

Year 8 – HT1



**Newsome
Academy**
Everyone Exceptional Everyday

Knowledge Organisers

Name:

Team:



Mathematics

Our students will:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 8: Autumn Term – Ratio & Scale

What do I need to be able to do?

By the end of this unit you should be able to:

- Simplify any given ratio
- Share an amount in a given ratio
- Solve ratio problems given a part

Solutions should be modelled, explained and solved

Keywords

Ratio: a statement of how two numbers compare

Equal Parts: all parts in the same proportion, or a whole shared equally

Proportion: a statement that links two ratios

Order: to place a number in a determined sequence

Part: a section of a whole

Equivalent: of equal value

Factors: integers that multiply together to get the original value

Scale: the comparison of something drawn to its actual size



Career Focus - Where could this take you?



I'm a baker. I adjust ingredient ratios to create recipes and bake goods with the right taste and texture.

Challenge Activities



Here is a sequence

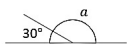
2, 5, 9, 12, 2, 5, 9, 12, 2, 5, 9, 12, ...

What is the sum of the first 200 numbers in this sequence?

Explain your method.

Retrieval Practice

- Which of the numbers are prime?
2, 4, 5, 9, 21
- What is the Highest Common Factor of 12 and 18?
- A bag contains 3 red and 4 blue counters. A counter is taken at random. What is the probability the counter is red?
- Work out the value of a .



Vocabulary check: Regular

Topic Links

This topic links to:

- Similar shapes, enlargements, vector geometry.

Additional Resources

Corbettmaths



To further practise and develop your knowledge see:

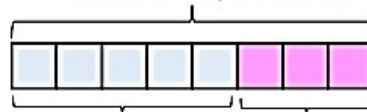
- Videos: 269-271

Representing a ratio

"For every 5 boys there are 3 girls"



This is the "whole" – boys and girls together



This represents the 5 boys

This represents the 3 girls

5:3

This represents the 5 boys

Double Number Line

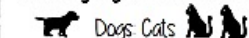


This is the "whole" – boys and girls together

This represents the 3 girls

Order is Important

"For every dog there are 2 cats"



1:2

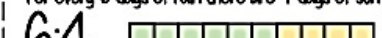
The ratio has to be written in the same order as the information is given

e.g. 2:1 would represent 2 dogs for every 1 cat ✗

Simplifying a ratio

Cancel down the ratio to its lowest form

"For every 6 days of rain there are 4 days of sun"



6:4

÷ by 2 ↓

3:2

"For every 3 days of rain there are 2 days of sun" – when this happens twice the ratio becomes 6:4

Find the biggest common factor that goes into all parts of the ratio

For 6 and 4 (the biggest factor number that multiplies into them is 2)

Ratio In (or n:1)

This is asking you to cancel down until the part indicated represents 1

Show the ratio 4:20 in the ratio of In

The question states that this part has to be 1 unit. Therefore **Divide by 4**

4:20
↓
1:5

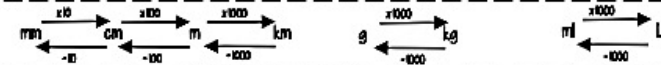
The side has to be divided by 4 too – to keep in proportion

*the n part does not have to be an integer for the type of question

Units are important:

(When using a ratio – all parts should be in the same units)

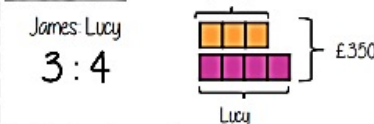
Useful Conversions



Sharing a whole into a given ratio

James and Lucy share £350 in the ratio 3:4
Work out how much each person earns

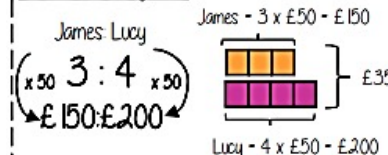
Model the Question



Find the value of one part

Whole: £350
7 parts to share between (3 James, 4 Lucy)

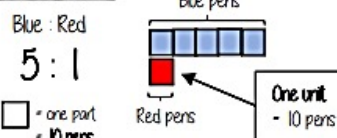
Put back into the question



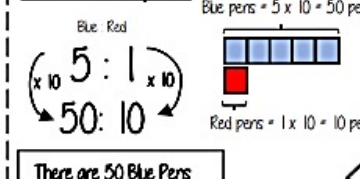
Finding a value given In (or n:1)

Inside a box are blue and red pens in the ratio 5:1
If there are 10 red pens how many blue pens are there?

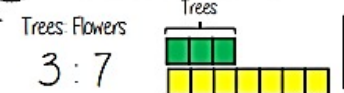
Model the Question



Put back into the question

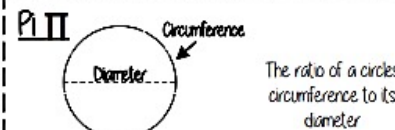


Ratio as a fraction



There are 3 parts for trees
Number of parts of in group
Total number of parts

Fraction of trees = $\frac{3}{10}$



The ratio of a circles circumference to its diameter

Year 8: Autumn Term – Multiplicative Change

What do I need to be able to do?

By the end of this unit you should be able to:

- Solve problems and explain direct proportion
- Use conversion graphs to make statements, comparisons and form conclusions.
- Understand and use scale factors for length

Keywords

Proportion: a statement that links two ratios
Variable: a part that the value can be changed
Axes: horizontal and vertical lines that a graph is plotted around
Approximation: an estimate for a value
Scale Factor: the multiple that increases/ decreases a shape in size
Currency: the system of money used in a particular country
Conversion: the process of changing one variable to another
Scale: the comparison of something drawn to its actual size.



Direct Proportion

As one variable changes the other changes at the same rate.



4 cans of pop = £2.40

4 cans of pop = £2.40

2 cans of pop = £1.20

This multiplier is the same in the same way that this would be for ratio

This is a multiplicative change

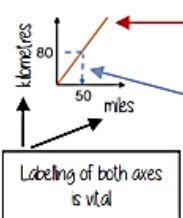
4 cans of pop = £2.40

12 cans of pop = £7.20

Sometimes this is easiest if you work out how much one unit is worth first e.g. 1 can of pop = £0.60

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph. Using a ruler helps for accuracy. Showing your conversion lines help as a "check" for solutions



Career Focus - Where could this take you?



I am a manufacturing engineer: I determine production rates and resource requirements by analysing conversion graphs.

Retrieval Practice

- 1) What is the ratio of green to red?
- 2) Work out $2 \times 2 \times 2 \times 3$
- 3) A bag contains 3 red and 4 blue counters. A counter is taken at random. What is the probability the counter is blue?
- 4) What is $\frac{3}{5}$ of 20?

Vocabulary check: Commutative

Challenge Activities



A toy train costs three times as much as a rocket.



The total cost of the train and rocket is £52

How much does the train cost?

Topic Links

This topic links to:
• Best Value, Recipes, Equivalent ratios and fractions

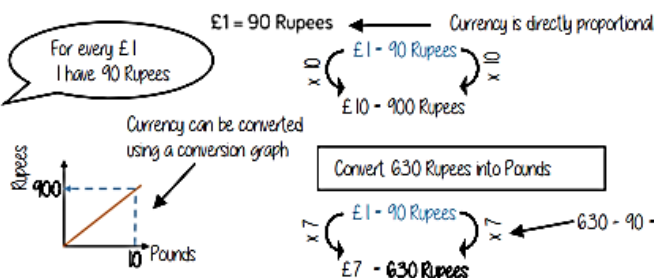
Additional Resources

Corbettmaths



To further practise and develop your knowledge see:
• Videos: 151, 152, 254, 255, 349

Conversion between currencies



Ratio between similar shapes



Angles in similar shapes do not change e.g. if a triangle gets bigger the angles can not go above 180°

The two rectangles are similar.



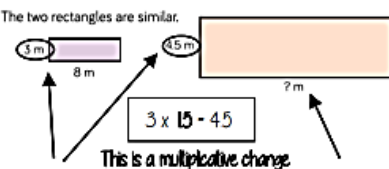
Corresponding sides

$\frac{3m}{45m} = \frac{8m}{7m}$

$\frac{1m}{15m} = \frac{1m}{15m}$

Note: Simplify to the same ratio

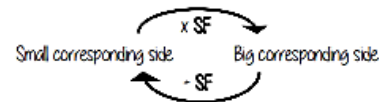
Understand Scale Factor



Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by

Bigger corresponding side / Smaller corresponding side



Draw and interpret scale diagrams

A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

The car image is 10cm

Image : Real Life
10cm : 300cm

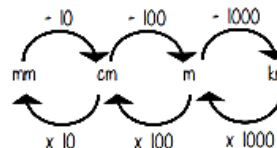


The car in real life is 210cm

Image : Real Life
10cm : 30cm
7cm : 210cm



Interpret maps with scale factors



1 cm : 250 m Ratios need to be in the same units

1 cm : 250m
1 cm : 25000cm

For every 1cm on my map is 25000cm in real life



Year 8: Autumn Term – Multiplying & Dividing Fractions

What do I need to be able to do?

By the end of this unit you should be able to:

- Carry out any multiplication or division using fractions and integers.
- Solutions can be modelled, described and reasoned.

Keywords

Numerator: the number above the line on a fraction. The top number. Represents how many parts are taken.

Denominator: the number below the line on a fraction. The number represent the total number of parts.

Whole: a positive number including zero without any decimal or fractional parts.

Commutative: an operation is commutative if changing the order does not change the result.

Unit Fraction: a fraction where the numerator is one and denominator a positive integer.

Non-unit Fraction: a fraction where the numerator is larger than one.

Dividend: the amount you want to divide up.

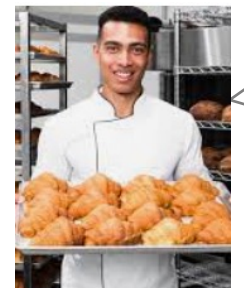
Divisor: the number that divides another number.

Quotient: the answer after we divide one number by another. eg dividend ÷ divisor = quotient

Reciprocal: a pair of numbers that multiply together to give 1.



Career Focus - Where could this take you?



I also adjust recipe quantities by multiplying or dividing fractions for accurate ingredient measurements.

Retrieval Practice

- What is the ratio of red to green?
- What is the lowest common multiple of 6 and 10?
- The probability of it raining tomorrow is 65%. What is the probability that it does not rain tomorrow?
- Write $\frac{3}{10}$ as a decimal.

Vocabulary check: Quadrilateral

Challenge Activities

I have 207 stickers

I have 150 stickers

Mo gives Alex some stickers.
Alex now has twice as many as Mo.
How many stickers did Mo give Alex?

Topic Links

This topic links to:

- Finding fractions of an amount, algebraic fractions, percentages

Additional Resources

Corbettmaths

To further practise and develop your knowledge see:

- Videos: 22, 23

Representing a fraction

$\frac{3}{5}$

Numerator: Number of parts represented

Denominator: Number of parts to make up the whole

ALL PARTS of a fraction are of equal size

Repeated addition = multiplication by an integer

$4 \times \frac{2}{5} \rightarrow \frac{2}{5} + \frac{2}{5} + \frac{2}{5} + \frac{2}{5}$

Integer (Whole number)

Each part represents $\frac{1}{5}$

How many parts are shaded? $\frac{8}{5}$

What each part represents $\frac{2}{5}$

Revisit: When adding fractions with the same denominator = add the numerators

Each whole is split into the same number of parts as the denominator

Multiplying unit fractions

$\frac{1}{4} \times \frac{1}{3} = \frac{1}{12}$

Modelled:

Parts shaded

Total number of parts in the diagram

Multiplying non-unit fractions

$\frac{3}{4} \times \frac{2}{3} = \frac{6}{12}$

Modelled:

Shade in 3 parts

Repeat it on this many rows

This many columns

This many rows

Parts shaded

Total number of parts in the diagram

Quick Multiplying and Cancelling down

$\frac{1}{5} \times \frac{4}{9} = \frac{4}{45}$

The 3 and the 9 have a common factor and can be simplified

Quick Solving: Multiply the numerators $1 \times 4 = 4$, Multiply the denominators $5 \times 3 = 15$

The reciprocal

When you multiply a number by its reciprocal the answer is always 1

$3 \times \frac{1}{3} = 1$

Reciprocals for division: eg $5 \div \frac{1}{4} = 20$, $5 \times 4 = 20$

Multiplying by a reciprocal gives the same outcome

The reciprocal of 3 is $\frac{1}{3}$ and vice versa

Dividing an integer by an unit fraction

$5 \div \frac{1}{4} = 20$

How many quarters are in 1?

"There are 4 quarters in 1 whole. Therefore, there are 20 quarters in 5 wholes"

Multiplying by a reciprocal gives the same outcome

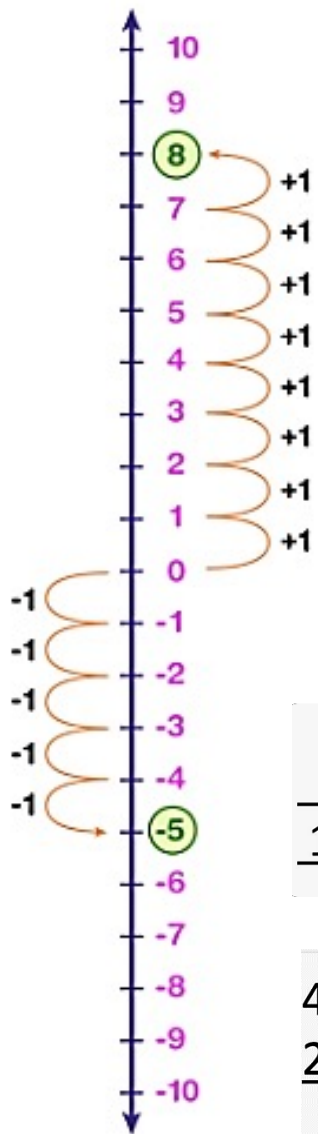
Dividing any fractions

$\frac{2}{5} \div \frac{3}{4} = \frac{8}{15}$

Remember to use reciprocals

Represented:

Maths: Quick Reference: Number Skills



100 Hundreds	10 Tens	1 Units	$\frac{1}{10}$ Tenths	$\frac{1}{100}$ Hundredths
3	5	2	7	1

addition

- add
- more
- plus
- sum
- total
- altogether

subtraction

- subtract
- minus
- leave
- less
- take away
- difference between

multiplication

- lots of
- times
- multiply
- groups of
- product
- multiplied by
- multiple of
- repeated addition
- array

division

- divide
- divided by
- divided into
- share
- share equally
- equal groups of

$$\begin{array}{r} 476 + \\ 874 \\ \hline 1350 \\ 11 \end{array}$$

$$\begin{array}{r} 586 \\ \times 7 \\ \hline 42 \\ 560 \\ \hline 3500 \end{array}$$

$$8 \overline{) 045} \\ \underline{36} \\ 80$$

$$\begin{array}{r} 7 \\ 4,783 - \\ 2,349 \\ \hline 4 \end{array}$$

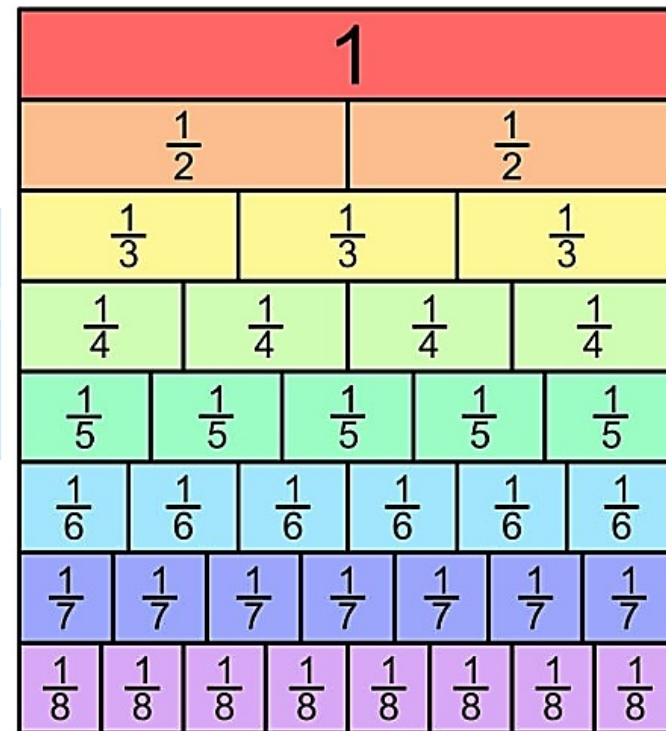
156000. = 1.56×10^5
Move decimal point 5 places left,
exponent goes up by 5

0.0000053 = 5.3×10^{-6}
Move decimal point 6 places right,
exponent goes down by 6

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

1	2	3	4		
P	E	M	D	A	S
Parentheses	Exponents	Multiply	Divide	Add	Subtract
()	e^2	(\times)	(\div)	($+$)	($-$)
		Left to Right (whichever comes first)		Left to Right (whichever comes first)	

1% of $\div 100$ $\frac{1}{100}$ of $\times \frac{1}{100}$ $\times 0.01$	5% of $\div 10, \div 2$ $\frac{1}{20}$ of $\times \frac{1}{20}$ $\times 0.05$	10% of $\div 10$ $\frac{1}{10}$ of $\times \frac{1}{10}$ $\times 0.1$	20% of $\div 5$ $\frac{1}{5}$ of $\times \frac{1}{5}$ $\times 0.2$
25% of $\div 4$ $\frac{1}{4}$ of $\times \frac{1}{4}$ $\times 0.25$	50% of $\div 2$ $\frac{1}{2}$ of $\times \frac{1}{2}$ $\times 0.5$	75% of $\div 4, \times 3$ $\frac{3}{4}$ of $\times \frac{3}{4}$ $\times 0.75$	



Maths: Quick Reference: Geometry & Measures

Quadrilaterals

<p>Square</p> <p>Four sides of equal length, four internal right angles.</p>	<p>Rectangle</p> <p>Four internal right angles, opposite sides of equal length.</p>	<p>Parallelogram</p> <p>Opposite sides are parallel and equal in length, opposite angles are equal.</p>	<p>Rhombus</p> <p>All four sides are the same length, like a square that has been squashed sideways.</p>
<p>Trapezium (or trapezoid)</p> <p>Two sides are parallel. Side lengths and angles are not equal.</p>	<p>Isosceles Trapezium (or trapezoid)</p> <p>Two sides are parallel and base angles are equal, non-parallel sides are equal length.</p>	<p>Kite</p> <p>Two pairs of adjacent sides are of equal length; the shape has an axis of symmetry.</p>	<p>Irregular Quadrilateral</p> <p>No sides are equal in length and no internal angles are the same.</p>

3D shapes

Cone	Cylinder	Sphere	Square Based Pyramid
Cube	Triangular Prism	Tetrahedron	Cuboid

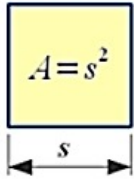
Triangle	Quadrilateral	Pentagon	Hexagon
Heptagon	Octagon	Nonagon	Decagon

Pentagon		$180^\circ \times 3 = 540^\circ$
Hexagon		$180^\circ \times 4 = 720^\circ$
Heptagon		$180^\circ \times 5 = 900^\circ$

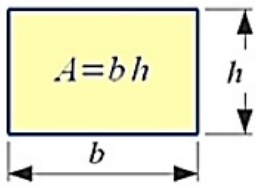
Length		
cm	mm	m
$\times 10$	$\times 100$	$\times 1,000$
$\div 10$	$\div 100$	$\div 1,000$
km	m	
Mass		
g	mg	kg
$\times 1,000$	$\times 1,000$	$\times 1,000$
$\div 1,000$	$\div 1,000$	$\div 1,000$
t	kg	
Volume		
l	ml	cl
$\times 1,000$	$\times 10$	$\times 100$
$\div 1,000$	$\div 10$	$\div 100$

Maths: Quick Reference: Geometry (Areas & Volumes)

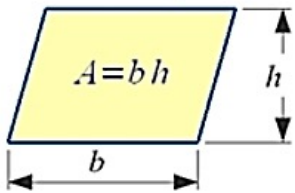
Square



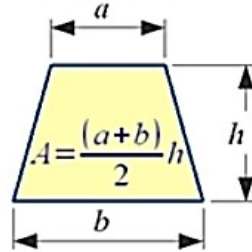
Rectangle



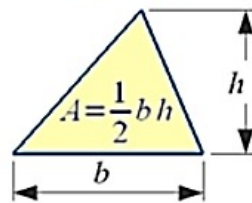
Parallelogram



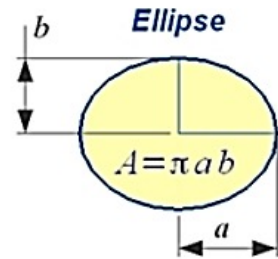
Trapezoid



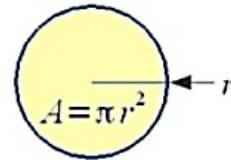
Triangle



Ellipse



Circle



electronics-micros.com

Area and volume of 3d figures

S.No	Name	Figure	Curved Surface Area	Total Surface Area	Volume
1)	Cube	$a = \text{side}$	$4a^2$	$6a^2$	a^3
2)	Cuboid	$l = \text{length}$ $b = \text{breadth}$ $h = \text{height}$	$2h(l + b)$	$2(lb + bh + lh)$	$l \times b \times h$
3)	Sphere	$r = \text{radius}$	$4\pi r^2$	$4\pi r^2$	$\frac{4}{3}\pi r^3$
4)	Solid Hemisphere	$r = \text{radius}$	$2\pi r^2$	$3\pi r^2$	$\frac{2}{3}\pi r^3$
5)	Right circular cylinder	$r = \text{radius}$ $h = \text{height}$	$2\pi rh$	$2\pi r(h+r)$	$\pi r^2 h$
6)	Right circular cone	$r = \text{radius}$ $h = \text{height}$ $l = \text{slant height}$	πrl	$\pi r(l+r)$	$\frac{1}{3}\pi r^2 h$
7)	Frustum of a cone	$r = \text{top radius}$ $R = \text{base radius}$ $h = \text{height}$ $l = \text{slant height}$	$\pi l(R + r)$	$\pi l(R+r) + \pi r^2 + \pi R^2$	$\frac{1}{3}\pi h(R^2 + r^2 + Rr)$

Maths: Quick Reference: Algebra Skills

Simplifying Expressions

Like terms

$$3y + 2x + 4x - y = 2y + 6x$$

Like terms

$$C \times C \times C \times C = C^4$$

$$C + C + C + C = 4C$$

Expanding Brackets

multiply

$$7(x + 2)$$

$$7x + 14$$

multiply

$$5a(b - 4)$$

$$5ab - 20a$$

Expand & Simplify...

$$5(x + 3) + 6(x - 4)$$

$$5x + 15 + 6x - 24$$

$$11x - 9$$

FOIL Method

F O

$$(2x + 3)(5x - 8)$$

I L

First: $(2x)(5x) = 10x^2$

Outer: $(2x)(-8) = -16x$

Inner: $(3)(5x) = 15x$

Last: $(3)(-8) = -24$

$$(2x + 3)(5x - 8)$$

$$= 10x^2 - 16x + 15x - 24$$

$$= 10x^2 - x - 24$$

Grid Method

$$(2x + 3)(5x - 8)$$

	$2x$	$+ 3$
$5x$	$10x^2$	$+ 15x$
$- 8$	$- 16x$	$- 24$

$$10x^2 + 15x - 16x - 24$$

$$= 10x^2 - x - 24$$

An Expression

$$4a + 7b$$

A Formula

$$A = \pi r^2$$

An Equation

$$4a + 12 = 60$$

An Identity

$$(a + b)^2 = a^2 + 2ab + b^2$$

Factorising Brackets

Common factor?

$$7x + 14$$

$$7(x + 2)$$

Common factor?

$$5ab - 20a$$

$$5a(b - 4)$$

Substitution

b = 9

$12b + 10 = 118$ $\frac{b}{3} = 3$ $-b = -9$ $3(b+1) = 30$
 $3b = 27$
 $\frac{2b}{3} = 6$
 $7b = 63$
 $\frac{b+11}{4} = 5$
 $3b - 4 = 23$ $b^2 = 81$ $b+15 = 24$
 $b-5 = 4$
 $b-20 = -11$

Solving Equations

$$6x - 5 = 7$$

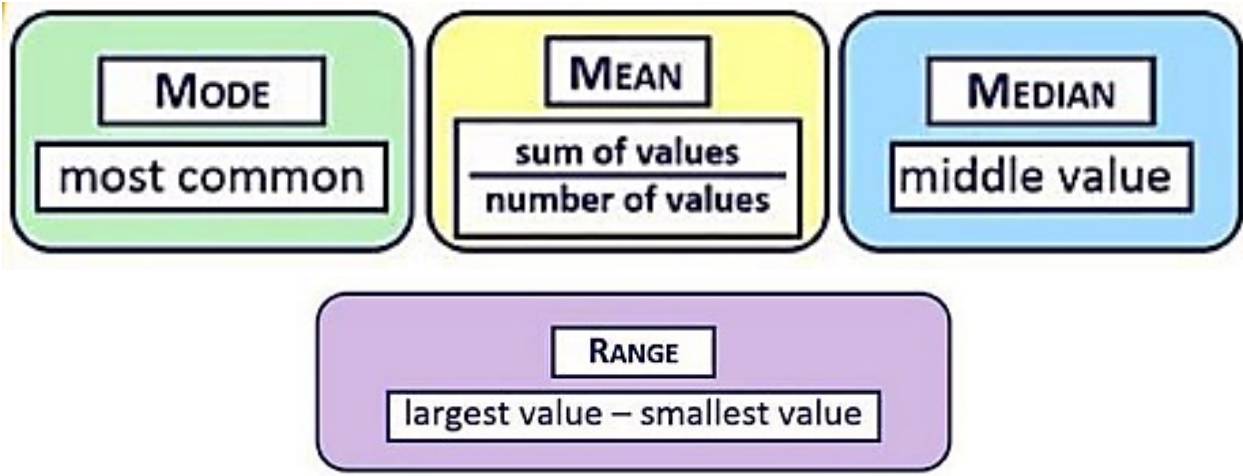
$$\boxed{+ 5} \qquad \boxed{+ 5}$$

$$6x = 12$$

$$\boxed{\div 6} \qquad \boxed{\div 6}$$

$$x = 2$$

Maths: Quick Reference: Statistics



<p>Mean</p> <p>7, 3, 4, 1, 7, 6</p> <p>Sum of numbers divided by the total numbers</p> <p>Mean = $(7+3+4+1+7+6)/6$ = $28/6 = 4.66$</p>	<p>Median</p> <p>7, 3, 4, 1, 7, 6</p> <p>Arrange in order and pick the middle value</p> <p>1, 3, <u>4</u>, <u>6</u>, 7, 7</p> <p>Median = $(4+6)/2 = 5$</p>
<p>Mode</p> <p>7, 3, 4, 1, 7, 6</p> <p>Most common number</p> <p><u>7</u> 3, 4, 1, <u>7</u> 6</p> <p>Mode = 7</p>	<p>Range</p> <p>7, 3, 4, 1, 7, 6</p> <p>Difference between highest and lowest</p> <p>Range = $7 - 1 = 6$</p>

Mean from the Frequency Table

Discrete Data Frequency Table

$$\text{Mean} = \frac{\text{Sum of (value} \times \text{frequency)}}{\text{Total frequency}}$$

Grouped Data Frequency Table

$$\text{Mean of grouped data} = \frac{\text{Sum of (interval midpoint} \times \text{frequency)}}{\text{Total frequency}}$$

Length (x cm)	Frequency	Midpoint	Midpoint × frequency
$0 < x \leq 10$	4	× 5	= 20
$10 < x \leq 20$	10	× 15	= 150
$20 < x \leq 30$	7	× 25	= 175
$30 < x \leq 40$	4	× 35	= 140
	25		485

estimated mean = $485 \div 25 = 19.4 \text{ cm}$

Simple Probability

$$\text{Probability} = \frac{\text{Favorable outcomes}}{\text{Total outcomes}}$$

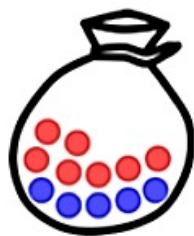
Example:

$$P(\text{red}) = \frac{7}{12}$$

← Number of red marbles
← Total number of marbles (sample space)

$$P(\text{blue}) = \frac{5}{12}$$

← Number of blue marbles
← Total number of marbles (sample space)



In words:	Impossible	Very unlikely	Unlikely	Even chances	Likely	Very likely	Certain
As decimal fractions:	0	0,2	0,4	0,5	0,6	0,8	1
As fractions:	0	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{1}{2}$	$\frac{3}{5}$	$\frac{4}{5}$	1
As percentages:	0%	20%	40%	50%	60%	80%	100%

Sample Space Diagrams

		Dice 1					
		1	2	3	4	5	6
Dice 2	1	2	3	4	5	6	7
	2	3	4	5	6	7	8
	3	4	5	6	7	8	9
	4	5	6	7	8	9	10
	5	6	7	8	9	10	11
	6	7	8	9	10	11	12
		Total Score					





Our students will:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

- Learn how to watch a film critically as a text
- How to analyse the content, structure and directorial choices and explain their effects.



Knowledge



'The Dark Knight'

'The Dark Knight' is a superhero film that follows Batman's fight against the Joker, a psychotic criminal mastermind who wants to plunge Gotham City into chaos. Batman teams up with police lieutenant James Gordon and district attorney Harvey Dent, who later becomes the disfigured vigilante Two-Face, to dismantle the organized crime that the Joker exploits. The film explores the themes of morality, justice and heroism in a dark and gritty setting.

Looking closely at this film allows us to explore how the sequence of events affects how we understand the story, whilst also our exploring our English department theme of 'heroes and villains'.



What makes the Joker a villain?
What makes Batman a hero?
Can you create character profiles for each one, outlining their personal traits and characteristics.

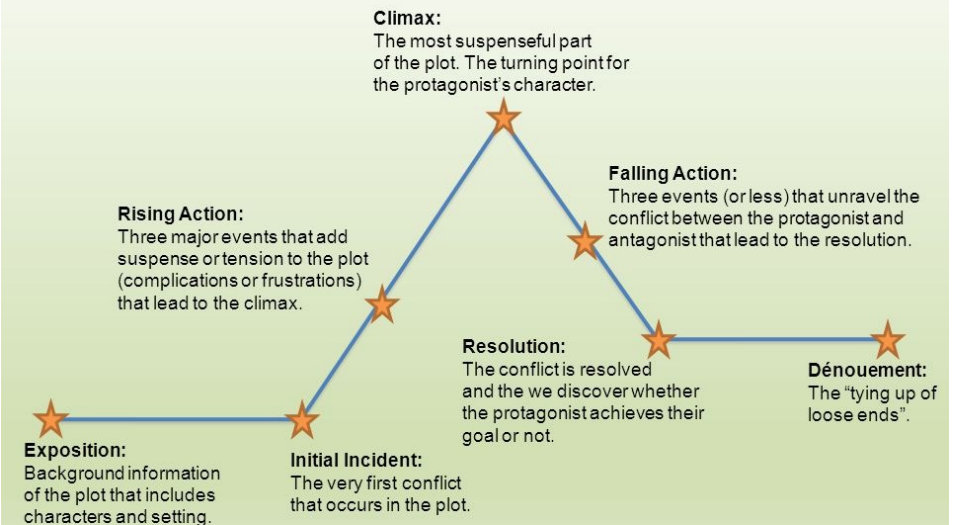


Freytag's Pyramid – The narrative arc

In 1863, inspired by his own work on novels and plays, the writer Gustav Freytag created 'Freytag's Pyramid', a diagram that breaks down the narrative arc (story journey) into distinct stages.

Writers, directors, educators and students have been using this diagram ever since to help make sense of how a story (either written or on film) is constructed.

FREYTAG'S PYRAMID



- Explore structural methods -Understand how structural features are used in different texts
- Be able to write effectively about structure.



Skills

Key Skill- Writing about structure

When we are writing about structure, think about how the text is built up- what happens at the **beginning**? In the **middle**? What happens at the **end**? Consider these questions:

What - **What** is the director showing us? What are they focusing on?

How - **How** have they used a structural method to do this? What quote shows this?

Why - **Why** is the writer doing this? What are they creating, suggesting or emphasising?

Skills Practice

What is your favourite superhero film? How is it structured? Using the questions and prompts in the **Key skill** box, write about how it is structured to entertain the audience.

Remember to think about **beginning**, **middle** and **end**. Why are the events arranged in this order? How do the events build the story?

Challenge Activities



Task 1 – Write a job description for Batman. What does his job as a superhero entail? You could structure your description as an advert for a replacement Batman...

Task 2: - Create a comic strip for the opening sequence of the film.

You can watch the whole 5 minutes here:
<https://www.youtube.com/watch?v=xLcHPsWK5xg>



Career Focus - Barrister



An English qualification helps you become a barrister by teaching you important skills for speaking, writing, and understanding complex information. As a barrister, you'll need to argue cases in court and explain legal concepts to judges and juries. An English qualification helps you communicate clearly and persuasively, which is crucial for presenting your arguments effectively.

Topic Links



This topic links to:

Media studies- Film as a text

PSHE- Morals and ethics

Additional Resources



To further practise and develop your knowledge see:
<https://www.bbc.co.uk/bitesize/guides/zq6vg82/revision/3>

Movie available at:
https://www.youtube.com/watch?v=4s9nP85eVhg&list=PLfyBzC5O_jwYoKWjF8qYWAR-xfooCCUFb



Vocabulary

You will be tested on five words per week.



Keyword	Definition
Structure	The way in which a text is organised and how its parts fit together.
Hero	A character who is admired for their courage, strength and/or noble qualities.
Villain	A character who opposes the hero with evil actions or motives.
Plot	The main sequence of events in a story.
Denotation	The literal meaning of a word, phrase or sentence.
Connotation	The idea or feeling that a word suggests or implies.
Protagonist	The leading character within a story.
Antagonist	A character that actively opposes or is hostile to the main character.
Chronological	The order in which a series of events takes place.
Juxtaposition	Two things placed closely together to show a comparison or contrast.
Simple Sentence	A sentence that contains a subject and a verb and only one idea.
Compound Sentence	Two simple sentences linked by a by a theme or ideas and connected by a coordinating conjunction (FANBOYS)
Complex Sentence	A sentence comprised of a simple sentence and a subordinate clause.

Keyword	Definition
Fragment Sentence	A sentence that is missing either its subject or verb.
Foreshadowing	A writer giving an advance hint or warning of what is to come later in a story.
Flashback	A scene in a novel or film that relives something that has happened in the past.
Triplcation	A trio of ideas, used for emphasis or to strengthen an argument.
Repetition	Words or phrases that are written multiple times for emphasis.
Anaphora	Repetition of a sequence of words at the beginning of successive phrases.
Epistrophe	Repetition of a sequence of words at the end of successive phrases.
Focus	The idea, image or perspective a writer is drawing attention to.
Shifts in Focus	Changes in ideas or perspective for effect.
Dialogue	Speech and conversations that move a text forwards.
Zoom in	When a writer narrows the focus and draws attention to one idea or image.
Zoom out	When a writer widens the focus and gives the reader more to 'see' in their mind's eye.



Our students will:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

The aims of the sequence of learning are to ensure that all students:

- Confidently use the scientific method to get valid results and be able to plan investigations
- Creatively apply skills and knowledge to solve a problem

Keyword	Definition
Prediction	What you think will happen and why.
Hypothesis	An idea that can be tested using experiments.
Independent Variable	The variable that you change.
Dependent Variable	The variable that you measure (your results)
Control Variables	The variables that could influence the results so are kept the same.
Hazard	Is something that can cause harm to someone.
Risk Assessment	Identifies hazards, the harm they can do and how to minimise the risks.
Method	Step by step instructions how to carry out practical.
Conclusion	An explanation of what you found out
Evaluation	When you consider the quality of the data and how the investigation could be improved.
Accurate	When the data is close to the true value.
Precise	When the repeated data is similar (close to the mean).
Reproducible	Same results obtained by different people.
Anomaly	A result that doesn't fit the pattern.
Prediction	What you think will happen and why.

Key Concepts

Laboratory Safety Rules

Safety is the number 1 priority when you are carrying out practical work in the science labs so there are some important safety rules to follow:

- Always wear eye protection during a practical.
- Carry out a practical while standing up.
- Do not eat or drink in the laboratory.
- Tie long hair back and tuck loose clothing in during practicals.
- If something is spilled or broken, tell the teacher.
- Ensure that the floor and work space is clear of obstacles.
- Light bunsen with splint on a safety flame.
- Stop immediately when asked to by the teacher.



What is STEM learning?

This year you will be carrying out project based learning that focuses on solving real life problems using Science, Technology, Engineering & Mathematics. You will develop important skills such as problem solving, creativity, team work, innovation, communication and digital literacy. STEM is expected to be one of the largest employers in the near future so this will help prepare you to be successful global citizens.

The Scientific Method

Step 1 - Observe and ask questions

When you ask a question about something that you observe: How, What, When, Who, Why, or Where?

Step 2 - Research

To help you find the best way to do things and ensure that you don't repeat mistakes from the past.

Step 3 - Construct a hypothesis

This a statement that you can test. Your evidence will allow you to either accept or reject the hypothesis.

Step 4 - Test the hypothesis

Plan experiments making sure you have clear independent, dependent and control variables. Then carry out experiment(s) to test the hypothesis and record data.

Step 5 - Analyse data and make conclusions

Organise data in ways to make it easier to understand (e.g. graphs) and check against hypothesis.

Step 6 - Share results

Results from experiments are shared with other scientists so they can evaluate the findings themselves.

Evaluating Data

The quality of any data should be evaluated before making any conclusions.

Term	Meaning
Precision	Measurements are in close agreement
Repeatable	Measurements are very similar when repeated by the same person or group, using the same equipment and method
Reproducible	Measurements are very similar when repeated by a different person or group, using different equipment and/or methods

Precision and repeatability can be seen easily from a table of results containing repeat measurements. If the repeat measurements are close together, the data is precise and repeatable.

Evaluation of the data should also consider **accuracy**. A measurement is accurate if it is close to the **true value**.

To ensure the data is as accurate as possible, work out the **best estimate** of the true value: Identify any **outliers** (anomalous results) in the data. These are results that are very different to the others. Find the **mean** of the remaining results. To find the mean add together the results and divide by the number of measurements.

Types of errors

Systematic – a problem with the method or equipment used. E.g. using a beaker to measure the volume of a liquid instead of a measuring cylinder. The effect cannot be reduced by taking repeat readings.

Random – whenever something is measured a random error is made. E.g. measuring with a ruler. The effect can be reduced by taking repeat readings.

Zero – caused by a piece of equipment not reading zero when it should. E.g. a balance. Either reset the piece of equipment or deduct the false reading from all measurements.

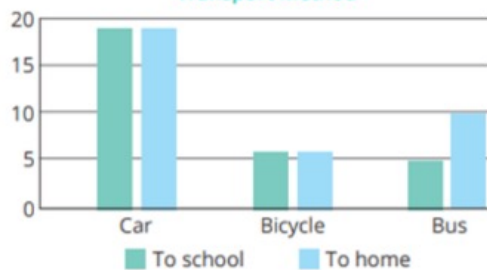
The aims of the sequence of learning are to ensure that all students:

- Confidently use the scientific method to get valid results and be able to plan investigations
- Creatively apply skills and knowledge to solve a problem

Displaying Data - Graphs

Bar graph – used with categorical data.

Transport Method



Scatter graph – used with continuous data.

Distance and Time

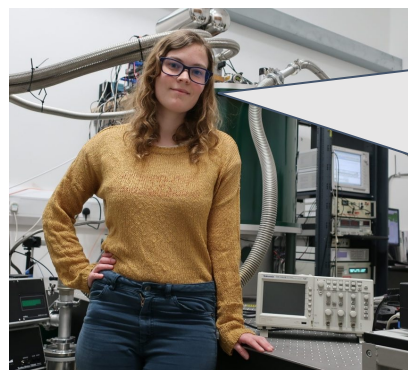


Retrieval Practice



Questions	Answers
What is a hypothesis?	A regular structure with no space between particles.
Name the 3 types of variables	The independent variable, dependent variable and control variables.
How is data usually displayed?	In tables and graphs (bar graph or scatter graph).
What is an anomalous result?	A result that doesn't fit the pattern of the other results.
How is the mean calculated?	Repeat values added together then divided by number of repeats.
What should a conclusion include?	A summary of whether your results do or do not support the hypothesis.
What should an evaluation include?	An assessment of how the experiment went and how to improve it
What are precise results?	When data is similar and close to the mean.
What are accurate results?	When the data is close to the true value.
What does STEM stand for?	Science, Technology, Engineering & Maths

Career Focus - Where could this take you?



I am a research scientist (physics). My job is mainly to plan experiments, conduct experiments and analyse results.
My main workplace is a laboratory where I can be part of a team researching a variety of areas such as astrophysics, nuclear physics, Quantum Gravity and much more.
To do a good job as a research scientist you need to have an inquisitive mind and enjoy planning and working on experiments.

Challenge Activities



1. Make flashcards for the definitions and retrieval practice questions.
2. Research the different types of research that different research scientists carry out. Which fields do you find the most interesting?
3. Construct a fact file about the scientific method.
4. Plan an experiment. Remember to include the hypothesis, variables, method and results table.
5. Produce a poster about the different types of errors that can occur during experiments and how to reduce their effect.
6. Find out more about research scientists and what they do. What qualifications would you need for this career? What is the average salary?

Topic Links



This topic links to all scientific topics such as

- Electricity
- Waves (sound and light)
- Life Diversity

We will also be practising how to

- Plan investigations
- Engineer solutions for real life problems using STEM

Additional Resources




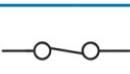

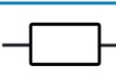





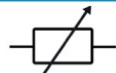
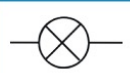

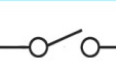

Educake - <https://www.educake.co.uk/>
BBC Bitesize - <https://www.bbc.co.uk/bitesize/topics/zsg6m39>
<https://www.bbc.co.uk/bitesize/topics/zsg6m39/articles/z4pjd3>
YouTube - <https://www.youtube.com/watch?v=yi0hwFDQTSQ>

The aims of the sequence of learning are to ensure that all students:

- Describe the key features of an electric circuit and static electricity
- Compare voltage, current and resistance in different circuits

Keyword	Definition
Electricity	The flow of charged particles
Static Electricity	The buildup of electrons (charged particles) on a material
Conductor	Substances that allow electricity to flow through them freely.
Insulator	Substances that do not allow electricity to flow through them.
Current	The flow of electrical charge
Electrons	Move through the circuit (current)
Potential difference (voltage)	The push of electrical charge
Series circuit	A circuit where the current flows through all the components
Parallel circuit	A circuit with branches so the current divides
Resistance	Slows down the flow of electricity
Ammeter	For measuring current (A)
Voltmeter	For measuring PD/Voltage (V)
Cell/Battery	Supplies energy to the circuit
Bulb	Part of a lamp that gives out light when electricity passes through it.
Fuse	A safety device that melts if current is too high and stops the electrical flow

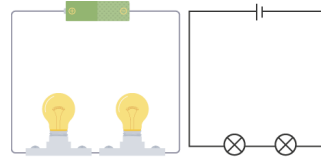
Circuit Symbols

cell		closed switch		fuse	
resistor		ammeter		LDR	
battery		voltmeter		LED	
variable resistor		bulb		thermistor	
open switch		diode			

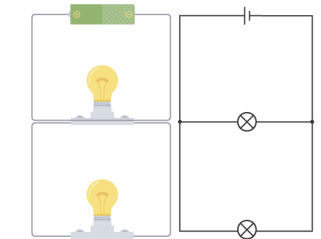
Series and Parallel Circuits

Electrical circuits can be connected in series or parallel.

Series Circuits
The current is the same in all parts of a series circuit. Resistance (R) increases when components, for example a lamp, are added to a circuit in series. Potential difference is shared between components in a series circuit.



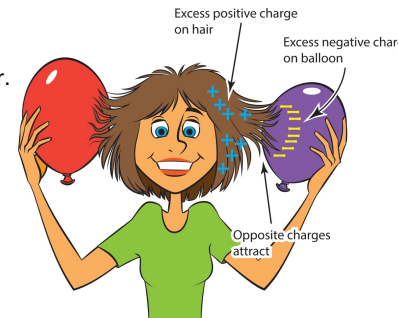
Parallel Circuits
A parallel circuit is way of connecting components on separate branches, so the current can take different routes around the circuit. Electrical circuits can be connected in parallel or in series. The current is different in different parts of a parallel circuit. The total resistance (R) in the circuit decreases when components are added in parallel. The potential difference is the same across all branches of a parallel circuit.



Static Electricity

Objects can become positively charged or negatively charged, usually because of friction between insulators. This is called static electricity.

Charged objects exert electrostatic forces on each other. These can be attractive forces or repulsive forces. Charged objects can attract neutral objects, due to the polarisation of charge.



Charge, Current and Resistance

Electric charge
Some particles carry an electric charge. In electric wires these particles are electrons. We get an electric current when these charged particles move from place to place.

Electric current
An electric current is a flow of charge, and in a wire this will be a flow of electrons. We need two things for an electric current to flow:
something to transfer energy to the electrons, such as a battery or power pack
a complete path for the electrons to flow through (an electric circuit)

Resistance
Resistance (R) is a measure of how difficult it is for current to flow. Resistance is measured in units called ohms (Ω). The amount of current flowing in a circuit is affected by the resistance of that circuit. Each component in a circuit has a resistance. Resistance can be calculated using the equation: Resistance = potential difference \div current

The aims of the sequence of learning are to ensure that all students:

- Describe the key features of an electric circuit and static electricity
- Compare voltage, current and resistance in different circuits

Retrieval Practice



Questions	Answers
What is electricity?	The flow of charged particles
What is a circuit?	A network of components connected by wires.
What is a circuit symbol?	A simple picture to represent a component.
What is an electrical conductor?	A material that allows electrical current to flow through it.
What is an electrical insulator?	A material that stops electrical current flowing through it
What is static electricity?	When opposite charged particles build up on materials (insulators)
What is current?	How much charge passes a certain point each second.
What is the symbol for current?	I (amps)
What is an ammeter?	The component that measures current in a circuit.
What is a series circuit?	A circuit made from only 1 loop.
What is a parallel circuit?	A circuit made from multiple loops and junctions
How does current behave in a series circuit?	It is the same throughout the circuit.
How does current behave in a parallel circuit?	It splits at junctions so is different in different loops.
What is resistance?	Measures how difficult it is for current to flow.
How does resistance behave in a series circuit?	Resistance increases as components are added to the series circuit.
How does resistance behave in a parallel circuit?	Resistance increases as components are added in parallel.

Career Focus - Where could this take you?



I am an electrician. I fit, service and repair electrical machines, wires and equipment. I have a good understanding of circuits and how electricity works, as well as being a good problem solver and skilled with my hands. I can work in homes and businesses as well as other locations such as streets and shopping centres.

There are several available career paths for electricians including apprenticeships and college courses. Career progression can lead onto designing, project management or running your own business.

Challenge Activities



1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mindmap for this topic. Remember to include keywords and the links between information.
3. Research series and parallel circuits and turn the information into a leaflet.
4. Research resistance in a circuit and how diodes work.
5. Find out more about electricians and what they do. What qualifications would you need for this career? What is the salary?
6. Construct a fact file about a famous historical scientist that helped us to understand more about electricity.

Topic Links



This topic links to other science topics such as:

- Energy
- Atoms

We will also be practising how to:

- Conduct investigations into series and parallel circuits
- Compare the results of different investigations

Additional Resources



To further practise and develop your knowledge see:

- Educake - <https://www.educake.co.uk/>
- BBC Bitesize – <https://www.bbc.co.uk/bitesize/guides/zgvq4qt/revison/1>
- YouTube Cognito - <https://www.youtube.com/watch?v=R3hdaLpq2AA>

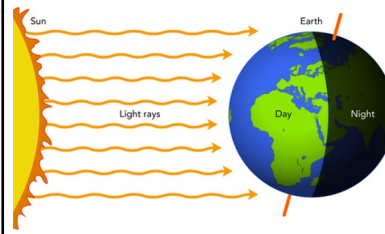
The learning outcomes for this topic are

- Describe how the position of the Earth causes day, night and seasons
- Explain the difference between mass and weight

Keyword	Definition
Earth	The planet on which we live.
Season	A part of the year marked by particular weather patterns (summer, spring, autumn and winter)
Attraction	When 2 or more things come together,
Rotation	AN object spinning on its axis.
Orbit	To move in a regular curved path around another object.
Axis	The imaginary line that the Earth spins on..
Star	A luminous body of gas.
Universe	All space and time and their contents.
Solar System	The sun, planets, and smaller objects such as comets that orbit around it,
Planet	A large rounded body that orbits a sun.
Satellite	A moon, planet or machine that orbits a planet or star.
Gravity	The force of attraction between all objects. The more mass and less distance an object has the greater its gravity.
Mass	The amount of matter there is. Kg
Weight	The force of gravity on an object. N

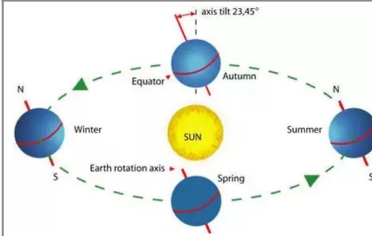
Key Concepts

Day and Night



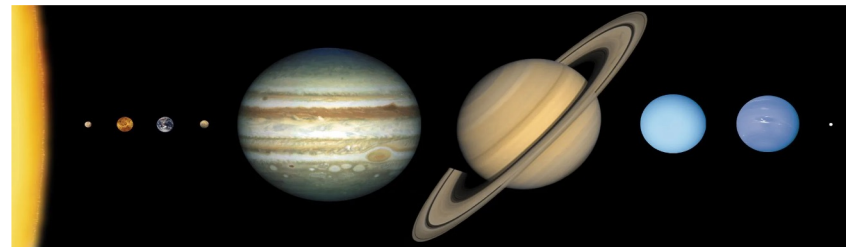
Earth rotates (spins) on its axis. It does a full rotation once every 24 hours. We spin into the light – day – and then back out again – night

Seasons



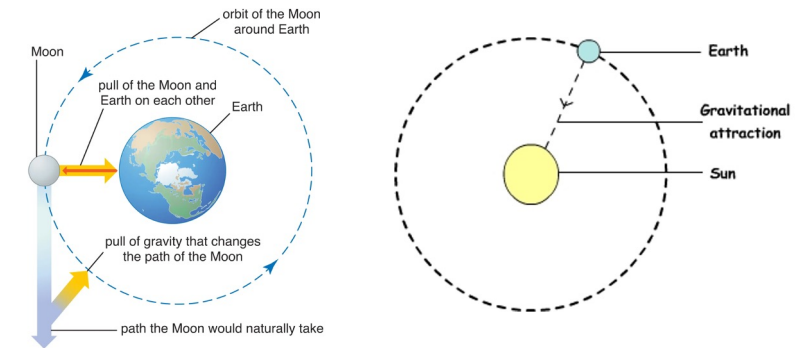
The Earth orbits the Sun once every 365 days. The Earth's axis is tipped over in space. In Britain we get different seasons because sometimes we are tilted towards the Sun and sometimes away.

The Solar System



Our solar system consists of our star, the Sun, and everything bound to it by gravity – the planets Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, and Neptune; dwarf planets such as Pluto; dozens of moons; and millions of asteroids, comets, and meteoroids.

Gravity



The planets are held in their orbits by the force of the Sun's gravity. The Moon is held in its orbit around the Earth by the Earth's gravity. The Sun's gravity also holds dwarf planets and asteroids in their orbits. Comets orbit the Sun too. The Sun's gravity pulls them in from beyond the orbit of Pluto. The closer they get to the Sun the stronger the force of gravity gets and the faster they go. Gravity always pulls things towards the centre of the mass. So on Earth it pulls us down to the centre of the Earth.

Weight and Mass

Mass is the amount of matter there is in something. It is measured in kilograms, kg. An object's mass the same everywhere in the universe.

Weight is the force of gravity on an object. All forces including weight are measured in Newtons, N. Gravity is not the same everywhere.

So, an object's weight depends on where in the universe it is. To work out the weight of an object we do some Maths. $\text{Weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$

The learning outcomes for this topic are

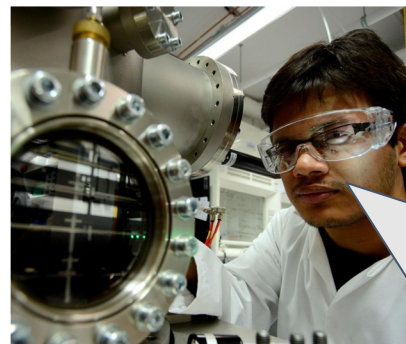
- Describe how the position of the Earth causes day, night and seasons
- Explain the difference between mass and weight

Retrieval Practice



Questions	Answers
Name the planets of the solar system.	Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune
Why do we get day and night?	The Earth spins on its axis over 24 hours.
Why do we get seasons?	The Earth's spin axis is tilted so at different points of the year it is either tilted toward or away from the sun.
How long does it take for the moon to orbit the Earth?	27 days
How long does it take for the Earth to orbit the sun?	365 days
What is the difference between an orbit and a rotation?	A rotation is the time it takes for an object to spin on its axis whereas an orbit is the time it takes for an object to circle or revolve around another object.
What is at the center of our solar system?	The sun
What is the big bang?	A physical theory that describes how the universe first came to exist.
What is gravity?	A force that pulls you to the center of the Earth.
What is mass?	The measure of how much matter there is in an object.
What is weight?	The measure of the size of the pull on the object. This is a force.
What is weight measured in?	Newtons (N)
How can you calculate weight?	Mass x Gravity

Career Focus - Where could this take you?



I am an aerospace engineer. My job is mainly to design, build and maintain planes spacecraft and satellites. My workplace can be a factory, an office or even an aircraft hangar. My day-to-day tasks can be very varied as I can be testing prototypes, collecting data, designing navigation systems, writing reports, or even researching ways to make aircraft more fuel efficient. To do a good job as an aerospace engineer you need to have good maths and science knowledge as well as be good at using computer systems.

Challenge Activities



1. Make flashcards for the definitions and retrieval practice questions.
2. Make a mindmap for this topic. Remember to include keywords and the links between information.
3. Research the planets in more detail. Produce a presentation or poster about your favourite planet.
4. Carry out some research into the origins of the Universe and the different theories that exist.
5. Find out more about aerospace engineers and what they do. What qualifications would you need for this career? What current research is being done? What is the salary?
6. Construct a fact file about a famous historical scientist that helped us to understand more about the planets and the universe.

Topic Links



This topic links to all scientific topics such as

- Energy
- Waves (sound and light)

We will also be practising how to

- Use equations
- Use descriptive words to compare planets

Additional Resources



Educake - <https://www.educake.co.uk/>
 BBC Bitesize - <https://www.bbc.co.uk/bitesize/guides/z8wx6sg/revision/1>
https://www.bbc.co.uk/bitesize/topics/z4brd2p/articles/z6xjd_p3
 Cognito - <https://www.youtube.com/watch?v=AgwSdQzN4H4>



Humanities

Our students will:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

- Describe the population distribution of the world
- Recall what the term life expectancy means and how it is changing and why?
- Explain the problems, might a country face if its population keeps rising or keeps falling

- Explain the UK's population
- Describe the world's rising population has an impact on Earth and on other species.

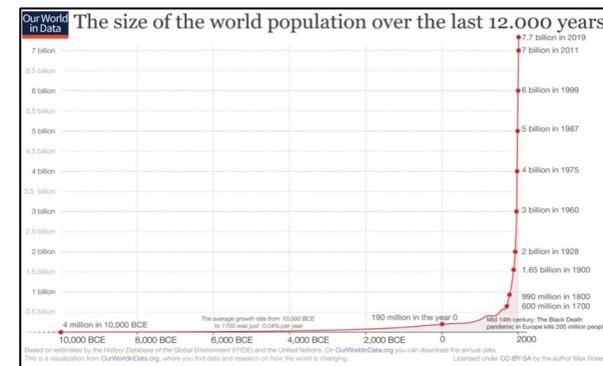
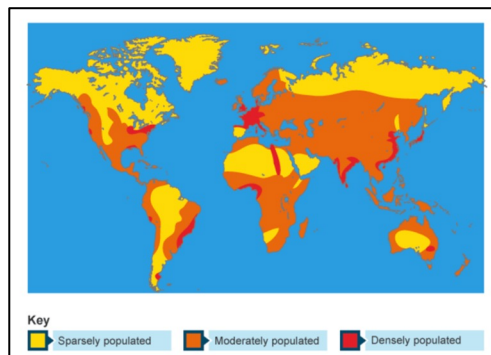
Year 8 Population

Keyword	Definition
Population	Word used to describe a group of people. Populations can exist at many scales,
Population Density:	How crowded or empty a place is (measured in people per square km)
Population Distribution:	The pattern of where people live.
Densely Populated	: A crowded area
Sparsely Populated	An empty area
Birth Rate	Is a measure of the number of healthy babies born each year per 1000 people in the population
Death Rate	The number of deaths per year per 1000 people in the population.
Population pyramid	A type of bar chart that shows the population structure (i.e. how many people, how old they are, what sex they are) of a country.
Life Expectancy	How many years a new baby can expect to live for on average
Fertility Rate	The average number of children per woman
Natural Increase	The number of births minus the number of deaths in a period

Key Concepts

Population density

refers to the number of people living in an area. It is worked out by dividing the number of people in an area by the size of the area. If there are few people living in an area this means that it is **sparsely populated**, while a **densely populated** area has many people living there.



Population changes

The world's population does not stay the same. During the 1st century AD, the world population was about 300,000 people. The current population is over 7 billion, and most of the growth has taken place within the last 100 years.

What causes population to change?

- births
- deaths
- migration

Overtime, as healthcare has improved, death rates have continued to fall. The introduction of vaccines has also helped to protect people from diseases.

- Describe the population distribution of the world
- Recall what the term life expectancy means and how it is changing and why?
- Explain the problems, might a country face if its population keeps rising or keeps falling

- Explain the UK's population
- Describe the world's rising population has an impact on Earth and on other species.

Year 8 Population

Key Concepts

Population Pyramids

Population structures are shown using population pyramids. A population structure refers to the number of males and females in each age group that are found within a specific place.

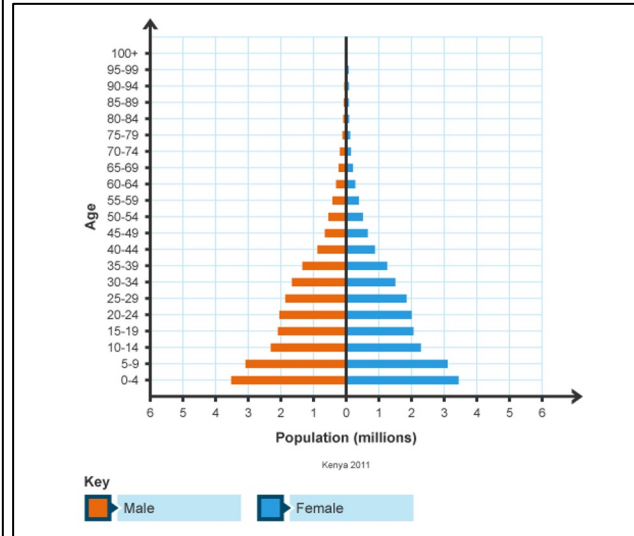
What does this mean?

A wide base means there are lots of young people and suggests a high birth rate.

A narrow base means a smaller proportion of young people, suggesting a low birth rate.

A thin middle, short pyramid means a smaller ageing population, suggesting that there is not a long-life expectancy.

While improvements in healthcare have historically lowered death rates, increased access to contraception has lowered birth rates.



Factors affecting population density

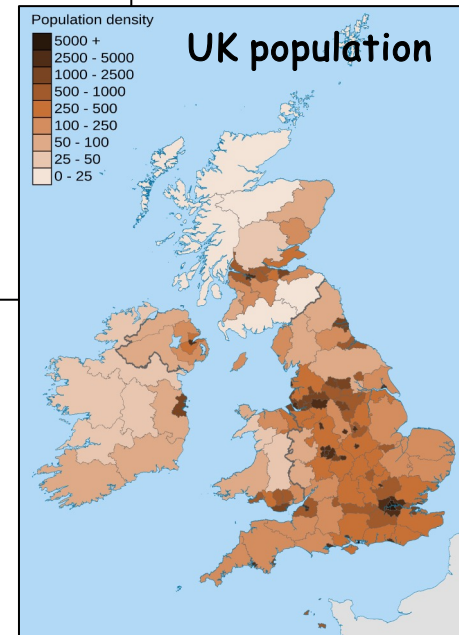
Factors that can lead to dense populations include:

- flat or gently sloping land
- mild climate
- good soils
- lowland
- water
- good transport and communication links, e.g. ports
- places to work
- resources, e.g. coal, oil

Factors that can lead to sparse populations include:

- steep slopes
- harsh climate - very hot or very cold
- dense forest
- dry conditions
- isolated areas with poor transport links
- few jobs
- lack of resources

Overpopulation means there are too many people living in a certain area, which can create environmental and social problems.



- Describe the population distribution of the world
- Recall what the term life expectancy means and how it is changing and why?
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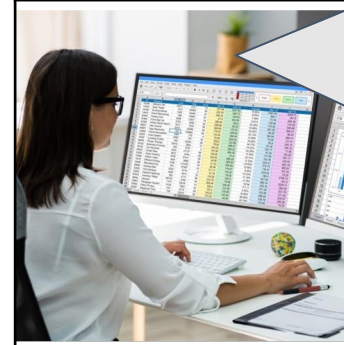
Year 8 Population

Retrieval Practice



Questions	Answers
What is Population?	A group of people
What is population density?	The number of people in a square kilometer
What is population distribution?	The pattern of where people live
What is a sparsely populated area?	An area with few people
What is a Densely populated area?	An area with lots of people
What is the fertility rate?	The average number of children per woman
What is the birth rate and death rate?	The number of people who are born and die each year per 1000 of the population
What is a population pyramid?	A graph which shows the population structure of a country
What is Life expectancy?	The average age people can expect to live to
What is natural Increase?	The number of births minus the number of deaths in a period of time

Career Focus -



I am a data analyst for the Office of National Statistic. I collect, organise and study data to provide a business insight into the data. My responsibilities are working in a small team to develop codes and processes to standardise and exploit key strategic external data for a wide variety business products. As part of my job, I link key administrative data and prepare data for use across the business using a wide range of statistical and analytical products.

Challenge Activities



- What affects the population distribution of the world?
- Why are there differences in the growth rate of the population of the world?
- How did the Industrial Revolution affect the UK's population?
- Suggest one way in which the UK's population structure is changing
- Many countries now have an ageing population. Describe how a country may try to encourage an increase in the birth rate.
- If the human population doubles in the next 50 years. What problems will this cause?

Topic Links



This topic links to other Humanities topics such as: Weather Hazards, Coastal landscapes, River landscapes, Tectonic landscapes, Resource Management, Economic development UK Africa, China, India, Middle East

Additional Resources





Key Concepts:



World – Countries and Oceans





The learning outcomes for this topic are:

- Who were the Tudors and how did they change England?
- To explain why Henry VII won the Battle of Bosworth and make a judgment on his reign.
- To identify what Catholics and Protestants believed and how they differ.
- To explain the reign of Henry VIII and why he is a significant figure in History.



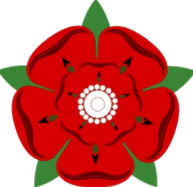
- To evaluate the impact of Henry VIII's break with Rome.
- To explore the religious changes Edward VI made to England.
- To consider what religious changes Mary I made to England and what type of Queen she was.
- To identify different interpretations about Mary I and reach a judgement on whether Queen Mary I was 'bloody' or 'misunderstood' using evidence

Keyword	Definition
Tudor	English royal family / dynasty which held the throne from Henry VII in 1485 until the death of Elizabeth I in 1603.
Monarch	A ruler such as a King, Queen or Emperor. - This word is complex in History and you will explore it thoroughly.
Reign	Time during which a Monarch rules.
Heir	A person who has legal claim to a title or throne when the person holding it dies.
Catholic (Roman)	Christian religious beliefs - the Pope is Head of the Church
Protestant	Also Christian; they separated from the Roman Catholic Church in the 16th century. Monarch is Head of the Church.
Significant	Something or someone who is important and remembered.
Divorce	Latin for 'to separate': To legally end a marriage.
Reformation	A religious movement in Europe in the 1500s where its leaders disagreed with the Roman Catholic Church.
Treason	The crime of betraying your country, particularly by attempting to kill or overthrow the Monarch.
Martyr	Someone who dies for their beliefs (often religious).
Bloody	To describe a person as 'bloody' means they are cruel and bloodthirsty. Describing a situation or event as bloody means it was violent and many people were killed.
Misunderstood	Fail to understand correctly or have the wrong impression of.
Judgement	To make a decision carefully, after studying and comparing all evidence that is available
Interpretation	In History this means different versions of the past


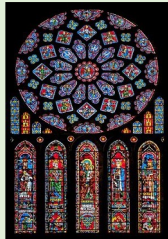
Key Concepts: Tudor Monarchs

Two families at war:



The House of York VS The House of Lancaster

Catholics:

Protestants:

Key Events between 1485 and 1558

The Battle of Bosworth:
Last significant battle of the War of the Roses, fought on 22 August 1485 between King Richard III (House of York) and Henry Tudor (House of Lancaster). Henry won the battle and the Tudor dynasty began

The Reformation:
In 1533 Henry VIII 'broke' from the Catholic Church and made himself Head of the Church of England (rather than the Pope, who was the head of the Catholic Church). Henry VIII did this as the Pope would not let him divorce his wife. As part of the reformation Henry VIII closed down the monasteries, often selling their belongings and land (*dissolution of the monasteries*).

Mary I's burning of Protestants:
During her 5 year reign, Mary I earned the nickname 'Bloody Mary' due to burning hundreds of Protestants at the stake for their religious beliefs.



Henry VII (1485 - 1509)

- Henry Tudor started the Tudor Dynasty after defeating Richard III.
- Married Elizabeth of York.
- Created the Tudor Rose.



Henry VIII (1509 - 1547)

- Had 6 wives and 3 children.
- Created the Church of England after his break from Rome.
- Had an expensive lifestyle.



Edward VI (1547 - 1553)

- Became King at the age of 9.
- Died aged 15, of Tuberculosis.
- His Uncle Edward Seymour and later John Dudley were his 'Lord Protector'.



Mary I (1553 – 1558)

- England's first female Monarch.
- Married Prince Philip of Spain.
- Killed about 300 Protestants for their religious beliefs.



Elizabeth I (1558 – 1603)

- Longest reigning Tudor Monarch.
 - Defeated the Spanish Armada in 1588.
 - Never Married.
- We will learn more about Elizabeth I next Half Term.*



The learning outcomes for this topic are:

- Who were the Tudors and how did they change England?
- To explain why Henry VII won the Battle of Bosworth and make a judgment on his reign.
- To identify what Catholics and Protestants believed and how they differ.
- To explain the reign of Henry VIII and why he is a significant figure in History.
- To evaluate the impact of Henry VIII's break with Rome.
- To explore the religious changes Edward VI made to England.
- To consider what religious changes Mary I made to England and what type of Queen she was.
- To identify different interpretations about Mary I and reach a judgement on whether Queen Mary I was 'bloody' or 'misunderstood' using evidence

Retrieval Practice:	
Questions:	Answers:
Who did Henry Tudor defeat at the Battle of Bosworth and what 'House' was he from?	Henry was from the House of Lancaster and defeated Richard II
What was the name of Henry VII's wife and his first-born son?	Married Elizabeth of York, their child was Henry VIII
Who was the founder of the Protestant Reformation and where was he from?	Martin Luther, from Germany
Tell me two differences between Catholics and Protestants in the 16 th Century:	Catholic bible was in Latin, Protestant in English and Catholic priests could not get married
What was the name of Henry VIII's first and second wives?	Catherine Parr and Catherine Howard
Tell me one reason Henry VIII broke from Rome:	So, he could divorce his wife
What did Edward VI do to the Catholic rebels?	Executed and hung them from the church doors as an example to others
What was the name of the '9-day Queen' and what happened to her?	Lady Jane Grey she was executed at the Tower of London
Tell me one way Mary I can be seen as 'bloody' and one way she can be seen as 'misunderstood'	Bloody – killed 300 protestants by burning them at the stake. Misunderstood – suffered from mental health illnesses
Who was the heir to the throne after Mary I and what religion was she?	Elizabeth and she was protestant



Career Focus - Where could this take you?

I am a Judge: My job is to uphold the law and see that justice is made. I act as a referee between disputing parties; analysing and interpreting all provided evidence to be able to reach a fair verdict and a sentence where necessary. I need to listen to all opinions and have a balanced view so that I can then make a final decision on whether someone is guilty or innocent.



Challenge Activities

1. Produce a FULL fact file about any of the Tudor Monarchs we have studied this Half Term. You should include information about their life and reign, historical facts and images.
2. Create a timeline of the whole Tudor period. You must detail all the events that happened during their reigns.
3. Imagine you are Martin Luther - the German Protestant Monk. Produce a leaflet to inform the people of England about the new ideas of Protestantism and why they may prefer to follow that as Christians in England during the 16th Century. – Use what you have learnt in lessons about the difference between Catholics and Protestants in the 16th Century.

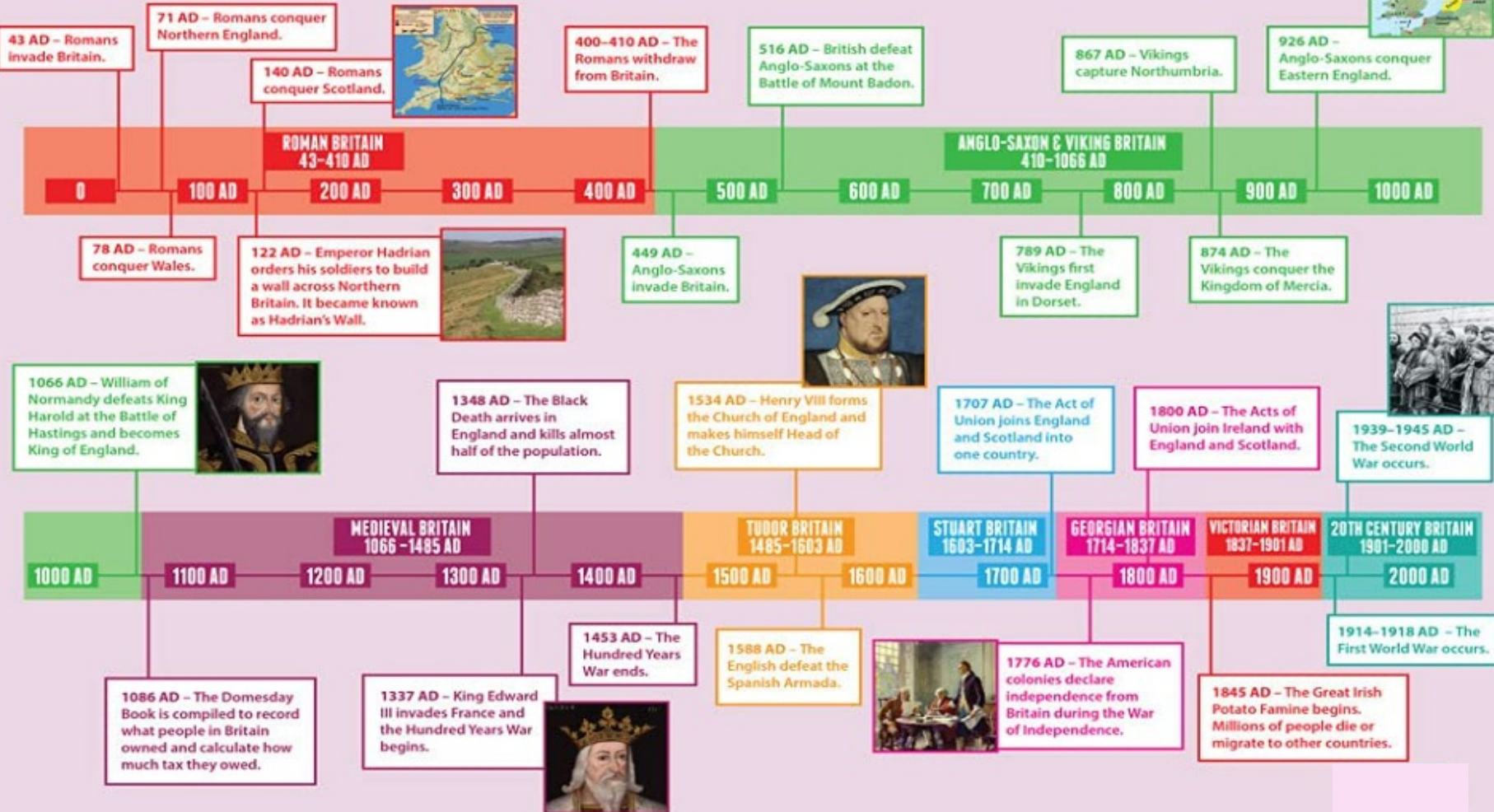
Topic Links	Additional Resources
This topic links to other humanities topics such as: <ul style="list-style-type: none"> • The makeup of the UK • Christianity • Elizabethan England We will also be practicing how to <ul style="list-style-type: none"> • Create a balanced argument 	The Tudors:  The Reformation: 



Key Concepts

TIMELINE 0-2000 AD


A timeline is a way to record important events and track when they happened.



The aims of the sequence of learning are to ensure that all students can:

- Explain who Guru Nanak is & his role & significance within the Sikhi community & know the term Sangat
- Analyse the significance of the Guru Granth Sahib & Know that the Guru Granth Sahib is the source of spiritual authority for Sikhs

- Explain why the phrase 'Waheguru' is an expression of devotion and why this is important in prayer
- Explain the Sikhi symbols & its significance
- Evaluate the Mul Mantar as the opening hymn in the Guru Granth Sahib and explain the Sikhi belief about the nature of God

Keyword	Definition 
Sangat	It is the community of people who come together to meet and worship within the Gurudwara in the presence of the Guru Granth Sahib, which is the Sikh holy book.
Guru Granth Sahib	The Guru Granth Sahib is the holy book for Sikhs. This is considered as the last and final Guru with Sikhism.
Spiritual	A feeling or a sense that there is something greater than myself. Something more to being human. Within Sikhism, spirituality is centred around the understanding of God and to eventually becoming one with God.
Mul Mantar	The Mul Mantar is the opening verse of the Guru Granth Sahib. This is important to Sikhs hence being the first words written in the Guru Granth Sahib. This was written by Guru Nanak giving a short description of what God is like (God's nature).
Devotion	When someone has a strong religious feeling. This means of being devoted to something such as showing strong love, affection or dedication.

Key Concepts

Guru Nanak



Guru Nanak – the founder of Sikhism.
Guru Nanak (1469-1539) was one of the greatest religious person who introduced new ideas and changes to the world.



Sikh Symbol
The Khanda

Nanak's religious ideas have been drawn from both Hindu and Islamic thought. Nanak was an original spiritual thinker and expressed his thoughts in writing great poetry that forms the basis of Sikh scripture which is within the holy book, the Guru Granth Sahib.

Little is known about the life of Nanak, but Sikh tradition has a much-loved set of stories or *Janam Sakhis* which relate various incidents from his life and include many of his important teachings.

Nanak was born about 40 miles from Lahore (now in Pakistan) in 1469. Sikh traditions teach that his birth and early years were marked with many events that demonstrated that God had marked him out for something special and was keeping an eye on him.

His family were Hindus, but Nanak soon showed an advanced interest in religion and studied Islam and Hinduism in detail. As a child he demonstrated great ability as a poet and philosopher.

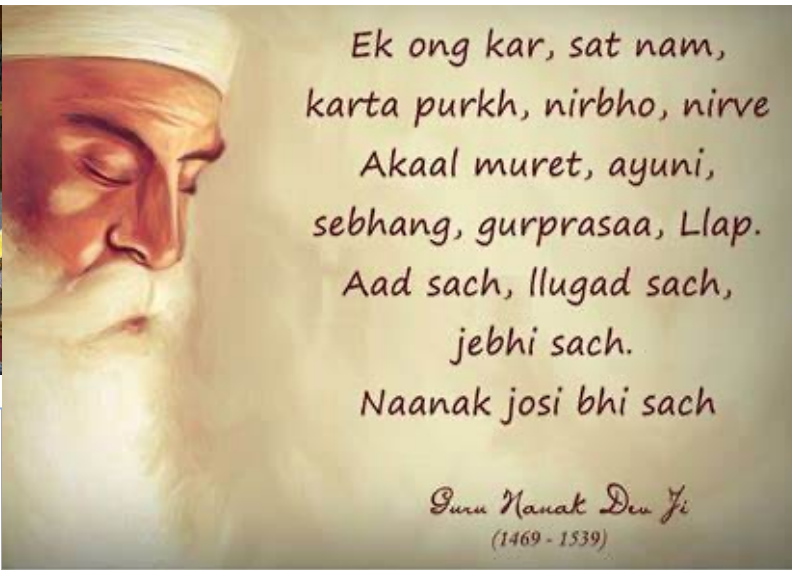
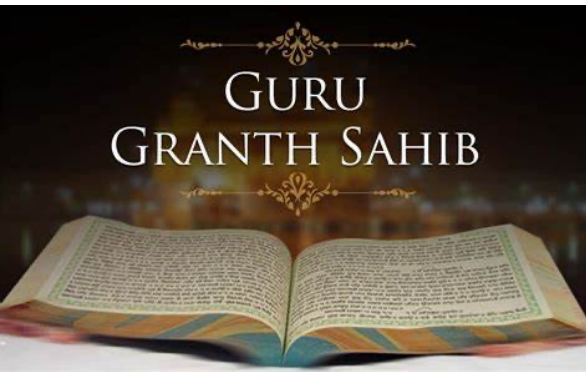
Sangat
As he travelled, he started to gather people together to sing hymns, worship and learn about the oneness of humanity and the one true God Waheguru. He referred to these groups as the **sangat**. Guru Nanak believed that being part of a community would help individuals become closer to Waheguru. Sikhs believe that the community is a vital part of their personal journey towards God.

- Explain who Guru Nanak is & his role & significance within the Sikhi community & know the term Sangat
- Analyse the significance of the Guru Granth Sahib & Know that the Guru Granth Sahib is the source of spiritual authority for Sikhs

- Explain why the phrase 'Waheguru' is an expression of devotion and why this is important in prayer
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Key Concepts



The Ik Onkar symbol is seen in many gurdwaras and Sikh homes to help focus Sikhs when praying and meditating.

The Guru Granth Sahib is not just the holy scripture of Sikhism. It is also considered as the living Guru. Before Guru Gobind Singh died, he declared that there would be no more human Gurus and that the Guru Granth Sahib would be the Eternal Guru.

- It contains the words spoken by the Gurus. This is known as Gurbani, which means 'from the Guru's mouth'.
- It is believed to be the word of God and is therefore has no mistakes.
- It is written in Gurmukhi. This is the script the Punjabi language is written in.
- It is placed in the prayer hall within the gurdwara. Any building that has a copy of the Guru Granth Sahib is considered a gurdwara.
- It is considered as the Living Guru, because the Gurmukhi scripture is considered the word of God and therefore treated with respect as a human might be.

The Mool Mantar is the Sikh statement of belief. It is the basis of the whole of Sikhism and contains the key beliefs about Waheguru. It is taught to all young Sikh children. The Mool Mantar is the most important text in Sikhism, which is reflected in the fact that it is the opening text of the Guru Granth Sahib.


The first line of the Mool Mantar is "Ik Onkar", which means "There is only one God". This symbolises the importance of the belief in the oneness of God and the oneness of humanity (the belief that everyone is equal).

The Mul Mantar

There is only one God	Ik onkar
Eternal truth is his name	Sat Nam
He is the creator	Kurtah Purakh
Without fear	Nir Bhau
Without hate	Nir Vair
Immortal without form	Akaal Moorat
Beyond birth and death	Ajoooni
Self-existent	Saibhang
By the Guru's grace	Gurprasaad

- Explain who Guru Nanak is & his role & significance within the Sikhi community & know the term Sangat
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Retrieval Practice 	
Questions	Answers
What are the group of people called who follow the religion of Sikhism?	The people who follow the religion of Sikhism are called Sikhs.
Who was the founder of Sikhism?	The founder of the religion of Sikhism is called Guru Nanak.
Where did Sikhism begin?	Sikhism began in the Punjab region in the late 15 th century, which now falls into the present-day states of India and Pakistan.
What is the opening word of the Guru Granth Sahib?	The opening of the Guru Granth Sahib begins with the word 'Ek Onkar'.
What is the Guru Granth Sahib?	The Guru Granth Sahib is the holy book within Sikhism. This book is considered as the final living Guru on earth.
Name the symbol of Sikhism.	The symbol of Sikhism is called the Khanda.
What language is the Guru Granth Sahib written in?	The language written within the Guru Granth Sahib is called Gurmukhi.
Define the word Gurudwara.	The Gurudwara is the Sikh place of worship where the holy book , the Guru Granth Sahib is placed.

Career Focus - Where could this take you?



I work with The Royal Bank of Scotland. At RBS, we're given three workdays a year to do voluntary work on local community projects Such as teaching asylum seekers and refugees about how to write a CV and giving them the confidence to make a presentation and have a successful job interview. I work with a lot of people with different ethnicities.

Challenge Activities

- Explain in detail why the Guru Granth Sahib is important to Sikhs?
- Create a poster on the gurudwara and label the key points – explain each in detail – why is it important?
- Create a short story on the life of Guru Nanak.
- Create a leaflet for someone to explain the key beliefs of Sikhism.
- Research the history of the Sikhs.
- Draw the Sikh symbol (the khanda) and explain the importance and the beliefs behind it.

Topic Links

This topic links to other topics such as:

- Sikhi Practices
- Buddhism
- Hinduism

We will also be practising how to

- Argue a point and practise our Voice 21
- Participate in debates
- Write PEE sentences/how to answer exam questions

Additional Resources







To further practise and develop your knowledge see:





Key Concepts

SIX WORLD RELIGIONS (spellings vary)

Religion name	Follower	SYMBOL	NAME OF GOD/GODS	COUNTRY OF ORIGIN	FOUNDER /MESSENGER	HOLY BOOK/S	PLACE OF WORSHIP	MAIN FESTIVALS	Denominations /schools/type/	Followers in the UK (approx.)	Followers in the world (approx.)
BUDDHISM	Buddhist	 Dharmachakra	none	India (Today in Nepal)	Siddhartha Gotama (The Buddha)	Tripitaka	Temple Shrine room Vihara	Wesak Dharma day	Theravada Mahayana Zen Triratna Pure Land	98,000	376 million
HINDUISM	Hindu	 Om/Aum	Brahman (Shiva Vishnu Brahma)	Indus Valley	none	Vedas Bhagavad Gita Mahabharata	Mandir Temple	Holi Diwali		272,000	1 billion
CHRISTIANITY	Christian	 Cross	God	Palestine Israel	Jesus of Nazareth	Bible	Church Cathedral	Easter Christmas	Catholic Eastern Orthodox Church of England Baptist Quaker	30 million	2.2 billion
JUDAISM	Jew	 Star of David	G_d	Israel	Abraham	Torah Tenakh	Synagogue	Rosh Hashanah Pesach Yom Kippur	Hasidic Orthodox Reform Liberal	214,000	14 million
SIKHISM	Sikh	 The Khanda	God Waheguru	Punjab, India	Guru Nanak The ten Gurus	Guru Granth Sahib	Gurdwara	Vaisakhi Diwali	Sahajdhari Amritdhari	239,000	23 million
ISLAM	Muslim	 Five pointed star & crescent moon	Allah (God)	Saudi Arabia	Muhammad (pbuh)	Quran	Mosque	Eid-ul-Fitr Eid-ul-Adha	Sunni Shi'a Sufi	1,278,000	1.6 billion

Theist = Someone that believes in God

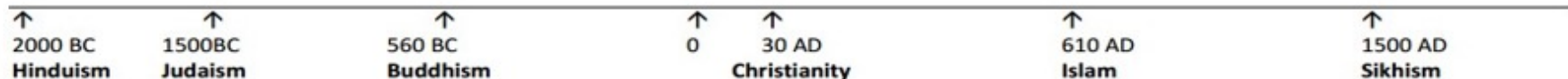
Atheist = Someone that doesn't believe in God

Agnostic = Someone that is not sure about the existence of God

Monotheist = Someone that believes in one God

Polytheist = Someone that believes in many gods

Timeline of religions (all dates approximate)

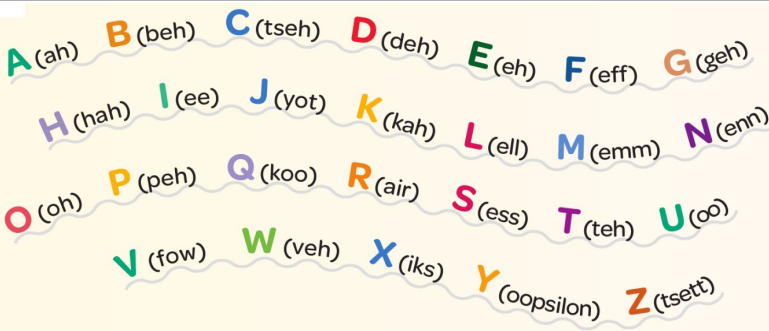


























































































Our students will:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

- Meet and greet in German.
- Count to 31
- Give dates in German.
- Pronounce key phonics sounds.
- Ask and answer simple questions in German.
- Give their name age and birthday

Keyword	Definition
Hallo! Guten Tag	Hello!
Wie geht's?	How are you?
Es geht mir gut danke	I'm fine thank you
Wie heißt du?	What are you called?
Ich heiße <u>Clara</u>	I'm called <u>Clara</u>
Wie alt bist du?	How old are you?
Ich bin <u>zwölf</u> Jahre alt	I'm <u>12</u> years old
Wann hast du Geburtstag?	When is your birthday?
Ich habe am vierten Juli Geburtstag.	My birthday is on the 4th July.
Wo wohnst du?	Where do you live?
Ich wohne in Huddersfield.	I live in Huddersfield
Ich bin sehr freundlich und kreativ.	I am very friendly and creative

Key Concepts																																																																															
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- Meet and greet in German
- Count to 31
- Give dates in German
- Pronounce key phonics sounds
- Ask and answer simple questions in German
- Give their name age and birthday

Retrieval Practice

Questions	Answers
Hallo! Guten Tag	Hallo! Guten Tag!
Wie geht's?	Gut, danke ! ✓ Nicht so gut! ✗
Wie heißt du?	Ich heiße Clara .
Wie schreibt man das?	tseh- el-ah-air-ah
Wie alt bist du?	Ich bin zwölf Jahre alt.
Wann hast du Geburtstag?	Mein Geburtstag ist am neunten November . Ich habe am neunten November Geburtstag.
Welchen Tag haben wir?	Heute ist Dienstag .
Was hast du in deiner Tasche?	Ich habe einen Bleistift, einen Radiergummi und ein Lineal
Hast du ein Handy?	Ja, ich habe ein Handy . Nein, Ich habe kein Handy .
Welche Farbe ist das?	Das ist blau .
Auf Wiedersehen.	Tschüss

Career Focus - Where could this take you?



I am a travel agent. I book holidays for my clients. Having language skills means I can get my clients the best deals by communicating directly with tour operators around the world. I also use my excellent communication skills and understanding of how to build relationships with people from all cultures.

Challenge Activities

1. Make flashcards for the questions and answers.
2. Use Sentence builders to practise numbers, days, months and key phonic sounds.
3. Research a famous German person. Make a factfile. What do they do? Where do they live? Why are they famous?
4. What do you know about German? Present your knowledge in a creative way.

Topic Links Additional Resources

<p>This topic links to other German topics such as</p> <ul style="list-style-type: none"> • Introducing yourself and family. <p>This topic also links to :</p> <ul style="list-style-type: none"> • Numeracy • Geography • Literacy 	<p>To further practise and develop your knowledge see:</p> <ul style="list-style-type: none"> • Languagenut - Use your username and password. www.sentencebuilders.com • Active Learn - You will be given your username and password by your teacher..
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The aims of the sequence of learning are to ensure that all students can:

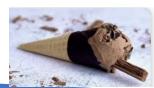
- Recognise and name countries in French.
- Talk about holidays in the past.
- Use the past tense of avoir and être verbs
- Use negatives in the past tense
- Ask and answer questions in 2 tenses.
- Use the present and past tense together.

Keyword	Definition
Où habites-tu?	Where do you live?
J'habite à Huddersfield en Angleterre .	I live in Huddersfield in England .
Où passes-tu tes vacances?	Where do you spend the holidays?
Je passe mes vacances.....	I spend my holidays.....
Que fais-tu pendant les vacances?	What do you do during the holidays?
Je vais en France / à Blackpool	I go to France / to Blackpool .
Tu as passé des bonnes vacances?	Did you have a good holiday?
L'année dernière je suis allé à Norfolk / en Espagne .	Last year I went to Norfolk / to Spain .
Qu'est-ce que tu as fait?	What did you do?
Tu es allé avec qui?	With whom did you go?
Je suis allé avec ma famille .	I went with my family .
Tu as voyagé comment?	How did you travel?
J'ai voyagé en avion .	I travelled by plane .
C'était comment?	What was it like?
C'était assez bien .	It was quite good .


Key Concepts	
Grammar – Present Tense	
Normalement, pendant les vacances....	je vais en colo à la campagne - I go to a holiday camp in the countryside je voyage en car - I travel by coach je nage dans la piscine - I swim in the pool je fais du sport - I do sport
Normally during the holidays...	je mange des hamburger-frites - I eat burgers and chips
Past Tense	

Qu'est-ce que tu as fait pendant les vacances?
What did you do during the holidays?

j'ai joué au tennis - I played tennis 

j'ai mangé des glaces - I ate ice creams 

j'ai retrouvé mes amis - I met up with my friends


j'ai écouté de la musique - I listened to music 

j'ai acheté des baskets - I bought some trainers

j'ai regardé des clips vidéo - I watched video clips

j'ai nagé dans la mer - I swam in the sea

j'ai traîné à la maison - I hung around the house

j'ai visité un parc d'attractions - I visited a theme park 

j'ai bu un coca au café - I drank a cola in the café





j'ai pris beaucoup de photos - I took lots of photos

j'ai vu un spectacle - I saw a show

j'ai fait une balade en bateau - I went on a boat ride

j'ai vu mes personnages préférés - I saw my favourite characters

j'ai fait tous les manèges - I went on all the rides

Phonics and Vocabulary		
 é - ay		
écouté 	éléphant 	équipe 

Quel désastre! – Describing what went wrong	
j'ai oublié mon passsport	I forgot my passport
j'ai cassé mon portable	I broke my phone
j'ai perdu mon porte-monnaie	I lost my purse
j'ai choisi le poisson	I chose the fish
j'ai beaucoup vomi	I vomited a lot
je suis tombé(e) sur la plage	I fell over on the beach
je suis resté(e) au lit	I stayed in bed
on a raté l'avion	we missed the plane
on est arrivés en retard	we arrived late
je n'ai pas acheté de souvenirs	I didn't buy any souvenirs
je n'ai pas pris de photos	I didn't take any photos
je ne suis pas sorti(e)	I didn't go out
Quel désastre!	What a disaster!
Quelle horreur!	How horrible!



The aims of the sequence of learning are to ensure that all students can:

- Recognise and name countries in French.
- Talk about holidays in the past.
- Use the past tense of avoir and être verbs
- Use negatives in the past tense
- Ask and answer questions in 2 tenses.
- Use the present and past tense together.

Retrieval Practice



Questions	Answers
Où habites-tu?	J'habite à Huddersfield en Angleterre.
Où passes-tu tes vacances?	Je passe mes vacances au bord de la mer.
Que fais-tu pendant les vacances?	Je vais en France / à Blackpool
Tu as passé des bonnes vacances?	Oui j'ai passé des bonnes vacances. ✓ Non j'ai passé des vacances terribles! ✗
Où es-tu allé?	L'année dernière je suis allé(e) à Norfolk
Qu'est-ce que tu as fait?	J'ai retrouvé mes amis et j'ai mangé une glace au chocolat. Miam Miam.
Tu es allé avec qui?	J'y suis allé(e) avec ma mère et ma sœur.
Tu as voyagé comment?	J'ai voyagé en taxi et en avion. C'était assez ennuyeux.
C'était comment?	😍 À mon avis, c'était formidable. J'adore les vacances. 😞 C'était terrible car j'ai perdu mon passeport. Quelle horreur!

Career Focus - Where could this take you?



I am a tour guide. We meet people from all over the world, so it is very important that I can speak a language. It doesn't matter which language I speak, because learning a language helps me to understand the different cultures of countries around the world.

Challenge Activities



- 1) Research a French holiday destination. What is there to do there? What is it famous for?
- 2) Find out about where the most popular holiday destinations are in France. How long are their holidays?
- 3) Complete the activities on www.sentencebuilders.com
- 4) Design a postcard from a famous French-speaking holiday destination. Write few sentences in French to say where you are, what you have been doing and your opinion about your holiday.

Topic Links



- This topic links to:
- Food and drink.
 - Birthdays and special occasions.
 - Where I live.

Additional Resources



- To further practise and develop your knowledge see:
- Sentencebuilders.com
 - Active learn.
 - Watch this short video [here](#)

avoir (to have)

j'ai I have
 tu as you (sing) have
 il/elle/on a he/she has /we have
 nous avons we have
 vous avez you (plural/polite) have
 ils/elles ont they have (m/f)

être (to be)

je suis I am
 tu es you (sing) are
 il/elle/on est he/she is /we are
 nous sommes we are
 vous êtes you (plural/polite) are
 ils/elles sont they are (m/f)



Les quatre saisons

Le printemps spring
 l'été summer
 l'automne autumn
 L'hiver winter

janvier
 février
 mars
 avril
 mai
 juin
 juillet
 août
 septembre
 octobre
 novembre
 décembre

The perfect (past) tense

Use this tense to talk about what you did or have done

1. j'ai or je suis c'était = it was
2. Past participle
 Hier, j'ai bavardé avec mon meilleur ami sur mon portable. Après, j'ai bu un thé. C'était relaxant.



Past participles

1. -er verbs → remove er + é = regarder → regard- → regardé
2. -ir verbs → remove ir + i = vomir → vom- → vomé
3. -re verbs → remove re + u = perdre → perd- → perdu

Negatives in the perfect tense

Put **ne...pas** around the part of **avoir** or **être**

Remember **ne** shortens to **n'** before a vowel.

Je **n'ai pas** regardé la télé
 Je **ne suis pas** allé(e) en vacances

Saying "to" or "in" with countries

- Most countries are **feminine**: **en** Tunisie; **en** France; **en** Australie
- A few countries are **masculine**: **au** Canada; **au** Maroc
- A small number of countries are **plural**: **aux** États-Unis
- With **islands** use **à** Vanuatu

Key Verbs

avoir = to have
 être = to be



Key irregular verbs in the past tense

J'ai bu = I drank
 J'ai fait = I did
 J'ai vu = I saw
 J'ai pris = I took
 Je suis allé(e) = I went

The near future tense

Use this to talk about what you are going to do.

aller + infinitive

Je vais nous allons
 Tu vas vous allez
 Il/elle va ils/elles vont



Negative expressions

ne...pas = not
 ne...jamais = never
 ne...rien = nothing
 *ne shortens to n' in front of a vowel

Possessive adjectives

mon/ma/mes = my
 ton/ta/tes = your
 son/sa/ses = his/hers

The comparative

Use the comparative to compare two or more things

- plus + adjective + que = more ... than ...
- moins + adjective + que = less... than ...

Le ski est plus amusant que le cyclisme
 Skiing is more fun than cycling

• The adjective must agree with (match) the first noun
 La voile est plus fatigante que le tennis
 Sailing is more tiring than tennis

- With plural nouns use **sont** (are) and not **est** (is)

Present tense

d'habitude = usually
 normalement = normally

Present tense

d'habitude = usually
 normalement = normally

Narrative words

d'abord firstly
 puis then
 ensuite next
 après afterwards
 finalement finally

Intensifiers

assez quite
 très very
 trop too
 un peu a little/bit
 complètement completely
 vraiment really

Connectives

et and
 aussi also
 ou or
 mais but
 avec with

Use the QR codes to revise key vocabulary



The year



-er past tense



Irregular past



Questions



Key verbs



Our students will:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.


- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.



The aims of the sequence of learning are to ensure that all students are:

- Demonstrating an understanding of the day of the dead festival.
- Applying techniques to develop drawing skills.

- Experimenting with block printing techniques
- Producing a personal response.

Keyword	Definition 
Muertos	Spanish for 'dead'
Dia	Spanish for 'day'
Festival	a day or period of celebration, typically for religious reasons
Symbol	a thing that represents or stands for something else, especially a material object representing something abstract.
Printmaking	the activity or occupation of making pictures or designs by printing them from specially prepared plates or blocks.
Tone	the relative lightness or darkness of a colour
Colour	an element consisting of hues, of which there are three properties: hue, chroma or intensity, and value
Composition	Arrangement of elements within a work of art
Personal Response	Creating your own piece of artwork in response to a theme/artists/style

Key Concepts



The Day of the Dead (Spanish: *Día de Muertos*) is a Mexican holiday celebrated throughout Mexico, and by people of Mexican heritage elsewhere. The multi-day holiday involves family and friends gathering to pray for and remember friends and family members who have died, and helping support their spiritual journey. In Mexican culture, death is viewed as a natural part of the human cycle. Mexicans view it not as a day of sadness but as a day of celebration because their loved ones awaken and celebrate with them

It is colourful, bright and cheery but with a theme of skulls and skeletons. The shapes, colours, forms and patterns of the Day of Dead provide us with lots of inspiration to make our textile art.



Scan the QR Code to take you to the National Geographic websites Top 10 things to know about the Day of the Dead.



- Describe the day of the dead festival
- Produce and refine new ideas



Retrieval Practice	
Questions	Answers
When is the day of the dead?	A Mexican holiday traditionally celebrated on November 1st and 2 nd .
What are calaca and calavera?	These are representations of a human skeleton and skull
What is tone?	Tone refers to how light or dark something is. Tones could refer to black, white and the grey tones between. It could refer to how light or dark a colour appears.
What is block colour?	A colour in a single tone, with no variation
What is a block print?	This is the process of carving patterns, shapes and designs into a 'block'. The 'block' could be made of wood, lino, metal or polystyrene
What is composition?	This is the arrangement of elements within a work of art

Career Focus - Where could this take you?



I am a **graphic novelist** so I get to spend my day creating new ideas and stories before bringing them to life with my illustrations and storyboards.

Challenge Activities



Scan the QR Code and watch the video about how the film Coco has honoured the day of the dead celebration. Once you have watched the video make a list of the main aspects of the day of the dead celebration and put into your own words how Coco has portrayed the celebration.



SCAN ME

Topic Links



This topic links to:

- MFL – cultural holidays and celebrations
- RE – cultural holidays and celebrations

Additional Resources



To further practise and develop you knowledge see:

the QR Code to take you to a video from The British Museum about the Day of the Dead celebration.



SCAN ME

- The aims of the sequence of learning are to ensure that all students:
- Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience'
 - Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources

- Demonstrate knowledge of digital design using MS Publisher by using a range of tools and features to create a set of customised Top Trump cards
- Apply knowledge from this unit to accurately describe some keywords

Keyword	Definition
Audience	The primary group of people that something is aimed at appealing to
Theme	The particular subject or idea on which the style of something is based on
Statistics	The collection, organisation, analysis, interpretation, and presentation of data
Reliable Source	Sources have links to verifiable and current evidence, usually written by an expert in the subject
Professional Design	A design that aims to replicate the design of something that has been created by a professional
Template	Pre-made designs and documents that have the editing flexibility to be customised
Mail Merge	A feature which lets you combine a document with a data file to create a new personalised document for each record on the data file
Transparent Image	An image that has no background colour

Key Concepts

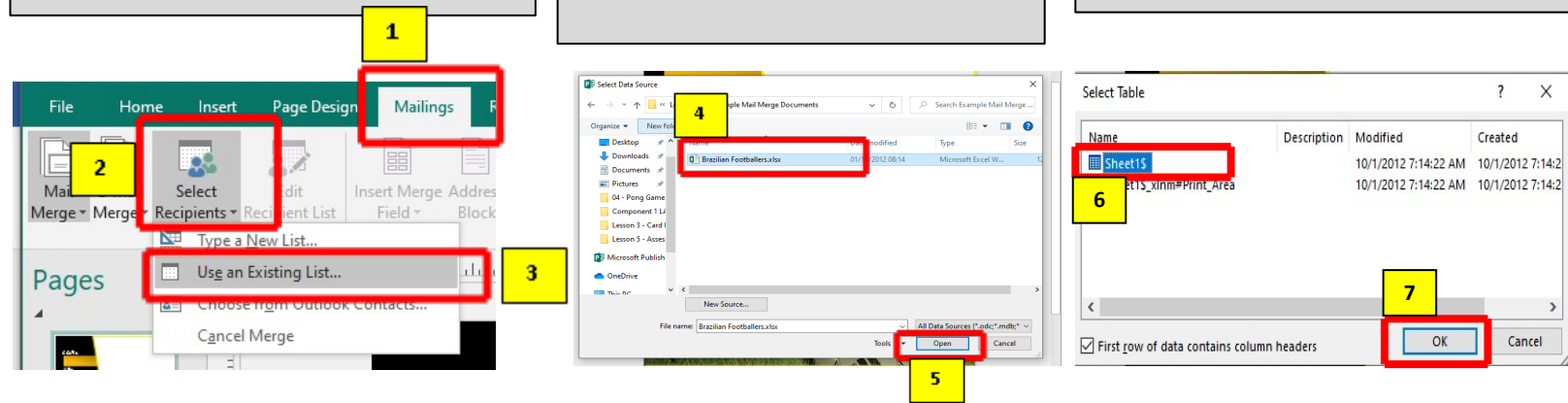
Students will be expected to create a customised set of Top Trumps cards by following design processes inspired by industry experts.

The tasks include collating data from several reliable sources, designing the card layout and using the Mail Merge feature to create each individual card

1. Click the 'Mailings' Tab menu > Select Recipients > Use an Existing List

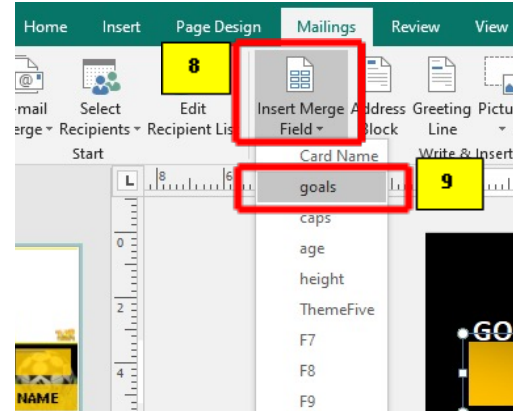
2. Find your Stats Spreadsheet document and then press the 'Open' button

3. Click on the first table option and then press the 'OK' button



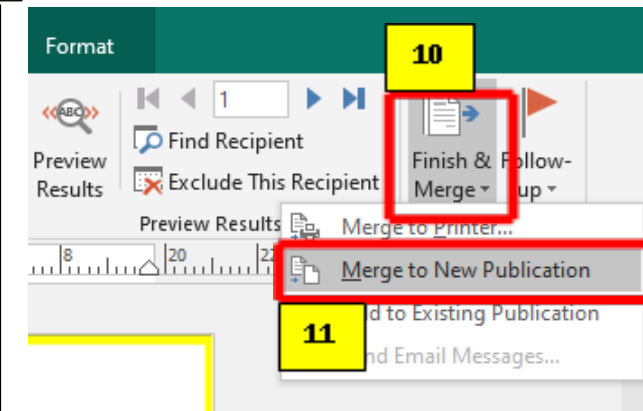
This block contains three screenshots illustrating the initial steps of the mail merge process in Microsoft Publisher.
 - The first screenshot shows the 'Mailings' tab selected in the ribbon, with the 'Select Recipients' dropdown menu open and 'Use an Existing List...' highlighted. A yellow box with the number '1' is placed over the 'Mailings' tab, and another yellow box with '2' is over the 'Select Recipients' dropdown.
 - The second screenshot shows the 'Select Data Source' dialog box with 'Brazilian Footballers.xlsx' selected in the file list. A yellow box with the number '4' is over the dialog title, and another yellow box with '3' is over the 'Open' button.
 - The third screenshot shows the 'Select Table' dialog box with 'Sheet1\$' selected in the table list. A yellow box with the number '6' is over the table name, and another yellow box with '7' is over the 'OK' button.

4. Click on the 'Insert Merged Field' button and select the stat name which you want to put inside the Stat 1 box (e.g. Goals stat box)



This screenshot shows the 'Mailings' tab in MS Publisher. The 'Insert Merged Field' button is highlighted with a red box and a yellow box with the number '8'. Below it, a list of fields is shown, with 'goals' selected and highlighted with a red box and a yellow box with the number '9'.

5. Now click on the 'Finish & Merge' button (on the 'Mailings' tab) and then select 'Merge to New Publication' option



This screenshot shows the 'Mailings' tab in MS Publisher. The 'Finish & Merge' button is highlighted with a red box and a yellow box with the number '10'. A dropdown menu is open, and the 'Merge to New Publication' option is highlighted with a red box and a yellow box with the number '11'.



The aims of the sequence of learning are to ensure that all students:

- Demonstrate knowledge of planning techniques by describing the difference between a 'theme' and an 'audience'
- Demonstrate knowledge of internet safety by describing how to find appropriate and reliable data from trustworthy online sources

- Demonstrate knowledge of digital design using MS Publisher by using a range of tools and features to create a set of customised Top Trump cards
- Apply knowledge from this unit to accurately describe some keywords



Retrieval Practice

Questions	Answers
What is the difference between the terms 'Audience' and 'Theme'?	Audience is the primary group of people that something is aimed at appealing to e.g. teenagers, 18 to 39 year olds, fans of Manchester United etc... Theme is the particular subject or idea on which the style of something is based on e.g. Sports, Movies, Netflix etc...
Is Wikipedia a reliable source of information on the internet? Explain why.	No, it can not be classed as a reliable source of information. The creators admit that not every entry is accurate and that it might not be the best source of material for research tasks. However, if used correctly, it can be used as a starting point for any research based tasks.
Why is it important to collate and use number-based stats on the Top Trump cards?	It is important that the statistics that you use is suitable for Top Trumps cards. The stats must be number-based otherwise you would not be able to play the game of Top Trumps. These numbers will be needed to compare a stat from your card with the stat from another card. Words can not be compared to determine a winner.
Why is it important to create professional looking Top Trump card template designs?	The first impression counts for a lot. It is easier than ever to compare products with each other. If your design does not look eye catching and professional then people may choose not to purchase the product. The time and money spent on developing and promoting the product would have been a complete waste of time, resources and money. It will have a negative impact on the reputation of the company going forward.
What is a 'Mail Merge'? Give an example of how a mail merge can be used in a school.	A Mail Merge is a feature which lets you combine a document with a data file. A new personalised document is created for each record on the data file e.g. school can use the students data file to send personalised letters addressed to each parent / carer / guardian.



Career Focus - Where could this take you?



I am a **Graphic designer** and work in a team that is responsible for creating visuals for all kinds of projects, from websites to advertisements. My job involves creating designs that communicate information in a way that inspires and informs consumers.



Challenge Activities

1. Describe the steps that you would take to check that the information found on Wikipedia is reliable.
2. Create two more completely different Top Trump card template designs. You need to analyse each template design and then decide which template you would like to use to as the final design. Explain the reasons for the choice of template design.
3. Create a tutorial document to explain all of steps involved in creating a Mail Merge in MS Publisher. This must be suitable for a novice user to easily follow.

Topic Links



This topic links to:
Computing Curriculum:

- Undertake creative projects that involve combining multiple applications to achieve challenging goals
- Create and re-purpose digital artefacts for a given audience, with attention to trustworthiness and usability
- Art and Design (using artist skills to create eye-catching visuals)


Additional Resources



To further practise and develop your knowledge see:

- Top Trumps game rules and examples
www.toptrumps.com/kids
- YouTube MS Excel Tutorial: youtu.be/k1VUZEVDJ8
- YouTube MS Publisher Tutorial: youtu.be/StzyBxnhHmE

- Demonstrate knowledge of food provenance
- Be able to discuss confidently a range of manufacturing processes

Keyword	Definition 
Food origin	Where the food originated in the world
Food provenance	Whether the food was grown, caught or reared
Transportation	How food is transported from one place to another
Food processing	Changing food in some way e.g washing, chopping, pasteurising, freezing, fermenting, packaging
Food manufacturing	Food manufacturing refers to transforming raw ingredients into edible products such as using wheat, oat, and sugar to make cereals, desserts, and pet food.
Farming	Farming is the activity of growing crops or keeping animals on a farm.
Calcium	Calcium is a mineral your body needs to build and maintain strong bones and to carry out many important functions.
Carbohydrate	Carbohydrates provide energy for the body. The body breaks carbohydrates down into glucose, which is the primary energy source for the brain and muscles.
Protein	Protein is one of the three nutrients found in food that the body needs in large amounts. It is essential for the maintenance and building of body tissues and muscle.
Fibre	Fibre is a type of carbohydrate that the body cannot break down and so it passes through our gut into our large intestine (or colon). It is found naturally in plant foods like wholegrains, beans, nuts, fruit and vegetables and is sometimes added to foods or drinks. Fibre helps to keep our digestive system healthy and helps to prevent constipation.
Fat	The body uses fat as a fuel source, and fat is the major storage form of energy in the body. Fat also has many other important functions in the body, and a moderate amount is needed in the diet for good health. Too much fat or too much of the wrong type of fat can be unhealthy.
Cross-contamination	Cross-contamination is the physical movement or transfer of harmful bacteria from one person, object or place to another.
Nutrient	a substance that provides nourishment essential for the maintenance of life and for growth.
Healthy	In a good physical or mental condition; in good health.

Key Concepts

The **Food Standards Agency (FSA)** is responsible for food safety and food hygiene in England, Wales and Northern Ireland. It works with local authorities to enforce food safety regulations and its staff work in meat plants to check the standards are being met.

Food Standards Act 1999

The Act was introduced in the House of Commons in 1999.

It sets out our main goal to protect public health in relation to food. It gives us the power to act in the consumer's interest at any stage in the food production and supply chain.

Food Safety Act 1990

The main responsibilities for all food businesses covered by the Act are to ensure that:

- businesses do not include anything in food, remove anything from food or treat food in any way which means it would be damaging to the health of people eating it
- the food businesses serve or sell is of the nature, substance or quality which consumers would expect
- the food is labelled, advertised and presented in a way that is not false or misleading



The scheme gives businesses a rating from 5 to 0 which is displayed at their premises and online so you can make more informed choices about where to buy and eat food.

- 5 – hygiene standards are very good
- 4 – hygiene standards are good
- 3 – hygiene standards are generally satisfactory
- 2 – some improvement is necessary
- 1 – major improvement is necessary
- 0 – urgent improvement is required

Focaccia



Ingredients:

- 200g strong bread flour
- 25g margarine
- ½ tsp salt
- 1 packet of dried yeast
- ½ tsp dried herbs/garlic

*****Bring tub with a lid*****

Topping (choose from):

- 5 Olives
- ½ red pepper
- ½ onion
- 50g cheese
- Garlic paste
- Basil oil – fresh basil and oil – blended and spread over the top before toppings are put on.

Equipment:

- Lined tray
- Table knife
- Measuring jug
- Chopping board
- Vegetable knife
- Grater
- Large bowl

Method:

1. Turn on oven to 180°C. (between 5-6 on the hob).
2. Put flour and butter into a large bowl. Rub in butter into flour using finger tips to form bread crumbs.
3. Add salt, sugar and yeast.
4. **Gradually** stir in hot water with table knife to form dough.
5. Knead dough for around 10 minutes. Flour hands and surface if required.
6. Shape and place on tray.
7. Chop and slice onion/pepper.
8. Make indents in dough with finger tips.
9. Add toppings push into dough.
10. Drizzle with basil oil.
11. Place tray in top of oven to rise. 20-40 minutes.
12. Once risen place in oven to cook for around 15 minutes

Skills:	Meaning
1.	General Practical Skills: Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
2.	Knife skills: Can use equipment safely. Slicing, dicing and chopping
3.	Preparing fruit and vegetables: I can prepare fruit and vegetables in many different ways: Slicing, peeling, grating, dicing and chopping.
4.	Use of the cooker (and Skills 6: Cooking Methods): Using the cooker including: the hob, grill and oven.
6.	Cooking Methods: Using the cooker including: the hob, grill and oven.
7.	Preparing, combine and shape: Techniques to prepare, cook and combine different ingredients.
10.	Dough: Making dough including: bread, pastry and pasta.
11.	Raising Agents: Use of raising agents including: eggs, chemical, steam and biological.

Career Focus - Where could this take you?



Samira Effa is from Huddersfield and works at Grantley Hall

My job is a head chef in a restaurant. My job is to make sure the food we cook and serve is of the highest quality. I create menus and must delegate to the team of chefs and kitchen porters in my kitchen. I must be very driven, well organised, have excellent kitchen skills and enjoy working and leading a team

Challenge Activities

Try some of these recipes at home
Follow the links

[Turkey Burgers](#)

[Cottage Pie](#)

[Easy Veg Frittatas](#)

Food skills are acquired, developed and secured over time

Bridge hold

Claw grip



Flapjack



Equipment

- Grease proof paper
- Large mixing bowl
- Wooden spoon
- Weighting scales
- Sauce pan
- Lined tray
- Palette knife
- Rounded knife

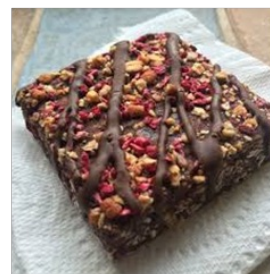
** Container with a lid

**

Ingredients

- 2 tbsp. golden syrup/treacle
- 150 grams Butter
- 100 grams Sugar
- 350 grams Oats

*** container with a lid ***



Method:

1. Melt the treacle, butter and sugar in the pan but do not boil.
2. Take the mixture off the heat and add the oats.
3. Add a selection of the dried fruit and seeds.
4. Stir until all the oats are covered.
5. Press the oat mixture into the tin with a knife.
6. Bake in the oven 190 degrees for 15 minutes.
7. After 15 minutes use quality control to see if the flapjack is cooked. If not bake for a further 5 minutes.
8. Mark the flapjack into squares and loosen the sides while the tin is still hot.
9. Do not remove the flapjack from the tin until it is completely cold or it will crumble.

Work in pairs: when sharing the sauce pan.

Skills:

Meaning

1. **General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
4. **Use of the cooker (and Skills 6: Cooking Methods):** Using the cooker including: the hob, grill and oven.
6. **Cooking Methods:** Using the cooker including: the hob, grill and oven.
7. **Preparing, combine and shape:** Techniques to prepare, cook and combine different ingredients.



KITCHEN CONVERSIONS

SPOONS & CUPS

TSP	TBSP	FL OZ	CUP	PINT	QUART	GALLON
3	1	1/2	1/16	1/32	-	-
6	2	1	1/8	1/16	1/32	-
12	4	2	1/4	1/8	1/16	-
18	6	3	3/8	-	-	-
24	8	4	1/2	1/4	1/8	1/32
36	12	6	3/4	-	-	-
48	16	8	1	1/2	1/4	1/16
96	32	16	1	1	1/2	1/8
-	64	32	4	2	1	1/4
-	256	128	16	8	4	1



TABLESPOON
15 ML



DESSERT SPOON
10 ML



TEASPOON
5 ML

MILLILITERS

OZ	ML	CUP	ML
2	60	1/4	60
4	115	1/2	120
6	150	2/3	160
8	230	2/4	180
10	285	1	240
12	340	2	480

GRAMS

OZ	G	LB
2	58	-
4	114	-
6	170	-
8	226	1/2
12	340	-
16	454	1



1/4 CUP
FLOUR 32g
SUGAR 50g
BUTTER 55g



1/2 CUP
FLOUR 64g
SUGAR 100g
BUTTER 112g



1 CUP
FLOUR 125g
SUGAR 200g
BUTTER 225g

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients

- Safely use a range of cooking techniques, appropriate to the task

Chicken / Vegetable Curry



Equipment:

- Chopping board
- Vegetable knife
- Large pan
- Wooden spoon
- Cutlery

****container with a lid****

Ingredients:

- 2 chicken breasts
 - 1 red onion
 - ½ red or green pepper
 - 1 tin of chopped tomatoes
 - 2 tsp curry powder or paste
 - 1 tbsp. tomato puree
 - 4 button mushrooms
 - 25g natural yoghurt or single cream (optional)
 - 2tsp vegetable oil
- Replace chicken with either: 100g green or red lentils, Quorn pieces, potato, spinach or mushroom combination.



Method:

1. Chop any vegetables and place in pan with vegetable oil.
2. Put pan on low heat stir with wooden spoon.
3. Chop chicken into pieces.
4. Add chicken to pan being careful to avoid cross contamination.
5. Stir chicken with wooden spoon and turn to medium heat.
6. Add curry powder and continue to cook ensuring chicken doesn't stick to pan.
7. Once chicken is cooked through (no longer pink in the middle) stir in tin tomatoes and puree.
8. Continue to cook on medium heat to low heat (simmer).
9. Stir in yoghurt or cream.
10. Turn off heat and transfer to container.

Skills:

Meaning:

1. **General Practical Skills:** Weighing ingredients, measuring, preparing ingredients and equipment, correct cooking times, testing for readiness and sensory testing.
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KITCHEN CONVERSIONS

SPOONS & CUPS

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24	8	4	1/2	1/4	1/8	1/32
36	12	6	3/4	-	-	-
48	16	8	1	1/2	1/4	1/16
96	32	16	1	1	1/2	1/8
-	64	32	4	2	1	1/4
-	256	128	16	8	4	1



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15 ML



DESSERT SPOON
10 ML



TEASPOON
5 ML

MILLILITERS

OZ	ML	CUP	ML
2	60	1/4	60
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8	230	2/4	180
10	285	1	240
12	340	2	480



FLOUR 32g
SUGAR 50g
BUTTER 55g



FLOUR 64g
SUGAR 100g
BUTTER 112g



FLOUR 125g
SUGAR 200g
BUTTER 225g

GRAMS

OZ	G	LB
2	58	-
4	114	-
6	170	-
8	226	1/2
12	340	-
16	454	1

- Use safe and hygienic practices in a working kitchen environment
- Demonstrate sound preparation skills of both equipment and ingredients

- Safely use a range of cooking techniques, appropriate to the task

Cheese and Onion Pasty (Triangles)

Method:

1. Set oven at Gas 4 / 180°C.
2. **Prepare the cheese and onion filling:** grate the cheese and slice the onion;
3. Mix the cheese and onion together.
4. **Make up the shortcrust pastry:**
 - sift the flour into the bowl and rub the butter or margarine into the flour, using your fingertips, until it resembles breadcrumbs;

- gradually add the cold water and start to mix together. The mix to form a firm, smooth dough.

5. Roll out the pastry into a square, on a floured surface.
6. Cut the square into quarters using the palette knife.
7. Spoon some cheese filling in the middle of the square.
8. Next, brush the edges of the pastry with beaten egg. Fold over each pasty and pinch them together all the way along.
9. Brush each pasty with beaten egg and transfer them onto the baking tray.
10. Bake for 20 minutes, until golden brown.

Top tip:

- Vary the types of spices and herbs used for different flavour sensations!
- Try adding slices of chicken and beef, perhaps with mushrooms and sweetcorn.
- Make up the pastry using wholemeal flour – remember to use a little more water.

Ingredients:

- | | |
|-------------------|----------------|
| • Weighing scales | • Pastry brush |
| • Chopping board | • Baking tray |
| • Grater | • Sieve |
| • Knife | • Platte knife |
| • Mixing bowl | • Fork |
| • Rolling pin | • Spoon |
| • 2 small bowls | |

Ingredients:

- 50g Cheddar cheese
- ½ small onion
- 100g plain flour
- 50g butter or margarine
- 2 – 3 x 15ml spoons cold water
- 1 egg

*** Container with a lid ***

Skills:	Meaning
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1/4 CUP
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SUGAR 50g
BUTTER 55g



1/2 CUP
FLOUR 64g
SUGAR 100g
BUTTER 112g



1 CUP
FLOUR 125g
SUGAR 200g
BUTTER 225g

The aims of the sequence of learning are to ensure that all students:

- Understand and demonstrate various singing techniques
- Compose and perform original vocal melodies
- Demonstrate an understanding of vocal warmups and their importance
- Develop their singing ability through effective use of vocal training exercises.

Keyword	Definition
Harmony	More than one musical note played at the same time.
Vocals	The part of a song that is sung using the human voice.
Texture	Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.
Tempo	The speed of the music. Measured in Beats Per Minute (BPM)
Dynamics	How loud or quiet the music is. Also called volume.
Melody	A group of notes played one after another to produce a single line of music.
Lyrics	The words that are sung in a song.
Pitch	How 'high' or 'low' a note sounds. High pitch notes are squeaky and low pitch notes are deep.
Timbre	The unique quality or characteristic of a sound, instrument or voice.
Vocal warmup	An exercise that prepares your voice to sing. A proper vocal warmup will help you to sing better and help you avoid injuring your voice.

Key Concepts

Timbre:

Even if you played the exact same note, at the same volume on different instruments they would each sound different. This is the timbre of the instrument. The material, shape and size of an instrument can affect the timbre.



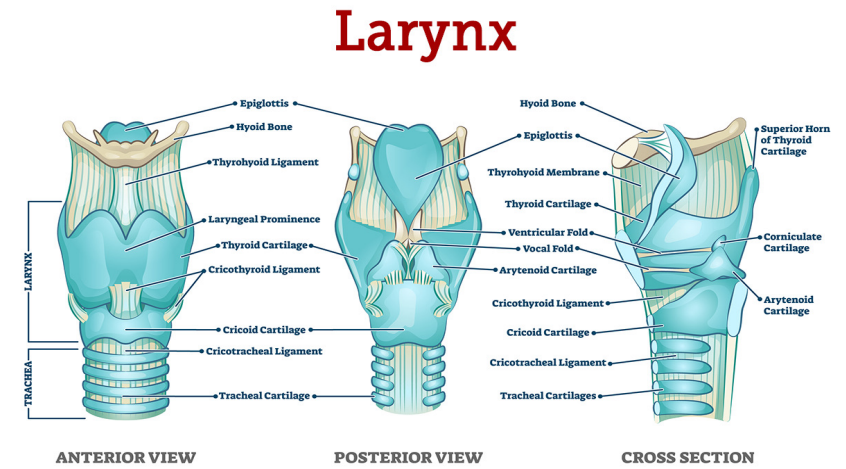
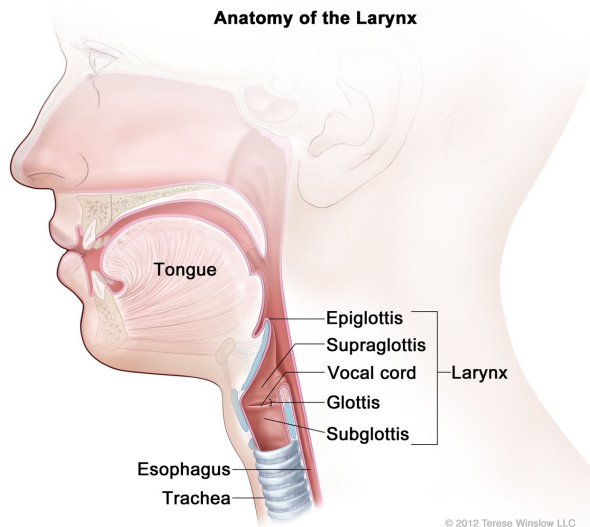
Flute



Voice




Violin



- Understand and demonstrate various singing techniques
- Compose and perform original vocal melodies
- Demonstrate an understanding of vocal warmups and their importance
- Develop their singing ability through effective use of vocal training exercises.

Retrieval Practice	
Questions	Answers
What is a vocal warmup?	An exercise that prepares your voice to sing.
Why are vocal warmups important?	A proper vocal warmup will help you to sing better and help you avoid injuring your voice.
What is the definition of harmony in music?	More than one note played at the same time.
What does texture mean?	Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.
Memory recall as many of the vocal warmup exercises from the video in the 'additional resources' section.	YAWN-SIGH TECHNIQUE, HUMMING WARM-UPS, VOCAL STRAW EXERCISE, LIP BUZZ, TONGUE TRILL EXERCISE, JAW LOOSENING EXERCISES, TWO-OCTAVE PITCH GLIDE WARM-UP, VOCAL SIRENS EXERCISE, VOCAL SLIDES TECHNIQUE
What is the definition of pitch in music?	How 'high' or 'low' a note sounds. High pitch notes are squeaky and low pitch notes are deep.

Career Focus - Where could this take you?









I am a wedding singer. People pay me and my band to put on a show and entertain the guests at their weddings. I have to rehearse every day with band and we have to memorise over a hundred songs. I warmup before every rehearsal and show to make sure my voice is prepared.

Challenge Activities

Vocal Warmup
Scan the QR code below and try the vocal warmups from the video.

Finding your head voice and chest voice
Place your hand flat on your chest where your heart is. Hum the lowest, deepest note you can. You should feel your chest vibrating. This is your chest voice Now slowly increase the pitch (so your voice becomes squeakier). At some point your chest will stop vibrating. This is your head voice!

Piano Key Challenge
Without looking at a piano, can you memory recall all of the names of the white keys on a piano? For an added challenge, include the black keys!

Topic Links	Additional Resources		
This topic links to: <ul style="list-style-type: none"> Drama – Vocal projection, performance for an audience Languages– Prefixes such as 'poly' and 'homo' Science – The anatomy of the larynx and the physics of sound/vibrations 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Vocal Warmups:  </td> <td style="width: 50%; border: none;"> Head voice vs.chest voice  </td> </tr> </table>	Vocal Warmups: 	Head voice vs.chest voice 
Vocal Warmups: 	Head voice vs.chest voice 		

- Can identify at least four core skills required for invasion games
- Demonstrate basic core skills such as a chest pass
- Demonstrate basic core skills in a game situation
- Lead a small group of peers in a warmup

Keyword	Definition
Pass	keep possession of the ball by maneuvering it between different players with the objective of advancing it up the playing field
Catch	to receive the ball from another player and keep possession
Defend	to resist the attack of the opposing team
Attack	the action of attacking or engaging an opposing team with the objective of scoring points or goals
Tackle	trying to take the ball from an opponent
Intercept	Obstruct someone/something from getting to their desired position/destination
Tactics	A strategy planned and implemented to achieve a set goal

Key Concepts

Defending

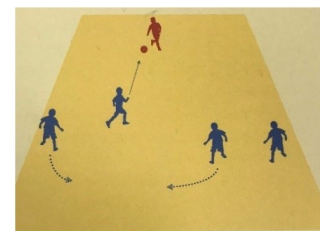
Pressure

Closest defender moves towards the attacker with the ball - aim to **slow the attacker down** or guide them into a certain direction



Cover

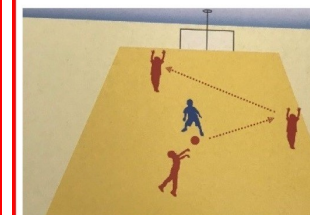
When a defender puts pressure on the attacker — the other defenders cover the **space the defender left**.



Attacking

Width

To **create space** in front of the goal send the ball wide to move the defenders out of position— giving an easy **chance to shoot at goal**.



Penetration (forward move)

A quick **pass or dribble** through the defensive line in order for the attacking team to get **closer to their opponents goal**



You should already know:

- The aim of invasion games
- The name of at least 3 invasion games
- The basic principles of invasion games
- The core skills required to be successful in invasion games

You will be assessed on:

- Understanding
- Technique in isolation
- Technique in game
- Leadership
- Attitude to learning

Athletes to research further:

Raheem Sterling



Eleanor Cardwell




Courtney Lawes

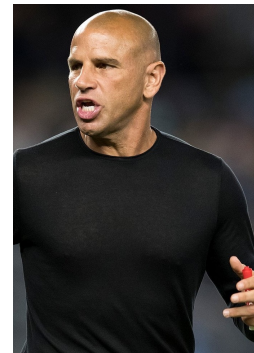


- Can identify at least four core skills required for invasion games
- Demonstrate basic core skills such as a chest pass

- Demonstrate basic core skills in a game situation
- Lead a small group of peers in a warmup

Retrieval Practice 	
Questions	Answers
What are the core Netball skills?	Chest pass, Bounce pass, Shoulder pass, Overhead pass, Two-footed landing, One-footed landing , Shooting, Pivot, Man Marking and Dodging
What are the Netball positions?	Goalkeeper, Goal defence, Wing defence, Centre, Wing attack, Goal attack and Goal shooter
What are the core football skills?	Dribbling close to feet, Dribbling changing direction with speed , Passing side foot (close distance), Passing on laces (long distance) , Defending (man to man) and Attacking (two versus one)
What are the core Rugby skills?	Target with hands out, Push pass, Pop pass , Catch and pass and move , Protecting, Holding, Contact , Side-stepping, Attacking (line speed), Attacking (creating an overlap), Defending (line and movement)

Career Focus - Where could this take you?



A sport science qualification helps you become a sports psychologist by giving you a deeper understanding of how the mind and body work together in sports. You learn about how thoughts and emotions can affect an athlete's performance. This knowledge helps you guide athletes to stay confident, focused, and motivated, which is important for their success.

Challenge Activities

1. Answer the following question: Why is it important that we understand the playing area for an invasion game?
2. Create a mind map of the differences between netball, football and rugby.

Topic Links

This topic links to:

- Science – movement of the body and muscles; the physics of sports
- English – understanding and defining key terminology
- Mathematics – problem solving, recording figures and analysing performance
- Voice 21 – coaching peers

Additional Resources

To further practise and develop your knowledge see:

- <https://seeliger.carsoncityschools.com/common/pages/DisplayFile.aspx?itemId=8364188>
- <https://www.youtube.com/watch?v=ABC5iPye7JY>
- <https://www.youtube.com/watch?v=yW7JH6xkV7w>

The aims of the sequence of learning are to ensure that all students:

- Demonstrate safe use of tools and equipment.
- Explain a range of Regenerated fibre properties
- Rank Fibers in order of environmental impact.

- Annotated a range of design ideas which include moral and cultural issues.
- Demonstrate an understanding of smart materials.

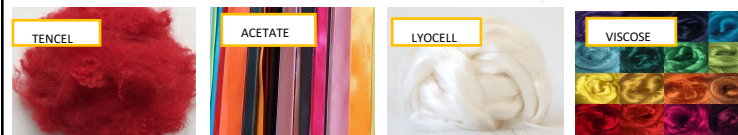
Keyword	Definition
Conductive	Having the property of conducting something (especially heat or electricity):
Fabric	Cloth or other material produced by weaving or knitting fibres:
Synthetic	Made by chemical synthesis, especially to imitate a natural product:
Fibres	A thread or filament from which a vegetable tissue, mineral substance, or textile
Electric	Worked by, charged with, or producing electricity:
Textiles	A type of cloth or woven/ knitted fabric:
Aesthetics	A set of principles concerned with the nature and appreciation of beauty
Solder	Solder is a fusible metal alloy used to create a permanent bond between metal
Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is built or made
Diode	Electronic component that conducts current primarily in one direction
Positive	Electric charge of a positive point charge
Negative	Electric field of a negative point charge
Laser	A laser is a device that emits <u>light</u> through a process of <u>optical amplification</u>
Equipment	Equipment most commonly refers to a set of <u>tools</u> or other objects
Battery	A device that provides electrical power

Key Concepts

Types of Fibres



Regenerated Fibres



ACCESS FM

A AESTHETICS WHERE DID THE DESIGNER GET THEIR INSPIRATION? COULD THE PRODUCT LOOK BETTER? DO YOU THINK IT LOOKS ATTRACTIVE OR UGLY, WHY? WHAT DOES THE PRODUCT LOOK LIKE? THINK SHAPE, FORM, MATERIALS, SIZE, BEAUTY, UGLINESS

C COST IS IT AFFORDABLE TO YOUR CUSTOMER? WILL IT MAKE A PROFIT? IS IT VALUE FOR MONEY? HOW MUCH DOES IT COST?

C CUSTOMER WHAT IMPACT WOULD IT HAVE ON A CUSTOMERS LIFE? WHY WOULD A CUSTOMER BUY IT? WHAT MAKES IT SUITABLE FOR THEM? WHO WOULD BUY IT? WHO WOULD USE IT?

E ENVIRONMENT WHAT IS THE PRODUCTS IMPACT ON THE ENVIRONMENT? THINK BATTERIES, RETHINK, REFUSE, REDUCE, REUSE, RECYCLE, LIFE-CYCLE. HOW WOULD THE PRODUCT BE DISPOSED OF? IS THE PRODUCT NEEDED OR WANTED? HOW LONG WILL IT LAST?

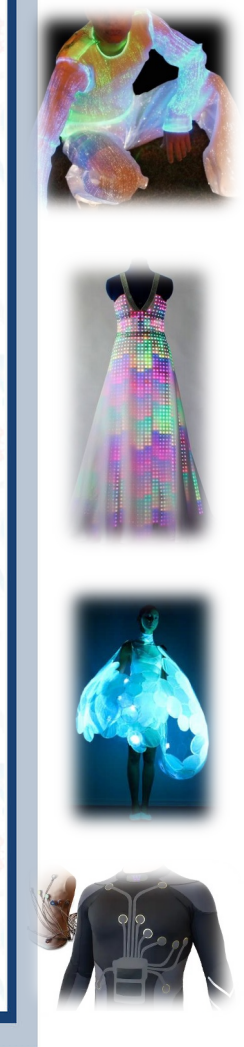
S SAFETY IS THE PRODUCT HIGH QUALITY? DOES IT MEET SAFETY STANDARDS? HOW HAS THE DESIGNER CONSIDERED SAFETY? COULD THE PRODUCT HURT ANYONE? ARE THERE ANY SHARP EDGES?

S SIZE IS IT AN APPROPRIATE SIZE? WOULD IT WORK BETTER IF IT WAS BIGGER OR SMALLER? DOES IT COME IN DIFFERENT SIZES? HOW BIG IS IT?

F FUNCTION DOES THE PRODUCT WORK? COULD THE PRODUCT WORK BETTER? HOW DOES THE PRODUCT WORK? WHY IS THE PRODUCT NEEDED? WHAT DOES THE PRODUCT DO? IS IT EASY TO USE?

M MATERIALS WHAT IMPACT COULD THE DESIGNERS CHOICE OF MATERIAL HAVE ON THE ENVIRONMENT? WOULD A DIFFERENT MATERIAL MAKE IT BETTER? WHAT MATERIAL HAS IT BEEN MADE FROM?

Smart Textiles



Retrieval Practice

Question	A1	A2	A3	A4	A5
A. What is a regenerated fibre?	Made from a plant	Made in a factory	Coal & oil	A fibre made from cellulose (wood pulp)	A fibre made from Animals
B. Which fibres are Regenerated? (select more than 1)	Wool	Lyocell	Acetate	Cotton	Polyester
C. What is a design Specification?	A list of design solutions	A list of costings	A list of design issues	A list of important points	A detailed list of what the product must be/
D. Which fibres are Synthetic? (select more than 1)	Polyester	Nylon	Cotton	Bamboo	Viscose
E. What is a light emitting Diode?	A type of disco ball	A Type of switch	A type of resistor	LED Light	A type of battery
F. What advantages are they in using a laser cutter? (select more than 1)	Fast	Accurate	Less material wastage	Cuts multi materials (except metal)	Cuts complex shapes and fine detail

Questions you got wrong	Quick Corrections (bridge learning gaps & misconceptions)

Career Focus - Where could this take you?



A Lab Technician performs tests and analyses in a laboratory. Lab technicians work in a variety of different fields such as medicine, textiles and Engineering.

Huddersfield University offer an MA degree in Textile Technology, and you will need an Honours degree (2:2 or above) in a relevant subject or an equivalent professional qualification.

Salaries usually range from £18,000 - £38,000

Challenge Activities

Can you Identify these E-Textile Symbols and Explain when they do?

Topic Links Additional Resources

This topic links to:

- Science- How electronics can be used within textiles and the development of Smart Fibres
- English- Subject specific Vocabulary knowledge, understanding and spelling.

To further practise and develop your knowledge see:

Username and Passwords
