







08:50am Tutor Time

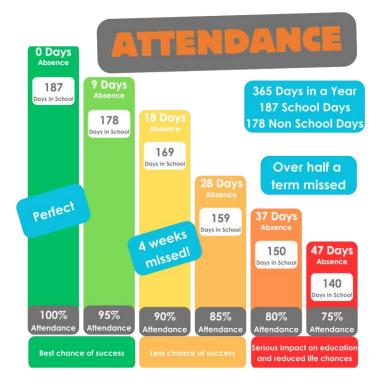
09:25am Lesson 1

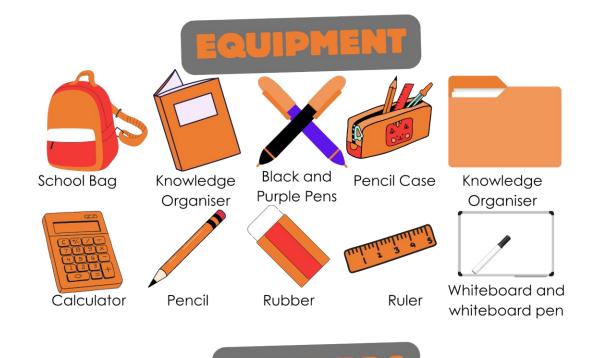
10.40am Break 1

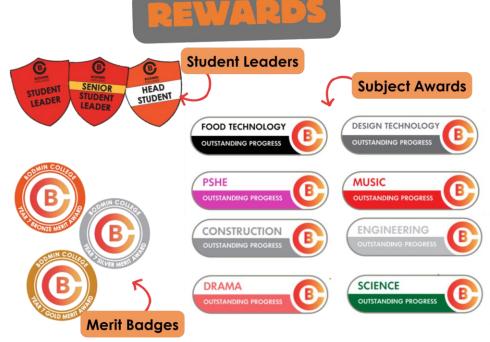
- 11:10am Lesson 2
- 12:25pm Lesson 3
- 1.40pm Break 2



- 2.10pm Lesson 4
- 3.25pm End of School Day

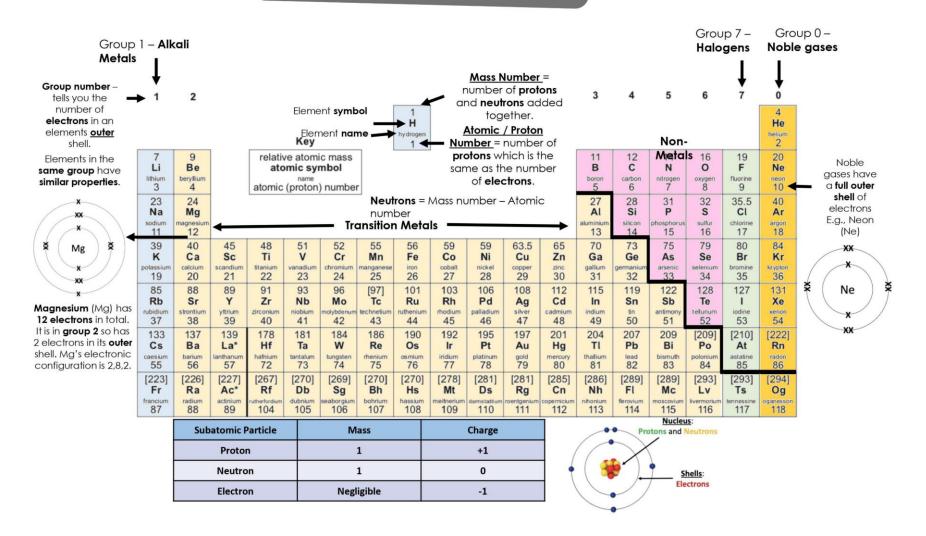






THE PERIODIC TABLE

OF THE ELEMENTS



HOW CAN I USE THE PHYSICS EQUATION SHEET?

1

Give Give Want		
1.	What does it give	
	you? What does it	
	want you to	
	calculate?	
2.	Do you need to	
	rearrange?	
3.	Do you need to	
	convert?	
4.	Include the figures	
5.	Do you need to	
	put it into	
6	standard form?	
6.	Do you need to include the unit?	
7.	Do you need to	
1.	give the answer in	
	significant figures?	
	Significant ligures:	

	thermal energy for a change of state = mass × specific latent heat	E = m L	
L	For gases: pressure × volume = constant	p V= constant	
	weight = mass × gravitational field strength	W=m g	
	work done = force × distance (along the line of action of the force)	W = F s	
	force = spring constant × extension	F=ke	
	moment of a force = force × distance (normal to direction of force)	M = F d	
	pressure = force normal to a surface area of that surface	$p = \frac{F}{A}$	
нт	pressure due to a column of liquid = height of column × density of liquid × gravitational field strength	$p = h \rho g$	
	distance travelled = speed × time	s = v t	
	acceleration = <u>change in velocity</u> time taken	$a = \frac{\Delta v}{t}$	
	$(\text{final velocity})^2 - (\text{initial velocity})^2 = 2 \times \text{acceleration} \times \text{distance}$	$v^2 - u^2 = 2 a s$	
	resultant force = mass × acceleration	F = m a	
нт	momentum = mass × velocity	p = m v	
нт	force = change in momentum time taken	$F = \frac{m \Delta v}{\Delta t}$	
	period = 1 frequency	$T = \frac{1}{f}$	
	wave speed = frequency × wavelength	$v = f \lambda$	
	magnification = image height object height		
нт	force on a conductor (at right angles to a magnetic field) carrying a current = magnetic flux density × current × length	F= B I I	
нт	potential difference across primary coil potential difference across secondary coil number of turns in secondary coil	$\frac{V_p}{V_s} = \frac{n_p}{n_s}$	
нт	potential difference across primary coil × current in primary coil = potential difference across secondary coil × current in secondary coil	$V_p I_p = V_s I_s$	

kinetic energy = $0.5 \times mass \times (speed)^2$	
stic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	
nal potential energy = mass × gravitational field strength × height	
ermal energy = mass × specific heat capacity × temperature change	
power = energy transferred time	

HT = Higher Tier only equations

Triple only equations

kinetic energy = 0.5 × mass × (speed) ²	$E_k = \frac{1}{2} m t$
elastic potential energy = $0.5 \times \text{spring constant} \times (\text{extension})^2$	$E_c = \frac{1}{2} k c$
gravitational potential energy = mass × gravitational field strength × height	$E_p = m g$
change in thermal energy = mass × specific heat capacity × temperature change	$\Delta E = m c L$
power = energy transferred time	$P = \frac{E}{t}$
power = work done time	$P = \frac{W}{t}$
efficiency = <u>useful output energy transfer</u> total input energy transfer	
efficiency = useful power output total power input	
charge flow = current × time	Q = It
potential difference = current × resistance	V = I R
power = potential difference × current	P = VI
power = (current) ² × resistance	$P = I^2 R$
energy transferred = power × time	E = P t
energy transferred = charge flow × potential difference	E = Q V
density = mass volume	$\rho = \frac{m}{V}$





CONTINENTS AND OCEANS





Sexual





Democracy

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

Liberty

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



Respect

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

Law /

• I understand that the school **rules** are used to mirror **society laws** and must be respected



• I recognise that there will be consequences for my actions

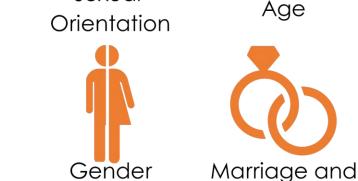
Responsibility

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

Tolerance

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





Reassignment Civil Partnership



Disability

Sex

Pregnancy and Maternity



Race

Religion or belief

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STAYING SAFE AT SCHOOL

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

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



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





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

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



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

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

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



Staying Safe Online

Follow the SMART Rules



Do not SHARE or SEND

personal information, passwords, images or videos of yourself. If anyone asks you for images or videos tell an adult straight away



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

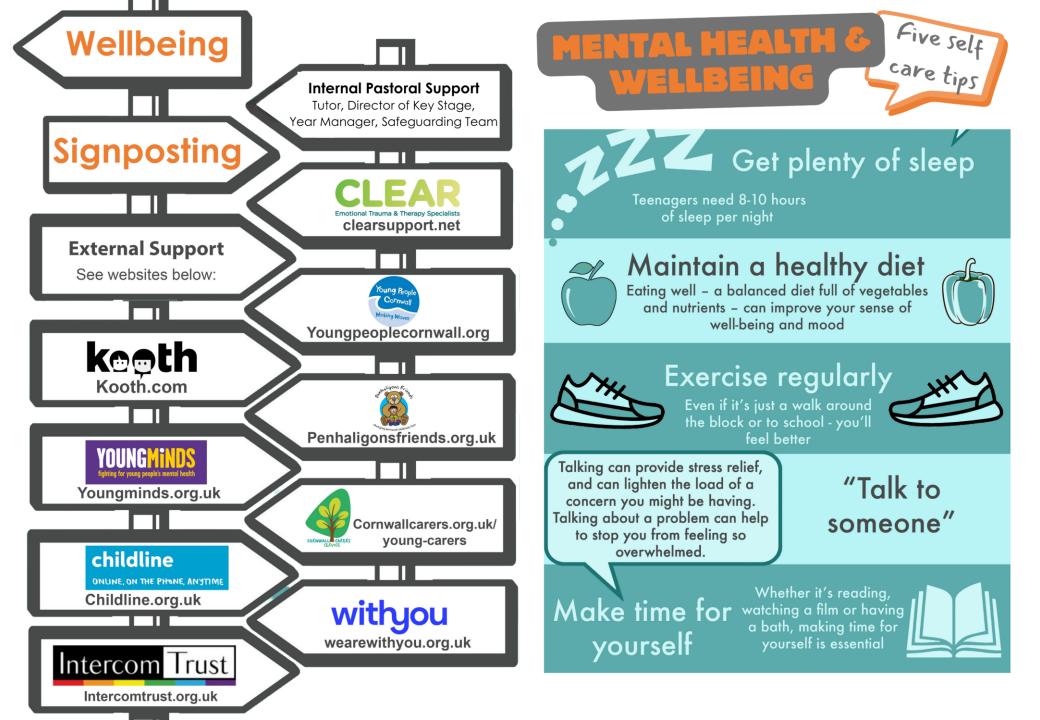


Do not **ACCEPT** messages, images, videos or friend requests from people you do not know



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

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



Art

Weeks 1 & 2

Recap common misconceptions from Cycle two.

- **Tonal shading –** Refers to the lightness or darkness of an object, created when using pencil/coloured pencil.
- **Mark-making** The creation of patterns, lines. Textures and shapes to show texture and movement.
- Shape A two-dimensional drawing of an enclosed area
- **Proportion –** The relative size of an object when compared to other objects in the same image.
- Form The three-dimensional quality of a twodimensional image, created by shading.

Weeks 3 & 4

- **Zentangle -** Zentangle is a style of drawing, mainly abstract, that uses repetitive patterns and represents an artistic method of relaxation for many.
- Layering Layering in art is the technique of applying multiple layers of materials or colours on top of each other to create depth and texture.
- **Decorative** The decorative arts are arts or crafts whose aim is to design and manufacture objects that are both beautiful and functional.
- Intricate Complex patterns and detailed craftsmanship, often seen in various artistic and architectural contexts such as mosaics, textiles, and ornamental carvings.
- **Texture** Texture refers to the perceived surface quality of a work of art.

Weeks 5 & 6

Who is Peter Randall-Page?

Complete visual and written research about the artist in mind map form. Include your own drawings of the artist's work and their name as the title. Present in a create imaginative way to best represent the artist's style.



Weeks 7 & 8

- Block printing Block printing is a technique where a design is carved into a block, inked, and pressed onto a surface to create prints.
- **Symmetrical** Symmetrical means being identical on both sides of a central line or point.
- **Ink** Ink is a liquid or paste used for writing, drawing, or printing.
- **Engraving** Engraving is the process of carving or cutting designs into a surface, often metal or wood, to create detailed images or text.
- **Roller -** An art roller is a tool used to apply paint or ink evenly onto a surface, often in printmaking or painting.

Weeks 9 & 10

- Inspiration Inspiration is a sudden feeling of creativity or motivation that encourages new ideas or actions.
- **Composition** Composition is the arrangement of elements or parts in a work of art, music, or writing to create a unified whole.
- Elements Elements in art are the basic components, such as line, shape, colour, texture, and form, used to create a work of art.
- **Experiment** The process of testing ideas or techniques to discover new results or outcomes.

Weeks 11 & 12

- **Observe** To look at something carefully in order to gain information.
- **Critique** The process of evaluating and giving feedback on something, often to improve it.
- Annotate To add notes or comments to a text or image for explanation or clarification.
- **Detail** Refers to the small, specific elements or features that make up a larger whole.
- Assemble To gather or put together parts or items to form a whole.

Computer Science

Weeks 1 & 2 Weeks 5 & 6 Weeks 3 & 4 **Sprite –** An object which can be programmed in What is a variable? Inputs The ASK block is an input script. When it is run, it In programming, a variable can be thought of as Scratch. **Scripts –** A piece of programming code. will pause the program and wait for the user to a storage box. Inputs - Values which get sent from the user into enter some text. the computer The box may be given a name, and it may hold Variables - The place where inputs get stored The input will be stored in a variable called different values (Text, Numbers, characters). 'answer' by a program. Outputs - The values which get sent from the is the name of the variable, In scratch, answer computer to the user. and it will store whatever you type into scratch. What's your name? **Program Flow** How to create a variable? To create a variable, we: -click on the variables button -Make a variable Input _____ Storage/Process _____ Output -Give it a name Weeks 7 & 8 Weeks 9 & 10 Weeks 11 & 12 **Operators** Outputs **IF Statements**

The operator blocks allow us to perform calculations, see how data relates to each other and join text and variable contents together.

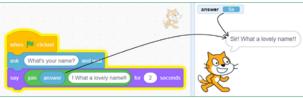
Below is an example of some of arithmetic operators, relational operators and also the concatenation (joining) operator.



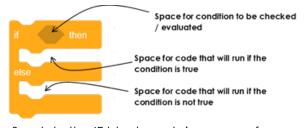
The SAY block is an output script. When it is run, it will output whatever is contained in its contents box, far a given number of seconds.

Hello! for 2 seconds

We can also insert variables into the say script, so that the contents of variables can be outputted. The JOIN operator can be used to join together the contents of variables with some text.



IF statement allows programs to take different pathways depending on conditions.



In Scratch, the IF block contains spaces for...

- a condition to be checked
- blocks to run if the condition is true
- blocks to run if the condition is false.

Design & Technology

Weeks 1 & 2

Weeks 3 & 4

We are investigating the different types of plastic.

<u>Theory</u>

Thermoplastic:

A type of plastic material that can be melted and reformed multiple times without undergoing any significant chemical change.

Thermosetting plastic:

Initially, the polymer is a liquid or soft solid. Heat provides energy for chemical reactions that increase the cross-linking between polymer chains, curing the plastic.

<u>Tools</u>

Vacuum Forming:

A process in which a layer of plastic is placed on a mould, and then a suction force is applied to shape the plastic according to the desired shape.

Manufacturing considerations:

Limiting factors that prevents a system from achieving its goal or maximum performance in the production process.

Draft Angle: An angle of at least 5 degrees that enables to mould to be removed from the formed plastic.

Radius: A curve applied to corners of the mole that enables removal of mould and reduction in piercing of the plastic.

https://technologystudent.com /equip1/vacform1.htm



We are preparing the Vacuum form a mould.

<u>Theory</u>

H&S: Health and Safety in the workshop is important. The workshop rules are to keep us safe. These include wearing PPE, acting sensibly and carrying out training to use all tools.

<u>Tools</u>

Steel rule:

Used for measuring distances and ruling straight lines. The numbers start from the edge.

Scroll saw:

A small electric or pedal-operated saw used to cut intricate curves in wood, metal, or other materials.

Tenon saw:

A type of backsaw with rip teeth, designed for making precise and accurate cuts in wood. **Belt sander:**

A powerful power tool designed to quickly shape, smooth, or remove large amounts of material.

Tri-Square:

A type of carpenter's tool used for measuring and marking square work.

Manufacturing considerations:

PPE: Personal protective equipment.

This is something you wear to protect yourself from harm. When in the workshop you must:

- Have your hair tied up
- Wear goggles
- Wear an apron

Weeks 5 & 6

We are demonstrating vacuum forming.

<u>Theory</u> Thermoforming Processes:

Thermoforming processes are when we use heat to mould thermoplastics. An example of this is vacuum forming, injection moulding and strip heating.

Manufacturing considerations:

Ventilation holes: small holes strategically placed in moulds to allow air or gases to escape during the vacuum forming process. Webbing: thin strands or bridges of excess

material that can form between adjacent parts or features of a vacuum-formed object.

Undercut: a recessed area or feature on a part's surface that extends beneath a draft angle or vertical surface.

Draft angle: angle or taper added to the vertical walls of a mould or part design. It facilitates the removal of the vacuum-formed part from the mould.

Manufacturing considerations:

What are the dangers of using the vacuum former?

- 1. Burns: the machine can get very hot, wear heat proof gloves.
- 2. Trapping fingers: There are lots of moving parts, so only use the machine with a member of staff.
- 3. Fumes: melting plastic can create fumes so only use the vacuum formed with extraction on and near open doors/windows.

Design & Technology

Weeks 7 & 8

Weeks 9 & 10

We are trimming and finishing our completed mould.

<u>Theory</u>

Cutting plastic and card with a craft knife:

Handle craft knives with care by using sharp blades on stable surfaces, cutting away from your body, wearing protective gear, and safely storing blades to prevent accidents and injuries.

<u>Tools</u>

Craft knife: A craft knife is a small, sharp-bladed tool used for precision cutting in arts, crafts, and model-making.

Safety Ruler: A safety ruler is a protective measuring tool designed with a raised edge or guard to prevent fingers from slipping under the blade while cutting.

Cutting mat: A cutting mat is a durable, selfhealing surface used to protect workspaces and extend the life of blades when cutting materials.

Manufacturing considerations:

How to hold the blade and cute safety:



Assessment Week

- Recall tool names and technical terms.
- Consider health and safety when using tools.
- Recall equipment and their uses.
- Describe manufacturing techniques.

How do I revise?

Mind maps: Create a mind map for each week. Try and represent theory with icons, use colours and minimise the amount of text.

Flash cards: Put the key information on a flash card, such as definitions or tools names. On the other side write a question. You can then quiz yourself or have a friend help you.

Follow the link for revision tips:

Top revision techniques for exams - BBC Bitesize



Goodluck!

Weeks 11 & 12

We are finishing and evaluating our product, and the impact plastic has on the environment.

Theory

Evaluating a product: Reflection is important in design. It allows us to learn from our mistakes and celebrate our successes. To evaluate a product, we look at what went well and what could be better. We use this information to set a target for next time.

Tools (Adhesives)

PVA Glue: PVA glue (polyvinyl acetate glue) is a versatile, water-based adhesive commonly used for bonding paper, wood, and fabric in crafts and woodworking.

Hot glue gun: A hot glue gun uses hot melt adhesive (HMA), which comes in the form of solid glue sticks made from thermoplastic resin. These sticks melt when heated inside the gun and solidify quickly upon cooling, creating a strong bond on materials like fabric, wood, plastic, and metal.

Manufacturing considerations:

H&S when applying glue:

- Avoid direct contact with eyes.
- Do not ingest.
- Wipe up spills immediately to prevent slipping hazards.
- Wash hands after use, especially before eating or touching your face.
- Use in a well-ventilated area to avoid prolonged exposure to fumes (some PVA glues contain additives).

Drama

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6
Devising Theatre: Devising is a group collaboration in response to a stimulus leading to the creation of an original performance.	Monologue: A monologue is a long speech by one character expressing their thoughts or feelings aloud.	Staging Configurations:
Theatre style: How theatrical ideas are presented on stage.	Role on the wall: "Role on the Wall" is a technique where you draw a character and write traits around it.	AUDIENCE AUDIENCE
Dramatic technique: a way of presenting drama to make it more interesting for an audience. Techniques might include: Flashback Flashforward	Hot seating: Hot seating is when a character is questioned by others to explore their thoughts and feelings.	Traverse Proscenium Arch
Multi-rollingChoral speakingNarrationDirect audience address	Vocal Characterisation: pitch, tone, pace, projection, pause, silence, intonation.	
Slow motion Stylised movement	Physical Characterisation: body language, gesture, gait, facial expressions, levels	In-the-round Thrust
Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12
Stage Positions Upstage centre Upstage left Upstage right Upstage centre Upstage left Centre right Centre stage Centre left Downstage right Downstage centre Downstage left	 Assessment Fortnight: Creating characters in performance Use vocal characterisation skills: pitch, tone, pace, projection, pause, silence, intonation Use physical characterisation skills: body language, gesture, gait, facial expressions, levels 	 Improvement Week: Steps to Success Select your stage configuration carefully Traverse Proscenium Arch In-the-round Thrust Consider your blocking and stage positioning carefully Choose your vocal and physical characterisation skills to suit your character and their feelings.

Week 1

Week 2

Week 3

The Landlady

Vocabulary

Narrative Hook: This grabs the reader's attention right at the start.

Foreshadow: Used by a writer to hint about something that will happen later in the story.

Characterisation: How a character's personality is revealed.

Setting: Describes where and when the story takes place.

Quote: Dialogue or a specific line in the text, such as: "The only thing we have to fear is fear itself." Sensory Language: Evoking the senses. Imagery: Vivid descriptions that paint a picture. Adjective: A descriptive word. For example: "The luminous moon" or "the eerie silence."

Simile: A comparison using "like" or "as." **Analysis**: Breaking down the meaning or effect of the text.

<u>Context</u>

The writer, Roald Dahl, was mainly known for his children's stories, but he was also known for writing stories for adults which were sinister and strange. **The Landlady** is about Billy Weaver who stays in a very unusual Bed and Breakfast with a rather peculiar owner. This story challenges stereotypes and the role they play in how we see those around us.

Key Quotations:

- 'But this dame was like a jack-in-the-box. He pressed the bell – and out she popped! It made him jump'
- 'She seemed terribly nice'
- 'I stuff all my little pets when they pass away'

Lamb to the Slaughter

Vocabulary

Subvert: To overturn or challenge an established idea, system, or belief, often aiming to disrupt its power or meaning.

Stereotype: A generalized and oversimplified idea or image of a group, individual, or thing **Context**: The background, environment, or circumstances surrounding an event, statement, or idea that gives it meaning

Patriarchy: A society where men hold primary roles.

Relationships: The connections or associations between people, groups, or even concepts. Methods: In literature, methods refer to the tools or approaches a writer uses to convey themes and emotions.

Metaphor:

<u>Context</u>

Lamb to the Slaughter is a short story which also challenges stereotypes with the surprising main character, Mary Maloney.

- Women in the 1960s were **stereotyped** as happy wives and mothers – the only jobs aavailable to them outside the home were as teachers, secretaries and nurses.
- However, throughout the 60's women began to challenge gender roles – more women going to higher education, delaying having children and getting married very young.

Key Quotations:

- 'There was a slow smiling air about her'
- 'The drop of a head as she bent over her sewing was curiously tranquil'

The Giver Chapter 1-2

Vocabulary

Dystopia: A dystopia is an imagined society or world characterised by suffering, oppression, or environmental degradation

Utopia: A utopia is the opposite of a dystopia—it depicts an idealized, perfect society where harmony, equality, and happiness prevail **Citizen**: A citizen is a member of a state or community, entitled to certain rights and responsibilities

Community: A community is a group of people connected by shared interests, location, culture, or goals.

Flashback: A literary or narrative device that takes the audience back in time to reveal important events or backstory.

<u>Context</u>

We are introduced to the story of Jonas who lives in a seemingly perfect society: a utopia.

The conventions of a dystopia:

- Society is ruled by violence.
- People live in fear.
- People are watched or monitored by the government.
- People are encouraged to think a certain way or believe a particular idea.
- Human actions have damaged or destroyed the environment.

Key Quotations:

 'Instantly, obediently, Jonas had dropped his bike on its side on the path behind his family's dwelling. He had run indoors and stayed there alone'

Week 4

The Giver Chapter 3-4

Vocabulary:

Motif: This is a recurring element, idea, or theme in a story. It can be a symbol, action, phrase, or image that reinforces the narrative's central themes

Symbolism: This is the use of symbols to represent ideas or concepts. A symbol might be an object, colour, or even a character that carries deeper significance beyond its literal meaning.

Contrast: This refers to placing opposing elements side by side to highlight differences or create dramatic impact

Connotation: The emotional or cultural associations of a word, beyond its literal definition

<u>Context</u>

- Contrast with the community and our world:
 - Strict rules governing how people spend their free time
 - Public announcements over speakers in the community designed to shame people who have broken a rule
 - Little honour or celebration for giving birth.

Key knowledge:

- Eye colour, in The Giver, represents uniqueness as everyone adopts to 'sameness'.
- Eyes often symbolise deeper themes such as knowledge, truth, and power.

Key Quotations:

- 'The pale eyes'
- 'Almost every citizen in the community had dark eyes '
- 'He had been startled by the newchild's eyes'

Week 5

The Giver Chapter 5-7

Vocabulary:

Pathetic fallacy: This literary device involves attributing human emotions to nature or objects to reflect the mood of a story.

Tension: This is the feeling of suspense or unease that keeps readers or viewers engaged.

<u>Context</u>

Names in literature can reflect deeper meanings:

- Gabriel's name alludes to the biblical archangel, who announced the birth of Jesus, symbolising new life and hope
- Jonas's name alludes to the biblical figure Jonah, who was tasked with delivering messages to people.
- 'The stirrings' are classed as the onset of puberty – all the emotions associated with that (passion, love, desire, attraction) are classed as dangerous and the community take a pill that represses those emotions.

How to utilise creative writing methods for world building

- Pathetic fallacy,
- Sensory language,
- Imagery (simile, metaphor, personification etc.
- Short sentences and a narrative hook at the start of a description.

Key Quotations:

- 'How could someone not fit in? The community was so meticulously ordered, the choices so carefully made.'
- 'He hunched his shoulders and tried to make himself smaller in the seat. He wanted to disappear, to fade away, not to exist.'

Week 6

The Giver Chapter 8-9

Vocabulary:

Assigned: Something that has been given to someone as a task, duty, or responsibility.

Key knowledge:

'Sameness'

- The society is apparently perfect because everyone is the same.
- It should ensure that everyone is at peace and sameness is achieved in the community by ensuring that there are no differences between anyone.

However, Jonas is singled out in the ceremony which goes against this and immediately highlights the difference between the community and Jonas.

How writers develop characters

Characters need to be vivid and believable. Writers use the following techniques:,

- Use of symbolism
- Use of descriptive methods
- Use of ambitious vocabulary

Key Quotations:

- 'You will be faced, now, with pain of a magnitude that none of us here can comprehend because it is beyond our experience. The Receiver himself was not able to describe it, only to remind us that... that you would need immense courage.'
- 'But when he looked out across the crowd, the sea of faces, the thing happened again. The thing that had happened with the apple. They changed.'

Week 7

The Giver Chapter 10-13

Vocabulary:

Psychology: The study of the mind and behaviour, encompassing areas like cognition, emotion, development, and social interactions. **Conflict:** Conflict is the struggle that the protagonist goes through in a story **Memory:** A key area in psychology, memory involves encoding, storing, and retrieving information.

<u>Context</u>

There is symbolism in certain colours in literature. For example:

- Red = anger, danger, passion
- Yellow = happiness, optimism, warmth
- Black = death, grief
- Green = growth, life

Key knowledge:

- Conflict in The Giver is presented in different ways.
- Man vs himself, Man vs society, Man vs man, Man vs nature

Jonas finds himself in a conflict between man and nature. Read now it only brings death and suffering.

Key Quotations:

- 'He was free to enjoy the breathless glee that overwhelmed him: the speed, the clear cold air, the total silence, the feeling of balance and excitement and peace.'
- We relinquished color when we relinquished sunshine and did away with difference. We gained control of many things. But we had to let go of others.'

Week 8

The Giver Chapter 14-15

Vocabulary:

Poignant: deeply moving, touching, or emotionally impactful—often in a way that brings a mixture of sadness and beauty.

<u>Context</u>

• War teaches us about mankind – what we are all capable of – inflicting immense cruelty and suffering on others.

Key knowledge:

- This **poignant** war scene is Jonas's first direct experience of true suffering, marking a significant loss of innocence.
- Jonas starts to feel pain through the memories (something he has never felt before). This becomes part of a daily ritual for him.
- Through these memories, Jonas moves from being a passive receiver of knowledge to someone who feels a deep moral obligation to change his world.

Key Quotations:

- 'His face scraped along jagged edges of ice...Then, the first wave of pain. He gasped. It was as if a hatchet lay lodged in his leg, slicing through each nerve with a hot blade. In his agony, he perceived the word 'fire' and felt flames licking at the torn bone and flesh.'
- 'He lay sprawled, his gray uniform glistening with wet, fresh blood. The colors of the carnage were grotesquely bright: the crimson wetness on the rough and dusty fabric, the ripped shred of grass, startlingly green, in the boy's yellow hair.'

Week 9

The Giver Chapter 16-18

Vocabulary:

Juxtaposition: where two contrasting ideas, characters, settings, or elements are placed close together to highlight their differences and create a more striking effect.

<u>Context</u>

Names in literature can reflect deeper meanings:

- Rosemary's name is symbolic of knowledge and wisdom.
- Ancient Egyptians laid sprigs of rosemary across coffins and tombstones.
- Ancient Greek students ate rosemary to improve their memory.

Key knowledge:

Through Rosemary's name it indicates how her fate is **foreshadowed**.

- Rosemary was the old Receiver of Memory.
- She was released and moves on to 'elsewhere'.

Rosemay's fate may foreshadow Jonas' potential path.

Key Quotations:

- 'there must be some way for things to be different. There could be colors. And grandparents. And everybody would have memories. You know about memories.'
- 'His childhood, his friendships, his carefree sense of security - all of these things seemed to be slipping away. With his new, heightened feelings, he was overwhelmed by sadness at the way the others had laughed and shouted, playing at war'
- 'Memories are forever.'

Week 10

The Giver Chapter 19

Vocabulary:

Euthanasia: the act of intentionally ending a person's life to relieve them from suffering, typically due to terminal illness or severe pain.

Key knowledge:

Jonas discovers that being 'released' is what the community calls death.

Building tension in narrative writing

When creating a piece of writing that builds tension, the writer may use these types of strategies:

- Use descriptive methods (Imagery, sensory language)
- Use ambitious vocabulary to describe a vivid setting and character.
- Use structural methods (short sentences, foreshadowing and varied pace) to build suspense and tension.

<u>Characters</u>

- Jonas Perceptive, Courageous, Curious
- The Giver Wise, Burdened, Compassionate
- <u>Mother & Father</u> Dutiful, Nurturing, Logical
- <u>Lily</u> Talkative, Innocent, Playful
- <u>Asher</u>– Energetic, Carefree, Loyal
- <u>Rosemary</u> Idealistic, Sensitive, Tragic
- Gabriel Vulnerable, Innocent, Special

Key Quotations:

- 'Well, there you are, Jonas. You were wondering about release," he said in a bitter voice.'
- 'Jonas felt a ripping sensation inside himself, the feeling of terrible pain clawing its way forward to emerge in a cry.

Week 11

Week 12

The Giver Chapter 20-23

Vocabulary:

Interpretation: This involves finding meaning or understanding from a given text, situation, or action.

Ambiguous: Something is ambiguous when it has more than one meaning or is open to multiple interpretations, often intentionally so. For instance, a phrase like "*The end is near*" could refer to the conclusion of a story or a more ominous prediction. Ambiguity is often used in storytelling to add depth, mystery, or provoke thought in the audience.

Essential vocabulary for The Giver:

Utopia - A perfect, idealized imagined society. **Dystopia** - A flawed, oppressed imagined society.

Characterisation - Developing characters through details.

Setting – Describes where / when events happen. Community - A group sharing common values. Motif - A repeated, meaningful literary element. Symbolism - Objects representing deeper meanings.

Tension - Suspense or conflict creating unease. Memory - Recollection of past experiences.

Key Quotations:

- 'The worst part of holding the memories is not the pain. It's the loneliness of it. Memories need to be shared'
- 'Behind him, across vast distances of space and time, from the place he had left, he thought he heard music too. But perhaps, it was only an echo.'

The Giver – Reflections

Vocabulary:

Cyclical structure: A **cyclical structure** in literature or storytelling refers to a narrative that ends where it began, creating a sense of completion or reinforcing a theme. This technique can emphasize the inevitability of events, highlight recurring themes, or evoke a feeling of entrapment or continuity.

Key knowledge:

- Jonas transforms from a naive, obedient citizen into a questioning, independent thinker.
- His experiences with memory, pain, and love shape his growth as a person
- Lowry juxtaposes Jonas from the start of the novel to the novel's end.
- We see Jonas transform from someone who blindly accepts the society in which he lives to someone who rebels against it.

Writing an alternative ending to The Giver

- Create a new setting
- Use ambitious vocabulary
- Use sensory language
- Using figurative language to create imagery
- Use prepositional phrases to describe where Jonas is now
 - In front of
 - Beneath
 - Beside
 - Within
 - Above
 - Between

Food

Weeks 1 & 2

Weeks 3 & 4

Weeks 5 & 6

Theory: Nuts

Nutrition -

Unsaturated fats – Fats that contain a high ratio of fatty acids and are considered to be healthier than saturated fats.

K<u>nowledge</u> -

Types of nuts - hazelnuts, pistachios, walnuts, almonds, brazil, macadamia and pecans (peanuts not classed as a nut)

Nuts – nut is a fruit consisting of a hard or tough nutshell protecting a kernel which is edible.

Nut allergies - A nut allergy develops when your body's immune system becomes over-sensitive to a protein in a nut. Being exposed to the nut causes an allergic reaction.

<u>Practical</u> – Seeded Bread Rolls

Nutrition -

Soluble fibre - slows down the digestive process and the absorption of carbohydrates, so it makes us feel fuller for longer. **Good sources of soluble fibre** are oats, beans, peas, lentils and most fruit and vegetables, particularly if you eat the skin.

Insoluble fibre - absorbs water and increases bulk so keeps faeces soft, making them pass through the digestive system easily. **Good sources of insoluble fibre** are wholemeal products such as bread and pasta, wholegrain cereals, brown rice and some fruit and vegetables.

K<u>nowledge -</u>

Seeds – are the part of a plant and used in main different dishes

Chorleywood process - used in factories for making bread on mass using bulk fermentation

<u>Basic equipment –</u>

Mixing bowl – used for mixing items Pallet knife - to lift and move delicate food items without damaging them.

Measuring jug – used to measure liquids **Greaseproof paper** – paper which is used to line tins and baking trays with to prevent food items from sticking

Pastry brush – is used to spread a glaze or egg wash on the crust or surface of the food.

Practical - Rainbow Cous Cous Salad

<u>Nutrition -</u>

Carbohydrates – Carbohydrates are one of the basic food groups which consist of sugars and starches.



Wholegrain - Wholegrains are the grains of cereals that have not been processed.

Knowledge -

Absorbing - the processes of absorbing or soaking up something

Wheat - type of cereal

Cereals - grass cultivated for its edible grains - wheat, corn/maize, rice, oats, barley and rye

Basic equipment –

Measuring jug – used to measure liquids Mixing bowl – used to mix food item in Saucepan – used for heating foods on the hob Wooden spoon – used for mixing items Chopping board – use for cutting and preparing food items on

Food

Weeks 9 & 10

Weeks 11 & 12

<u>Practical</u> - Flapjack

Nutrition -

Carbohydrates – Carbohydrates are one of the basic food groups which consist of sugars and starches

Weeks 7 & 8

Knowledge -

Starch Gelatinisation - When heated the starch granules in the oats absorb liquid and swell, thickening the mixture and helping to set the flapjack's structure.

Flapjack – A flapjack is a baked bar, made from rolled oats, fat (butter/margarine), sugar and golden syrup

The Maillard reaction which also occurs when cooking the flapjack. This is a chemical reaction between amino acids and reducing sugars that occurs at higher temperatures.

Wheat Corn Rye Barley Oats Rice

Basic equipment –

Mixing bowl – used for mixing ingredients in Saucepan – used for heating foods on the hob Wooden spoon – used for mixing items Metal baking tin – used to bake food items in the oven

Assessment Week

- Recall practical techniques
- Consider food safety and scientific terms
- Recognise dietary conditions and basic nutrition
- Recall equipment and there uses

Theory

Knowledge-

Chorleywood process - used in factories for making bread on mass using bulk fermentation

What is the difference between traditional and Chorleywood bread?

The main difference is that is replaces the slow mixing and kneading process of traditional breadmaking with a much faster mix and a reduced first proving time.

The principal ingredients in all bread are:

Flour – Yeast – Salt - Water

Kneading bread dough creates a stretchy network of gluten within the dough, which helps to trap carbon dioxide formed by the yeast in the dough, resulting in light and well-risen bread

Evaluation –

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

Reflect – What went well? React - Even better if Retain – Imbedding knowledge

Geography

Week 1		Week 2	Week 3
Industry Industry: any economic activity that creates jobs and generates income. Primary sector: People extract or grow raw materials from the land or the sea. Jobs include farmers, miners, fishermen/women. Secondary sector: People take the raw materials from the primary and make them into something. This is called manufacturing examples include making cars or clothes. Tertiary sector: People have a job which provides services for other people for example doctors, teachers and shops assistants. Quaternary sector: People research new things or develop new products to improve living standards. Examples include being a scientist.		 Development: The improvement in quality of life, economic growth, and technology. HICs: High-income countries. LICs: Low-income countries. NEE: Newly emerging economies. Transnational Corporation (INC): A large company that works in several countries. It usually has its HQ in one country and then lots of processing or production plants elsewhere. 	 Case Study: Nigeria and Shell Shell is a TNC Shell spend billions on taxes every year in Nigeria, and employ 90% Nigerian staff Has invested in Nigerian schools and water programs Only lower paying jobs are given to Nigerians Some water sources are contaminated There are lots of wildfire that happen from pipelines Al: Artificial Intelligence. Al and robots have become a part of everyday life in manufacturing, food shopping and medicine.
We	ek 4	Week 5	Week 6
Advantages of Al -Makes life easier, both for the less able and to help others, e.g. surgeries. -Allows people more time to rest instead of working.	Disadvantages of AI -Workers can lose their jobs. -AI can be misused for dangerous things. -AI does the tasks we want to do, not the tasks we do not.	Weather and ClimateWeather - refers to the day-to-day changes in the atmosphere.Climate - refers to the average over 30 years of atmospheric conditions found in each area.Troposphere - the lowest layer of the atmosphere, where weather occurs.	 Cloud formation Warm air starts to rise upwards. The air contains water vapour that has been evaporated from the sea, river and lakes. As the warm air rises, it cools. Water vapour condenses onto tiny dust particles in the air, forming a cloud droplet. Billions of cloud droplets together form a cloud. If the cloud droplets join up to make larger,
 Don't forget to REBUGG the question R – Read the question carefully E – Expand; take time to think about the question B – Box the command term U – Underline the key geographical terms G – Gauge how many marks the question is worth 		Atmosphere - the atmosphere is the blanket of gas around earth. Stratosphere – the layer of atmosphere above the troposphere; contains the ozone layer which protects the Earth from harmful UV radiation.	 S. If the cloud dioplets join up to thake diget, heavier droplets (around 2mm), they can fall as rain! Convectional rainfall – rain formed when the ground heats up during warm, sunny weather. Relief rainfall – rain formed when air is forced to rise over a hill or mountain. Frontal rainfall - occurs when two air masses meet.

Geography

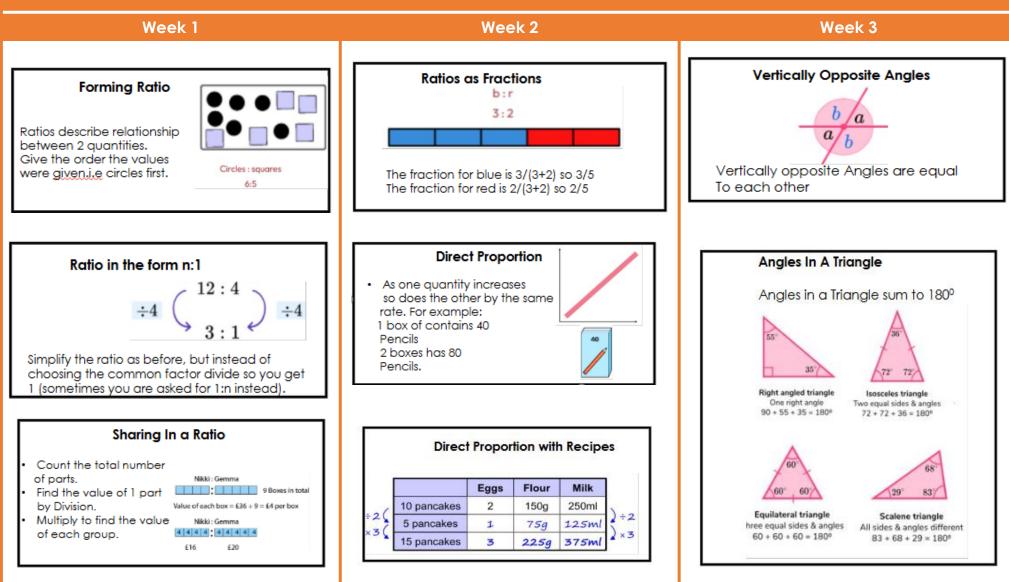
Week 7	Week 8	Week 9	
Arctic Maritime Polar Maritime Tropical Continental Maritime Tropical Continental	Air PressureHigh pressure - when air is descending/sinking, and it is associated with dry weather.Low pressure - when air is rising. Generally linked to precipitation and windy conditions.	 Cause – the reason why something happens. Impacts – the effects or consequences of an event. Social impacts – the effects of an event on people's lives and communities. Economic impacts – the effects of an event on the economy and financial well-being of people and places. Environmental impacts – the effects of an event on the natural environment. Heatwave - a long period of extremely high 	
Weather front - the boundary between two air masses. A warm front is when a warm air mass is approaching. A cold front is when a cold air mass is arriving. Week 10	Week 11	temperatures. Anticyclone - an area of high pressure, which causes clear skies and sunny weather. Week 12	
week to	Week II	Week 12	
 <u>Microclimate</u> – weather and climate conditions in a small area such as a city or forest. Aspect: the direction in which something faces, usually in relation to the sun. Surface: the colour of the ground affects the temperature. Buildings: affect wind, shade and temperature in a microclimate. Shelter: provide protection from the wind and cause shadows. Physical features: changes in relief, bodies of water and fauna affects microclimates. Urban heat islands: due to human activity, the temperature in urban areas is higher than in rural areas. 	 Enquiry – means the process of investigation to find an answer to a question. Fieldwork – means work carried out outdoors. Primary data - data collected by you (or your group) specifically for your project, from firsthand experience. Secondary data - data collected by someone else or a group. Data that already exists. Data collection methods – collecting data within the field. Data presentation techniques – presenting the data collected within the field in graphs, diagrams and tables. Conclusion – summarises what we found out. Evaluation - examine the limitations and errors, but also how you could improve and reflect. 	 What is a command word? A command is an instruction to do something. State: Write a short, factual answer. Identify: Select, find or highlight a particular feature. Suggest: Give what you think is a possible reason or solution. Describe: Write about what you see. Explain: Give reasons. You should try to include the word 'because' in your answer. 	

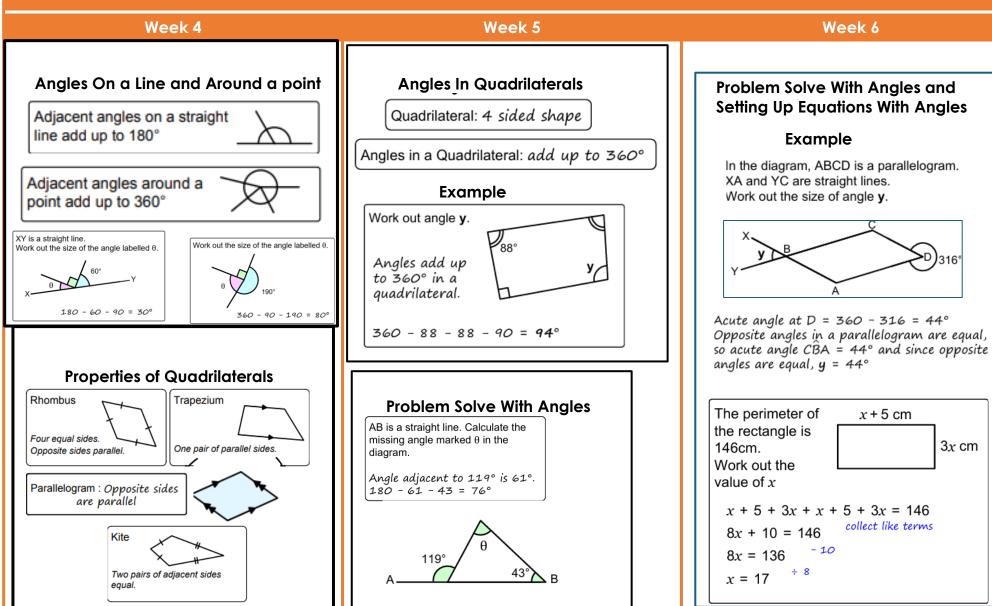
History

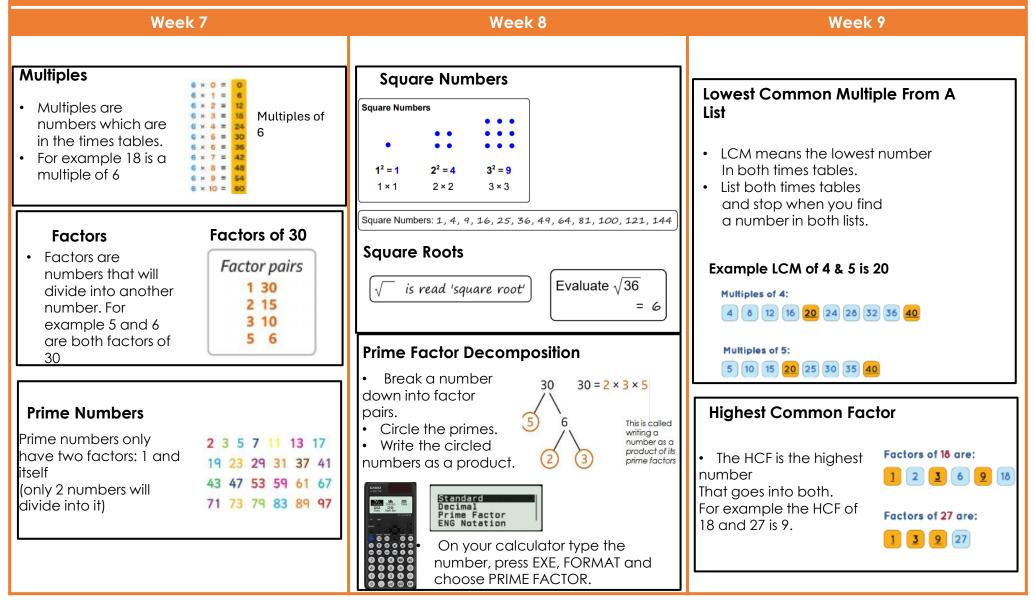
Week 1	Week 2	Week 3		
What were the long term causes of the English Civil War? A long term cause builds up over a number of	What were the short term causes of the English Civil War? A short term cause are the reason an event	How did the fighting begin? The war was fought between two armies:		
 years. Religion: There was a big argument about religion. The King supported the Church of England, but many people, especially Puritans, wanted to change it because they thought it was too similar to Catholicism. Money: The King needed money, but instead of asking Parliament for it, he tried to raise it on his own. This upset a lot of people because it wasn't fair. Anger at the King: The King ruled without Parliament for a long time, which made many people really angry and want more control over decisions. 	 happens at that time. The King and Parliament's Argument: In 1640, King Charles I needed money for a war, but Parliament wouldn't give it to him unless he agreed to certain conditions. The Long Parliament: When Charles I called Parliament again in 1640 (after not having done so for 11 years), they started making rules that limited his power. The Attempt to Arrest MPs: In 1642, Charles tried to arrest five members of Parliament, which made Parliament even more upset. The War with Scotland: Charles I had problems with Scotland, and he needed money to fight them. Parliament refused to give him this money. 	 The Parliamentarians, or 'Roundheads'. They were given this name because they had much shorter haircuts compared to the long, curly wigs worn by Charles and his supporters. The Royalists, or 'Cavaliers'. This name comes from the French term chevalier, which refers to a knight who rides a horse. The Parliamentarians originally used this term as an insult to the Royalists, but they eventually began to use it to refer to themselves. There was a split in the country, with people supporting both sides. 		
Week 4	Week 5	Week 6		
What was new about the New Model Army?	What was the impact of the Civil War on women?	Why did they execute the King?		
The New Model Army was special because: Well-Organized : It was much more organized	There were lots of examples of women being	Key words to learn:		
and better trained than other armies at the time. Best Leaders : Officers were chosen because they	directly involved in the Civil Wars. Some women wore men's clothing and armour so that they	Prosecution: Bringing legal action against a person on the basis of criminal charges.		
were good at leading and fighting, not because of their wealth or family. Paid Soldiers : The soldiers were paid regularly, so they were more reliable and serious about fighting.	could join the fighting. A woman called Nan Ball was caught fighting for the Royalist army in 1642, apparently because she did not want to be separated from her husband.	Divine Right of Kings The belief that a king or queen had been put in charge by God. This was important in showing the authority and power of the monarch.		
Equal Voices : Regular soldiers had more of a say in what happened, which helped them feel more loyal to the army.	Women did not just fight in the War. Elizabeth Alkin was a nurse who treated injured Parliamentarian soldiers. However, she also acted	Martyr A person who suffers greatly or is killed for their beliefs or principles.		
Great Leaders : Leaders like Oliver Cromwell were good at making smart battle plans and leading the army to victory.	as a spy, and passed information to Parliament. Constance Stringer was a spy, too, informing Parliament about who was fighting for Charles.	Treason Committing a crime that betrays your country.		

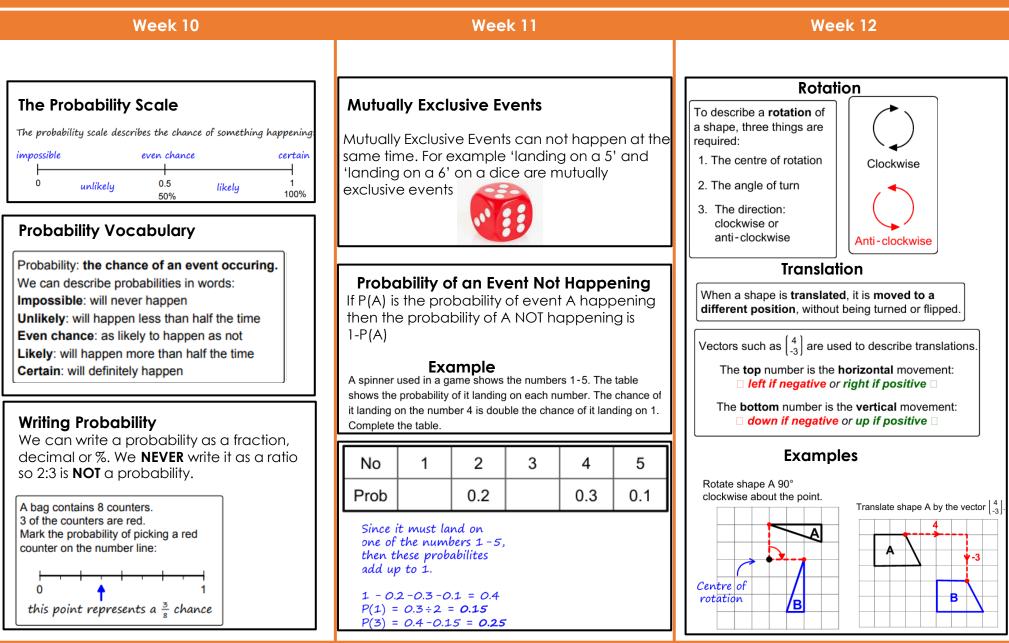
History

Week 7	Week 8	Week 9		
Who was Oliver Cromwell?	Why was the monarchy restored?	What was the Enlightenment?		
Oliver Cromwell was a Member of Parliament . He had been a leader of the Parliamentarian army who, by 1648, had defeated Charles I's Royalist army in the Civil Wars. Cromwell's politics were strongly influenced by his religious beliefs. He was a Puritan, which meant he believed that the Bible should be read and studied closely, and that people should spend more time praying and thinking about God. Cromwell wore plain, black clothes and introduced laws to ban popular pastimes, such as bear-baiting, celebrating Christmas and going to the theatre. Puritans believed that entertainment might distract people from their religious duties.	Key Term: Interregnum . A time period without a King. Oliver Cromwell died in 1658. He was replaced as Lord Protector by his son, Richard Cromwell. The army was concerned about Richard's lack of military experience. They did not believe he could rule effectively. Parliament refused to listen to the demands made by the army for reforms. In 1660, fearing an uprising from the army, Richard Cromwell resigned from his position as Lord Protector. Charles II, the son of Charles I, was invited to return from the Netherlands to be crowned king. This was known as the Restoration. The Interregnum, England's 11-year period as a republic, was over, and the monarchy was restored.	The Enlightenment was a time in the 17th and 18th centuries when people started thinking in new ways about science, government, and human rights. They believed that using reason (thinking carefully and logically) could improve the world. During the Enlightenment, thinkers challenged old ideas about kings and the church having all the power. They believed in freedom, equality, and that everyone should have a say in how they're governed. The Enlightenment helped inspire many changes in how countries were run and led to the ideas we have today about democracy and individual rights.		
Week 10	Week 11	Week 12		
What was life like in Restoration England?	What are primary sources?	What are secondary sources?		
Charles II's reign was very different from that of the Puritan Oliver Cromwell. Charles II allowed theatres to reopen; he was a lover of music and the arts. The strict moral rules of the Puritans were relaxed. In 1662, Charles II supported the foundation of the Royal Society, a group of scientists who held regular meetings to discuss new ideas and their experiments. Christopher Wren was a member of the Royal Society, along with famous diarist Samuel Pepys and scientist Isaac Newton.	Primary sources give you direct access to the subject that you're researching or learning about. They contain raw information. They can provide you with a first-hand account of an event or time-period, represent original thinking and give you new information. They're usually the centre of a piece of research. Examples of primary sources include: diaries biographies and autobiographies interviews speeches and oral histories government data	Secondary sources provide second-hand information and often offer explanations for primary sources. They were made after the event. Examples of secondary sources include: textbooks dictionaries and encyclopaedias biographies Films or songs made about the event after it happened A documentary about the history of an event or a person		









Music

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6
 Opera: An opera is a theatrical piece that tells a story totally through the music. Four elements of opera: Libretto – the script or story of the opera Music – the instruments and singing Staging – scenery, costumes, set Performance – the characterization Main voice types in opera: Soprano - The highest female voice. Mezzo-soprano - A middle female voice. Tenor - The highest male voice Bass - The lowest male voice 	Semibreve Minim Crotchet Quaver Semiquaver Dotted notes: indicated by a dot after the note head. This extends the note's duration by half. Carmen is an opera composed by Georges Bizet. It is famous for being dramatic, exciting, passionate and for having incredible music.	Accidentals: In musical notation, accidentals are symbols that temporarily alter a note's pitch, including sharps (#) to raise a note, flats (b) to lower a note, and naturals (#) to revert a note to its natural pitch. Chromatic Scale: The chromatic scale is a musical scale with twelve Pitches above or below its adjacent pitches. To play a chromatic scale, simply start on the note of your choice, and then play ALL the semitones until you reach the starting note again.
Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12
Repeat signs: The end repeat sign tells the performer to go back one time to the start repeat sign. start repeat sign end repeat sign start repeat sign end repeat sign 1st and 2 nd Endings: First and second endings indicate different music to be played the first and second times.	Assessment Fortnight Demonstrate: 1.Refined solo keyboard skills focusing on playing technique 2.Confidence and solo performance techniques	 Improvement Week Check that you are reading repeat markings correctly Look carefully at accidentals When you are rehearsing, take your time – pay attention to accuracy and your techniques Remember the importance of expression in performance – music should be enjoyed!

PE

	Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6
Health C	omponent of Fitness – Cardiovascular Endurance	Health Component of Fitness – Muscular Endurance	Health Component of Fitness – Flexibility
Definition	n The ability of the heart, lungs, and blood to transport oxygen for a sustained period.	Definition The ability to use voluntary muscles repeatedly without	Definition The range of motion (ROM) at a joint
Test	Multistage Fitness Test or 12 minute cooper run	Test 1 minutes sit up or press up test	Test Sit and Reach
PE = Physic programm physical a	PE, Sport & Physical Activity cal Education – curriculum based ne that teaches you the benefits of activity, builds techniques for leading lifestyle and promotes lifelong healthy	Fitness Fitness refers to one's own optimal health and overall, well – being. This can include physical health, emotional and mental health.	Physical Benefits Physical activity helps maintain a healthy blood pressure, keeps harmful plaque from building up in your arteries, reduces inflammation, improve blood sugar levels, strengthen bones, and helps stave off depression.
	Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12
Health	Component of Fitness – Muscular Strength	Health Component of Fitness – Body Composition	
Definition	The amount of force a muscle can exert against a resistance	Definition The percentage of body weight which is fat, muscle and bone	CARDIOVASCULAR ENDURANCE Yore body's ability to deliver axygen to working muscles during exercise. MUSCULAR ENDURANCE Wus muscles' ability to assert force repeatedly or for an extended period of time. MUSCULAR STRENGTH
Test	Hand grip dynamometer	Test Skinfold or Body mass index BMI	Construction attails for a start or theorem merged of latest strates at the effect of the effec
mental hea	Mental Benefits in physical activity can support alth by reducing stress, improving self-esteem. Reducing symptoms of	Social Benefits Builds your community involvement by meeting new people, boosts motivation and promotes healthy relationships with others.	Emotions and Activity Social and emotional learning (SEL) enhances your ability to succeed in school and beyond. It allows you to self-regulate your emotions, problem solve, make responsible decisions,

PSHE

Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6
What makes a good friendship?	What might be signs of a negative friendship?	How can we manage peer pressure?
 Trust - You should feel like you can share things with each other without worrying about secrets being spread. Respect - Both friends should treat each other kindly, value each other's feelings, and respect each other's opinions. Support - A good friend is there when you need them, whether it's to cheer you on or help you through tough times. Fun and Laughter - A great friendship involves having fun together and making each other laugh. Honesty - Being able to be yourself and tell each other the truth, even if it's not always easy. 	 They might say "brutally honest" things to you which are unkind or hurtful Put pressure on you to do things you don't want to do Be manipulative (e.g. 'If you were my friend you would') Laugh at you, or encourage others to laugh at you Talk about you behind your back Deliberately exclude you from group chat and activities Take the "banter" too far Share things about you online Make you feel bad about yourself 	 Know Your Values – Be clear about what's important to you and what you believe in Practice Saying "No" – It's okay to say no when something doesn't feel right. You can politely but firmly decline without feeling bad about it. Surround Yourself with Supportive Friends – Choose friends who respect your choices and encourage you to be your true self, not ones who pressure you to fit in. Take a Break if You Need To – If the pressure is getting too much, step away from the situation and take some time to think things over.
Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12
 Top tips on setting goals Be Specific – Set clear goals, like "I will practice basketball for 30 minutes every day" rather than something vague. Break it Down – Divide big goals into smaller, more manageable steps. Set Realistic Goals – Choose goals that are challenging but achievable. Make sure they're within reach, so you stay motivated. Track Progress – Keep track of how you're doing. This helps you stay focused and feel good about small successes along the way. Stay Flexible – Sometimes things don't go as planned, and that's okay. Be ready to adjust your goals if needed and keep going. 	 How can we build our resilience? Develop a Positive Mindset – Focus on staying optimistic, even when things are tough. Remind yourself that challenges are opportunities to learn and grow. Set Small Goals – Break big challenges into smaller steps and celebrate each achievement. Stay Active – Physical activity, like sports or just playing outside, can help you manage stress and feel stronger mentally. Reach Out for Support – Talk to trusted friends, family, or a teacher when you feel down. Practice Self-Care – Taking care of yourself helps you handle stress better. 	 How can we manage pressured situations? Take Deep Breaths – Calm yourself down with deep breaths when you feel stressed. Break Tasks Into Steps – Focus on one thing at a time instead of feeling overwhelmed. Talk to Someone – Share how you're feeling with a friend or family member for support. Take Breaks – Give yourself time to rest and recharge when needed. www.childline.org.uk 0800 1111 www.nhs.uk

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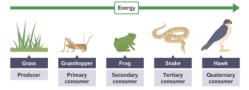
Weeks 1 & 2	Weeks 3 & 4	Weeks 5 & 6		
Introduction to Islam and Allah	Muhammad and the Qur'an	Shahadah and Salat		
Origins: Islam begins in the 6th Century, in the city of Mecca in modern-day Saudi Arabia	Prophet Muhammad: Chosen messenger of God, believed to be the final prophet	Declaration: Publicly stating your views or intentions		
Allah: The Arabic word for God Islam: Means submission to the will of Allah. Sunni: The largest denomination of Islam Shia: The other major denomination of Islam	 Qur'an: Islamic Holy book, said to be the dictated word of God, given to Muhammad Hadith: Collected writings about the Prophet Muhammad Mecca: City in Saudi Arabia that is the Holiest site in Islam, the Masjid al-Haram 	 Faith: Strong belief and trust in something or someone Raka'ah: A pattern of movement involving standing, bowing and kneeling performed during prayer Wudu: Ritual act of cleaning yourself before prayer 		
Weeks 7 & 8	Weeks 9 & 10	Weeks 11 & 12		
 Zakah and Sawm Charity: Act of giving something to people in need Fasting: Giving up food or drink for an amount of time Ramadan: The Holy month of fasting where Muslims fast between sunrise and sunset Eid ul-Fitr: Festival marking the end of Ramadan 	 Hajj Pilgrimage: A journey undertaken for spiritual or religious reasons Pilgrim: A person undertaking a pilgrimage Kabba: The black stone cube at the centre of the Masjid al-Haram in Mecca, said to be the House of God Eid al-Adah: Festival marking the end of Hajj. Muslims make sacrifices in memory of Ibrahim. 	 The Mosque The Islamic place of worship Minarette: Tall towers from which the Adana (call to prayer) is announced Mihrab: An alcove marking the direction of Mecca and the direction in which Muslims must pray Imam: The leader of the Mosque Minbar: A pulpit from where the Imam can give sermons to the congregation 		

Week 1 – Plants and ecology

Carbon dioxide + water \rightarrow glucose + oxygen

- Photosynthesis- A chemical reaction that occurs in the chloroplasts of plants in which the energy in light is stored in glucose.
- Chlorophyll- Green pigment found within chloroplast that enables the process of photosynthesis to occur.
- carbon dioxide carbohydrates

- Uses of glucose- respiration, to make carbohydrates, fats and oils or amino acids (proteins).
- A **food chain** is a list of organisms in a *habitat* that shows their feeding relationship, with arrows showing the direction of energy transfer.
- Habitat- The place where an organism lives.
- **Producers** a photosynthesising organism, usually a plant, that produces the glucose to start the food chain.
- Consumer- an organism that has to eat in order to get its energy
- Food webs- show how all the food chains in an ecosystem interact.
- **Ecosystem-** all living and non-living components of an area interacting with each other.
- **Interdependence** all living things in an ecosystem depend on each other; when one thing changes, it can affect all other living things.



- **Bioaccumulation** the gradual accumulation of toxic substances, such as pesticides or other chemicals, in an organism.
- Accumulate- To increase in amount or concentration, especially in one place.
- These substances accumulate in the food chain and damage the organisms in it, particularly in the **predators** at the end of the chain. This is because accumulating compounds cannot be excreted.



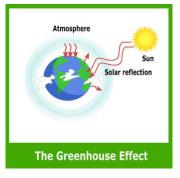
- Biodiversity- A measure of the range of living organisms within a habitat.
- Species- A group of organisms that can interbreed to have fertile offspring
- **Conservation-** The process that preserves and protects organisms and their habitats and so maintains biodiversity.
- **Endangered species-** Organisms that have such low numbers that they are at risk of becoming extinct.
- Invasive species are those that are not native to that area.

Human activity is reducing biodiversity by:

- Global warming because of the greenhouse effect from the use of fossil fuels.
- Cutting down trees **deforestation** for timber or to create farmland.
- Building bigger towns and cities with more roads **urban development.**
- Producing more waste and pollution.
- The use of **chemical pesticides**.
- Over-fishing.

Humans can help increase biodiversity by:

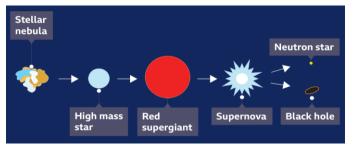
- Captive breeding programmes- breed endangered or extinct animals in captivity with the aim to release them into the wild
- Reforestation- planting more trees
- **Protected areas** ensuring areas of land are protected from deforestation and poachers
- Being more sustainable- reducing, reusing and recycling
- Food security- a measure of the availability of food and if there is enough to sustainably feed everyone.
- **Sustainable-** An activity which does not consume or destroy resources or the environment.



Week 3 – The Earth and Universe

- Solar system A star with eight planets and other objects orbiting around it
- Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune are increasingly distant from the sun.
- The asteroid belt lies between Mars and Jupiter.
- Planet A large object orbiting a star.
- **Natural satellite** Objects that orbit a planet that are not man-made e.g. the **Moon**.

The life cycle of a star with a larger mass than our sun:



- The Big bang theory states that the Universe began 13.8 billion years ago when a single point of energy expanded rapidly.
- **Red shift** provides evidence that the Universe is **expanding**.



Week 4 - The Earth and Universe

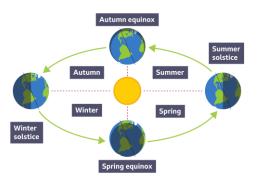
All objects have a gravitational field. The larger and the more dense an object is, the stronger its gravitational field.

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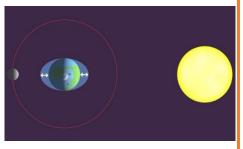
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- Weight is a force that acts on an object due to gravity.
- The Earth orbits the sun once a year (every 365 days).
- The Earth is **tilted**, leading to the **seasons**.
- The moon has different phases.
- Waxing moon When the Moon is going from a new moon to a full moon.
- Waning moon When the Moon is going from a full moon to a new moon.
- **Crescent** moon **Less than half** the Moon is visible.
- **Gibbous** moon **More than half** the Moon is visible.
- Full moon all the Moon is visible.
- New moon none of the Moon is visible.
- The gravitational effect of the moon and the sun causes tides.
- There are **two high and two low tides every day**.







Week 5 – Review key Biology concepts (cycle 1)	Week 6 - Review key Biology concepts (cycle 3)			
Number the following steps in the correct order to describe how to	<u>Planning an experiment</u>			
use the microscope.	Scientists often plan experiments to investigate the relationship			
Look into the eyepiece lens. Place the smallest objective lens over the hole in the stage.	between one variable and another. In other words, to see what effect changing one variable has on the other variable.			
Turn the coarse focusing wheel until the objective lens and the				
stage are as close as possible. Place the slide on the stage.	The variable you change is known as the independent variable.			
Turn the coarse focusing wheel until what you see is clear.	The variable you measure is known as the dependent variable.			
Adjust the light source.	To make sure any change in the dependent variable is only			
Drawing the image When first examining cells or tissues with low power, draw an	caused by the change made to the independent variable, all other possible variables should be kept the same. These are the			
image at this stage, even if going on to examine the slide with high power.	controlled variables.			
A low power diagram is used:	Brian is planning to investigate how giving plants different amounts of water affects their growth.			
•as a plan to show the arrangement of any distinct regions of the tissue, for example the tissues in a plant root				
•to show the outline of individual cells that make up the tissue, if the tissue is uniform	What is his independent variable?			
A high power diagram is then produced – a detailed image of	What does he need to measure? (his dependent variable)			
a part of the slide. It is usually drawn to show a single cell, eg of a single cheek cell or onion cell.	What should he keep the same (his controlled variables?)			
Cytoplasm	Write a detailed method for Brian to include:			
Chloroplast Cell membrane	Variables			
an image - the higher the resolution of an image, the				
more detail it holds.				
Cell wall	How to use the equipment			
Low power High power diagram diagram	Any repeats he may do			
diagram diagram				

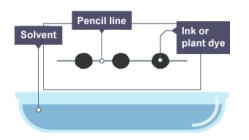
Week 7 - Review key Chemistry concepts (cycle 1)	
intures and he concreted using a range of techniques	

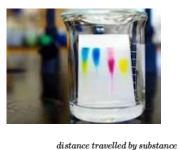
<u>Mixtures</u> can be separated using a range of techniques. <u>Chromatography</u> is used to separate mixtures of inks or dyes.

Different black pens will have inks made up of different combinations of dyes, even though they all look black.

•Chromatograms can be used to match known pigments with those in a mixture.

•On a chromatogram, one spot means that the substance is pure. An **impure** substance produces two or more spots.





R_f =



	Solvent front	_
6 —		
5	Distance travelled by solvent	
3	† <mark>•</mark>	
2 1	Distance travelled by substance	
o <u> </u>		-
	Baseline	

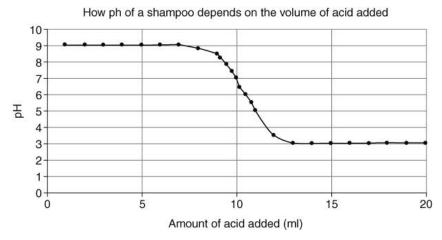
distance travelled by solvent

Week 8 - Review key Chemistry concepts (cycle 3)

As a scientist working for the Gleam shampoo company, you have been asked to test the pH of a new shampoo.

You find that one shampoo has a pH of 9. You decide that the pH of the shampoo should be about the same as skin which has a pH between 5 and 7. You mix a sample of the shampoo with water and slowly add citric acid to it, measuring the pH as you does so.

The graph below shows the results.



- 1. Describe how the pH changes as the acid is added to the shampoo sample.
- 2. Describe how the experiment to gather these results might have been carried out.
- 3. Explain how to work out the volume of acid needed to neutralise the alkali in the sample of shampoo.
- 4. Explain why it is important to work our exactly how much citric acid is needed to get the pH of a batch of shampoo correct.
- 5. Explain why it may be safer to use citric acid to pH balance the shampoo instead of hydrochloric acid.

Week 9 - Review key Physics concepts

Week 10 - Assessment week

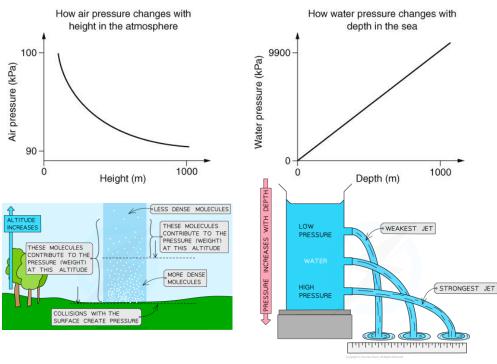
As a polar explorer, you need to plan a trip to the Antarctic, in which you will climb the highest peak, Mount Vinson, and dive deep below the surface of the ocean to study the organisms found in each environment.

Using the graphs below:

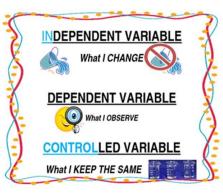
What is the relationship between height above sea level and atmospheric pressure?

What is the relationship between depth below sea level and water pressure?

Why (in terms of particles) does pressure vary with height and depth?



Revision and assessment





ReRead

Steps to success:

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

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





lf...

Spanish

Week 1		Week 2				Week 3	
Los pasatiempos	Free time activities	The present tense Chop and Swap		El clima	The weather		
ir de compras	to go shopping	Remove th	Remove the 'ar/er/ir' from the end of the verb,		hace sol	it is sunny	
ir al cine / al parque	to go to the cinema /	Kerne ve h	put a new ending back		hace (mucho) calor	it is (really) hot	
	park					hace frío	it is cold
ir a la piscina	to go to the pool	Subject	-ar verbs	-er verbs	-ir verbs	hace buen tiempo	it is good weather
montar a caballo	to ride a horse		0	0	0	hace mal tiempo	it is bad weather
montar en bicicleta	to ride a bike		_	-		hace viento	it is windy
cantar ver la televisión	to sing to watch tv	You	as	es	es	llueve	it is raining
escuchar música	to listen to music	He /she	a	е	е	nieva	it is snowing
bailar	to dance		_	_		Adjectives	
leer libros	to read books	We	amos	emos	imos	caliente	hot
hacer los deberes	to do homework	You (pl)	áis	éis	ís	rico	delicious
hacer deporte	to do sport					falso	false
usar mi móvil	to use my mobile	They	an	en	en	ligero	light
escribir correos	to write letters	К	ev verhs - n	ersonalisatio	n	perfecto	perfect
salir con amigos	to go out with friends			ersonalisand			healthy
tocar un instrumento	to play an instrument	-ar	hablar			sano tradicional	traditional
no hacer nada	to do nothing	-er	aprender			dulce	sweet
jugar a los videojuegos	to play videogames	-61	•				sweer
		-ir	describir				
Week 4		Week 5		Week 6			
The near fu		¿Cuándo? When?		Autumn Revision			
Choose the form of the		este fin de semana this weekend		hoy es lunes	today it is Monday		
'a' and follow w		la semana que viene next week			żcuándo es tu	when is your birthday?	
Eg: voy a bailar – I c	am going to dance	mañana tomorrow		cumpleaños?			
voy	I am going		~	the dc		mi cumpleaños es	my birthday is the
vas	you are going	pasado	mañana	tomo	·	elde	
Va	he / she is going	por la m	nañana	in the morning		en mi familia hay	in my family there
vamos	we are going	por la	i tarde	in the afternoon		tengo el pelo rubio.	is/are I have blonde hair
vais	you are going	por la	noche	in the evening			he / she has brown
van	they are going		navera	in sp	<u> </u>	tiene los ojos marrones	eyes
Examples – personalization		en verano		in summer		mi madre es alta	my mum is tall
		en otoño		in au		mis hermanos son	
		en invierno in winter		bajos	my brothers are short		
		dos veces a la semana twice a week		mi padre se llama	my dad is called		
		cada día every day		Carlos	Carlos		
						tengo un gato negro	I have a black cat
						ża qué hora?	at what time?
LI						a las ocho y media	at half past eight

Spanish

Week 7		Wee	k 8	Week 9		
Spring Revision		Key Verbs Revision		Key verbs revision		
mi colegio es grande	my school is big	tener to have		estudiar	to study	
mi insti está en la costa	my school is on the	tengo / tiene I have / he has		estudio / estudiam		
mi cole se llama	coast my school is called	ser to be		me encanta	l love (†)	
	in my school there is	soy / es / son I am / it is / they are		me da igual	I don't mind (them)	
en mi cole (no) hay	(not)	hay Ilevar gafas	there is to wear glasses	prefiero	l prefer	
voy al insti en coche	I go to school by car	llevo / lleva	I wear / he wears	hablar	to speak	
(no) estudio el teatro	l (don't) study drama	hacer	to do	hablo / hablamo		
me gustan las ciencias	l love science	hago / haces	I do / he does	comer	to eat	
odio el inglés	I hate English	jugar	to play	como / comemo beber	s I eat / we eat to drink	
pienso que es difícil	I think that it's difficult	juego / juega	I play / he plays	bebo / bebemos		
durante el recreo	during break I eat	estar	to be (mood / location)	ir	to go	
como mi asignatura favorita		estoy / está	l am / he is	voy / vamos	l go / we go	
es	my favourite subject is					
mi profesor de historia	my history teacher					
el / la peor / mejor	the worst / best					
Wee	k 10	Week 11		Week 12		
	Phonics – Sound Symbol Correspondences		In a restaurant	La comida	Food	
a = cat e = egg i = t	a = cat e = egg i = feet o = hot u = woo		set 3 course meal how can I help you?	café	coffee	
ca - ce - c	ca - ce - ci - co - cu		a table for four here is the menu	té	tea	
Stick your tongue out like	e the English /th/ for /ce/	quisiera	l would like	leche	milk	
	que/ = ke - /qui/ = key	la cuenta	I'm going to have the bill	agua	water	
ga - ge -g		żalgo más? tener hambre	anything else? to be hungry	churros fried doughnut stick		
Soft /g/ sound, except for /ge/ and /gi/ these		tener sed	to be thirsty	tortilla	Spanish omelette	
are pronounced like a Spanish /j/ in the back of your throat. Soft /gue/ = get and /gui/ = geese		iqué rico! de primer plato	how tasty! starter / first course	pan	bread	
your mildal. son ygbey - ger and ygbly - geese		de segundo plato	main course	paella	traditional rice dish	
h = silent, II = like an English y , v like an English b ,		de postre	dessert	fruta	fruit	
$\tilde{\mathbf{n}} = \mathbf{ny}, \mathbf{r}$ oll your \mathbf{r} s if they come at the beginning				pastel	cake	
of a word, or are a double rr				helado	ice cream	
-						