

# ISCA ACADEMY



## KNOWLEDGE ORGANISER Spring 2022

Year 8

# Bullying Information



'They're not bullying you because of you, they're bullying you because of how they are' *Jessie J*

Bullying affects lots of people and can happen anywhere: at school, travelling to and from school, in sporting teams, in friendship or family groups.

### Bullying can take many forms including:

- emotional abuse
- social bullying
- social media
- threatening behaviour
- name calling
- sexting
- cyberbullying



### Bullying includes:

- people calling you names
- making things up to get you into trouble
- hitting, pinching, biting, pushing and shoving
- taking things away from you
- damaging your belongings
- stealing your money
- taking your friends away from you or leaving you out
- posting insulting messages or rumours, in person online
- threats and intimidation
- making silent or abusive phone calls
- sending you offensive texts or messages

## Speak

'You always have to remember that bullies want to bring you down because you have something that they admire' *Zac Efron*

Speak to someone. No one has a magic wand, but we always do our best and we really do care

You are not alone  
It is not your fault

There is no reason for you to ever put up with any kind of bullying



The Diana Award Crisis Messenger provides free 24/hr support from trained professionals.



## Support

'Blowing out someone else's candles doesn't make yours shine any brighter' *Drake*

Any form of bullying will not be accepted at Isca

### What we do at Isca to deal with Bullying:

**Reporting bullying:** Students are encouraged to report incidents of bullying to our trained anti-bullying ambassadors (please see the display board in the English corridor), as well as Tutors, Teachers, our Pastoral Care Manager (Mr Heywood), or any member of staff that you feel comfortable talking to.

**Restorative justice** brings all children involved together so everyone affected plays a part in repairing the harm and finding a positive way forward.

Don't be afraid to tell an adult that you trust.

Telling someone shares the problem. It helps you feel supported.

It is really important to tell someone, particularly if the bullying has been going on for a while or the strategies you've tried haven't worked.

# Literacy across the Curriculum

Literacy Marking Codes			Reading Consistencies	
<b>Code</b>	<b>What it means</b>	<b>What you need to do in purple pen</b>	<b>1. Following the text</b>	Students use their bookmark to track the text below the line they are reading. If using a colour overlay, their bookmark should be placed on top of this.
sp	Incorrect spelling	You will write out the correct spelling in the margin in purple pen.	<b>2. Switching readers</b>	When reading the instruction, the student takes over the reading with no pause as they have been following the text.
C	Use a capital letter	Replace the lowercase letter with a capital in purple pen.	<b>3. Pointing out the error</b>	If students make mistakes, the teacher/tutor will correct them swiftly, and the student will be expected to reread the section they got wrong.
p	punctuation	Add in the correct punctuation.	<b>4. Collecting ambitious vocabulary</b>	When directed, students pause the reading to collect ambitious vocabulary, which is written down as instructed by the teacher/tutor.
//	New paragraph	Think why you need a new paragraph here (change of topic/time/place or a new speaker)		

## The Isca Anthology - your reading journey:

**‘Noughts and Crosses’ - Malorie Blackman:** Set in an alternative reality where white people are discriminated against, two young people from across the divide fall in love. Can they possibly find a way to be together? A thought-provoking look at racism and prejudice.

**‘The Woman in Black’ - Susan Hill:** A chilling ghost story. Alone in a remote house surrounded by marshes, a young lawyer struggles with the sense that someone is there with him and eventually uncovers a ghastly secret. Arthur is too disturbed by his memories to share his story aloud, so he writes it down.

**‘The Giver’ - Lois Lowry:** A utopian story told from the point of view of Jonas, an eleven-year-old boy living in a futuristic society that has eliminated all pain, fear, war, and hatred. There is no prejudice, since everyone looks and acts basically the same, and very little competition, but how perfect really is this society?

**‘Our House Is on Fire: Scenes of a Family and a Planet in Crisis’ - Greta Thunberg:** Written by a remarkable family, Our House Is on Fire is the story of how they fought their problems at home by taking global action, and how Greta decided to go on strike from school, igniting a worldwide rebellion.

**‘The Book Thief’ - Markus Zusak:** It is 1939 in Nazi Germany, and Death has never been busier. Liesel, a nine-year-old girl, is living with a foster family on Himmel Street, her parents having been taken away to a concentration camp. This is her story, and that of the people of her street when the bombs begin to fall.

**‘You are a Champion’ - Marcus Rashford** packed full of stories from Marcus’s own life, brilliant advice and top-tips from performance psychologist Katie Warriner. It will show you how to be the very BEST that you can be.

# Art and Design

## Project 1: OBJECTS AND VIEWPOINTS

\* I see: list 10 things that you can see in the art piece.

\*\*I think- make 3 links between what you see and what you know, use your knowledge and understanding of the world, (what, when, how...)

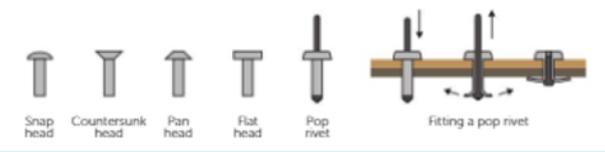
\*\*\*Opting for art or photography as one of your GCSEs? If so, copy the artist image as a voluntary stretch and challenge task\*\*\*

<p><b>Week 1&amp;2:</b> Pablo Picasso, Still-Life with Chair Caning, 1912</p>	<p><b>Week 3&amp;4:</b> Juan Gris, Still Life with Guitar, 1912-13</p>	<p><b>Week 5&amp;6:</b> Pablo Picasso, Still Life with mandolin and Guitar, 1924</p>
<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p> <p><b>Key Words</b>  <b>Cubism:</b> an artistic movement that transforms the subject into geometric shapes.  <b>Fragmented:</b> broken into pieces or divided into parts.</p>	<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p> <p><b>Key Words</b>  <b>Experimental:</b> exploring new ideas through the use of different media, techniques and processes  <b>Overlapping:</b> placing on top to give the illusion of depth</p>	<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p> <p><b>Key Words</b>  <b>Collage:</b> art technique made by placing various materials such as fabric, paper and photographs on a backing</p>
<p><b>Week 7&amp;8:</b> Stephen McNally, Red Ship.</p>	<p><b>Week 9&amp;10:</b> Miguel Guia, Big Guitarist Arlequin.</p>	<p><b>Week 11&amp;12:</b> CAREERS</p>
<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p> <p><b>Key Words</b>  <b>Photomontage:</b> a collage constructed from photographs  <b>Montage:</b> the technique of selecting, editing, and piecing together separate sections of pictures and text</p>	<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p><b>Stretch and Challenge:</b> Copy the artwork/make your own version – bring to your teacher***</p> <p><b>Key Words</b>  <b>Sculpture:</b> three-dimensional art</p>	<p><b>Enquiry task 1:</b> I see*    <b>Enquiry task 2:</b> I think**</p>  <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/36b453">https://links.iscaexeter.co.uk/36b453</a></p>

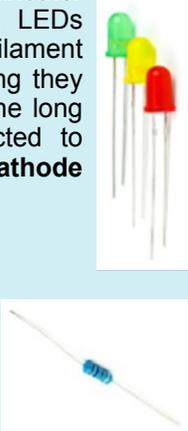
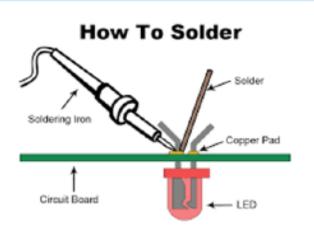
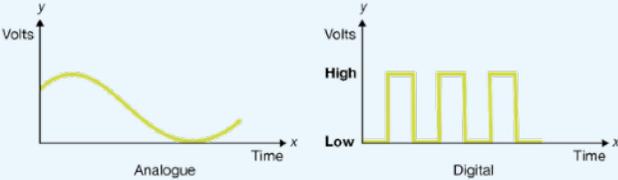
# Computer Science / iMedia

Week 1 & 2	Week 3 & 4	Week 5 & 6
<p><b>Moodboards</b> - A moodboard is a collection of sample materials, existing products and related items that represents the style of a new product that could be created. It can be physical with randomly placed photos, samples, and ideas Or digital - images, videos, sounds</p> <p><b>Visualisation Diagrams</b> - These are mock versions of the intended product. You do not need to draw the images. Boxes with images described are acceptable. They contain:</p> <ul style="list-style-type: none"> <li>• Images</li> <li>• Fonts - size, colour, style</li> <li>• Annotations</li> <li>• Background colours</li> <li>• Colours (scheme in general)</li> </ul>	<p><b>Storyboards</b> - Mock version of intended product. Visual plan on a timeline, and provide guidance on how scenes pan out. They can include</p> <ul style="list-style-type: none"> <li>• Numbered scenes</li> <li>• Camera angles</li> <li>• Camera movements</li> <li>• Timings</li> <li>• Location</li> <li>• Sound</li> <li>• Scene Sketches</li> <li>• Lighting</li> </ul> <p><b>Enquiry Task</b> Build a moodboard for a company who sell sporting goods.</p>	<p><b>Scripts</b> - These provide lines for a character so that they know what to say. Provide details about expressions or actions. Provide stage directions for actor and production crew. They can include:</p> <ul style="list-style-type: none"> <li>• Speech Dialogue</li> <li>• Location / set</li> <li>• Direction (what happens in the scene)</li> <li>• Character names</li> <li>• Sound and sound effects</li> <li>• Shot type</li> <li>• Camera Movement</li> </ul> <p><b>Enquiry Task</b> Build a visualisation diagram for a front cover for an IT hardware magazine</p>
Week 7 & 8	Week 9 & 10	Week 12 - Careers' Focus
<p><b>Marching ants</b> – Show your current selection. Alt + Click will remove parts of your selection.</p> <p><b>Filenames</b> – are very important when photo-editing and include a version number. Example:</p> <p><b>Layers</b> – Are used to order images inside Photoshop.</p> <p><b>Locking Layers</b> - Stops you from editing that layer.</p> <p><b>The Eye On Layers</b> – Allows you to hide that layer.</p> <p><b>Resolution</b> – is the total number of pixels an image is made of (width * height) and may include colour depth.</p> <p><b>Enquiry Tasks:</b> Use <a href="http://www.photopea.com">www.photopea.com</a> use 2 layers and experiment with 3 different blending options. Colour overlay, Soft Light, Luminosity</p>	<p><b>Client Requirements</b> – This is an outline which explains what a client needs from a product.</p> <p><b>Guide Lines</b> – are used to help structure photo editing, this could be a book spine or DVD case cover lines.</p> <p><b>Primary Sources</b> – Sources of information you have built</p> <p><b>Secondary Sources</b> – Sources of information which you have taken from someone else.</p> <p><b>Target Audience</b> - These are the considerations you must think about Income, Age, Gender, Location, Interests / hobbies</p>	<p>Please open this link and complete your careers focus homework on Computer Science</p>  <p><a href="https://links.iscaexeter.co.uk/1cb">https://links.iscaexeter.co.uk/1cb</a></p>

# Design and Technology - Mr Louis

Week 1 & 2 – Metals (Non-Ferrous)	Week 3 & 4 – Metals (Ferrous)	Week 5 & 6 - Metals (Alloys)
<p><b>Aluminium</b> – Properties: Lightweight, ductile, resists corrosion. Uses: Bike frames, drink cans, takeaway trays.</p> <p><b>Zinc</b> - Properties: Brittle, yet malleable. High corrosion resistance. Uses: Used to galvanise steel.</p> <p><b>Copper</b> - Properties: Ductile and malleable. Good electrical conductor. Uses: Plumbing supplies, electrical cables.</p> <p><b>Tin</b> - Properties: Malleable and ductile, high corrosion resistance. Good electrical conductor. Uses: Solder, plating surfaces such as cans.</p> <p><b>Enquiry Task 1:</b> – List as many metal products that you use each day and what type of metal they might be made from.</p> 	<p>Ferrous metals contain iron and may rust.</p> <p><b>Iron</b> - can be extracted from iron ore by using a blast furnace &amp; the process of <b>smelting</b>.</p> <p>Steel can corrode – this is known as rust Rust is a compound called iron oxide and is formed when iron &amp; oxygen react in the presence of moisture or water</p> <p>Most ferrous metals are magnetic.</p> <p><b>Enquiry Task 2:</b> - Research Ferrous &amp; Non-Ferrous metals. Describe the advantages and disadvantages of both. <a href="https://www.focuselearning.co.uk/programmes/?programme=metal-materials&amp;page=introduction">https://www.focuselearning.co.uk/programmes/?programme=metal-materials&amp;page=introduction</a></p> 	<p><b>Alloys</b> are a mixture of at least one pure metal and another element.</p> <p>The alloying process combines the metals and other elements to improve working properties or aesthetics. Alloys are harder than pure metals as they contain atoms of different sizes. These distort the arrangement of the atoms making it hard for the layers of atoms to slide over each other, creating a Harder &amp; stronger metal.</p>  <p>Stainless steel      Brass      High speed steel</p>
Week 7 & 8 – Rivets	Week 9 & 10 – Sustainability	Week 11 & 12 – Assessment Week
<p><b>Rivets</b> are used to join two or more sheets of metal together to create a strong and permanent fixing. Riveting is suited to situations where workers cannot access the back of a product such as in tubing or walls.</p> <p>Rivets are used by the aircraft, shipbuilding and automotive industries, where neatness and strength are important, but also allowing for lighter weight particularly in an aircraft.</p> 	<p>Mankind now depends on at least 90 metals as the basis for modern life &amp; to charge the global economy. <b>Mining</b> for metals results in deforestation, relocation (and potentially exploitation) of communities, building dams and diverting rivers where necessary and more.</p> <p><b>Recycling metal</b> - How we use metals in a circular economy &amp; how recycling &amp; reuse of metal products can lead to a sustainable source of metal. Most metals can be recycled so it is important that we don't just throw our metal products away to end up in landfill. We therefore need to manage the metals that we have already processed into products, so we don't need to keep extracting ores to make new products.</p>	<p><b>Keywords;</b></p> <p><b>Ores</b> – Materials which are mined from the ground.</p> <p><b>Ferrous Metal</b> – A metal or alloy that contains iron, because of this most of them are magnetic</p> <p><b>Non-Ferrous Metal</b> – A metal or alloy that doesn't contain iron, so usually does not rust.</p> <p><b>Alloy</b> – a mixture of two or more metals, or a metal mixed with one or more elements.</p> <p><b>Corrosion</b> – The gradual destruction of material as it reacts with substance, e.g. rusting of iron.</p> <p><b>Finite Resource</b> – A source that will run out eventually, e.g. crude oil. Also called a non-renewable resource.</p> <p><b>Non-Finite Resource</b> – A resource that can be replaced by natural processes as fast as it is consumed by humans. E.g. softwood trees.</p>

# Design and Technology - Mr Donaldson

Week 1 & 2 - Simple Circuits	Week 3 & 4 - Components	Week 5 & 6 - Soldering
<p>A circuit is a path or route that electricity takes</p> <p>There is a start and a finish point known as the <b>power source</b> or <b>power supply</b>. In this example, the two 1.5 Volt AA batteries are the power supply, providing 3 Volts. The batteries are joined by wires or tracks to a <b>toggle switch</b> and a <b>filament bulb</b>. When the switch is in the on position, current flows around the circuit and the bulb lights up.</p> <p><b>Enquiry Task 1:</b> Draw a simple circuit diagram using both symbols and pictures.</p> 	<p>A <b>Light emitting diode (LED)</b> is another type of optoelectronic component. LEDs use very little current compared to filament bulbs. LEDs are <b>polarised</b>, meaning they have positive and negative legs. The long leg is the <b>anode</b> and is connected to positive <b>+</b>. The short leg is the <b>cathode</b> and is connected to negative <b>-</b></p> <p>A <b>Resistor</b> limits the amount of current flowing in an electrical circuit. The unit of resistance is called <b>ohms</b>, represented by <math>\Omega</math>. Resistors are used in series with LEDs to restrict the amount of current flowing through the LED. Too much current will cause the LED to 'blow'</p> 	<p><b>Soldering</b> metals are joined with a metal filler known as solder. Solder has a lower melting point than the adjoining metals. Soft soldering is commonly used in manufacturing electrical circuits and plumbing with copper components.</p> <p>Flux is used to help the solder flow and keep the join clean. Hard soldering is used for joining precious metals.</p>  <p><b>Enquiry Task 2:</b> Describe with the aid of sketches how to solder correctly. Reference Health &amp; Safety.</p>
Week 7 & 8 - CAD/CAM	Week 9 & 10 - Keywords	Week 11 & 12 – Digital V Analogue
<p><b>Advantages of CAD (Computer Aided Design).</b> Designs can be created, saved and edited easily, saving time. Designs or parts of designs can be easily copied or repeated. Designs can be worked on by remote teams simultaneously. Designs can be rendered to look photo-realistic to gather public opinion in a range of finishes. CAD is very accurate CAD software can process complex stress testing.</p> <p><b>Disadvantages of CAD (Computer Aided Design)</b> CAD software is complex to learn. Software can be very expensive. Compatibility issues with software. Security issues - Risk of data being corrupted or hacked.</p> <p><b>Enquiry Task 3:</b> List as many examples of CAM (Computer Aided Manufacture) as you can.</p>	<p>To understand what electricity is doing in a circuit we need to learn the meaning of a few words;</p> <p><b>Voltage</b> – is the difference in charge between two points in a circuit. Voltage is measured in <b>Volts</b>.</p> <p><b>Current</b> – is the rate at which the charge flows around a circuit. Current is measured in Amperes or <b>Amps</b>.</p> <p><b>Resistance</b> – is the measure of how much a material restricts the flow of charge. Resistance is measured in <b>Ohms</b>.</p> <p><b>Enquiry Task 4:</b> Log on to focuselearning (link in Google Classroom) and search Electronics. Study the different video links.</p>	<p>There are two types of signal in electronic systems:</p> <p><b>Analogue signals</b> have an infinite range of values between the minimum and maximum points</p> <p><b>Digital signals</b> are either on or off, and are usually represented by a <b>0</b> for off and a <b>1</b> for on</p> 

# Drama

Week 1/2	Week 3/4	Week 5/6
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>Commedia Del Arte is an improvised theatrical style that originated in Italy in the 16th century, flourished until the early 18th century and influenced modern theatre in many important ways.</li> <li>Lazzo : a joke or "something foolish or witty", usually well known to the performers and to some extent a scripted routine.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>Troupe: Commedia was performed all over Italy and Europe by touring groups of about 10 people called a troupe.</li> <li>Stock Characters: Each troupe contained many of the same well-known characters. The characters can be divided into: Masters, servants and lovers.</li> <li>Grammalot: Because they moved around Europe they would often use a made up nonsense language called Grammalot.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li>Pantalone: A master mean and miserly old man who is only happy when making or counting money.</li> <li>Harlequin: A servant who is very light on his feet. Cheeky, likes to play jokes on people.</li> <li>Innamorati: The lovers, very emotional and sickly sweet. Head over heels in love at one moment moved to fits of rage or despair the next.</li> </ul>
<p><u>Enquiry Task:</u> Watch the video linked below <a href="https://youtu.be/h_0TAXWt8hY">https://youtu.be/h_0TAXWt8hY</a> Pick your two favourite characters and create a storyboard or description of a routine they could perform.</p>	<p><u>Enquiry Task:</u> Watch the video linked below <a href="https://youtu.be/9gTs9xWJcgg">https://youtu.be/9gTs9xWJcgg</a> Create your own made up language and talk about something you did last week. Record the results.</p>	<p><u>Enquiry Task</u> Watch the video linked below <a href="https://youtu.be/JJEwuurzDe4">https://youtu.be/JJEwuurzDe4</a> Pick one master and one servant character, practice standing and moving as that character. Create a paper mask for that character.</p>
Week 7/8	Week 9/10	Week 11/12
<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li><b>Naturalism:</b> A type of drama that tries to be as realistic as possible, with believable stories and characters.</li> <li><b>Non-naturalism:</b> Any style of drama that uses unrealistic techniques.</li> <li><b>Monologue:</b> One character speaking uninterrupted, heard by the other characters on stage.</li> </ul>	<p><u>Key Words</u></p> <ul style="list-style-type: none"> <li><b>Soliloquy:</b> One character speaking uninterrupted, not heard by the other characters on stage.</li> <li><b>Marking the moment:</b> Using a technique to highlight an important moment.</li> <li><b>Flashback:</b> A jump backward in time in a story.</li> </ul>	
<p><u>Enquiry Task:</u> Watch the video linked below <a href="https://youtu.be/dllFR6c7NZc">https://youtu.be/dllFR6c7NZc</a> See if you can create your own exaggerated versions of the seven emotions. Describe what you did with your face and body for each emotion.</p>	<p><u>Enquiry Task:</u> Create a storyboard for the scene that you are performing next week. Use captions and speech bubbles to show what is happening.</p>	<p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/9vw">https://links.iscaexeter.co.uk/9vw</a></p>

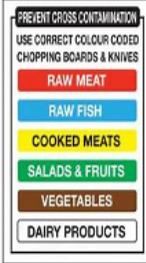
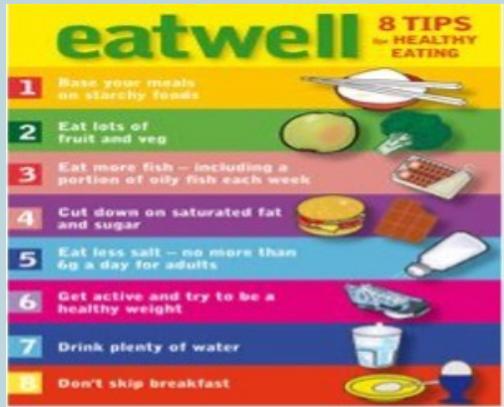
# English

Week 1	Week 2	Week 3
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Victorian Era - The period of Queen Victoria's reign from 1837 to 1901</li> <li>2) Perspective - An attitude or point of view</li> <li>3) Frame of reference - A set of values and experiences that form your view of the world</li> <li>4) Innocence - A lack of guilt or corruption; purity or in religious terms being free from sin.</li> <li>5) Implicit - Suggested or hinted at</li> <li>6) Explicit - What is overtly stated in the text.</li> <li>7) Bias - Partiality of favouritism.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Simile - Comparing something using like or as.</li> <li>2) Metaphor - saying something is something else; a direct comparison, not meant literally.</li> <li>3) Personification - applying human characteristics to objects.</li> <li>4) Alliteration - When the first letter of a word is repeated.</li> <li>5) Assonance - Repeating vowel sounds</li> <li>6) Onomatopoeia - Words that sound like what they describe</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Literary non-fiction: a type of writing that uses techniques usually associated with fiction or poetry to report on the real world</li> <li>2) Contemporaries - a person or thing living or existing at the same time as another.</li> <li>3) Toxic Masculinity - certain cultural norms that cause harm to society and men themselves</li> <li>4) Parataxis - Use of very short, sharp sentences.</li> <li>5) Asyndetic list - Listing without using conjunctions.</li> </ol>
Week 4	Week 5	Week 6
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Anecdote - A short story from personal experience</li> <li>2) Irony - Something contrary to what you might expect</li> <li>3) Rhetorical question - a question asked in order to create dramatic effect or to make a point.</li> <li>4) Idiom - Commonly used phrases or metaphors</li> <li>5) Euphemism - A polite way to say something taboo or controversial</li> <li>6) Connotation - A word that you would associate with another</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Address - The way you refer to the person you are writing to.</li> <li>2) Opening salutations - The word or phrase you use to greet the recipient.</li> <li>3) Formality - The conventions or customs that dictate what you can or cannot include within your letter.</li> <li>4) Call to action - How you induce your reader to perform a specific act.</li> <li>5) Closing remarks - A final statement that sums up your request.</li> <li>6) Complimentary closing - How you sign off your letter.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Repetition - When a word or phrase is used more than once.</li> <li>2) Emotive language - Powerful describing words of adjectives</li> <li>3) Hypophora - When a writer both asks and answers a question.</li> <li>4) Anaphora - The repetition of a word or phrase at the beginning of successive clauses</li> <li>5) Discourse marker - Marks a change in direction in a text.</li> <li>6) Context - Where, when and how a text is produced or received</li> </ol>

# English

Week 7	Week 8	Week 9
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Tone - the general character or attitude of a piece of writing.</li> <li>2) Class (social) - a system of ordering society whereby people are divided into sets based on perceived social or economic status.</li> <li>3) Othering - To view or treat (a person or group of people) as intrinsically different and alien.</li> <li>4) Orientalism - A patronising attitude by the West towards other cultures.</li> <li>5) Prejudice - a preconceived opinion that is not based on reason or experience.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Noun - A word that refers to a thing, a person, a place, a quality or an idea.</li> <li>2) Verb - A word used to describe an action, state or occurrence.</li> <li>3) Adjective - A word used to describe the quality of a noun.</li> <li>4) Adverb - Gives information about a verb.</li> <li>5) Conjunction - A word used to connect clauses or sentences.</li> <li>6) Triadic listing - A group of three words or ideas.</li> <li>7) Interrogative sentence - A question.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Exclamatory sentence - A sentence that exclaims and ends with an exclamation mark.</li> <li>2) Ambiguity - When something has an unclear meaning.</li> <li>3) Oxymoron - Two opposites together.</li> <li>4) Juxtaposition - When two or more ideas are contrasted.</li> <li>5) Paradox - When something is a contradiction.</li> <li>6) Context - Where, when and how a text is produced or received</li> </ol>
Week 10	Week 11	Week 12 - Careers
<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) Format - The way in which something is arranged or set out.</li> <li>2) Claim - An assertion that something is true.</li> <li>3) Counterclaim - A claim made to rebut a previous claim.</li> <li>4) Logic - Reasoning conducted or assessed according to strict principles of validity</li> <li>5) Compromise - An agreement or settlement of a dispute that is reached by each side making concessions.</li> <li>6) Diatribe - A forceful and bitter verbal attack against someone or something.</li> </ol>	<p><b>TASK- Learn the following using say, look, cover, write, check in your homework book.</b></p> <ol style="list-style-type: none"> <li>1) <b>Analogy - A comparison of certain similarities between two different things.</b></li> <li>2) <b>Chronological - When things happen or are described in the order that they happened.</b></li> <li>3) <b>Cliche - An idea that has been so frequently used it has lost its impact.</b></li> <li>4) <b>Colloquial language - The informal language that is used in conversation.</b></li> <li>5) <b>Jargon - Words or expressions developed for a specific industry.</b></li> <li>6) <b>Voice - The personality of a piece of writing.</b></li> </ol>	<p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/4my">https://links.iscaexeter.co.uk/4my</a></p> 

# Food & Nutrition

Week 1 - Recap Food Hygiene & Safety	Week 2 Couscous Salad	Week 3 – 8 Tips healthy eating
<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  <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 – bacteria grows the most  <b>Bacteria</b> – a Micro living organism that can cause food poisoning eg <b>salmonella</b>.            Needs 4 things to grow, moisture, time, warmth, food (protein)</p>  	<p><b>Practical baseline assessment: Couscous Salad</b>  <b>A pasta, nutrient carbohydrates</b> – starchy slow releasing energy.  <b>5 fruit and vegetables</b> a day. <b>Vitamins</b> eg vitamin C – good for immune system, <b>minerals</b> eg calcium, iron etc  <b>Cross contamination:</b> avoid bacteria transferring from one food/equipment to another – use colour coded board, wash hands, tissue paper for peelings  <b>Food Preparation skills:</b> peel (take off skin), slice, dice (cubes) (<b>bridge and claw knife techniques</b>)  <b>Cooking skills:</b> <b>re-hydrate</b> – turn from dried to wet by adding water – couscous. <b>Boil</b> – water to make a– vegetable/chicken) <b>stock (water and stock cube</b>  <b>ENQUIRY TASK 1:</b> Find out what nutrients are in a couscous salad. <b>Search</b> <a href="http://www.bbcgoodfood.co.uk">www.bbcgoodfood.co.uk</a></p>	<p><b>8 Tips for Healthy Eating Calories:</b>            Men 2,500, Women 2,000 per day</p> 
Week 4 – Cheesecake	Week 5	Week 6 – Macaroni Cheese
<p><b>Practical – Nutrients and functions – cheesecake</b>  <b>Nutrient</b> – a natural chemical in food that keeps us healthy  <b>Macro</b> (large amounts), <b>Micro</b> (small amounts)  <b>Food Group Dairy</b> – Nutrient  <b>Fat</b> – energy, warmth too much leads to obesity heart disease  <b>Nutrients</b> –  <b>Vitamin C</b> in lemons good for immune, cells - scurvy.  <b>Calcium</b> – strong teeth and bones – rickets. Biscuits –  <b>sugar carbohydrates</b> – tooth decay, obesity.  <b>Only 5g of salt a day – too much high blood pressure</b>  <b>ENQUIRY TASK 2:</b> Research what happens to your body if you don't have enough calcium, vitamin C or if you have too much fat, sugar and salt.</p>	<p><b>HOMEMADE V FAST FOODS (Nutrition labels)</b>  <b>Homemade – positives</b> Know what's in it, Lower fat, sugar and salt. No artificial additives, know their food provenance (where comes from), energy used in making <b>Fast food – negatives</b> High in sugar, fat and salt, Artificial additives. Not fresh, throw away packaging (plastic)  <b>Modify a Recipe – make more healthy.</b> Adding vegetables to the sauce – more fibre, vitamins, minerals. Adding a protein (meat/fish etc), making a homemade sauce  <b>Make vegetarian/vegan,</b> less fat, ethical reasons lean meat (remove fat), less fat. Semi skimmed milk – less fat, wholemeal pasta (fibre), healthier oils, margarine no butter, Low fat cheese. Lactose free ingredients.  <b>ENQUIRY TASK 3:</b> print off a nutrition label</p>	<p><b>Practical – Modify – macaroni cheese</b>  <b>Multi-cultural</b> –Food from different countries – Italian. <b>Modify:</b> change an ingredients for different diets/likes/dislikes. <b>Seasoning</b> – herbs and spices that give food flavour – chilli, curry powder, coriander, parsley, mint instead of salt unnatural additives and flavours. <b>Healthier</b> – wholemeal pasta (gluten free), low fat cheese or lacto free, margarine instead of butter, more vegetables – more fibre (aids digestion of food), fills you up for longer. Use low fat or lean (reduced fat meat eg chicken). <b>Food Preparation techniques</b>-roux (butter and flour to thicken a white sauce), grate. <b>Cooking techniques; boiling</b> – cook in water in a saucepan reaches 100°C and <b>simmering</b> – continue cooking on a low heat (small bubbles).</p>

# Food & Nutrition

Week 7	Week 8 – Carrot Cakes	Week 9
<p><b>Practical: Healthier cakes – Carrot Cake</b>  <b>Carrot: Vitamin A:</b> needed for healthy eyesight.  <b>Carbohydrates starchy</b> slow release of energy.  <b>Wholemeal flour</b> – more <b>fibre</b> – aids digestion of food through your body – fuller for longer, also in fruit and vegetables. Healthier fats – <b>unsaturated</b> – from plants – vegetable, olive oil, rapeseed oil, margarine instead of butter. <b>Sugar – sugary carbohydrates</b>, quick release of energy doesn't fill you up.  <b>Gluten free</b> – use gluten free flour  <b>Fondant icing</b> – icing sugar and glucose which is moldable icing, <b>butter icing</b> – icing sugar and butter or soft cream cheese  <b>Food Preparation, and Cooking skills</b> – mixing, grating baking.</p>	<p><b>Practical: Healthier cakes – Carrot Cake</b>  <b>Carrot: Vitamin A:</b> needed for healthy eyesight.  <b>Carbohydrates starchy</b> slow release of energy.  <b>Wholemeal flour</b> – more <b>fibre</b> – aids digestion of food through your body – fuller for longer, also in fruit and vegetables. Healthier fats – <b>unsaturated</b> – from plants – vegetable, olive oil, rapeseed oil, margarine instead of butter. <b>Sugar – sugary carbohydrates</b>, quick release of energy doesn't fill you up.  <b>Gluten free</b> – use gluten free flour  <b>Fondant icing</b> – icing sugar and glucose which is moldable icing, <b>butter icing</b> – icing sugar and butter or soft cream cheese  <b>Food Preparation, and Cooking skills</b> – mixing, grating baking.</p>	<p><b>Nutrients needed for different life stages:</b>  <b>Infants</b> – bodies growing, more carbohydrates for energy, protein – muscle growth, calcium for teeth bones (dairy foods). <b>Children/Teenagers</b> - iron – healthy red blood cells, protein for growth of muscles, repair and energy, carbohydrates for energy. <b>Adults</b> – maintenance of body, <b>Elderly</b> - <b>more calcium weak bones, protein, iron.</b>  <b>Pregnant women</b> - calcium bones and teeth, less processed foods (home cooked no additives), less fat, sugar, salt) <b>Special diets: multi-cultural</b>, gluten free (wheat free food), lactose intolerant (no lactose in milk), nut allergies, diabetic, vegetarian (no meat), vegan (No animal foods)  <b>ENQUIRY TASK 4:</b> Find out the nutritional needs of teenagers, what nutrients they need a day, how much and why</p>
Week 10 – Curry	Week 11 Spanish Tortilla Assessment	Week 12 - Review
<p><b>Nutritional Analysis Curry</b>  <b>Traffic light labelling</b> - how much sugar, salt and fat is in food. High/Medium/Low, DRV/R – Dietary Reference Values/Intake are the amount in grams of each nutrients you should have a day. Calories (how energy) men 2,500, women 2,000</p>  <p><b>ENQUIRY TASK 5:</b> Find a traffic light label for curry - how much sugar, fat and salt.</p>	<p><b>Food Preparation Skills:</b> <b>peel</b> (remove skin) slicing, dicing (cubes), beat – with a fork to add air to the egg. <b>De-seed</b> – remove seeds. <b>Seasoning</b>- herbs or spices to give flavour to food. <b>Drain</b> - remove water from cooked vegetables using a colander (container with holes). <b>Cooking skills:</b> <b>par-boil</b> – part boil for a few minutes to soften the edges of potato. Baking (in oven, no oil, browns food). <b>Multi-cultural: foods from different countries.</b> <b>Modify your own recipe:</b> change recipe to add different textures, flavours, colours and aromas (smell) or make healthier. E.g. herbs.</p> <p><b>ENQUIRY TASK 6:</b> Revise all key words/skills week 1-11 for assessment next week. Check google classrooms for revision resources</p>	<p><b>Written Theory Assessment</b></p>  <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/4sw">https://links.iscaexeter.co.uk/4sw</a></p>

# French

Cycle 5 – Ma vie saine (My healthy life)			
WEEK	French	English	Enquiry Tasks – to be done in French
1	Je vais te parler de ma vie saine.	I am going to talk to you about my healthy life.	Research some typical French dishes.
2	Pour moi la santé est très importante alors j'aime manger les fruits et les légumes. Nom, nom!	For me health is very important and so I like to eat fruit and vegetables. Yum!	Write a paragraph to say what you do and don't like to eat. Give reasons why.
3	En outre, avant d'aller au collège, je fais du vélo et le week-end je joue au foot avec mon équipe qui s'appelle "Les Bleus".	Furthermore, before going to school, I cycle and at the weekend I play football with my team which is called "The Blues".	Write a paragraph to say sports you do and when. Use vocabulary from Cycle 3 to extend this.
4	Je sais qu'il faut faire de l'exercice et boire deux litres d'eau tous les jours. Il ne faut pas fumer.	I know that you have to do exercise and drink two litres of water a day. You must not smoke.	Write a list of 5 rules for a healthy lifestyle.
5	Quand j'étais plus jeune j'aimais manger le fast-food et je ne faisais pas de sport.	When I was younger I used to like to eat fast food and I didn't do sport.	Cover the French for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
6	Quelle horreur! J'ai décidé de changer et je mène déjà une vie plus saine qu'avant.	How awful! I decided to change and I already lead a healthier lifestyle than before.	Write a description of your habits when you were younger using the imperfect tense.
7	À l'avenir, je mangerai moins de sucreries et je ferai plus de sport pour rester en forme.	In the future, I will eat less sugar and I will do more sport to keep myself fit.	Use the future tense to list 5 things you will do in the future.
8	De plus je me coucherai de bonne heure tous les jours parce que dormir suffisamment est essentiel.	As well I will go to bed early every day because sleeping sufficiently is essential.	Revise time from cycle 2.
9	Je ne fumerai jamais et je ne boirai ni de bière ni de vin. Je ne mangerai plus la nourriture grasse.	I will never smoke and I will drink neither beer nor wine. I will no longer eat fatty food.	Take 6 positive sentences from weeks 1-9 and make them negative – translate them into English.
10	L'important est que je fasse un effort pour être en pleine forme.	The important thing is that I make an effort to be fit.	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 2 Weeks 1-10.

# French

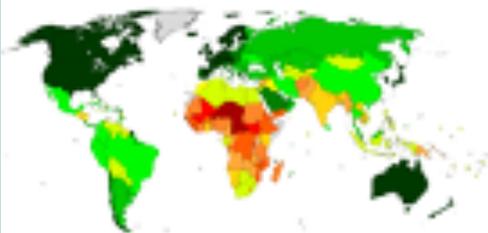
Week 1 Food + drink		Week 2 Preferences		Week 3 Fitness		Week 4 Health		Week 5 Past habits	
je mange	I eat	j'aime	I like	je fais	I do	il faut	you have to	quand j'étais	when I was
des fruits	fruit	j'adore	I love	nous faisons	we do	j'ai besoin de	I need to	petit	little
de la viande	meat	je préfère	I prefer	de l'athlétisme	athletics	je vais	I am going to	plus jeune	younger
des oeufs	eggs	je n'aime pas	I don't like	de la danse	dancing	c'est important de	it is important to	j'aimais	I used to like
des légumes	vegetables	je déteste	I hate	du vélo	cycling			je buvais	I used to drink
du fromage	cheese	le petit-déjeuner	breakfast	de l'équitation	horse riding	on devrait	we must	je mangais	I used to eat
du jambon	ham			du ski	skiing	boire de l'eau	we should	je jouais	I used to play
de la salade	salad	le déjeuner	lunch	du skate	skateboarding	faire du sport	do sport	je faisais	I used to do
des frites	chips	le dîner	dinner	de la natation	swimming	prendre des vitamines	take vitamins	j'allais	I used to go
du poisson	fish	la nourriture	food	du patinage	skating			j'avais	I used to have
du pain	bread	les boissons	drinks	de l'escalade	climbing	arrêter de fumer	stop smoking	j'étais	I was
des pâtes	pasta	c'est	it is	de la voile	sailing			c'était	it was
du poulet	chicken	dégoûtant	disgusting	je joue	I play	boire de l'eau	drink water	il y avait	there was
de la glace	ice cream	sucré	sweet	nous jouons	we play	manger	eat	The imperfect tense is used to talk about things that <b>'used to'</b> happen in the past. It is also used when we say <b>'was'</b> or <b>'were'</b> in English.	
je bois	I drink	salé	salty	au foot	football	eviter	avoid		
de l'eau	water	sain	healthy	au rugby	rugby	le fast-food	fast food		
du café	coffee	malsain	unhealthy	au basket	basketball	la nourriture grasse	fatty food		
du thé	tea	bon / mauvais pour la santé	good/bad for your health	au hand	handball	la nourriture salée	salty food		
du lait	milk	savoureux	tasty	au tennis	tennis	faire de l'exercice	do exercise		
du jus	juice	délicieux	delicious	au babyfoot	table football				

# French

Week 6 Past habits		Week 7 Future plans		Week 8 Daily routine		Week 9 Negatives		Week 10	
je jouais	I used to play	je boirai	I will drink	le matin	in the morning	je ne mange pas	I don't eat	Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.  <b>Quizlet folder:</b>  	
		je mangerai	I will eat	l'après midi	in the afternoon	je ne bois pas	I don't drink		
tu jouais	you used to play (singular)	je jouerai	I will play			le soir	in the evening		ne...jamais
		je ferai	I will do	la nuit	at night	ne...pas	not		
il jouait	he used to play	j'irai	I will go			avant	before		ne..personne
		j'aurai	I will have	après	after	ni...ni	neither...nor		
elle jouait	she used to play	je serai	I will be	je me reveille	I wake up	ne...plus	no...longer		
		il sera	it will be			ne...que	only		
nous jouions	we used to play	demain	tomorrow	je me lève	I get up	ne...rien	nothing		<b>Week 11</b>
		à l'avenir	in the future	je me lave	I wash	de vin	wine		Assessment Week
vous jouiez	you used to play (plural)	le weekend prochain	next weekend	je me brosse les dents	I brush my teeth	de bière	beer		
		la semaine prochaine	next week	je m'habille	I get dressed	de fast-food	fast food		
ils jouaient	they used to play (m)	To form the future tense you use the <b>infinitive</b> with the following endings: je <b>-ai</b> tu <b>-as</b> il / elle <b>-a</b> nous <b>-ons</b> vous <b>-ez</b> ils / elles <b>-ont</b> Watch out for irregular verbs that use a different stem e.g. aller (to go) = ir...	je rentre chez moi	I return home	de sel	salt	Teacher set homework based on knowledge gaps identified in assessments.  		
elles jouaient	she used to play (f)		je vais au collège	I go to school	de grasse	fat			
			je me douche	I shower	When you use negatives in French you need to form a 'sandwich' around the verb je <b>ne</b> mange <b>pas</b> (I don't eat)				
To form the imperfect use the present tense nous form of the present tense, minus -ons, and add the imperfect endings above.		je fais mes devoirs	I do my homework						
		je me couche	I go to sleep						

# Geography

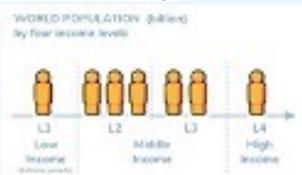
## Development and Resources

Week 1	Week 2
<p><b>Development:</b> the process of change by which people reach an acceptable standard of living or quality of life</p> <p><b>Gross National Income (GNI):</b> the total value of goods and services in a country as well as income earned from investments overseas.</p> <p><b>Birth and death rate:</b> the number of people who are born/die in a year per 1000 people In 2016, the richest 20% consumed 80% of the world's resources.</p> <p><b>Enquiry:</b>  <b>GNI</b> – the total value of:            goods (e.g. computers)            + services (e.g. banking, law)            + foreign investment income.  <b>The GNI per capita (person) in 2019 was US \$42,130 in the UK and \$870 in Mali.</b>            Explain what you think the level of development is like in Mali compared with the UK.</p>	<p>Causes of uneven development around the world can be physical and human.</p> <p><b>Physical factors:</b> climate, natural disasters, mountainous land, being landlocked (means not having a coastline which has prevented trade), quality of soils, available natural resource</p> <p><b>Human factors:</b> colonial past (governed by other countries e.g. British Empire), education, political unrest, poor governance, war and conflict, disease and debt.</p> <p><b>Enquiry:</b> The map shows levels of development in the world in 2020. The green countries are most developed, and the red ones are least developed.            Look closely at the map to see if there are any patterns. Say which are the most developed areas and which are the least. Explain why this is the case.</p> 
Week 3	Week 4
<p><b>Quality of life:</b> the general wellbeing of people which includes income, health, education, employment and the environment.</p> <p><b>North-South divide:</b> refers to the economic and social differences between Southern England and the rest of Great Britain. The divide cuts through the Midlands.            In the north, life expectancy is lower, there is more unemployment and you are less likely to achieve high grades at school.</p> <p><b>Enquiry:</b> Why do you think there is a North-South divide in Great Britain? Write one paragraph.</p> <p><a href="https://teamgeographygcse.weebly.com/the-north-south-divide.htm">https://teamgeographygcse.weebly.com/the-north-south-divide.htm</a></p>	<p><b>Employment structure:</b> dividing businesses and industries into sectors</p> <p><b>Primary industries:</b> involve collecting raw materials such as farming, mining &amp; fishing</p> <p><b>Secondary industries:</b> making the raw material into a product e.g. factory worker</p> <p><b>Tertiary industries:</b> providing a service e.g. teacher, policeman</p> <p><b>Quaternary industries:</b> information and technology e.g. space science, pharmaceuticals</p> <p><b>Enquiry:</b> Decide which of the following sectors each job belongs to: Courts and law, logging, developing satellites, cattle ranching, bottling drinks.</p>

# Geography

Week 5	Week 6
<p><b><u>Sustainable Development Goals (SDGs):</u></b></p> <p>17 goals defined by the UN in 2015. These goals call for action by all countries and aim to end poverty, fight inequality and injustice and tackle climate change by 2030.</p> <p><b>Send a Cow:</b> a charity which started in 1988 by sending cows from the UK to parts of Africa including Kenya and Uganda. They now teach farming techniques such as water harvesting, vegetable growing and tree planting.</p>  <p><b>Enquiry:</b> ‘Quality Education’ for all is SDG 4. Many children across the world have to work and cannot go to school because their families are so poor. Write a letter to a teenage child worker. Tell them about your school and your learning.</p>	<p><b>Natural resources:</b> substances found in nature which can be used by humans e.g. wood, minerals and water.</p> <p><b>Non-renewable:</b> substances which are limited and so will run out one day or cannot be replaced during our lifetime e.g. oil.</p> <p><b>Water scarcity:</b> a lack of freshwater resources available to meet the demands of water</p> <p><b>Enquiry:</b> What problems will be caused by water and non-renewable resources running out? Create a mind map and categorise your ideas into social (people), economic (money/jobs) and environmental.</p>
Week 7	Week 8
<p><b>Crude oil:</b> naturally occurring and unrefined petroleum that can be refined into diesel, petrol, gasoline, kerosene and other petrochemicals. The Middle East region holds 48% of the world’s oil reserves and 43% of the world’s natural gas. It has experienced 570 million years of uninterrupted sedimentation, an ideal setting.</p> <p><b>Enquiry:</b> Oil is a non-renewable natural resource. We use oil every day, especially to travel by car, bus, train, boat, or aeroplane.</p> <p>What will we do when the oil runs out? Write a blog post giving your ideas about how we will travel in the future. What renewable sources of power will we use? Draw sketches of any new vehicles you think we will use, what they are made from and how they will work.</p>	<p><b><u>Russian resources</u></b></p> <p>Russia produces 20% of the world’s natural gas and is the world’s leading producer of oil. Russia exports steel and aluminium. About 20% of the world’s forests lie in Russia, supplying much of the world’s timber including pine and cedar. In 2007, Russian explorers carried out scientific research on the ocean floor, 4200 m.</p> <p><b>Enquiry:</b> Russia is a very large country which has a lot of natural resources such as oil and gas. Create an A4 poster (one page of an exercise book) to show all of the natural resources found in Russia. Add labels to show the information above Use images and colours.</p>

# Geography

Week 9	Week 10
<p><b><u>Renewable resources in Iceland</u></b></p> <p>Iceland has the highest percentage of renewable energy contributing to its energy mix of any country in the world. Renewable sources provide 100% of Iceland’s electricity and heat. 80% of electricity is generated from hydropower and 20% comes from geothermal power.</p> <p><b>Enquiry:</b> Iceland is an island country in the Northern Atlantic Ocean which uses renewable sources to produce much of its energy: <b>Hydropower</b> – flowing water is used to produce electricity. <b>Geothermal power</b> – uses hot rocks under the surface of the Earth to produce energy. Write a newspaper article. Tell your readers that the UK must become more like Iceland and use more renewable energy. ‘UK must go greener, faster!’</p>	<p><b><u>Theories about population growth</u></b></p> <p>The population of the world has now grown to 7.8 billion people and keeps growing. Everyone needs food to live but can we grow enough food for more and more people?</p> <p><b>Malthus’ theory:</b> examines the relationship between population and food production. While population grows geometrically (1, 2, 4, 8, 16 etc), food production increases arithmetically (1, 2, 3, 4, 5 etc). Eventually, population will outstrip food production.</p> <p><b>Boserup’s theory:</b> came in 1965. Suggests population growth is positive and we invent new methods to obtain resources.</p> <p><b>Enquiry:</b> Read Malthus’ and Boserup’s theories, shown above. Who do you think is right and why? Write down your decision and then give your reasoning.</p>
Week 11	Week 12
<p>Factfulness by Hans Rosling shows a different way of thinking about levels of development. He argues that we should use four levels to categorise countries.</p> <p>Level 1 is made up of people who earn less than \$2 a day and live in extreme poverty. At Level 2, people earn between \$2 and \$8 a day. Almost half the world’s population lives at this income level. Level 3 is made up of people who live on between \$8 – \$32 per day. The richest billion people on earth live at Level 4, where their income is more than \$32 a day</p> <p><b>Enquiry:</b> Describe what life is like for people in level 4 compared to level 3. Use this website to help:</p> <p><a href="https://www.gapminder.org/fw/income-levels/">https://www.gapminder.org/fw/income-levels/</a></p>  	<p><b><u>CAREERS:</u></b></p>  <p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/of7">https://links.iscaexeter.co.uk/of7</a></p>

# History

Week 1	Week 2	Week 3
<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Inhumane</b> – Cruel and lacking compassion</li> <li><b>Civilised</b> – Considered to be more advanced</li> <li><b>Empire</b> – A group of countries ruled over by a single monarch</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>West Africa rich in salt, ivory and gold</li> <li>Bunce Island – British slave factory in Sierra Leone</li> </ul> <p><b>This week's enquiry is...</b>  <i>What can the ruins at Bunce Island tell us about the slave trade?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Voyage</b> – A long journey by sea</li> <li><b>Plantation</b> – An area of land on which crops are grown</li> <li><b>Maroons</b> – Escaped slaves</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>1660 – Royal African company set up</li> <li>80,000 slaves sent to America every year by 1800</li> </ul> <p><b>This week's enquiry is...</b>  <i>What was the middle passage like?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Emancipation</b> – To be set free</li> <li><b>Insurrection</b> – An illegal uprising or rebellion</li> <li><b>Manilla</b> – A type of metal bracelet used as currency in West Africa</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Exeter charter to trade with West Africa in 1585</li> <li>Manillas found on Cowick Street</li> </ul> <p><b>This week's enquiry is...</b>  <i>How significant was Exeter's role in the slave trade?</i></p>
Week 4	Week 5	Week 6
<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Abolition</b> – To get rid of something</li> <li><b>Quaker</b> – A type of Christian. Usually very peaceful.</li> <li><b>Profit</b> – The money you have left after taking out costs</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Slave rebellions such as Tacky's War and Busa's Rebellion</li> <li>Role of Wilberforce and Thomas Clarkson</li> </ul> <p><b>This week's enquiry is...</b>  <i>Why was the slave trade abolished?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Civil war</b> – A war between people of the same country</li> <li><b>Segregation</b> – To be separated</li> <li><b>Boycott</b> – To refuse to do something</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>1861 – American Civil War begins</li> <li>1862 – Emancipation Proclamation</li> </ul> <p><b>This week's enquiry is...</b>  <i>Did black Americans gain equality during the civil rights movement?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Immigration</b> – When people from another country settle permanently in your country</li> <li><b>BAME</b> – Black and minority ethnic</li> <li><b>Institutional</b> – When something is built into the institutions of a country i.e Education, Religion</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>1965 – Bristol Bus Boycott</li> <li>1948 – British Nationality Act</li> </ul> <p><b>This week's enquiry is...</b>  <i>Did Britain have its own civil rights movement in the 20<sup>th</sup> century?</i></p>

# History

Week 7	Week 8	Week 9
<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Sub-continent</b> – A part of a larger continent</li> <li><b>Colonise</b> – To send settlers to a place and take control over the native population</li> <li><b>Monopoly</b> – To have sole rights over something</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Vasgo de Gama reaches India in 1497</li> <li>1600 – East India Company given first royal charter</li> </ul> <p><b>This week's enquiry is...</b>  <i>Why was finding a route to India so important for European explorers?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Primitive</b> – To be unsophisticated</li> <li><b>Suti</b> – The ritual burning of a widow on her husband's funeral pyre</li> <li><b>Imperialism</b> – To extend a country's power through colonisation</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Suti – Practice of forcing widows onto the funeral pyres of their dead husbands</li> <li>Thuggee – Bandits who would wait to attack and rob travellers</li> </ul> <p><b>This week's enquiry is...</b>  <i>What was India like before British rule?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Heritage</b> – Objects that are inherited</li> <li><b>Moral</b> – Concerning the principles of right and wrong</li> <li><b>Appropriation</b> – When you take something from someone</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>Koh-I-Noor acquired by Queen Victoria in 1849</li> <li>Now part of the crown jewels</li> </ul> <p><b>This week's enquiry is...</b>  <i>Who should have the Koh-I-Noor?</i></p>
Week 10	Week 11	Week 12
<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Subjugate</b> – To control someone or something</li> <li><b>Diverse</b> – To have lots of differences</li> <li><b>Mutiny</b> – To refuse to follow the leadership of a ruler</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>1857 – Indian Mutiny</li> <li>1919 – Amritsar Massacre</li> </ul> <p><b>This week's enquiry is...</b>  <i>Should British actions in India change the way we view the abolition movement?</i></p>	<p><b>Key Terms:</b></p> <ol style="list-style-type: none"> <li><b>Independence</b> – To be free of external control</li> <li><b>Nationalist</b> – A person who believes their country is superior to other countries</li> <li><b>Governance</b> – The way a country is ruled</li> </ol> <p><b>Key Knowledge:</b></p> <ul style="list-style-type: none"> <li>1947 – Indian Independence</li> <li>1947 – Partition of India and Pakistan</li> </ul> <p><b>This week's enquiry is...</b>  <i>Was Indian Independence gained in a similar way to other British colonies?</i></p>	<p><b>CAREERS:</b></p>  <p>Follow the QR code or type in the link into your browser  <a href="https://links.iscaexeter.co.uk/a0z">https://links.iscaexeter.co.uk/a0z</a></p>

# Mathematics

- 1) Go to [sparxmaths.uk](https://sparxmaths.uk)
- 2) Login using your username and password
- 3) Complete your compulsory homework as follows:
  - Write the bookwork code
  - Write the question, your working and your answer
  - Mark 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.

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

Homework Thursday 1<sup>st</sup> June 2022

Task 1

D40  $12 + 13 = \underline{25}$  ✓

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

E60  $\left(\frac{12}{2} : \frac{18}{3}\right) \div 6$   
 $2 : 3 = \underline{3}$  ✓

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

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

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

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

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

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

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

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

Task 2

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

H71  $P(\text{odd}) = \frac{3}{5}$  ✓

Task 3

J22 Even ✓

K32 Unlikely ✗

L42 B, A, C ✓

C03 4 none blue balls ✓

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

E23 B ✓



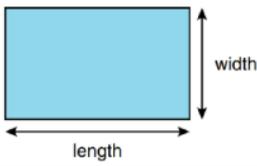
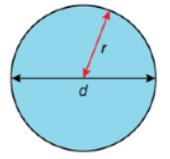
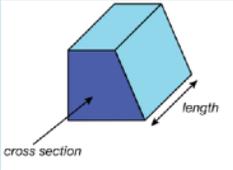
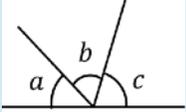
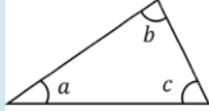
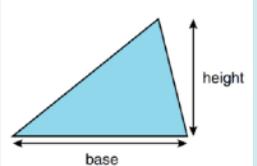
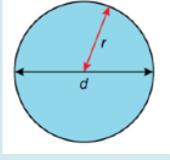
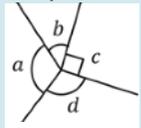
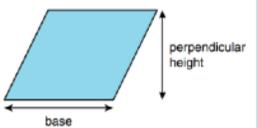
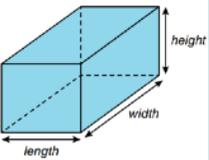
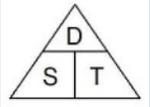
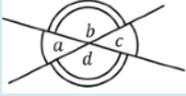
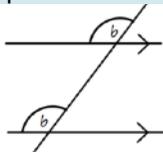
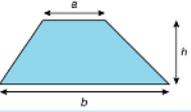
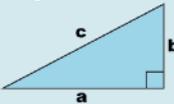
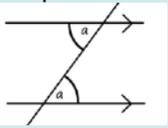
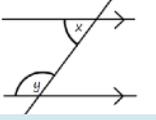
**WEEK 12  
CAREERS WEEK**

Follow the QR  
code or type in the  
link into your  
browser

[https://  
links.iscaexeter.co.uk/  
dhq](https://links.iscaexeter.co.uk/dhq)



# Mathematics

<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><b>Angles of Straight Line add up to <math>180^\circ</math></b></p>  <p><math>a + b + c = 180</math></p>	<p><b>Angles in a Triangle add up to <math>180^\circ</math></b></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 Numbers</b></p> <p><math>1^2 = 1</math>  <math>2^2 = 4</math>  <math>3^2 = 9</math>  <math>4^2 = 16</math>  <math>5^2 = 25</math>  <math>6^2 = 36</math>  <math>7^2 = 49</math>  <math>8^2 = 64</math>  <math>9^2 = 81</math>  <math>10^2 = 100</math>  <math>11^2 = 121</math>  <math>12^2 = 144</math></p>	<p><b>Cube Numbers</b></p> <p><math>1^3 = 1</math>  <math>2^3 = 8</math>  <math>3^3 = 27</math>  <math>4^3 = 64</math>  <math>5^3 = 125</math>  <math>6^3 = 216</math>  <math>7^3 = 343</math>  <math>8^3 = 512</math>  <math>9^3 = 729</math>  <math>10^3 = 1000</math></p> <p><b>Prime Numbers</b>                  2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, ...</p>	<p><b>Angles at a point add up to <math>360^\circ</math></b></p>  <p><math>a + b + c + d = 360</math></p>	<p><b>Angles in a quadrilateral add up to <math>360^\circ</math></b></p>  <p><math>a + b + c + d = 360</math></p>
<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{distance}{time}</math></p>	<p><b>Percentage 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><b>Vertically Opposite Angles are equal</b></p>  <p><math>a = c, b = d</math></p>	<p><b>Corresponding angles are equal</b></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><b>Alternate Angles are equal</b></p> 	<p><b>Co-interior angles add to 180</b></p> 

# Music

## Ensemble Skills

Week 1 & 2	Week 3 & 4	Week 5 & 6
<ol style="list-style-type: none"> <li>1. Chord – more than one note at a time. The accompanying part to any melody.</li> <li>2. Riff – the short repeated phrase. Usually played in the guitar part.</li> <li>3. Loop pedal – the device that aids a soloist to record and perform many parts at once by looping short riffs and patterns.</li> <li>4. Syncopation - Off the beat and funky patterns.</li> </ol>	<ol style="list-style-type: none"> <li>1. Texture – how many layers there are in a piece of music Thick or thin.</li> <li>2. Bassline – the part that is the lowest in a piece and adds depth.</li> <li>3. Ukulele – a 4 stringed guitar shaped instrument that comes from Hawaii.</li> <li>4. Practice – the art of improving oneself through rigorous training and exercises. Requires patience</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensemble – a group of musicians who work well together.</li> <li>2. Count in – the counting of beats to the pulse before you start playing. Helping to start your ensemble in time.</li> <li>3. Communication – in an ensemble this can be using your eyes or clearly talking and listening to one another.</li> <li>4. In time – used instead of ‘in sync’ or ‘together’.</li> </ol>
<p><b>Enquiry Task:</b> Listen to: ‘Counting Stars’ by One Republic Compare it to Ed Sheeran’s Shape of You? Refer to tempo, structure, texture, dynamics, pitch and instrumentation in your answer. Write a conclusion that explains your favourite and musically why.</p>	<p><b>Enquiry Task:</b> Listen to: ‘Believer’ by Imagine Dragons. Compare it to Ed Sheeran’s Shape of You? Refer to tempo, structure, texture, dynamics, pitch and instrumentation in your answer. Write a conclusion that explains your favourite and musically why.</p>	<p><b>Enquiry Task:</b> Watch ‘Shape of you – Boomwhackers’ <a href="https://www.youtube.com/watch?v=Di5lTHuij0">https://www.youtube.com/watch?v=Di5lTHuij0</a>  How do they communicate well as an ensemble? Write a recipe for ensemble success in the style of a cookbook recipe.</p>
Week 7 & 8	Week 9 & 10	Week 11 & 12
<ol style="list-style-type: none"> <li>1. Repertoire – the selection of songs an artist can and will play.</li> <li>2. Mash up – a clever mix of 2 or more songs.</li> <li>3. Interpretation – the way you put your own stamp on a piece of music by changing the musical elements or style.</li> <li>4. Balance – the dynamic level of all of the parts so that they can all be heard.</li> <li>5. Swing rhythm – When you change the rhythm from being on the beat to a long-short-long-short rhythm that feels swung. Like swing music.</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpretation – the way you put your own stamp on a piece of music by changing the musical elements or style.</li> <li>2. Expression – Performing with a personal response to the music you are playing/singing.</li> <li>3. Phrasing – musical sentences that give the performance shape and meaning.</li> <li>4. Lick/ Ad lib – when a singer or instrumentalist add their own scale or trill to a part of the melody</li> <li>5. Timbre – The instrumental sound. For example bowing and plucking on a string instrument.</li> </ol>	<p><b>Careers:</b></p> 
<p><b>Enquiry Task:</b> Find a mash up that you think is musically clever and shows good ensemble communication. Review the piece you find. Be sure to mention: Tempo, pitch, beats in a bar, chords, dynamics, texture and riffs/hooks.</p>	<p><b>Enquiry Task:</b> Pick your favourite song right now... Decide how you would interpret it and make it your own. Discuss: Pitch, rhythm, tempo, dynamics, instrumentation, texture, structure and style.</p>	<p>Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/9vw">https://links.iscaexeter.co.uk/9vw</a></p>

# 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...**

**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**



**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



**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



**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

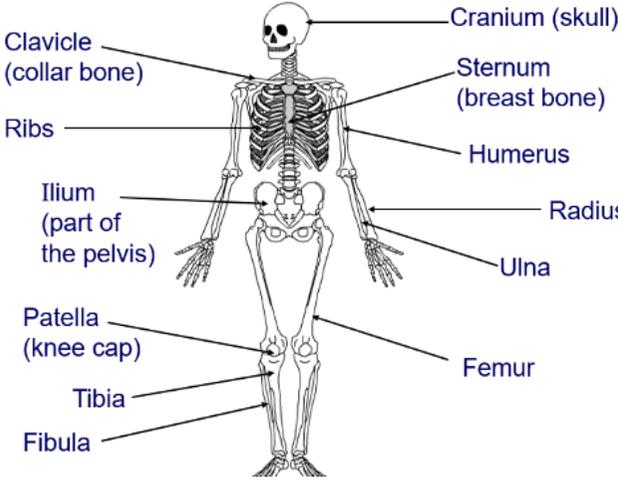
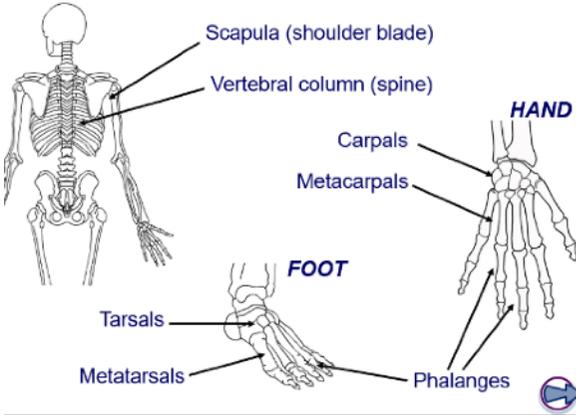


**LGBTQ+**

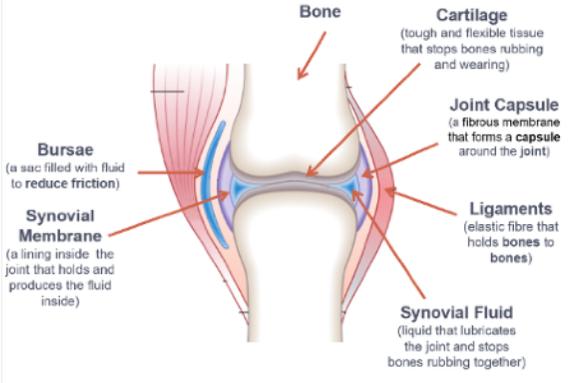
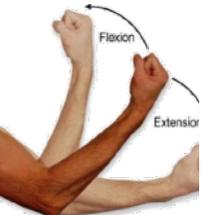
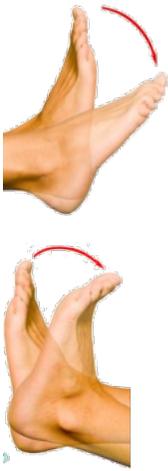
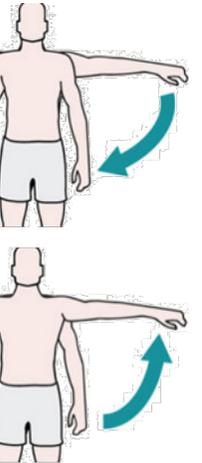
**X-PLORE—[www.lgbtqyouthdevon.org.uk](http://www.lgbtqyouthdevon.org.uk)**  
Local support and groups for LGBTQ+ young people

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

# Physical Education

Week 1 – Skeletal System	Week 2 - Bones	Week 3 – Bones
<p>What is it?</p> <ul style="list-style-type: none"> <li>• The skeleton is the central structure of the body</li> <li>• It is made up of bones, joints and cartilage.</li> <li>• The skeleton provides the framework for muscles.</li> <li>• It gives the body its defined human shape.</li> <li>• It allows the body to move in many ways and protects your vital organs</li> <li>• Children have more bones than adults!</li> <li>• When you are born you have around 270 bones. As you get older some of these join together so they don't count as separate bones.</li> <li>• Adults have around 206 bones.</li> </ul>		
Week 4 – Function of the Skeleton	Week 5 – Functions of the Skeleton	Week 6 – Synovial Joint
<p><b>Remember the acronym</b></p> <p><b>Scary Skeletons Make Many People Petrified</b></p> <ul style="list-style-type: none"> <li>• <b>Support</b> - Bones keep us upright and support muscles and organs. It is keep to us holding shapes/positions in sporting activities.</li> <li>• <b>Shape</b> - Skeleton gives us our height and build. Good posture allows us to be efficient when performing in sport.</li> <li>• <b>Mineral Storage</b> - Bones store minerals such as calcium and phosphorus.</li> </ul>	<p><b>Remember the acronym</b></p> <p><b>Scary Skeletons Make Many People Petrified</b></p> <ul style="list-style-type: none"> <li>• <b>Movement</b> – Muscles attach to and pull on bones to produce movement. Bones act as levers.</li> <li>• <b>Protection</b> – Bones protect vital organs – eg Cranium protects the brain, ribs protect the lungs and heart.</li> <li>• <b>Production of red blood cells</b> – Inner marrow of bones produce red and white blood cells. Red cells carry the oxygen, white cells fight infection.</li> </ul>	<p><b>Joint Terms</b></p> <ul style="list-style-type: none"> <li>• <b>Joint</b> - Place where 2 or more bones meet.</li> <li>• <b>Synovial joint</b> – Freely movable joint</li> <li>• <b>Cartilage</b> - Covers ends of bones. Reduces friction.</li> <li>• <b>Synovial fluid</b> - Lubricates the joint.</li> <li>• <b>Joint Capsule</b> - Tough tissue surrounding joints.</li> <li>• <b>Ligaments</b> - Connects bone to bone. (L for Link)</li> <li>• <b>Tendons</b> - Connects bone to muscle. Remember MR T and his muscles! (T for tendon)</li> <li>• <b>Bursae</b> - Fluid filled bag that helps reduce friction.</li> </ul>

# Physical Education

Week 7 – Synovial Joint	Week 8 - Types of Joint Movement	Week 9 - Types of Joint Movement
 <p><b>Enquiry task</b> – Where in the body would you find a synovial joint?</p>	 <p><b>Flexion</b> occurs when you decrease the angle at a joint, such as bending your arm at the elbow during the upward phase of a bicep curl.</p> <p><b>Extension</b> occurs when you increase the angle at a joint, such as straightening your leg when kicking a ball</p> <p><b>Enquiry Task</b> – Can you give an example of when you have carried out these movements in your PE lessons this week?</p>	 <p><b>Plantar flexion (Pointing)</b> Pointing the toes – this movement only occurs at the ankle joint.</p> <p>Can you think of any sporting examples?</p> <p><b>Dorsiflexion (like a dorsal fin sticking up)</b> The foot moves towards the shin as if you are pulling your toes up. This movement only occurs at the ankle joint.</p> <p>Can you think of any sporting examples?</p>
Week 10 - Types of Joint Movement	Week 11 Types of Joint Movement	Week 12 – Careers in Sport
 <p><b>Circumduction</b> at the shoulder is a circling action to make a cone shape.</p> <p><b>Rotation</b> at the shoulder is when the arm moves in a circular movement around the joint towards or away from the midline of the body.</p> <p><b>Enquiry Task</b> – What sport can you think of that has this movement, give an example.</p>	 <p><b>Adduction</b> (<u>add</u>ing back to the body) Movement towards the midline of the body. This occurs at shoulder joint, returning the arms back to their original position</p> <p><b>Abduction</b> is the movement away from the midline of the body. This occurs at the shoulder joint.</p> <p><b>Enquiry Task</b> – Can you give an example of when these movements would happen in tennis?</p>	<p>5 Careers you could explore from these topics:</p> <ol style="list-style-type: none"> <li>1. Physiotherapist</li> <li>2. Strength and Conditioning Coach</li> <li>3. Sports Therapist</li> <li>4. Personal Trainer</li> <li>5. PE teacher</li> </ol> <p><b>Career focus: Sports Therapist</b> Scan the QR code below to find out more.</p>  

# Religious Education

## Religion in the Media

Week 1 - Pre Teach / Introduction	Week 2 - Why is religion in the media important?	Week 3 - Anti Semitism
<p><b>Media:</b> the main means of mass communication regarded collectively.</p> <p><b>Indoctrinate:</b> teach (a person or group) to accept a set of beliefs without question.</p> <p><b>Antisemitic:</b> hostile to or prejudiced against Jewish people.</p> <p><b>Stereotype:</b> a widely held but fixed and oversimplified image or idea of a particular type of person or thing.</p> <p><b>Islamophobic:</b> having or showing a dislike of or prejudice against Islam or Muslims, especially as a political force.</p> <p><i>Enquiry Task: Define all words and then write them all into a paragraph.</i></p>	<p>- The media influences people all around the world, in a variety of different ways.</p> <p>- Religious people have different opinions on the impact of the media.</p> <p>- The media can promote, support and educate, or indoctrinate and spread false truths.</p> <p>- Media can be classified into four types:</p> <ul style="list-style-type: none"> <li>● Print Media (Newspaper)</li> <li>● Broadcast Media (TV)</li> <li>● Outdoor or Out of Home Media (OOH)</li> <li>● Internet</li> </ul> <p><i>Enquiry Task: Find a positive media story that promotes a religion.</i></p>	<p>- Jews have been persecuted since the early days of their religion.</p> <p>- The book of Exodus describes how Moses freed the descendants of Abraham, the Israelites, from slavery in Egypt.</p> <p>- The Tanakh also describes how the Jews lived under the control of the Babylonians after they invaded Jerusalem in 586 BCE and destroyed the Temple.</p> <p>- In 167 BCE, Jews were forced to worship Greek gods. In 70 CE, the Jewish Temple was destroyed for the second time. This event caused Jewish communities to begin to spread around the world in an event called the <b>diaspora</b>.</p> <p><i>Enquiry Task: Research one example of Jewish persecution.</i></p>
Week 4 - Prince of Egypt	Week 5 - Prince of Egypt 2	Week 6 - The Vicar of Dibley
<p>- Moses is one of the most important religious leaders in history. He is believed to be the prophet in Judaism (one who passes on the message of God).</p> <p>- Muslims, Jews and Christians all believe Moses to be an important prophet of God and founder of <b>monotheistic</b> beliefs.</p> <p>- The story of Moses began in the book of Exodus in the Bible.</p> <p><i>Enquiry Task: Read the story of Moses and summaries.</i></p>	<p>- The Plagues of Egypt, in the story of the book of Exodus, are ten disasters inflicted on Egypt by the God of Israel in order to convince the Pharaoh to allow the Israelites to depart from slavery.</p> <p>- The Pharaoh refused to let the Jews free, and so God and Moses had no choice but to set upon the plagues. This demonstrated God's power (omnipotence) and Moses' role in Judaism.</p> <p>- The plagues were: water turning to blood, frogs, lice, flies, livestock pestilence, boils, hail, locusts, darkness and the killing of firstborn children.</p> <p><i>Enquiry Task: Write a list of the plagues of Egypt. Dual code each plague.</i></p>	<p>- <a href="#">Timothy 2:11-15</a> - Let the woman learn in silence with all subjection.</p> <p>- <a href="#">1 Timothy 2:12</a> - But I suffer not a woman to teach, nor to usurp authority over the man, but to be in silence.</p> <p><a href="#">1 Corinthians 11:3</a> - But I would have you know, that the head of every man is Christ; and the head of the woman is the man; and the head of Christ is God.</p> <p><i>Enquiry Task: Should women be allowed to preach in Church? Why?</i></p>

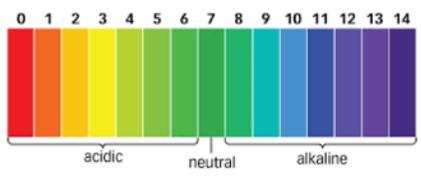
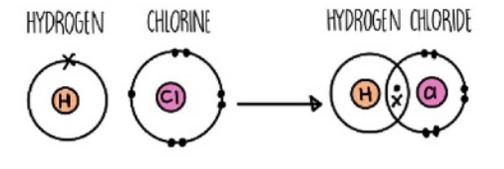
# Religious Education

Week 7 - Islamophobia	Week 8 - Bend it like Beckham	Week 9 - Bend it like Beckham
<p>-Islamophobia is when Muslims are the victims of attacks just because of their religion.                      - Almost a ¼ of the world’s population are Muslims and in the UK it’s about 1 in 20 people.                      -Islam is the second largest religion in the UK after Christianity.                      -Islam is over 1,400 years old, dating back to the 7th Century.                      -The Islamic word for God is Allah.                      -The word Islam means submission to God’s will and obedience to God’s law.                      -It comes from an old Arabic word meaning “peace”.</p> <p><i>Enquiry Task: How can we stop Islamophobia? Write a paragraph explaining your ideas.</i></p>	<p>- There are 10 Human Gurus in Sikhism.                      - The sacred text, the Guru Granth Sahib is the 11 Guru.                      - Sikhs worship at Gurdwaras.                      - Sikhism was founded by Guru Nanak.                      - The Golden temple is the focal point of Sikhism and is found in the Punjab, India.                      - Sikhs believe in one God called <b>Waheguru</b> which means ‘Wonderful Lord’ or ‘Wonderful Teacher’.                      -Sikhism has approximately 27 million followers worldwide, with about 83% of Sikhs living in India. - Over 430,000 Sikhs live in the UK.</p> <p><i>Enquiry Task: Research the story of Guru Nank and the founding of Sikhism and write your findings up.</i></p>	<p>-Sexism: prejudice, stereotyping, or discrimination, typically against women, on the basis of sex. Sexism is prevalent in the world:                      1) In 2015 there were only 21 female heads of state in the entire world.                      2) Over 150 countries have at least one actively sexist law.                      3) Each minute, 28 girls are married before they are ready.                      4) 1 in 3 women have experienced violence at some point in their lifetime.                      5) In most countries, women only earn between 60 and 75% of men’s wages - for the same work.</p> <p><i>Enquiry Task: Can you explain why you think people are sexist within society?</i></p>
Week 10 - Simpsons	Week 11 - Assessment Week	Week 12 - Careers
<p>- The Simpsons portrays a variety of different religions. In particular it focuses on Christianity. It teaches that God is:  <b>Omnipotent</b> : All powerful  <b>Omniscient</b>: all knowing  <b>Omnibenevolent</b>: All Loving                      - The Simpsons also portrays Hinduism and Buddhism.                      - Hinduism is the world’s oldest religion and has around 900 million followers.                      - 95% of Hindus live in India.                      - Buddhism started 2500 years ago and follows the teachings of ‘The Buddha’.</p> <p><i>Enquiry Task: Research either Hinduism or Buddhism and create a fact file.</i></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>In this cycle, you have learnt about ‘religion in the media’. This has included looking at how the media influences opinions on religion, as well as looking at how religion is perceived in film and TV. There are many jobs or career areas related to looking at religion.                      Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/8bw">https://links.iscaexeter.co.uk/8bw</a></p> 

# Science

Week 1	Week 2																
<p><b>Atomic structure:</b></p> <p>1. Atoms are made up of three smaller parts (called <b>subatomic particles</b>) : <b>protons, neutrons and electrons</b></p> <table border="1" data-bbox="185 395 1088 544"> <thead> <tr> <th>Particle</th> <th>Mass</th> <th>Charge</th> <th>Location</th> </tr> </thead> <tbody> <tr> <td>Proton</td> <td>1</td> <td>+1</td> <td>Nucleus</td> </tr> <tr> <td>Neutron</td> <td>1</td> <td>0</td> <td>Nucleus</td> </tr> <tr> <td>Electron</td> <td>1/1835 (zero)</td> <td>-1</td> <td>Electron shells</td> </tr> </tbody> </table> <p>2. At the centre of atoms is a tiny <b>nucleus</b> containing <b>protons</b> and <b>neutrons</b>.</p> <p>3. <b>Electrons</b> are particles that occupy <b>electron shells</b> arranged around the nucleus. The <b>1<sup>st</sup> shell</b> can contain up to 2 electrons. The <b>2<sup>nd</sup></b> and <b>3<sup>rd</sup> shells</b> can contain up to 8 electrons.</p> <p><b>Enquiry task:</b></p> <ol style="list-style-type: none"> <li>1. Explain the overall charge of an atom.</li> <li>2. Explain the overall charge of the nucleus.</li> </ol>	Particle	Mass	Charge	Location	Proton	1	+1	Nucleus	Neutron	1	0	Nucleus	Electron	1/1835 (zero)	-1	Electron shells	<p><b>Using the periodic table:</b></p> <ol style="list-style-type: none"> <li>1. You can use a <b>periodic table</b> to find the number of <b>subatomic particles</b> each element has.</li> <li>2. The <b>atomic mass number</b> = the number of <b>protons</b> and <b>neutrons</b>.</li> <li>3. To find the <b>number of neutrons</b> in an atom subtract the atomic number from the atomic mass.</li> <li>4. The <b>atomic number</b> = the number of protons and is also the same as the number of electrons. This is because all atoms have <b>no overall charge</b>.</li> </ol> <div data-bbox="1599 296 2069 576" style="border: 1px solid black; padding: 5px;"> </div> <p><b>Enquiry task</b></p> <ol style="list-style-type: none"> <li>1. Calculate the number of protons, neutrons and electrons of an atom of lithium and fluorine</li> </ol>
Particle	Mass	Charge	Location														
Proton	1	+1	Nucleus														
Neutron	1	0	Nucleus														
Electron	1/1835 (zero)	-1	Electron shells														
Week 3	Week 4																
<p><b>Periodic table – groups:</b></p> <ol style="list-style-type: none"> <li>1. The <b>periodic table is</b> arranged so that elements in the same vertical column (<b>group</b>) have similar <b>chemical</b> and <b>physical properties</b>, and show trends in those properties.</li> <li>2. Elements in group 1 all have 1 electron in their outer shell, group 2 elements all have 2 electrons in their outer shell etc.</li> <li>3. All <b>alkali metals</b> (group 1 elements) have relatively low melting points, are soft and are easily cut. They are also <b>very reactive</b>.</li> <li>4. The <b>halogens</b> (group 7 elements) all exist as <b>diatomic</b> molecules. They are non-metal elements, which are poor conductors of heat and electricity.</li> <li>5. The <b>noble gases</b> (group 0 elements) are colourless, have low melting and boiling points and are poor conductors of heat and electricity. A unique property is that they are all <b>inert</b>.</li> </ol> <p><b>Enquiry task:</b> compare the properties of group 1 and 7 elements.</p>	<p><b>Chemical rates of reaction:</b></p> <ol style="list-style-type: none"> <li>1. For a chemical reaction to occur the <b>reactant</b> particles must <b>collide</b> or <b>'bump'</b> together with enough <b>energy</b> to react.</li> <li>2. The minimum amount of energy needed for a reaction to occur is called its <b>activation energy</b>.</li> <li>3. During <b>successful collisions</b>, this energy helps to <b>break bonds</b>, so that atoms can be rearranged to make new substances (called <b>products</b>).</li> <li>4. In general, reaction rates are increased when:             <ol style="list-style-type: none"> <li>a) The <b>energy</b> of the collisions is increased (by <b>increasing temperature</b>)</li> <li>b) The <b>frequency</b> of collisions is increased (by increasing <b>concentration, pressure or surface area</b>).</li> </ol> </li> </ol> <p><b>Enquiry task:</b> draw diagrams to represent increasing temperature, pressure, surface area and concentration on the rate of reaction.</p>																

# Science

Week 5	Week 6
<p><b>Investigating rates of reaction:</b></p> <ol style="list-style-type: none"> <li>The <b>rate of a reaction</b> is the speed at which <b>reactants</b> are turned into <b>products</b>.</li> <li>Reaction rates usually fastest at the start when the concentration of the reactants is greatest.</li> <li>Increasing the <b>temperature</b> increases the <b>rate of reaction</b> because the reactant particles speed up and have more energy. They therefore <b>collide</b> more often and have enough <b>activation energy</b>.</li> <li>Increasing <b>surface area</b> increases the rate of reaction because more particles are <b>exposed</b>, so collisions occur more often.</li> <li>Rates of reaction can be measured by measuring changes in the <b>mass</b> or <b>volume</b> of reactants or products.</li> <li><b>Gas volumes</b> can be measured accurately using a <b>gas syringe</b>.</li> </ol> <p><b>Enquiry task:</b> Draw a diagram of the equipment you would need to measure the rate of a reaction.</p>	<p><b>Acids and alkalis:</b></p> <ol style="list-style-type: none"> <li><b>Chemicals</b> can be either <b>acidic</b>, <b>alkaline</b> or <b>neutral</b>.</li> <li>The acidity or alkalinity of a solution can be measured on the <b>pH (power of hydrogen) scale</b>. Most solutions lie between 0 and 14 on the scale.</li> <li>Solutions with a <b>pH of 7</b> are <b>neutral</b>. <b>Acidic</b> solutions have pH values <b>less than 7</b> and <b>alkalis</b> have a <b>pH greater than 7</b>.</li> <li>The pH of a solution can be found by using <b>indicators</b> –substances that change colour depending on the pH.</li> <li>Acids produce an excess of <b>hydrogen ions</b> (H<sup>+</sup>) when they dissolve in water.</li> <li>Alkalis produce excess <b>hydroxide ions</b> (OH<sup>-</sup>) in water.</li> </ol>  <p><b>Enquiry task:</b> Research household products which are acidic, alkaline or neutral.</p>
Week 7	Week 8
<p><b>Neutralisation:</b></p> <ol style="list-style-type: none"> <li>A <b>chemical reaction</b> (called neutralisation) happens when you mix together an <b>acid</b> and a <b>base</b> to produce a <b>neutral product</b>.</li> <li>In the reaction an acid and a base react to produce a <b>salt</b> and <b>water</b> only.</li> <li><b>Acid + base → salt + water</b></li> <li><b>Hydrochloric acid + Sodium hydroxide → sodium chloride + water</b></li> <li>The water (H<sub>2</sub>O) is produced from the <b>H<sup>+</sup> ions</b> from the acid reacting with the <b>OH<sup>-</sup> ions</b> from the alkali.</li> <li>A <b>neutral solution</b> is made if you add just the right amount of acid and a base together.</li> <li>This can be done more than once to find an <b>average volume</b>.</li> </ol> <p><b>Enquiry task:</b> complete the following equations:</p> <ol style="list-style-type: none"> <li>HCl + K<sub>2</sub>O →</li> <li>H<sub>2</sub>SO<sub>4</sub> + NaOH →</li> </ol>	<p><b>Covalent bonding:</b></p> <ol style="list-style-type: none"> <li>A <b>covalent bond</b> is formed when a pair of <b>electrons</b> is shared between two <b>atoms</b>.</li> <li>It usually occurs between <b>non-metal atoms</b>.</li> <li>These <b>shared electrons</b> are found in the <b>outer shells</b> of the atoms.</li> <li>Sharing electrons enables the atoms to form <b>full outer shells</b> of electrons and become more <b>stable</b>.</li> <li><b>Covalent</b> substances typically have:             <ol style="list-style-type: none"> <li>low melting points</li> <li>low boiling points</li> <li>poor conductivity of electricity</li> </ol> </li> <li>Examples of <b>simple covalent</b> structures include: hydrogen, water, methane, oxygen and carbon dioxide.</li> </ol>  <p><b>Enquiry task:</b> draw a dot cross diagram to represent calcium oxide.</p>

# Science

Week 9	Week 10 (revision)
<p><b>Endothermic &amp; Exothermic</b></p> <ol style="list-style-type: none"> <li><b>Chemical reactions</b> can be Endothermic or Exothermic.</li> <li><b>Heat</b> is given <b>out</b> during <b>exothermic</b> reactions.</li> <li><b>Heat energy is taken in</b> during <b>endothermic</b> reactions.</li> <li><b>Activation energy</b> is the <b>minimum energy</b> required for a reaction to occur.</li> </ol> <div data-bbox="338 432 954 671" style="text-align: center;"> </div> <p><b>Enquiry task:</b> describe how someone could use the reaction profiles above to identify if a reaction is exothermic or endothermic.</p>	<p><b>Combustion &amp; Fuels</b></p> <ol style="list-style-type: none"> <li>Burning is a type of <b>combustion</b>.</li> <li><b>Fuels</b> react with <b>oxygen</b> in the air during combustion.</li> <li>Examples of <b>hydrocarbon fuels</b> are <b>diesel</b>, <b>petrol</b> and <b>kerosene</b>.</li> <li><b>Complete combustion</b> is when there is lots of oxygen to react with hydrocarbon fuels.</li> <li><b>Carbon dioxide</b> and <b>water</b> are products of complete combustion.</li> <li><b>Incomplete combustion</b> is when there is not enough oxygen to react with the hydrocarbon fuels.</li> <li><b>Carbon monoxide</b> and <b>carbon</b> are products of incomplete combustion.</li> <li>Less energy is given out during incomplete combustion than complete combustion.</li> </ol> <p><b>Enquiry task:</b> research the dangers of the products of incomplete combustion.</p>
Week 11	Week 12
<p><b>Answer the questions below to help you revise for the assessment week.</b></p> <ol style="list-style-type: none"> <li>Describe the structure of an atom.</li> <li>Describe what the atomic and mass number tell us about an atom.</li> <li>Draw the electron configuration of aluminium.</li> <li>Compare the reactivity of group 1 and 7 elements.</li> <li>Explain why group 0 elements are not very reactive.</li> <li>Explain why increasing the temperature can increase the rate of a reaction.</li> <li>Write the word equation for when nitric acid (<math>\text{HNO}_3</math>) reacts with sodium hydroxide (<math>\text{NaOH}</math>) to form sodium nitrate and water.</li> <li>Define an acid and an alkali</li> <li>Describe how you can identify an acid and an alkali.</li> <li>Describe how covalent bonds form and some of their properties.</li> <li>Compare and contrast complete and incomplete combustion.</li> </ol>	<p><b>Key Vocabulary:</b></p> <p><b>Atom:</b> The smallest particle of a chemical element that can exist.</p> <p><b>Base:</b> A substance that will react with an acid to form only a salt and water.</p> <p><b>Chemical property:</b> How a substance reacts with other substances.</p> <p><b>Compound:</b> Contains two or more types of atom joined together.</p> <p><b>Diatomic:</b> A molecule comprising of just two atoms, such as chlorine <math>\text{Cl}_2</math>.</p> <p><b>Electronic configuration:</b> Is the way in which <b>electrons</b> are arranged in an <b>atom</b>.</p> <p><b>Element:</b> Contains just one type of atom.</p> <p><b>Inert:</b> Does not react.</p> <p><b>Molecule:</b> Two or more atoms joined together by covalent bonding.</p> <p><b>Physical Property:</b> A description of how a material behaves to forces and energy</p> <p><b>Careers:</b> Follow the QR code or type in the link into your browser <a href="https://links.iscaexeter.co.uk/549">https://links.iscaexeter.co.uk/549</a></p> <div data-bbox="1877 1177 2056 1356" style="text-align: right;"> </div>

# Spanish

Cycle 2 – Mi familia y amigos (My family and friends)			
WEEK	Spanish	English	Enquiry Tasks – to be done in Spanish
1	Tengo una hermana. Se llama Lola y tiene veinte años. También tengo un hermano, Raúl	I have a sister. She is called Lola and she is twenty years old. I also have a brother, Raúl.	Write 3 or 4 sentences about your siblings e.g. name, age, birthday (cycle 1 week 4+5)
2	Vivimos con mi madre Juanita y mi padrastro, que se llama Luis.	We live with my mum Juanita and my step-father who is called Luis.	Revise the verb Vivir - to live (cycle 1 week 3). Use it to say where your family live.
3	En casa tenemos muchas mascotas – un perro, dos gatos, un conejo, ¡y treinta peces !	At home we have a lot of pets – a dog, two cats, a rabbit, and thirty fish!	Write a paragraph to say who you live with (family and pets).
4	Mi favorito es mi perro, Pablo. Es grande y negro.	My favourite is my dog, Pablo. He is big and black.	Write a description of your pet (real or imaginary). Give opinions (cycle 1 week 7+8).
5	Mi hermano Raúl tiene el pelo corto y marrón. Además tiene los ojos verdes como yo.	My brother Raul has short brown hair. He has green eyes too, like me.	Cover the Spanish for weeks 1-5. Practice saying it out loud. Can you recall the whole text?
6	Mi madre dice que soy un poco perezoso pero muy simpático.	My mother says that I am a bit lazy but very nice.	Use <a href="http://www.wordreference.com">www.wordreference.com</a> to find 5 new adjectives to describe people. Use them in sentences.
7	Diría que mi hermana es bastante aburrida y también molesta.	I would say that my sister is boring and also annoying.	Revise the comparative structure (cycle 1, week 8) and use it to compare family members.
8	Me llevo bien con mi familia porque es muy comprensiva.	I get on well with my family because they are very understanding,	Write a paragraph to say who you do and don't get on with and why.
9	Este fin de semana, el sábado vamos a ir al cine y el domingo voy a visitar a mis abuelos.	This weekend, on Saturday we are going to go to the cinema and on Sunday I am going to visit my grandparents.	Write a paragraph to say what you are going to do at the weekend using the immediate future.
10	Me encanta pasar tiempo con mi familia. ¡Qué suerte!	I love spending time with my family. How lucky!	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 2 Weeks 1-10.

# Spanish

Week 1 Siblings		Week 2 Family		Week 3 Pets		Week 4 Colours		Week 5 Physical description	
¿Tienes hermanos?	Do you have siblings?	<b>llamarse</b>	<b>to be called</b>	¿Tienes animales?	Do you have any pets?	¿De qué color es?	What colour is it?	<b>tener</b>	<b>to have</b>
		me llamo	I am called					tengo	I have
<b>tener</b>	<b>to have</b>	te llamas	you are called (s)	Tengo	I have	Es	it is	tienes	you have (s)
tengo	I have			un caballo	a horse	amarillo	yellow	tiene	he / she has
tienes	you have (s)	se llama	he / she is called	una cobaya	a guinea pig	blanco	white	tenemos	we have
tiene	he / she has	nos llamamos	we are called	un conejo	a rabbit	negro	black	tenéis	you have
tenemos	we have	os llamáis	you are called (pl)	un gato	a cat	rojo	red	tienen	they have
tenéis	you have (pl)			un hámster	a hamster	azul	blue	los ojos	eyes
tienen	they have	se llaman	they are called	un pájaro	a bird	marrón	brown	azules	blue
un hermano	a brother	mi padre	my father	un perro	a dog	gris	grey	el pelo	hair
una hermana	a sister	mi madre	my mother	un pez	a fish	naranja	orange	largo	long
¿Cómo se llama?	What is he / she called?	mi abuelo	my grandfather	un ratón	a mouse	rosa	pink	corto	short
		mi abuela	my grandmother	una rata	a rat	verde	green	liso	straight
Se llama	He / she is called	mi tío	my uncle	una serpiente	a snake	castaño	brown	rizado	curly
		mi tía	my aunt	una tortuga	a tortoise	morado	purple	ondulado	wavy
¿Cuántos años tiene?	How old is he /she?	mi primo	my cousin (m)	unos conejos	some rabbits	Don't forget adjectives need to agree. Change <b>-o</b> endings to <b>-a</b> for feminine, add <b>-s</b> or <b>-es</b> for plurals. They also go <b>AFTER</b> the noun e.g. un perro <b>negro</b> una rata <b>negra</b> dos tortugas <b>verdes</b>	una barba	a beard	
		mi prima	my cousin (f)	cuatro peces	four fish		un bigote	a moustache	
Tiene...años	He / she is ... years old	mis padres	my parents	No tengo animales	I don't have any pets		gafas	glasses	
		mi, mis	my				soy rubio	I am blond	
<b>Also</b> Numbers – cycle 1 KO		tu, tus	your	A = un, una The = el, la, los, las Some = unos, unas		soy pelirrojo	I have red hair		
		su, sus	his / her						
<b>KEY:</b>	<b>verbs</b>	<b>masculine nouns</b>		<b>feminine nouns</b>		<b>adjectives</b>		<b>connectives</b>	

# Spanish

Week 6 Descriptions		Week 7 Opinions		Week 8 Relationships		Week 9 Future plans		Week 10	
¿Cómo eres?	What are you like?	me gusta	I like	generalmente	generally	ir	to go	Revise the key sentences and all vocabulary from this cycle ready for your assessment next week.  Quizlet folder: 	
<b>ser</b>	<b>to be</b>	no me gusta	I don't like	a veces	sometimes	voy a	I am going		
soy	I am	me encanta	I love	siempre	always	vas a	you are going (s)		
eres	you are (s)	prefiero	I prefer	nunca	never	va a	he / she is going		
es	he / she is	odio	I hate	de vez en cuando	from time to time	vamos a	we are going		
somos	we are	detesto	I hate	a menudo	often	vais a	you are going (pl)		
sois	you are (pl)	porque	because	me llevo bien	I get on well	van a	they're going		
son	they are	es	he / she is	me llevo mal	I get on badly	visitar a	to visit (person)		
bonito	pretty	un poco	a bit	tengo disputas	I have arguments	visitar	to visit (place)		
feo	ugly	bastante	quite	con	with	ir	to go		
pequeño	small	muy	very	Adverbs of frequency (above) and qualifiers (week 7) are a good way to add complexity to your work e.g. <b>Siempre</b> me peleo con mi hermano porque es <b>muy</b> molesto = I <b>always</b> fight with my brother because he is <b>very</b> annoying.		visitar	to visit (place)	<b>Week 11</b>	
grande	big	demasiado	too			ir	to go	Assessment Week	
alto	tall	comprensivo	understanding			jugar	to play		
bajo	short	perezoso	lazy			comer	to eat		
delgado	slim	inteligente	intelligent			beber	to drink	Week 12	
gordo	fat	molesto	annoying			este fin de semana	this weekend		
guapo	good looking	simpático	nice			la semana próxima	next week		
y	and	antipático	unpleasant			mañana	tomorrow		
también	also	aburrido	boring			<b>Immediate Future</b> Present tense of Ir (to go) + a + infinitive			
pero	but	divertido	amusing, fun						
sin embargo	however	gracioso	funny						





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