

# ISCA ACADEMY



INSPIRATION FOR LIFE



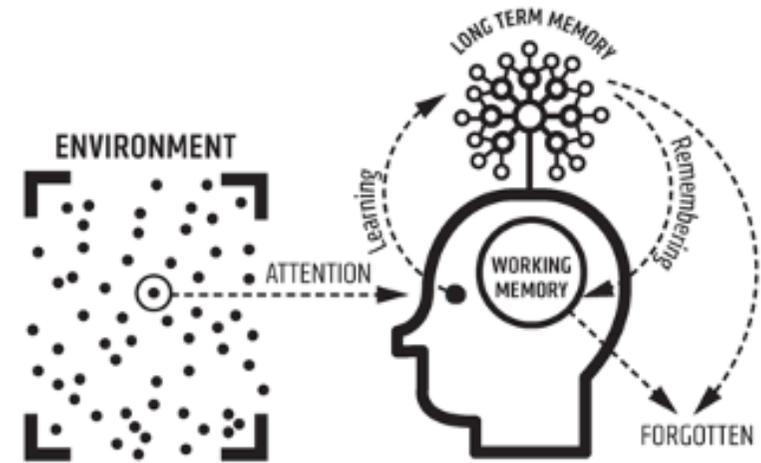
## KNOWLEDGE ORGANISER Summer 2021

## Year 8

# 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.



Willingham Simple Model of Memory

- 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.

## How should I self-quiz and how often?

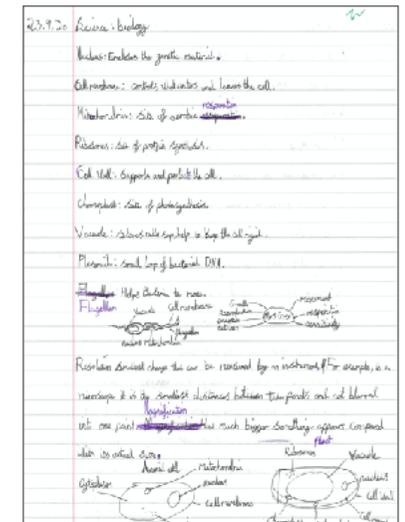
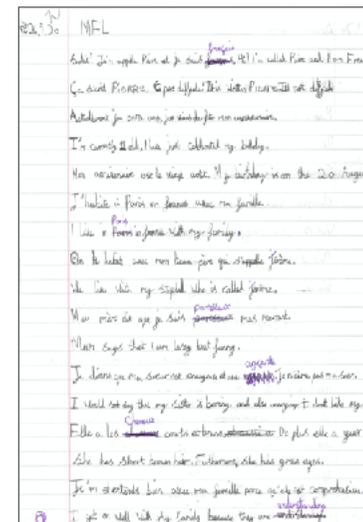
There are lots of different ways to **learn** the material in your knowledge organiser and the list below is not exhaustive. You could:

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)	

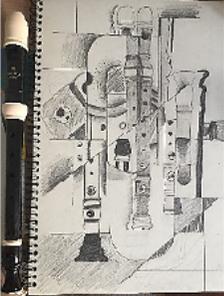
## How much work is expected?

- 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.

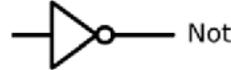
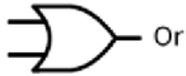
# Art and Design

## Project 1: OBJECTS AND VIEWPOINTS

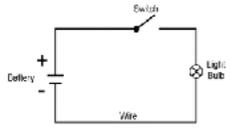
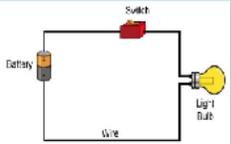
Homework is optional. However, if you want to stretch and challenge yourself and really develop and improve your artistic skills, then complete these tasks. If you think you want to opt for art or photography, you MUST complete these tasks. Work on paper and bring your homework into school to present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

Week 1&2: writing about an artwork	Week 3&4: copying an artwork	Week 5&6: my response
<p>Roy Lichtenstein: “Cubist Still-Life”, 1974</p>  <p><b>Enquiry task 1:</b> Research this painting and write down what you find out about it.</p> <p><b>Enquiry task 2:</b> Write an “I see, I think, I wonder” about this painting.</p> <p><u>Key Words</u></p> <p><b>Description:</b> a statement that gives factual details about an artwork. <b>Research:</b> to investigate – to find out facts about an artist and/or artwork. <b>Abstract:</b> art that is not realistic. Cubism is semi-abstract.</p>	 <p>Isca student</p> <p><b>Enquiry task:</b> Copy Lichtenstein’s “Cubist Still-Life”, image as accurately and confidently as you can.</p> <p><b>Optional enquiry task:</b> Find another Lichtenstein still-life image and copy it.</p> <p><u>Key Words</u></p> <p><b>Media:</b> the material and tools used by an artist or designer to create a work of art. I.e. “pen and ink” <b>Technique:</b> how technical skills are used to create an artwork. <b>Process:</b> the steps taken to create an artwork from start to finish.</p>	 <p>Isca student</p> <p><b>Enquiry task 1:</b> Set up a still life inspired by Lichtenstein and take a photo of it from an interesting viewpoint.</p> <p><b>Enquiry task 2:</b></p> <ol style="list-style-type: none"> <li>1. Fragment your paper by drawing boxes/shapes like can be seen in Lichtenstein’s Still-life.</li> <li>2. Draw sections of your still-life into each box/shape – creating a fragmented image.</li> <li>3. Title it “My Still-Life”</li> </ol> <p><u>Key Words</u></p> <p><b>Fragment:</b> to reduce or divide – to break up into pieces. <b>Response:</b> your creative reaction/idea – what you make</p>
<p><b>Week 7&amp;8: experimentation</b></p>  <p>Isca student</p> <p><b>Enquiry task:</b> Do 2 developments of your drawing of “My Still-Life” from wk 5&amp;6 - experimenting with mixed media. For example, you could use collaged recycled papers, fabrics, paints, colouring pencils, and pens etc. - PLAY</p> <p><u>Key Words</u></p> <p><b>Development:</b> creatively exploring ideas in different ways. <b>Experiment:</b> exploring ideas, techniques and media – taking creative risks.</p>	<p><b>Week 9&amp;10: making my masterpiece</b></p>  <p>Isca student</p> <p><b>Enquiry task:</b> Choose your best development to refine into a masterpiece. Draw it out and start adding colour, tonal gradients and textures.</p> <p><u>Key Words</u></p> <p><b>Refine:</b> making small changes to improve an idea/artwork. Doing something again to make it better. <b>Review:</b> to look at what works and what doesn’t in order to improve/refine.</p>	<p><b>Week 11&amp;12: completing my masterpiece</b></p>  <p>Isca student</p> <p><b>Enquiry task 1:</b> Finish painting your final piece.</p> <p><b>Enquiry task 2:</b> Use colouring pencil to define the shapes and intensify the contrast of colours and tones.</p> <p><u>Key Words</u></p> <p><b>Define:</b> the degree of distinctness in outline of an image. <b>Rendering:</b> adding colour, shading and texture to an image. <b>Sustain:</b> 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><b>Logic Gates</b> - Are used inside CPUs to control the flow of data.</p> <p><b>AND Gate</b> - This gate requires both inputs to be 1 in order to output a 1.</p> <p><b>OR Gate</b> - This gate requires one or the other input on them to be 1 or they can both be 1 to output a 1.</p> <p><b>NOT Gate</b> - This gate does the exact opposite of the input you give it. For example 1 as an input would output a 0 and vice versa.</p>	<p><b>CPU</b> - Central Processor Unit. This is the brains of the computer.</p> <p><b>Truth Tables</b> - These hold all the possible outcomes for a logic gate. Sometimes they include multiple logic gates.</p>	<p><b>Logic Gates</b></p> <p>^  And</p> <p>¬  Not</p> <p>v  Or</p>	<p><b>Sorting Ascending</b> - Starting from the smallest to the largest</p> <p><b>Sorting Descending</b> - Starting from the largest to the smallest</p> <p><b>Insertion Sort</b> – Start with the first piece of data then insert the second piece either in front or behind it, same with the 3<sup>rd</sup> one, until all the data is in its' correct place.</p> <p><b>Bubble Sort</b> – A highly ineffective algorithm which sorts data by swapping two pieces of data next to each other moving up through the list. Very slow with long lists.</p>
<p><u>Enquiry Task:</u> Draw all the logic gates and the symbols which go with them</p>	<p><u>Enquiry Task:</u> Write out all the truth tables for the logic gates AND, OR, NOT</p>		<p><u>Enquiry Task:</u> Perform a bubble and an insertion descending sort on this data: 4, 9, 1, 10, 54, 19,</p>
Week 7 & 8	Week 9 & 10		Week 11 & 12
<p><b>Searching</b> - This is a technique of looking for specific data within a dataset.</p> <p><b>Linear Search</b> – A search where every single item in a list is checked in order. If the item is not in the list - it will still check every item.</p> <p><b>Binary Search</b> – Data has to be organised for this. The middle value is checked and then the incorrect half of the data is removed.</p>	<p><b>Assessment Week</b> You will need to check all keywords for this week.</p> <p>All teacher resources and lessons are in google classroom. Your assessment will be on logic gates, searching and sorting algorithms.</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 the searches and sorts you need.</p> 
<p><u>Enquiry Task:</u> Perform a Linear and a binary search for the number 9 on this data: 4, 9, 1, 10, 54, 19,</p>			<p>No phone? Google: "BBC bitesize computer science searching and sorting"</p>

# Design and Technology

Module 1 - Mr Donaldson	Module 2 - Mr Donaldson
<p><b>Week 1 &amp; 2 - <u>Templates</u></b></p> <p>A template is a shaped piece of rigid material used as a pattern for processes such as cutting out, shaping or drilling.</p> <p><b>ENQUIRY TASK</b> - list the advantages of using a template when making a large number of products.</p> 	<p><b>Week 1 &amp; 2 - <u>Circuits</u></b></p> <p>A circuit is the path that an electric current travels on. A simple circuit contains three components necessary to have a functioning electric circuit, namely, a source of voltage, a conductive path, and a resistor.</p> <p><b>ENQUIRY TASK</b>– Draw a Simple Circuit Diagram.</p>  
<p><b>Week 3 &amp; 4 - <u>Correct use of a Coping Saw</u></b></p> <p>Coping Saw – A coping saw is a type of bow saw used to cut intricate external shapes and interior cut-outs in woodworking or carpentry.</p> <p><b>ENQUIRY TASK</b>- Describe with the aid of sketches, the correct use of a coping saw.</p> 	<p><b>Week 3 &amp; 4 - <u>Electronic Components</u></b></p> <p><b>Resistor</b> – is an electrical component which controls the rate of flow in electronic circuits.</p> <p><b>LED</b> – Light Emitting Diode – is a semiconductor diode which glows when a voltage is applied.</p> <p><b>Fuse</b> – A fuse is an electrical safety device that operates to provide overcurrent protection of an electrical circuit.</p> <p><b>ENQUIRY TASK</b> – Draw each of the electric components in symbol and picture form.</p>   
<p><b>Week 5 &amp; 6 - <u>Sustainability and the Environment</u></b></p> <p><b>Renewable energy</b> is energy that is collected from renewable sources, which are naturally replenished on a human timescale, including carbon neutral sources like sunlight, wind rain, tides, and geothermal heat. Biomass may also be included, however, its carbon neutral status is under debate.</p> <p><b>Sustainability</b> – is the ability to exist constantly. It means meeting our own needs without compromising the ability of future generations to meet their own needs. In addition to natural resources, we also need social and economic resources.</p> <p><b>ENQUIRY TASK</b> - Logon to focuselearning and research Energy and the Environment, summarise on a PowerPoint.</p> 	<p><b>Week 5 &amp; 6 - <u>Soldering</u></b></p> <p>Soldering is a joining process used to join different types of metals together by melting solder.</p> <p><b>Solder</b> – Solder is a fusible metal alloy used to create a permanent bond between metal work pieces.</p> <p><b>ENQUIRY TASK</b> – Describe with the aid of sketches the process of soldering.</p> 

# Design and Technology

## Module 3 - Mr Louis

## Module 4 - Mr Louis

### Week 1 & 2 - Man Made Boards

These are commonly used in the construction industry, for interior fittings and furniture. They are more stable than natural woods and are less likely to warp and twist out of shape. Manufactured boards are available in large sheets (1.2m x 2.4m) and in a range of thicknesses.

Plywood



Chipboard



MDF



Block Board



**ENQUIRY TASK** - Research these manufactured boards and describe the characteristics of each.

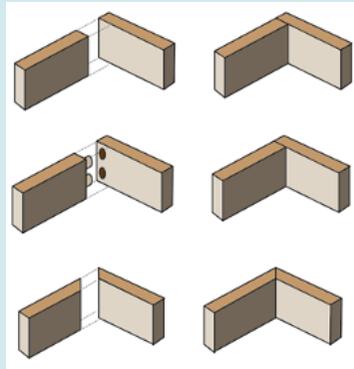
**Question** - Explain how manufactured boards can be used as part of a sustainable house building project?

### Week 3 & 4 - Wood joints

These are widely used where a strong join is needed.

**ENQUIRY TASK** - Using Focus eLearning, research each of the wood joints shown here.

**Question** - Using examples, where would these joints be commonly used.



### Week 5 & 6 - Polymers

**Polymers are usually made from synthetic materials. Usually derived from crude oil or other finite resources, such as coal or natural gas**

Plastics are categorised into two types: **Thermoforming** which can be remoulded without affecting the material's physical properties. **Thermosetting** which have strong chemical bonds between the molecules, which do not separate on heating.

**ENQUIRY TASK** - Find 3 examples of thermosetting & thermoforming plastics

**Question** - Acrylic is used in making the phone stand. Suggest a different material that could be used instead of the acrylic, with similar properties but more sustainable?

### Week 1 & 2 - METALS

**FERROUS METALS** - Metals that contain iron

**NON-FERROUS METALS** - Metals that do not contain iron

**ENQUIRY TASK** - Research the 2 main types of metal. Describe the advantages and disadvantages of both.

**Question** - describe what an alloy is and give 3 examples of an alloy and what it can be used for?



### Week 3 & 4 - Metal properties

**Ductile metals** - Will stretch without being damaged. Can be drawn or stretched out into long wires. Copper is highly ductile and can be drawn into long, thin wires.

**Malleable metals** - Can be hammered into a shape without breaking. Can be rolled or pressed into sheets.

**Hardness** is the ability to withstand abrasion. A very hard metal is likely to crack or shatter upon impact or force - Cast iron would be described as hard but brittle

**Toughness** is the ability to absorb energy and not fracture - A tough material may scratch easily on the surface but can withstand large impacts.

**ENQUIRY TASK** - Research these metal properties and give an example of a metal for each.

**Question** - How can recycling metals have a positive impact on the environment? List 3 everyday uses for stainless steel.

### Week 5 & 6 - Designing and design decisions

**Iterative design** is a cycle of designing, prototyping and testing to develop an idea and achieve the best possible outcome.

Each cycle and iteration improves the design and moves the design process forward.

**ENQUIRY TASK** - Using Focus eLearning, produce a presentation on a designer or company of your choice, including examples of products and designs.

**Question** - Explain how Dyson has used iterative design in the creation of the bagless vacuum cleaner?



# Drama

Week 1/2	Week 3/4	Week 5/6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Greek Tragedy: A style of drama from ancient Greece in which something bad happens to the main character.</li> <li>• Antigone: A play about a young woman who wanted to honour her brother even though he was a traitor.</li> <li>• Tragic Hero: A noble and powerful person who falls victim to their own mistakes.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Socrates: A Greek philosopher who believed in asking awkward questions.</li> <li>• Principle: Something that you believe to be true and very important.</li> <li>• Hotseating: Asking questions of an actor to help them explore a character in detail.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Suffragettes: A group of women who campaigned and protested to get Women the vote in England.</li> <li>• Physical Theatre: A style of theatre that uses the body as the main way to communicate with the audience.</li> <li>• Soundscape: Using sound to paint an image in the audiences mind</li> </ul>
<p><u>Enquiry Task:</u> Read the monologue from Antigone Is she right to make a stand? Write a paragraph to explain either why she was right or why she was not.</p>	<p><u>Enquiry Task:</u> What questions would you ask if you really wanted to get to know someone? Write a list of questions then try and answer them as if you were Socrates</p>	<p><u>Enquiry Task</u> There are some things that are impossible to show realistically on stage. (Like someone getting trampled by a horse) Describe a way you could communicate this to an audience only using actors.</p>
Week 7/8	Week 9/10	Week 11/12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Rosa Parks: A Black American woman who was arrested for refusing to give up her seat on the bus to a White man.</li> <li>• Verbatim Theatre: When you use actual words spoken by real people to create your piece of Drama</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Stimuli: Starting points that inspire a piece of drama.</li> <li>• Morality: Beliefs about the difference between right and wrong.</li> <li>• Protest: A way to challenge something you perceive to be wrong in society.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>• Message: The thing that you want your audience to think about whilst watching your play.</li> <li>• Development: Making changes to your play to make sure that you are getting your message across clearly.</li> </ul>
<p><u>Enquiry Task:</u> Read Rosa Park's story in her own words in google classroom. Take sections of her words that you think would work well in a piece of verbatim drama. Create a script for a scene that involves Rosa and the bus driver. The bus Driver's name was James Blake. Try and use some of the words he said as well in your script.</p>	<p><u>Enquiry Task:</u> Antigone was a fictional character who took a stand. Create a fictional character who might exist today. What would they take a stand against? How would they take a stand? Would they succeed?</p>	<p><u>Enquiry Task:</u> What techniques could you use to make your scene interesting and engaging? What is the message of your piece of Drama? Does it make sense to stand up for what you believe in regardless of the consequences?</p>

# English

Week 1- Greek Tragedy	Week 2- The Persians	Week 3- The Persians
<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Tragedy-</b> a play that analyses the downfall of a tragic hero as a result of their fatal flaw (hamartia).</p> <p><b>Tragic Hero (protagonist)-</b> A 'heroic' character that is destined for downfall, suffering, or defeat</p> <p><b>Hamartia-</b> a fatal flaw that leads to the downfall of a tragic hero.</p> <p><b>5 Act Structure-</b> a framework that divides stories into 5 'acts' or parts.</p> <p><b>Hubris-</b> Excessive pride/arrogance</p> <p><b>Exposition-</b> establishes the 'world' of the story (time-period, characters, setting and problem)</p> <p><b>Inciting Incident-</b> a key event that hooks the reader and reveals the tragic hero's hamartia</p> <p><b>Climax-</b> the turning point of a story: the point of highest tension and drama when the tragic hero's hamartia leads them to make an irreversible mistake.</p> <p><b>Falling Action-</b> when the consequences of the tragic hero's mistake are explored.</p> <p><b>Resolution</b> - the final section of a story when the effects of the tragic hero's hamartia are fully revealed.</p>	<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Literary Construct-</b> a story that has been created to deliver a specific moral or message</p> <p><b>Premise-</b> the foundation of an argument, upon which conclusions are based. What you are accusing a writer of doing.</p> <p><b>Embedded quotations-</b> Quotations that fit smoothly into your own sentences</p> <p><b><u>2. Copy each of the quotations below three times using look/cover/write/check.</u></b></p> <p><b>INCITING INCIDENT</b> Xerxes places "a yoke on The neck of the sea."</p> <p>The Elder contrasts "broad waters" and "rough" winds of the Hellespont with the "thin strands" of the cables on Xerxes bridge.</p> <p>"Ruin begins by fawning on a man in a friendly way And leads him astray into her net"</p> <p><b>CLIMAX</b> Xerxes "tore his robes and uttered a piercing cry of grief."</p> <p>By "destroying the army of the boastful and populous Persian nation" the Gods have covered the city with" a dark cloud of mourning"</p> <p>"The emptied land of Asia groans"</p>	<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Language Analysis</b> – to examine language choices methodically and in detail</p> <p><b>Theme-</b> a universal idea, lesson, or message explored throughout a work of literature</p> <p><b><u>2. Copy each of the quotations below three times using look/cover/write/check.</u></b></p> <p><b>INCITING INCIDENT</b> Xerxes places "a yoke on The neck of the sea."</p> <p><b>CLIMAX</b> By "destroying the army of the boastful and populous Persian nation" the Gods have covered the city with" a dark cloud of mourning"</p> <p><b>RESOLUTION</b> Xerxes bemoans "This dreadful fate, so utterly unpredictable!"</p> <p>Xerxes is "stricken to misery In the loss of this great army"</p> <p>The Elders state that this loss has "caused suffering beyond measure. What an evil eye Ruin has cast upon us."</p> <p><b><u>3.write down 2 ideas that Aeschylus:</u></b></p> <ul style="list-style-type: none"> <li>● Supports or reinforces in The Persians?</li> <li>● Challenges or undermines in The Persians?</li> </ul>

# English

Week 4- Dr. Faustus	Week 5- Dr. Faustus	Week 6- Dr. Faustus
<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Exposition-</b> establishes the ‘world’ of the story (time-period, characters, setting and problem)</p> <p><b>Inciting Incident-</b> a key event that hooks the reader and reveals the tragic hero’s hamartia</p> <p><b>Climax-</b> the turning point of a story: the point of highest tension and drama when the tragic hero’s hamartia leads them to make an irreversible mistake.</p> <p><b>Falling Action-</b> when the consequences of the tragic hero’s mistake are explored.</p> <p><b>Resolution</b> - the final section of a story when the effects of the tragic hero’s hamartia are fully revealed.</p> <p><b>Christian Values-</b> values derived from the teachings of Jesus Christ.</p> <p><b>Purgatory-</b> A place Catholics believe the souls of sinners go to suffer for their sins before going to heaven</p> <p><b>Seven Deadly Sins-</b> In Catholicism these are behaviours that are believed to lead to further sins</p> <p><b>Ambition-</b> a strong desire and determination to achieve something.</p>	<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Effect on the reader-</b> what does the reader think, feel, realize or understand as a result of the way a writer has presented something.</p> <p><b><u>2. Copy each of the quotations below three times using look/cover/write/check.</u></b></p> <p><b>INCITING INCIDENT</b> Faustus instructs Mesophilis to tell Lucifer that Faustus will “surrender” his soul in order to live for twenty four years “all voluptuousness”</p> <p>Mephistophilis reveals that he is “damned” in hell and implores Faustus to leave these “frivolous” demands, which “strike a terror” to his “fainting soul”</p> <p><b>CLIMAX</b> Lucifer instructs Mestophilis to “wait” on Faustus “whilst he lives” in exchange for Faustus’ soul.</p> <p>Lucifer demands that Faustus must “bequeath” his soul “solemnly” and write a “deed of gift in his own blood”.</p> <p>Faustus signs a contract which confirms that he will give his “body and soul” to Lucifer after a period of “twenty-four years being expired”, allowing Lucifer to “fetch or carry” said John Faustus’ body and soul, flesh and blood into their habitation.</p>	<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Epilogue-</b> . a section or speech at the end of a book or play that serves as a comment on or a conclusion to what has happened.</p> <p><b><u>2. Copy each of the quotations below three times using look/cover/write/check.</u></b></p> <p><b>FALLING ACTION</b> Wagner reveals that “learned Faustus” has mounted himself to “scale Olympus’ top” seating a chariot “drawn by the strength of yoky dragons’ necks”</p> <p><b>RESOLUTION</b> Wagner reveals that he believes his “master shortly means to die” as he has given Wagner all his “goods”.</p> <p>Faustus exclaims “O soul, be changed into little water-drops, and fall into the ocean ne’er be found”.</p> <p>Faustus implores “Adders and serpents” to let him “breathe a while!”</p> <p>Faustus pleads “ugly hell” to “gape not” and for Lucifer to “come not”, saying that he will “burn” his books instead.</p> <p><b>EPILOGUE</b> Wagner tells the audience that “Faustus is gone” but to regard his “hellish fall” as a warning to only “wonder at unlawful things” and only to “practice” as much as “heavenly power permits.”</p>

# English

Week 7- Julius Caesar	Week 8- Julius Caesar	Week 9- Julius Caesar
<p><b><u>1.Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Exposition-</b> establishes the 'world' of the story (time-period, characters, setting and problem)</p> <p><b>Inciting Incident-</b> a key event that hooks the reader and reveals the tragic hero's hamartia</p> <p><b>Climax-</b> the turning point of a story: the point of highest tension and drama when the tragic hero's hamartia leads them to make an irreversible mistake.</p> <p><b>Falling Action-</b> when the consequences of the tragic hero's mistake are explored.</p> <p><b>Resolution</b> - the final section of a story when the effects the tragic hero's hamartia are fully revealed.</p> <p><b>Republic-</b> a form of government where the people elect officials to represent them</p> <p><b>Honour-</b> a person's code of values about who they are and their responsibility to society</p> <p><b>Patriotism-</b> the love, devotion or strong attachment to one's country or homeland</p> <p><b>Tyranny-</b> government ruled by someone who unjustly holds absolute power over the people</p> <p><b>Conspirator-</b> a person who plots with other people to carry out a secret plan</p>	<p><b><u>1. Re-write the following in your own words using embedded quotations.</u></b></p> <p><b><u>INCITING INCIDENT</u></b>  <b>Marullus (Act 1, Scene 1)</b>            Wherefore rejoice? What conquest brings he home?            What tributaries follow him to Rome,            To grace in captive bonds his chariot-wheels?</p> <p><b>Marullus (Act 1, Scene 1)</b>            And do you now put on your best attire?            And do you now cull out a holiday?            And do you now strew flowers in his way            That comes in triumph over Pompey's blood? Be gone!</p> <p><b><u>RISING ACTION</u></b>  <b>Brutus (Act 1, Scene 2)</b>            Brutus had rather be a villager            Than to repute himself a son of Rome</p> <p><b>Brutus (Act 2, Scene 1)</b>            He would be crown'd:            How that might change his nature, there's the question.            It is the bright day that brings forth the adder;</p> <p><b>Brutus (Act 2, Scene 1)</b>            lowliness is young ambition's ladder,            Whereto the climber-upward turns his face</p> <p><b>Brutus (Act 2, Scene 1)</b>            And therefore think him as a serpent's egg            Which, hatch'd, would, as his kind, grow            mischievous, And kill him in the shell.</p>	<p><b><u>1. Re-write the following in your own words using embedded quotations.</u></b></p> <p><b><u>CLIMAX</u></b>  <b>Caesar (Act 3, Scene 1)</b>            Et tu, Brute! Then fall, Caesar.</p> <p><b><u>FALLING ACTION</u></b>  <b>Antony (Act 3, Scene 2)</b>            Friends, Romans, countrymen, lend me your ears;            I come to bury Caesar, not to praise him.            The evil that men do lives after them;            The good is oft interred with their bones;            So let it be with Caesar.</p> <p><b>Antony (Act 3, Scene 2)</b>            When that the poor have cried, Caesar hath wept:            Ambition should be made of sterner stuff:            Yet Brutus says he was ambitious;            And Brutus is an honourable man.</p> <p><b>Anthony (Act 3, Scene 2)</b>            I speak not to disprove what Brutus spoke,            But here I am to speak what I do know.            You all did love him once, not without cause:            What cause withholds you then, to mourn for him?</p> <p><b><u>2.write down 2 ideas that Shakespeare:</u></b></p> <ul style="list-style-type: none"> <li>• Supports or reinforces in Julius Caesar?</li> <li>• Challenges or undermines in Julius Caesar?</li> </ul>

# English

Week 10- Julius Caesar	Week 11- Revision	Week 12- Revision
<p><b><u>1. Re-write the following in your own words using embedded quotations.</u></b></p> <p><b>Brutus (Act 1, Scene 2)</b> Brutus had rather be a villager Than to repute himself a son of Rome</p> <p><b>Brutus (Act 2, Scene 1)</b> And therefore think him as a serpent's egg Which, hatch'd, would, as his kind, grow mischievous, And kill him in the shell.</p> <p><b>Caesar (Act 3, Scene 1)</b> Et tu, Brute! Then fall, Caesar.</p> <p><b>Anthony (Act 3, Scene 2)</b> I speak not to disprove what Brutus spoke, But here I am to speak what I do know. You all did love him once, not without cause: What cause withholds you then, to mourn for him?</p> <p><b>Antony (Act 5, Scene 5)</b> This was the noblest Roman of them all: All the conspirators save only he Did that they did in envy of great Caesar; He only, in a general honest thought And common good to all, made one of them. His life was gentle, and the elements So mix'd in him that Nature might stand up And say to all the world 'This was a man!'</p> <p><b><u>2. write down 2 ideas that Shakespeare:</u></b></p> <ul style="list-style-type: none"> <li>• Supports or reinforces in Julius Caesar?</li> <li>• Challenges or undermines in Julius Caesar?</li> </ul>	<p><b><u>1. Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Tragedy-</b> a play that analyses the downfall of a tragic hero as a result of their fatal flaw (hamartia).</p> <p><b>Tragic Hero (protagonist)-</b> A 'heroic' character that is destined for downfall, suffering, or defeat</p> <p><b>Hamartia-</b> a fatal flaw that leads to the downfall of a tragic hero.</p> <p><b>5 Act Structure-</b> a framework that divides stories into 5 'acts' or parts.</p> <p><b>Hubris-</b> Excessive pride/arrogance</p> <p><b>Exposition-</b> establishes the 'world' of the story (time-period, characters, setting and problem)</p> <p><b>Inciting Incident-</b> a key event that hooks the reader and reveals the tragic hero's hamartia</p> <p><b>Climax-</b> the turning point of a story: the point of highest tension and drama when the tragic hero's hamartia leads them to make an irreversible mistake.</p> <p><b>Falling Action-</b> when the consequences of the tragic hero's mistake are explored.</p> <p><b>Resolution</b> - the final section of a story when the effects of the tragic hero's hamartia are fully revealed.</p>	<p><b><u>1. Copy each of these words and their definitions 3 times using look/cover/write/check</u></b></p> <p><b>Literary Construct-</b> a story that has been created to deliver a specific moral or message</p> <p><b>Premise-</b> the foundation of an argument, upon which conclusions are based. What you are accusing a writer of doing.</p> <p><b>Embedded quotations-</b> Quotations that fit smoothly into your own sentences</p> <p><b>Language Analysis</b> – to examine language choices methodically and in detail</p> <p><b>Theme-</b> a universal idea, lesson, or message explored throughout a work of literature</p> <p><b>Effect on the reader-</b> what does the reader think, feel, realize or understand as a result of the way a writer has presented something.</p> <p><b>Honour-</b> a person's code of values about who they are and their responsibility to society</p> <p><b>Patriotism-</b> the love, devotion or strong attachment to one's country or homeland</p> <p><b>Tyranny-</b> government ruled by someone who unjustly holds absolute power over the people</p> <p><b>Conspirator-</b> a person who plots with other people to carry out a secret plan</p>

# Food & Nutrition

Week 1 – Food Hygiene & Safety	Week 2 Procedures	Week 3 Nutrition
<p><b>Knife skills:</b> Bridge Claw</p>  <p><b>4Cs</b> <b>COOK</b> - above 63°C <b>CHILL</b> - fridge 0-5°C <b>CROSS-CONTAMINATION</b> boards <b>CLEAN</b> – remove bacteria</p> <p><b>Temperatures:</b> 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><b>Washing up</b></p> <ul style="list-style-type: none"> <li>• Tea towel</li> <li>• Dishcloth</li> <li>• Cleanest first</li> <li>• Oven gloves</li> </ul>  <p><b>Equipment</b></p> <ul style="list-style-type: none"> <li>• Knives – Chefs, paring (vegetable)</li> <li>• Grater</li> <li>• Chopping boards – Red &amp; Green</li> <li>• Saucepan</li> <li>• Wooden Spoon</li> <li>• Rolling Pin</li> </ul> <p><b>ENQUIRY TASK 1: Identify 1 hygiene and 1 safety rule to follow for your practicals.</b></p>	<p><b>FRUIT AND VEGETABLES</b> – 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.</p> <p><b>BREAD, POTATOES, RICE AND PASTA</b> Carbohydrate Starch. Starch provides slow release energy.</p> <p><b>Practical Skills:</b> Peel, slice, dice, rubbing in method Enzyme browning – apple Baking</p> <p><b>Calories:</b> Men 2,500, Women 2,000 per day</p> 
Week 4	Week 5	Week 6
<p><b>BEANS, PULSES, EGGS, FISH AND MEAT</b> Protein is needed for growth and repair of all the cells in the body</p> <p><b>DAIRY AND ALTERNATIVES</b> - Calcium is needed for strong teeth and bones. Dairy products can also be high in the nutrient Fat</p> <p><b>OILS AND SPREADS</b> - Fat - warmth/energy</p> <p><b>WATER</b> - Rehydrates us. We need 6-8 glasses a day.</p> <p><b>Practical Skills:</b> Grill, slice, cross contamination, grate, bake</p> <p><b>ENQUIRY TASK 2: Explain what nutrients are in Pizza and what they do in the body</b></p>	<p><b>Meat – Farm to Fork (traceability)</b> Meat comes from animals that are reared on farms. Meat is slaughtered and processed. We can buy meat in many different cuts.</p> <p><b>MILK and CHEESE</b> 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><b>Practical Skills:</b> High risk – cross contamination, using a probe, pane, slice, bake.</p>	<p><b>Types of Diets</b> <b>Vegetarian</b> Someone who doesn't eat meat <b>Vegan</b> Someone who doesn't eat anything from an animal. Alternatives: <b>Beans, nuts, lentils, Quorn, soya.</b></p> <p><b>Obesity</b> – 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><b>Practical skills:</b> peel, slice, dice, fry, boil, simmer</p> <p><b>ENQUIRY TASK 3: Explain how you could adapt spaghetti bolognese to make it vegetarian.</b></p>

# French

## Cycle 6 – Le tourisme (Tourism)

WEEK	French	English	Enquiry Tasks – to be done in French
1	Je vais te parler de mes voyages.	I am going to tell you about my travels.	Research where is French spoken as a first language in the world.
2	L'année dernière je suis allé aux Caraïbes avec ma famille. J'ai voyagé en avion. C'était des vacances inoubliables!	Last year I went to the Caribbean with my family. I travelled by plane. The holiday was unforgettable!	Use the perfect tense to say where people went. Extend this with who they went with and how they travelled.
3	Ce que j'aimais le plus c'était quand j'ai visité la plage avec mon frère, et nous avons nagé avec des cochons.	What I liked the most was when I visited the beach with my brother, and we swam with pigs.	Write a paragraph in French to say what you did on holiday. Use sequencers.
4	Si j'étais riche, j'irais en Italie pour manger de la pizza et voir les monuments. Ça serait sensass.	If I was rich, I would go to Italy to eat pizza and see the monuments. It would be sensational.	Use the conditional tense to write a list of 6 things you would like to do.
5	Je dirais que voyager autour du monde c'est ma passion.	I would say that travelling around the world is my passion.	Cover the French for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
6	L'année prochaine je vais aller au Pays de Galles avec mon ami qui s'appelle Franc et nous avons l'intention de prendre le train.	Next year I am going to go to Wales with my friend who is called Frank and we intend to take the train.	Use the immediate future tense to list 5 things you are going to do on a future holiday.
7	Voyager en train c'est plus écologique que voyager en avion.	Travelling by train is greener than travelling than plane.	Write 5 comparative sentences to do with transport.
8	À mon avis c'est important de protéger l'environnement.	In my opinion it is important to protect the environment.	Make a list of 5 things you can do to help the environment.
9	Il faut que tout le monde fasse un effort.	Everybody needs to make an effort.	Research green tourism in Madagascar
10	<b>Il faut prendre le taureau par les cornes!</b>	You have to take the bull by its horns.	Adapt the sentences from weeks 1-10 to write your own version of the text.
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 6 Weeks 1-10.

# French

Week 1 - Countries		Week 2 – Perfect with être		Week 3 - Perfect with avoir		Week 4 - Conditional		Week 5 - Opinions	
je suis allé	I went	je suis allé(e)	I went	j'ai nagé	I swam	The conditional is used to say what <b>would</b> happen in the future. It is formed using the infinitive of the verb plus the conditional ending.		à mon avis	in my opinion
en Allemagne	to Germany	tu es allé(e)	you went (s)	tu as visité	you visited			je dirais que	I would say that
en Belgique	to Belgium	il est allé	he went	il a mangé	he ate			selon moi	according to me
en Ecosse	to Scotland	elle est allée	she went	elle a joué	she played				
en Espagne	to Spain	nous sommes allé(e)s	we went	nous avons voyagé	we travelled			j'aimerais	I would like
en France	to France					tu mangerais	you would eat	d'un côté	on one hand
au Pays de Galles	to Wales	vous êtes allé(e)s	you went (pl)	vous avez passé	you spent (time)	il visiterait	he would visit	de l'autre côté	on the other hand
						elle parlerait	she would speak		
en Grèce	to Greece	ils sont allés	they went (m)	ils ont acheté	they bought (m)	nous nagerions	we would swim	je pense que	I think that
en Angleterre	to England	elles sont allées	they went (f)			vous joueriez	you would play	je crois que	I believe that
en Irlande	to Ireland		en avion	by plane	elles ont logé dans un hôtel	they stayed in a hotel (f)	ils logeraient	they would stay	c'est
en Italie	to Italy	ce n'est pas					it isn't		
en Suisse	to Switzerland	en bus	by bus	j'ai fait	I did / made	elles voyageraient	they would travel	je suis passionné de	I'm passionate about
aux États Unis	to the USA	en voiture	by car	j'ai lu	I read				
l'année dernière	last year	en train	by train	j'ai bu	I drank	Irregular conditionals		je m'intéresse au	I'm interested in
		en bateau	by boat	j'ai vu	I saw	je voudrais	I would like		
il y a 2 ans	2 years ago	à vélo	by bike	j'ai pris	I took	j'irais	I would go	j'ai envie de	I feel like
l'été dernier	last summer	à pied	by foot	j'ai dit	I said	ça serait	It would be	cependant	however
pendant les grandes vacances	in the summer holidays	en car	by coach	j'ai eu	I had	j'aurais	I would have	en outre	furthermore
		en ferry	by ferry	j'ai écrit	I wrote	je ferais	I would do	par contre	on the other hand
<b>KEY:</b>	<b>verbs</b>	<b>masculine nouns</b>		<b>feminine nouns</b>		<b>adjectives</b>		<b>connectives</b>	

# French

Week 6 – Infinitive structures		Week 7 - Comparatives		Week 8 - Environment		Week 9 – Role plays		Week 10
je vais	I am going	c'est	it is	il faut	you have to	bonjour	hello	Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.  <b>Quizlet folder:</b>  
tu vas	you are going	ce n'est pas	it isn't	on doit	we must	je voudrais	I would like	
il va	he is going	plus...que	more...than	on peut	we can	je veux	I want	
elle va	she is going	moins...que	less...than	il ne faut pas	you must not	j'ai besoin de	I need	
nous allons	we are going	aussi...que	as...as	on ne doit pas	we must not	un balcon	a balcony	
vous allez	you are going	le / la plus	the most			un billet	a ticket	
ils vont	they are going	le / la moins	the least	améliorer	to improve	un lit	a bed	
elles vont	they are going	écologique	'green'	éviter	to avoid	l'addition	the bill	
je veux	I want	vite	fast	gaspiller	to waste	une douche	a shower	
je voudrais	I would like	lent	slow	protéger	to protect	une chambre	a room	
j'espère	I hope	cher	expensive	recycler	to recycle	une table	a table	
j'ai l'intention de	I intend to	bon marché	cheap	jeter	throw away	les toilettes	the toilets	<b>Week 11</b>
		confortable	comfortable	utiliser	to use	vue de la mer	a sea view	Assessment Week
All of the above can be followed by an <b>infinitive</b> e.g. je veux voir (I want to see)		pratique	practical	l'eau	water	avec	with	
		<b>Comparatives</b> Le train est <b>plus vite</b> que le bus = The train is <b>faster</b> than the bus.			les arbres	trees	sans	without
<b>Superlatives</b> L'avion est <b>le plus vite</b> . = The plane is the <b>fastest</b> .					les déchets	waste	pour 2 personnes	for 2 people
			la forêt	forest				
visiter	to visit			les sacs en plastique	plastic bags	pour 3 nuits	for 3 nights	Teacher set homework based on knowledge gaps identified in assessments.
rester	to stay			la campagne	countryside	s'il vous plaît	please	
voyager	to travel			les espaces verts	green spaces	merci	thank you	
l'année prochaine	next year			le transport en commun	public transport	de rien	you're welcome	
à l'avenir	in the future	le meilleur	The best			au revoir	goodbye	
dans le futur	in the future	le pire	The worst					

# Geography

## Week 1

### China's One Child Policy

#### Key Vocabulary

**Birth Rate** - the number of people who die / year

**Death Rate** – the number of people who die / year

**Natural Increase** – more births than deaths

**Population Density** – how crowded an area is e.g. “sparsely” populated means very few people, “densely” populated means very crowded

**Migration** – people moving into or out of an area

**Population Growth** – total increase due to natural increase + migration

**Enquiry:** Describe how the Chinese Government enforced the One Child Policy. Consider how it affected the Chinese people. Explain whether you think they were right or wrong to pursue this plan.

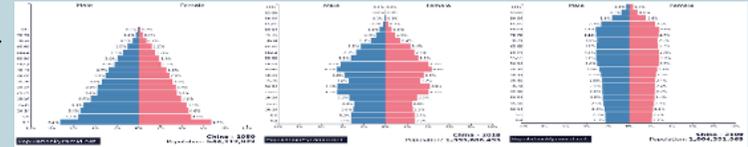


## Week 2

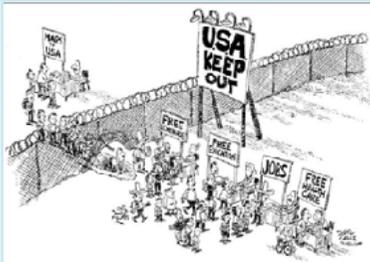
### China's Population Today

We can see how China's population structure has changed over time by looking at population pyramids. These show population percentages by age group and gender. A **triangle** pyramid like the first diagram below (1950) shows lots of young people and few old people, so it is growing rapidly. A **straight-sided** pyramid like the 2100 projected third diagram shows the same number of people in most age groups, which indicates a stable population which is not growing much at all. China's One Child Policy aimed to move China from a triangle pyramid to a straight-sided pyramid, so in a way it was successful. However many critics argue that this transition would have happened because of China's economic growth anyway, and such harsh measures were not necessary.

**Enquiry:** Other countries like Mexico have achieved lower population growth without such severe policies. So would China have succeeded anyway?



## Week 3



**Migration – Mexico to USA:** There is a steady movement of “economic” migrants from Mexico to the USA, who are usually in search of jobs and a better quality of life. Some of this movement is illegal and prompts strong feelings in the USA.

**Who thinks what?** The migrants want work. Many employers in the USA are happy to give them low-paid jobs with no worker's rights e.g. cleaners, bar work, fruit picking etc. Some

Americans are unhappy, saying Mexicans take their jobs. Donald Trump famously claimed he would build a **wall**, but then did not.

**Enquiry:** “All border controls should be scrapped” – explain your views on this statement. Should people simply be free to go to whatever country they want?

## Week 4

**Migration – Senegal to Spain (EU):** There is a steady flow of migrants from West African countries like Senegal to the European Union to find jobs and a higher standard of living, as people are mostly so poor in those countries. One route is by sea in small boats to the Canary Islands off the African coast, which is part of Spain and therefore in the EU.

**Who thinks what?** Migrants want work. Some Europeans say they should be sent back to their own countries, but most migrants carry no ID so it cannot be established where they came from. They cannot be held indefinitely, so eventually get released onto the Spanish mainland. Others think more help should be given to West Africa to raise economic standards there.

**Enquiry:** Should the Canary Islands patrol boats turn migrant boats away?

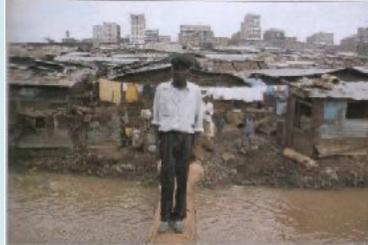


# Geography

## Week 5

### Shanty Towns

In LICs (Low Income Countries) lots of people are still moving into cities from the rural areas where there is little work and opportunity. This is known as **rural-urban migration**. Usually they have little money so often end up living in “informal” settlements which are self-built and lacking basic services like electricity, gas, water supplies or toilets. These settlements are known as “favelas” in South America, “bustees” in Kolkata, India, and often as “shanty” towns. People are crammed into a small area and many are doing “informal” jobs with no regular salary or worker’s rights. Many LIC cities are confronting the question of how to modernize and improve these areas for people. For example Bhandi Bazaar in Mumbai is a development of new tower blocks replacing old “chawl” buildings.



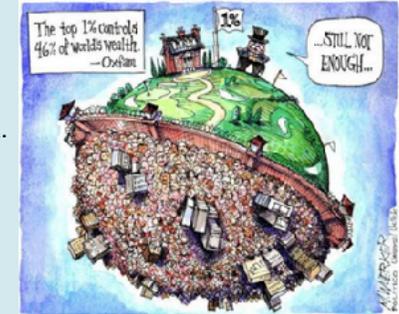
### Enquiry:

Are shanty towns good or bad? Explain some advantages and disadvantages.

## Week 6

### Inequality

Inequality means some countries have more than others, so things are not equal. Some are much richer than others, and are known as HICs (High Income Countries) like the UK. As far back as 1970, many of the world’s richer nations agreed to give 0.7% of their GDP (Gross Domestic Product) as foreign aid to help poorer countries develop. Most still cannot meet this target 51 years later.



The UK has met this target in recent years but it is now under threat again from politicians who argue we have enough problems of our own.

Enquiry: Should the UK meet the 0.7% target in your opinion? Explain your views.

## Week 7

### Development Indicators



In order to compare quality of life in different countries, development indicators are used such as **life expectancy** and **adult literacy**. They are useful as they often tell us a lot about a country. For example if people live long lives on average in a country, it probably also has good water access, decent food supply, a good health service and so on. Some indicators are economic, like **GNI** (Gross National Income per person), while others are social, like % access to the internet.

Enquiry: Would you expect there to be a link between Adult Literacy rates and Life Expectancy? If so – what would you expect and why? Can you investigate online to find out if the link you expect is actually there?

## Week 8

### Russia’s Development

Russia is hard to put into a category, and has been viewed by the rest of the world in different ways over the centuries. In the 1800s it was seen as a great world power like the UK, in the 1900s as a world superpower like the USA, and in the 2000s as an emerging economy like Brazil. Data shows that Russia’s life expectancy is just 64, compared to 80 in the UK, and GDP is \$18000 compared to the UK’s \$39000. So is Russia “developed” or “developing”? Hard to say.



Enquiry: Consider how we judge the development of countries. Should wealth be used as the main measure? Or should social indicators be seen as more important? Or could we measure **happiness** of the people as the most useful?

# Geography

## Week 9

### The Chocolate Industry

In the UK, the average person spends £85 a year on chocolate! Cocoa to make chocolate comes from tropical countries like Ghana, Ivory Coast, Indonesia and Brazil. Often the workers on the cocoa farms are paid extremely low wages, sometimes using child labour, but changes are being made with the increase of the Fair Trade movement, which encourages workers to form co-operatives like Kuapa Kokoo in Ghana. Divine Chocolate is one of the brands using all Fair Trade cocoa, and other manufacturers are gradually following suit as they realise customers want more sustainability and integrity in the products they buy.



**Enquiry Task:** Look up Kuapa Kokoo on the internet to find out more about this Ghanaian co-operative group. In what way has it improved the lives of the cocoa farmers in Ghana? Would you pay more for Fair Trade chocolate?

## Week 10

### Two Countries Compared

Countries can all be compared using development indicators (see Week 7). Examples of common measures are HDI score (Human Development Index), Life Expectancy, GNI per capita, Years of Schooling, and many others. The diagram uses a **pictogram** to show the difference in wealth between North Korea and South Korea, but many other methods could be used. For example a simple bar graph could easily show the same data. It is useful to know what kinds of graphs and diagrams are used for different data sets.

**Enquiry Task:** Find out what kinds of data the following graphs are used for: **line graph**, **scatter graph**, **histogram**, **triangular graph**.



## Week 11

### World Bank Loans

The World Bank uses money from donor countries around the world to finance projects for development in LICs, but obviously has to consider very carefully how to spend this money for the best effect. It is supposed to be unaffected by politics, but in reality this is very difficult, so the Bank is unlikely to grant loans to a country like North Korea at present, for example.



**Enquiry Task:** find an example of a World Bank loan that has been granted in the last five years. Which country and what kind of project was it? Has the money been well used, and is the project proving successful?

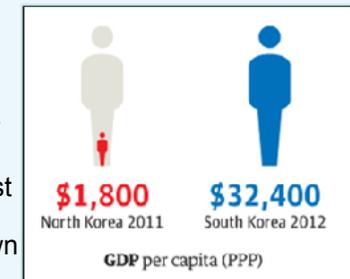
## Week 12

### “Third World” Debt

Poorer countries were once referred to as the “Third” World, but LICs is now a more common term used in geography. Many LICs are still in serious debt to the richer nations, and face many other problems, so cannot really afford to use what little money they have just paying off interest on loans. A campaign in 1999 to cancel this kind of debt and press a global reset button was known as Jubilee 2000, but it basically came to nothing, as banks and HICs want their money back.

Many people today think it is time to forgive these debts and allow countries to develop faster so that we can concentrate on solving another looming crisis that will affect us all – Climate Change.

**Enquiry Task:** Do you think Third World Debt should now be simply “written off”? Explain your views.



# History

Week 1	Week 2	Week 3
<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Jacobite</b> – A supporter of James II and his descendants</li> <li>• <b>Uprising</b> – A violent show of displeasure by a large group of people</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>1688-1746</b> – Jacobite uprising in Scotland, Ireland and England as Jacobites fought for the return of the descendants of James II</li> </ul> <p><b>Enquiry Task:</b> <i>Who were the Jacobites and why did they rebel?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Sovereign</b> – Supreme ruler. Usually a monarch</li> <li>• <b>Patriarchal</b> – Ruled by men</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>1702</b> – Queen Anne becomes the first female monarch of England since Elizabeth the first died in 1603</li> <li>• <b>Conflict</b> – Threat of the Jacobites due to her Protestantism</li> </ul> <p><b>Enquiry Task:</b> <i>Was Queen Anne an Elizabeth for the 18<sup>th</sup> century?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Transportation</b> – A punishment that sent prisoners to Australia for hard labour</li> <li>• <b>Martyr</b> – A person willing to die for their beliefs</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Tolpuddle Martyrs</b> – Friendly Society of Agricultural Labourers formed in 1834 to protect farm workers rights</li> <li>• <b>George Loveless</b> – Transported for creating a union</li> </ul> <p><b>Enquiry Task:</b> <i>Did George Loveless deserve to be sent to Australia?</i></p>
Week 4	Week 5	Week 6
<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Borough</b> – A town or district</li> <li>• <b>Enfranchisement</b> – The right to vote in political elections</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Old Sarum</b> – Uninhabited hill in Salisbury that elected 2 MPs each election</li> <li>• <b>Reform Act, 1832</b> – Made the voting system fairer in England</li> </ul> <p><b>Enquiry Task:</b> <i>What made the rotten boroughs rotten?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Massacre</b> – The slaughter of many people</li> <li>• <b>Chartists</b> – A group of people who wanted political reform in the early 1800s</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Peterloo</b> – Violent protests occur in Manchester in 1819 in response to a reluctance for electoral reform</li> <li>• <b>Massacre</b> – 60,000 people gathered and St Peter's Field. 18 people were killed.</li> </ul> <p><b>Enquiry Task:</b> <i>To what extent was Peterloo similar to earlier protest movements?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Suffrage</b> – The fight for the right to vote in political elections</li> <li>• <b>Strike</b> – When workers refuse to do their jobs</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Bryant &amp; May Match Factory</b> – Female workers go on strike against the terrible conditions in the factory.</li> </ul> <p><b>Enquiry Task:</b> <i>Did the Matchgirl Strike form the foundations for the suffrage movement?</i></p>

# History

Week 7	Week 8	Week 9
<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Alliance</b> – A close friendship between two people or countries – usually confirmed by a treaty</li> <li>• <b>Militarism</b> – A strong belief and pride in the military</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Franz Ferdinand</b> – The prince of Austria-Hungary, Archduke Franz Ferdinand is assassinated by Gavrilo Princip in Sarajevo in 1914</li> </ul> <p><b>Enquiry Task:</b> <i>Is Clarke right? Did Europe sleepwalk into war in 1914?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Conscription</b> – Being forced to join the armed forces</li> <li>• <b>Commonwealth</b> – An alliance between the UK and countries that used to be in the British Empire</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>Born in 1888</b> – Walter Tull was the first black footballer for England and also fought in the Great War as part of commonwealth forces</li> </ul> <p><b>Enquiry Task:</b> <i>Who was Walter Tull?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Caricature</b> – A way of describing someone that is meant to poke fun at them</li> <li>• <b>Negligence</b> – Failure to take proper care of something or someone</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>General Haig</b> – General Haig had command of the British forces during the Battle of the Somme. Some believe his actions led to the death of more than 95,000 British soldiers</li> </ul> <p><b>Enquiry Task:</b> <i>Is 'lions led by donkeys' simply a misleading caricature?</i></p>
Week 10	Week 11	Week 12
<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Zeppelin</b> – A type of aircraft that was used by the Germans to drop bombs during the Great War</li> <li>• <b>Pals Battalion</b> – Groups of men who were allowed to join an army unit with their friends</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>0 bombs</b> – Exeter was largely spared the bombing raids of World War One as it was safely out of the range of zeppelins</li> </ul> <p><b>Enquiry Task:</b> <i>How was Exeter affected by the Great War?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>X-Ray</b> – A type of medical tests that allows medical professionals to see a person's skeleton</li> <li>• <b>Frontline</b> – The last line of trenches before 'No Man's Land'</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>1895</b> – X-rays first developed and then used extensively to help war time surgeons see inside the bodies of injured soldiers</li> </ul> <p><b>Enquiry Task:</b> <i>How did medicine develop during the Great War?</i></p>	<p><b>Key Terms:</b></p> <ul style="list-style-type: none"> <li>• <b>Armistice</b> – An agreement to stop fighting during war</li> <li>• <b>Treaty</b> – A legal contract which agrees upon something – usually a peace treaty</li> </ul> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>• <b>June 28<sup>th</sup>, 1919</b> – Treaty of Versailles is signed in the Hall of Mirrors and brings a formal end to the First World War. Germany suffer enormously as a result.</li> </ul> <p><b>Enquiry Task:</b> <i>Why was the Great War significant?</i></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](http://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](http://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](http://www.samaritans.org)**  
Call 116 123 for emergency help  
Email [jo@samaritans.org](mailto:jo@samaritans.org) (response within 24 hours)

**Papyrus—[papyrus-uk.org](http://papyrus-uk.org) 0800 068 41 41**  
Urgent help for you or someone you know

**YoungMinds—[youngminds.org.uk](http://youngminds.org.uk)**  
Text YM to 85258 for urgent help

**Happy Maps—[www.happymaps.co.uk](http://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](http://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](http://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](http://www.nspcc.org.uk) 0800 1111**  
Information and help about on- and offline abuse

**National Bullying Helpline—[www.nationalbullyinghelpline.co.uk](http://www.nationalbullyinghelpline.co.uk)**  
**0845 22 55 787**



**Healthy relationships**

**Thinkuknow—[www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)**  
Age-related help and advice about on- and offline relationships, and consent.



**Drugs and alcohol**

**YSmart—[ysmart.org.uk](http://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](http://www.youngdevon.org)**  
**01392 331 666**

Local support for young people facing a crisis



**LGBTQ+**

**X-PLORE—[www.lgbtqyouthdevon.org.uk](http://www.lgbtqyouthdevon.org.uk)**  
Local support and groups for LGBTQ+ young people

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

# Mathematics

- Go to [sparxmaths.uk](http://sparxmaths.uk)
- Login using your username and password
- Complete your compulsory homework as follows:
  - Write the bookwork code
  - Write the question, your working and your answer
  - Mark your 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 × 1 = 1	2 × 1 = 2	3 × 1 = 3	4 × 1 = 4	5 × 1 = 5
1 × 2 = 2	2 × 2 = 4	3 × 2 = 6	4 × 2 = 8	5 × 2 = 10
1 × 3 = 3	2 × 3 = 6	3 × 3 = 9	4 × 3 = 12	5 × 3 = 15
1 × 4 = 4	2 × 4 = 8	3 × 4 = 12	4 × 4 = 16	5 × 4 = 20
1 × 5 = 5	2 × 5 = 10	3 × 5 = 15	4 × 5 = 20	5 × 5 = 25
1 × 6 = 6	2 × 6 = 12	3 × 6 = 18	4 × 6 = 24	5 × 6 = 30
1 × 7 = 7	2 × 7 = 14	3 × 7 = 21	4 × 7 = 28	5 × 7 = 35
1 × 8 = 8	2 × 8 = 16	3 × 8 = 24	4 × 8 = 32	5 × 8 = 40
1 × 9 = 9	2 × 9 = 18	3 × 9 = 27	4 × 9 = 36	5 × 9 = 45
1 × 10 = 10	2 × 10 = 20	3 × 10 = 30	4 × 10 = 40	5 × 10 = 50

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

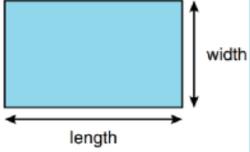
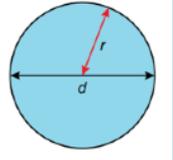
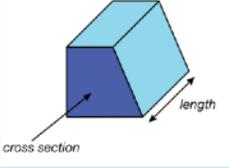
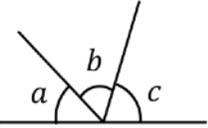
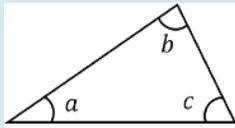
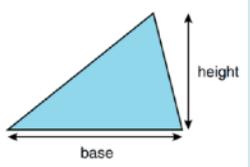
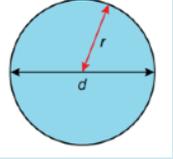
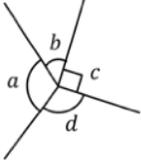
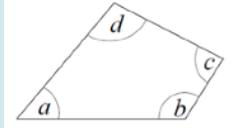
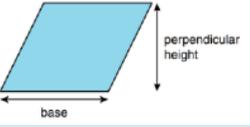
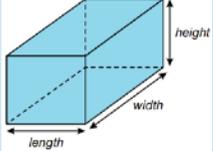
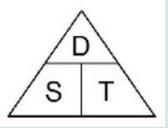
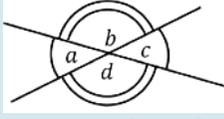
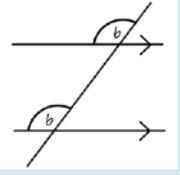
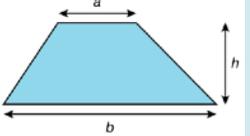
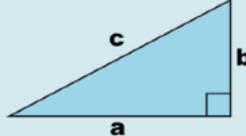
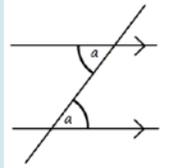
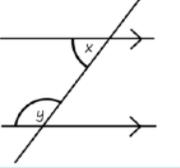
Homework Thursday 1<sup>st</sup> June 2017

<u>Task 1</u>		<u>Task 2</u>	
D40	$12 + 13 = 25$ ✓	E41	$P(\text{yellow}) = \frac{3}{6}$ ✗
E50	$4 \times 3 + 2 \times 5 =$ $12 + 10 = 22$ ✓	F51	$P(\text{black}) = \frac{4}{8}$ $= \frac{1}{2}$ ✓
F60	$\frac{12}{5} : \frac{18}{5} = 2 : 3$ ✓	G61	All the marbles are green The probability of choosing a purple marble is <u>impossible</u> ✓
H70	$\frac{1}{14} + \frac{1}{7} = \frac{1}{7} + \frac{2}{14} = \frac{3}{14}$ ✗	H71	$P(\text{odd}) = \frac{3}{5}$ ✓
J90	$\frac{1}{8} + \frac{1}{4} = \frac{1}{8} + \frac{2}{8} = \frac{3}{8}$ ✓	<u>Task 3</u>	
A01	$\begin{array}{r} +493 \\ 162 \\ \hline 655 \end{array}$ ✓	J22	<u>Fuero</u> ✓
B11	Area = $3 \times 14$ $\begin{array}{r} \times 14 \\ 3 \\ \hline 42 \end{array}$ Area = <u>42 cm<sup>2</sup></u> ✓	K32	<u>Unlikely</u> ✗
C21	$\frac{1}{33} + \frac{1}{11} = \frac{1}{33} + \frac{3}{33} = \frac{4}{33}$ ✓	L42	<u>B, A, C</u> ✓
D31	$3^2 = 3 \times 3 = 9$ ✓	M03	<u>4 more blue balls</u> ✓
		N13	4 black, 2 red, 2 blue The probability of picking black is <u>evens</u> : Bag <u>K</u> ✓
		E23	<u>B</u> ✓



# Mathematics

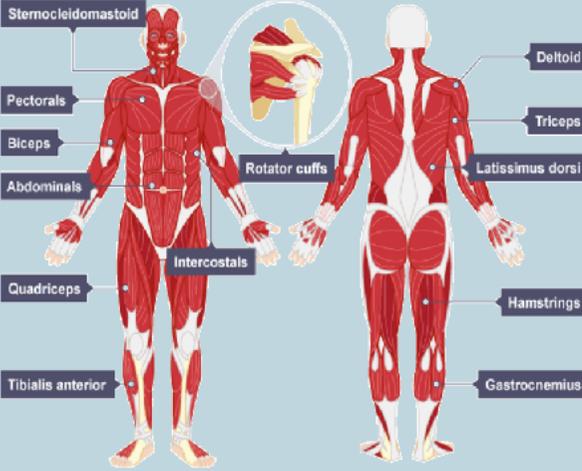
Your Maths Teacher will specify which formulae you must learn.

<p><b>Area of a Rectangle</b></p>  <p><math>length \times width = l \times w</math></p>	<p><b>Circumference of a circle</b></p>  <p><math>C = \pi \times d</math></p>	<p><b>Volume of a Prism</b></p>  <p><math>Area\ of\ a\ cross\ section \times length</math></p>	<p>Angles of Straight Line add up to <math>180^\circ</math></p>  <p><math>a + b + c = 180</math></p>	<p>Angles in a Triangle add up to <math>180^\circ</math></p>  <p><math>a + b + c = 180</math></p>																											
<p><b>Area of a Triangle</b></p>  <p><math>\frac{1}{2} \times base \times height = \frac{bh}{2}</math></p>	<p><b>Area of a circle</b></p>  <p><math>A = \pi \times r^2</math></p>	<p><b>Square, Prime and Cube Numbers</b></p> <table border="1"> <thead> <tr> <th>Square Numbers</th> <th>Cube Numbers</th> </tr> </thead> <tbody> <tr><td><math>1^2 = 1</math></td><td><math>1^3 = 1</math></td></tr> <tr><td><math>2^2 = 4</math></td><td><math>2^3 = 8</math></td></tr> <tr><td><math>3^2 = 9</math></td><td><math>3^3 = 27</math></td></tr> <tr><td><math>4^2 = 16</math></td><td><math>4^3 = 64</math></td></tr> <tr><td><math>5^2 = 25</math></td><td><math>5^3 = 125</math></td></tr> <tr><td><math>6^2 = 36</math></td><td><math>6^3 = 216</math></td></tr> <tr><td><math>7^2 = 49</math></td><td><math>7^3 = 343</math></td></tr> <tr><td><math>8^2 = 64</math></td><td><math>8^3 = 512</math></td></tr> <tr><td><math>9^2 = 81</math></td><td><math>9^3 = 729</math></td></tr> <tr><td><math>10^2 = 100</math></td><td><math>10^3 = 1000</math></td></tr> <tr><td><math>11^2 = 121</math></td><td>Prime Numbers</td></tr> <tr><td><math>12^2 = 144</math></td><td>2,3,5,7,11,13,17,19,23,29,31,37,...</td></tr> </tbody> </table>		Square Numbers	Cube Numbers	$1^2 = 1$	$1^3 = 1$	$2^2 = 4$	$2^3 = 8$	$3^2 = 9$	$3^3 = 27$	$4^2 = 16$	$4^3 = 64$	$5^2 = 25$	$5^3 = 125$	$6^2 = 36$	$6^3 = 216$	$7^2 = 49$	$7^3 = 343$	$8^2 = 64$	$8^3 = 512$	$9^2 = 81$	$9^3 = 729$	$10^2 = 100$	$10^3 = 1000$	$11^2 = 121$	Prime Numbers	$12^2 = 144$	2,3,5,7,11,13,17,19,23,29,31,37,...	<p>Angles at a point add up to <math>360^\circ</math></p>  <p><math>a + b + c + d = 360</math></p>	<p>Angles in a quadrilateral add up to <math>360^\circ</math></p>  <p><math>a + b + c + d = 360</math></p>
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<p><b>Area of Parallelogram</b></p>  <p><math>base \times perp.\ height</math></p>	<p><b>Volume of a Cuboid</b></p>  <p><math>Length \times width \times height</math> <math>V = l \times w \times h</math></p>	<p><b>Speed, Distance, Time</b></p>  <p><math>speed = \frac{distnace}{time}</math></p> <p><b>% change</b> <math>\% \ change = \frac{difference}{original} \times 100</math></p> <p><b>Gradient</b> <math>Gradient = \frac{change\ in\ y}{change\ in\ x}</math></p>		<p>Vertically Opposite Angles are equal</p>  <p><math>a = c, b = d</math></p>	<p>Corresponding angles are equal</p> 																										
<p><b>Area of Trapezium</b></p>  <p><math>\frac{1}{2}(a + b)h</math></p>	<p><b>Pythagoras Theorem</b></p>  <p><math>a^2 + b^2 + c^2</math></p>	<p>Alternate Angles are equal</p> 		<p>Co-interior angles add to 180</p> 																											

# Music

Week 1 & 2	Week 3 & 4	Week 5 & 6																								
<ol style="list-style-type: none"> <li>Groove – The term given to a samba pattern by the whole band</li> <li>Break – a short pattern that breaks up the groove</li> <li>Surdo, Tamborim, Agogo bell, Caixa Reponique – the names of the samba instruments we use at Isca</li> <li>Count in – 1, 2, 3, 4</li> <li>Call and response – when the Band leader makes a ‘call’ and the whole band ‘respond’.</li> </ol>	<ol style="list-style-type: none"> <li>Syncopated – When the music does not emphasise beat 1 or 3 (the usually strong beats) and instead falls off the beat.</li> <li>Tempo – the speed of the music</li> <li>Ostinato – Short repeated pattern</li> <li>Polyrhythm – When there are multiple rhythms playing over one another.</li> </ol>	<ol style="list-style-type: none"> <li>Samba comes from Brazil</li> <li>It is used for Carnivals and parades</li> <li>It is for dancing</li> <li>Costumes are usually really colourful and full of feathers and glitter</li> <li>Samba is thought to come from Rio De Janiero</li> </ol>																								
<p><b>Enquiry Task:</b> Find some examples of traditional samba Music on YouTube. Can you identify the instruments? Try to clap some of the rhythms. Make up your own Repenique call.</p>	<p><b>Enquiry Task:</b> Practice the patterns you have learned using instruments found at home (such as pots and pans, chairs, the floor... etc.)</p>	<p><b>Enquiry Task:</b> Can you make a collage or mood board of Samba Carnival costumes, colours and instruments?</p>																								
Week 7 & 8	Week 9 & 10	Week 11 & 12																								
<p>A good Samba performance requires:</p> <p>Eye contact with your leader Listening to your own part and how it fits with others Enthusiasm Concentration / focus Improvisation when called upon</p>	<table border="1" data-bbox="943 837 1288 1177"> <thead> <tr> <th colspan="3">1. Rhythmic notation</th> </tr> <tr> <th>Note Symbol</th> <th>Note Name</th> <th>Note Value</th> </tr> </thead> <tbody> <tr> <td></td> <td>Minim</td> <td>2 beats</td> </tr> <tr> <td></td> <td>Semibreve</td> <td>4 beats</td> </tr> <tr> <td></td> <td>Crotchet</td> <td>1 beat</td> </tr> <tr> <td></td> <td>4 semiquavers</td> <td>4 quarter beats (1 whole beat)</td> </tr> <tr> <td></td> <td>Pair of quavers</td> <td>2 half beats (one whole beat)</td> </tr> <tr> <td></td> <td>Quaver</td> <td>Half a beat</td> </tr> </tbody> </table>	1. Rhythmic notation			Note Symbol	Note Name	Note Value		Minim	2 beats		Semibreve	4 beats		Crotchet	1 beat		4 semiquavers	4 quarter beats (1 whole beat)		Pair of quavers	2 half beats (one whole beat)		Quaver	Half a beat	<p>Samba has been incorporated into a lot of modern pop music. The percussion parts are used as a basis for the songs. The syncopated patterns and polyrhythms are distinctive. On top go the electronic chords, basslines, and vocals.</p>
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<p><b>Enquiry Task:</b> Can you make a ‘recipe’ for the perfect Samba band?</p>	<p><b>Enquiry Task:</b> Can you write out the Samba rhythms we have been using, or the ones you have composed, using musical notation.</p>	<p><b>Enquiry Task:</b> Make a playlist (on YouTube or on paper) of a selection of songs that have been influenced by Samba Music. You could start by looking at the film ‘Rio’.</p>																								

# Physical Education

Label the muscles	Muscles in action	
	<p><b>Sternocleidomastoid</b> Help with the breathing process.</p> <p><b>Deltoid</b> Abduction of the shoulder (moving the arm outwards and away from the body)</p> <p><b>Rotator cuffs</b> A group of stabilising muscles of the shoulder which helps to prevent dislocation and allows the shoulder to rotate the humerus around its own axis.</p> <p><b>Pectorals</b> Adduction of the shoulder (moving the arm towards the body); Shoulder horizontal flexion (moving the arms forwards in front of the body)</p> <p><b>Intercostals</b> Assist with the breathing process. All sporting activities but particularly endurance events</p> <p><b>Triceps</b> Extend the elbow (straightening the arm)</p> <p><b>Enquiry Task</b> – Can you give an example of when you have used one of these muscles in your PE lesson?</p>	<p><b>Abdominals</b> Flex the trunk across the stomach (sitting upwards)</p> <p><b>Latissimus dorsi</b> Shoulder adduction (moving the arm towards the body); Shoulder horizontal extension.</p> <p><b>Quadriceps</b> Extend the knee (straightening the leg)</p> <p><b>Hamstrings</b> Flex the knee (bending the leg)</p> <p><b>Gastrocnemius</b> Plantar flexion of the ankle (pointing the toes downwards)</p> <p><b>Tibialis anterior</b> Dorsiflexion of the ankle (bringing the toes up towards the shin)</p> <p><b>Biceps</b> Flex the elbow (bending the arm)</p> <p><b>Enquiry Task</b>– Using a sport of your choice can you identify 3 muscles that would be key to taking part and give examples to support your answer.</p>
Types of movement and contractions		Sporting Examples
<p><b>Type of Movement</b></p> <p><b>Flexion</b> bending a joint, when the angle of a joint decreases. For example, the elbow flexes when performing a biceps curl.</p> <p><b>Extension</b> straightening a joint. This occurs when the angle of a joint increases, for example, at the elbow when putting a shot.</p> <p><b>Abduction</b> movement away from the midline of the body. This occurs at the hip and shoulder joints during a jumping jack movement.</p> <p><b>Adduction</b> movement towards the midline of the body. This occurs at the hip and shoulder, returning the arms and legs back to their original position from a jumping jack movement.</p> <p><b>Plantar flexion</b> pointing the toes – this movement only occurs at the ankle.</p>	<p><b>Types of Movement (Cont)</b></p> <p><b>Rotation</b> this is where the limb moves in a circular movement around a fixed joint towards or away from the midline of the body. This occurs in the hip in golf while performing a drive shot.</p> <p><b>Dorsiflexion</b> the foot moves towards the shin as if you are pulling your toes up. This movement only occurs at the ankle.</p> <p><b>Muscle Movement</b></p> <p><b>Isometric contraction</b> this involves a muscle producing tension but staying the same length. This occurs when the body is fixed in one position like the gymnast in the pictures curls at the ankle.</p> <p><b>Isotonic contractions</b> these occur when a muscle contracts and changes length.</p> 	<p><b>Muscle Example in Sport</b></p> <p><b>Sternocleidomastoid</b> - All sporting activities but particularly endurance events</p> <p><b>Deltoid</b> - Outward arm action in a jumping jack</p> <p><b>Rotator cuffs</b>. A throwing action such as javelin.</p> <p><b>Pectorals</b> - Upwards phase of a press up</p> <p><b>Intercostals</b> - All sporting activities but particularly endurance events.</p> <p><b>Triceps</b> - Shooting in netball</p> <p><b>Biceps</b> - Drawing a bow in archery</p> <p><b>Abdominals</b> - Performing a sit up</p> <p><b>Latissimus dorsi</b> - Butterfly stroke in swimming.</p> <p><b>Quadriceps</b> - Kicking a ball</p> <p><b>Tibialis anterior</b> - Foot making contact with a football.</p> <p><b>Gastrocnemius</b> - Standing on tiptoe to mark a goal shoot in netball</p>

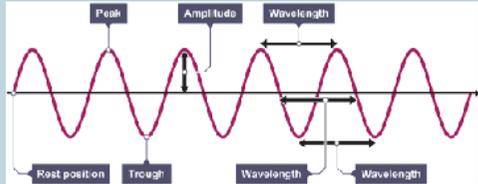
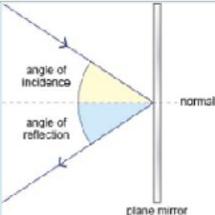
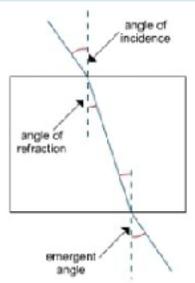
# Religious Education

Week 1 - An Introduction to Sikhism	Week 2 - Gurdwara	Week 3 - Gurus
<ul style="list-style-type: none"> <li>Sikhism was founded over 500 years ago by the founder Guru Nanak, in a region called the Punjab which encompasses Pakistan and India.</li> <li>Sikhism is a monotheistic religion.</li> <li>They believe in one God called 'waheguru', which means wonderful lord or wonderful teacher.</li> <li>Wahegugu gives life to all things.</li> <li>Sikhs believe in equality and justice for all.</li> <li>Sikhs worship in the gurdwara using the teachings of the Gurus.</li> <li>Sikhs often eat together in the langar where everyone sits on the floor and all food is vegetarian, this is to show everyone is equal and welcome.</li> <li>There are around 27 million Sikhs worldwide.</li> <li>Over 430,000 Sikhs live in the UK.</li> </ul> <p><b>Enquiry Task: Transform each bullet point into an image.</b></p>	<ul style="list-style-type: none"> <li>Sikh worship in a Gurdwara- meaning 'gateway to the Gurus'.</li> <li>Each morning the Guru Ganth Sahib is carried in procession from the bedroom to the diwan - meaning 'court of a leader'.</li> <li>The <b>Guru Granth Sahib</b> is place on a <b>thantk</b> with cushions and <b>rumalas</b>.</li> <li>The book is then fanned with a <b>chauri</b>.</li> <li>Sikhs remove their shoes and cover their heads before entering the Gurdwara.</li> <li>They will make an offering to the Guru Granth Sahib and will often eat in the <b>Langar</b>.</li> </ul> <p><b>Enquiry Task:</b>  <a href="https://www.bbc.co.uk/bitesize/guides/zc6hw6f/revision/1">https://www.bbc.co.uk/bitesize/guides/zc6hw6f/revision/1</a> <b>Read the information and then define the highlighted words that are in this box.</b></p>	<p>The Gurus of the Sikhs are founders and leaders within the religion.</p> <ol style="list-style-type: none"> <li>1. Founder is Guru Nanak</li> <li>2. Guru Angad Dev 1539</li> <li>3. Guru Amar Das 1552</li> <li>4. Guru Ram Das 1574</li> <li>5. Guru Arjan Dev 1581</li> <li>6. Guru Hargobind 1606</li> <li>7. Guru Har Rai 1644</li> <li>8. Guru Har Krishan 1661</li> <li>9. Guru Tegh Bahadur 1664</li> <li>10. Guru Gobind Singh 1675</li> <li>11. Guru Granth Sahib 1708</li> </ol> <p>Guru Granth Sahib is the holy book, and is the last of the Gurus. Sikhs believe it isn't a 'book' but a living thing.</p> <p><b>Enquiry Task: Make a list of all the Gurus and the dates, adding an image to each one.</b></p>
Week 4 - The 5 K's	Week 5 - Worship	Week 6 - Festivals
<p><u>Kesh</u> - uncut hair, reminds Sikhs of the gifts of God.  <u>Kangha</u>- A wooden comb, reminds Sikhs to keep their lives ordered.  <u>Kara</u>- A simple metal bracelet to symbolises God having no beginning or end, also reminds Sikhs their hands are for God's work.  <u>Kachera</u> - Cotton undergarments, a symbol of purity and easy to wear into battle.  <u>Kirpan</u>- A sword, never to be unsheathed except to protect the vulnerable.</p> <p><b>Enquiry Task: Draw an image and explain the importance of each of the 5 K's.</b></p>	<ul style="list-style-type: none"> <li>- Worship is central to the Sikh faith and is used to praise the one, true God.</li> <li>- The Gurdwara contains no images of God but can contain images of the Gurus.</li> <li>- <b>The Mool Mantra</b> 'He is the creator without fear, without hate Immortal without form beyond birth and death'.</li> <li>- Sikhs say around 7 prayers each day.</li> </ul> <p><b>Enquiry Task: Create a poster about Sikh Worship</b> <a href="https://www.bbc.co.uk/bitesize/guides/zgrkxnb/revision/1">https://www.bbc.co.uk/bitesize/guides/zgrkxnb/revision/1</a></p>	<ul style="list-style-type: none"> <li>-Vaisakhi celebrates Sikh New Year and the founding of the Sikh community in 1699, known as the Khalsa.</li> <li>- Celebrated on 13 or 14 April</li> <li>- On Vaisakhi, Sikhs go to Gurdwara in the morning for a service. Afterwards, they have a procession through the streets with lots of singing, chanting and colourful clothes.</li> <li>- In the evening, Sikhs have a special meal with friends and family.</li> </ul> <p><b>Enquiry Task: What would you most like to experience during a Sikh festival?</b></p>

# Religious Education

Week 7 - Pilgrimage	Week 8 - Hindu Ethics	Week 9 -The Afterlife
<p><b>Pilgrimage</b> - A journey that has religious or spiritual significance.</p> <ul style="list-style-type: none"> <li>- Pilgrimage is not compulsory in Sikhism as many Sikhs believe the money could be better spent on charity or Sewa.</li> <li>- Many Sikhs make a pilgrimage to the Harmandir Sahib, which is the Golden temple in Amritsar.</li> <li>-Pilgrimage can strengthen faith and provide time for spiritual reflection. Sikhs can learn more about the history and experience the lives of the Guru.</li> </ul> <p><b>Enquiry Task: Should a Sikh go on Pilgrimage? Give reasons to support your point.</b></p>	<ul style="list-style-type: none"> <li>- A founding principle of Sikhism is <b>Sewa</b>- 'selfless service. Sikh do acts to help others and do not expect or want any reward or personal gain.</li> <li>- Sewa is a daily part of a Sikhs life and is an act of service toward <i>Wageguru</i> (God).</li> <li>-It helps Sikhs focus on others and not become <b>manmukh</b> (self- centred).</li> <li>- Helping Sikhs to move away from the 5 vices of anger, pride,lust, greed and attachment to material possessions.</li> </ul> <p><b>Enquiry Task: Can you provide an act of Sewa this week? You could help with the dishes perhaps?</b></p>	<ul style="list-style-type: none"> <li>- Sikhs believe in the cycle of samsara (reincarnation- you can be reincarnated as a human of an animal).</li> <li>- ASikhs ultimate goal is to reach Waheguru (God) by escaping from the cycle of death and rebirth (mukti).</li> <li>-In order to reach mukti, Sikhs must live their lives with Waheguru in their mind at all times. They must also act with love and compassion towards others. Therefore, they attempt to live their lives in a God-centred way.</li> </ul> <p><b>Enquiry Task: Why is Sewa important to Sikhs? 4 marks</b></p>
Week 10 - Revision	Week 11 - Assessment Week	Week 12 - Super Teach Week
<p><b>Granthi</b> - Reader of the Guru Granth Sahib, who officiates at ceremonies. This can be a man or a woman.</p> <p><b>Guru</b> - Can mean God, teacher or guide. Usually means a teacher of religion. In Sikhism, it also refers to the ten human messengers of God.</p> <p><b>Gurdwara</b>- Sikh place of worship. Literally, the 'doorway to the Guru'.<b>Ik Onkar</b>- There is only One God or 'God is One'. The first phrase of the Mool Mantar. It is also used as a symbol to decorate Sikh objects</p> <p><b>Guru Granth Sahib</b> - The Holy Book / last Guru.</p> <p><b>K 5's</b> - 5 symbols of the Khalsa.</p> <p><b>Enquiry Task: Transform these words into an image.</b></p>	<ul style="list-style-type: none"> <li>● Create revision cards for each week, ensuring that there is a question on one side and a short, simple answer, on the other.</li> <li>● Create revision posters for each week, ensuring that lots of colour and dual coding (images) are used.</li> <li>● Summarise each week into 20 words, using images to also help you.</li> <li>● Create a 'quizziz' or kahoot on the information that you have learnt.</li> </ul>	<p>Name <b>Two</b> of the human Sikh Gurus. (2 marks)</p> <p>Give <b>Two</b> of the 5 Ks of Sikhism (2 marks)</p> <p>Explain <b>Two</b> ways in which belief in karma influences Sikhs today. (4 marks)</p> <p>Explain <b>Two</b> reasons why it is important to visit Sikh historical gurdwara especially the Golden Temple at Amritsar. <i>refer to sacred writing or source of authority in your answer</i> (5 marks)</p> <p>'For Sikhs, the langar is the best way to perform sewa'. (12 marks)</p>

# Science

Key words	Week 1																								
<p><b>Waves</b></p> <ul style="list-style-type: none"> <li>• <b>Oscillate:</b> when particles vibrate backwards and forwards or up and down</li> <li>• <b>Medium:</b> the material that waves travel through.</li> <li>• <b>Speed of light:</b> 300,000,000 m/s (<math>3 \times 10^8</math> m/s)</li> <li>• <b>Interface:</b> the boundary between two media (mediums) such as air and water.</li> <li>• <b>Normal line:</b> an imaginary line drawn at <math>90^\circ</math> to where light hits an interface</li> <li>• <b>Angle of incidence:</b> the angle between the incident ray and the normal</li> <li>• <b>Angle of refraction:</b> the angle between the normal and the refracted ray</li> <li>• <b>Vacuum:</b> a space entirely devoid of matter</li> </ul> <p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>• <b>Insulator:</b> impedes the flow of electrons and therefore electricity</li> <li>• <b>Conductor:</b> allows the flow of electrons and therefore electricity</li> <li>• <b>Current:</b> the number of coulombs of charge that flows past a point each second, measured in amps.</li> <li>• <b>Potential Difference (voltage):</b> the energy transferred per unit charge, measured in volts.</li> <li>• <b>Resistance:</b> a measure of how difficult it is for charge to flow through a material. Resistance = potential difference <math>\div</math> current. The units are ohms (<math>\Omega</math>).</li> </ul>	<p><b>Week 1</b></p> <ol style="list-style-type: none"> <li>1. <b>Waves</b> transfer energy and information, but not matter.</li> <li>2. <b>Transverse waves:</b> particles oscillate at right angles (up and down) to the direction of energy transfer e.g. electromagnetic waves, seismic s-waves</li> <li>3. <b>Longitudinal waves:</b> waves in which particles oscillate parallel (same direction) to the direction of energy transfer. E.g. sound waves, seismic p-waves.</li> <li>4. <b>Frequency, f:</b> the number of waves that pass a point every second. Measured in hertz (Hz). 1 Hz = 1 wave per second.</li> <li>5. <b>Period, T:</b> The length of time it takes for a single wave to pass a set point (s).</li> <li>6. The greater the <b>Amplitude</b> the louder the sound.</li> <li>7. <b>Wave speed (m/s)</b> = distance (m) <math>\div</math> time (s); wave speed = frequency <math>\times</math> wavelength</li> <li>8. <b>Sound waves</b> require a medium to travel. Humans have an audible range of 20-20000 Hz. An <b>ultrasound</b> is a wave which is above the human audible range. Sound waves travel at around 340 m/s in air.</li> </ol> <p><b>Enquiry task:</b> draw a wave diagram to represent waves with 1) high frequency and low amplitude 2) low frequency and a high amplitude.</p> 																								
<p><b>Week 2</b></p> <ol style="list-style-type: none"> <li>1. <b>Reflection:</b> the return of light or sound waves from a surface. The angle of reflection and incidence are always identical.</li> <li>2. <b>Refraction:</b> bending of waves when they enter a new medium at an angle.</li> <li>3. When light travels from a less dense to a more dense medium, light bends <b>towards</b> the normal (slows down) i.e. air to glass.</li> <li>4. When light travels from a denser to a less dense medium light bends <b>away</b> from the normal (speeds up) i.e. glass to air.</li> <li>5. <b>Colour:</b> different colours have different wavelengths and frequencies. As we go down the colour spectrum the <b>wavelength decreases</b> and the <b>frequency increases</b>. Order: red, orange, yellow, green, blue indigo and violet.</li> <li>6. <b>White light</b> contains all of the colours of the spectrum. White objects <b>reflect</b> all colours, while black objects <b>absorb</b> all colours. Red objects appear red because they reflect red and absorb all other colours, green objects only reflect green light</li> </ol> <p><b>Enquiry task:</b> Explain how light filters are able to convert white light into any colour.</p>  	<p><b>Week 3</b></p> <p><b>Electromagnetic Spectrum:</b> a group of transverse waves which travel at the speed of light in a vacuum. Frequency increases and wavelength decreases down the spectrum.</p> <table border="1" data-bbox="1144 916 2040 1235"> <thead> <tr> <th>EMS Wave</th> <th>Uses</th> <th>Dangers</th> </tr> </thead> <tbody> <tr> <td>Radio waves</td> <td>Radio and TV</td> <td>None</td> </tr> <tr> <td>Microwaves</td> <td>Ovens and Communications</td> <td>Internal heating of water</td> </tr> <tr> <td>Infrared</td> <td>Remotes, fibre optic communications, and grills</td> <td>Can cause burns to the skin</td> </tr> <tr> <td>Visible light</td> <td>Illumination, photography</td> <td>Eye Damage</td> </tr> <tr> <td>Ultraviolet</td> <td>Security links and sterilising water</td> <td>These are forms of high frequency, high energy ionising radiation which can cause cancer by damaging the DNA of cells</td> </tr> <tr> <td>X rays</td> <td>Hospital scanners and airport security</td> <td></td> </tr> <tr> <td>Gamma rays</td> <td>Sterilising medical equipment and detecting/ treating cancer</td> <td></td> </tr> </tbody> </table> <p><b>Density</b> - the mass of an object compared to its volume. A dense object has a high mass compared to its size. Density (<math>\text{kg/m}^3</math>) = mass (kg) / volume (<math>\text{m}^3</math>). <b>Details of the density required practical can be found in the revision box of this KO.</b></p> <p><b>Enquiry task:</b> How can you protect yourself against the dangers of EMS waves?</p>	EMS Wave	Uses	Dangers	Radio waves	Radio and TV	None	Microwaves	Ovens and Communications	Internal heating of water	Infrared	Remotes, fibre optic communications, and grills	Can cause burns to the skin	Visible light	Illumination, photography	Eye Damage	Ultraviolet	Security links and sterilising water	These are forms of high frequency, high energy ionising radiation which can cause cancer by damaging the DNA of cells	X rays	Hospital scanners and airport security		Gamma rays	Sterilising medical equipment and detecting/ treating cancer	
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# Science

## Week 4

1. **Static electricity** is an imbalance in the charges within or on the surface of a material.

Circuit symbols			
Switch		Resistor	
Cell		Variable resistor	
Battery		Ammeter	
Lamp		Voltmeter	

**Series Circuit:** a circuit in which there is only one path for the current to flow

**Parallel Circuit:** a circuit with multiple paths for the current to flow.

2. Rubbing two insulating materials together can cause them to become charged as **electrons are transferred**. The material *gaining* electrons becomes **negatively charged**, and the material *losing* electrons has a **positive charge**.
3. Two materials with unlike charges will attract, while two materials with like charges will repel.

**Enquiry task:** Draw an electrical circuit which contains a battery, two lamps and a switch. *Remember, wires are represented by straight lines.*

## Week 5

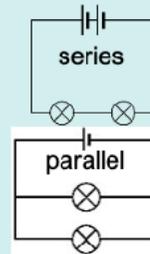
1. **Current** is the flow of charge around a circuit. In a metal this is the flow of electrons. It is measured by placing an ammeter in series. The units are amperes or amps (A).
2. Charge (coulomb, C) = current (amps, A) x time (seconds, s)
3. **Potential difference** is the energy transferred per unit of charge. A potential difference in a closed circuit will cause a current (flow of electrons). It is measured using a voltmeter in parallel. The units are volts (V). 1 V = 1 joule per coulomb. Energy transferred (joules, J) = charge (coulomb, C) x potential difference (volt, V)
4. The **potential difference** causes the current to flow
5. **Resistance** is a measure of how difficult it is for current to flow through a material. Resistance = potential difference ÷ current. The units are ohms ( $\Omega$ ).
6. **Insulating components** (e.g. plastic) have a high resistance and a low current.
7. **Conducting components** (e.g. metals) have a low resistance and a high current.

	Series circuits	Parallel circuits
<b>Current</b>	Same throughout	Divides at junctions
<b>Potential difference</b>	Divides between components	Same across each path
<b>Resistance</b>	Adding resistors in series <i>increases</i> the total resistance	Adding resistors in parallel <i>decreases</i> the total resistance

**Enquiry task:** draw a cross-section through a wire, and use it to describe current, potential difference and resistance.

## Week 6

1. **Series Circuit:** A circuit in which there is only one path for the current to flow
2. **Parallel Circuit:** A circuit with multiple paths for the current to flow.
3. **Current in series circuits:** The same at all points in the circuit.
4. **Current in parallel circuits:** Less on the branches than at the battery. Current on branches adds up to that at the battery.
5. **Potential difference in series circuits:** Potential difference is shared between the components on a circuit. It adds up to be the same as the battery.
6. **Potential difference in parallel circuits:** The same across each branch as it is across the battery.
7. **Resistors in series:** Total resistance is the sum of each of the resistors.
8. **Resistors in parallel:** Resistors on different branches do not affect each other. The total resistance **decreases** as more resistors are added in parallel as there are more routes for the current to flow.



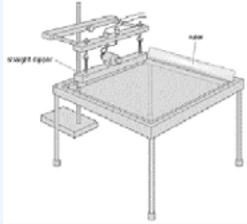
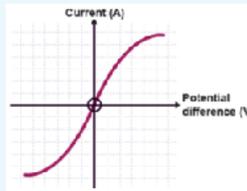
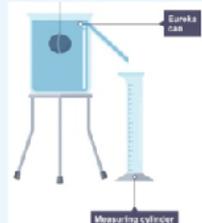
**Enquiry Task:** Choose 5 components of a cell and draw them in a series circuit. Using the same components then draw them in a parallel circuit

## Week 7

1. **Resistance** is a measure of the force resisting the flow of charges, this is caused by collisions. Resistance = potential difference ÷ current. The units are ohms ( $\Omega$ ).
2. **Reducing resistance:** Use thicker wires, shorter wires, lower-resistance metals, and reduce the temperature.
3. **Core practical – investigating resistance in series and parallel circuits**
  - a) Set up two circuits (1 and 2) each with a power supply, ammeter, resistor, and voltmeter.
  - b) Record the potential difference and current in both circuits.
  - c) Keep the voltage the same but add one more resistor in series to circuit 1 and in parallel to circuit 2 and record the current and potential difference.
  - d) **Conclusion:** Adding a resistor in series increases the resistance whereas adding a resistor in parallel decreases the resistance.

**Enquiry Task:** Draw and label an experimental set up to investigate how resistance is affected by current and potential difference.

# Science

Week 8	Week 9
<p><b>Electrical power</b></p> <ol style="list-style-type: none"> <li><b>Power</b> transfer in any circuit device is related to the potential difference across it and the current through it</li> <li><b>Power:</b> the rate of energy transfer, measured in watts (W). 1 W = 1 joule per second</li> <li><b>Power</b> (watt, W) = <b>energy transferred</b> (joule, J) ÷ <b>time taken</b> (second, s), <math>P = E \div t</math></li> <li><b>Electrical power = current × potential difference, <math>P = I \times V</math>.</b> Also <b>power loss due to heating = current<sup>2</sup> × resistance, <math>P = I^2 \times R</math></b></li> </ol> <p><b>Electrical Safety</b></p> <ol style="list-style-type: none"> <li><b>Live wire:</b> brown, 230 V, connects the appliance to the power station. This has a frequency of 50Hz.</li> <li><b>Neutral wire:</b> blue, 0 V, completes the circuit.</li> <li><b>Earth wire:</b> green and yellow, 0 V. Connects the appliance to the ground so current can flow there in the event of a short circuit.</li> <li><b>Fuse:</b> A thin metal wire that melts and breaks the circuit if there is too much current.</li> </ol> <p><b>Enquiry Task:</b> Explain how domestic plugs are made safe (include a drawing)</p>	<p><b>Solar System</b></p> <ol style="list-style-type: none"> <li><b>Planet:</b> a celestial body moving in an elliptical orbit around a star.</li> <li><b>Satellite:</b> a satellite is an object in orbit around a planet. Can be natural (a moon) or artificial (the International Space Station).</li> <li><b>Orbit:</b> the curved path of a celestial object or spacecraft round a star, planet, or moon.</li> <li><b>The Sun:</b> the star which the planets of our solar system orbit.</li> <li>The order of the planets in our solar system (from closest to furthest from the sun) Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune.</li> </ol> <p><b>Space and Gravity</b></p> <ol style="list-style-type: none"> <li><b>Gravitational potential energy (J) = mass (Kg) × height (m) × gravitational field strength (N/Kg), <math>GPE = m g h</math></b></li> <li>The larger the mass of a celestial body, the greater the force of gravity it will exert on other objects.</li> <li><b>Weight (N)</b> is the force produced by the gravitational field strength acting on an object's mass</li> <li><b>Seasons</b> are caused by the tilt of the earth on its axis.</li> </ol> <p><b>Enquiry task:</b> draw a diagram of our solar system</p>
Assessment week	Super teach week
<p><b>Enquiry tasks:</b></p> <ol style="list-style-type: none"> <li>Explain, with the aid of a circuit diagram, the method a student could use to investigate how the current in a circuit changes when more resistors are added.</li> <li>Draw two circuit diagrams showing how to measure the current and voltage in series and parallel circuits with two resistors</li> <li>Create a model of our solar system focusing on the order of planets from the Sun, and the size of the planets</li> <li>Draw a cross section through your favourite appliance (hair straightener, Xbox) and include the types of wires and safety precautions you might see and their functions.</li> <li>Write either a song or descriptive story about the electromagnetic spectrum which will allow you to remember the order of the different frequencies of waves.</li> <li>Draw the refraction of light through a prism and explain why the lights splits into the visual light spectrum.</li> </ol>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">   </div> <div style="width: 50%;"> <p><b>Required practical: investigating waves.</b> 1. A motor attached to the straight dipper creates waves. Count the number of waves in ten seconds. 2. Measure the wavelength of the wave using a camera and ruler 3. Calculate the speed</p> <p><b>Required practical: density = mass / volume.</b> Measure the <b>mass</b> of the item using a set of balance scales. Measure the <b>volume</b> of an object by lowering into a Eureka can full of water, then collect and measure the volume of water that it displaces.</p>  <p><b>Required practical – investigating resistance with a filament lamp</b> Set up two circuits (1 and 2) each with a power supply, ammeter, filament lamp, and voltmeter.</p> <p>Set the power supply to the lowest voltage and record the potential difference and current. Calculate the resistance. Increase the potential difference in increments and repeat step b. <b>Conclusion:</b> Resistance increases as the filament bulb heats up.</p> </div> </div>

# Spanish

Cycle 3 – Mi vida en casa (Life at home)			
WEEK	Spanish	English	Enquiry Tasks – to be done in Spanish
1	Actualmente vivo en Perú, sin embargo, en el pasado vivía en España y en el futuro voy a vivir allí otra vez porque la echo de menos.	I currently live in Peru, however, in the past I used to live in Spain and in the future I am going to live there again because I miss it.	Make flashcards for the verb Vivir and ask somebody to test you on them.
2	Vivo en una casa grande en una ciudad que está cerca de la costa. Diría que tengo suerte porque me encanta donde vivo.	I live in a big house in a city that is near the coast. I would say that I am lucky because I love where I live.	Use <a href="http://www.wordreference.com">www.wordreference.com</a> to find 10 new adjectives to describe where you live.
3	En cuanto a mi casa, tiene un salón enorme, un comedor, una cocina moderna, dos cuartos de baño y cuatro dormitorios. Fuera hay un jardín bonito.	With regards to my house, it has an enormous lounge, a dining room, a modern kitchen, two bathrooms and four bedrooms. Outside there is a pretty garden.	Write a paragraph to describe your home. Use adjectives in your work.
4	En mi dormitorio hay una cama debajo de la ventana y a la izquierda hay una mesa con mi ordenador.	In my bedroom there is a bed under the window and on the left there is a table with my computer.	Draw a plan of your bedroom or take a photo and describe it in Spanish using prepositions.
5	Por la tarde a las ocho siempre veo la televisión en el salón con mi familia. En mi opinión es bueno pasar tiempo juntos.	In the evening at 8 o'clock I always watch TV in the lounge with my family. In my opinion it is good to spend time together.	Cover the Spanish for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
6	Los fines de semana me paso las horas muertas jugando a la consola.	At weekends I spend hour after hour playing on the games console.	Revise numbers from Cycle 1.
7	Cada día, cuando tengo colegio, por la mañana me levanto a las siete. Me ducho y después desayuno en la cocina a las siete y media.	Every day, when I have school, in the morning I get up at 7. I shower and afterwards I have breakfast in the kitchen at 7.30.	Write a paragraph to describe your normal daily routine.
8	Ayer por la noche cené con mi familia y escuché música con mi hermano Raúl. También hablé con mis amigos en Snapchat.	Last night I had dinner with my family and I listened to music with my brother Raul. I also spoke with my friends on Snapchat.	Use the preterite (past) tense to write 5 sentences about what you did last night.
9	Esta noche voy a hacer mis deberes de matemáticas y luego voy a dar un paseo con el perro.	Tonight I am going to do my maths homework then I am going to go for a walk with the dog.	Use the immediate future to write 5 sentences about what you are going to do tonight.
10	Oodio hacer mis deberes cada noche ¡Qué rollo!	I hate doing my homework every night. What a pain!	Adapt the sentences from weeks 1-10 to write your own version of the text.
11	Full text revision		Cover the Spanish for weeks 1-10. Practice saying it out loud. Can you recall the text?
12	Full text revision		Redo the Quizlet tests for Cycle 3 Weeks 1-10.

# Spanish

Week 1 Countries		Week 2 Places to live		Week 3 Rooms		Week 4 In the bedroom		Week 5 Time	
<b>vivir</b>	<b>to live</b>	Vivo en...	I live in...	Hay...	There is...	un armario	a wardrobe	¿A qué hora?	At what time?
vivo	I live	un piso	a flat	Tiene...	It has...	un ordenador	a computer	a medianoche	At midnight
vives	you live (s)	una casa	a house	un comedor	a dining room	una alfombra	a carpet, rug	a mediodía	At midday
vive	he/she lives	el campo	the countryside			una cama	a bed	a la una	at 1 o'clock
vivimos	we live			una ciudad	a city/town	un cuarto de baño	a bathroom	una estantería	a shelf
viven	they live	un pueblo	a village	un aseo	a toilet	una lámpara	a lamp	a las tres y diez	at 3.10
en Alemania	in Germany	la montaña	the mountains	un pasillo	a hallway	una mesa	a table	a las cuatro y cuarto	at 4.15
en Escocia	in Scotland			un salón	a lounge	una puerta	a door		
en España	in Spain	la costa	the coast	una cocina	a kitchen	una silla	a chair	a las seis y veinte	at 6.20
en Francia	in France	antiguo	old (fashioned)	un dormitorio	a bedroom	una televisión	a television		
en Gales	in Wales	moderno	modern	un garaje	a garage	una ventana	a window	a las siete y veinticinco	at 7.25
en Grecia	in Greece	bonito	pretty	una habitación	a room	entre	between	a las ocho y media	at 8.30
en Irlanda	in Ireland	feo	ugly	un jardín	a garden	a la derecha	to the right		
en Inglaterra	in England	nuevo	new	una terraza	a terrace	a la izquierda	to the left	a las nueve menos cuarto	at 8.45
en Italia	in Italy	viejo	old	un ático	an attic	en la pared	on the wall		
Está	It is (location)	pequeño	small	un despacho	office, study	encima de	above, on top of	a las once menos cinco	at 10.55
en el norte	in the north	cómodo	comfortable	un invernadero	conservatory greenhouse	debajo de	under		
en el sur	in the south	grande	big	arriba	upstairs	delante de	in front of	a las doce	at 12.00
en el este	in the east	Adjectives need to go <b>after</b> the noun and agree with it e.g. un pueblo pequeño; una ciudad pequeña		abajo	downstairs	al lado de	next to		
en el oeste	in the west			fuera	outside	detrás de	behind		
en el centro	in the centre								
<b>KEY:</b>	<b>verbs</b>	<b>masculine nouns</b>		<b>feminine nouns</b>		<b>adjectives</b>		<b>connectives</b>	

# Spanish

Week 6 Numbers		Week 7 Daily routine		Week 8 Last night		Week 9 Tonight		Week 10
uno	1	Me despierto	I wake up	ayer	yesterday	ir	to go	Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.  <b>Quizlet folder:</b>  
dos	2	Me levanto	I get up	por la noche	in the night	voy a	I go	
tres	3	Me ducho	I shower	mandé	I sent	vas	you go (s)	
cuatro	4	Me peino	I comb my hair	escuché	I listened	va	he / she goes	
cinco	5			bebí	I drank	vamos	we go	
seis	6	Me visto	I get dressed	dormí	I slept	vais	you go (pl)	
siete	7	desayuno	I have breakfast	ví	I watched	van	they go	
ocho	8			jugué	I played	<b>Immediate Future:</b> Present tense of Ir (to go) + a + infinitive		
nueve	9	Voy al insti	I go to school	hablé	I spoke			
diez	10	Hago mis deberes	I do my homework	comí	I ate			
once	11	Ceno	I have dinner	<b>Preterite of regular -ar verbs</b> Hablé – I spoke Hablaste – You spoke (s) Habló – he/she spoke Hablamos – We spoke Hablasteis – You spoke (pl) Hablaron – They spoke		dar un paseo	to go for a walk	
doce	12							
trece	13							
catorce	14	Me lavo los dientes	I brush my teeth			dormir	to sleep	
quince	15	Me acuesto	I go to bed			desayunar	to breakfast	
dieciséis	16	por la mañana	in the morning	hacer	to do, make			
diecisiete	17							
dieciocho	18	por la tarde	in the afternoon / evening	escuchar	to listen			
diecinueve	19							
veinte	20							
For 21-100 see Quizlet		primero	first	comer	to eat			
		luego	then	beber	to drink			
		después	afterwards	mandar	to send			
				ver	to see, watch			
				Comiste – You ate (s) Comió – he/she ate Comimos – We ate Comisteis – You ate (pl) Comieron – They ate	Comieron – They ate	Comieron – They ate	to play	
					Comieron – They ate	Comieron – They ate	to speak	

**Week 11**

Assessment Week

**Week 12**

Teacher set homework based on knowledge gaps identified in assessments.





ISCA ACADEMY

INSPIRATION FOR LIFE