KNOWLEDGE ORGANISERS

YEAR 8

BODMIN COLLEGE

1

HOMEWORK EXPECTATIONS

Homework is an essential part of the learning process. It reinforces what you've learned in class, helps you develop good study habits, and teaches you to work independently. Valuing homework and creating a positive homework culture is essential for academic success. By following a schedule, staying organised, seeking help if needed, and maintaining a positive attitude, you can make homework a productive and rewarding part of your education.

On the next page is a homework schedule which outlines which subjects you will self-quizzing on each night and how much time you should spend on this. We are trialling this schedule for Learning Cycle 1, and will be taking feedback from students to inform Learning Cycle 2. This is a two week timetable for Weeks A and B. You can expect the key knowledge each week to be assessed during your Do Now activities the following week. Advice about self-quizzing can be found after your schedule.

We also recognise the importance of having time to spend with friends and family, and for pursuing your own hobbies and interests, which is why we have deliberately kept Fridays lighter.

YEAR 8

- We expect you to spend 1 hour on English and Maths, 30 mins on Science and 15 minutes on other subjects.
- For Sparx Maths, this will always be set on a Tuesday and you should spend an hour on this homework. You will need to login to Sparx Maths to access this.

YEAR 8
HOMEWORK SCHEDULE

Between 30 and 60 minutes per night = 4 hours per week

Week A	60 minutes	15 minutes	15 minutes	15 minutes
Monday		Science		Music
Tuesday	Sparx Maths			
Wednesday		History	Languages	Art
Thursday	English			
Friday		Food / Technology	Geography	

Sparx Maths

Week B	60 minutes	15 minutes	15 minutes	15 minutes
Monday		Science		RE
Tuesday	Sparx Maths			
Wednesday		History	Languages	PE
Thursday	English			
Friday		Computer Science	Geography	

MEM RiSE

LONG-TERM MEMORY

Your memory is split into two parts:

1 **the working memory**

the long-term memory 2

Everybody's working-memory is limited, and can therefore become easily overwhelmed. Your long-term memory, on the other hand, is effectively limitless.

You can support your working memory by storing key facts and processes in long-term memory. These facts and processes can then be **retrieved**, to stop your working memory becoming overloaded.

Knowledge Organisers (KOs) are a key way to help you learn. Each KO has the key information that needs to be memorised to help you master your subject and be successful in lessons.

There is strong scientific evidence from cognitive psychology that shows the benefits of **self-quizzing** in promoting **retrieval strength**. This is your ability to recall facts related to your subject or topic.

SELF-QUIZ

There are lots of different ways to **learn** the material in your knowledge organiser. Use the QR codes to find out more.

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

FLASHCARDS

L-C-W-C

MIND MAPS

SCHOOL DAY

08:50am Tutor Time

09:25am Lesson 1

10.40am Break 1

11:10am Lesson 2

12:25pm Lesson 3

1.40pm Break 2

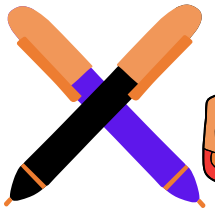
2.10pm Lesson 4

3.25pm End of School Day

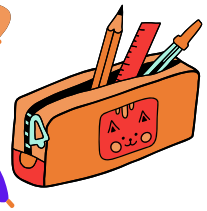
EQUIPMENT

School Bag

Knowledge Organiser



Black and Purple Pens

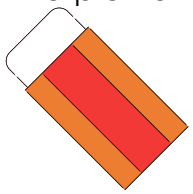


Pencil Case

Student Pack with whiteboard and pen

Calculator

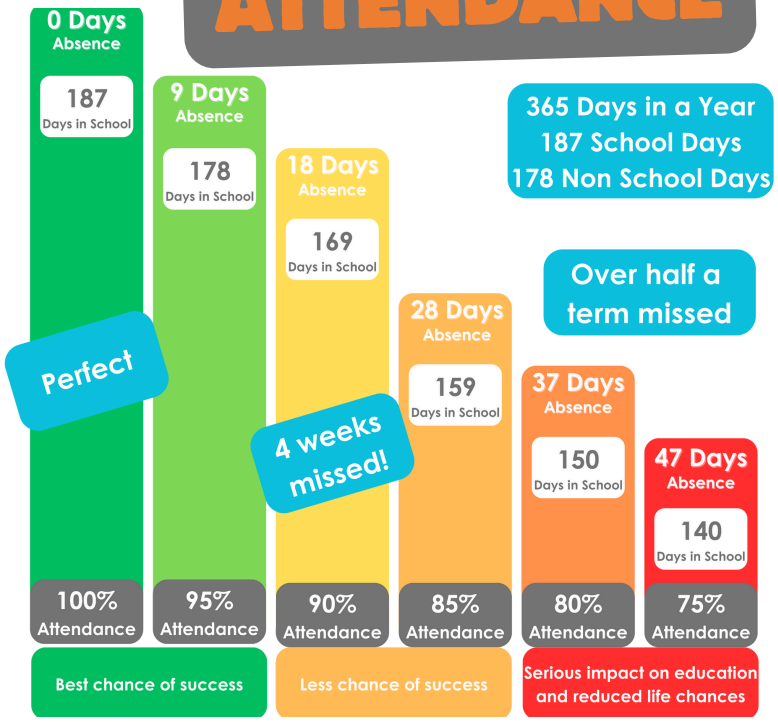
Pencil



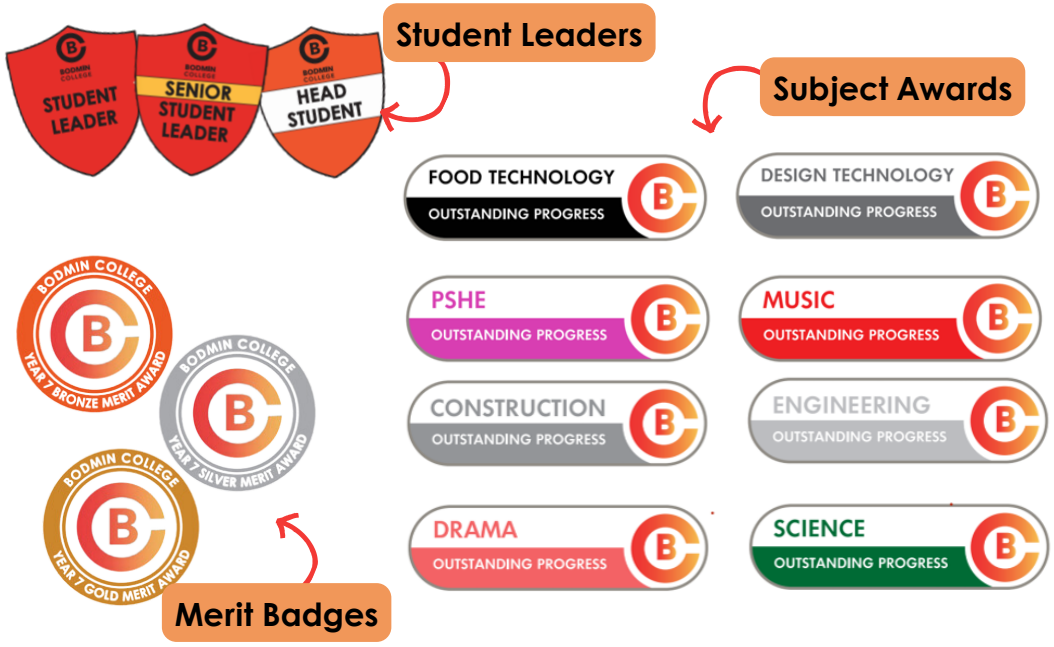
Rubber

Ruler

ATTENDANCE



REWARDS



TIMETABLE

	A Mon	A Tue	A Wed	A Thu	A Fri
T					
1					
2					
3					
4					

	B Mon	B Tue	B Wed	B Thu	B Fri
T					
1					
2					
3					
4					

THE PERIODIC TABLE OF THE ELEMENTS

Group 1 – **Alkali Metals**

Group 7 – **Halogens**

Group 0 – **Noble gases**

Group number – tells you the number of **electrons** in an elements **outer** shell.

Elements in the **same group** have **similar properties**.

Element **symbol**

Element **name**

Key

relative atomic mass
atomic symbol
name
atomic (proton) number

Mass Number = number of **protons** and **neutrons** added together.

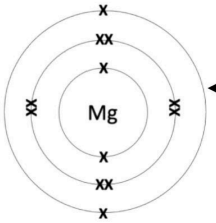
Atomic / Proton Number = number of **protons** which is the same as the number of **electrons**.

Neutrons = Mass number – Atomic number

Non-Metals

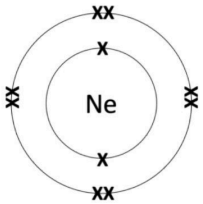
Transition Metals

1	2	3	4	5	6	7	0
							4 He helium 2
7 Li lithium 3	9 Be beryllium 4	11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11	24 Mg magnesium 12	27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26
59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34
80 Br bromine 35	84 Kr krypton 36	85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42
[97] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50
122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72
181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80
204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	[223] Fr francium 87	[226] Ra radium 88
[227] Ac* actinium 89	[267] Rf rutherfordium 104	[270] Db dubnium 105	[269] Sg seaborgium 106	[270] Bh bohrium 107	[270] Hs hassium 108	[278] Mt meitnerium 109	[281] Ds darmstadtium 110
[281] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[293] Ts tennessine 117	[294] Og oganesson 118

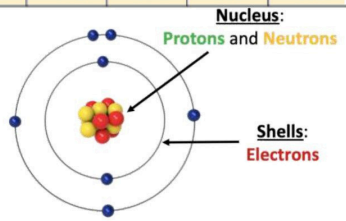


Magnesium (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

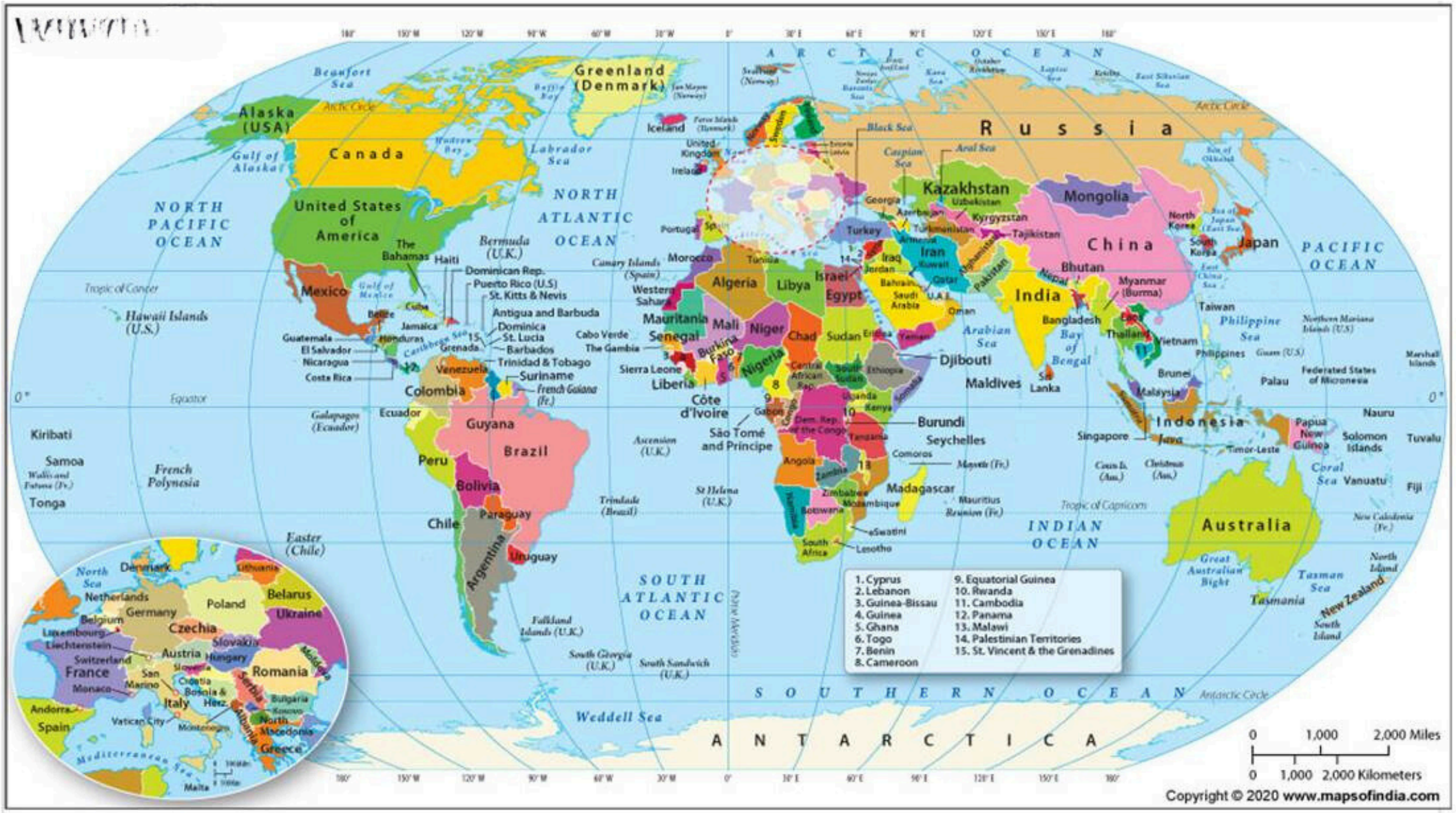
Noble gases have a **full outer shell** of electrons E.g., Neon (Ne)



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



WORLD MAP


Alaska (USA)
Canada
Greenland (Denmark)
Iceland
United States of America
Mexico
Russia
Kazakhstan
Mongolia
China
India
Iran
Iraq
Turkey
Saudi Arabia
Algeria
Libya
Egypt
Israel
Mauritania
Mali
Niger
Chad
Sudan
Nigeria
Ethiopia
Kenya
Tanzania
Angola
Zambia
Zimbabwe
Mozambique
Botswana
Namibia
South Africa
Madagascar
Brazil
Argentina
Chile
Peru
Bolivia
Paraguay
Uruguay
Colombia
Venezuela
Guyana
Suriname
Ecuador
Indonesia
Australia
Japan
Philippines
Papua New Guinea
Antarctica
NORTH PACIFIC OCEAN
NORTH ATLANTIC OCEAN
SOUTH ATLANTIC OCEAN
INDIAN OCEAN
SOUTHERN OCEAN
ARCTIC OCEAN
Beaufort Sea
Labrador Sea
Bay of Bengal
Arabian Sea
Caspian Sea
Black Sea
Aral Sea
Weddell Sea
Tasman Sea
Coral Sea
Great Australian Bight
Tropic of Cancer
Tropic of Capricorn
Equator
Arctic Circle
Antarctic Circle
Hawaii Islands (U.S.)
Galapagos (Ecuador)
Easter (Chile)
Falkland Islands (U.K.)
Bermuda (U.K.)
Canary Islands (Spain)
Cabo Verde
Ascension (U.K.)
St Helena (U.K.)
Trinidade (Brazil)
South Georgia (U.K.)
South Sandwich (U.K.)
Kiribati
Samoa
Tonga
Fiji
Vanuatu
Solomon Islands
Nauru
Tuvalu
Taiwan
Brunei
Malaysia
Singapore
Sri Lanka
Maldives
Bhutan
Nepal
Bangladesh
Myanmar (Burma)
Thailand
Vietnam
Cambodia
Laos
North Korea
South Korea
Mongolia
Kyrgyzstan
Tajikistan
Uzbekistan
Turkmenistan
Azerbaijan
Georgia
Armenia
Jordan
Kuwait
Qatar
U.A.E.
Oman
Yemen
Djibouti
Eritrea
Somalia
Burundi
Rwanda
Seychelles
Comoros
Mauritius
Lesotho
eSwatini
Tasmania
New Zealand
North Island
South Island
Papua New Guinea
Timor-Leste
Federated States of Micronesia
Palau
Marshall Islands
Guam (U.S.)
Northern Mariana Islands (U.S.)
Philippine Sea
Sea of Japan (East Sea)
Sea of Okhotsk
Bering Sea
Beaufort Sea
Baffin Bay
Hudson Bay
Gulf of Alaska
Gulf of Mexico
Caribbean Sea
Mediterranean Sea
Malta
Greenland (Denmark)
Iceland
Ireland
United Kingdom
Portugal
Spain
Morocco
Tunisia
Western Sahara
Mauritania
Senegal
Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Côte d'Ivoire
Burkina Faso
Ghana
Togo
Benin
Nigeria
Cameroon
Central African Rep.
Equatorial Guinea
Gabon
Congo
Dem. Rep. of the Congo
Uganda
Kenya
Somalia
Ethiopia
South Sudan
Sudan
Libya
Algeria
Tunisia
Egypt
Israel
Jordan
Lebanon
Syria
Iraq
Iran
Turkey
Cyprus
Georgia
Azerbaijan
Armenia
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Bahrain
Saudi Arabia
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Somalia
Burundi
Rwanda
Seychelles
Comoros
Mayotte (Fr.)
Mauritius
Réunion (Fr.)
Madagascar
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Chad
Sudan
Ethiopia
Somalia
Djibouti
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Yemen
Oman
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Kuwait
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Cyprus
Georgia
Azerbaijan
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Kyrgyzstan
Tajikistan
Afghanistan
Pakistan
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Netherlands
Belarus
Germany
Poland
Ukraine
Belgium
Czechia
Luxembourg
Slovakia
Liechtenstein
Austria
Hungary
Switzerland
Romania
France
Slovenia
Croatia
San Marino
Monaco
Bosnia & Herz.
Serbia
Italy
Bulgaria
Kosovo
Andorra
Vatican City
Montenegro
North Macedonia
Albania
Spain
Greece
Malta
Mediterranean Sea
North Sea
0 1,000 2,000 Miles
0 1,000 2,000 Kilometers
1. Cyprus
2. Lebanon
3. Guinea-Bissau
4. Guinea
5. Ghana
6. Togo
7. Benin
8. Cameroon
9. Equatorial Guinea
10. Rwanda
11. Cambodia
12. Panama
13. Malawi
14. Palestinian Territories
15. St. Vincent & the Grenadines
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IMPORTANT DATES

September

October

November

December

January

February

March

April

May

June

July

PROTECTED CHARACTERISTICS

Sex

Sexual Orientation

Age

Disability

Gender Reassignment

Marriage and Civil Partnership

Pregnancy and Maternity

Race

Religion or belief

BRITISH VALUES

Democracy

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

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**

STAYING SAFE AT SCHOOL

At Bodmin College we want to ensure that all of our students feel happy, safe and supported at all times. Everyone has a duty of care to safeguard your physical and mental health when at school.
During tutor and PSHE lessons you will be taught how to stay safe both in school, outside of school and online. There is always someone from the 'Safeguarding Team' to talk to during school hours, should you need to. However, you can talk to any member of staff that you feel comfortable talking to.

FULL STOP

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

LANYARDS

All staff, visitors and sixth form students 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.

ONLINE SAFETY

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

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

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

Staying Safe Online

Follow the SMART Rules

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

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

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

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

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

Wellbeing

Signposting

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

External Support
See websites below:

CLEAR
Emotional Trauma & Therapy Specialists
clearsupport.net

Young People Cornwall
Making Waves
Youngpeoplecornwall.org

kooth
Kooth.com

Penhaligon's Friends
Penhaligonsfriends.org.uk

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

Cornwall Carers Service
Cornwallcarers.org.uk/young-carers

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

withyou
wearewithyou.org.uk

Intercom Trust
Intercomtrust.org.uk

MENTAL HEALTH & WELLBEING

Five self care tips

Get plenty of sleep

Teenagers need 8-10 hours of sleep per night

Maintain a healthy diet

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

Exercise regularly

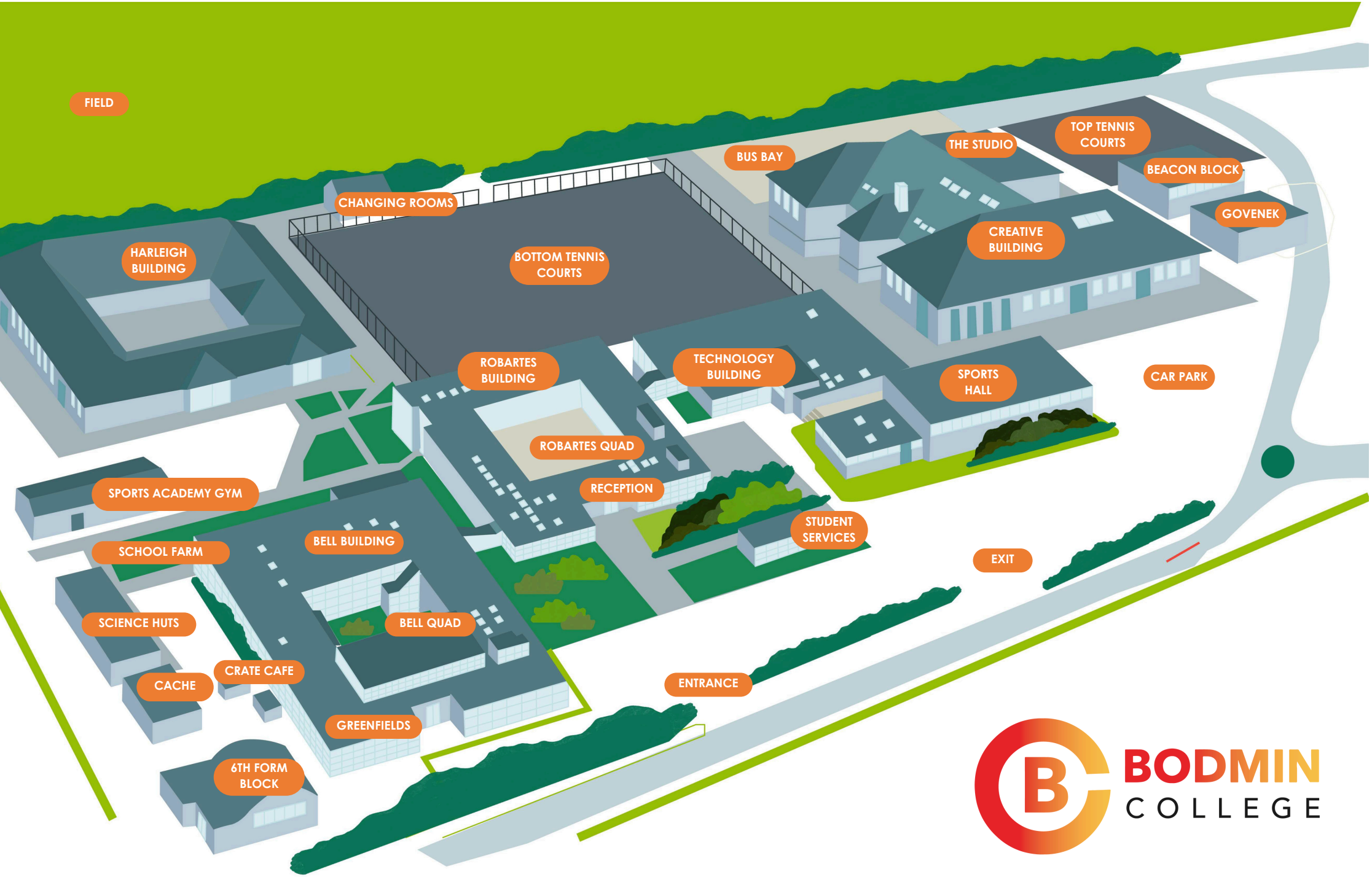
Even if it's just a walk around the block or to school - you'll feel better

"Talk to someone"

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

Make time for yourself

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



BODMIN COLLEGE

ART

Weeks 1 and 2

Key Words

To see: To perceive with the eyes. To observe.
To think: use one's mind to form connected ideas.
Effigy: A representation or sculpture of a person.
African Art: A diverse range of artistic expressions originating from the continent of Africa
Cubism: Early 20th-century style & movement in art.

Weeks 3 and 4

Key Words

Design: A plan or drawing to show the look/function of something before it is made.
Mask: A decorative or ceremonial face covering.
Structure: Arrangement of parts to make a whole.
Maquette: A sculpture, small preliminary model or sketch.
Influence: In art, influence refers to how one style of work impacts and inspires others creative choices.

Weeks 5 and 6

Key Words

Illustrate: a drawing made by an artist to explain information.
Pattern: a design in which lines, shapes, forms or colours are repeated.
Texture: the surface quality of a piece of work.
Symbolism: Is visual language by using objects/animals/ plants etc. to represent a deeper meaning.
Abstract: is art that does not represent an accurate dep
Distortion: In a change of a rec

Weeks 7 and 8

K
Clay, Slab building, Score and slip, Kiln, Bisque Fired, Earthenware.

Weeks 9 and 10

Key Words

Mark-making: The process of creating lines, dots, marks, patterns, and textures on a surface in a drawing.
Imprint: To mark the surface by pressing pattern/texture into the clay.
Carving: The act of using tools to shape something from a material by scraping away portions/patterns
Stamping: Using a rubber or acrylic stamp to press a motif into a surface.
Embossing: Is the art of creating raised patterns on a surface.

Weeks 11 and 12

Key Words

Watercolour: A type of paint where dry pigment is mixed with water.
Wash: a visual arts technique resulting in a semi-transparent layer of colour.
Gradient: is the technique of gradually transitioning from one shade to another.
Pigment: Natural or synthetic substances used as dye or paint, which appear colourful
Absorption: The process of a liquid which soaks into an adsorbent surface is commonly known as absorption.

COMPUTER SCIENCE

Week 1 and 2

Evaluate - Finding out about the quality of something
Trustworthiness - How sure we are that the information is correct
Bias - Being unfairly in favour of one thing over another
Reliability - The level to which we can depend on the information

Week 3 and 4

Index - is another name for a database of websites.
Boolean Operators -'AND' 'OR' 'NOT' logic statements can be used to improve database searches.
Relevance - How close the information matches what you were looking for.
A GOOGLE WHACK - A ***Googlewhack*** is a type of contest for finding a Google search query consisting of exactly two words without quotation marks, that returns exactly one hit.

Week 5 and 6

Copyright - A law to protect other people's ideas/work.
Plagiarism - Using other peoples' ideas/work and pretending it is yours
Acknowledgment - Making it clear that text/images in your work belong to someone else and are not your own

Week 7 and 8

Hacking - Gaining access to a computer without being allowed
Forum Trolls - People who hang around chat rooms and forums posting abuse
Pseudonym - An online name – different from a real name. Good to use to keep your identity safe.

Threat	Issue
Chat Rooms	You can't be sure who you are chatting with. They may be online predators looking to cause harm.
Online Fraud	Your personal information / bank details can be intercepted and used without permission

Week 9 and 10

Evidencing Cyberbullying
Record the evidence
record the **time** and **date**
record the **user** and **the abuse**.
Tell a parent or teacher
Tell your parents, teacher or other trusted adult – don't stay silent and hope it will go away – it won't!
Don't reply to them:
Try not to reply to any messages you receive.
Keep personal information personal
Never give out any personal details on the internet - your real name, address, age or phone number.
Block
You can block email address or chat users if you are being bullied by email or
instant messenger.
Report
Use the 'report abuse' button which all websites/applications have.
Time Away
If social media is affecting your happiness, you could think about whether you want to delete your profile or make it temporarily inactive.

Week 11 and 12

If someone worries or upsets, you can follow the following steps to get support online.

1. Tell an adult
2. Block the person
3. Report the person (Ceop.gov.uk)
4. Ignore the message
5. Question what they're asking for.

CLICK CEOP
Internet Safety

DRAMA

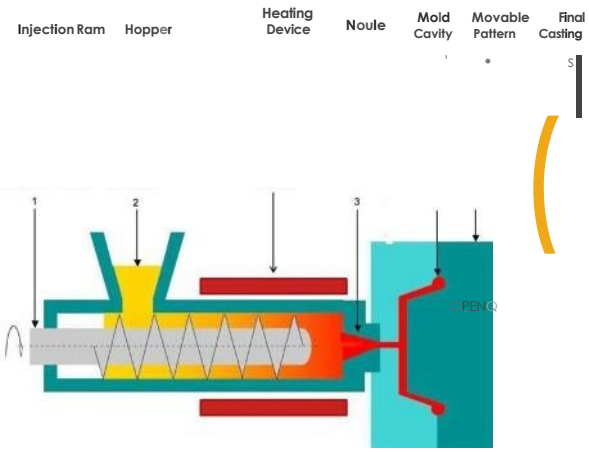
Week 1	Week 2	Week 3
Key Words • **Tension** – Suspense, a dramatic moment building to a climax • **Lighting** – Colour, Intensity • **Sound** – Music, SFX (Sound effects) • **Proxemics** – The spacing between characters on stage • **Catharsis** – An emotional release	**Key Words** • **Poetry** • **Textual Analysis** • **Hot-seating** – Questioning a character	**Key Words** • **Character** – a person in a novel, play, film • **Soliloquy** – a speech by one person alone on stage • **Writing in role** – Writing a script as a character
Week 4	**Week 5**	**Week 6**
Key Words • **Teacher in Role** • **Hot-seating** • **Performance** • **Rising action** – events that happen on the way to the climax • **Climax** – the point of highest dramatic tension or a major turning point in the action • **Cliff-hanger** – a dramatic and exciting ending	**Keys Words** • **Debate** – a formal discussion on a particular matter • **Listening** • **Opinion** – a view or judgement formed about something • **Fact** – a thing that is proved to be true • **News Report** – a factual report	**Key Words** • **Physical Theatre** – a type of performance where physical movement is the primary method of story-telling. • **Movement** • **Canon** – the same movement, repeated one after the other • **Motif** – a movement phrase showing an idea that is repeated and developed

DESIGN & TECHNOLOGY

Week 1

We are investigating the Injection Moulding Process.

Key Terms:
Injection Moulding:
The process of injection molten plastic in to moulds.
Mass Production:
Large scale of manufacture, where many processes are automated.



Injection Moulding Machine

Injection Moulding steps:

1. Plastic pellets are inserted into the hopper.
2. The plastic pellets are pushed through the machine, past the heaters which melt the plastic.
3. The plastic is forced into the mould.
4. The part iscooled and then the mould will open and the part is then released.

Week 2

We are evaluating designs against a Specification.

Key Terms:
Design Specification:
The requirements of the product that you are being asked to design.
Aesthetics:
How something looks. If something ishighly aesthetic, it means it is very visually appealing.
Function
How something works.

What is included in a Specification?

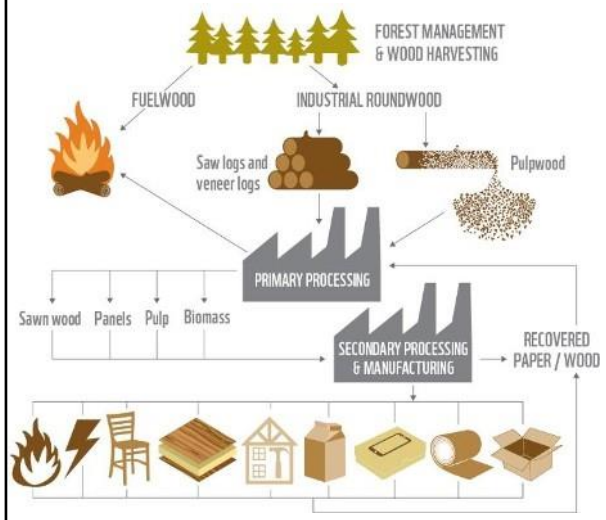
- Aesthetics
- Cost
- Client
- Environment
- Size
- Safety
- Function
- Materials

Week 3

We are designing our product and researching the different types of wood:

Timber: A general term for wood.
Softwood: Softwood is wood that comes from mostly evergreen trees (does not lose its leavesin winter), it is fast growing.
Hardwood: Hardwood is wood that comes from mostly deciduous trees (doeslose its leavesin winter), it is slow growing.

What is the process of gathering and processing timber?



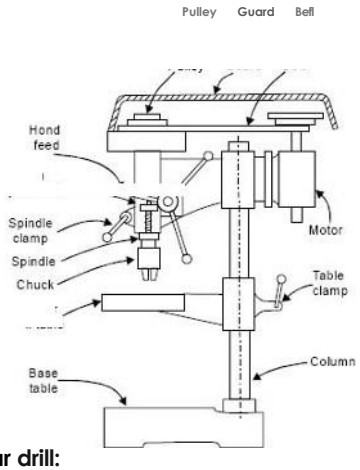
DESIGN & TECHNOLOGY

Week 4

We are looking at workshop H&S so we can safely make our design.

Key Terms:

- **H&S:**
  Health and safety.
- **PPE:**
  Personal protective equipment.
- **Pillar Drill:**
  A fixed drill used to create holes in a work piece.



Steps to use a Pillar drill:

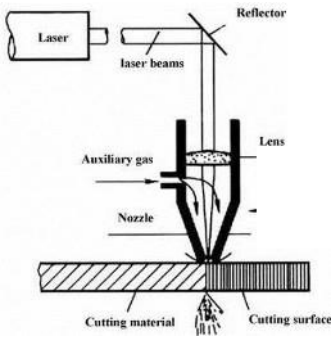
1. Clamp work piece in a vice.
2. Carry out machine checks (stop button working, guard down, PPE worn, chuck key removed, correct drill bit installed).
3. Adjust the work table to the height you want. Then using the handle, lower the spindle slowly.
4. When you have finished. Turn machine off and vacuum any dust up.

Week 5

We are looking at how to use 2D CAD to produce laser cut components.

Key Terms:

- **CAD:**
  Computer aided design.
- **CAM:**
  Computer aided manufacture.
- **Etch/Engrave:**
  The laser burns material to a user specified depth for decorative purpose.
- **Cut**
  Laser cuts all the way through the material, separating it.



What is a laser cutter?

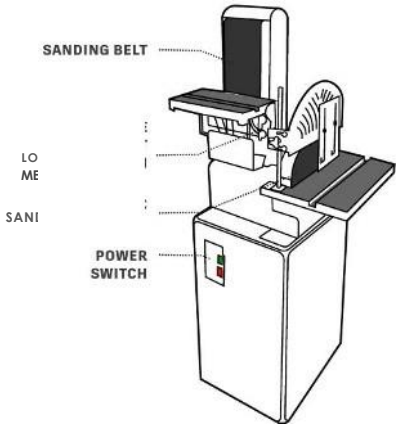
machine that uses a laser beam to cut or engrave materials such as wood, plastic, or metal.

Week 6

We are looking at how to prepare a surface to apply a finish.

Key Terms:

- **Primer/Primer:**
  Preparing the surface for a finish to be applied (application of white paint).
- **Key:**
  Using a low-grade sand paper to 'rough' the edges up, enabling better adhesion of paint.
- **Belt Sander:**
  A machine that removes material using a 'belt' of sand paper.



Tips when using a belt sander

- Wear PPE (hair up) and carry out a machine check before use.
- Hold wood securely. Use a guard and keep
  fingers away from the belt.
- Turn off machine and clean up any dust.

ENGLISH

Week 1

TASK- Learn the following terms using say, look, cover, write, check in your homework book.

Utopia – an imagined state or society in which everything is perfect.
Dystopia – an imagined state or society in which there is great suffering and injustice, typically one that is totalitarian.
Microcosm – a community, place or situation regarded as encapsulating the characteristics of something larger than itself.

Key Quotations:

1. **All round him the long scar smashed into the jungle was a bath of heat. He was clambering heavily among the creepers and broken trunks when a bird, a vision of red and yellow, flashed upwards with a witch-like cry; and this cry was echoed by another.**
2. **"In colour the shell was deep cream, touched here and there with fading pink (…) covered with a delicate embossed pattern."**
3. **"The toy of voting was almost as pleasing as the conch. Jack started to protest but the clamor changed from the general wish for a chief to an election by acclaim of Ralph himself."**

Week 2

TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.

Symbolism – when a writer uses a character, object or setting to represent something much wider.

Foreshadowing – when a writer predicts something to happen later in the story.

<u>Creating an anecdote</u>
An anecdote is a short story about a real-life person or incident that is used to evoke emotion in a speech.

Real people like _____ who know too well the impacts of…They have endured…

✓ **<u>AllWrite Task:</u>**

"Ralph should be leader". Write the beginning of a speech in which you use an anecdote to outline your views on this statement.

Chapter Summary

<u>Chapter 1 Summary</u>

- **Ralph and Piggy Meet:** On a beach by a lagoon, fair-haired Ralph meets chubby, intellectual Piggy. Their plane, carrying English boys, crashed on a deserted island during a war.
- **Discovering the Conch:** Ralph and Piggy find a conch shell. Ralph blows the conch, summoning the scattered boys, including a choir led by Jack.
- **Leadership Election:** Ralph wins over Jack, who reluctantly agrees to lead the hunters. Ralph chooses Jack and Simon to explore the island, leaving Piggy behind.
- **Island Exploration:** Ralph, Jack, and Simon explore the island, bonding over their adventure. They climb a steep hill and realise they are alone.
- **The Pig Encounter:** On their way back, they find a wild pig, which Jack hesitates to kill. Jack vows not to hesitate next time.

ENGLISH

Week 3	Week 4	Chapter Summary
TASK- Learn the following terms using say, look, cover, write, check in your homework book. **Characterisation –** the creation and construction of a fictional character. **Contrast –** when character/setting are presented or constructed differently. **Key Quotations:** **Chapter 2:** • **Piggy was surrounded before he could back away. "Here – let me go!" His voice rose to a shriek of terror as Jack snatched the glasses off his face. "Mind out! Give 'em back! I can hardly see! You'll break the conch!"** • **The separate noises of the fire merged into a drumroll that seemed to shake the mountain.** **Chapter 3:** • **Jack himself shrank at this cry with a hiss of indrawn breath, and for a minute became less a hunter than a furtive thing, ape-like among the tangle of trees.**	**TASK- Learn the following terms and quotations using say, look, cover, write, check in your homework book.** **Darwin's theory of evolution:** a theory of biological development through natural selection, increasing the individual's ability to survive, compete and reproduce. **Society:** a group of people living together in a more or less ordered community. **Using references:** *References are quotations that you can use to strength your argument when writing a speech. They should come from an expert or someone with experience on the topic.* In the text, Ralph is described as "_____", which leads me to believe that… ✓ **<u>AllWrite Task:</u>** **Write the middle part of your speech about Ralph being leader in which you use references from the text to support your argument.**	**<u>Chapter 2 Summary</u>** • Organising Leadership: Ralph uses the conch shell to call a meeting, establishing rules for speaking and leadership. Jack supports the need for hunters, and they discuss the reality of being stranded, which frightens the boys. • Fear of the Beast: A young boy claims to have seen a monster, causing panic among the group. The older boys try to calm them, insisting it was just a nightmare, but fear persists. • Signal Fire Chaos: Ralph proposes a signal fire for rescue, and the boys use Piggy's glasses to start it. The fire quickly gets out of control, leading to disorganisation and setting trees ablaze. Piggy scolds them for their recklessness, revealing that the boy who mentioned the monster is now missing, leaving the group in shock and denial. **<u>Chapter 3 Summary</u>** • Ralph and Jack's Conflict: Jack unsuccessfully hunts a pig, then finds Ralph and Simon struggling to build huts as the other boys play. Ralph is frustrated with the lack of help and the boys' disinterest in their plans. He criticises Jack's hunters for failing to catch pigs, leading to growing hostility between Ralph and Jack, who dismisses Ralph's concerns and focuses on hunting. • Simon's Solitude: Amidst the tension, Simon helps the younger boys, or "littluns," then wanders alone into the jungle. He discovers a serene glade filled with flowers, birds, and butterflies, where he sits and marvels at the beauty and tranquility of nature.

ENGLISH

Week 5	Week 6	Chapter Summary
TASK- Explore the significance of the fire going out. Use symbolism in your explanation. **Savagery –** the quality of being fierce, cruel and primitive. **Civilisation –** the stage of human social and cultural development that is considered most advanced. **Key Quotations:** **Chapter 4:** • **"Roger gathered a handful of stones and began to throw them."** **Chapter 5:** • **"Bollocks to the rules! We're strong – we hunt! If there's a beast, we'll hunt it down! We'll close in and beat and beat and beat - !" – Jack**	**TASK- Explain what Simon means by "Maybe it's only us" in Lord of the Fliles.** **Mankind's essential illness –** this is the evil side that Godling believes resides in every human. **Cyclical structure –** when a writer makes a link from the beginning of the text to the end. **<u>How to challenge a counter argument</u>** 1. Introduce argument with a phrase like: *It might seem that…,one might have the view that…It's true that…* 2. Briefly state a case against your own argument 3. Return to your main argument with a phrase like: *However…,But…,Yet…,Still…* 4. Refute the counter argument by reaffirming your main argument with evidence ✓ **<u>AllWrite Task:</u>** **Write the ending of your speech where you challenge the counter argument and use cyclical structure.**	**<u>Chapter 4 Summary</u>** • Daily Island Life and Littluns' Fears: The boys' days develop a rhythm: pleasant mornings, oppressively hot afternoons with bizarre mirages, and frightening, difficult nights. The littluns suffer from bad dreams, diarrhea from fruit, and fears of the "beastie." They are sometimes tormented by older boys, particularly the cruel Roger. • Fire Failure and Conflict: Jack becomes obsessed with hunting and lets the signal fire go out, missing a chance for rescue. He returns with a killed pig, but Ralph is furious at the missed opportunity. Jack hits Piggy, breaking his glasses. Tensions rise as Ralph confronts Jack, whose resentment toward Ralph grows. **<u>Chapter 5 Summary</u>** • Ralph's Frustration and Meeting: Ralph calls a meeting, using the conch shell, to address the boys' neglect of their responsibilities, such as building shelters, gathering water, and maintaining the signal fire. He tries to dismiss their fears of monsters, supported by Jack and Piggy, but a littlun's claim of seeing a beast that emerges from the ocean terrifies the group and leads to chaos. • Growing Chaos and Ralph's Doubts: Jack seizes the moment, promising to hunt the beast, and many boys follow him, leaving Ralph, Piggy, and Simon behind. Ralph fears losing control and considers stepping down as leader, but Piggy and Simon convince him of his importance.

ENGLISH

Week 7

TASK- Provide an example of how civilisation and savagery are juxtaposed in Lord of the Flies.

Juxtaposition – two things being seen or placed near to each other with contrasting effect.

Key Quotations:
Chapter 7:

- **"Robert snarled at him. Ralph entered into the play and everybody laughed. Presently they were all jabbing at Robert who made mock rushes… The circle moved in and round. Robert squealed in mock terror, then in real pain… The butt end of a spear fell on his back as he blundered among them."**

Chapter 8:

- **"And about the beast. When we kill we'll some of the kill for it. Then it won't bother us, maybe." – Jack**
- **At last Simon gave up and looked back; saw the white teeth and dim eyes, the blood – and his gaze was held by that ancient, inescapable recognition.**

Week 8

TASK- Write a thesis to the following question prompt using the process below: *Explore how Golding presents Piggy as a civilised character.*

Thesis – a statement or main argument that is put forward at the beginning of an essay in order to be proven and maintained.

How do I write a thesis for a LOTF literature essay?

1. **Read the question – what is the steer? Highlight it. E.g. Explore how Golding present Jack as a savage character.**
2. **In the first sentence, you must include**
   - Author (William Godling)
   - The type of story (allegorical tale)
   - Book title (Lord of the Flies)
   - Summarise the author's message (explores how the absence of civilisation can lead humankind to savagery)
   - Using the steer, write down why the author has used this particular facet (Golding utlisises the **characterisation of Jack** as a vehicle to **illuminate** mankind's essential illness of savage, evil behaviour.

In William Golding's allegorical tale 'Lord of the Flies', he explores how the absence of civilisation can lead humankind to savagery. Golding utilises the characterisation/theme of _____ as a vehicle to express/illuminate/criticise/magnify/manipulate/ chastise…

✓ **AllWrite Task:**

How does Golding present the beast?
Write an introduction (thesis).

Chapter Summary

Chapter 7:

- **Ralph's Despair and Hunting Frenzy:** As they travel, Ralph reflects on their slovenly state and feels hopeless about escaping the island, but Simon reassures him. The boys find pig droppings and, in a frenzy, track and chase a boar. Ralph, exhilarated by the hunt, throws his spear at the boar, and Jack is grazed by its tusks. Though the boar escapes, the boys, caught up in the excitement, dangerously reenact the hunt with Robert as the boar.
- **Encounter with the "Monster":** Simon volunteers to inform Piggy that they'll return late. As darkness falls, Ralph suggests waiting until morning to climb the mountain, but Jack challenges him to go now. Ralph, Jack, and Roger climb and encounter a terrifying, shadowy figure resembling a giant ape. Horrified, they descend quickly to warn the others.

Chapter 8;

- **Jack's Rebellion and New Fire:** The boys are in an uproar after hearing about the monster. Jack calls an assembly, declares Ralph a coward, and tries to oust him but fails. Enraged, Jack leaves, inviting others to join him. Ralph is troubled, but Piggy's idea of building a new signal fire on the beach restores his hope. Despite their efforts, many boys sneak away to join Jack's new tribe.
- **Simon's Encounter with the Lord of the Flies:** Jack declares himself chief of his new tribe and they savagely kill a sow, placing its head on a stake as an offering to the beast. Meanwhile, Simon discovers the impaled head in the jungle glade. Mesmerized, he imagines it speaking to him as the "Lord of the Flies," revealing the darkness within all humans. Terrified, Simon collapses in a faint.

ENGLISH

Week 9

TASK- Using the definition below, explain how Golding creates a sense of foreboding at the beginning of chapter 9.

Foreboding – a feeling that something bad will happen in the future.

Mob mentality – the idea that people will adjust their own personal views in order to fit the group they are in.

Key Quotations:
Chapter 9:

- **"So they had shifted camp then, away from the beast. As Simon thought this, he turned to the poor broken thing that sat stinking by his side. The beast was harmless and horrible; and the news must reach the others as soon as possible."**
- **"Simon was crying out something about a dead man on a hill… The sticks fell and the mouth of the new circle crunched and screamed. The beast was on its knees in the center, its arms folded over its face. It was crying out against the abominable noise, something about a body on the hill… At once the crowd surged after it, poured down the rock, leapt on to the beast, screamed, struck, bit, tore."**

Chapter 10:

- **"The chief was sitting there, naked to the waist, his face blocked out in white and red. The tribe lay in a semicircle before him. The newly beaten and untied Wilfred was sniffling noisily in the background."**
- **The chief led them trotting steadily, exulting in his achievement. He was a chief now in truth; and he made stabbing motions with his spear. From his left hand dangled Piggy's broken glasses.**

Week 10

TASK- Explain how and why the island is presented as a microcosm.

Layered analysis – the process of picking out single words and offering multiple, alternate interpretations from a quotation in order to provide a detailed analysis.

<u>How do I layer analysis for the main body of an essay?</u>

1. Introduce your quotation: **"The sticks fell and the mouth of the new circle crunched and screamed."**
2. What is happening in the quotation? ***Golding is describing how the boys savagery is now at a point that they have surrounded Simon and are brutally attacking him.***
3. How do specific single words support this? ***The noun "mouth" personifies the boys' savagery…The verb "crunched" could emphasise the boys' savagery because…The verb "screamed" illuminates Simon's fear because…***
4. How could any individual word be interpreted differently? ***The verb "screamed" could also highlight the boys' savagery because…***

<u>AllWrite Task:</u>

How does Golding present Simon as a character who is very different to the other boys?
Write a thesis and main body with layered analysis of language and structure.

Chapter Summary

<u>Chapter 9:</u>

- **Simon's Discovery:** Simon awakens to an approaching storm and, bleeding and dazed, climbs the mountain. He discovers the dead pilot with the parachute, realizing the boys mistook it for the beast. Determined to reveal the truth, Simon frees the parachute and heads toward the distant light of Jack's feast to inform the others.
- **Feast and Frenzy:** Piggy and Ralph attend Jack's feast to maintain some control. Jack, acting like a king, invites Ralph's followers to join his tribe, and most accept. As it begins to rain, Ralph questions Jack's preparedness, but Jack instead orders his tribe to perform their wild hunting dance.

<u>Chapter 10:</u>

- **Ralph and Piggy's Guilt:** The morning after Simon's death, Ralph and Piggy, feeling bruised and ashamed, meet on the beach. Ralph admits they participated in a murder, while Piggy denies it, calling it an accident. They are almost alone now, with most boys having joined Jack's tribe at Castle Rock.
- **Jack's Tyranny and the Raid:** At Castle Rock, Jack rules brutally, punishing boys arbitrarily and maintaining fear of the beast. He plans to raid Ralph's camp for fire. That night, Jack's hunters attack Ralph's group, stealing Piggy's glasses and leaving them beaten and demoralized.

ENGLISH

Week 11	Week 12	Chapter Summary
TASK- Explore how Piggy and the conch are connected in Chapter 11 and elsewhere in the novel. **Symbolism –** when a writer uses a character, object or setting to represent something much wider. • **What does the development of the Conch and Piggy symbolise?** **Key Quotations:** **Chapter 11:** • **They understood only too well the liberation into savagery that the concealing paint brought.** • **The rock struck Piggy a glancing blow from chin to knee; the conch exploded into a thousand white fragments and ceased to exist.** **Chapter 12:** • **But the island was scorched up like dead wood–Simon was dead–and Jack had…The tears began to flow and sobs shook him.**	**TASK- Using Ralph as an example, what do you think Golding's message is about humanity and civilisation?** **Significance –** the quality of being important **Conclusion –** a judgement or decision reached by reasoning. **<u>How do I write a conclusion for a literature essay?</u>** • Begin with "In conclusion…", "To sum up…" • Sum up what your essay has suggested with regards to the steer of the question • Reaffirm your thesis statement and the writer's overall purpose ✎ **<u>AllWrite Task:</u>** **How far does Golding present Piggy as an important character?** ***<u>OR</u>*** **How far do you agree that there is hope at the end of Lord of the Flies?** Write a thesis, main body, and conclusion.	**<u>Chapter 11</u>** • **Desperate Meeting and Decision:** The next morning, without Piggy's glasses, Ralph and his companions struggle to light a fire. Piggy suggests holding a meeting to discuss options. Ralph uses the conch shell to gather the remaining boys on the beach, and they decide their only choice is to confront Jack at Castle Rock. • **Confrontation and Tragedy:** At Castle Rock, Ralph tries to use the conch to assert authority, but Jack's guards resist. Jack and Ralph fight over Piggy's glasses, leading to chaos. Roger rolls a boulder that kills Piggy and shatters the conch. Jack attacks Ralph, who escapes into the jungle, while Sam and Eric are tortured into submission. **<u>Chapter 12</u>** • **Ralph's Despair and Resolve:** Ralph, hiding in the jungle, reflects on the deaths of Simon and Piggy and the loss of civilization on the island. Stumbling upon the skull of the Lord of the Flies, he angrily knocks it down and takes the stake as a weapon against Jack. • **Desperate Escape:** Ralph sneaks to Castle Rock, where Sam and Eric warn him of Jack's plan to hunt him down. Ralph hides in a thicket but is soon discovered. Jack sets the jungle on fire to smoke him out, forcing Ralph to flee. He battles through Jack's hunters and collapses on the beach. • **Rescue and Reflection:** On the beach, Ralph encounters a naval officer whose ship saw the fire. The officer is shocked by the boys' descent into savagery. Overwhelmed by relief, Ralph sobs, joined by the other boys, while the officer looks away to let them regain composure.

FOOD

Week 1	Week 2	Week 3
Demonstration: Fresh Fruit Salad **Basic Safety and Hygiene Rules** •Wash hands before handling food. •Store food in the correct place. •Cover cuts with a blue plaster. Tie back hair and wear a clean apron. •Roll long sleeves up •Wipe down worktops before cooking **Personal Hygiene** - is about caring for your body by keeping it clean and healthy. **Dish cloth** - is used for wiping down worktops and dirty dishes when washing up **Tea towel** - is used for wiping clean dishes. **Enzymic Browning** -Foods such as apples, pears and bananas will turn brown when peeled, because oxygen reacts with the enzymes in the food. **Storage** - chilled items go into the fridge	**Practical** - Fresh Fruit Salad **North Pole - South Pole - techniques** for cutting fruit and vegetables. **Knife Skills** - Peeling, chopping, dicing, slicing. **Bridge & Claw Knife Grips** **Fruits and vegetables are classified** depending on which part of the plant they come from. **Basic equipment** - **Vegetable knife** - a small knife for preparing fruits and vegetables **Mixing bowl** - used for mixing items **Chopping board** - used for cutting food on **Lemon juicer** - used to extract juice from lemons or other citrus fruit. Most **UK-grown fruit and vegetables** are not available all year round. Eat **at least 5 portions of a variety of fruit and vegetables** every day. 1 portion is roughly the amount you can fit in the palm of your hand. Eat as many **different colours** as possible =	**Practical** - Carrot & Coriander Soup **Knife Skills** - Peeling, chopping, dicing, slicing, grating. **Cooking methods-** boiling and simmering **Using the hob - conduction** **Basic equipment** - **Measuring jug** - used for measuring liquids, **Peeler** - used to remove skin from fruit or vegetables **Wooden spoon** - used for mixing items **Saucepan** - used for heating foods on the hob **8 tips for healthy eating** . Base your meals on higher fibre starchy carbohydrates . Eat lots of fruit and vegetables . Eat more fish, including a portion of oily fish . Eat less salt: no more than 6g a day for adults . Cut down on saturated fat and sugar . Do not skip breakfast . Stay hydrated . Keep active and be a healthy weight

FOOD

Week 4	Week 5	Week 6
Practical - Fairy Cakes All in one method - is where all of the ingredients are added to the bowl at once and mixed together until combined **Types of Fats -** **Fat** is solid at room temperature and has a high melting point. Most commonly from animals. **Oil** is liquid at room temperature and has a lower melting point. Most commonly from a plant source. **Butter** - which contains vitamin D, a nutrient that is vital for bone growth and development. It also has calcium, which is essential for bone strength. **Margarine** - is a butter substitute typically made by combining water and vegetable oils, this is known as hydrogenation **Basic equipment -** Paper cases - used to bake cake mixture in, preventing the mix sticking Bun tin - piece of equipment used to bake small cakes. Teaspoon - used as a tool for measuring volume Whisk - to whisk ingredients like an egg	**Practical - Melting Moments** Sugar beet- Grown mainly in the UK Sugar cane- Grown in hotter climate, like South East Asia. Both used to make sugar **Creaming method -** mixing together butter (fat) and sugar until the mixture becomes light and Fluffy **Basic equipment -** Baking tray - is a flat, rectangular metal pan placed in an oven and used for baking. **Greaseproof paper** - paper which is used to line tins and baking trays with to prevent food items from sticking **Mixing bowl** - used for mixing ingredients in **Vitamin D** **Sources include:** • oily fish - such as salmon, sardines, • herring & mackerel • red meat • egg yolks • fortified foods - such as some fat • spreads and breakfast cereals **Calcium –** **Sources of calcium include:** • milk, cheese and other dairy foods. • green leafy vegetables - such as curly • kale, okra • bread and anything	**Theory** **Natural sugars** - Sugars in honey, syrups (such as maple), The sugars in these foods occur naturally but still count as free sugars **Obesity** - is a disease defined by excessive fat deposits that can impair health. Obesity can lead to increased risk of type 2 diabetes and heart disease, it can affect bone health and reproduction, it increases the risk of certain Cancers **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 **Types of sugars** - Fructose, glucose, and sucrose are found naturally in fruit and some vegetables, while lactose is found in dairy and maltose is found in germinating grains.

FRENCH

Classroom language		Year 8 Key Vocabulary	
français	English	Les Verbes Clés 1	Key verbs 1
Comment dit-on … en français/anglais?	How do you say… in French / English?	arrêter	to end
Comment ça s'écrit…?	How do you spell…?	conduire	to drive
Comment prononce-t-on …?	How do you pronounce (it)?	continuer	to continue
Passe-moi …. , s'il te plaît?	Can you give me…?	faire les magasins	to go shopping
Tu peux répéter?	Can you repeat that?	monter à cheval	to ride a horse
Je peux aller à ma leçon de musique?	Can I go to my music class?	passer	to pass by
Je ne comprends pas.	I (don't) understand	passer	to spend (time)
Je suis désolé(e).	I'm sorry	poser une question	to ask a question
J'ai (presque) fini.	I have (almost) finished	présenter	to introduce
S'il te plaît	please	rencontrer	to meet
merci	thank you	savoir	to know
Objets dans la classe	Classroom objects	se souvenir	to remember
un stylo	a pen	voir	to see
une règle	a ruler	vouloir	to want
un cahier	an exercise book	Les Adverbes Clés	Key adverbs
SSCs – Sound-spelling correspondances		moins	less
		plus	more
a = ah, e= euh, i/y = ee, o = oh, u= ew (nude)		quelquefois	sometimes
		souvent	often
er / é / ez / ai = ay (tame)		toute de suite	straight away
		Les Adjectifs Clés	Key adjectives
eau / au / ô = oh (home)		agréable	pleasant
		ancien/ne	old (former)
en/an/em/am = like the /o/ in on but without the n!		nouveau/nouvelle	new
		propre	clean
ch = /sh/ (soft sound) th = /t/		vite	fast
		seule	alone/lonely
s / t / x are silent at the ends of words			
qu = /k/			
ail / aille = eye			

FRENCH

Year 8 Key Vocabulary			
Les verbes clés	**Key verbs**	**Les verbes clés**	**Key verbs**
aller (à)	to go (to)	traverser	To cross
prendre des photos	to take photos	monter	To climb
		tourner	To turn
acheter	to buy	habiter	To live
voyager	to travel	louer	To hire
écouter de la musique	to listen to music	faire une promenade	To go for a walk
manger	to eat	**Prépositions clés**	**Key prepositions**
boire	to drink		
écrire	to write	à/au/à la/en	at / to
réserver	to book	près de	near
danser	to dance	pendant	during
visiter	to visit	au coin de	on the corner of
faire du tourisme	to go sight-seeing	en dehors de	outside/out of
		vers	towards
rester	to stay	jusqu'à	until
s'amuser	to have fun	loin (de)	far (from)
se plaindre	to complain	pour	for / in order to
		partout	everywhere
		par	through
		sans	without

FRENCH

Week 1 – Past Holidays

En vacances	On holiday
Où es-tu allé(e)?	Where did you go?
l'année dernière	last year
l'été dernier	last summer
je suis allé(e)...	I went
en Angleterre	to England
au Canada	to Canada
Avec qui es-tu allé(e) ?	**Who did you go with?**
je suis allé(e) avec …	I went with...
mes ami(e)s	my friends
ma classe	my class
ma famille	my family
mes parents	my parents
Comment y es-tu allé(e)?	**How did you get there?**
je suis allé(e)…	I went …
nous sommes allé(e)s...	we went…

Week 2 – Activities

Qu'est-ce que tu as fait?	What did you do ?
j'ai dansé	I danced
j'ai fait du vélo	I rode my bike
j'ai pris des photos	I took photos
j'ai rencontré a un beau garçon	I met a cute boy
j'ai rencontré une belle fille	I met a cute girl
j'ai écrit des SMS	I wrote texts
je suis sorti(e) avec mon frère	I went out with my brother
je suis sorti(e) avec ma sœur	I went out with my sister
j'ai vu un château intéressant	I saw an interesting castle
j'ai visité beaucoup d'endroits intéressants	I visited lots of interesting places
Quand?	When?
puis / ensuite	then/next
plus tard	later on

Week 3 – Descriptions in the Past

Le temps	The weather
il faisait chaud	It was hot
il y avait du soleil	it was sunny
il faisait froid	it was cold
il y avait du vent	it was windy
il faisait beau	it was good weather
il faisait mauvais	it was bad weather
C'était comment?	**How was it?**
c'était génial	It was great
c'était pas mal	It was ok/not bad
c'était terrible	It was terrible
je l'ai aimé	I liked it
je l'ai adoré	I loved it
Pourquoi?	Why?
j'ai perdu mon passeport	I lost my passport

FRENCH

Week 4 – Places in Town

En ville	In town
Qu'est-ce qu'il y a dans ta ville?	What is there in your town?
Dans ma ville il y a	In my town there is/are
un collège	a school
un café	a café
un centre commercial	a shopping centre
un centre de loisirs	a leisure centre
un château	a castle
un cinéma	a cinema
un hôtel	a hotel
un hôtel de ville	a town hall
un marché	a market
un parc	a park
un restaurant	a restaurant
un stade	a stadium
une gare	a station
une piscine	a pool
une poste	a post office
des magasins	some shops
des musées	some museums
Il n'y a pas de….	There isn't a / there are no
Dans ma ville il y avait….	In my town there used to be
Dans ma ville idéale il y aurait…	In my ideal town there would be

Week 5 – Finding your way

Les Directions	Directions
Où est… ?	Where is …?
Où sont….?	Where are …?
Pour aller au musée?	How do I get to … ?
C'est loin?	Is it far?
C'est tout près	It's very close
C'est….	It's
à gauche	to/on the left
à droite	to/on the right
tout droit	straight ahead
Allez…	Go…
Tournez…	Turn…
Prenez…	Take…
Continuez…	Continue…
Traversez…	Cross…
Prenez la première rue à gauche	Take the first road on the left
Prenez la deuxième rue à droite	Take the second road on the right
C'est où?	Where is it?
Ma ville se trouve	My town is located
le nord/le sud	the north/south
l'est/l'ouest	the east/west
à la campagne	in the country
à la montagne	in the mountains
au bord de la mer	by the sea
sur la cote	on the coast
en banlieue	In the suburbs
J'habitais dans le sud de l'Angleterre	I used to live in the south of England

Week 6 – Describe your Town

C'est comment?	What's it like?
Je l'aime beaucoup	I like it a lot
C'est	It is
propre	clean
une ville historique	a historic town
Les positifs et négatifs	The pros and cons
Il y a	There is/are
trop de touristes	too many tourists
trop de circulation	too much traffic
trop de déchets	too much rubbish
beaucoup de choses à faire	lots of things to do
des plus belles plages	the most beautiful beaches
de bons transports en commun	good public transport
il n'y a rien à faire	there is nothing to do
il n'y a plus de cinéma	there is no longer a cinema
Les prépositions	Prepositions
devant	in front of
entre	between
derrière	behind
en face de	opposite
sur	on
sous	under
près de	near

GEOGRAPHY

Week 1

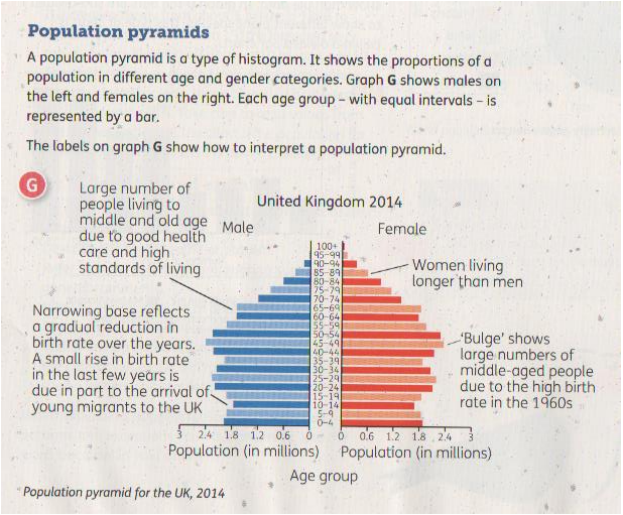
Glossary:
Population – all the inhabitants of a particular place.
Population density – the number of people living in 1 sq. km.
Sparsely – places which contain few people.
Densely - places which contain many people.
Megacity - a city with a population of over 10 million people

Push factors – Many doctors and hospitals offer good healthcare. Jobs are well-paid and varied. Good schools. Modern, well-built homes. Many job opportunities. Reliable clean water supply and electricity supply. Plentiful food supply. Lots of entertainment opportunities
Pull factors - Lack of jobs other than farming. Limited electricity. Poorly built houses. Poverty. Unreliable water supply or dirty water. Hard work on farms, with long hours and poor pay. Starvation due to crop failure. Poor education facilities. Fewer doctors and no hospitals. Limited leisure opportunities.

Week 2

Glossary:
Resources – things which can be useful to people. They may be natural like coal and iron ore, or of other value like money and skilled workers.
Quality of life - refers to the wellbeing of individuals or groups of people.
Overpopulation - too many people in an area for the resources available (minerals, food, water, shelter, jobs).
Under population - there are too few people in an area to make the most of the resources available.
Optimum population - the number of people in a population balances with the resources available to create a good quality of life.
Life expectancy – the average number of years a person can expect to live.
Birth Rate – the number of babies born per 1000 of the population per year.

Week 3



Week 4

Glossary:
Mega City – a city with a population of over 10 million people.

Urbanisation – when an increasing percentage of a country's population moves to towns or cities.

Rural – in the countryside.

Urban – in a town or city.

Migration – the movement of people from one place to another to live or for work.

Rural to urban migration – the movement of people from the countryside to towns and cities.

Week 5

Glossary:
LIC – Low-income Country.
Infrastructure - Basic facilities such as roads, rail links, water supply, electricity etc. that are needed for a place to function.
A shanty town is a settlement (sometimes illegal) of poor people who live in makeshift dwellings made from scrap materials: often plywood, corrugated metal, and sheets of plastic. Shanty towns, which are usually built on the edge of cities, often do not have proper sanitation, electricity, or telephone services. These areas are often susceptible to fire due to the high concentration of homes. Population density within shanty towns is amongst the highest in the world. The infrastructure is usually very poor with inadequate transport communications (Internet Geography, 2024)

Week 6

Glossary:
HIC – High-income Country
NEE – Newley Emerging Economy
Natural increase – the difference between birth and death rates.
Push factor – things that make people want to leave an area.
Pull factor – things that attract people to live in an area

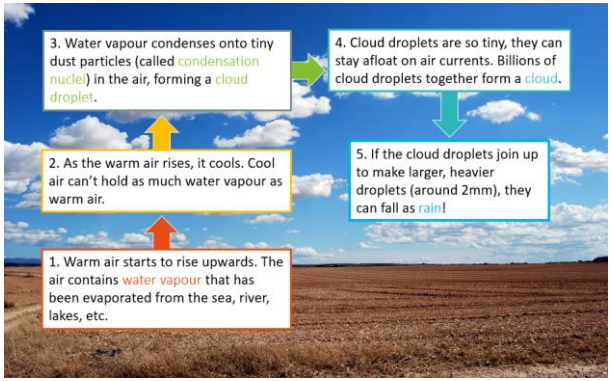
Don't forget to REBUGG the question
R – Read the question carefully
E – Expand; take time to think about the question
B – Box the command term
U – Underline the key geographical terms
G – Gauge how many marks the question is worth
G – Go for it!

GEOGRAPHY

Week 7

Glossary:
Weather - 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.
Atmosphere - the atmosphere around earth.
Stratosphere – the layer of atmosphere above the troposphere; contains the ozone layer which protects the Earth from harmful UV radiation.

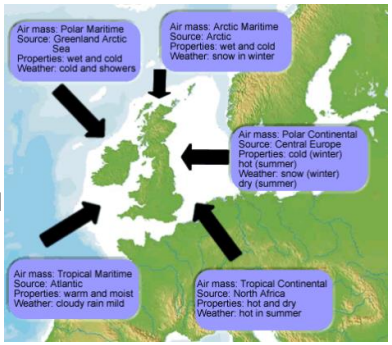
Week 8



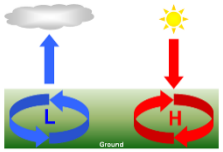
Glossary:
Convectional rainfall – rain formed when the ground heats up during warm, sunny weather.
Relief rainfall – rain formed when air is forced to rise over a hill or mountain.
Frontal rainfall - occurs when two air masses meet.

Week 9

Glossary:
High 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.
Air mass – a large body of air that travels from one area to another.



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

Glossary:
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 temperatures.
Heat stroke - when our bodies become overheated on very hot days. It can cause headaches, dizziness or even death.
Dehydration - when our bodies don't have enough water. It can cause tiredness and problems with breathing and heart rates.
Anticyclone - an area of high pressure, which causes clear skies and sunny weather.

Week 11

Glossary:
Microclimate – weather and climate conditions in a small area such as a city or forest.
Enquiry – means the process of investigation to find an answer to a question.
Fieldwork – means work carried out in the outdoors.
Primary data - data collected by you (or your group) specifically for your project, from first-hand 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 such as bar charts, histograms and pie charts.
Conclusion – summarise what we found out.
Evaluation - examine the limitations and errors which can affect the results, but also how you could improve and reflect.

Week 12

Glossary:
Describe – set out characteristics/say what you can see.
Explain – set out purposes or reasons.
Suggest – present a possible case
Outline – set out main characteristics.
To what extent – judge the importance or success of a strategy, project or scheme.
Assess – make an informed judgement.
Compare – identify similarities and differences.
Justify – support a case with evidence.

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
G – Go for it!

HISTORY

Week 1	Week 2	Week 3
How did the British Empire begin? -The British government and society benefitted economically from the empire. -The people **colonised (taken over)** by the British had British laws and customs imposed on them. -The British wanted to build an empire for several reasons, including: -To gain more money -To gain more power -To spread Christianity and British ways of life	**What was life like in the Mughal Empire?** -The Mughal Empire began in 1526 and lasted for over 200 years. At its peak it covered modern day India, Pakistan and Afghanistan. -The Mughal emperors were Muslim and most of their subjects were Hindu so it was important that the Mughals supported people of other religions, or else they would face rebellion. -Many battles were fought to take control of India.	**Does Akbar deserve his nickname of "Akbar the Great?"** **-**Akbar won many famous battles, conqueror huge areas of land with his army and tactics. He could be a fierce and ruthless leader when needed. -He ended an unfair tax that all non-Muslims were forced to pay. -All Muslims and non-Muslims were given the same rights. - He had a strong interest in different cultures and religions and welcomed people from all faiths at his court.
Week 4	**Week 5**	**Week 6**
What was the impact of the British Empire in India? -**The East India Company** started trading in India and eventually used force to take over large parts of the country. -Indian people were treated as second class citizens and the British chose the rules and made huge profits from the country. -Indian people often starved and were not paid as well as British workers.	**How did the Transatlantic Slave Trade begin?** -The transatlantic slave trade is the name given to the forced enslavement and movement of people from Africa to the Americas. -Approximately 12-15 Million people were forced into slavery	**What was the experience of enslaved peoples on the journey and arrival to the Americas?** **-The Middle Passage**- the part of the journey where enslaved peoples were transported on ships **-Plantations-** large sugar, cotton or tobacco farms where enslaved peoples were forced to work.

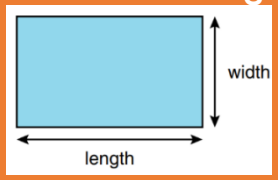
HISTORY

Week 7	Week 8	Week 9
How did enslaved people resist their enslavement? - Any enslaved person found to be resisting would be punished or killed. - Some enslaved people worked at a very slow pace or broke their tools. - Some enslaved people tried to run away, but this was very dangerous. - Many tried to keep their own faith from their West African communities. They also tried to keep their own languages. - Trying to have a family life and find a community was a source of resistance.	**What was the role of Toussaint Louverture? Who was Harriet Tubman?** - The Haitian Revolution in 1791-1804 was led by Toussaint Louverture. - Harriet Tubman was born into slavery in 1820, and grew up working in the cotton fields. - Tubman freed herself from enslavement using **the Underground Railroad** (a secret network of people and houses providing a route to freedom for Black Americans).	**What was the role of religion in abolition the slave trade?** - To **abolish** means to official end something. - Quakers, a group of Christians who did not believe in violence wanted an end to slavery. - Thomas Clarkson, Granville Sharp and William Wilberforce were very important in ending the slave trade in England by 1807. - Former enslaved people also worked hard to end slavery, writing books and petitions to try and end the trade.
Week 10	**Week 11**	**Week 12**
What connections did Cornwall have to the slave trade? - The transatlantic slave trade benefitted many people in Cornwall who owned slaves and made money from the slave trade. Sir James Laroche, the MP for Bodmin in 1768 owned 184 enslaved people. -Falmouth was important in the slave trade as a port, with good and people being moved as part of the trade.	**<u>Key Historical Terminology for extended writing</u>** - **Significance** Why something is important - **Change** Making something different - **Continuity** Something that stays the same - **Describe** Outline the key facts or ideas - **Explain** Give reasons for details, using words and phrases like "Because" or "This was important because"	**<u>Key Historical terminology for source work</u>** - **Provenance** Where a source comes from, who wrote it, details about the source? - **Nature** What a source is, such as a diary entry, a photograph? - **Origin** Who made it, when it was made? - **Purpose** Why was it made? - **Reliability** Can we trust the information given or should we question it?

MATHS

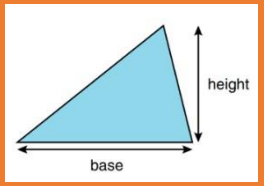
Weeks 1 through 12

Area of a Rectangle



$length \times width = l \times w$

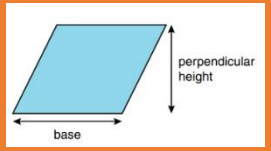
Area of a Triangle



$\frac{1}{2} \times base \times perpendicular\ height$

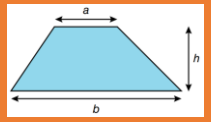
$= \frac{bh}{2}$

Area of Parallelogram



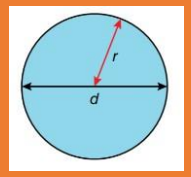
$base \times perpendicular\ \ height$

Area of Trapezium

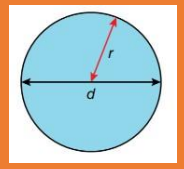


$\frac{1}{2}(a + b)h$

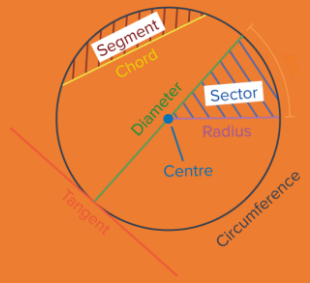
Circumference of a circle



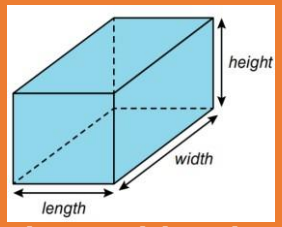
Area of a circle



Parts of a circle



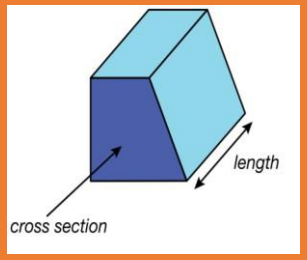
Volume of a Cuboid



$Length \times width \times height$

$V = l \times w \times h$

Volume of a Prism



$Area\ of\ cross\ section \times length$

Square Numbers

$1^2 = 1$

$2^2 = 4$

$3^2 = 9$

$4^2 = 16$

$5^2 = 25$

$6^2 = 36$

$7^2 = 49$

$8^2 = 64$

$9^2 = 81$

$10^2 = 100$

$11^2 = 121$

$12^2 = 144$

$13^2 = 169$

$14^2 = 196$

$15^2 = 225$

Cube Numbers

$1^3 = 1$

$2^3 = 8$

$3^3 = 27$

$4^3 = 64$

$5^3 = 125$

$6^3 = 216$

$7^3 = 343$

$8^3 = 512$

$9^3 = 729$

$10^3 = 1000$

Prime Numbers

2,3,5,7,11,13,17,

19, 23, 29, 31,

37,...

HCF: Highest Common Factor LCM: Lowest Common Multiple

Index Rules

$x^a \times x^b = x^{a+b}$

$\frac{x^a}{x^b} = x^{a-b}$

$(x^a)^b = x^{a \times b}$

$x^0 = 1$

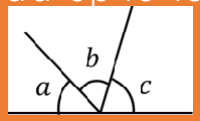
$x^{-a} = \frac{1}{x^a}$

$x^{\frac{1}{a}} = \sqrt[a]{x}$

MATHS

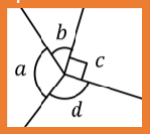
Angle Rules

Angles of straight line add up to 180°



$a + b + c = 180$

Angles at a point add up to 360°



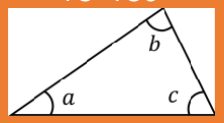
$a + b + c + d = 360°$

Vertically opposite angles are equal

$a = c, \quad b = d$

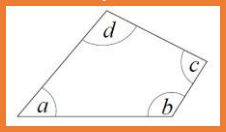
Angle Rules

Angles in a triangle add up to 180°



$a + b + c = 180°$

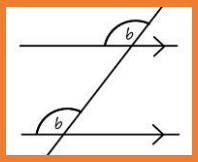
Angles in a quadrilateral add up to 360°



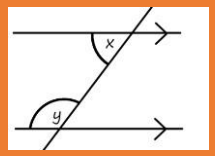
$a + b + c + d = 360°$

Angle Rules

Corresponding angles are equal

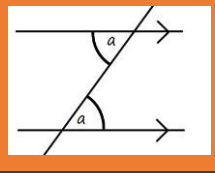


Co-interior angles add to 180°

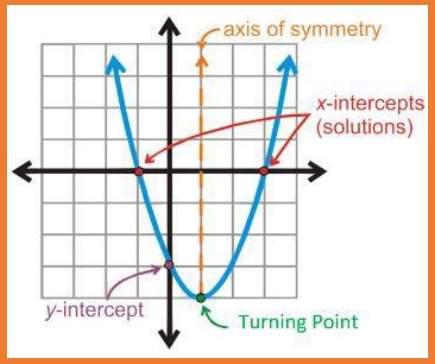


$x + y = 180°$

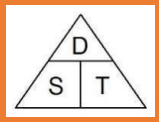
Alternate Angles are equal



Quadratic Graphs



Speed, Distance, Time



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

Gradient

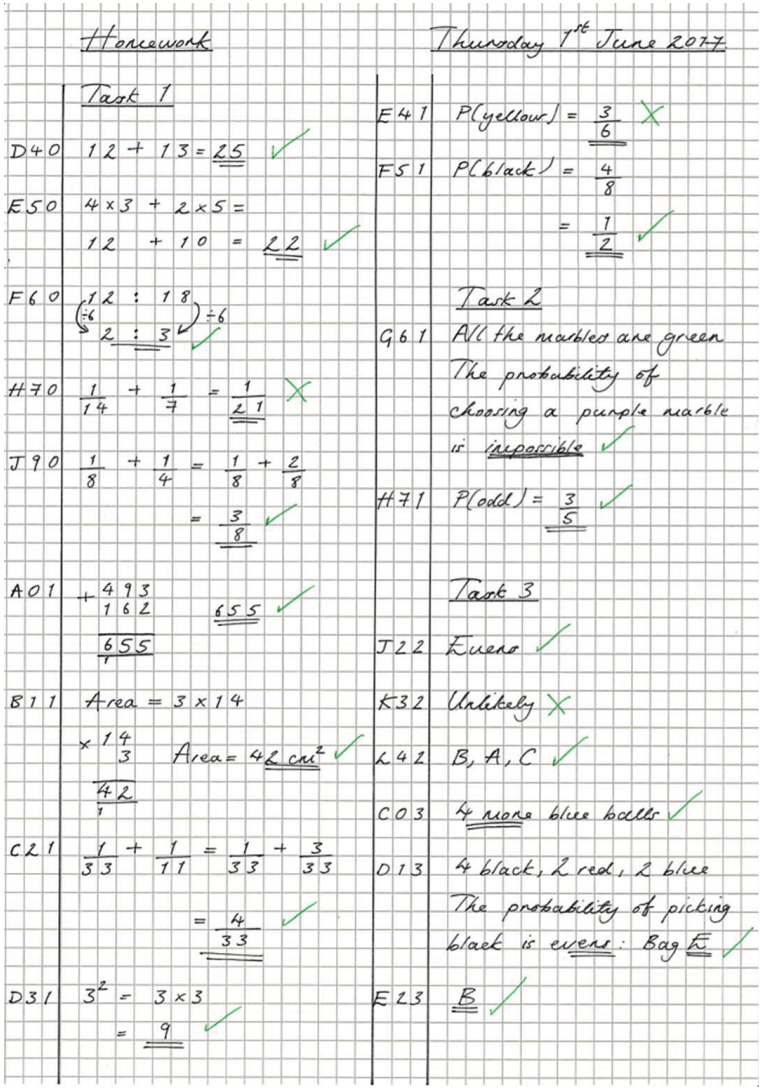
$$= \frac{change\ in\ y}{change\ in\ x}$$

MATHS

1) Go to sparxmaths.uk
2) Login using your username and password
3) Complete your compulsory homework as follows:

- Write the bookwork code
- Write the question and then your workings and your answer
- Mark your answer in a different colour
- If you are struggling, **watch the video**
- Your homework is complete when you have answered **every** question correctly.
- If you are really struggling with one question, complete the other questions and ask your Maths teacher for help the next day or attend the Sparx Clinic.

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



Homework — Thursday 1st June 2017

Task 1

D40 12 + 13 = 25

E50 4 × 3 + 2 × 5 = 12 + 10 = 22

F60 12 : 18 ÷6 → 2 : 3 ÷6

H70 1/14 + 1/7 = 1/21

J90 1/8 + 1/4 = 1/8 + 2/8 = 3/8

A01 493 + 162 = 655

B11 Area = 3 × 14 = 42 cm²

C21 1/33 + 1/11 = 1/33 + 3/33 = 4/33

D31 3² = 3 × 3 = 9

E41 P(yellow) = 3/6

F51 P(black) = 4/8 = 1/2

Task 2

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

H71 P(odd) = 3/5

Task 3

J22 Evens

K32 Unlikely

L42 B, A, C

C03 4 more blue balls

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

E23 B

MUSIC

Week 1 and 2

Programme Music: is instrumental music that conveys a narrative, scene, or story, often inspired by literature, art, or nature, aiming to evoke images or emotions in the listener. It was popular during the **Romantic Period** in musical history (1820 to 1900).

Sergei Prokofiev (b.1891,d.1953): renowned for his innovative compositions blending classical tradition with modernist flair, left an indelible mark on 20thcentury music. He is famed for his work '**Peter And The Wolf'**, a beloved musical tale that enchants audiences with its whimsical narrative where each character is represented by a distinctive instrument and musical motif.

Leitmotif: is a recurring musical theme or motif associated with a particular character, idea, or emotion in a composition, often used to enhance storytelling or evoke specific feelings.

Week 3 and 4

Edvard Greig (b.1843, d.1907): a Norwegian composer, celebrated for his orchestral works that incorporate elements of folk music, capturing the essence of his country's landscapes and culture. He wrote '**Peer Gynt**' is a suite of orchestral music that vividly captures the adventurous and dramatic journey of its titular character through Norwegian folk-inspired melodies and legends/folklore.

Tone Poem: a symphonic composition that tells a story or portrays a scene, using orchestral music to evoke emotions and imagery without adhering to traditional musical forms

Tempo: The speed of the music. **Accelerando**: to gradual increase in tempo. **Rallentando**: to gradually get slower.

Dynamics: The volume of the music. Crescendo: to gradually get louder. **Diminuendo**: to gradually get softer.

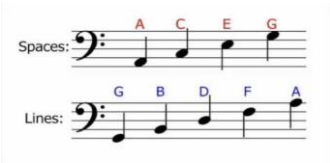
Week 5 and 6

Bass Line: the low-pitched melody or series of notes played by a bass (low sounding) instrument, typically providing the harmonic and rhythmic foundation of a piece.

Articulation: How notes are played or shaped.

Staccato: short and detached. Legato: smoothly.

The Bass Clef (F Clef):



Week 7 and 8

Texture: The layers of sound, what each part does and how they relate to each other such as the melody, bass line and counter melody.

Counter Melody: a secondary melody played simultaneously with the main melody, often contrasting in rhythm, pitch, or contour to create harmonic and textural interest.

Octave clef: meaning play the notes according to the clef but an octave higher than written.

Week 9 and 10

Camille Saint-Saens (b.1835, d.1921): a French composer known for his exceptional versatility and prolific output, he composed Danse Macabre a symphonic poem which is a single-movement orchestral work that musically depicts a narrative, scene, or mood that is inspired by literature, art, or nature.

Word Painting: is a musical technique where the music vividly reflects the literal meaning of the song's lyrics or text, enhancing the expressive impact of thewords.

Onomatopoeia: the use of words that phonetically imitate or resemble the sound that they describe, such as 'buzz', 'hiss'

Tuned Percussion in Romantic Music: Instruments such as the marimba were employed to evoke fantastical and ethereal atmospheres, enriching orchestral textures with their distinctive timbres.

Week 11 and 12

Performance Skills

Focused Practice: Consistent and focused practice leading up to the performance.

Accuracy: Playing or singing the correct notes, rhythms, and articulations.

Technique: Proper fingerings, bowings, breath control, and other technical aspects specific to the instrument or voice.

Musical Expression such as:
Dynamics: Effective use of louds and softs to convey emotion.

Phrasing: Shaping musical lines in a way that highlights the music's natural ebb and flow.

Emotion: Connecting with the music and conveying the intended emotions to the audience.

Musical Characteristics: musically modelling the key features of the style/genre.

Stage presence and confidence

PE

Week 1 and Week 2

Physiological benefits of warming up:

- Increase in muscle temperature.
- Increase in Heart Rate
- Increase in flexibility of muscles and joints.
- Increase in pliability of ligaments and tendons.
- Increase in blood flow and oxygen to muscles.
- Increase in the speed of muscle contraction.

Intrinsic Motivation
When you are motivated to engage in an activity because you find it rewarding. You are performing an activity for its own sake rather than from the desire for some external reward.

Week 3 and Week 4

Psychological benefits of warming up:

- Heighten or control arousal levels.
- Improve concentration levels.
- Increase motivation.
- Increase confidence.
- Mental rehearsal

Extrinsic Motivation
When someone feels motivated to do something to gain a reward or avoid a punishment

Week 5 and week 6

Key components of a cool down:

1: Pulse Lowering
2: Stretching
Maintenance stretching
Static stretching
PNF – Proprioceptive Neuromuscular

Setting Goals
Goalsetting is the process of taking active steps to achieve your desired outcome.
You can achieve goal by applying the SMART principle.

Week 7 and Week 8

Physiological benefits of a cool down:

- Gradually lowers Heart Rate
- Gradually lowers temperature.
- Circulates blood and oxygen.
- Helps prevent blood pooling.
- Gradually reduces breathing rate.
- Removes lactic acid.
- Reduces risk of delayed onset muscle soreness (DOMS)

Celebrate Success
Taking the time to recognise and appreciate achievement both big and small. Whether it's an individual accomplishment or team effort.

Week 9 and Week 10

Short term effects exercise on the body Cardiovascular System	Increase in stroke volume (SV) Increase in heart rate (HR); Increase in cardiac output (Q); Increase in blood pressure (BP)
Respiratory system	Increase in breathing rate; increase in tidal volume
Cardio-Respiratory	Increase in oxygen uptake; increase in carbon dioxide removal
Muscular system	Increase in temperature of muscles; increased

Persistence
The quality that allows someone to continue doing something or trying to do something even though it is difficult.

Week 11 and Week 12

Cardiovascular system	Cardiac hypertrophy; increased stroke volume (SV); decrease in resting heart rate (HR); increase in maximum cardiac output (Q); capillarisation at the lungs and muscles; increase in number of red blood cells;
Respiratory System	Increase vital capacity, increase in alveoli, increased strength of respiratory muscles, increased lung capacity.
Muscular System	Muscle Hypertrophy , Increase strength of tendons and ligaments
Skeletal	Improved Bone Density

Determination
The quality you show when you have decided to do something, and you will not let anything stop you achieving your goals.

RE

Week 1 and 2

Brahman and the Trimurti

How Hindus Understand Brahman:
The supreme God and ultimate reality, responsible for the creation of the universe. Brahman is present in all things at all times and is represented in different ways.

Trimurti:
The three divine manifestations of Brahman and the principle gods of Hinduism.

Brahma	The Creator, responsible for the creation of life
Vishnu	The preserver, responsible for maintaining existing life ad helping it flourish
Shiva	The Destroyer, responsible for the death and destruction necessary for new life

Week 3 and 4

Avatars, Murti and Puja

Avatars:
Manifestations of the Trimurti into different aspects.
Each of the Trimurti has thousands of Avatars that exemplify particular aspects of that god.
E.g. Ganesh, the Elephant headed god of prosperity and wisdom is an Avatar of Shiva.

Murti:
Statues used to house the Avatars. Used in temples and at home as a focal point of Hindu Worship. Murti are treated with great reverence and respect.

Puja:
Ritual offerings made to Murti statues where each offered item carries particular meaning and significance.
E.g. Flowers represent life and beauty.

Week 5 and 6

Karma, Caste and Moksha

Karma:
The Hindu belief in the cosmic recording of our good and bad actions in life.

Karma affects the state of your soul's rebirth.

Caste:
The Hindu cultural class system which is divided into multiple levels. Your caste is determined by your karma and so there are very strict rules around marriage and employment.

Moksha:
The end to the cycle of rebirth where a Hindu's soul becomes one with Brahman. This is the goal of all Hindus.

Week 7 and 8

Ashramas

The four stages of life as understood by Hindus, each contains certain roles and responsibilities.

Brahmacharya: The Student
Young Hindus must learn skills and develop into good people.

Grhastha: The Householder
Hindus work and start their own families.

Vanaprastha: The Elder
Stepping back from running the household, offering support to their children.

Sannyasa: Renunciation
Hindus leave their families for the remainder of their lives to focus on God.

Week 9 and 10

Mandir

Key features of the Hindu temple:

Murti - statues of deities used in devotional worship.

Shrines - alcoves and altars where the Murtis are placed.

Arti Lamps - lit butter lamps used as part of ritual practices.

Bells - used to awaken the deities.

Prayer Hall - gathering space for Hindu worship.

Vedas - Sacred texts of Hinduism.

Week 11 and 12

Diwali

The Hindu festival of Light
One of the principle religious festival in Hinduism that is also observed by other Eastern religions too.

Purpose:
Diwali retells the mythical story of the hero Rama rescuing the princess Sita from the demon king Ravana.

Practices:
Hindus decorate their homes with lights and colours, exchange new clothes, give sweet treats to neighbours and gather as families to pray at the temple. Firework displays are often used to celebrate Diwali.

SCIENCE

Year 7 Science Knowledge Organiser Learning Cycle 3

How can I use the Periodic Table?

Group 1 – **Alkali Metals**

Group 7 – **Halogens**

Group 0 – **Noble gases**

Group number – tells you the number of **electrons** in an elements **outer** shell.

Elements in the **same group** have **similar properties**.

Element **symbol**
Element **name**

Mass Number = number of **protons** and **neutrons** added together.

Atomic / Proton Number = number of **protons** which is the same as the number of **electrons**.

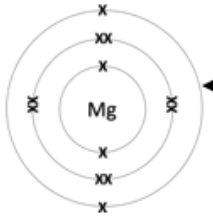
Neutrons = Mass number – Atomic number

relative atomic mass
atomic symbol
name
atomic (proton) number

Non-Metals

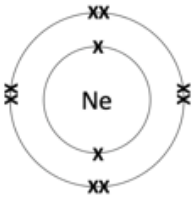
Transition Metals

1	2	3	4	5	6	7	0
1 H hydrogen 1							4 He helium 2
7 Li lithium 3	9 Be beryllium 4	11 B boron 5	12 C carbon 6	14 N nitrogen 7	16 O oxygen 8	19 F fluorine 9	20 Ne neon 10
23 Na sodium 11	24 Mg magnesium 12	27 Al aluminium 13	28 Si silicon 14	31 P phosphorus 15	32 S sulfur 16	35.5 Cl chlorine 17	40 Ar argon 18
39 K potassium 19	40 Ca calcium 20	45 Sc scandium 21	48 Ti titanium 22	51 V vanadium 23	52 Cr chromium 24	55 Mn manganese 25	56 Fe iron 26
59 Co cobalt 27	59 Ni nickel 28	63.5 Cu copper 29	65 Zn zinc 30	70 Ga gallium 31	73 Ge germanium 32	75 As arsenic 33	79 Se selenium 34
80 Br bromine 35	84 Kr krypton 36	85 Rb rubidium 37	88 Sr strontium 38	89 Y yttrium 39	91 Zr zirconium 40	93 Nb niobium 41	96 Mo molybdenum 42
[97] Tc technetium 43	101 Ru ruthenium 44	103 Rh rhodium 45	106 Pd palladium 46	108 Ag silver 47	112 Cd cadmium 48	115 In indium 49	119 Sn tin 50
122 Sb antimony 51	128 Te tellurium 52	127 I iodine 53	131 Xe xenon 54	133 Cs caesium 55	137 Ba barium 56	139 La* lanthanum 57	178 Hf hafnium 72
181 Ta tantalum 73	184 W tungsten 74	186 Re rhenium 75	190 Os osmium 76	192 Ir iridium 77	195 Pt platinum 78	197 Au gold 79	201 Hg mercury 80
204 Tl thallium 81	207 Pb lead 82	209 Bi bismuth 83	[209] Po polonium 84	[210] At astatine 85	[222] Rn radon 86	[223] Fr francium 87	[226] Ra radium 88
[227] Ac* actinium 89	[267] Rf rutherfordium 104	[270] Db dubnium 105	[269] Sg seaborgium 106	[270] Bh bohrium 107	[270] Hs hassium 108	[278] Mt meitnerium 109	[281] Ds darmstadtium 110
[281] Rg roentgenium 111	[285] Cn copernicium 112	[286] Nh nihonium 113	[289] Fl flerovium 114	[289] Mc moscovium 115	[293] Lv livermorium 116	[293] Ts tennessine 117	[294] Og oganesson 118

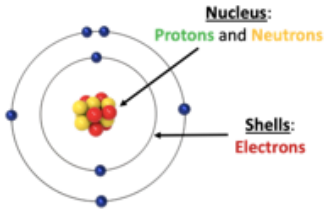


Magnesium (Mg) has **12 electrons** in total. It is in **group 2** so has 2 electrons in its **outer** shell. Mg's electronic configuration is 2,8,2.

Noble gases have a **full outer shell** of electrons E.g., Neon (Ne)



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



SCIENCE

Year 7 Science Knowledge Organiser Learning Cycle 3

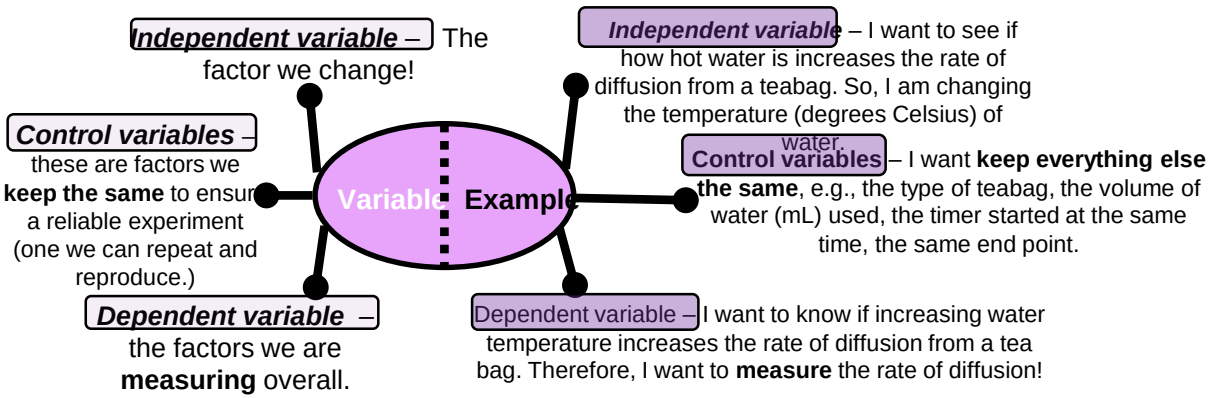
Key words	Definition
Independent variable	The variable you change in an investigation
Dependent variable	The variable you measure in an investigation
Control variable	The variable you keep the same in an investigation
Hypothesis	A prediction of what will happen in an investigation
Reliability	We use control variables to ensure a reliable experiment
Reproducible	To re-do our experiment and get similar results due to a reliable method
Mean	Doing an experiment 3 times then dividing by 3 to get an average
Fair test	An experiment where only the independent variable changes.
Anomalous result	Result that does not fit with the rest of the data.

1. Designing and performing experiments

1. ***Repeatable*** – The **same** person gets the **same results** after repeating the experiment using the same method and equipment.
2. ***Reproducible*** – Similar results can be achieved by **someone else** or using a **different method**/piece of equipment.
3. ***Accurate*** – Results are close to the true answer
4. ***Precise*** – data is **close** to the **mean** (or the average!)

For data to be reliable, it must be **repeatable** and **reproducible**

2. The Variables

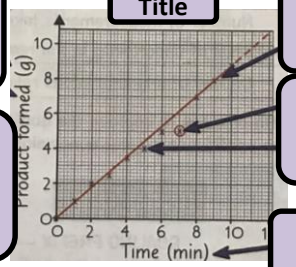


3. Presenting Data

- **S**cale – evenly spread
- **P**lot – draw with a small, neat 'x'
- **L**ine of best fit
- **A**xis – both X (bottom) and Y (side) axis have titles and units!
- **T**itle

Axis: Dependent variable on Y-axis with unit.

We must always draw a graph with a pencil using a ruler!



Line: Line of best fit through near to as many points as possible.

Plot: Mark points with small, neat crosses

Axis: Independent variable in the X-axis with unit.

Drawing conclusions from data:

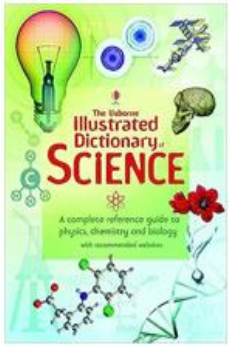
1. State the **relationship** between the independent and dependent variable, e.g., '**as the time increases the product formed increases.**'
2. **Use statistics to support your answer.** 'For example, at 10 minutes there was 50g of product, compared to 160g at 20 minutes'
3. **Refer to the original hypothesis – does the data support this?**

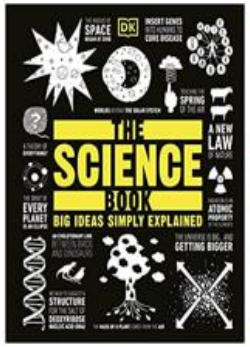
When **evaluating** think of the **positives** and **negatives** of the method (the validity - did they use enough controls? And of the results – were results **reliable**, **accurate**, **reproducible**?) and come to an overall **conclusion**.

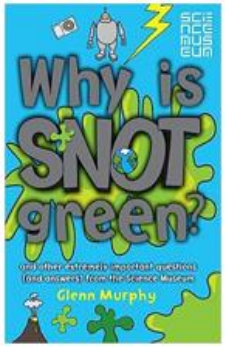
SCIENCE

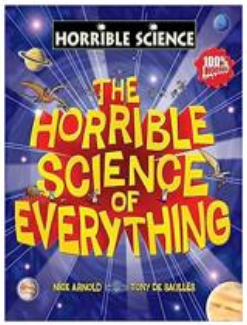
What enrichment opportunities can enhance my understanding of science?

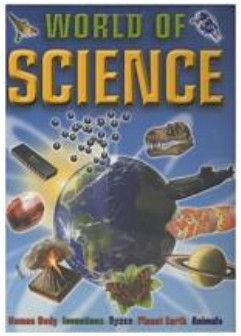
Science reading opportunities











Science discovery websites:

1. Spectacular Science (nationalgeographic.com) NATIONAL GEOGRAPHIC
2. KS3 Science - BBC Bitesize BBC BITESIZE
3. Science Experiments for Kids - Science Experiments for Kids (science-sparks.com) SCIENCE SPARKS
4. Discover | Natural History Museum (nhm.ac.uk) NATURAL HISTORY MUSEUM
5. Cornwall Wildlife Trust | Cornwall Wildlife Trust Cornwall Wildlife Trust
6. Eden at home | Eden Project eden project
7. NASA NASA

STEM Club (Science, technology, engineering and maths)

SCIENCE

Week 1 – The Periodic Table and Metals	Week 2 – The Periodic Table and Metals	Week 3 – The Periodic Table and Metals
The Periodic Table and Metals The Dalton Model of the Atom: All matter is made up of atoms There are different types of atoms Each element is made of the same atom Elements are represented by one or two-letter symbols. **Physical chan**ges are **easily reversible**, and **no new substances** are formed. <u>Element</u>: a substance made up of only **one type** of atom. <u>Compound</u>: a substance made up of **2 or more atoms of different elements**, chemically bonded together. <u>Molecule</u>: two or more **non-metal atoms** chemically bonded together.	**The Periodic Table and Metals** The periodic table: Elements with **similar properties** are arranged in vertical **columns** called **groups**. **Horizontal** rows on the periodic table are called **periods**. **Metals** are on the **left** of the periodic table, **non-metals** on the **right**. **Chemical changes** are **not easily reversable** and **form new products** by rearranging atoms. <u>Malleable</u>: can be hammered into shape. <u>Ductile</u>: can be drawn into a wire. <u>Sonorous</u>: make a ringing sound when struck.	**The Periodic Table and Metals** Group 1: **Group 1** elements are called the **alkali metals**. As you **go down group 1**, the metals become **more reactive**. Group 7: **Group 7** elements are called the **halogens**. As you **go down group 7**, the non-metals become **less reactive**. Group 0: **Group 0** elements are called the **noble gases**. Group 0 non-metals are **inert**.

SCIENCE

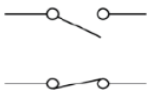
Week 4 – The Periodic Table and Metals	Week 5 – The Periodic Table and Metals	Week 6 – Transferring Energy
The Periodic Table and Metals Metals and non-metals react with oxygen in oxidation reactions: metal + oxygen → metal oxide. **metal oxides** are **alkaline**. non-metal + oxygen → non-metal oxide. **non-metal oxides** are **acidic**. Metal oxides react with alkalis in a neutralisation reaction: metal oxide + acid → salt + water Non-metal oxides react with alkalis in a neutralisation reaction: non-metal oxide + alkali → salt + water Rusting and Corrosion Metals **corrode** when they react with **oxygen**. When **iron** corrodes it is called **rusting**. Rusting requires **oxygen AND water.**	**The Periodic Table and Metals** Metals react with acids: metal + acid → salt + hydrogen **Hydrogen** gas is **tested** for using a **lit splint**. The **gas ignites** with a pop. Salts produced using **hydrochloric acid** are called **chlorides** Salts produced using **sulfuric acid** are called **sulfates** Salts produced using **nitric acid** are called **nitrates** **Identifying Metals** **Flame tests** are used to identify **metal ions** in a solution Each metal ion produces a unique colour: Lithium – crimson Sodium – yellow Copper - green	**Transferring energy** Consolidation Formative assessment

SCIENCE

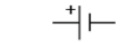
Week 7 – Transferring Energy

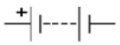
<u>Circuit symbols</u>

Open switch

Closed switch 

Cell

Battery 

Bulb 

Resistor

Voltmeter

Ammeter

Transferring energy Conductors are materials which conduct electricity well. Insulators are materials which conduct electricity poorly or not at all.
Metal elements are made up of atoms surrounded by **delocalised electrons.**
Batteries and power supplies provide **energy** to a circuit.
Electrons flow and **transfer energy** to components in a circuit.
Electric **Current** is the rate of flow of the **charge** (electrons) around a circuit.
It is measured in **amperes (A)** using an **ammeter.**
Current is the same at all points in a **series** circuit.

Week 8 – Transferring Energy

Transferring energy
The sum of the currents in the branches of a parallel circuit is equal to the current supplied to the circuit.
Potential Difference (Voltage) is the difference in energy per unit charge **across 2 points** in a circuit.
It is measured in **volts (V)** using a **voltmeter.**
In a **series** circuit the potential difference across the power supply equals the **total potential differences** across the components.
In a **parallel** circuit the potential difference across the power supply is equal to the potential difference **across each branch.**
Circuit components make the flow of current more difficult. This is known as **resistance**.
The **lower the resistance** of a component, the **better an electrical conductor** it is.

Week 9 – Transferring Energy

Transferring energy

- **Mains** electricity has a **higher voltage** than cells, so is much more dangerous.
- Wires are coated in an **insulator** to protect the user.
- A **fuse** is a safety feature which **melts** when the flow of current is dangerously high.
- The **Earth wire** in an appliance is also a safety feature.
- **Static** charge results from **friction** between **insulators**, causing the movement of electrons.
- **Oppositely charged** objects **attract**, whilst objects with the **same charge repel**.
- **Static** electricity exists as a **field** which acts at a **distance**.

SCIENCE

Week 10 – Transferring Energy	Week 11 – Transferring Energy	Week 12 – Transferring Energy
Transferring energy • All matter stores **thermal energy**. This is the energy of **moving particles**. • Energy is measured in **Joules** (J). • **Temperature** is a measure of thermal energy, usually measured in **degrees Celsius** (°C). • **Internal energy** is the total of the **thermal** and the **potential energy** stored in a substance. • Metals are good thermal conductors. • Non metals are often poor thermal conductors. • **Solids** can transfer energy by **conduction.** • **Fluids** can transfer energy by **convection.** • Fluids **expand** as they get **hotter.** • The **hotter** a fluid is, the **less dense** it is. • Conduction and convection both require a medium.	**Transferring energy** • Hot objects transfer thermal energy by infrared radiation. • **Infrared** radiation is a type of **wave.** • Energy transfer by **radiation does not require a medium.** • **Dark** surfaces transfer energy by **radiation better** than **light** surfaces. • **Power** is the amount of **energy** transferred per **second.** • **Power** is measured in **Watts** (W). • The **efficiency** of an appliance depends on the amount of **useful energy** transferred. • Energy cannot be created or destroyed, only transferred from one store to another. • **Insulation** can be used to **reduce wasted energy** lost through heat transfer.	**Transferring energy** • **Power** is the amount of **energy** transferred per **second**. • Power is measured in **Watts** (W). • One **Kilowatt** equals **one thousand Watts**. • One **Kilowatt-hour** is the amount of **energy transferred** by an appliance **every hour**. • Consolidation • Summative assessment

SPANISH

Classroom Language		Year 8 Key Prepositions	
Español	**Inglés**	**A**	**AT**
¿Cómo se dice…. en español/inglés?	How do you say… in Spanish/ English?	al final de	at the end of
¿Cómo se escribe…?	How do you spell…?	cerca de	near
¿Cómo se pronuncia?	How do you pronounce (it)?	lejos (de)	far (from)
¿Me das …. ?	Can you give me…?	durante	during
¿Puedes repetir?	Can you repeat that?	fuera de	outside/out of
¿Puedo ir a mi clase de música?	Can I go to my music class?	hacia	towards
(No) entiendo	I (don't) understand	hasta	until
Lo siento	I'm sorry	para	for/in order to
(Casi) he terminado	I have (almost) finished	por todas partes	everywhere
por favor	please	por /a través de	through
gracias	thank you	sin	without
Objetos en la clase	Classroom objects		
un bolígrafo	a pen		
una regla	a ruler		
un cuaderno	an exercise book		

Phonics - Sound Symbol Correspondence (SSCs)
These sounds never change!

a = c<u>a</u>t e = <u>e</u>gg i = f<u>ee</u>t o = h<u>o</u>t u = w<u>oo</u>

ca - <u>ce</u> - <u>ci</u> - co - cu
Stick your tongue out like the English /th/ for /ce/ and /ci/ and also z, /que/ = ke - /qui/ = key

ga - <u>ge</u> -<u>gi</u> - go - gu
Soft /g/ sound, except for /ge/ and /gi/ these are pronounced like a Spanish /j/ in the back of your throat. Soft /gue/ = <u>ge</u>t and /gui/ = <u>gee</u>se

h = silent, ll = like an English y, v like an English b, ñ = ny, roll your rs if they come at the beginning of a word, or are a double rr

SPANISH

Week 1 – Past Holidays

De vacaciones	On holiday
¿Adónde fuiste?	Where did you go?
El año pasado	Last year
El verano pasado	Last summer
fui a ..	I went to …
España	Spain
las Islas Baleares	The Balearic Islands
las Islas Canarias	The Canary Islands
Me quedé en Inglaterra	I stayed in England
¿Con quién fuiste?	Who did you go with?
Fui con …	I went with …
mis amigos/as	my friends
mi clase	my class
mi familia	my family
mis padres	my parents
¿Cómo viajaste?	**How did you travel?**
Viajé en…	I travelled by…
avión	plane
coche	car
barco	boat/ferry

Week 2 – Past Activities

¿Qué hiciste?	What did you do?
bailé	I danced
compré	I bought
descansé	I relaxed
monté	I rode
saqué fotos	I took photos
tomé el sol	I sunbathed
visité	I visited
bebí	I drank
comí	I ate
conocí	I met
salí	I went out
vi	I saw
The weather	
hizo calor	It was hot
hizo frío	It was cold
hizo sol	It was sunny
hizo viento	It was windy
hizo buen tiempo	It was good weather
hizo mal tiempo	It was bad weather
llovió	It rained
hubo nieve	It snowed

Week 3 – Key Verbs

ir (a)	to go (to)
viajar	to travel
descansar	to relax
escuchar música	to listen to music
comer	to eat
beber	to drink
visitar	to visit
tomar el sol	to sunbathe
escribir	to write
bailar	to dance
ver	to see/watch
comprar	to buy
ir de compras	to go shopping
pensar/ creer	to think/ believe
querer	to want
salir	to leave/ to go out
tomar el sol	to sunbathe
pasar	to spend (time)
Volver	to return

SPANISH

Week 4 – Opinions in the Past

¿Cómo te fue?	How was it?
Fue guay	It was cool
Me gustó	I liked it
Me encantó	I loved it
¿Por qué?	**Why?**
Perdí mi pasaporte	I lost my passport
Perdí mi móvil	I lost my mobile
Exclamaciones	**Exclamations**
¡Qué bien!	How great!
¡Qué bonito!	How nice!
¡Qué guay!	How cool!
¡Qué rico!	How tasty!
¡Qué suerte!	How lucky!
Year 8 Key adverbs	
a menudo	often
a veces	sometimes
demasiado	too
en seguida	straight away
más	more
menos	less
no obstante	nevertheless

Week 5 – Places in Town

En la ciudad	In town
¿Qué hay en tu ciudad?	What's in your town?
hay….	there is….
no hay….	there is(n't)
un castillo	a castle
un parque	a park
un centro comercial	a shopping centre
un campo de fútbol	a football pitch
una biblioteca	a library
una playa	a beach
una piscina	a pool
una plaza	a town square
una tienda	a shop
un mercado	a market
un supermercado	a supermarket
un cine	a cinema
un centro comercial	a shopping centre
el puente	the bridge
la calle	the street
la plaza	the square

Week 6 – Locations

Dónde está?	Where is it?
Está...	It is...
el norte	the north
el sur	the south
el este	the east
el oeste	the west
el suroeste	the southwest
el campo	in the country
las montañas	the mountains
la ciudad	the town
al lado del mar	by the sea
la costa	on the coast
las afueras	the suburbs

SPANISH

Week 7 – Directions

¿Para ir al / a la….? ¿Por dónde se va al / a la…?	How do I get to…..?
¿dónde está …?	where is...?
está lejos	it is far away
está cerca	it is near
al final de	the end of
a la derecha	to/on the right
a la izquierda	to/on the left
sigue	continue
gira….	turn
toma….	take
pasa...	go past
cruza	cross
coge	catch
la primera calle	the first street
la segunda calle	the second street
la tercera calle	the third street

Week 8 – Description of Town

Cómo es tu ciudad?	What's your town like?
contaminado	polluted
histórico	historic
limpio	clean
sucio	dirty
tranquilo	quiet
bonito	pretty
pequeño	small
grande	big
peligroso	dangerous
animado	lively
antiguo	former/old
cercano	close
nuevo	new
1.	
2.	
3.	
4.	
lo bueno	the good thing
lo malo	the bad thing
lo mejor	the best thing
lo peor	the worst thing