



Newsome Academy

Year 8

Semester 3 Knowledge Organiser

The Latin word "curriculum" literally translates to "a running" or "a racecourse". In an educational context, it refers to a course of study or the whole body of courses offered by an educational institution. The word originates from the Latin verb currere, meaning "to run".



BASIC EXPECTATIONS

Mobile Phones

- ✓ Mobile phones should be switched off and out of sight in school (hear it, see it, lose it).
- ✓ Parents/Carers are to use the school office in emergencies. Please do not contact your child as they will be sanctioned accordingly if their phone is seen.
- ✓ While on school premises, mobile phones are not to be seen or used unless instructed by an adult.



Equipment

- ✓ Bags, coats and outdoor clothing should not be on chairs or tables.
- ✓ All students are required to bring a bag, black pen, pencil, ruler, eraser, highlighter.
- ✓ In warm weather, ties can be removed (only in the classroom) but shirts are to be in. In cold weather, use the FREE uniform jumper we gave you accordingly.



Comfort Breaks

- ✓ Unless a school-approved medical pass had been issued, it is up to the teacher to approve. This is not to be during another Key Stage's social time.
- ✓ These are not to be immediately before/after a social time.



<p>BEHAVIOUR</p> <ul style="list-style-type: none"> • Do not talk whilst staff member is talking • Appropriate contact only • Sit professionally • Communicate appropriately • Follow instructions from ALL staff first time • No mobile phones • Respect the Academy environment • No chewing gum 	<p>LANGUAGE</p> <ul style="list-style-type: none"> • Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences 	<p>WORK PRIDE</p> <ul style="list-style-type: none"> • Write in blue or black ink • Underline dates and titles • Use pencil for diagrams and graphs • Cross out mistakes neatly • No graffiti • Stick in worksheets neatly • Neat handwriting • Complete all work set
<p>LESSONS</p> <ul style="list-style-type: none"> • Greet your teacher at the door • Enter the classroom quietly • Put your equipment on the desk • Start the activate task • Answer the register • Pack away when directed by teacher • Stand behind your chair when you have packed away • Wait in silence to be dismissed • Move onto corridors using the calm corridor routine 	<p>CORRIDORS</p> <ul style="list-style-type: none"> • Walk in no more than 2 wide file • Walk calmly and quietly • Walk on the left • Track the direction of travel • Walk purposefully /do not congregate • No mobile phones • No outdoor clothing • No chewing gum 	<p>CONGREGATION</p> <ul style="list-style-type: none"> • Line up in the morning where our team leader is stood • Sit in teams in alphabetical order • Coats, bags, and scarves should be on the floor or the back of your chair • Signal for silence should be followed • Actively listening • Do not talk or engage in any inappropriate behaviour • Wait until your row is dismissed • Go straight to your lesson, do not congregate at the door



Any student on the corridor should have the appropriate pass. No exceptions! Any passes should be shown to the adult, and this should be noted on the Climate Document to ensure accuracy.

Fidget Toys

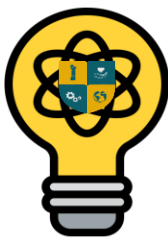
- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (e.g. in bag or drawer)
- Follow staff directions on when and how to use the fidget toy.
- Accept that misuse of the fidget toy may lead to its removal



Knowledge Organisers

- On desks **every** lesson and the **duration** of the lesson.





OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON



ACTIVATE

- ✓ WARM-UP ACTIVITY
- ✓ LINK LEARNING
- ✓ LEARNING INTENTIONS

THE START OF THE LESSON WHERE YOU START LEARNING AS SOON AS YOU WALK THROUGH THE DOOR. ACTIVITIES WILL **WARM-UP** YOUR BRAIN & WILL **LINK** CURRENT/PRIOR **LEARNING**. YOUR TEACHER WILL EXPLAIN THE **LEARNING INTENTIONS** SO YOU KNOW WHAT IS EXPECTED OF YOU & YOU UNDERSTAND WHERE YOU ARE IN THE CURRICULUM SEQUENCE. **KNOWLEDGE ORGANISERS** WILL BE ON DESKS AS SOON AS STUDENTS ARE SEATED & ACTIVELY USED FOR KEY VOCAB, PAST, PRESENT & FUTURE LEARNING.



MOTIVATE

- ✓ DISCUSS
- ✓ ATTEMPT
- ✓ ENGAGE

AFTER DISCUSSING & ATTEMPTING COLLECTIVELY WITH THE TEACHER, YOU WILL ATTEMPT ACTIVITIES ON YOUR OWN OR WITH OTHERS DEPENDING ON THE LESSON. YOU WILL BE ENCOURAGED TO HAVE A 'CAN DO' ETHOS AND CHALLENGE YOURSELF TO LEARN **ENGAGE**.



DEMONSTRATE

- ✓ CHALLENGE
- ✓ EXTEND
- ✓ ACCOMPLISH

AFTER LISTENING AND DIGESTING THE INFORMATION NEEDED, YOU WILL **CHALLENGE** YOURSELF TO DEMONSTRATE YOUR UNDERSTANDING AND **EXTEND** THIS FURTHER TO SHOW YOUR TEACHER THAT YOU HAVE **ACCOMPLISHED** YOUR LEARNING.

YOU WILL HAVE ALL YOUR TOOLS FOR 'THE JOB'
BECAUSE ORGANISATION IS KEY!



LEARNING SKILLS



MEMORY



METACOGNITION



COLLABORATION



READING, WRITING,
LITERACY & ORACY



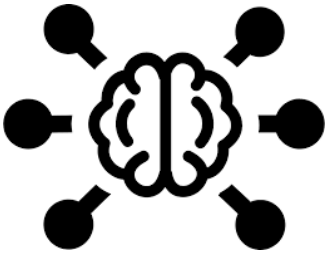
NUMERIC
APPLICATION



PROFESSIONAL
AWARENESS

Independent Learning

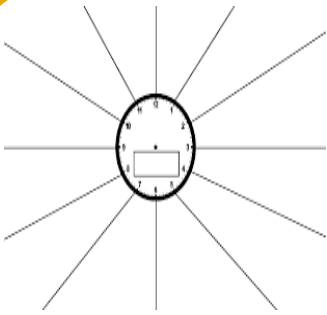
Five strategies to help retain and recall knowledge



Mind maps help you remember by showing how ideas connect. Start with the main topic in the centre, then add branches for key points. Use keywords, colour, and simple images to make it memorable. Revise by redrawing it from memory or covering parts to test yourself. Mind maps work best when they're clear, visual, and used regularly.



Flashcards are great for testing your memory. Write a question or keyword on one side and the answer on the back. Use them to quiz yourself or get someone else to test you. Go over them regularly, focusing on the ones you find tricky. Mix them up and keep sessions short and active for the best results. They're quick to make and easy to carry, so you can revise anytime, anywhere.



Revision clocks help you break topics into smaller chunks. Draw a circle divided into 12 sections (like a clock) and write a key idea or question in each one. Spend 5 minutes on each section to review or write notes. They're great for timed revision and make sure you cover everything evenly. Use them to spot gaps in your knowledge and keep your revision focused.



Look, Cover, Write, Check! This simple method helps you memorise key facts and spellings. First, look at the information you want to learn. Then cover it, write it from memory, and finally check your answer. Repeat the steps until you get it right. It's quick, effective, and works best with regular practice. Try saying it out loud as you write to help reinforce the memory.



Keyword mnemonics help you remember tricky terms or facts by linking them to a word, image, or phrase that's easier to recall. Create a memorable connection—like a rhyme, sentence, or funny image—to help the information stick. For example, "My Very Easy Method Just Speeds Up Naming Planets" helps you remember the order of the planets.





The data handling cycle

This builds on:	Why this topic:	This links to:
✓ Data representation from Year 7 Averages (mean, median, mode) Reading charts, tables and graphs	<i>The data handling cycle helps students collect, represent, analyse and interpret data effectively. It develops critical thinking by encouraging students to question how data is gathered and used. This unit supports decision-making and prepares students for statistical reasoning.</i>	✓ Data representation from Year 7 Averages (mean, median, mode) Reading charts, tables and graphs

Key Vocabulary	
Data: Information collected for analysis or investigation.	Population: The entire group being studied.
Primary data: Data collected first-hand by the person conducting the study.	Bias: A systematic error that makes data unfair or misleading.
Secondary data: Data collected by someone else and used for analysis.	Conclusion: A statement that summarises findings from data.
Sample: A subset of a population selected for study.	Data handling cycle: The process of collecting, representing, analysing and interpreting data.



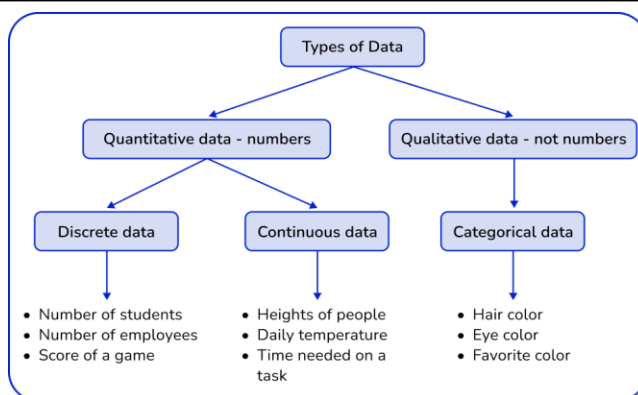
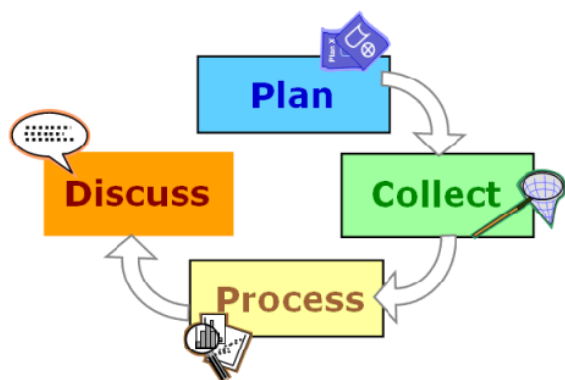
Key Retrieval

- Data cycle stages: collect → represent → analyse → interpret
- A sample should represent the population
- Larger samples are more reliable
- Biased data leads to unreliable conclusions
- Data can be shown using charts, tables and graphs
- Conclusions must be based on evidence
- Correlation does not always mean causation
- Always consider how data was collected



Cultural Capital

- Data is used in medicine to track diseases and improve treatments.
- Businesses analyse data to understand customers and improve products.
- Governments use data to make decisions about funding and planning.
- Understanding data helps students evaluate statistics in the media and online.



Home Learning Tasks:

At Newsome, our maths homework is set weekly using **Sparx Maths**. You might notice the homework seems a bit behind what we're learning in class. That's deliberate! Sparx is set **about 6 weeks behind our current lessons** to make sure you are practising things you've already learned and feel confident with. This way, you're more likely to remember the skills long-term—and that's what really counts!



Maths – Unit 10



Area and perimeter



This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ Area and perimeter from Year 7 Multiplication and division Units of measurement 	<p><i>Area and perimeter allow us to measure shapes and solve real-world problems involving space and boundaries. This unit develops spatial reasoning and the ability to apply formulas accurately. It supports problem solving in practical contexts.</i></p>	<ul style="list-style-type: none"> ✓ Surface area and volume Geometry and trigonometry Applications in construction and design

Key Vocabulary



Perimeter: The total distance around the outside of a shape.	Triangle: A polygon with three sides and three angles.
Area: The amount of space contained within a two-dimensional shape.	Base: The bottom side of a shape used in calculations.
Composite shape: A shape made by combining two or more simple shapes.	Perpendicular Height: The perpendicular distance with the base.
Rectangle: A four-sided shape with opposite sides equal and all angles 90°.	Square units: Units used to measure area, such as cm ² or m ² .



Key Retrieval

- Perimeter = sum of all side lengths
- Area of rectangle = base × perpendicular height
- Area of triangle = $\frac{1}{2} \times \text{base} \times \text{perpendicular height}$
- Area is measured in square units
- Perimeter uses linear units
- Composite shapes can be split into simpler shapes
- Always include correct units in answers
- Diagrams help visualise problems



Cultural Capital

- Architects and builders use area and perimeter to calculate materials and plan structures.
- Landscape designers use these measurements to design gardens and outdoor spaces.
- Interior designers use area to optimise space and layout.
- These skills are essential in construction, surveying and engineering careers.

<p>Triangle</p>	$\text{Area} = \frac{1}{2} \times \text{base} \times \text{height}$
<p>Rectangle</p>	$\text{Area} = \text{base} \times \text{height}$
<p>Parallelogram</p>	$\text{Area} = \text{base} \times \text{height}$

<p>Rhombus</p>	$\text{Area} = \frac{1}{2} \times \text{diagonal} \times \text{diagonal}$
<p>Trapezium</p>	$\text{Area} = \frac{1}{2}(a + b)h$
<p>Circle</p>	$\text{Area} = \pi r^2$

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Compound units



This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ Ratio and proportional reasoning Unit conversions Multiplication and division 	<p><i>Compound units allow us to compare quantities measured in different ways, such as distance and time. This unit introduces real-life measures like speed and density, helping students understand how quantities are connected.</i></p>	<ul style="list-style-type: none"> ✓ Ratio and proportional reasoning Unit conversions Multiplication and division

Key Vocabulary



Rate: A comparison of two quantities with different units.	Pressure: The force applied per unit area.
Compound unit: A unit formed by combining two different measurements.	Conversion: Changing a measurement from one unit to another.
Speed: The distance travelled per unit of time.	Distance: The total length travelled.
Density: The mass per unit volume of a substance.	Time: The duration over which something occurs.



Key Retrieval

- Speed = distance ÷ time
- Distance = speed × time
- Time = distance ÷ speed
- Units must be consistent before calculating
- Convert units where necessary
- Speed is measured in km/h or m/s
- Compound units combine two measures
- Rates describe real-world relationships



Cultural Capital

- Compound units are used in transport to calculate journey times and plan routes.
- Scientists use density and pressure in experiments and research.
- Engineers rely on compound units to design efficient and safe systems.
- Understanding compound units helps interpret real-world data such as fuel efficiency.

$$\text{Speed} = \frac{\text{distance}}{\text{time}} \quad \text{Density} = \frac{\text{mass}}{\text{volume}} \quad \text{Pressure} = \frac{\text{force}}{\text{area}}$$

In order to calculate a compound measure:

- 1 Write down the compound measure formula with the correct subject.
- 2 Substitute known values into the formula and carry out the calculation.
- 3 Write down the solution, including the units.

Home Learning Tasks:

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Maths – Unit 12



Rates of change

This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ Ratio and compound units Graph interpretation Proportional reasoning 	<p><i>Rates of change describe how one quantity changes in relation to another. This unit helps students interpret graphs and understand real-life relationships such as speed over time. It builds a foundation for algebra and graph work.</i></p>	<ul style="list-style-type: none"> ✓ Gradient of graphs at GCSE Algebra and graph modelling Applications in science, economics and geography

Key Vocabulary

Rate of change: The amount one quantity changes compared to another.	Variable rate: A rate that changes over time.
Gradient: The steepness of a graph, representing the rate of change.	Increase: A quantity becoming larger.
Distance-time graph: A graph showing how distance changes over time.	Decrease: A quantity becoming smaller.
Constant rate: A rate that does not change over time.	Linear: A straight-line relationship showing constant change.



Key Retrieval

- Rate of change = change in y ÷ change in x
- Gradient shows how quickly something changes
- Steeper lines = greater rate of change
- Horizontal line = no change
- Straight line = constant rate
- Curved graph = changing rate
- Distance-time graphs show speed
- Graphs represent real-life situations

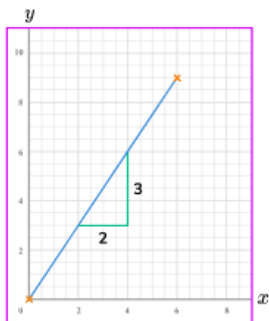


Cultural Capital

- Rates of change are used in science to describe motion, growth and decay.
- Economists use rates of change to analyse trends such as inflation and growth.
- In geography, they are used to study population and environmental change.
- These skills help students interpret graphs and make informed decisions.

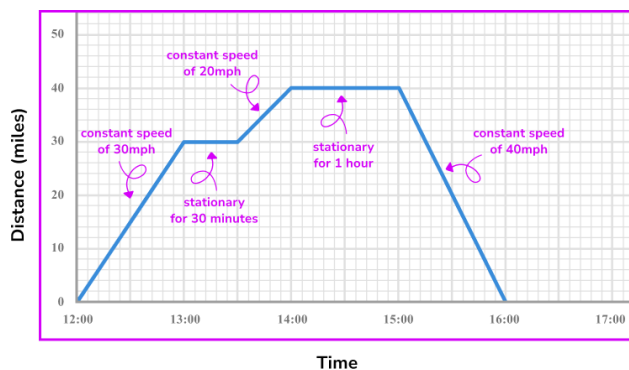
Rates of change relate to what degree one variable changes in relation to another.

E.g. It can be calculated by finding the gradient.



Here the gradient is:

$$\text{Gradient} = \frac{\text{change in } y}{\text{change in } x} = \frac{3}{2} = 1.5$$



Home Learning Tasks:

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Conflict Throughout Time

This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ This builds on key reading skills from KS2. ✓ It develops students' comprehension skills and builds from textual inference to analysis of the writer's techniques. 	<p>Conflict Throughout Time continues our curriculum sequence as we explore our Year 8 curriculum theme of 'Fears and Passions'. Here you will:</p> <ul style="list-style-type: none"> • Develop critical thinking skills • Debate moral and ethical questions • Improve historical vocabulary 	<ul style="list-style-type: none"> ✓ This links to your future learning on as this unit also allows students to develop key skills and knowledge for English Language Paper 2 at GCSE. ✓ This links to future ideas about the different effects or impacts of conflict for Literature Paper 2: Poetry.



Key Vocabulary	
Community: Group linked by shared place or identity	Duty: A need to perform or act in a certain way
Hierarchy: Social rank or order of authority	Choice: Decide between different things.
Conflict: Serious disagreement or argument	Consequence: Result of an action
Diversity: Including people of different identities	Accountability: Understanding your responsibilities
Ideology: A set of beliefs or ideals of a certain group	Blame: Saying someone is bad or wrong

Key Retrieval (Events)



Surprise Attack & Total War

A **surprise attack** is when one country attacks another without warning.

In 1941, Japan launched a surprise air attack on the American naval base at Pearl Harbor in Hawaii. This caused huge damage and brought the USA into World War II.

Large-Scale Military Invasion

A **large-scale invasion** is when huge numbers of troops, ships, and planes attack to take back land. Operation Overlord (D-Day) happened in 1944. Allied forces landed on beaches in France to begin freeing Europe from Nazi control.

Nuclear Warfare & The Atomic Bomb

Nuclear warfare uses extremely powerful bombs that can destroy entire cities.

In 1945, the USA dropped atomic bombs on Japan. The destruction was devastating and led to Japan surrendering, ending World War II.

After this, countries were scared of nuclear weapons being used again.

Cultural Capital



This scheme develops students' cultural capital knowledge as we track attitudes towards how warfare has changed:

Fighting Forces

Understanding how armies, navies, and air forces work.
Knowing how technology changed soldiers' roles.

Terrorism

Understanding what terrorism is (violence used to create fear for political reasons).
Learning why it affects global security.
Recognising how governments respond.

Cyber Warfare

Understanding that wars can now happen online.
Learning about hacking and protecting data
Knowing why digital security matters today
how technology reduces risk for soldiers

Home Learning Tasks:

1. Timeline Challenge

Create a timeline that includes: Attack on Pearl Harbor - Operation Overlord - Atomic bombings of Hiroshima and Nagasaki - Cold War - Vietnam War

You must include: The correct dates; A short 2–3 sentence explanation of each event; One image or symbol to represent each event.

2. Ethical Debate Task

Answer one of the following questions in a short essay: Was dropping the atomic bomb justified? Is cyber warfare as dangerous as traditional warfare? Should countries use robots in war? You must: Give a clear argument.



English: Skilful Analysts

Top Techniques

Whole-text techniques	narrative arc, narrator, setting, motifs, character, repetition, foreshadowing, discourse, genre, extended metaphor, juxtaposition, tragic hero, foil, allusion, allegory
Sentence techniques	Sentence types: simple, compound, complex Sentence mood: declarative, exclamative, interrogative, imperative Sentence repetition: anaphora, anadiplosis, epistrophe,
Literary techniques	metaphor, simile, personification, imagery, pathetic fallacy, symbols, pun, irony, hyperbole, tone, semantic field, tautology, euphemism, colloquialism
Word-level techniques	nouns, verbs, adjectives, adverbs, pronouns, conjunctions, prepositions, superlative, comparative, plural, prefix, suffix, modal verbs, abstract nouns, concrete nouns

Poetic techniques	Dramatic techniques
rhyme, rhythm, metre, enjambment, caesura, alliteration, assonance, sibilance, stanza, couplet, tercet, quatrain, sestet, octave Forms: sonnet, lyric, ballad, blank verse, epic	prologue, monologue, dialogue, aside, soliloquy, dramatic irony, staging, props, lighting, exits, entrances, costume, stage directions

Point = The idea you are starting that answers the question set.

The writer presents...
The writer describes...
The writer uses...

Evidence = The part of the text which proves your idea.

This is shown through the quote...
This is exemplified when...
This is highlighted with...

Technique = Identify a key technique from your evidence and analyse it.



Here, the writer uses...
The technique [insert] suggests...
The word [insert] means...

Effect = Why has the writer done this? Link back to the big idea. Use the evaluative verbs below.

The writer has done this to criticise/celebrate...
This makes the reader/audience think that...

Evaluative Verbs

Use these to show what the writer is trying to achieve. They can go in both points and effects.

Criticises – rebukes, admonishes, chastises, lambasts, castigates, demonises, condemns

Questions – queries, disputes, interrogates, examines, challenges, exposes, provokes

Ridicules – mocks, trivialises, satirises, lampoons, derides, pillories, parodies, caricatures

Celebrates – honours, salutes, recognises, acknowledges, memorialises, fetishises, idealises, eulogises, elevates, glorifies, sentimentalises, romanticises, beautifies, deifies

Subverts – undermines, overturns, alters, modifies, corrupts

Accepts – welcomes, embraces, affirms, reaffirms

Romeo and Juliet

This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ This builds on extended writing skills from KS2 around punctuation, spelling, words, and writing for different audiences. ✓ This builds on your previous studies of Shakespearean sonnets and plays in Year 7. 	<p>Romeo and Juliet continues our curriculum sequence as we explore our Year 8 curriculum theme of ‘Fears and Passions’. Here you will:</p> <ul style="list-style-type: none"> - Consider character's standpoints and development. - Practise speech writing and other forms of non-fiction writing using the content of Romeo and Juliet as a basis. 	<ul style="list-style-type: none"> ✓ This links to your future learning in Year 9 where you will consider spoken language endorsement and speech writing. ✓ Our future Shakespearean studies of Macbeth at GCSE for English Literature Paper 1.



Key Vocabulary

Privilege: Unearned advantage given to some groups.	Masculinity: Traditionally associations of being male
Status: Social or professional position or rank	Femininity: Traditionally associations of being female.
Wealth: Having a lot of a desirable thing.	Patriarchy: A society in which men hold the power.
Division: Being separated; the act of separating.	Subvert: Undermine power/authority of accepted.
Elitism: Belief in superiority of privileged group.	Transgress: Go beyond the limits of acceptability.

Key Retrieval – Key Characters

Romeo Montague

Romeo is a young man from the Montague family. He is emotional, romantic and sometimes impulsive (he acts without thinking).

Romeo shows how powerful feelings can sometimes lead people to make risky choices.

Juliet Capulet

Juliet is a 13-year-old girl from the Capulet family. She begins the play as obedient and innocent but becomes brave and determined.

Juliet shows strength and maturity. She challenges expectations about how young women should behave.

Mercutio

Mercutio is Romeo's best friend. He is witty, funny and sometimes hot-tempered.

Mercutio's death changes the mood from comedy to tragedy and pushes Romeo towards revenge.

Tybalt Capulet

Tybalt is Juliet's cousin. He is aggressive, proud and very loyal to his family. Tybalt represents the family feud and shows how anger and pride can fuel conflict.

Cultural Capital

Marriage in Elizabethan Society

Purpose of Marriage:

- Marriage was practical, not romantic (especially for the upper classes).
- It was mainly about:
- Wealth and property
- Social status

Family Control

- Parents (especially fathers) usually arranged marriages.
- Women had little choice in whom they married.
- Disobeying parents could lead to being disowned.

Role of Women

Women were expected to be:

- Obedient
- Chaste before marriage
- Faithful wives
- After marriage, a woman's legal identity was largely absorbed into her husband's.

Home Learning Tasks:

Task: Spot the Shakespeare! William Shakespeare still influences the world today.

Your challenge: Find one example of Romeo and Juliet being referenced in modern culture. This could be:

A film - A song - A TV show - A book - A social media post

Explain: What is the reference? How is it similar to the play? Why do you think this story is still popular today?

Task: A Day in the Life

The play was written in the time of Elizabethan England. Your challenge: Write a diary entry (1–2 pages) from the perspective of either: A rich teenager OR A poor teenager living in Shakespeare's time.

Include: What your daily life is like - Your education (or lack of it) -Your family expectations (especially around marriage) - Your hopes or worries.



English: Skilful Writers



1. Writing a narrative scene...

Strategy: C:ABT

C:

Who is your character?

A

And? What is your character's goal? What do they want?

B

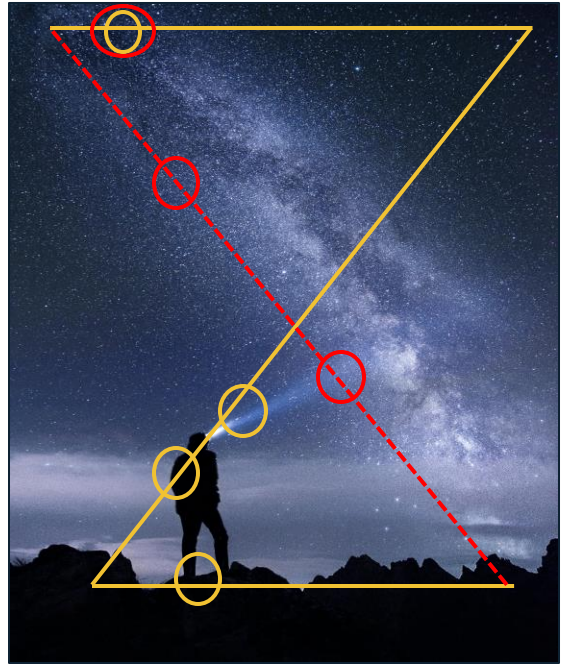
But... What gets in their way? What stops them achieving their goal?

T

Therefore, how do they overcome this? Can they resolve this? Is this a thought or an action?

2. Writing a description....

Strategy: The 'Z-' formation



3. Writing a viewpoint...

Strategy: Problem, Consequence, Solution



Problem

- How is the issue currently affecting, you, your local region, the country/world?
Can you introduce a metaphor?

Consequence

- If the issues are not addressed, what will happen.
Can you extend your metaphor?

Solution

- What solutions do you have to fix the problem?
Can you link back to your original metaphor?

- Metaphor (extended)
- Alliteration
- Direct address
- Facts
- Ornate language
- Rhetorical question
- Emotive language
- Superlatives
- Triplification (repetition)

Form	Sign on	Sign off
Letter	Dear Sir/Madam...	Yours Truly, ...
Article	Headline	Concluding paragraph
Speech	Good morning, audience...	Thank you for listening.



Punctuation: What's the point?

Sentence ends
full-stop .
question mark ?
exclamation mark !

Marking out sub-ordinate clauses
comma ,
parenthesis ()
dash - -


Other punctuation
apostrophe '
ellipsis ...
semi-colon ;
colon :
speech marks " "



Science



Scientific Skills

This builds on:	Why this topic:	This links to:
Year 7 <ul style="list-style-type: none"> • What is a variable? • What is a fair test? • How do scientists display their results? 	You will be focusing on improving your scientific skills ; including making sure you have a good understanding of safety and equipment , how to carry out investigations and apply these skills by carrying out a STEM project .	

Key Vocabulary

Prediction: What you think will happen and why	Hypothesis: An idea that can be tested
Independent Variable: The variable that we change	Dependent Variable: The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a fair test	Hazard: Something that could cause harm to someone
Risk Assessment: Identifies the hazard, the risk (harm it causes) and ways to reduce the risk	Method: Step by step instructions on how to carry out an experiment
Results: The collection of data (dependent variable)	Conclusion: An explanation of what you found out
Evaluation: When you look at the quality of your investigation and what could be improved	Repeatable: When the same person repeats the investigation and gets the same results
Reproducible: When somebody else carries out an investigation and gets the same results	Anomaly: A result that doesn't fit the pattern
Accurate: When data collected is close to the true value	Precise: When the repeated data collected is similar
True Value: The value that would be measured without any errors	Error: The difference between the measurement taken and the true value

Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What equipment is used for the following:

- Heating
- Measuring temperature
- Measuring liquids

2. Name 5 safety rules that must be followed in a science laboratory

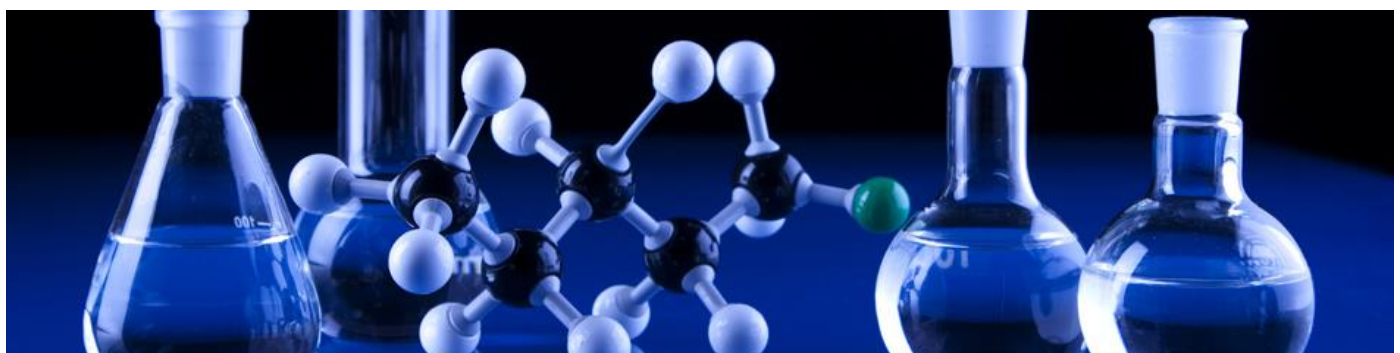
3. Name the following hazards:



4. What is the scientific method? Why is it important that all scientists follow this method?

5. How can data be displayed once we have collected data?

6. What does STEM stand for? Why is it important?





Science

Scientific Skills



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 practical work.
- ✓ If something is spilled or broken, tell the teacher.
- ✓ Ensure that the floor and workspace is clear of obstacles.
- ✓ Light Bunsen burner with splint on a safety flame.
- ✓ Stop immediately when asked to by the teacher.

Symbol	Hazard	Meaning
	Explosive	May explode due to heat, friction or shock
	Irritant	Causes skin irritation
	Dangerous to environment	Can damage aquatic life
	Toxic	Could cause death if ingested
	Flammable	Catches fire easily
	Corrosive	Damages skin and clothing

The Scientific Method

Step 1 - Observe and ask questions

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

Step 2 - Research

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

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 to make it easier to understand (e.g. graphs) and accept/reject hypothesis.

Step 6 - Share results

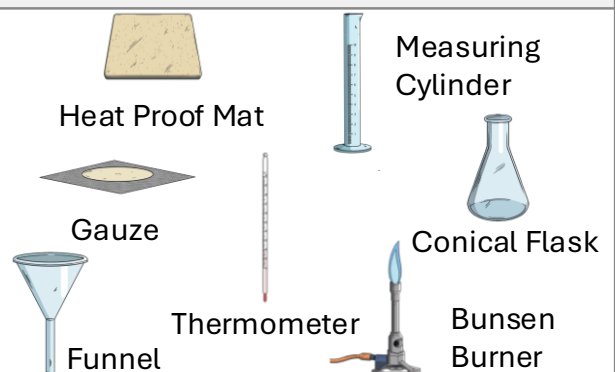
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.



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.



Common Scientific Equipment



Science - Term 3



Photosynthesis & Respiration

This builds on:	Why this topic:	This links to:
Key Stage 2 Students learn the basic requirements for plants to grow and stay healthy, rather than the full chemical process.	It gives students the scientific foundation needed to understand how living things obtain and use energy. These processes explain how plants produce food and oxygen and how all living organisms release energy from food to survive, grow and carry out life processes.	Key Stage 4  

Key Vocabulary	
Photosynthesis: A process carried out by green plants that uses carbon dioxide, water and sunlight to produce glucose.	Mitochondria: An organelle found in animal and plant cells where respiration is carried out.
Chloroplasts: Organelles found in plant cells that contain chlorophyll	Lactic Acid: The substance produced during anaerobic respiration in animals.
Chlorophyll: The green pigment in plants that traps sunlight	Fermentation: A type of anaerobic respiration that occurs in plants and some microbes such as yeast.
Stomata: A very small pore in the lower surface of a leaf.	Glucose: A simple sugar molecule produced during photosynthesis and used during respiration.
Phloem: A tissue made up of cells forming long tubes that transport sugars around the plant.	Oxygen Debt: a temporary oxygen shortage in the body tissues arising from exercise.
Xylem: A tissue made up of cells forming long tubes that transport water and minerals up the plant from roots to leaves.	Palisade Cell: Palisade cells are specialized plant cells located in the mesophyll of leaves, primarily responsible for photosynthesis due to their high concentration of chloroplasts.
Aerobic Respiration: Respiration involving oxygen.	Respiration: a process in living organisms involving the production of energy, typically with the intake of oxygen and the release of carbon dioxide
Anaerobic Respiration: Respiration without using oxygen.	Adaptation: the process of change by which an organism or species becomes better suited to its environment



Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Write the equations for Aerobic Respiration & Anaerobic Respiration.
2. Draw a diagram of a leaf and label it with its key organelles and adaptations.
3. Create a Venn Diagram that compares Aerobic and Anaerobic respiration.
4. Write out the equation for Photosynthesis and annotate it stating what the reactants and products are in the reaction.
5. Explain how sports such as football and netball affect the human body in terms of respiration.
6. Create a Mind Map of this topic including key words, equations and diagrams that explain key ideas such as Photosynthesis and Respiration.



Science - Term 3



Photosynthesis & Respiration

Key Concepts

Photosynthesis:

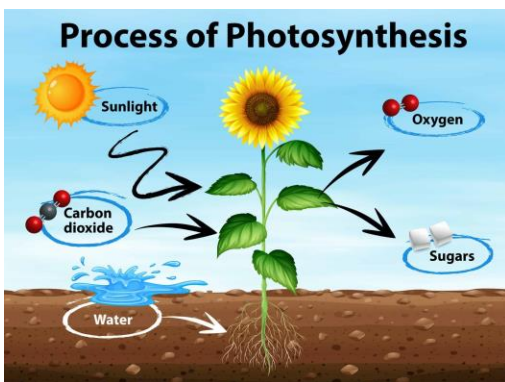


Photosynthesis is a process that occurs in the leaves of a plant and needs both chlorophyll and light energy.

During photosynthesis, the chlorophyll in leaves help convert carbon dioxide and water into the products oxygen and glucose.

The product glucose acts as a vital source of food for the plant.

Carbon dioxide, water and light are all needed for photosynthesis to take place.

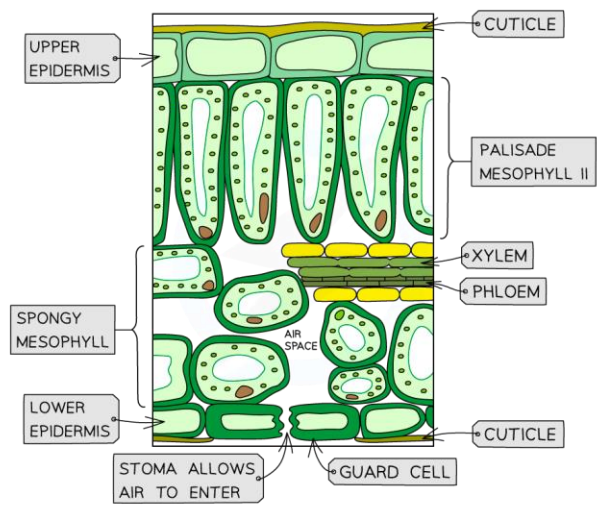


Leaf Adaptations:



Leaves are adapted for photosynthesis and gaseous exchange.

They are adapted for photosynthesis by having a large surface area, and contain openings, called stomata to allow carbon dioxide into the leaf and oxygen out.

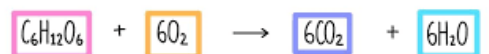
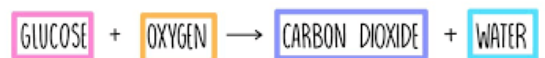


Aerobic Respiration:



Respiration involves chemical reactions that break down nutrient molecules in living cells to release energy. Aerobic respiration needs oxygen. It is the release of a relatively large amount of energy in cells by the breakdown of food substances in the presence of oxygen.

It mostly occurs in tiny parts of your cells called mitochondria which are found in the cytoplasm. Cells which need more energy like sperm cells, which swim, or muscle cells which contract and relax, have more mitochondria.

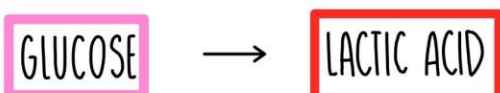


Anaerobic Respiration:



During vigorous exercise, your body cells may not have enough oxygen for aerobic respiration to take place and anaerobic respiration occurs instead. Anaerobic respiration releases less energy than aerobic respiration, but it does this more quickly.


Anaerobic respiration in microorganisms such as yeast is called fermentation. This can be used for baking and brewing.



Science Term 3



Pure Substances

This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> Atoms and Elements Mixtures and Compounds How we separate mixtures 	This topic provides the fundamental and basic knowledge needed for your GCSE Chemistry Unit 1 component. Everything in the universe is made of atoms and you need to understand what they are made of and how Scientists have discovered this.	<ul style="list-style-type: none"> Key Stage 4 GCSE 

Key Vocabulary

Atoms – The smallest unit of matter	Nucleus – The centre of the atom that contains the protons and neutrons
Element – A substance made up of identical atoms (one type of atom)	Properties – the characteristics or the way which something behaves – boiling point, melting point, electrical conductivity
Compound – 2 or more different elements chemically bonded together	Group – the vertical column on the periodic table
Mixture – 2 or more different elements or compounds that are not chemically bonded together	Plum Pudding Model – a positive sphere with negative electrons embedded.
Subatomic Particles – the particles that make up the atom (proton, neutron and electron)	Shells – the orbits around the nucleus where the electrons are

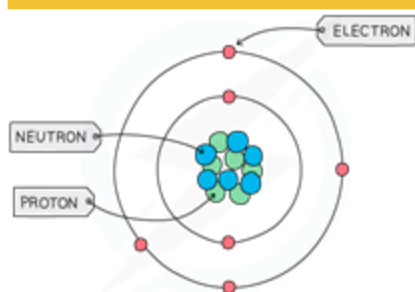
Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. What are the masses and charges of the different subatomic particles?
2. What is the definition of an element?
3. What is the definition of a compound?
4. What is the definition of a mixture?
5. What are the different methods by which you can separate mixtures?
6. How does the reactivity of the elements change as you go down Group 1?
7. How does reactivity of the elements change as you go down Group 7?
8. What are the different parts that make up an atom?



Atomic Structure



Particle	Relative Mass	Charge
proton	1	+1
neutron	1	0
electron	Very small	-1

Number of Subatomic Particles

Number of protons and neutrons

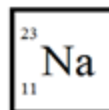
mass number → 4

atomic number → 2

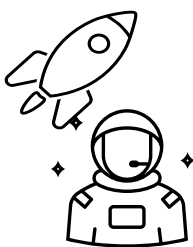
Number of protons

He ← element symbol

Worked example (sodium):




Protons = 11
Neutrons = 23 - 11 = 12
Electrons = 11



Science - Term 3



Chemical Reactions

This builds on:	Why this topic:	This links to:
Key Stage 2 <ul style="list-style-type: none">Physical and Chemical changesThe fire triangleHow to speed up a reaction	Chemical Reactions are everywhere in everyday life. From cooking your food to just staying alive, your body and your life relies on them. In this topic we will learn about specific reactions like decomposition and combustion and understand the different ways we can make reactions go faster (increase the rate) .	Key Stage 4 

Key Vocabulary	
Chemical Formula	Chemical symbols with numbers to show the number of atoms of each element in the molecule.
Chemical Reaction	A process in which one or more substances are changed into new substances (the rearrangement of atoms).
Combustion	A reaction between fuel and oxygen that transfers energy to the surroundings.
Incomplete combustion	When there is not enough oxygen for a fuel to fully react in a combustion reaction.
Oxidation	A reaction in which a substance combines with oxygen.
Reactant	A starting substance in a chemical reaction.
Product	A substance that is made during a chemical reaction.
Thermal Decomposition	A chemical change (substance breaking apart) caused by heating.
Exothermic	A chemical reaction that gives out energy, causing the surroundings to heat up.
Endothermic	A chemical reaction that takes in energy, causing the surroundings to cool.
Energy transfer	The passing of energy from one energy store to another.
Rate of Reaction	A measure of the speed of a reaction, for example measuring the amount of product produced over a set period of time.
Catalyst	A substance that speeds up a chemical reaction

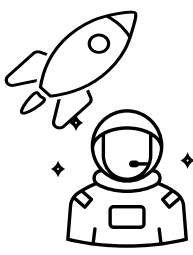


Independent Learning Tasks

Using the key vocabulary above and key concepts on the next page, answer the following questions:

1. Research photosynthesis and how farmers can speed it up to make plants grow faster.
2. What are the different methods how firefighters put out a fire?
3. What does an exothermic reaction release?
4. Produce a mind map of the topic to help with revision





Science - Term 3



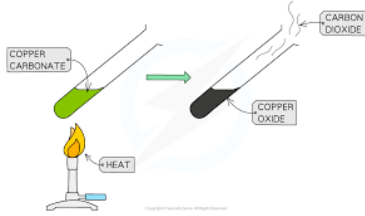
Chemical Reactions

Key Concepts

Thermal Decomposition



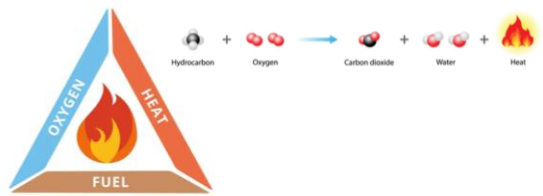
These reactions happen when some substances are heated and break down into simpler substances.
When carbonates decompose they produce a metal oxide and carbon dioxide.



Combustion



Combustion is the science word for burning. During combustion, a fuel reacts with oxygen to make carbon dioxide and water. The reaction releases energy.
When there is not enough oxygen available to react with all the fuel, **incomplete combustion** takes place. This can also produce extra products = carbon (soot) and carbon monoxide. Carbon monoxide is toxic.



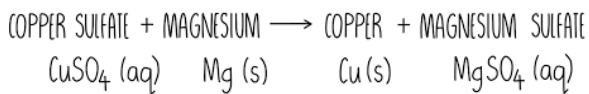
Chemical Reactions



A chemical reaction is where you make something new. In a chemical reaction, reactants are the substances that react together, and products are the substances formed.

Word equations always take the form, reactants → products. A + sign separates two or more reactants or products.

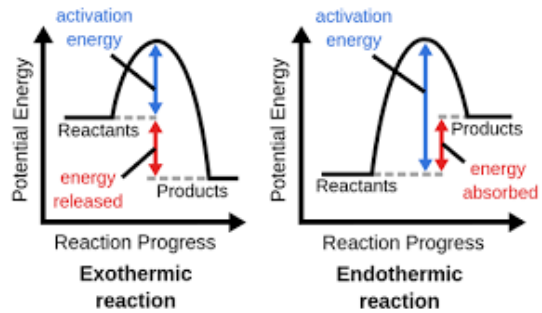
Chemical symbols can be used to represent elements and compounds in the reaction. This helps us to understand the atoms involved in the reaction.



Endo and Exothermic reactions



An exothermic reaction releases heat. An endothermic reaction takes heat in so it gets colder.

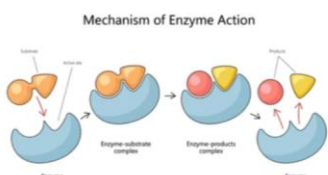


Catalysts



Catalysts help speed up the reaction without being used up. They reduce the amount of energy needed for the reaction to happen.

Enzymes in our bodies are examples of catalysts which help to digest our food and do all the chemical reactions needed to keep us alive.



Rates of reaction



The rate of reaction is the speed of a reaction. We can measure this by working out how much of the reactants have been used up in a set time or how much product has been made in a set time.

$$\text{RoR} = \frac{\text{reactant used}}{\text{time}}$$

$$\text{RoR} = \frac{\text{product formed}}{\text{time}}$$

Geography Term 3



Horn of Africa & Climate Change

This builds on:	Why this topic:	This links to:
<p>✓ This builds on the work covered in Year 7 on map skills and also work when we studied population, about migration. It also builds on and enhances graph and data skills.</p>	<p>The topic is designed to give students an opportunity to challenge stereotypes and focus on the area of the Horn of Africa. We will develop key geographical skills and learn about global issues such as climate change, from causes, impacts and mitigation.</p>	<p>✓ This links to work further at GCSE on the living world and also on climate change</p>

Key Vocabulary



Depression: An area of sunken land	Enhanced Greenhouse effect: The warming of the Earth's atmosphere due to human activity increasing the layer of greenhouse gases.
Grazing: Land with vegetation on where animals feed	Greenhouse effect: A natural process that traps heat in the atmosphere
Hostile: Unfriendly and not liking something	Long-wave radiation: Energy that is radiated outward by the Earth (land and sea)
Region: An area having definable characteristics but not always fixed boundaries	Mitigation: Action taken to reduce or eliminate the long-term risk to human life and property from climate change
Semi-Nomadic: People living usually in portable or temporary housing who farm animals and crops	Short-wave radiation: Solar energy that enters our atmosphere in the form of ultraviolet rays and visible light

Key Retrieval



Cultural Capital



1. Respect and empathy

Studying how people live and their different lives in other parts of the world

2. Global Understanding

Through studying cities and communities, we gain a wider understanding of global diversity and levels of connections between countries

3. Confidence of the wider world

Through studying this topic students are becoming more curious open-minded and informed global citizens

4. Awareness of global issues

Understanding of human impacts on the planet and what can we do to ensure the planet is looked after for future generations



Home Learning Tasks:

- Write a song, poem or rap about nomads and their lifestyle. You can then perform and film/record this
- Research and write travel guide to Ethiopia - Include details on the climate, physical features, cities, population and what people could see or do there
- Create a poster or information leaflet about the causes and impacts of global warming
- Produce a passionate speech for to influence the Government which gets them to develop more strategies to reduce global warming



Geography Term 3



Horn of Africa

Key Retrieval



Physical Geography



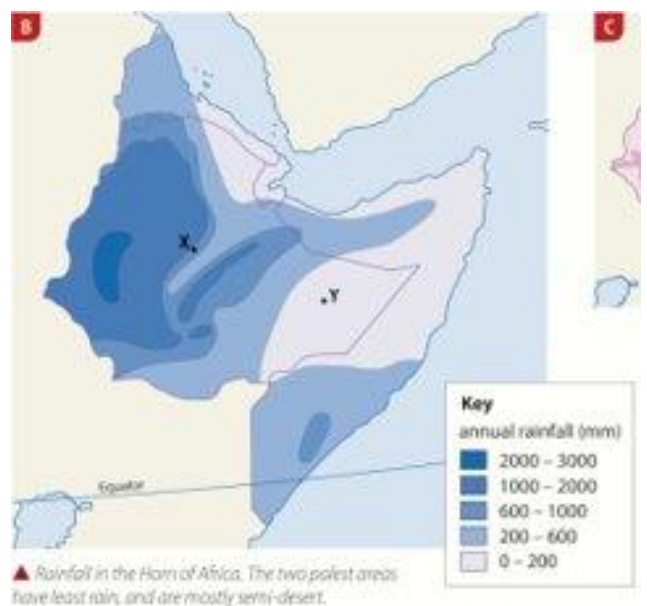
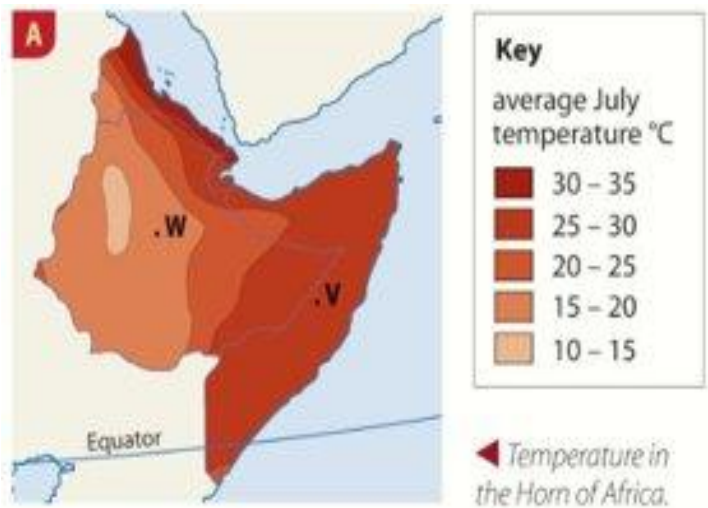
Horn of Africa's physical geography.

The Ethiopian Highlands are the largest area of highland in Africa
 The Danakil Depression is 100m below sea level
 Lake Assal in the Afar Triangle is the lowest point in all Africa

Key Retrieval



Climate:



Key Retrieval: Djibouti



Djibouti

Djibouti is a tiny country, with a population of only 1.1 million. It has few natural resources but it is in a great location.



It sits at the entrance to the Red Sea, so half the world's container ships pass it on journeys from Africa, Asia and Europe. The port is where ships unload and load cargo as well as refuel, Ethiopia uses its port because it is landlocked. It is a hub for phone and internet connections in Africa and has many foreign military bases.



Geography – Term 3

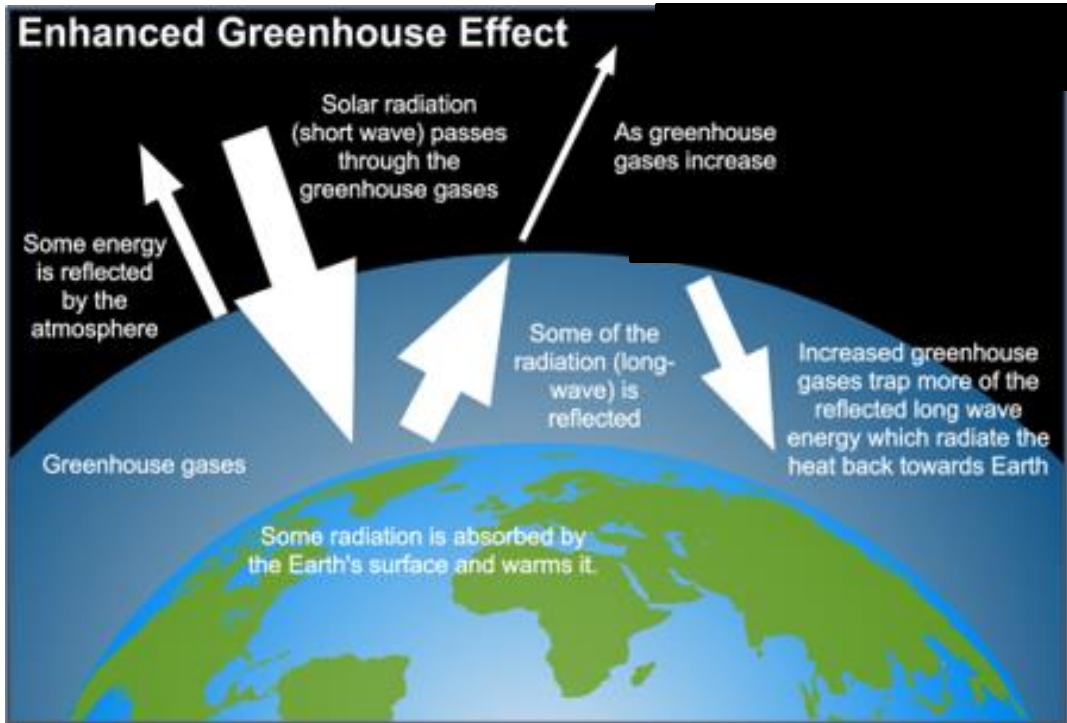


Climate Change

Key retrieval



Key Concept – Enhanced Greenhouse effect



Key Concept – Effects of climate change



Social effects:

- Increased risk of disease such as skin cancers
- Crop yields affected – maize will decrease by up to 12% in South America.
- Drought reduces food and water supplies in sub-Saharan Africa. Water scarcity in the south and southeast of the UK.

Environmental effects:

- Increased drought and risk of forest fires.
- Sea level rise includes flooding and erosion.
- Change in climate affects ecosystems.



Key Concept – Mitigation



Mitigation - reducing the causes of climate change by reducing greenhouse gases in the atmosphere

- Alternative Energy Production - Developing renewable energy solutions such as wind, solar and tidal energy reduces our reliance on fossil fuel burning power stations. This helps reduce carbon dioxide emissions being released into the atmosphere
- Planting trees helps reduce the amount of carbon dioxide in the atmosphere as trees absorb it as part of photosynthesis
- International agreements encourage countries to take responsibility for reducing CO2 emissions. Targets are more likely to be met if legally binding e.g., Paris 2015





ARCTIC OCEAN

ARCTIC OCEAN

PACIFIC OCEAN

PACIFIC OCEAN

INDIAN OCEAN

ATLANTIC OCEAN

ATLANTIC OCEAN

SOUTHERN OCEAN

Russia

Mongolia

China

Kazakhstan

India

Australia

Canada

United States

Mexico

Brazil

Argentina

Chile

Peru

Central America

Caribbean

Uruguay

Paraguay

Bolivia

Ecuador

Colombia

Venezuela

Guyana

Suriname

French Guiana (France)

Guinea

Sierra Leone

Liberia

Cote d'Ivoire

Equatorial Guinea

Gabon

Senegal

Mali

Niger

Chad

Nigeria

Cameroon

Benin

Togo

Democratic Republic of Congo

Republic of Congo

Angola

Zambia

Zimbabwe

Botswana

South Africa

Lesotho

Malawi

Mozambique

eSwatini

Rwanda

Burundi

Tanzania

Uganda

Kenya

Somalia

Ethiopia

Sudan

Eritrea

Saudi Arabia

Jordan

Yemen

Oman

U.A.E.

Qatar

Kuwait

Syria

Lebanon

Israel

Turkey

Armenia

Azerbaijan

Georgia

Ukraine

Romania

Moldova

Bulgaria

Cyprus

Greece

Tunisia

Algeria

Libya

Italy

Spain

France

Germany

Poland

Czechia

Slovakia

Hungary

Slovenia

Croatia

Serbia

Belarus

Ukraine

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Sweden

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Latvia

Lithuania

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Geography Term 2



Horn of Africa & Climate Change



Structuring Answers

When structuring an answer, it is always important to use:

- P – **Make your Point**
- E – **Add your Evidence** (facts and figures)
- E – **Explain** why using link words
- L – **Link** it back to the original question

For example – How can we mitigate climate change

One of the ways to mitigate climate change is using alternative energy sources. Schemes such as wind turbines in highland and off the coast of the UK are an example of this. This is because these areas receive lots of wind and have low population density, providing ideal conditions to harness the power of the wind to turn a turbine to create kinetic energy. Therefore, the use of wind means we can have a clean source of energy in which no fossil fuels are burnt so there is less carbon dioxide in the atmosphere which reduces the enhanced greenhouse effect.



History – Term 3



Was Jack the Ripper a Media Frenzy?

This builds on:	Why this topic:	This links to:
<p>✓ This builds on understanding of society in the 19th century from our industrial revolution topic.</p>	<p>In this topic, we will look at how the Media impacted the Jack the Ripper investigation. We will develop our analytical skills by evaluating the usefulness of evidence relating to the murders.</p>	<p>✓ This links to future topics such as Women's suffrage, as we evaluate societies attitudes towards women in the 19th Century. It also links to GCSE source analysis skills</p>

Key Vocabulary

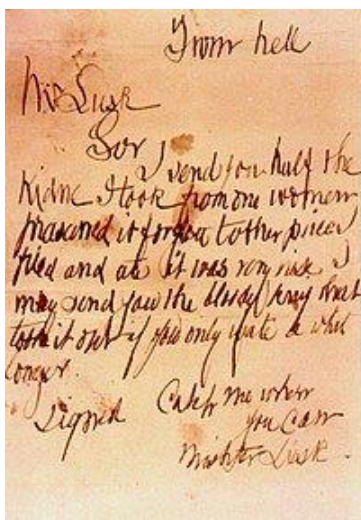


<p>Industrial Revolution: A time of great change in Britain between 1750 to 1900.</p>	<p>H Division: The police who were responsible for policing Whitechapel.</p>
<p>Whitechapel: An area of London that was notorious for crime and squalor</p>	<p>CID: Criminal Investigation Department were police officers focused on improving collecting evidence. They would wear plain clothes to follow criminals.</p>
<p>Slum: A squalid and overcrowded urban street or district inhabited by very poor people.</p>	<p>Sensationalism: The presentation of stories in a way that is intended to provoke public interest or excitement</p>
<p>Poverty: Lack of basic human needs such as clean water, nutrition, healthcare, education and shelter.</p>	<p>Fake News: False or misleading information, usually told through the media.</p>
<p>The Canonical Five: The chronological murders of Jack the Ripper</p>	<p>Urban: towns and cities where people live and work.</p>

Letters to the Media



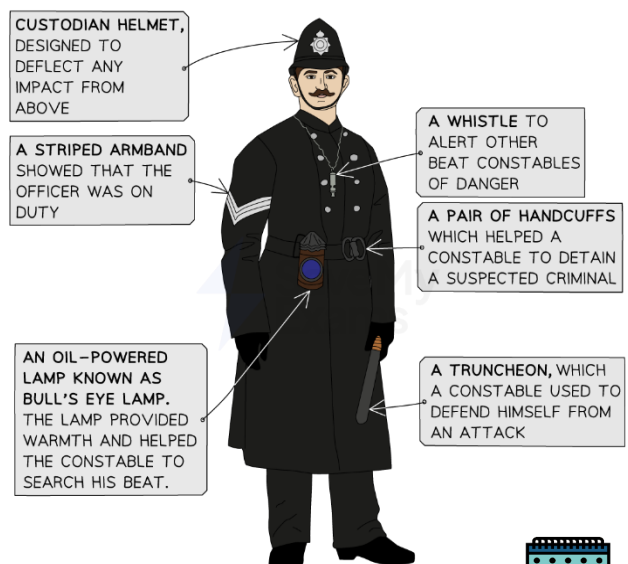
There were letters sent to the newspapers claiming to be the murderer. One letter which is referred to as “from hell” is the reason why we named this phantom stalker Jack the Ripper. Many of the letters, including his namesake, many historians believe to be faked to sell newspapers.



The Police:



The Metropolitan Police Force were a brand-new force at the end of the 19th century. It was created to deal with the increasing level of crime within the city. The Whitechapel murders highlighted just how overwhelmed this police force was but helped to build the force into a crime solving juggernaut it is today.



Home Learning Tasks:

1. Create a fact file on any of the Canonical Five we have looked.
2. Create a poster trying to convince people that one of the Jack the Ripper suspects is the Killer!
3. See homework sheet for further home learning tasks and information above.



History – Term 3



The Canonical Five

Victim 2: Annie Chapman

She was the daughter of a soldier and married to a coachmen. She was an alcoholic, and this led to the separation from her husband and children.

Victim 3: Elizabeth Stride

Originally born in Sweden she relocated to London and married. She separate from her husband and was the the first of two that was confirmed to be a prostitute. She was one of the double murders.

Victim 4: Catherine Eddowes

Eddowes was born into a big family. She was one of 12 children and had several important relationships while in London. She was the other half of the double murders.

The Canonical Five

Victim 1: Mary Ann Nichols

Born to a Laundress and locksmith, she married a printer's machinist. The marriage ended and she ended up in Whitechapel that Summer of 1888.



Victim 5: Mary Jane Kelly

Little is known of her, as she changed her stories. She said several times she was from Ireland and Wales, but had an English accent. She was the only one to be killed indoors.

History – Term 3



The Age of Revolutions

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from our previous unit about the key concept of revolution.	In this topic, we will look at the causes of revolutions and consider how revolutions can impact other countries.	✓ This links to future topics such as The First World War in Y9 when we consider the impact of the Russian Revolution.

Key Vocabulary



Revolution: Dramatic or widespread change.	Nationalist: A person who strongly identifies with their own nation and supports its interests,
Rebellion: An act of armed resistance against to an established government or leader.	Declaration of Independence: The document which declared the USA independent of Britain and its sovereignty
Guillotine: A machine with a heavy blade that slides down, this is usually used for beheading people.	Bastille: A fortress in Paris that was used as a prison. This was famously destroyed in the French Revolution
Republic: A state in which the supreme power is held by the people and their elected representatives.	Louie XVI: The last King of France before the formation of the First French Republic.
Colony: A country or area under the full or partial control of another country.	Constitution: A body of principles and rules that a country or state must be governed by.

Retrieval Practice

Questions	Answers
What was the name of the first President of the USA?	George Washington.
Which country helped the US fight the British?	France helped the USA. This inspired the French to gift the Statue of Liberty to the US to show their bonds of friendship.
What was the global significance of the American Revolution?	The American Revolution inspired similar movements across the world, in places like France and Ireland, as it allowed many new ideals like Liberalism and Republicanism to thrive.
Why did British lose the American colonies with such a vast Empire at its disposal?	Britain lost the American colonies for a number of reasons: The British had already been fighting a war in Europe, while the USA was very far away. They underestimated the resolve of the American forces and did not expect the French to support them so strongly.
Why were the French so unhappy by the end of the 18 th Century?	Many years of bad harvests and wars had led to increasing poverty for the everyday Frenchman. The luxurious lifestyle of the royal family and other aristocrats on the French taxpayer led to many people feeling angry and resentful towards the upper classes.
What began the French Revolution?	The French Revolution began with the Storming of the Bastille on the 14 th July 1789 in Paris. This event is still celebrated in France with a national holiday called Bastille Day.
How did the French Revolution end?	It ended when King Louis XVI and his Queen Marie Antoinette was executed. This led to a period called the Great Terror where many aristocrats were also punished.

Home Learning Tasks:

1. Create a fact file on one of the Revolutions we have studied.
2. Create a time line of the events of the American revolution.
3. See homework sheet for further home learning tasks and information above.



History – Term 3



The Age of Revolutions



The American Revolution:

Date: 19th April 1775 – 3rd September 1783

After Britain imposed many sanctions against its citizens in the American colonies, such as the law prohibiting expansion west, Stamp Tax, Tea Tax and the Boston Massacre, they decided to send demands to King George III which they knew he would not accept. As a result, Britain went to war with its citizens there. Britain lost its first major colony and America declared themselves independent. They elected their General, George Washington, as their first President.

The French Revolution:

Date: 5th May 1789 – 9th November 1799

France was a monarchy and had a very rigid social hierarchy. There were three estates (classes) and the third estate had to pay heavy taxes and no representation. As well as this, the monarchy had spent a lot of French tax money fighting costly wars during poor harvests. King Louis XVI and his wife Marie Antoinette became a focus point of anger by the people suffering financially. Heavily influenced by the American Revolution, many stormed the Bastille. This led to the end of the monarchy in France (King Louis and his wife were executed) and the First French Republic proclaimed.



The Irish Rebellions

Date: 23rd May 1798 – 12th October 1798

After witnessing two successful revolutions, many Irish people admired the ideals shown in both: liberty, autonomy and self-determination. Under British rule, Catholics (the majority of Irish people) and Presbyterians were persecuted and excluded from political power. The British held most of the land while the Irish were suffering financial hardships and could barely afford to live. After the Act of Union in 1900, Irish parliament was dissolved permanently. This led to an underground republican group known as the Society for United Irishmen starting a major rebellion against British rule in Ireland. This was not as successful as the other major events in this unit, and the Irish suffered a terrible defeat, but it marked a significant moment in Irish history.



Religious Studies- Term 3



The Good Life

This builds on:	Why this topic:	This links to:
<p>✓ This builds on RE knowledge from primary school and explores different ideas about living a good religious life.</p>	<p>Allows us to use different RE lenses to engage in the topic and think about how religion influences people to live a good life.</p>	<p>✓ This links to the KS4 curriculum and links to the religion paper and themes A,B,D,E.</p>

Key Vocabulary

<p>Five Pillars- Shahadah, salah, sawm, zakat, hajj</p>	<p>Responsibility: To be in charge of own actions.</p>
<p>Ten Commandments- a set of biblical principles relating to ethics and worship, which play a fundamental role in Judaism and Christianity</p>	<p>Five Ks - Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword)</p>
<p>Five Precepts- Refrain from taking life, Refrain from taking what is not given, Refrain from the misuse of the senses, Refrain from wrong speech, Refrain from intoxicants that cloud the mind</p>	<p>Covenant- A binding promise between God and mankind</p>
<p>Inhume: Lacking pity, kindness or mercy, being cruel.</p>	<p>Eight fold path- a core Buddhist framework of eight interrelated practices designed to end suffering and achieve spiritual enlightenment.</p>
<p>Sanctity of life: Life is sacred (holy) because it is God-given.</p>	<p>Mount Sinai- the mountain where Moses received the ten commandments .</p>

Key Retrieval

The Five Pillars-

Are five duties that all Muslims should follow in order to live a good and responsible life. The five pillars are:
 Shahadah- declaration of faith
 Salah- Prayer
 Sawm- Fasting
 Zakat- Charity
 Hajj- Pilgrimage

The ten commandments-

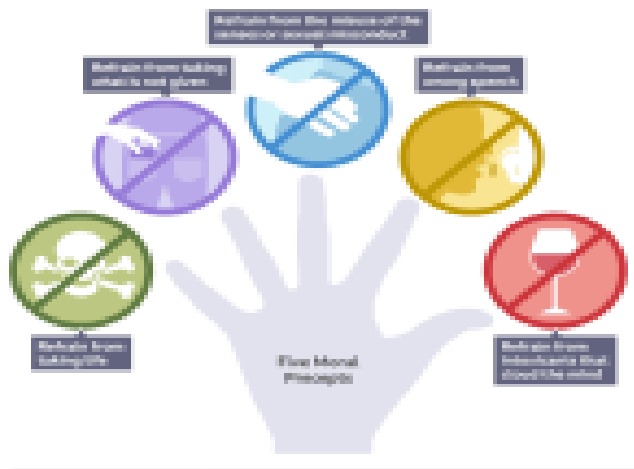
The Ten Commandments are important because they provide a moral and spiritual framework for living in relationship with God and others, guiding ethical behavior and pointing to the need for salvation through Jesus.

The Five Ks

The Five Ks are essential in Sikhism as they symbolize faith, identity, discipline, and moral responsibility, guiding Sikhs in their spiritual and daily lives. Overview of the Five Ks
 The Five Ks, or Panj Kakar, are five articles of faith that Guru Gobind Singh introduced in 1699 for Khalsa Sikhs

Cultural Capital

1. We will have intellectual arguments and debates surrounding the ideas of whether religious rules help live a good life.
2. We will watch videos to explore how different religions demonstrate living a good life.



Home Learning Tasks:

- Do you think religious rules help religious believers live a good life ?
- How can religious believers ensure they are following the religious rules?
- Does following religious rules help religious believers get praised in the next life?





Write like an RE expert

4 marker

Point
Explain
Point
Explain

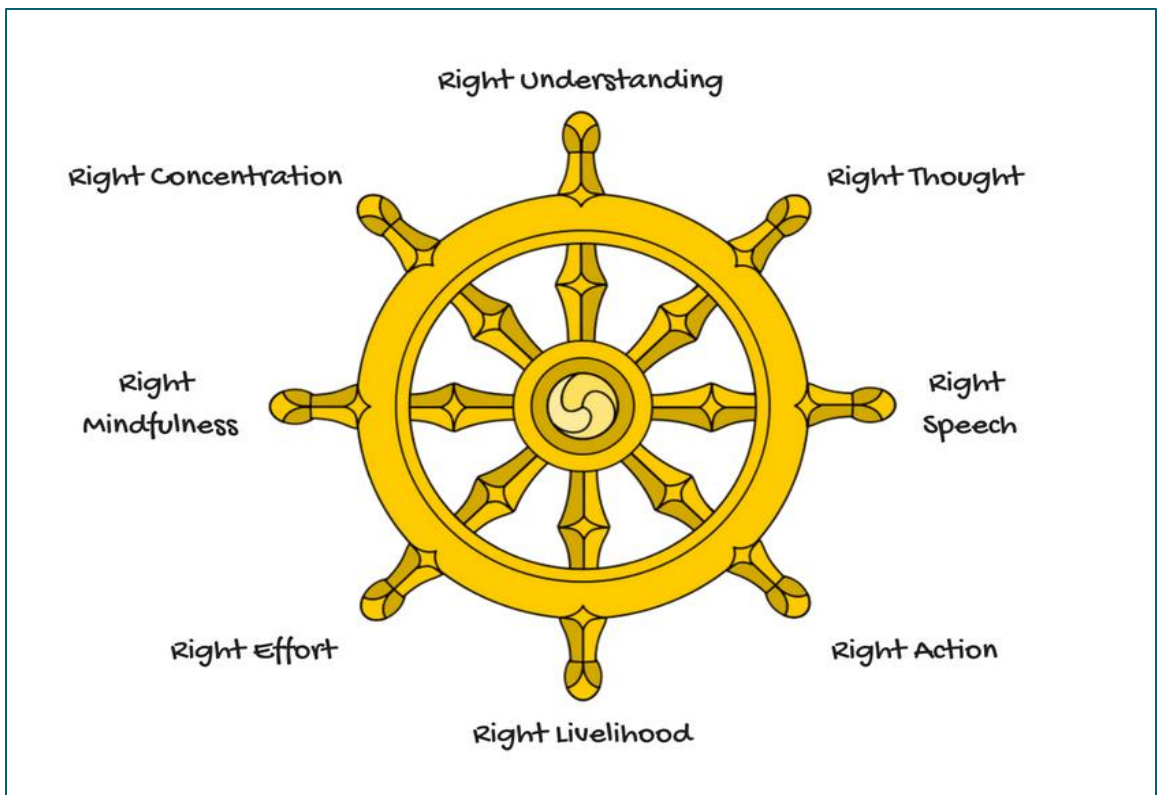
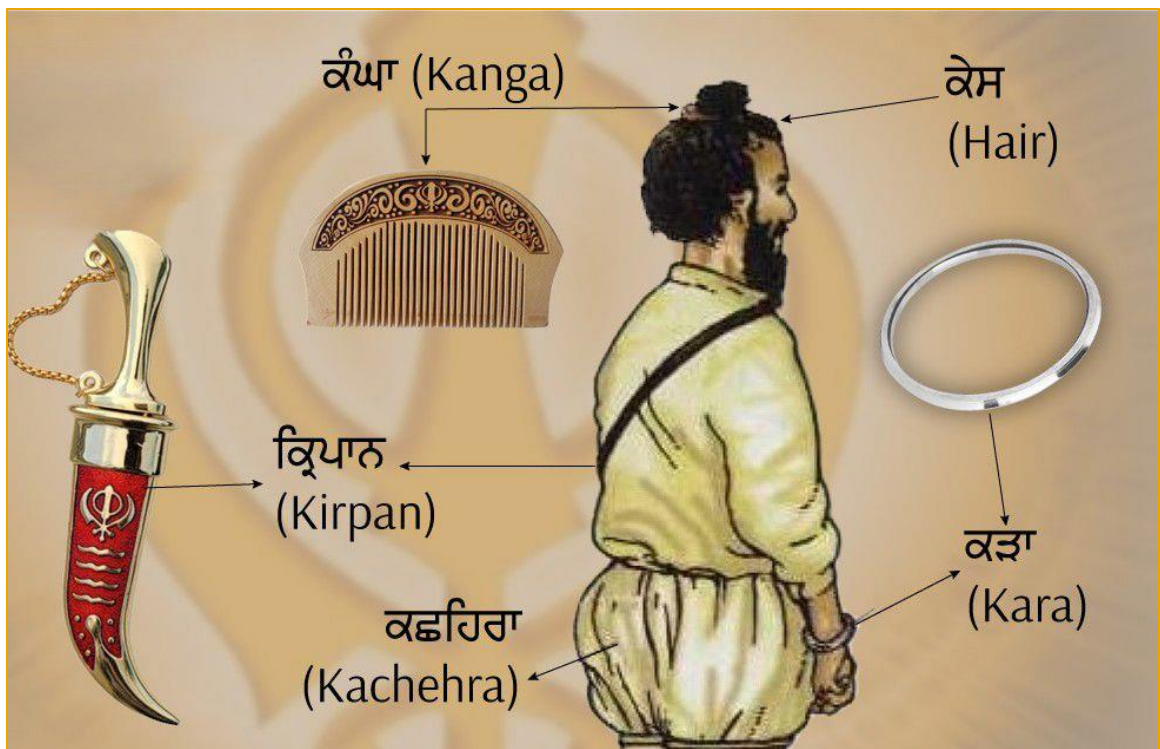
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Point
Evidence
Explain
Point
Explain

12 marker

Point
Evidence
Explain
Link

Two arguments for
Two arguments against
Conclusion



Religious Studies



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

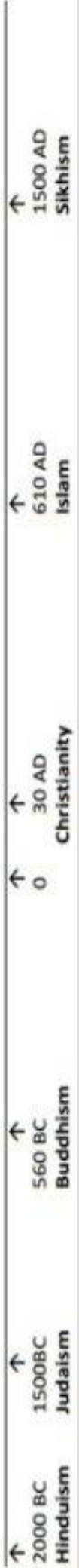
Atheist = Someone that doesn't believe in God

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)



French Term 3

Les Vacances



This builds on:	Why this topic:	This links to:
Celebrations, food and drinks, media, likes and dislikes, transport and travel.	You will learn to give and understand information about holidays, future and past, different type of weather You will express preferences and make plans for your next holidays.	<ul style="list-style-type: none"> Weather. Holidays. Future plans Past tense. Countries

Countries in the world, plans and opinions.

Key Concepts

Où voudrais-tu visiter à l'avenir?

Je vais visiter – I am going to visit.

Je voudrais visiter – I would like to visit.

le Danemark	Denmark	la Belgique	Belgium
le Pakistan	Pakistan	l'Espagne	Spain
le pays de Galles	Wales	l'Italie	Italy
le Royaume-Uni	the UK	la Pologne	Poland
l'Algérie	Algeria	la Russie	Russia
l'Allemagne	Germany	la Suisse	Switzerland
l'Angleterre	England	les États-Unis	the USA
l'Autriche	Austria	les Pays-Bas	the Netherlands

Giving more complex reasons.

Je voudrais visiter	(le Gabon).
Il y a des volcans	fabuleux. impressionnants.
plages	fabuleuses.
montagnes	impressionnantes.
forêts	
rivières	
Je veux visiter	le port / le parc national. l'église.
J'adore	le surf / le café. la nature / la formule 1. les monuments historiques.

Key Phonics

Silent final consonant – shhh!

Un fruit 	Je bois 	Le pied
---------------------	--------------------	--------------------

Qu'est-ce que tu aimes faire en vacances?

♥♥ J'adore	manger	au resto.
♥ J'aime	aller	à la piscine. à la plage.
✗ Je n'aime pas	faire	du surf. du vélo. des promenades.
♥♥♥ Je déteste	visiter	des musées. des monuments historiques.

Qu'est-ce que tu vas faire en vacances?

Je vais	passer du temps avec ma famille.
	jouer au foot.
	manger beaucoup de pizza.
	regarder des vidéos.
	faire du sport / les magasins.
	lire des romans.
	dormir .



Make sure you use the right word for 'to' / 'in':

town or theme park	masculine country	feminine country	plural country
Londres/ Disneyland	le Canada	la France	les États-Unis
à Londres (to/in London) à Disneyland (to/in Disneyland)	au Canada (to/in Canada)	en France (to/in France)	aux États-Unis (to/in the USA)

Home Learning Tasks:

1. Research a holiday destination in France and make a fact file.
2. Complete the tasks on [Languagenut.com](https://www.languagenut.com)





Les Vacances

Holiday plans & Opinions – Use of Present and Past tenses

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
Normally during the holidays...	je fais du sport - I do sport 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 th 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 passport	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!

Asking and answering questions.

Retrieval Practice	
Questions	Answers
Où voudrais-tu visiter?	Je voudrais visiter le Canada.
Pourquoi? Pourquoi pas?	À mon avis c'est super. Il y a des volcans.
Qu'est-ce que tu aimes faire en vacances?	Personnellement, j'aime manger au resto, parce que c'est délicieux.
Qu'est-ce que tu n'aimes pas faire?	Je n'aime pas aller à la plage. C'est nul.
Qu'est-ce que tu vas faire?	Je vais faire du surf et de la voile.
Qu'est-ce que tu vas manger?	Je vais manger des crêpes et des frites. Miam, miam.
Qu'est-ce que tu vas visiter?	Je voudrais visiter des monuments historiques comme la tour Eiffel.
Ce sera comment?	Je pense que ce sera inoubliable.

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Perfect tense verbs have two parts:

- part of the verb *avoir* (to have), e.g. *j'ai/on a*
- a past participle, e.g. *mangé/raté*
j'ai mangé (I ate)
on a raté (we missed)

Most past participles end in **-é**.
But some are different:

<i>j'ai</i>	<i>oublié</i>
<i>on a</i>	<i>mangé</i>
	<i>raté</i>
	<i>cassé</i>
	<i>perdu</i>
	<i>pris</i>

French Term 3

Les Vacances



Use of “avoir” and “être” with “Je and Il/Elle” to form the perfect tense

In the perfect tense, you need to use the right part of *avoir* or *être* to talk about either yourself or someone else.

<i>J'</i>	<i>ai</i>	<i>fait ...</i>
<i>Je</i>	<i>suis</i>	<i>allé(e) ...</i>
<i>Mon frère/ Ma mère (etc.)</i>	<i>a</i>	<i>fait ...</i>
<i>Mon frère/ Ma mère (etc.)</i>	<i>est</i>	<i>allé(e) ...</i>

Asking and answering questions in the present and perfect tense.

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

German Term 3.1

Die Schule



This builds on:	Why this topic:	This links to:
This builds on work you will have done during term two, giving likes and dislikes. You will also revisit numbers and days of the week.	You will learn to give and understand information your school day. You will learn to tell the time in German and describe your school uniform	<ul style="list-style-type: none"> This links to topics such as clothes and school subjects. You will also revise numbers, colours and opinions.

Key Vocabulary	
Was lernst du in der Schule? What do you learn at school?	Ich lerne Mathe, Englisch und Erdkunde I learn Maths, English and Geography.
Was hast du am Montag?	Ich habe Sport, Geschichte und Mathe.. I have PE, History and Maths.
Was ist dein Lieblingsfach? What is your favourite subject?	Mein Lieblingsfach ist Deutsch, weil es super ist! My favourite subject is German, because it's super.
Was lernst du nicht gern? What do you not like to learn?	Ich lerne nicht gern Sport, weil es schwierig ist I don't like to learn PE, because it's hard.

Key Retrieval

Wann hast du Deutsch?

When do you have German?

Ich habe
I have

Du hast
You have

Er / sie hat
He / she has

Wir haben
We have



In German, they say half to the next hour, not half past the one that has just gone.

E.g. 9.30 is halfway to 10.

Am Freitag **haben wir** Mathe.

Um neun Uhr **habe ich** Deutsch

Um halb Zehn **habe ich** Musik.



Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.

German Term 3.1



Die Schule

Was trägst du in der Schule?
Hast du ein Schuluniform?

What do you wear at school?
Do you have a uniform?



einen Rock
a skirt



eine Krawatte
a tie



Schuhe
shoes



einen Pulli
a sweater/jumper



eine Hose
trousers



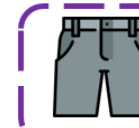
Stiefel
boots



ein Kleid
a dress



eine Jeans
a jeans



Shorts
shorts



ein T-Shirt
a t-shirt



eine Jacke
a jacket



Sportschuhe
trainers



ein Hemd
a shirt



Ich trage...

(I am wearing...)

Er/Sie trägt...

(He/She is wearing...)

...einen blauen Rock

...eine rote Jacke

...ein grünes Hemd

...schwarze Sportschuhe

	schwarz		braun
	rot		lila
	gelb		rosa
	orange		blau
	grün		grau
	beige		weiß

WAGOLL - Talking about your school day.

1. Ich habe Mathe, Deutsch und Sport.
2. Um neun Uhr habe ich Englisch.
3. Am Freitag un zehn Uhr habe ich Deutch

1. I have maths, German and PE.
2. At 9 am I have English.
3. On Friday at 10am I have German

WAGOLL - Describing your school uniform.

1. Wir haben eine Schuluniform.
2. Ich trage eine schwarze Hose, ein weisses Hemd, und schwarze Schuhe.
3. Ich finde das altmodisch.

1. We have a school uniform.
2. I wear black trousers, a white shirt and black shoes.
3. I find it old fashioned.

German Term 3.2

Meine Freizeit.



This builds on:	Why this topic:	This links to:
This builds on work you will have done during term two, giving likes and dislikes.	You will learn to give and understand information about sports and activities.	<ul style="list-style-type: none"> This links to topics such as likes and dislikes. You will cover this at GCSE too.

Key Vocabulary



Was spielst du? What do you play?	Ich spiele Tennis, Schach und Federball.. I play tennis, chess and badminton
Was spielst du gern? What do you like to play?	Ich spiele gern Fußball I like to play football.
Was ist dein Lieblingssport? What is your favourite sport?	Mein Lieblingssport ist Handball, weil es super ist! My favourite sport is handball, because it's super.
Was spielst du nicht gern? What do you not like to play?	Ich spiele nicht gern Golf, weil es schwierig ist I don't like to learn PE, because it's hard.

Key Retrieval

Was spielst du? What do you play?



Badminton



Basketball



Fußball



Wasserball



Eishockey



Tennis



Volleyball



Tischtennis



Handball

The verb *spielen* (to play) is a regular verb. It has the same endings as most verbs in German.

ich spiele	wir spielen
du spielst	ihr spielt
er/sie/es spielt	Sie spielen
	sie spielen

Ich spiele nicht gern
Rugby. 💔

Ich spiele gern
Tennis. ❤️

Am liebsten, spiele
ich **Golf.** 💕

Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- Find out about the favourite German sport for teenagers.
- Can you find out the names of all the football teams in the Bundesliga?



Computing Term 3



Game Design

This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> Basic logical thinking from previous terms and continuation of block-based programming 	<ul style="list-style-type: none"> Game design teaches computational thinking (Algorithms & logic) in a highly creative way. Showing how logic underpins all computational processes. 	<ul style="list-style-type: none"> Future units on text-based coding such as python, 3D modelling, Logic systems and user experience.

Key Vocab	Definition
Terrain	The 3D world (Land, water, hills) that you create for your game to take place in
User Input	Programming how the player controls the game and the characters (E.g. Keyboard, Mouse, Controller)
Sequential Logic	The rules and instructions given to objects to complete. Given in a very specific order to get the expected result (Top to Bottom)
WHEN (Condition)	The event that must happen first (e.g.. See apple) for the next action to happen (e.g. Move towards apple)
DO (Action)	The reaction that occurs if the condition is met (e.g. "Move Towards", "Eat", "Score [1] Points")
Paths	Invisible and visible lines that characters can be programmed to follow and perform specific actions at intervals

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

+ S = SAVE	+ X = CUT	+ P = PRINT
+ C = PASTE	+ B = BOLD	+ U = UNDERLINE
+ Z = UNDO	+ F = FIND	+ I = ITALIC



↓ Kodu Tools & Functions ↓



Kodu Tool Palette Overview		
	Tools	Definition
	Play Game	F5 to play
	Camera Control	F4 to cont
	Object Tool	The central hot in Kodu robot
	Terrain Brush	Any item placed in the grmat brush
	Up/Down Tool	Up/down and hills hihs
	Paths Tool	Linked the keyboard nodes to flow.

The WHEN... DO... Rule System

Kodu code editor



For help with the Home Learning task, go to -

- The Dyson Design Process:** Investigate how Sir James Dyson uses the iterative design cycle (testing and failing hundreds of prototypes) to create vacuum cleaners.
- The Purpose of a Mood Board:** How are these used in the early Research/Design stages?

Food Technology



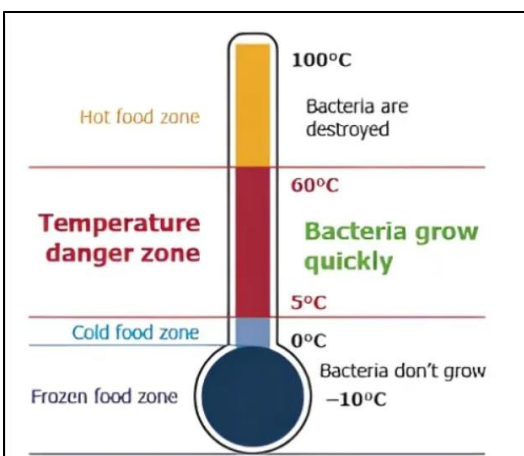
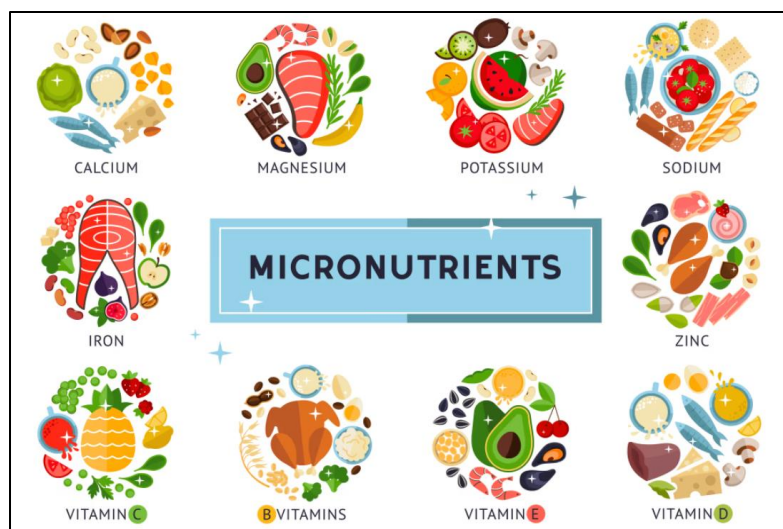
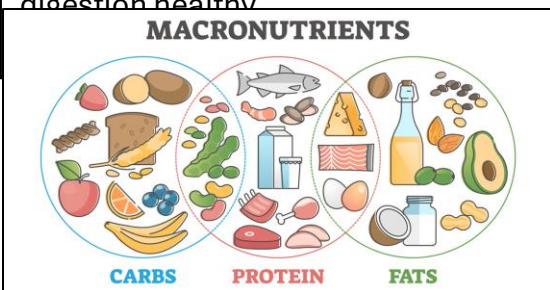
Rotation 2

This builds on:	Why this topic:	This links to:
Building knowledge of what makes a plate of food nutritious. Understanding the importance of macronutrients in the diet	We all need to be aware of what a balanced diet looks like and know what fats, proteins and carbohydrates do to keep our body functioning	This links to food and nutrition which is a topic in science but also a career path that student can look into. Students understanding macronutrients can help them eat more healthily day to day

Key Vocabulary









Macronutrients = carbs, proteins, and fats — the big nutrients that give you energy and keep your body working.	The 4 C's: Chilling, Cooling, Cooking, Cross-contamination
Micronutrients are nutrients your body needs in small amounts to stay healthy. They don't give you energy, but they help your body work properly. They include: <ul style="list-style-type: none"> • Vitamins (like vitamin C, D, and B vitamins) • Minerals (like iron, calcium, and zinc) 	Dovetailing: Multitasking where you have more than one thing happening at the same time
Protein is a nutrient your body uses to build and repair muscles, bones, skin, and other tissues . It also helps keep you strong and healthy.	Dehydration is when your body doesn't have enough water to work properly.
Carbs (carbohydrates) are nutrients your body uses for energy . They are your body's main fuel source	Danger Zone: the danger zone in food is the temperature range where bacteria grow quickly and can make food unsafe. The temperature of the danger zone is 5°C-63°C
Fats in food are nutrients that give your body long-lasting energy and help protect your organs and support your brain.	Food Probe: A food probe is a small tool used to measure the temperature inside food to check if it's cooked safely. Easy version:
Fibre is a part of plant foods that your body can't fully digest , but it helps keep your digestion healthy.	Cross-contamination: When harmful germs or bacteria spread from one thing to another, especially from raw food to cooked food.



Food Technology



Rotation 2

This builds on:	Why this topic:	This links to:
<p>We are now developing your preparation and cooking skills further by using more technical skills and techniques.</p> <p>In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.</p>	<p>We are developing your Knowledge and Understanding of traditional dishes from around the world but also developing the skills of cooking with different types of meat</p>	<p>Developing independent skills</p> <p>Creating meals for the whole family to enjoy that are nutritious</p> <p>Cooking more technical dishes</p>
	<p>This is a traditional British cake. Serve these scones warm, with jam, butter, cream...or all three!</p>	<p>Practical Recipe 1 – Fruit Scones</p> <ul style="list-style-type: none"> <input type="checkbox"/> 85g Diced Butter <input type="checkbox"/> 350g Self-Raising Flour <input type="checkbox"/> 3 Tbsp Caster Sugar <input type="checkbox"/> 175ml Milk 
	<p>Please do not bring in any frozen meat or any meat on the bone as we will not have time to use this in the lesson.</p> <p>We will be experimenting with different seasonings within the lesson. Reheat to 75°C at home and serve with rice</p>	<p>Practical Recipe 2 – Chicken Curry</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1-2 chicken breast/boneless chicken thighs <input type="checkbox"/> 1 small red onion <input type="checkbox"/> ½ pepper <input type="checkbox"/> 1 tin chopped tomatoes <input type="checkbox"/> 25g natural yoghurt or single cream <p>School will provide the seasonings</p>
		<p>Practical Recipe 3 - *Holiday Treat*</p> <p>Check the notice board for the recipe. We will also email this out to parents</p>
	<p>Kofta is a type of "meatball" that originates from the Middle East and India. It has been adapted in many different regions. It is beautiful served with mint raita and flatbread (recipe below)</p>	<p>Practical Recipe 4 – Kofta</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 small onion <input type="checkbox"/> 1 clove of garlic <input type="checkbox"/> 1/2 red chilli <input type="checkbox"/> 200g lamb mince (or any other mince is fine e.g. beef/turkey) <p>School will provide Garlic, Chilli Flakes, Cumin</p>
	<p>This is a more technical cake as it has a variety of ingredients.</p> <p><u>Please measure the ingredients out at home if you can.</u></p> <p>When you get them home, have a go at the fudge topping (recipe below)</p>	<p>Practical Recipe 5 – Fudge Brownie Cupcakes</p> <ul style="list-style-type: none"> <input type="checkbox"/> 100g dark Chocolate <input type="checkbox"/> 100g margarine/butter <input type="checkbox"/> 100g Self-raising Flour <input type="checkbox"/> 50g brown sugar <input type="checkbox"/> 2tbsp Syrup <input type="checkbox"/> 50ml milk <input type="checkbox"/> 1 egg <input type="checkbox"/> 2 tbsp cocoa powder <input type="checkbox"/> 12 cake cases

Independent Learning Tasks

Here are some recipes you can try at home to accompany your practical work in school:

Jam recipe for your scones: [Jam recipe](#)

Mint raita for your Kofta: [Mint Raita Recipe](#)

Flatbreads for your Curry and Kofta: [Flatbread Recipe](#)

Fudge Brownie Frosting: [Fudge Brownie Topping Recipe](#)





Formal Elements

This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to your future learning and skills development in KS3 and prepares you for GCSE Art

Key Vocabulary



Line: The path made by a moving point for example a brush dipped in paint. A line can take many forms.	Form: A 3-dimensional object that has height, width and depth.
Tone: The lightness or darkness of something. By adding tone to line drawings, the illusion of form is created.	Texture: The way something feels to the touch. Visual texture is the way something in a photo/painting looks as though it would feel.
Colour: This is what we see when the light strikes a surface and is reflected back to the eye.	Composition: The placement of different elements in a piece of artwork (what goes where).
Shape: Created by a line that starts and finishes at the same point. Shapes are flat (height and width) and can be geometric or organic.	Mark making: Creating different marks on a surface with a selected media. Good way to create texture in a piece of artwork.
Pattern: A repeated decorative design.	Collage: A piece of art made by sticking various different materials such as photographs and pieces of paper or fabric on to a backing.
Experimenting: The process of exploring new ideas, materials, techniques, and approaches to artistic creation, essential to deepen understanding of materials and refine artistic skills.	Refining: To improve a piece of art by making small, deliberate changes to ⁴² enhance its quality, clarity, or overall effect.



Scan QR codes for access to the Newsome Art Department Pinterest page and Tate Kids website.



Home Learning Tasks:

Choose an interesting object in your home/find a picture to draw from. Try drawing the object/picture in the following ways:



- Using your non-dominant hand
- Using a continuous line (don't take your pencil off the paper once you have started)
- Blind contour drawing (draw without looking at your page until you have finished)
- Turn the object upside down and draw it that way.
- Drawing only the negative space (around and between the object)
- Timed drawing (10 seconds/ 30 seconds/ 60 seconds)





ART ASSESSMENT



✓ Ask a question about the work...

✓ Share your ideas and opinions...

✓ What areas can be refined?

✓ How has detail been captured?

✓ What caught your eye first time and why?

✓ What changes would you suggest?

✓ How has the work met the lesson objective?

✓ Formal elements used...
Line, colour, texture, tone, shape, pattern & form

✓ Identify areas that went well

✓ Where next?

✓ Ask your partner what they think about your work

✓ What areas can be improved further?

Describing Artwork

- This piece of art shows...
- The artist has used... to create...
- This artwork is made using...
- The composition includes...

Talking About Colour and Texture

- The colours used are... which makes the artwork feel...
- The artist has used light and shadow to...
- The texture appears to be...

Interpreting the Meaning

- This artwork might represent...
- It makes me feel... because...
- The artist could be trying to show...
- It reminds me of...

Giving Opinions

- I like this artwork because...
- In my opinion, the most effective part is...
- I think the artist has been successful in...
- I prefer this style because...
- If I could change one thing, it would be...

Comparing and Reflecting

- This reminds me of the work by... because...
- Compared to my own work, this is...

Art Assessment – you will be given a mark for each assessed piece of work. This coded grid links to the mark scheme in your book.

1	2	3	4
Student can recall and apply some of the intended curriculum objectives.	Student can recall and apply most of the intended curriculum objectives	Students can strongly recall and apply the majority of the intended curriculum objectives	Student has exceeded expectations of recall and application of the intended curriculum

Music – Term 3



This builds on:	Why this topic:	This links to:
<ul style="list-style-type: none"> ✓ This unit will develop on new Music Technology skills. You will continue to develop your musical understanding through a new style and continue to make use of performance skills you have already developed. 	<p style="text-align: center;">House Music</p> <ul style="list-style-type: none"> ✓ You will develop an understanding of House Music, analysing its musical features whilst developing your own piece of House Music. 	<ul style="list-style-type: none"> ✓ Rap and Hip Hop (Year 8) ✓ Film Music (Year 9) <p>This unit links to Rap and Hip Hop from earlier in the year as well as some aspects of Film Music that you will be studying later, in Year 9.</p>

Key Vocabulary

<p>Melody: The main layer or tune of a piece.</p> <ul style="list-style-type: none"> • Melodies can move by step or leap. 	<p>Harmony: The chords and scales that accompany the melody.</p> <ul style="list-style-type: none"> • Diatonic Harmony – Chords and scales that blend well together. • Dissonant Harmony – Chords and scales that clash with each other.
<p>Articulation: The way the notes are played – long and smooth or short and detached</p> <ul style="list-style-type: none"> • Legato – Long and smooth • Staccato – Short and choppy 	<p>Tonality: Whether the music is in a Major ☺ or Minor ☹ Key.</p>
<p>Dynamics: How loud or quiet the sound is.</p>	<p>Instrumentation/Forces: The instruments or voices used to perform a piece.</p>
<p>Texture: The layers that make up a piece</p> <ul style="list-style-type: none"> • Monophonic – Single layer on its own. • Homophonic – One melody with accompaniment. • Polyphonic – More than one melody at the same time. 	<p>Rhythm: The note values used. E.g. Semibreves, Minims, Crotchets and Quavers.</p>
<p>Structure: The way the music is put together in sections. E.g. – Beginning, Middle and End Or Verse-Chorus.</p>	<p>Tempo: The speed of the beat</p>

Key Concepts – House Music

<p style="text-align: center;">Rhythm</p> <ul style="list-style-type: none"> • Four to the floor kick drum patterns are always used. • Syncopated (offbeat) hi-hat rhythms are always used. 	<p style="text-align: center;">Texture</p> <ul style="list-style-type: none"> • Trance is usually homophonic. • It always gradually adds layers in bars of 8 (or multiples of 8) over time for anticipation. 	<p style="text-align: center;">Low-Pass Filter</p> <ul style="list-style-type: none"> • A low pass filter only lets low pitch sounds through. • It is great when creating a 'build up' of sounds that <i>gradually</i> appears. 	<p style="text-align: center;">High-Pass Filter</p> <ul style="list-style-type: none"> • A high pass filter only let high pitch sounds through. • It is great when creating a 'build up' of sound that gradually appears.
<p style="text-align: center;">Studio FX – Reverb and Delay</p> <ul style="list-style-type: none"> • Delay repeats a sound back creating an 'echo' effect. • Reverb gives a 'fuller' sound as though it is being played in a larger room or space. 	<p style="text-align: center;">Time Signature (Metre)</p> <ul style="list-style-type: none"> • 4/4 Time Signature – 4 beats to each bar. • This makes it easy to dance to. 	<p style="text-align: center;">Instrumentation (Forces)</p> <ul style="list-style-type: none"> • House Music uses synthesisers to create its parts such as the chords or riffs. 	<p style="text-align: center;">Harmony</p> <ul style="list-style-type: none"> • House music is diatonic (chords and scales blend well together). • The chord sequences are simple and repetitive.
<p style="text-align: center;">Tonality</p> <ul style="list-style-type: none"> • House music usually sticks to a minor tonality. • This makes it sounds serious. 	<p style="text-align: center;">Tempo</p> <ul style="list-style-type: none"> • House Music always has a tempo of between 115 BPM – 130 BPM (allegro - fast). 	<p style="text-align: center;">Structure – Sections of the music.</p> <p>Intro: A drumbeat and gradually adds layers of instruments. Breakdown: A section where it is often with the drums and basslines dropping out, creating a build-up to the drop. Drop: The energetic part of the song often featuring the hook. Chorus/Hook: Often the catchy part of the song. Outro: The ending section, which can fade out or have another drop.</p>	

Music – Term 3



What is this page?	What should I do with this page?	How can I revise?
<ul style="list-style-type: none"> Use this page to revise and strengthen your knowledge of House music. 	<ul style="list-style-type: none"> Spending ten-fifteen minutes per week, using this page to revise, will prepare you for the assessments. 	<ul style="list-style-type: none"> Look, cover and check to test yourself. Ask someone else to test you. Create flash cards or a mind map from this page.

Retrieval Practice (Home Learning)

Firstly, make sure you have **memorised** the definitions for all the keywords we use in music:

Melody / Articulation / Dynamics / Texture / Structure / Harmony / Instrumentation and Forces / Rhythm / Tempo.

Using your knowledge organiser you must:

- Look, cover and check.
- Have somebody else test you.
- Make flash cards to test yourself.

Questions	Answers
Describe how texture is used in House/EDM music.	The texture (layers) is always built up gradually. Usually every 8 bars (or in multiples of 8).
What time signature is used in House/EDM Music and why?	4/4 time signature is used – because it is easy to dance to.
What are the rhythmic features of house music?	Four to the floor kick drum and syncopated hi-hats.
What studio FX are commonly heard in house music?	Reverb and delay.
What type of tonality does House music use and why?	Minor to create a serious sound.
What does a low pass filter do?	A low pass filter only lets <i>low sounds</i> through.
Why are low pass filters used in House music/EDM?	Low pass filters are used to help build up the music and make sounds gradually appear.
Describe the harmony of house music/EDM.	House music is usually diatonic.
Which studio effect creates an echo effect?	Delay.
How is House music structured ?	Usually in 8 bar loops – where the texture gradually builds up

Develop your production/Mixcraft Skills even further by checking out the Mixcraft University YouTube Page:

[Mixcraft University | Welcome to Mixcraft University](#)



Come along to after-school music club (every Wednesday) to develop your **Mixcraft** skills!

Learn more about music technology and electronic music [here](#) (BBC Bitesize). Create a mindmap or flash cards on this content to develop your understanding.

3D Design



Nature Theme


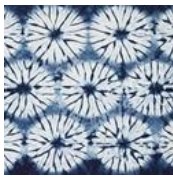



Health and Safety Workshop Rules

- Never Remove Any Tools from the Workshop**
Tools must stay in the workshop. Taking them out is unsafe and not allowed.
- No Running or Fooling Around**
Move calmly and behave responsibly to keep everyone safe.
- Know Where Emergency Stop Buttons Are**
Locate and understand how to use emergency stops before starting any task.
- Use Tools and Machines Correctly**
Operate only the tools you've been trained to use, and follow all instructions.
- Always Wear Safety Goggles**
Protect your eyes at all times when using tools or machinery.
- Wear Protective Gear When Needed**
Use gloves, ear defenders, and dust masks for specific tasks.
- Report Hazards or Injuries Immediately**
Notify your teacher if something breaks, is unsafe, or someone gets hurt.
- Keep Your Work Area Tidy**
Clean up as you go. Clear away clutter, spills, and tools.
- Secure Loose Items**
Tie back long hair, remove jewellery, and avoid loose clothing near machines.
- No Food or Drink in the Workshop**
To avoid contamination or spills, never eat or drink in the workspace.

HEALTH AND SAFETY RULES

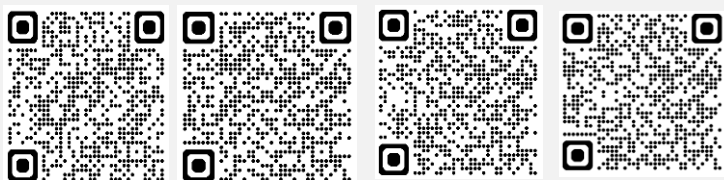


Fabric Manipulation

Inspiration		New information
Jo Hyam (Textiles artist)		Jo Hyam, is a UK artist, creating visual art inspired by nature and world cultures. She creates machine stitched textile pictures & 3d objects using a variety of textile techniques.
Shibori		Shibori is a Japanese manual resist dyeing technique, known for creating patterns on fabric by binding, stitching, folding, and clamping before dyeing.
Gel prints		Gel printing, also known as gelli printing, is a form of printmaking that uses a soft, flexible gel plate to create unique, one-of-a-kind prints. It's a versatile technique that allows artists to experiment with layering colors, textures, and patterns. The process involves applying paint to the gel plate, adding textures with stencils or found objects, and then transferring the design onto paper or fabric.
Felting		Felting is the process of bonding or entangling fibers, usually wool, to create a dense fabric or sculptural form.
Beading		Beading on fabric involves attaching beads to fabric using a needle and thread, creating decorative designs or embellishments.



Scan the codes to watch the clips on how to Manipulate fabrics.



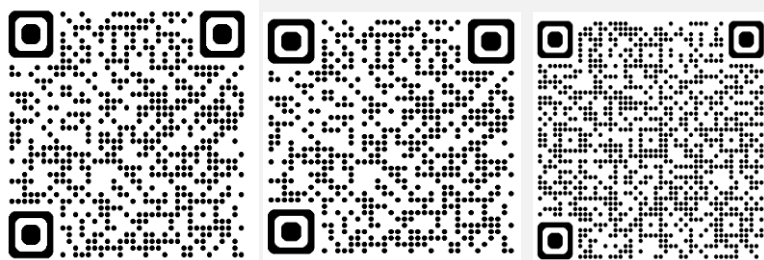
3D Design



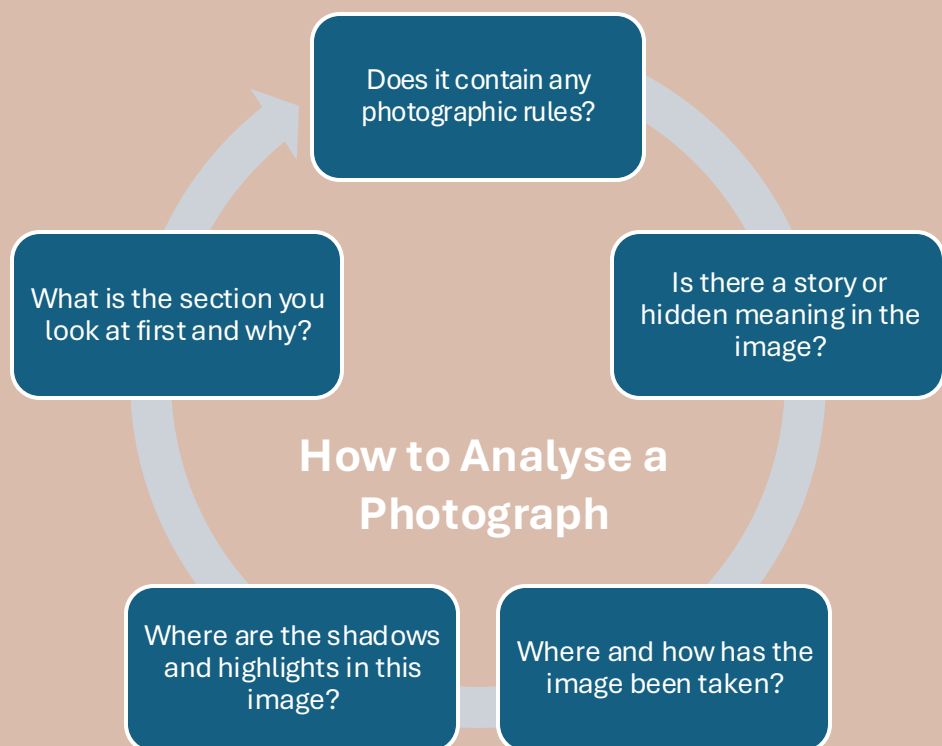
We will be studying around a nature theme. A nature theme encompasses concepts like the physical world, its beauty, and the interconnectedness of all living things. It can also explore the power, renewal, and conservation aspects of the natural world. Additionally, nature serves as a rich source of symbolism in art, literature, and even personal reflection

What's Biomimicry?

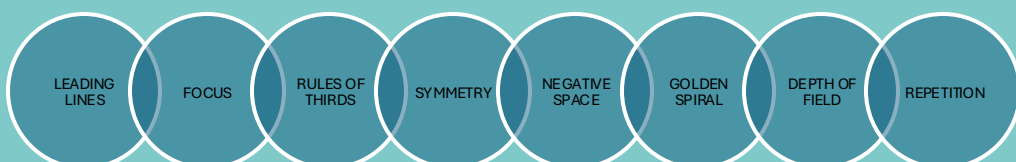
Artist Research - Josh Abarbanel



Material	Properties	Common Uses
Pine (Softwood)	Lightweight, easy to work, knotty, moderate strength, inexpensive	Interior furniture, shelving, framing, paneling
Maple (Hardwood)	Dense, hard, abrasion-resistant, fine light grain	Flooring, butcher blocks, cabinetry, instruments
Oak (Hardwood)	Very strong, heavy, attractive grain, durable	Furniture, flooring, wine barrels, outdoor projects
Ash (Hardwood)	Tough, flexible, shock-resistant, light beige color	Tool handles, sports equipment, furniture
Acrylic (Plastic)	Transparent, lightweight, shatter-resistant, weatherproof	Signs, windows, displays, protective shields
Cardboard (Paperboard)	Lightweight, rigid, recyclable, cost-effective	Packaging, models, crafts, shipping boxes
Paper (Cellulose)	Thin, flexible, writable, printable	Printing, drawing, packaging, stationery



RULES OF COMPOSITION




Physical Education


Striking and Fielding



This builds on:	Why this topic:	This links to:
<p>✓ This builds on the prior learning of basic skills, rules, and tactics of basic striking and fielding activities.</p>	<p>A striking and fielding game is a sport where one team scores points by hitting a ball into space and running between bases or wickets, while the other team works to stop the ball, return it quickly, and get players out.</p> <p>Key skills include striking the ball with control, catching, accurate throwing, and quick running.</p>	<p>✓ This links to the development of more complex skills, rules and tactics within different striking and fielding games.</p>

Key Vocabulary

Innings – A period where one team bats and the other fields.	Run – A point scored by safely running between bases or wickets. 
Batting – Hitting the ball into space to score runs.	Catch – Getting a batter out by catching the ball before it bounces.
Fielding – Working together to stop the ball and get batters out.	Throw – Passing the ball quickly and accurately to a teammate or target.
Bowling – Delivering the ball accurately to challenge the batter.	Out – When a batter is dismissed by the fielding team.

Key Concept	Explanation
Fielding	<p>Fielding</p> <ul style="list-style-type: none"> Spreading out to cover space Stopping the ball quickly Catching or throwing the ball to get batters out <p>👉 Goal: stop runs and work together to get players out </p>
Batting	<p>Batting (e.g. cricket, rounders)</p> <ul style="list-style-type: none"> Hitting the ball into space away from fielders Running between areas (like bases or wickets) to score runs Choosing when it is safe to run <p>👉 Goal: score runs while avoiding getting out</p>
Bowling	<p>Bowling (e.g. cricket)</p> <ul style="list-style-type: none"> Delivering the ball accurately towards the batter Trying to make the ball difficult to hit Aiming at targets (like stumps or a strike zone) <p>👉 Goal: limit scoring and get the batter out</p>
Games and scoring	<ul style="list-style-type: none"> The game is played between two teams who take turns batting and fielding The batting team tries to score runs/points by hitting the ball and running The fielding team tries to stop runs and get players out <p>👉 Scoring: Points are scored when batters successfully run between bases or wickets before the fielding team returns the ball.</p>

Home Learning Tasks:

Task 1 - Design a skill card:-

This can be used in a PE lesson to help a student to assess their current ability level.

The skill card should have basic key instructions. Skills can include, catching, fielding, batting, bowling and throwing.

TASK 2 -- Create a rules of the game poster:-

This can be used by all students in their PE lessons for striking and fielding when their role is umpiring a game so that all games can be played fairly following RITA values.

Task3 – For extended research please visit the ECB's website (England Cricket Board).



Physical Education

Athletics



This builds on:	Why this topic:	This links to:
<p>✓ This unit builds upon prior learning of fundamental movement skills, including running, jumping, and throwing techniques across a range of athletic events.</p>	<p>You will develop a deeper understanding of key concepts, including the principles of performance, movement efficiency, and the application of techniques in different contexts. There will be a strong focus on safety considerations, and adherence to rules and procedures within each event. You will demonstrate and refine your practical skills through structured practice, progressively applying them in competitive situations. This will involve evaluating your own performance and making adjustments to improve technique and effectiveness</p>	<p>This unit supports the transition towards more advanced skills by encouraging a greater understanding of event-specific demands, tactical decision-making, and the development of consistency and control</p>

Key Vocabulary

<p>Power:- This is the ability to perform maximum strength and maximum speed of your muscles in order to generate forces to move. Power = strength x speed. This component of fitness is exceptionally important with all throwing events.</p>	<p>Balance:- The ability to maintain your centre of mass and control of sports performance when moving. This is very important with throwing activities, so you don't fall over the line and get disqualified.</p>
<p>Speed:- The rate at which a person moves as fast as possible to cover a distance over a time period. Speed=distance/time.</p>	<p>Reaction time:- The time taken for a person to respond and movement to a stimulus (the starter or whistle in athletics running events).</p>
<p>Muscular strength:- This is the maximum force that can be applied from muscles in order to overcome resistance so that movement can take place. This is an extremely important component of fitness for jumping and throwing activities.</p>	<p>Flexibility:- This is the range of movement that can be performed around a joint by the muscles, ligaments and tendons without any pain or over stretching.</p>

Key Concept	Explanation
<p>Athletics is divided into two main groups of events:</p>	<ul style="list-style-type: none"> • Track events – races that take place on a running track • Field events – events that involve jumping or throwing
<p>Track events are races that test speed, endurance, and pacing. They are split into three main categories:</p>	<p>Sprinting Events (Short Distance)</p> <ul style="list-style-type: none"> • 100m, 200m, 300m, 400m, 4 × 100m relay • These races require maximum speed and power over a short distance. • Runners stay in lanes for most or all of the race. <p>Middle-Distance Events</p> <ul style="list-style-type: none"> • 800m, 1500m • These races require a mix of speed and endurance. • Runners must pace themselves carefully to avoid tiring too early. <p>Long-Distance Events</p> <ul style="list-style-type: none"> • 5000m, 10,000m • These races focus mainly on endurance and stamina. • Athletes run at a steady pace over a long period of time.
<p>Field events test strength, technique, and coordination. They are divided into:</p>	<p>Jumping Events</p> <ul style="list-style-type: none"> • Long jump, high jump, triple jump • Athletes aim to jump as far or as high as possible using proper technique. <p>Throwing Events</p> <ul style="list-style-type: none"> • Javelin, shot put, discus • Athletes throw an object as far as possible using strength, balance, and technique.

Home Learning Tasks: Olympic Athletics Performance Analysis Task (Elite Observation)

Watch a full Olympic athletics event (track or field). Then:

- Identify **at least 3 key technical skills** used by the athlete(s).
- Analyse **how and why** these techniques improve performance (e.g. speed, power, coordination, reaction time, balance and speed). Compare **two different athletes** and explain:
 - What they do similarly
 - What they do differently
 - Which approach you think is more effective and why

Physical Education



OAA

This builds on:	Why this topic:	This links to:
<p>✓ This builds on prior learning of more complex skills</p>	<p>You will learn key skills in orienteering and climbing, including map reading, route planning, and safe climbing techniques. Both activities help improve balance, coordination, decision-making, and confidence, while developing skills that can be used in other sports and everyday life.</p>	<p>✓ This links to a lifelong healthy and active lifestyle. Learning climbing and orienteering develops fitness, problem-solving, and decision-making skills that can be used in other sports and everyday life.</p>

Key Vocabulary



<p>Teamwork - The combined actions of a group that promotes success from a problem or task</p>	<p>Grid reference - Numbers which indicate the exact location of features on a map.</p>
<p>Communication - Exchanging information via speaking or writing that is aimed to be positive or constructive.</p>	<p>Leadership - The action of an individual showing positive actions that aim to leading a group of people in a set task or role.</p>
<p>Map orientation - Holding a map correctly so that the North of the map is directed North and you can locate your position on the map.</p>	<p>Hand holes - Wall markers of different sizes and shapes to allow the climber to grip and push off from.</p>
<p>Problem solving - Finding solutions to issues by working together and trying out different ideas to a set or given task by making a strategy or plan.</p>	<p>Ability to recognise patterns on the wall in order to navigate and climb.</p>
<p>Muscular strength - The ability for the working muscles to develop power so the performer can climb, hold or descend on the wall safely.</p>	<p>Descend – to climb down from the wall using your points and patches.</p>

Retrieval questions and answers

<p>Why is muscular strength important in climbing?</p>	<p>This health-related fitness component is important so the performer can grip and balance to rest on the wall. To help them climb upwards and climb downwards safely.</p>
<p>How do you know if a team is working together successfully?</p>	<p>They can achieve their shared goal and show good qualities such as listening to all team members and valuing all team members opinions.</p>
<p>What is the difference between 4 and 6 figure grid references?</p>	<p>6 figure grid references are more accurate for locating features and can show a more refined location on the map in a smaller area.</p>
<p>Why is problem solving important?</p>	<p>It allows us to think logically and discuss with others how to best overcome challenges. This also saves time and helps to avoid mistakes in challenges or tasks.</p>

Home Learning Tasks:

1. Find a map of your local area (online or paper). Mark the following:

- Your home or school.
 - A possible start and finish point for an orienteering course.
 - Three landmarks that could be used as control points.
- Write a few sentences explaining why you chose those spots.

2. Draw a simple **map of your bedroom or living room** from above.

Include a key and label at least 5 features (e.g., door, bed, table, window).

This helps practice map drawing and using symbols.





RSHE (Relationships, Sex, and Health Education) is crucial in schools because it equips young people with the knowledge, skills, and understanding to navigate their personal and social lives safely and responsibly. It promotes positive relationships, mental and physical well-being, and empowers students to make informed decisions about their health and relationships, including online safety.

This builds on:	Why this topic:	This links to:
<p>✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.</p>	<p>Because RSHE is: "lifelong learning about physical, moral and emotional development." It is a National Requirement to teach RSHE. It will also equip YOU for later life and support YOU in being happy, healthy and safe.</p>	<p>✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.</p>

Term 2 topics	Key Vocabulary
Challenging prejudice & discrimination	Prejudice: people can have prejudices for many reasons e.g. age, race and ethnicity, religion and marital status
British Red Cross	Social injustice: a person in society is treated unequally or unfairly
CPR	CPR: Cardiopulmonary Resuscitation
Defibrillators	Marriage: the legally or formally recognised union of two people in a personal relationship
Goals & choices	Disrespect: might involve someone making rude comments/insulting the other person's beliefs, opinions, interests, beliefs or values
Online profile	Equality: making sure everyone has equal rights and access to services, facilities and opportunities without limits or barriers

Key Retrieval



The more we understand what makes people different, the less likely we are to hold prejudiced views about them or act in discriminatory ways against them.

If we can spend time learning about different cultures and becoming more knowledgeable about their customs, habits and beliefs, this can help to reduce feelings of prejudice (especially as prejudices are often based on a lack of knowledge and understanding, the fear of something 'different').

By gaining a wider knowledge of the world around you, you will learn that there are other ways of doing things and that differences can be a positive thing in society.

Cultural Capital

[British Heart Foundation – defibrillators](#)

[British Red Cross – donations can save lives](#)

[NHS – CPR First Aid](#)

[C & K Careers](#)

[NSPCC – Keeping children safe online](#)

[NatWest Bank – tips for teens – banking tips](#)

Home Learning Tasks:

1. Create a poster illustrating your culture and diversity.
2. Donate to a local charity this term.
3. Research different careers and what GCSE subjects would suit it best, ready for Year 9 options.
4. Discuss your weekly RSHE topics with members of your family.



MY CAREERS PATHWAY

INFORMATION, ADVICE & GUIDANCE



High quality careers services for young people and adults



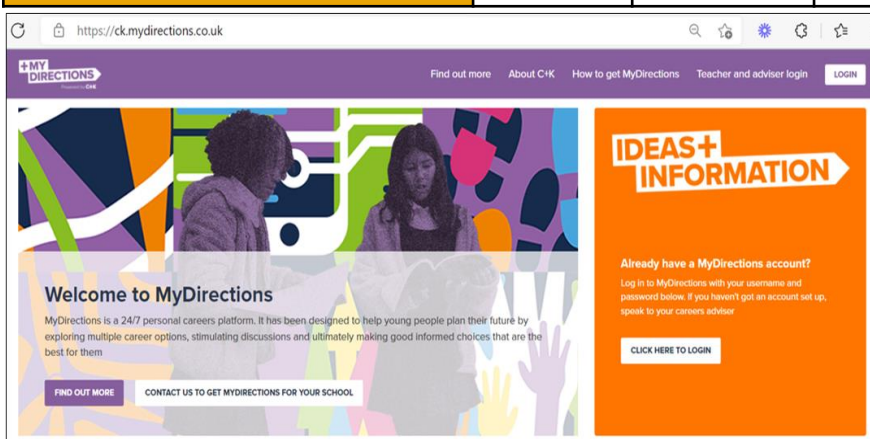
KEY CONTACTS



- **Ms L Hirst** C&K Careers Advisor liz.hirst@ckcareers.org.uk
- **Mrs K Stokes** Newsome Careers Leader (SLT link) kstokes@newsomeacademy.co.uk
- **Ms H Dunkerley** Newsome Careers Leader hdunkerley@newsomeacademy.co.uk

CAREERS SEQUENCE OF IMPLEMENTATION

GOLDEN THREAD	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11
Careers Booklet	•	•	•		
Apprenticeship Week	•	•	•	•	•
Careers Week	•	•	•	•	•
Careers Fair		•	•	•	•
Options			•		
Options Evening			•		
INNERSCOPE				•	
CV Writing				•	
External Interviews					•
Work Experience				•	
PD Portfolio	•	•	•	•	•
College Applications					•
My Directions	•	•	•	•	•



RESOURCES

MY DIRECTIONS IS A 24/7 personal careers platform. It is designed to help young people plan their future by exploring multiple career options, stimulating discussions and making informed choices.

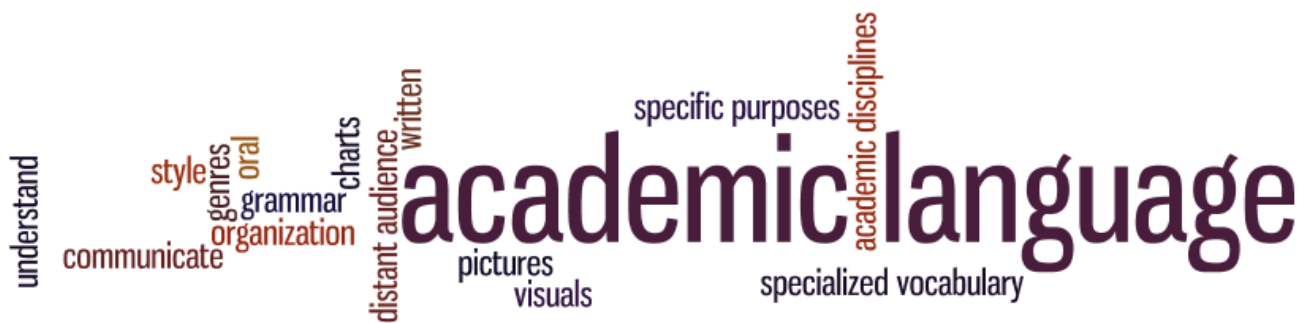
TO LOG-IN: <https://ck.mydirections.co.uk> | **Username:** Your school email address | **Password:** 12345678



The topics being covered during term 2 in careers are:

- Labour Market information
- Exploring Careers





Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering academic language is essential for academic success and navigating various professional fields. Each subject area uses key language to prepare you for your GCSE studies. Make sure to be familiar with all the terminology used in questions.

Exam Word	Meaning
Analyse	Break it down into parts and explain how and why it works. Use evidence.
Apply	Use what you know in a new situation or context.
Argue	Give one side of a point of view clearly, using evidence. Consider counterarguments.
Calculate	Work out the answer using maths – show your method.
Compare	Show similarities and differences between two or more things.
Contrast	Focus only on the differences between things.
Define	Give the exact meaning of a term.
Describe	Give a detailed account of what happens or what something is like.
Discuss	Explore different sides of an issue or idea and come to a conclusion.
Evaluate	Judge how good or effective something is using evidence – give strengths and weaknesses.
Examine	Look at something closely, weigh it up and explain in detail.
Explain	Say how or why something happens – give reasons and examples.
Identify	Pick out or name something clearly.
Interpret	Explain what something means in your own words.
Justify	Give reasons to support an answer or decision.
Outline	Give the main points or a general summary.
Predict	Say what you think will happen and explain why.
State	Give a short, clear answer (often just a word or phrase).
Suggest	Offer an idea or solution based on knowledge or evidence.
Summarise	Pull together the key points briefly

BRITISH SIGN LANGUAGE

British Sign Language (BSL) is a visual-gestural language used by many deaf and hard-of-hearing people in the UK. It's a complete language with its own grammar, syntax, and vocabulary, and is not simply a signed version of spoken English. BSL involves handshapes, facial expressions, and body language.



How
are you?



Hello



Good



Morning



Afternoon



Night



Sorry



Thank you.

Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.







**INSERT
WHITEBOARD
HERE**

**CAN RULER BE PRINTED ON
THIS TOO?**





THIS KNOWLEDGE ORGANISER BELONGS TO

NAME

TEAM LEADER

HEAD OF YEAR

SENIOR TEAM LINK

PASSWORDS