively attacks/critiques/ supports/reinforces...</p>

Food & Nutrition

Week 1 – Food Hygiene & Safety	Week 2 Procedures	Week 3 Nutrition
<p>Knife skills: Bridge Claw</p>  <p>4Cs COOK - above 63°C CHILL - fridge 0-5°C CROSS-CONTAMINATION boards CLEAN – remove bacteria</p> <p>Temperatures: 0-5°C fridge -18°C freezer Above 63°C cooking Above 75°C high risk meat – chicken 5°-63°C Danger Zone – bacterial grows the most</p>  	<p>Washing up</p> <ul style="list-style-type: none"> • Tea towel • Dishcloth • Cleanest first • Oven gloves  <p>Equipment</p> <ul style="list-style-type: none"> • Knives – Chefs, paring (vegetable) • Grater • Chopping boards – Red & Green • Saucepan • Wooden Spoon • Rolling Pin <p>ENQUIRY TASK 1: Identify 1 hygiene and 1 safety rule to follow for your practicals.</p>	<p>FRUIT AND VEGETABLES – 5 portions a day. A portion is a hand full. Vitamins, Minerals and Fibre. Vitamins and Minerals do all sorts of jobs in the body. Fibre is needed to aid digestion. BREAD, POTATOES, RICE AND PASTA Carbohydrate Starch. Starch provides slow release energy.</p> <p>Practical Skills: Peel, slice, dice, rubbing in method Enzyme browning – apple Baking</p> <p>Calories: Men 2,500, Women 2,000 per day</p> 
Week 4	Week 5	Week 6
<p>BEANS, PULSES, EGGS, FISH AND MEAT Protein is needed for growth and repair of all the cells in the body</p> <p>DAIRY AND ALTERNATIVES. Calcium is needed for strong teeth and bones. Dairy products can also be high in the nutrient Fat</p> <p>OILS AND SPREADS - Fat - warmth/energy</p> <p>WATER - Rehydrates us. We need 6-8 glasses a day.</p> <p>Practical Skills: Grill, slice, cross contamination, grate, bake</p> <p>ENQUIRY TASK 2: Explain what nutrients are in Pizza and what they do in the body</p>	<p>Meat – Farm to Fork (traceability) Meat comes from animals that are reared on farms. Meat is slaughtered and processed. We can buy meat in many different cuts.</p> <p>MILK and CHEESE Most of our milk comes from cows. There are 3 main types of milk – Whole, skimmed and semi-skimmed. Milk can be processed to make cheese and yoghurt.</p> <p>Practical Skills: High risk – cross contamination, using a probe, pane, slice, bake.</p>	<p>Types of Diets Vegetarian Someone who doesn't eat meat Vegan Someone who doesn't eat anything from an animal. Alternatives: Beans, nuts, lentils, Quorn, soya.</p> <p>Obesity – Being largely overweight from consuming too much fat in the diet Too much Sugar – Dental caries/diabetes Lack of vitamin C – Scurvy Lack of Calcium – rickets/osteoporosis</p> <p>Practical skills: peel, slice, dice, fry, boil, simmer</p> <p>ENQUIRY TASK 3: Explain how you could adapt spaghetti bolognese to make it vegetarian.</p>

French

Cycle 2 – Ma vie scolaire (My school life)			
WEEK	French	English	Enquiry Tasks – to be done in French
1	Je vais au collège qui s'appelle Isca. C'est très moderne et il y a une bibliothèque.	I go to a school which is called Isca. It is very modern and there is a library.	Write 3 or 4 sentences to describe your school.
2	J'étudie beaucoup de matières. Tous les jours nous étudions l'anglais.	I study a lot of subjects. Every day we study English.	Find the days of the week from cycle 1 and write out your school timetable.
3	J'aime l'EPS mais je n'aime pas de tout la géographie. Je la trouve très ennuyeuse.	I like PE but I really don't like Geography. I find it very boring.	Write a paragraph to say what subjects you like and don't like, and why.
4	En Angleterre il faut porter un uniforme. Je porte un pantalon gris et une chemise blanche.	In England you have to wear a uniform. I wear grey trousers and a white shirt.	Write a description of your school uniform. Include opinions.
5	J'aimerais porter un jean avec un t-shirt.	I would like to wear jeans with a t-shirt.	Cover the French for weeks 1-5. Practice saying it out loud. Can you recall the text?
6	Dans mon sac j'ai un crayon et des stylos.	In my bag I have a pencil and some pens.	Make a list in of what is in your school bag. Use www.wordreference.com to look up any additional items.
7	Je dirais que mon prof d'histoire est plus patient que mon prof de dessin.	I would say that my history teacher is more patient than my art teacher.	Write comparisons of 3 of your teachers using 'more...than' and 'less...than'.
8	En ce qui concerne les règlements, on doit faire les devoirs et il est interdit de manger le chewing gum.	With regards to the rules, we must do homework and you're not allowed to chew gum.	Create 3 new rules for school and write them out.
9	Mon école primaire était très ancienne.	My primary school was very old.	Write 3 or 4 sentences to describe your primary school.
10	C'était d'une autre époque!	It was from another era!	Adapt the sentences from weeks 1-10 to write about your school.
11	Full text revision		Cover the French for weeks 1-10. Practice saying it out loud. Can you recall the text?
12	Full text revision		Redo the Quizlet tests for Cycle 2 Weeks 1-10.

French

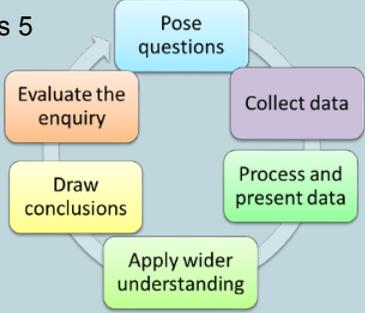
Week 1 School		Week 2 Subjects		Week 3 Opinions		Week 4 Uniform		Week 5 Adjectives	
le collège	the school	étudier	to study	j'aime	I like	porter	to wear	c'est	it is
c'est	it is	j'étudie	I study	j'adore	I love	je porte	I wear	ce n'est pas	it isn't
ce n'est pas	it isn't	tu étudies	you study	je préfère	I prefer	tu portes	you wear	bleu	blue
grand	big	il étudie	he studies	je n'aime pas	I don't like	il porte	he wears	jaune	yellow
petit	small	elle étudie	she studies	je déteste	I hate	elle porte	she wears	vert	green
moderne	modern	le français	French	ma matière préférée est	my favourite subject is	un pantalon	trousers	rouge	red
ancien	old	l'espagnol	Spanish			un pull	a jumper	rose	pink
joli	pretty	l'anglais	English	parce que	because	un jean	jeans	noir	black
moche	ugly	le théâtre	Drama	c'est	it is	un t-shirt	a t-shirt	marron	brown
il y a	there is	le dessin	Art	très	very	une jupe	a skirt	blanc	white
il n'y a pas	there isn't	le sport	Sport	un peu	a bit	une cravate	a tie	violet	purple
une cantine	a canteen	l'EPS	PE	assez	quite	une chemise	a shirt	gris	grey
une cour	a playground	les sciences	Science	intéressant	interesting	des chaussures	(some) shoes	confortable	comfortable
des salles de classe	some classrooms	les maths	Maths	relaxant	relaxing	des chaussettes	(some) socks	élégant	smart
des labos	some labs	la géographie	Geography	ennuyeux	boring	mon, ma, mes	my	cher	expensive
une bibliothèque	a library	la musique	Music	facile	easy	The possessive adjective 'my' agrees with the noun e.g. mon jean (m), ma jupe (f), mes chaussures (pl).		Remember : adjectives go AFTER nouns in French and need to agree e.g. un jean bleu (m), une jupe bleue (f).	
une piscine	a pool	l'informatique	Computing	difficile	difficult				
un gymnase	a gym	l'histoire	History	important	important				
un terrain de foot	a football pitch	la religion	RE	amusant	fun				
KEY :	verbs	masculine nouns		feminine nouns		adjectives		connectives	

French

Week 6 Equipment		Week 7 Teachers		Week 8 Rules		Week 9 Primary School		Week 10
j'ai	I have	être	to be	il faut	you have to	mon école primaire	my primary school	Revise the key sentences and all vocabulary from this cycle ready for your assessment next week. Quizlet folder: 
je n'ai pas	I don't have	je suis	I am	il est interdit de	you're not allowed to	c'était	it was	
j'ai besoin de	I need	tu es	you are	on doit	we must	ce n'était pas	it wasn't	
un sac	a bag	il est	he is	on ne doit pas	we must not	grand	big	
un sac à dos	a rucksack	elle est	she is	faire les devoirs	do homework	petit	small	
un crayon	a pencil	mon prof est	my teacher is	faire un effort	make an effort	moderne	modern	
un cahier	an exercise book	plus...que	more...than	courir dans les couloirs	run in the corridors	ancien	old	
un livre	a book	moins...que	less than	il y avait	there was	joli	pretty	
un portable	a mobile	désagréable	unpleasant	il n'y avait pas	there wasn't	moche	ugly	
un stylo	a pen	bien	good	écouter	listen	une cantine	a canteen	
un porte-monnaie	a purse/wallet	sympa	nice	parler	talk	une cour	a playground	Week 11
un dictionnaire	a dictionary	sévère	strict	boire en classe	drink in class	des salles de classe	some classrooms	Assessment Week
un taille-crayon	a pencil sharpener	patient	patient	manger le chewing gum	chew gum	des labos	some labs	
un carnet de textes	a notebook	juste	fair	manger en classe	eat in class	une bibliothèque	a library	Week 12
une trousse	a pencil case	bavard	chatty	porter l'uniforme	wear uniform	une piscine	a pool	Teacher set homework based on knowledge gaps identified in assessments.
une calculatrice	a calculator	timide	shy			un gymnase	a gym	
une gomme	a rubber	et	And			un terrain de foot	a football pitch	
une règle	a ruler	aussi	Also					
The word a (un, une), the (le, la, les) and some (du, de la, des) agrees with the noun.		mais	but					

Geography

Fieldwork and Population and Migration

Week 1	Week 2
<p>Key terminology</p> <p>Fieldwork - practical work conducted by a researcher in the natural or human environment, rather than in a classroom or office.</p> <p>Hypothesis - is a statement that can be tested and proved true or false.</p> <p>Primary data - data that you have collected yourself first-hand.</p> <p>Sample size - is the amount of data collected.</p> <p>Secondary data - data that has been collected by someone else e.g. internet.</p> <p>Pose Questions Posing questions and hypotheses before an enquiry are important in ensuring enquiries are meaningful and achievable. Hypotheses can be set up and tested, or questions can be set and answered, but it is unlikely that a clear answer will be determined because so many viewpoints are involved. Issues usually require students to make a judgement based on their evidence.</p> <p>Enquiry Task: Create an enquiry question for a fieldwork project you would like to undertake in an area close to your home (for example, your road or street). Then design a hypothesis and a way of testing this.</p>  	<p>Collect data: How much data (sample size) and which data should be collected needs to be planned before fieldwork happens. Will the data help to answer the questions you have already set? Is it manageable?</p> <p>A range of methods can be used to collect data in both the natural and human environment. For example you could measure the speed of a river at different points or count how many cars are on a road at different times during the day.</p> <p>Enquiry Task: Create a questionnaire (that has 5 questions) which you could use to investigate how safe people feel in your local area. You should look out for: any differences in ages (whether older or younger people feel safer); any particular areas that they feel safe in (e.g. parks or streets) and if they feel safer when they are closer to home.</p> 
Week 3	Week 4
<p>Process and present data: Data that has been collected has to be processed and presented to make it more accessible. Calculations (such as averages) may be used to process data. The fieldwork data can be presented in a number of ways. The data can be presented in graphs, on maps or through photographs and sketches. The aim is to make the data easier to understand.</p> <p>Enquiry Task: Create a chart or graph (of your choosing) to display the data from this pedestrian count: (the numbers represent the number of people to have walked past you) (AM = morning PM = afternoon) Mon AM- 5 MON PM- 4 TUES AM- 4 TUES PM- 2 WEDS AM- 3 WEDS PM- 4 THURS AM- 4 THURS PM- 6 FRI AM- 2 FRI PM- 8</p> 	<p>Apply wider understanding: Once fieldwork data is presented in an accessible way it needs to be analysed to reveal patterns, trends and themes. This could involve describing what the data shows and suggesting reasons why this may have occurred. This stage includes linking data to other areas of geography by applying wider understanding.</p> <p>Evaluate the enquiry: At the end of a fieldwork enquiry it is important to evaluate (identify advantages and disadvantages) of each section of your fieldwork enquiry. This processes enables researchers to learn from their mistakes and improve their future enquiries</p> <p>Enquiry Task: Describe the trend for the pedestrian count (try to mention where there are minimum/maximum values). *Challenge: Suggest reasons why there may be more on certain days/in the morning or afternoon.</p> 

Geography

Week 5

Key terminology

Ageing population: When the average age of a population is rising.

Migration: When people move from one place to another.



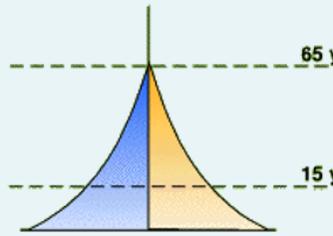
Overpopulation: Where there are too many people living in one area. Resources would be in short supply and there may be overcrowding and damage to the environment.

Population density: The average number of people in a certain area.

Enquiry Task: Use the internet to research the population density within Exeter. If you can, find out whether there are certain areas that are more 'densely' or 'sparsely' populated.

Pyramid A

Typical of Developing Countries
High Death Rate
High Birth Rate
Low Life Expectancy



Week 6

Population density and distribution

Population **density** is worked out by dividing the number of people in an area by the size of the area.

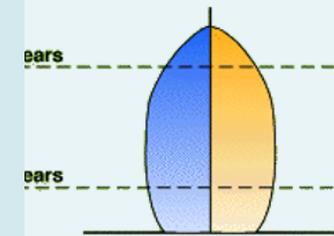


Population **distribution** is how the population is spread over an area. It is affected by many factors. People prefer to live in places where they can grow food, build homes and work. Some areas are very difficult places to live and so only very few people live there.

Enquiry Task: Research and describe the population distribution of the UK. Try to use the terms 'sparse' and 'dense' within your description.

Pyramid B

Typical of Developed Countries
Low Death Rate
Lower Birth Rate
Longer Life Expectancy

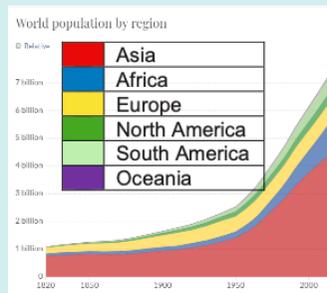


Week 7

Population change

The world population is still growing rapidly. Although the rate of growth is slowing slightly, there are so many young people that population will continue to grow for some time. Population change is caused by: births (eg availability of contraception and trends), deaths (eg war and disease) and migration (eg people moving into or out of a country). Population Pyramids are a common way of showing the structure of a country's population.

Enquiry Task: Using the internet, find a population pyramid for the UK. Then describe this.
*Challenge: Suggest reasons why it is this shape.

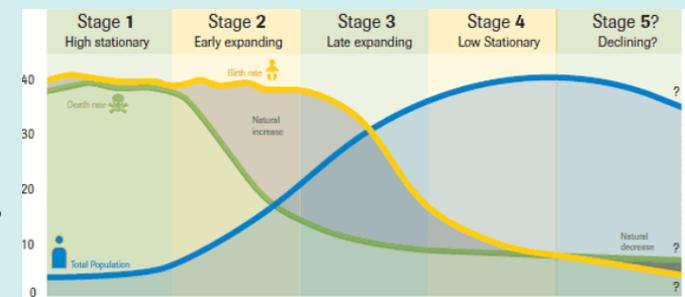


Week 8

Demographic Transition Model

This is a model linking population changes with development changes over time. Stage 1: birth and death rates are high due to famine and disease. Stage 4: birth and death rates are low due to good healthcare.

Enquiry Task: Look at the Demographic Transition Model. What stage do you think the UK is at? What evidence is there to support this?



Geography

Week 9

Key terminology:

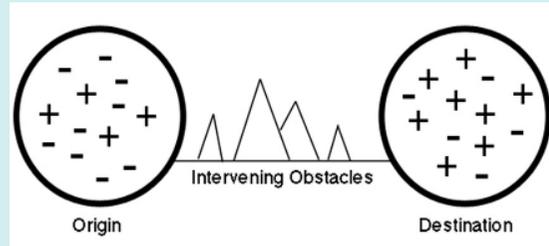
Migrant: someone who moves from one place to another.

Forced migrants: people who have no choice to move from one place to another due to war or natural disasters.

Push factors (-): things that make people want to leave an area e.g. lack of jobs.

Pull factors (+): good things that attract people to a new place e.g. better housing.

Lee's Model of Migration was created in 1966 and describes the push and pull factors of migration. →



Enquiry Task: Discuss the reasons why people currently migrate to the UK. Decide whether each is 'forced' or 'optional' migration.

Week 10

Key Terminology:

Rural-urban migration: the movement of people from the countryside to towns and cities within a country.

Urbanisation: an increasing percentage of a country's population moving from the countryside to towns and cities.

Slums: a densely populated urban area with poor quality housing.

Impact of rural-urban migration: fewer people to feed & more resources in rural areas. However, elderly remain and fewer workers on the land.



India's growing cities: India is the second most populated country in the world with nearly a fifth of the world's population. India is projected to surpass China to become the world's most populous country by 2024. India has more than 50% of its population below the age of 25 and more than 65% below the age of 35. It is expected that in 2020, the average age of an Indian will be 29 years.

Enquiry Task: What do you think are the pros and cons of rural to urban migration for a: people already living in the cities, and b: people who are moving to them?

Week 11

Key Terminology:

Refugees: people who have been forced to move away from their home country to seek safety in another country.



Syria to Europe migration: Civil war erupted in Syria in 2011. An estimated 11 million people fled their homes. The majority of Syria's 5.6 million refugees have fled across borders to neighbouring countries in the Middle East, (e.g. Turkey). About 90% of Syrian refugees in Turkey live outside of refugee camps and have limited access to basic services. People traffickers offered Syrian migrants transportation across the Mediterranean Sea, which is illegal. Migrants travelled in low quality, dangerous and overcrowded boats.

Enquiry Task: Find an article from a newspaper (you can do this using the internet) which is related to Syrian refugees. Find at least 2 facts/figures from this article.

Then, discuss: Think about: where has this information come from? Why has it been written? Who is the intended audience of the article?

Week 12

Mexico to USA migration: There is a 2000 km border between the USA and Mexico as illegal migration is a huge problem. U.S. Border Patrol guards the border and tries to prevent illegal immigrants from entering the country. Illegal migration costs the USA millions of dollars for border patrols and prisons.

Some Americans believe that Mexican immigrants are a drain on the economy. They believe that migrant workers keep wages low which affects Americans. However, other people believe that Mexican migrants benefit the economy by working for low wages in undesirable jobs that others don't want to do.



Enquiry Task: Make a table showing the push and pull factors of migrating from Mexico to the USA. You may wish to do this in the form of Lee's model from week 9.

History

Week 1	Week 2	Week 3
<p>Key Terms:</p> <ol style="list-style-type: none"> Peasant – Poor laborers who worked the land for their lords. Feudal System – A social hierarchy that gave land to those below you in exchange for service and loyalty Hierarchy – A way of ranking people depending on how important they are. <p>Key Knowledge:</p> <ul style="list-style-type: none"> Monarch – Barons – Knights – Yeoman – Peasants/Villains <p>Enquiry Task <i>How fair was the Feudal System?</i></p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Tithing – A method of self-policing whereby local communities share responsibility for a crime Buboes – Apple-sized, pus-filled boils Miasma – The theory that disease is caused by impure air <p>Key Knowledge:</p> <ul style="list-style-type: none"> 1348 – Black Death arrives in England Yersinia Pestis – name of the virus Bubonic/Pneumonic/Septicemic <p>Enquiry Task <i>What did Medieval people believe caused the plague?</i></p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Revolt – A type of widespread protest Statute – A law Tax – A charge made by a monarch or government on the people <p>Key Knowledge:</p> <ul style="list-style-type: none"> 1381 – Wat Tyler leads thousands of peasants from Essex to London Statute of Laborers, 1351 – Fixed peasant wages at a low price after the Black Death <p>Enquiry Task <i>Why did the peasants revolt in 1381?</i></p>
Week 4	Week 5	Week 6
<p>Key Terms:</p> <ol style="list-style-type: none"> Constitution – The laws and rules of a country Oath – A sacred promise Charter – A set of laws <p>Key Knowledge:</p> <ul style="list-style-type: none"> 1215 – King John is forced to sign the magna Carta by the barons Magna Carta limited the power of the monarch Used as the basis of human rights today <p>Enquiry Task <i>Why is Magna Carta so significant?</i></p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Depression – When money is worth less than usual Trade – When two people swap goods or services for money Empire – When a country or state takes control of other countries or states <p>Key Knowledge:</p> <ul style="list-style-type: none"> Mansa Musa – Richest man in history ruled over the Mali empire in 14th century <p>Enquiry Task <i>Why was there a mini-depression in the Middle East in the 14th century?</i></p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Continuity – When something stays the same Contrast – When two things differ Institution – An established organization i.e the church <p>Key Knowledge:</p> <ul style="list-style-type: none"> Tudor dynasty ruling England from 1485 1500-1800 known as Early Modern period Printing press first developed in 1436 by Johannes Gutenberg <p>Enquiry Task <i>How had Britain changed by 1500?</i></p>

History

Week 7	Week 8	Week 9
<p>Key Terms:</p> <ol style="list-style-type: none"> Pope – Head of the Catholic church Protestant – A Christian who follows the Protestant faith and not Catholicism Catholic – A follower of the Catholic Church <p>Key Knowledge:</p> <ul style="list-style-type: none"> Henry VII becomes king in 1485 1534 – Act of Supremacy names Henry ‘Head of the Church of England’ 1538 – Henry VIII is excommunicated by the Pope <p>Enquiry Task Why did Henry VIII fall out with the Pope?</p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Prosperous – To be wealthy or successful Patriarchy – A country or state that is ruled by men and discriminates against women Circumnavigate – To travel all the way around something <p>Key Knowledge:</p> <ul style="list-style-type: none"> Elizabeth I becomes Queen in 1558 Religious Settlement produced in 1559 Wool trade and naval supremacy bring England huge profits <p>Enquiry Task Was the Elizabethan period really a ‘golden age’?</p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Privateer – A pirate who has been granted permission by the monarch to participate in piracy Armada – A collection of warships Galleon – A large sailing ship often used in naval battles or for long journeys between the 15th and 18th centuries <p>Key Knowledge:</p> <ul style="list-style-type: none"> British shipbuilding develops to produce smaller, faster ships Francis Drake attacks Spanish ships – circumnavigated globe 1577-80 <p>Enquiry Task Why did Elizabeth celebrate privateers?</p>
Week 10	Week 11	Week 12
<p>Key Terms:</p> <ol style="list-style-type: none"> Invasion – Trying to take control of another country by force Crusade – An attempt to force religious, political or social change Beacon – A warning system <p>Key Knowledge:</p> <ul style="list-style-type: none"> 1588 – Phillip II attempts to invade Drake leads British forces and wins <p>Enquiry Task Why did Phillip II try to invade in 1588?</p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Early Modern – The period of time between the Medieval period and Industrial period. 1500-1800 Global – To include the entire world Reformation – A period in the 1500s when the Protestant church was formed <p>Key Knowledge:</p> <ul style="list-style-type: none"> Poor leadership, luck, tactics and differences in weaponry lead to Spanish failure Beginning of British naval supremacy <p>Enquiry Task Why did the Armada fail?</p>	<p>Key Terms:</p> <ol style="list-style-type: none"> Colony – A country or area that is occupied and ruled by people of another country New World – The Early Modern name for the Americas Transatlantic – Crossing the Atlantic Ocean <p>Key Knowledge:</p> <ul style="list-style-type: none"> 1584 – Sir Walter Raleigh establishes a colony at Roanoke, Virginia Inhabitants mysteriously vanish <p>Enquiry Task Why were the Tudors so drawn to America?</p>

iLife - PSHE

We would always encourage you to speak to the people you live with or someone in school if you have a worry or a problem. If you can't, or you want to read more about an issue affecting you or someone you know, here are some useful websites and phone numbers. They offer free, confidential advice and support.



General

Childline—www.childline.org
0800 1111

Offers information and advice, 1-2-1 confidential chat (text, email, phone) and support from message boards on a wide range of issues.

This website is one of the most useful you will find and can direct you to help or information about all the other topics mentioned here, and more...



Health

School nurse—07520 631722
Text only for confidential advice

National Health Service—www.nhs.uk
Research and useful information on health issues

Walk-In Centre, RD&E Hospital—01392 411611
Non-urgent and sexual health needs

Walk-In Centre, 31 Sidwell Street—01392 276892
Sexual health



Health and well-being

Samaritans—www.samaritans.org
Call 116 123 for emergency help
Email jo@samaritans.org (response within 24 hours)

Papyrus—papyrus-uk.org 0800 068 41 41
Urgent help for you or someone you know

YoungMinds—youngminds.org.uk
Text YM to 85258 for urgent help

Happy Maps—www.happymaps.co.uk
Advice on everything from sleep problems to anxiety, bullying, self-harm, coping with divorce, autism, ADHD, gender dysphoria and more

Kooth—www.kooth.com
Mental health advice and support, live chat support

Safety, bullying and abuse

Child Exploitation and Online Protection (CEOP) - www.ceop.police.uk
Report inappropriate online contact, any unlawful misuse of social media, or a child protection concern to a trained police officer. You can also click this button on your platform:



NSPCC—www.nspcc.org.uk 0800 1111
Information and help about on- and offline abuse

National Bullying Helpline—www.nationalbullyinghelpline.co.uk
0845 22 55 787



Healthy relationships

Thinkuknow—www.thinkuknow.co.uk
Age-related help and advice about on- and offline relationships, and consent.



Drugs and alcohol

YSmart—ysmart.org.uk 01271 388162
Information about substance misuse, advice, recovery and treatment

Homeless, skills, advice, getting your voice heard

Young Devon—www.youngdevon.org
01392 331 666

Local support for young people facing a crisis



LGBTQ+

X-PLORE—www.lgbtqyouthdevon.org.uk
Local support and groups for LGBTQ+ young people

If someone's life is at risk, you should dial 999

Mathematics

- 1) Go to sparxmaths.uk
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
 - Write the bookwork code
 - Write the question, your working and your answer
 - Mark you answer in a different colour
 - If you are struggling, watch the video
 - Your homework is only complete when you have answered **every** question correctly.
 - If you are really struggling with one question, complete the other one and ask your maths teacher for help the next day.

1x	2x	3x	4x	5x
1 x 1 = 1	2 x 1 = 2	3 x 1 = 3	4 x 1 = 4	5 x 1 = 5
1 x 2 = 2	2 x 2 = 4	3 x 2 = 6	4 x 2 = 8	5 x 2 = 10
1 x 3 = 3	2 x 3 = 6	3 x 3 = 9	4 x 3 = 12	5 x 3 = 15
1 x 4 = 4	2 x 4 = 8	3 x 4 = 12	4 x 4 = 16	5 x 4 = 20
1 x 5 = 5	2 x 5 = 10	3 x 5 = 15	4 x 5 = 20	5 x 5 = 25
1 x 6 = 6	2 x 6 = 12	3 x 6 = 18	4 x 6 = 24	5 x 6 = 30
1 x 7 = 7	2 x 7 = 14	3 x 7 = 21	4 x 7 = 28	5 x 7 = 35
1 x 8 = 8	2 x 8 = 16	3 x 8 = 24	4 x 8 = 32	5 x 8 = 40
1 x 9 = 9	2 x 9 = 18	3 x 9 = 27	4 x 9 = 36	5 x 9 = 45
1 x 10 = 10	2 x 10 = 20	3 x 10 = 30	4 x 10 = 40	5 x 10 = 50

6x	7x	8x	9x	10x
6 x 1 = 6	7 x 1 = 7	8 x 1 = 8	9 x 1 = 9	10 x 1 = 10
6 x 2 = 12	7 x 2 = 14	8 x 2 = 16	9 x 2 = 18	10 x 2 = 20
6 x 3 = 18	7 x 3 = 21	8 x 3 = 24	9 x 3 = 27	10 x 3 = 30
6 x 4 = 24	7 x 4 = 28	8 x 4 = 32	9 x 4 = 36	10 x 4 = 40
6 x 5 = 30	7 x 5 = 35	8 x 5 = 40	9 x 5 = 45	10 x 5 = 50
6 x 6 = 36	7 x 6 = 42	8 x 6 = 48	9 x 6 = 54	10 x 6 = 60
6 x 7 = 42	7 x 7 = 49	8 x 7 = 56	9 x 7 = 63	10 x 7 = 70
6 x 8 = 48	7 x 8 = 56	8 x 8 = 64	9 x 8 = 72	10 x 8 = 80
6 x 9 = 54	7 x 9 = 63	8 x 9 = 72	9 x 9 = 81	10 x 9 = 90
6 x 10 = 60	7 x 10 = 70	8 x 10 = 80	9 x 10 = 90	10 x 10 = 100

Homework Thursday 1st June 2017

Task 1

D40 $12 + 13 = \underline{25}$ ✓

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

E60 $\left(\begin{array}{l} 12 : 18 \\ 2 : 3 \end{array} \right) \div 6$ ✓

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

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

C21 $\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33}$
 $= \frac{4}{33}$ ✓

D31 $3^2 = 3 \times 3$
 $= \underline{9}$ ✓

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 ✗

L41 B, A, C ✓

C03 4 more blue balls ✓

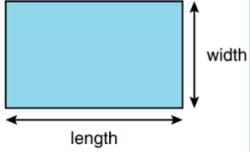
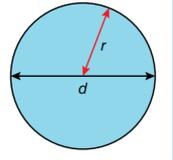
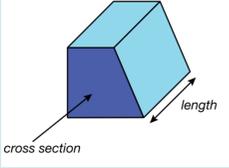
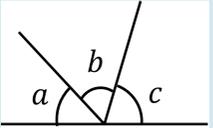
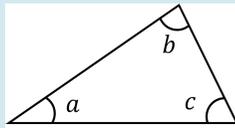
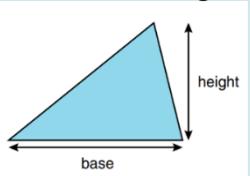
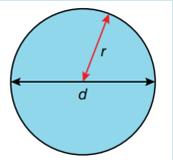
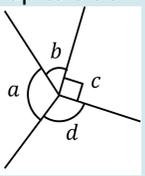
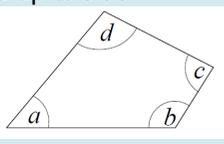
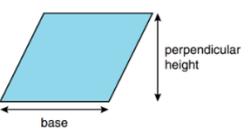
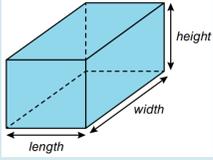
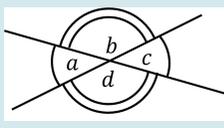
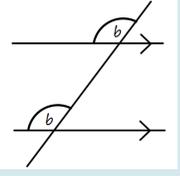
D13 4 black, 2 red, 2 blue
 The probability of picking black is evens: Bag E ✓

E23 B ✓



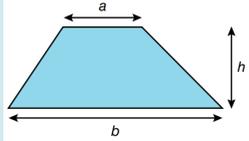
Mathematics

Your Maths Teacher will specify which formulae you must learn.

<p>Area of a Rectangle</p>  <p>$length \times width = l \times w$</p>	<p>Circumference of a circle</p>  <p>$C = \pi \times d$</p>	<p>Volume of a Prism</p>  <p>$Area\ of\ a\ cross\ section \times length$</p>		<p>Angles of Straight Line add up to 180°</p>  <p>$a + b + c = 180$</p>	<p>Angles in a Triangle add up to 180°</p>  <p>$a + b + c = 180$</p>		
<p>Area of a Triangle</p>  <p>$\frac{1}{2} \times base \times height = \frac{bh}{2}$</p>	<p>Area of a circle</p>  <p>$A = \pi \times r^2$</p>	<p>Square, Prime and Cube Numbers</p> <table border="0"> <tr> <td data-bbox="853 743 1160 1018"> <p>Square Numbers</p> <p>$1^2 = 1$ $2^2 = 4$ $3^2 = 9$ $4^2 = 16$ $5^2 = 25$ $6^2 = 36$ $7^2 = 49$ $8^2 = 64$ $9^2 = 81$ $10^2 = 100$ $11^2 = 121$ $12^2 = 144$</p> </td> <td data-bbox="1160 743 1503 1018"> <p>Cube Numbers</p> <p>$1^3 = 1$ $2^3 = 8$ $3^3 = 27$ $4^3 = 64$ $5^3 = 125$ $6^3 = 216$ $7^3 = 343$ $8^3 = 512$ $9^3 = 729$ $10^3 = 1000$</p> <p>Prime Numbers 2,3,5,7,11,13,17,19, 23, 29, 31, 37,...</p> </td> </tr> </table>		<p>Square Numbers</p> <p>$1^2 = 1$ $2^2 = 4$ $3^2 = 9$ $4^2 = 16$ $5^2 = 25$ $6^2 = 36$ $7^2 = 49$ $8^2 = 64$ $9^2 = 81$ $10^2 = 100$ $11^2 = 121$ $12^2 = 144$</p>	<p>Cube Numbers</p> <p>$1^3 = 1$ $2^3 = 8$ $3^3 = 27$ $4^3 = 64$ $5^3 = 125$ $6^3 = 216$ $7^3 = 343$ $8^3 = 512$ $9^3 = 729$ $10^3 = 1000$</p> <p>Prime Numbers 2,3,5,7,11,13,17,19, 23, 29, 31, 37,...</p>	<p>Angles at a point add up to 360°</p>  <p>$a + b + c + d = 360$</p>	<p>Angles in a quadrilateral add up to 360°</p>  <p>$a + b + c + d = 360$</p>
<p>Square Numbers</p> <p>$1^2 = 1$ $2^2 = 4$ $3^2 = 9$ $4^2 = 16$ $5^2 = 25$ $6^2 = 36$ $7^2 = 49$ $8^2 = 64$ $9^2 = 81$ $10^2 = 100$ $11^2 = 121$ $12^2 = 144$</p>	<p>Cube Numbers</p> <p>$1^3 = 1$ $2^3 = 8$ $3^3 = 27$ $4^3 = 64$ $5^3 = 125$ $6^3 = 216$ $7^3 = 343$ $8^3 = 512$ $9^3 = 729$ $10^3 = 1000$</p> <p>Prime Numbers 2,3,5,7,11,13,17,19, 23, 29, 31, 37,...</p>						
<p>Area of Parallelogram</p>  <p>$base \times perp.\ height$</p>	<p>Volume of a Cuboid</p>  <p>$Length \times width \times height$ $V = l \times w \times h$</p>	<p>Vertically Opposite Angles are equal</p>  <p>$a = c, b = d$</p>		<p>Corresponding angles are equal</p> 			

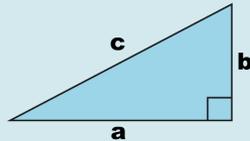
Mathematics

Area of Trapezium



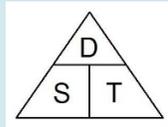
$$\frac{1}{2}(a + b)h$$

Pythagoras Theorem



$$a^2 + b^2 + c^2$$

Speed, Distance, Time

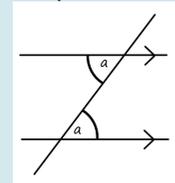


$$speed = \frac{distnace}{time}$$

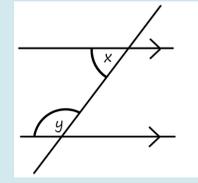
$$\% \text{ change} = \frac{\text{difference}}{\text{original}} \times 100$$

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

Alternate Angles are equal



Co-interior angles add to 180



Music

Week 1 & 2	Week 3 & 4	Week 5 & 6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Chord – Multiple notes played at once • Melody – sequence of notes played to above the chords • Timbre – The ‘identity’ of the instrument, e.g guitar is ‘twangy’, Piano is ‘soft’. • Texture – how many layers the music has. 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Pentatonic - A scale which contains 5 notes and is widely used in pop music. • Scale – The arrangement of notes to signify a musical key • Major – the ‘happy’ sounding scale • Minor – the ‘sad’ sounding scale 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Melody – a sequence of notes above the chords • Motif/riff – a musical idea that is catchy • Harmony –the musical word for chords that we play to accompany the melody
<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • The Jackson 5 – ABC (YouTube) <p>How do the different instruments work together (texture / timbre)? Why does it sound ‘happy’ and up-beat?</p>	<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • PENTATONIC SCALE MELODIES: how many songs can I play using 5 notes (YouTube – ear training) <p>What notes are in the C Major pentatonic scale? Do you know what notes are missing from C Major?</p>	<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • Bastille – Pompeii [piano cover] (YouTube – krolli25) <p>Which hand is playing the harmony, and which is playing the melody? Can you identify the motif in this song?</p>
Week 7 & 8	Week 9 & 10	Week 11 & 12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> • MIDI - Musical Instrument Digital Interface (e.g music keyboards for the iMacs) • AABA – A song structure which sounds like: verse, verse, bridge, verse • DAW – A Digital Audio Workstation (e.g - Garageband on the iMacs) 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Texture – how thick (lots of notes) or thin (few notes) the music sounds. How many layers there are. • Chord sequence – chords played in a particular order for a song 	<p><u>Key Words</u></p> <ul style="list-style-type: none"> • Structure – the arrangement of your different sections, e.g AABA, • 4 chord song – a song that uses the ‘1, 5, 6, 4’ chord sequence • Key – the first note of a scale, can be major or minor (e.g the key of C Major is C, D, E, F, G, A, B)
<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • The Wizard of Oz - Somewhere Over the Rainbow (YouTube - movieclips) <p>Can you identify the A and B sections? What instruments can you hear?</p>	<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • The Lord Of The Rings Orchestral Medley (YouTube - Akademia Filmu i Telewizji) <p>How does the texture change throughout the song? Can you identify when layers are added/taken away?</p>	<p><u>Enquiry Task:</u> Listen to this –</p> <ul style="list-style-type: none"> • 4 Chords, 23 Songs (YouTube – roomieofficial) <p>What pentatonic scale could be played over this? What chords are played? (If this is C Major?)</p>

Physical Education

Week 1	Week 2	Week 3
<p><u>What is Fitness?</u></p> <p>Definition - The ability to meet the demands of the environment.</p> <ul style="list-style-type: none"> • Fitness can be split into different areas known as components. • Every sport requires different components of fitness depending on the demands of that event. • Remember, many sports require a combination of many components of fitness. • A person doing an office job requires lower levels of physical fitness than an Olympic athlete. <p>An individual's fitness level can have a knock on effect to their health.</p>	<p><u>Balance</u></p> <p>Definition - The ability of the performer to maintain their center of mass over their base of support whilst static (still) or dynamic (whilst moving)</p> <ul style="list-style-type: none"> • Balance can be static (i.e. handstand) or dynamic (i.e. keeping your balance on a skateboard or while surfing) <p>Balance is tested using the Standing stork test</p> <ul style="list-style-type: none"> • Participant places their hand on hips and one foot on inside knee of the opposite leg • Participant raises their heel and holds the balance for as long as possible <p>The score is taken as the total time the participant held the balance successfully</p>	<p><u>Cardiovascular Fitness</u></p> <p>Definition - The ability of the heart and lungs to supply oxygen to the working muscles</p> <ul style="list-style-type: none"> • When we exercise, the body needs more oxygen to use as fuel. • The better your cardiovascular fitness, the longer you can perform a sport at a high standard <p>Cardiovascular Fitness is tested using the twelve minute Cooper run or swim</p> <ul style="list-style-type: none"> • Measure the specific distance around a pitch or track (could be distance in the swimming pool) • Participants run or swim as far as possible in the twelve minutes <p>The exact distance covered is recorded and compared to normative scores</p>
Week 4	Week 5	Week 6
<p><u>Co-ordination</u></p> <p>Definition - The ability to use two or more different parts of the body together, smoothly and efficiently</p> <ul style="list-style-type: none"> • In sport hand eye coordination and foot eye coordination are used a lot to perform different skills. <p>Co-ordination is tested by using the alternate hand wall toss test</p> <ul style="list-style-type: none"> • Participant stands exactly two meters from a smooth-surfaced wall • Participant throws the ball with one hand and catches with the other and repeats. <p>Count the number of successful catches in 30 seconds.</p>	<p><u>Flexibility</u></p> <p>Definition - The range of movement possible at a joint.</p> <ul style="list-style-type: none"> • Flexibility is important as it helps prevent injury. • It is also essential for performing certain skills in sports like gymnastics, dance and trampolining. <p>Flexibility is tested using the sit and reach test.</p> <ul style="list-style-type: none"> • Remove shoes and position sit and reach box against the wall • Keep knees completely locked and reach forward with one hand on top of the other <p>Stretch and hold position for two seconds while distance is recorded as a score.</p>	<p><u>Muscular Endurance</u></p> <p>Definition - The ability of a muscle or muscle group to undergo repeated contractions, avoiding fatigue.</p> <ul style="list-style-type: none"> • Muscles are used a lot in sport. • If you train regularly, your muscles get stronger and can last longer giving you an advantage. <p>Muscular Endurance is tested using a 60 second sit-up beep test.</p> <ul style="list-style-type: none"> • Participant performs as many full sit ups as they are able to in time to set beeps over 5 minute period. <p>Measured in complete number of sit-ups performed.</p>

Physical Education

Week 7	Week 8	Week 9
<p><u>Power</u></p> <p>Definition - Is a product of speed and strength. Power = Speed x Strength</p> <ul style="list-style-type: none"> Power is important in explosive events like throwing and sprinting. Power is vital to getting a good start in short races. <p>Power is tested by vertical jump test</p> <ul style="list-style-type: none"> Participant stands sideways onto wall and measures height with an up-stretched arm. Participant jumps as high as possible and marks wall at peak of the jump on three occasions. The average distance between the standing and jumping height is taken as the score 	<p><u>Reaction Time</u></p> <p>Definition - The time taken to initiate a response to a stimulus</p> <ul style="list-style-type: none"> A stimulus could be anything from a starting gun in 100m to a sudden side-step by an opponent. The faster you react the better. <p>Reaction Time is tested by the Ruler drop</p> <ul style="list-style-type: none"> Hold a 30 cm ruler above the open hand of the participant. The 0 cm mark must be directly between the thumb and index finger. Non-participant drops the ruler with no warning and participant catches <p>The score is taken from where the top of the thumb hits the ruler</p>	<p><u>Strength</u></p> <p>Definition - Is the ability to overcome a resistance.</p> <ul style="list-style-type: none"> Strength is important for many sports. Being stronger can give you a big advantage in sports like gymnastics, rugby and weightlifting. <p>Strength is tested by Hand Grip Dynamometer</p> <ul style="list-style-type: none"> Grip with dominant hand Apply maximum force while arm is straight in front of the body Repeat three times while non-participant records the maximum force reading <p>Question – Why would this be an unreliable test for some athletes?</p>
Week 10	Week 11	Week 12
<p><u>Speed</u></p> <p>Definition - The maximum rate at which an individual is able to perform a movement or cover a distance in a period of time, putting the body parts into action as quickly as possible</p> <ul style="list-style-type: none"> Speed is vital to outwit opponents in many sports. It also helps gain momentum in events like long jump. <p>Speed is tested by the 30 meter sprint test</p> <ul style="list-style-type: none"> Mark out a 30 meter distance on an even, firm surface. <p>Participant takes a rolling start so that they are running at full speed as they hit the start line.</p>	<p><u>Agility</u></p> <p>Definition - The ability to change direction, at speed, while maintaining control.</p> <ul style="list-style-type: none"> Athletes with good Agility keep their entire body under control. Agility is especially important in sports that require sharp movements, turns like side-stepping, changing direction, moving around an opponent/ court. <p>Agility is tested using the Illinois run.</p> <ul style="list-style-type: none"> It is a weaving running course, marked by cones, which has to be completed in the shortest possible time. 	<p><u>Enquiry Task</u></p> <p>Think back to your PE lessons you have had this term. Can you give an example of you demonstrating/using each component of fitness and why it is key to your performance/success in that sport/activity.</p> <p>Using a sport/activity you enjoy or take part in outside of school. Select 5 components of fitness, explain why they are key to that sport and an example of when it might be seen or used.</p>

Religious Education

Week 1 - Pre Teach / Key Terms	Week 2 - Reasons for / against Jesus	Week 3 - Fully God/ Fully Man
<ol style="list-style-type: none"> 1. Resurrection - Raising from the dead. 2. Afterlife - Life after physical death. 3. Heaven - Paradise with God and Jesus after death. 4. Hell - A place of torment after death. 5. Salvation - Jesus died to try and save our sins. 6. Atonement - Jesus died to heal the rift between humans and God. 7. Crucifixion - A Roman method of execution where Jesus was put on a cross to die. 8. Scouring - Jesus was whipped before his death. <p><i>Enquiry Task : Turn all of these keywords into images.</i></p>	<p>There is evidence that Jesus existed not just from the Bible but also from other sources:</p> <ol style="list-style-type: none"> 1.Flavius Josephus was a Jewish historian. He gives us one of the earliest descriptions of Jesus. 2.Tacitus who was a Roman historian explains how the Roman Emperor Nero punished the Christians in Rome for the fire which destroyed much of that city in 64 AD. He says that they worshipped a man called Jesus. 3.Pliny the younger was a Roman Governor. In one of his letters he asked about the best way to conduct a legal deal with those who were accused of worshipping Jesus. <p><i>Enquiry Task : Does this provide enough evidence that Jesus was the son of God?</i></p>	<p><u>For:</u></p> <ul style="list-style-type: none"> • The four gospels • Josephus and Tacitus. • Answered Prayers. • Visions <p><u>Against:</u></p> <ul style="list-style-type: none"> • Few artifacts or physical evidence. • Many parts of the Bible were written in second hand after Jesus died. • No pictures or paintings. <p><i>Enquiry Task : Expand on all of these points, why are they for or against Jesus?</i></p>
Week 4 - Fully God/ Fully Man	Week 5 - The Shroud of Turin	Week 6 - Justice and Liberty
<p><u>Fully God:</u></p> <ul style="list-style-type: none"> • Jesus was considered and worshipped as God. • Jesus was called Lord. • Jesus possesses attributes of God. <p><u>Both God and Human:</u></p> <ul style="list-style-type: none"> • The divinity and humanity are distinct. • The divinity and humanity of Jesus are united in the one person of Jesus. <p><u>Fully Man:</u></p> <ul style="list-style-type: none"> • Jesus was tempted. • Jesus has a Jewish lineage. • Jesus has human emotions. <p><i>Enquiry Task Create a poster using this website. https://www.bbc.co.uk/bitesize/guides/zxnpjtj/revision/1</i></p>	<ul style="list-style-type: none"> • The Turin shroud is a single piece of cloth. • It has a faint image on it of a man who appears to have been crucified. • We know this by the blood flow from the wrists and ankles. • There are also trickles of blood around the head. • The body has blood all over it from what appear to be whip marks. • The shroud of turin is the most studied object in human history. <p><i>Enquiry Task : read the scientific perspective and argue for and against the shroud proving Jesus' existence. http://news.bbc.co.uk/1/hi/magazine/8615029.stm</i></p>	<p>Isaiah 61: 'The spirit of the sovereign lord is on me, because the lord has anointed me to proclaim good news to the poor. He has sent me to bind up the broken hearted, to proclaim freedom for the captives and release from darkness from the prisoners, to proclaim the year of the lord's favour'.</p> <ul style="list-style-type: none"> • Justice - Fairness and Equality. • Liberty - Freedom for all. <p><i>Enquiry Task : Give a list of reasons why you think Justice is important, and then a list why Christians may think Justice may be important.</i></p>

Religious Education

Week 7 - Jesus	Week 8 - Jesus the storyteller	Week 9 - Christian Beliefs about the Resurrection
<ul style="list-style-type: none"> • God created mankind perfect and to live forever. • But the first people sinned and brought death into the world. • So God sent Jesus to pay for the sins of the whole world. • Since sin has been paid for, Jesus was the first to rise to life again. <p><i>Enquiry Task :Use this link and your own research to find out about Adam and Eve and original sin, and then create a poster about Sin. https://www.bbc.co.uk/bitesize/guides/zg3vxfr/revision/5</i></p>	<ul style="list-style-type: none"> • Jesus spoke in stories, riddles and even jokes. He was known as a great storyteller. • When pressed for an exact answer to a religious or moral question he often returned with a story. Some of those stories were designed to teach an important lesson in plain and relatable language. Others were spoken intentionally to confuse or cloud the truth, to make people think for themselves. • The Good Samaritan is a story that is very familiar to many of us. <p><i>Enquiry Task : https://www.youtube.com/watch?v=osfQg4yKtq8 watch the video and create a storyboard.</i></p>	<ul style="list-style-type: none"> • Christians believe that Jesus resurrected, this is coming back to life in the same body. • It proves that Jesus' payment for our sins was accepted. • It proves that we, too, will rise to live on the last day. • It proves that Jesus is God because only the son of God would raise himself from the dead. <p><i>Enquiry Task :What do you think happens when we die? Why?</i></p>
Week 10 - Who did Jesus say he was?	Week 11 - Assessment Week	Week 12 - Super Teaching Week
<ul style="list-style-type: none"> • 'I am the true vine'. John • 'I am the bread of life' John • 'I am the light of the world'. John • 'I am the gate'. John • 'I am the good shepherd'. John • 'I am the resurrection and the life'. John • 'I am the way, the truth and the life' John. <p><i>Enquiry Task : Write out these quotes and turn them all into images. Then write a paragraph explaining what these things suggest about Jesus.</i></p>	<p><i>Enquiry Task</i></p> <ol style="list-style-type: none"> 1. Define the word resurrection [1]. 2. Explain two arguments for Jesus' existence [2]. 3. Explain two religious ideas for Jesus being fully human' [4]. 4. Explain two religious ideas for Jesus being fully human and fully divine [4]. 5. 'Jesus was a real person' Discuss [12]. 	<p><i>Enquiry Task</i></p> <ul style="list-style-type: none"> • Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other. • Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used. • Summarise each week into 20 words, using images to also help you. • Create a 'quizziz' or kahoot on the information that you have learnt.

Science

Week 1	Week 2
<p>Atom: the smallest particle of a chemical element that can exist. Compound: contains atoms of two or more different elements joined together. Element: contains just one type of atom. The particle model:</p> <ol style="list-style-type: none"> All matter is made up of tiny particles. The particle model explains state (S, L or G) changes in terms of the arrangement, movement and energy stored in its particles. Solids: the particles are held closely together, by strong forces of attraction. Particles are arranged in a regular pattern and vibrate (wobble) about fixed positions. Low energy Liquid: the particles are also held closely together by fairly strong forces of attraction. However, the particles can move past each other. Gas: the particles are far apart with very weak forces of attraction. Particles move quickly in all directions. High energy. <p>Enquiry task: Create a state change model, clearly identifying the changes of state when heated up and when cooled down.</p>	<p>Mixture: contains two or more substances that are not joined together. Solute: the substance that has dissolved in a liquid to make a solution Solution: when a substance has dissolved in a liquid Solvent: the liquid the solute dissolves into. Mixtures:</p> <ol style="list-style-type: none"> Pure substances: are the same in all parts (fixed composition) and we <u>can't</u> separate them into other substances using physical methods (e.g. filtering or picking bits out). Pure substances can be an element or compound, with no other substances mixed in. They have a fixed melting and boiling point. Mixtures are impure substances that contain elements and/or compounds that are not chemically joined together and don't have a fixed composition Mixtures can be separated using physical methods (e.g. by filtering). They melt and boil over a range of temperatures. <p>Enquiry task: Come up with a fictitious material which is a mixture of different substances. Explain the properties of the material and why you chose it</p>
Week 3	Week 4
<p>Filtrate: The substance which passes through the filter paper Residue: The insoluble substance left in the filter paper Evaporate: The change of state from liquid to gas Soluble: The ability of a substance to dissolve in a solvent Filtration and crystallisation:</p> <ol style="list-style-type: none"> A technique used to separate insoluble substances from a mixture, such as sand or rocks. It uses filter paper and a filter funnel to separate the insoluble substances from a liquid solution. The substance collected after the mixture has been separated is called the filtrate. The solid left behind is the residue. Crystallisation can then be used to separate a soluble solid from a liquid Heating is used to evaporate the solvent away, leaving crystals of solute. <p>Enquiry task: Draw and label the apparatus required to separate a mixture of crushed rock and salt. Explain why each piece of equipment is used.</p>	<p>Rf value: the 'retention factor' that compares how different solutes pass through a chromatography system, based on their solubility Paper chromatography:</p> <ol style="list-style-type: none"> A technique used to separate mixtures of soluble substances. These are often coloured substances such as food colourings, inks, dyes or plant pigments. It can be used to find out which colours are mixed together. It works because some compounds dissolve better in a solvent than others. When a solvent moves along a strip of paper, it carries the substances in the mixture at different speeds. The solvent is called the mobile phase. The paper is the stationary phase The paper with the separated substances on is called a chromatogram. <p>Enquiry task: Draw and label the apparatus required to separate black ink.</p>

Science

Week 5	Week 6																
<p>Boiling point: the temperature at which a given liquid changes to a gas</p> <p>Simple distillation:</p> <ol style="list-style-type: none"> Simple distillation is used to separate a solvent (e.g. water) from a solution (e.g. inky water) It works because the dissolved solute (ink) has a much higher boiling point than the solvent (water). When the solution is heated, only the water evaporates and turns to a gas (vapour). The gas moves away and is cooled and condensed (changing from a gas to a liquid). The collected liquid water will now be pure. The ink will be left behind because it has a much higher boiling point. <p>The apparatus used is called a simple still</p> <p>Enquiry task: Draw and label the apparatus required to separate a mixture of ethanol and water. Water has a much higher boiling point than ethanol.</p>	<p>Structure of an atom:</p> <ol style="list-style-type: none"> Atoms are made up of three smaller parts (called subatomic particles): protons, neutrons and electrons Key scientists and theories: <ol style="list-style-type: none"> Dalton – All mass is made up of tiny particles called atoms, like uniform hard spheres Thompson – Discovered electrons, came up with the plum pudding model of the atom; a positive sphere with fixed negative electrons. Rutherford – Nuclear model of an atom; fired charged alpha particles at gold foil and observed most passing through but some deflecting back. He concluded an atom had a positive nucleus and mostly empty space. At the center of atoms is a tiny nucleus containing protons and neutrons. This is surrounded by fast moving electrons arranged in electron shells. <table border="1" data-bbox="1332 630 1854 758"> <thead> <tr> <th>Particle</th> <th>Charge</th> <th>Mass</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>+1</td> <td>1</td> <td>nucleus</td> </tr> <tr> <td>Neutron</td> <td>0</td> <td>1</td> <td>nucleus</td> </tr> <tr> <td>Electron</td> <td>-1</td> <td>1/1835</td> <td>shells</td> </tr> </tbody> </table> <p>Enquiry task: Create a model of an atom with subatomic particle information</p>	Particle	Charge	Mass	Location	Proton	+1	1	nucleus	Neutron	0	1	nucleus	Electron	-1	1/1835	shells
Particle	Charge	Mass	Location														
Proton	+1	1	nucleus														
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Week 7	Week 8																
<p>Electronic configuration: the way in which electrons are arranged in an atom.</p> <p>Periodic table:</p> <ol style="list-style-type: none"> You can use a periodic table to find the number of subatomic particles each element has. The atomic mass number = the number of protons and neutrons. The atomic number = the number of protons and is also the same as the number of electrons. This is because all atoms have no overall charge. Electron Configuration: Electrons are arranged in shells around the nucleus, starting with the closest and filling up outwards. The 1st shell can only hold 2 electrons. The 2nd and 3rd shells hold 8. Example: sodium has 11 electrons. The electron configuration is 2, 8, 1 <p>Enquiry task: Create an infographic about a certain element. This should be an A4 poster including as much information about the element that you can find</p>	<p>Properties of Metals: Malleable – Metals can be hammered into sheets. Ductile - metals can be drawn into wires. Lustrous – All metals are shiny when polished or freshly cut. Sonorous – Metals ring like a bell when hit. Electrical and thermal conductor – Metals allow energy to flow through them.</p> <p>Properties of non-metals: Brittle – will not bend and shatter when struck. Poor thermal and electrical conductors. Dull – not shiny.</p> <p>Compounds: Formed when different elements bond together, the properties are different to the elements making it up. The same ratio of elements throughout. Can't be separated.</p> <p>Mixtures: can be separated, have different compositions of elements through and keep the properties of the elements involved.</p> <p>In a chemical reaction the things we start with before the reaction are called the reactants and the new substances made are called the products. Example: iron + sulfur → iron sulfide</p> <p>Enquiry Task: Describe three experiments that could be carried out to test whether a material is a metal or non-metal</p>																

Science

Week 9	Week 10
<p>Mass: is a measure of how much matter makes up an object</p> <p>Chemical reactions:</p> <ol style="list-style-type: none"> For a chemical reaction to occur the reactant particles must collide or 'bump' together with enough energy to react. Minimum amount of energy needed for a reaction to occur is the activation energy. During successful collisions, this energy helps to break bonds, allowing new substances to form (called products). In general, reaction rates are increased when: <ol style="list-style-type: none"> the energy of the collisions is increased (by increasing temperature) frequency is increased by increasing concentration or surface area <p>Relative formula mass:</p> <ol style="list-style-type: none"> The mass number of an atom is the total number of protons and neutrons in an atom. The relative atomic mass (A_r) of an element represents the <i>average</i> mass of all that element's atoms. The relative formula mass of a substance is the sum of the relative atomic masses of each atom in its formula. It has the symbol M_r and it has no units – it is just a number. 	<p>Conservation of mass: Law of the conservation of mass tells us that the mass of the reactants in a reaction is equal to the mass of the products.</p> <ul style="list-style-type: none"> Closed system: Nothing can enter or leave. Mass of reactants will always equal the mass of products. Open system: Substances can enter or leave. Mass of reactants will not always equal the mass of products. <p>Enquiry tasks:</p> <ol style="list-style-type: none"> Design a poster to show a reaction of your choice. Be mindful of the quantities of reactants used and the quantities of products created. Design a suitable table for calculating the masses of reactants and products in a reaction. Design a step by step method to go along with it. Make a comparison table for metals and non-metals comparing the different properties they both have. Be sure to include examples of both and where you find them on the periodic table. Research some compounds of interest and calculate their relative formula masses (M_r).
Week 11	Week 12
<p>Enquiry tasks:</p> <ol style="list-style-type: none"> Draw two graphs comparing the heating curves of both a mixture and a pure substance being heated up and then being cooled down. Comment on the key differences. Carry out a chromatography experiment to investigate which coloured ink is the most soluble from your selection of pens. Complete a three way Venn diagram for solids, liquids and gases which shows all the key properties and how they are arranged. Find as many solutions as you can at home (e.g. coffee), explain why you have identified them as solutions, and identify the solute(s) and solvent. Complete a detailed time line for the history of the structure of an atom, include all the key scientists and the dates of their findings. Complete a detailed time line for the development of the periodic table. Include all the key scientists and the dates of their changes. 	<p>Chromatography:</p> <ol style="list-style-type: none"> Aim: investigating solubility of different color inks Variables: Independent: colour of ink Dependent: Rf value (distance substance travelled / distance solvent travelled). The closer the value is to 1 the more soluble it is. Control: Equipment set up, solvent, time given to travel up the filter paper. <p>Filtration and crystallisation.</p> <p>Add water to the mixture to allow the solute to dissolve. Use a filter and filter paper to separate out the insoluble solid from the solvent. The insoluble solid which gets stuck in the filter paper we call the residue. The solution that passes through is the filtrate. Transport the filtrate to an evaporating basin and heat it up, evaporating away the water. Collect the separated solute.</p>



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INSPIRATION FOR LIFE