



Newsome Academy

Ambitious About Achievement

Year 8

Achievement Organiser

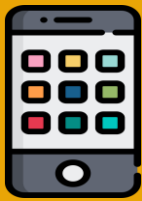
*Achievement comes from the French word *achèvement* meaning "a finishing," a noun of action from Old French *acheiver* meaning "to finish, accomplish".*



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.



BEHAVIOUR • 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	LANGUAGE • Positive Framing • 'Hands up, tracking me' • Active listening • Calm and purposeful • Appropriate volume • Professional vocabulary • Using specific vocabulary in lessons • Speak in full sentences	WORK PRIDE • 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
LESSONS • 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	CORRIDORS • 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	CONGREGATION • 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

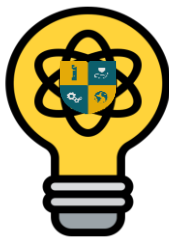
- Use fidget toys in accordance with school guidelines
- Approval from staff is needed before fidget toys are used and the correct paperwork in place.
- Understand that fidget toys are learning aids, not entertainment.
- Use only one approved fidget toy at a time.
- Store the toy safely when not in use (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



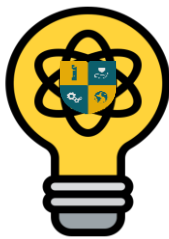
READING, WRITING, LITERACY & ORACY



NUMERIC APPLICATION



PROFESSIONAL AWARENESS



OUR LEARNING MODEL

HOW YOUR TEACHERS WILL STRUCTURE LEARNING TO DELIVER THE INTENDED CURRICULUM

STAGES OF THE LESSON



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LEARNING SKILLS



MEMORY



METACOGNITION



COLLABORATION



READING, WRITING, LITERACY & ORACY



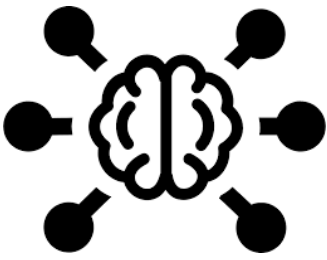
NUMERIC APPLICATION



PROFESSIONAL AWARENESS

Independent Learning

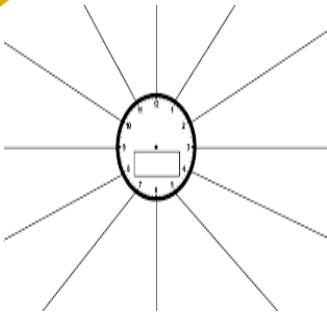
Five strategies to help retain and recall knowledge



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.





Reference Sheet 1

Number structure

Square number: A number made by multiplying an integer by itself.

1, 4, 9, 16, 25, 36, 49, 64, 81, 100, 121, 144, 169, 196, 225,...

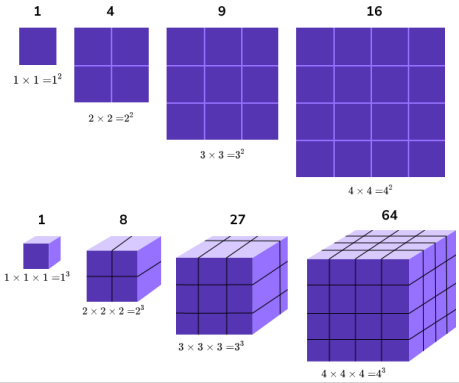
Cube number: A number made by multiplying an integer by itself twice.

1, 8, 27, 64, 125,...

Prime number: An integer greater than 1 that has exactly two factors.

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47,...

2 is the smallest and only even prime.

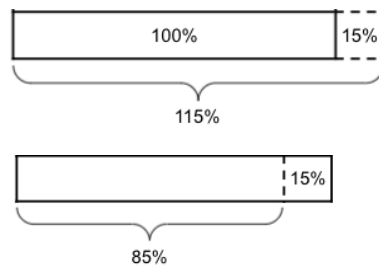


Percentage change

Multiplier: a decimal used to calculate a percentage.

To convert a percentage to a decimal we $\div 100$

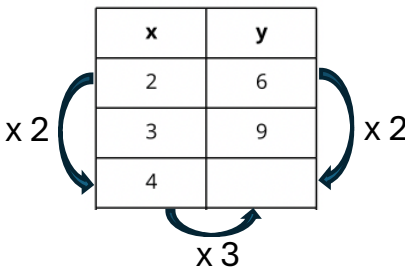
$$\text{Percentage change} = \frac{\text{difference}}{\text{original}} \times 100$$



Increase by 15% $\times 1.15$

Decrease by 15% $\times 0.85$

Direct proportion



- Direct proportion: as one value increases, the other value increases at the same rate.
- x is directly proportional to y
- x is multiplied by 2 so y is multiplied by 2
- y is always 3 times greater than x . 3 is the constant of proportionality.

Indices and standard form

$$a^m \times a^n = a^{m+n}$$

$$a^m \div a^n = a^{m-n}$$

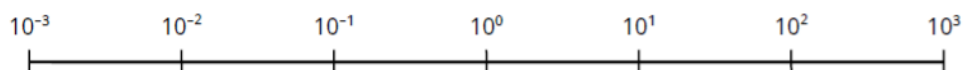
$$a^0 = 1$$

$$(a^m)^n = a^{m \times n} = a^{mn}$$

$$a \times 10^n$$

Where a is a number $1 \leq a < 10$ and n is an integer.

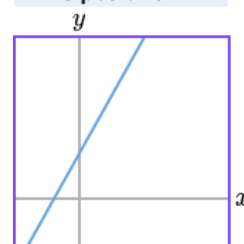
- positive powers represent large numbers
- negative powers represent small numbers



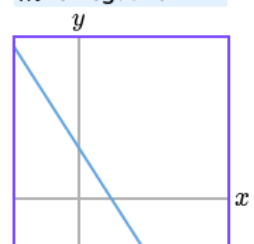
Sequences and graphs

- Linear n th term: the co-efficient of n gives the common difference
- Coordinates are written as (x, y)
- Equation of a straight line: $y = mx + c$
- m = gradient and c = y -intercept
- gradient = $\frac{\text{change in } y}{\text{change in } x}$

m is positive



m is negative

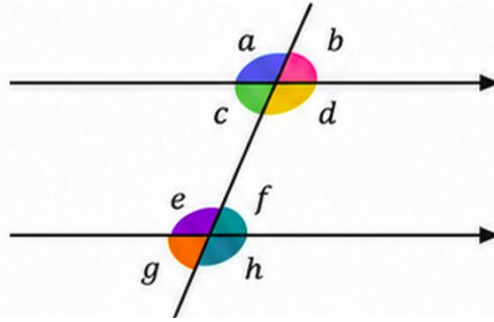




Reference Sheet 2

Angle facts

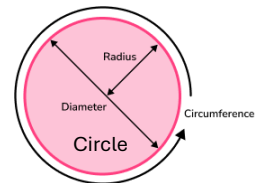
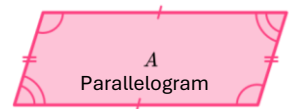
- Angles on a straight line add up to 180° .
- Angles around a point add up to 360° .
- Angles in a triangle add up to 180° .
- Corresponding angles are the same.
- Alternate angles are the same.
- Co-interior angles add up to 180° .
- Vertically opposite angles are the same.
- Sum of interior angles = $(n - 2) \times 180$
- Interior + exterior = 180



- $a = d$
(vertically opposite)
- $a = e$
(corresponding)
- $c = f$
(alternate)
- $d + f = 180$
(co-interior)
- $e + f = 180$
(straight line)

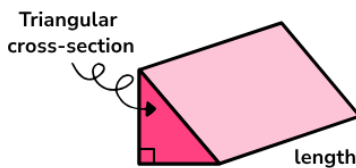
Area and circumference

- Area of a rectangle = base $\times$ perpendicular height.
- Area of a triangle = $\frac{1}{2} \times$ base $\times$ perpendicular height.
- Area of a parallelogram = base $\times$ perpendicular height.
- Area of a trapezium = $\frac{1}{2} \times$ (sum of parallel sides) $\times$ perpendicular height
- Area of a circle = $\pi \times r^2$
- Circumference of a circle = $\pi \times d$



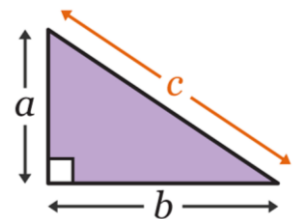
Volume

- Volume of a prism = area of the cross-section $\times$ length



Pythagoras' theorem

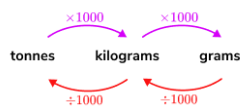
$$a^2 + b^2 = c^2$$



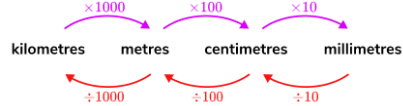
Compound measures and metric conversions

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$

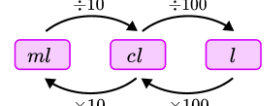
Metric units of mass



Metric units of length



Metric units of volume



$$\text{Density} = \frac{\text{mass}}{\text{volume}}$$

Averages and spread

Mean

sum $\div$ frequency

Mode

most common

Median

middle value when
listed in order

Range

largest - smallest

Probability

- $P(A) = \frac{\text{number of times A occurs}}{\text{total number of possible outcomes}}$
- $P(\text{not } A) = 1 - P(A)$
- For mutually exclusive events: $P(A \text{ or } B) = P(A) + P(B)$
- For independent events: $P(A \text{ and } B) = P(A) \times P(B)$



Maths – Unit 1



Multiplicative Reasoning

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Ratio notation and simplifying ratios. ✓ Multiplication and division in real-life contexts. ✓ Fractions, decimals and percentages.	✓ Develop and use equivalent ratios. ✓ Solve proportion problems. ✓ Share quantities in a given ratio. ✓ Interpret map scales and direct proportion.	✓ Similar shapes and scale factors. ✓ Percentage change and compound measures. ✓ Algebraic proportional relationships.

Key Vocabulary	
Ratio: A way of comparing two or more quantities.	Scale: A relationship between the size of a drawing or map and the real object or distance.
Equivalent ratio: A ratio that has the same value as another ratio.	Direct proportion: A relationship where two quantities change at the same rate.
Proportion: A relationship in which two quantities increase or decrease at the same rate.	Constant of proportionality: The fixed value that links two directly proportional quantities.
Unitary method: A method of solving problems by first finding the value of one unit.	Equation: A mathematical statement showing that two expressions are equal.



What you should remember
• Equivalent ratios represent the same relationship. • The unitary method finds the value of one unit before scaling. • To share in a ratio, first find the value of one part. • Map scales require careful unit conversion. • In direct proportion, $y = kx$, where k is the constant of proportionality. • Directly proportional quantities have a constant multiplier.



Cultural Capital
• Ratio and proportion are used in maps, recipes, engineering and construction. • Businesses use proportional reasoning when comparing prices and calculating best value. • Scientists and engineers use direct proportion to model relationships between quantities.

a to b ← using the word “to”

$a : b$ ← using the colon symbol “:”

$\frac{a}{b}$ ← using fraction notation

32	20
280	?

32	20
280	175

Diagram showing the scaling factor $\times \frac{5}{8}$ applied to both 32 and 20 to get 280 and 175 respectively.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M885, M801, M543, M525, M478, M472, M112



Fraction Calculations

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Converting between fractions, decimals and percentages. ✓ Finding fractions of amounts. ✓ Multiplying and dividing fractions.	✓ Convert between mixed numbers and improper fractions. ✓ Add, subtract, multiply and divide fractions. ✓ Solve problems involving fraction calculations. ✓ Use a calculator efficiently with fractions.	✓ Algebraic fractions. ✓ Ratio and proportional reasoning. ✓ GCSE calculator techniques involving fractions.

Key Vocabulary	
Mixed number: A number made up of a whole number and a fraction.	Reciprocal: A number that multiplies with another number to make 1.
Improper fraction: A fraction where the numerator is greater than or equal to the denominator.	Simplify: Write a fraction or expression in an equivalent but simpler form.
Equivalent fraction: A fraction that has the same value as another fraction. one	Common denominator: A denominator that is shared by two or more fractions.



What you should remember	Cultural Capital
• Convert mixed numbers to improper fractions before multiplying or dividing. • Find a common denominator before adding or subtracting fractions. • Divide by a fraction by multiplying by its reciprocal. • Always simplify your final answer where possible. • Use the fraction and mixed number functions on a calculator efficiently. • Check that your answer is sensible in the context of the problem.	• Fractions are used in cooking, construction, engineering and medicine. • Accurate fraction calculations are essential when measuring quantities and scaling recipes. • Calculator fluency helps solve complex real-life problems efficiently.



Number	Reciprocal	The product of the number and its reciprocal is 1
4	$\frac{1}{4}$	$4 \times \frac{1}{4} = 1$
-5	$\frac{1}{-5} = -\frac{1}{5}$	$-5 \times -\frac{1}{5} = 1$
$\frac{1}{6}$	$\frac{1}{\frac{1}{6}} = \frac{6}{1} = 6$	$\frac{1}{6} \times 6 = 1$



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M601, M835, M931, M157, M216, M110, M645**

Maths – Unit 3

Sequences



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Generating sequences from nth terms. ✓ Arithmetic and geometric sequences. ✓ Substituting into algebraic expressions.	✓ Find the nth term of a linear sequence. ✓ Generate terms using an nth term. ✓ Determine whether a number belongs to a sequence. ✓ Recognise and describe special sequences.	✓ Quadratic sequences. ✓ Algebraic reasoning and proof. ✓ Graphs, functions and mathematical modelling.

Key Vocabulary	
Sequence: A list of numbers or shapes that follows a rule.	Cube number: The result of multiplying a whole number by itself twice.
Arithmetic sequence: A sequence where the same amount is added or subtracted each time.	Triangular number: A number that can be arranged to form an equilateral triangle.
nth term: A rule that can be used to find any term in a sequence.	Fibonacci sequence: A sequence where each term is found by adding the two previous terms.
Square number: The result of multiplying a whole number by itself.	Non-arithmetic sequence: A sequence that does not have the same difference between consecutive terms.

What you should remember	Cultural Capital
• The nth term can be used to find any term in a sequence. • The coefficient of n determines the common difference in a linear sequence. • Substitute the term number into the nth term to generate a value. • A number belongs to a sequence only if it satisfies the nth term rule. • Learn to recognise square, cube, triangular and Fibonacci sequences. • Not all sequences are arithmetic.	• Sequences are used in computer programming, finance and scientific modelling. • Number patterns help predict trends and solve real-world problems. • Special sequences appear in nature, architecture and art.

2, 5, 8, 11, 14, ...

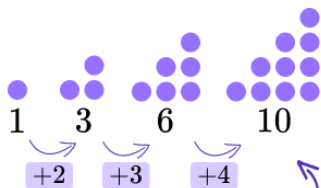
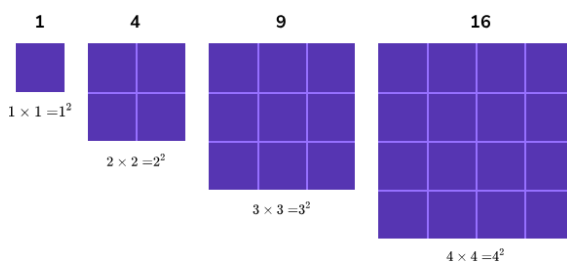
+3 +3 +3 +3

This is an **arithmetic** sequence - to get from one term to the next, you add

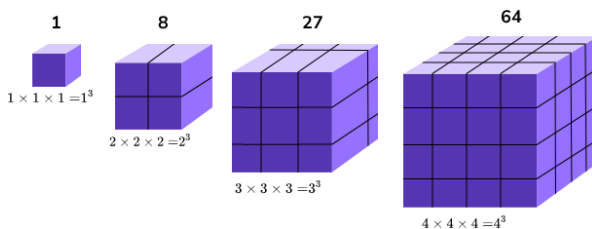
3, 6, 12, 24, 48

$\times 2$ $\times 2$ $\times 2$ $\times 2$

This is a **geometric** sequence - to get from one term to the next, you multiply by



This is a special sequence called the **triangular numbers**.



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M381, M166, M991, M981

Maths – Unit 4



Brackets, Equations & Inequalities

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Algebraic notation from Year 7. ✓ Expanding a single bracket. ✓ Solving one- and two-step equations.	✓ Use algebraic notation confidently. ✓ Expand, simplify and factorise algebraic expressions. ✓ Solve equations involving brackets and unknowns on both sides. ✓ Represent and solve inequalities.	✓ Rearranging formulae. ✓ Simultaneous equations and graphs. ✓ Higher-level algebraic reasoning and GCSE algebra.

Key Vocabulary	
Expand: Multiply out a bracket to write an equivalent expression without brackets.	Like terms: Terms that have exactly the same variable or variables raised to the same powers.
Factorise: Rewrite an expression as a product of its factors.	Coefficient: The number multiplying a variable in a term.
Equation: A mathematical statement showing that two expressions are equal.	Variable: A letter used to represent a number that can change or is unknown.
Inequality: A mathematical statement showing that two expressions are not equal using symbols such as $<$, $>$, $\leq$ or $\geq$.	Number line: A line used to represent numbers in order.



What you should remember	Cultural Capital
• Collect like terms to simplify expressions. • Expand a bracket by multiplying every term inside the bracket. • Factorising is the reverse of expanding. • Solve equations by keeping both sides balanced. • Write and interpret inequalities using the correct symbols and number lines. • Always substitute your solution back to check an equation.	• Algebra is used in engineering, finance, computing and the sciences. • Equations model real-world situations involving unknown quantities. • Inequalities help represent limits, budgets and safety constraints.



$$\begin{array}{rcl} 6x - 20 & = & 4x + 15 \\ -4x & & -4x \\ \hline 2x - 20 & = & 15 \\ +20 & & +20 \\ \hline 2x & = & 35 \\ \div 2 & & \div 2 \\ \hline x & = & 17.5 \end{array}$$

$3x$ $2x + 3y$ $2 - 5y^2$ $2x + 3y - 5$

An expression that contains two terms is called a binomial.

Expanding brackets

$$3(2x + 1) = 6x + 3$$

Factorising



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M795, M531, M792, M100, M554, M902, M384, M118

Maths – Unit 5



Co-ordinates & Straight-line Graphs

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Plotting coordinates in the first quadrant. ✓ Number lines and coordinate grids. ✓ Simple graph interpretation.	✓ Plot and interpret coordinates in all four quadrants. ✓ Recognise relationships between coordinates. ✓ Represent relationships using equations. ✓ Plot and interpret straight-line graphs.	✓ Linear graphs and gradients. ✓ Simultaneous equations and graphing. ✓ Mathematical modelling and functions.

Key Vocabulary	
Coordinate: A pair of numbers used to describe the position of a point.	Origin: The point (0, 0)
x-coordinate: The first number in a coordinate, showing the horizontal position.	Straight-line graph: A graph that represents a linear relationship.
y-coordinate: The second number in a coordinate, showing the vertical position.	Horizontal line: A straight line that goes from left to right and has the same y-coordinate throughout.
Equation: A mathematical statement showing that two expressions are equal.	Vertical line: A straight line that goes up and down and has the same x-coordinate throughout.



What you should remember

- Coordinates are always written as **(x, y)**.
- The **x-coordinate** is read first and the **y-coordinate** second.
- Use an **equation** to generate a table of values.
- Plot the coordinates accurately before drawing a straight-line graph.
- The graph of $y = x$ has equal x - and y -coordinates.
- Horizontal and vertical lines have special equations.



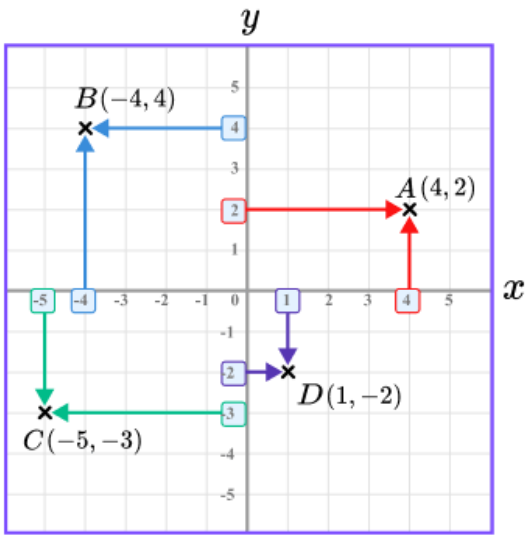
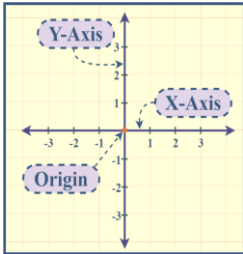
Cultural Capital

- Graphs are used to represent relationships in science, business and engineering.
- Coordinate systems are essential in mapping, navigation and computer graphics.
- Straight-line graphs help model real-life situations and identify patterns.

Coordinates are locations of points on a grid, known as the Cartesian plane.

A coordinate is written as two numbers, separated by a comma, and surrounded by a pair of round brackets.

The general form of a coordinate is (x, y) .



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M618, M797, M932, M888, M544



Percentage Calculations

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Fraction, decimal and percentage equivalence. ✓ Fraction calculations. ✓ Multiplicative reasoning.	✓ Convert fluently between fractions, decimals and percentages. ✓ Calculate fractions and percentages of amounts. ✓ Increase and decrease amounts using percentage multipliers. ✓ Solve reverse percentage problems.	✓ Compound percentage change. ✓ Financial mathematics. ✓ Probability and proportional reasoning.

Key Vocabulary	
Fraction: A number representing part of a whole or part of a set.	Decimal multiplier: A decimal used to increase, decrease or find a percentage of an amount by multiplication.
Decimal: A number containing a decimal point, used to represent parts of a whole.	Percentage increase: The amount a quantity increases, expressed as a percentage of the original amount.
Percentage: A number or proportion expressed out of 100.	Percentage decrease: The amount a quantity decreases, expressed as a percentage of the original amount.
Recurring decimal: A decimal with one or more digits that repeat forever.	Reverse percentage: A method used to find the original amount before a percentage increase or decrease.



What you should remember	Cultural Capital
• Convert fluently between fractions, decimals and percentages. • Find a fraction or percentage of an amount using a decimal multiplier. • To increase or decrease by a percentage, use the correct percentage multiplier. • Reverse percentage works by dividing by the percentage multiplier. • Convert recurring decimals to fractions where appropriate. • Always check that your answer is sensible in the context of the problem.	• Percentage calculations are used in shopping, banking, taxation and finance. • Businesses use percentage change to compare profit, loss and growth. • Understanding percentages helps people make informed financial decisions and interpret data in everyday life.

Fractions, decimals and percentages are different ways of expressing the same value.

E.g.

$\frac{1}{2} = 0.5 = 50\%$

$\frac{1}{4} = 0.25 = 25\%$

$\frac{3}{5} = 0.6 = 60\%$

$\frac{3}{8} = 0.375 = 37.5\%$

$\frac{9}{20} = 0.45 = 45\%$

$\frac{27}{40} = 0.925 = 92.5\%$



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: **M264, M958, M695, M684, M437, M905, M476, M533, M528**



Indices and Standard form

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Evaluate squares and cubes. ✓ Evaluate square roots and cube roots. ✓ Use a calculator to evaluate powers and roots.	✓ Evaluate powers and roots. ✓ Apply the laws of indices. ✓ Use powers of ten. ✓ Write and interpret numbers in standard form.	✓ Algebraic manipulation using index laws. ✓ Scientific notation in GCSE Science. ✓ Standard form calculations and higher-level algebra.

Key Vocabulary	
Index (power): The small number written above and to the right of a number, showing how many times it is multiplied by itself.	Standard form: A way of writing very large or very small numbers using a number between 1 and 10 multiplied by a power of ten.
Index law: A rule for simplifying calculations involving powers.	Square root: A number that is multiplied by itself to make a given number.
Base: The number being multiplied when using indices.	Cube root: A number that is multiplied by itself three times to make a given number.
Power of ten: A number written as 10 multiplied by itself a given number of times.	Ordinary number: A number written in standard decimal notation rather than in standard form.



What you should remember	Cultural Capital
• $10^3 = 1,000$; $10^{-2} = 0.01$ • $a^0 = 1$ (any number to the power of 0 is 1) • $2^4 = 16$; $3^2 = 9$; $5^3 = 125$ • $a^n \times a^m = a^{n+m}$ (add powers when multiplying) • $a^n \div a^m = a^{n-m}$ (subtract powers when dividing) • Standard form: number between $1-10 \times 10^n$ • Large numbers: positive powers (e.g. 4.2×10^6) • Small numbers: negative powers (e.g. 3.1×10^{-3}) • Always write standard form with one digit before the decimal point	• Scientists and engineers use standard form to represent extremely large and extremely small numbers. • Indices are used in computing, engineering and financial modelling. • Understanding powers of ten helps explain everything from microscopic cells to astronomical distances.



$a \times 10^n$

Where **a** is a number $1 \leq a < 10$ and **n** is an **integer**.

$a^m \times a^n = a^{m+n}$

$a^0 = 1$

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

$a^m \div a^n = a^{m-n}$

$(a^m)^n = a^{m \times n} = a^{mn}$



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M135, M608, M150, M113, M719, M678



Angles and Construction



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Angle facts from Year 7. ✓ Properties of triangles and quadrilaterals. ✓ Measuring and drawing angles accurately.	✓ Solve increasingly complex angle problems. ✓ Use angle facts involving parallel lines and quadrilaterals. ✓ Measure and draw angles accurately. ✓ Construct circles, triangles and geometric bisectors using a ruler, protractor and compass.	✓ Congruence and geometric reasoning. ✓ Transformations and loci. ✓ Trigonometry and higher-level geometry.

Key Vocabulary



Corresponding angles: Angles in matching positions on parallel lines. They are always equal.	Diameter: A straight line passing through the centre of a circle, joining two points on the circumference.
Alternate angles: Angles on opposite sides of a transversal between parallel lines. They are always equal.	Compass: A mathematical instrument used to draw circles and arcs.
Co-interior angles: Angles between parallel lines on the same side of a transversal. They always add up to 180°.	Angle bisector: A line that divides an angle into two equal angles.
Radius: The distance from the centre of a circle to its circumference.	Perpendicular bisector: A line that cuts a line segment into two equal parts at a right angle.

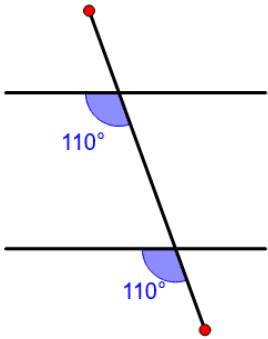


What you should remember
• Corresponding angles are equal. • Alternate angles are equal. • Co-interior angles add to 180°. • Angles in a triangle add to 180°. • Angles in a quadrilateral add to 360°. • Accurate constructions rely on using a ruler, compass and protractor correctly.

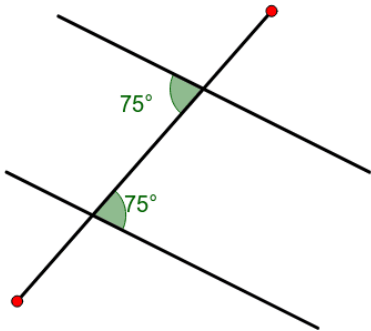


Cultural Capital
• Accurate geometric constructions are used in architecture, engineering, surveying and design. • Angle reasoning is essential when designing safe buildings, bridges and transport networks. • Construction techniques have been used by mathematicians, architects and engineers for thousands of years.

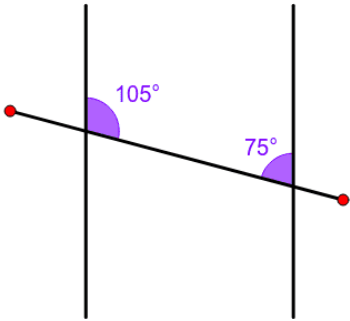
Corresponding Angles



Alternate Angles



Interior Angles



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M319, M606, M393, M780, M331, M196, M565, M232, M239

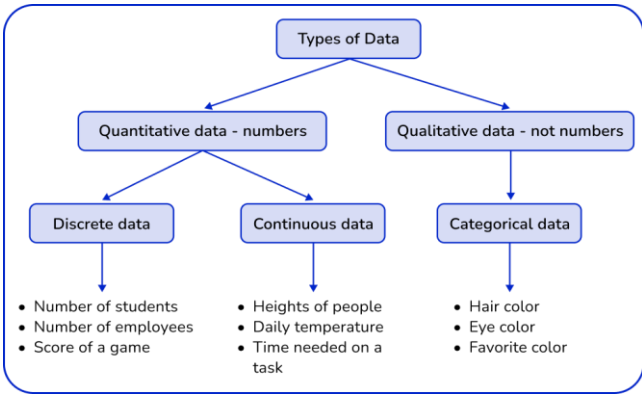
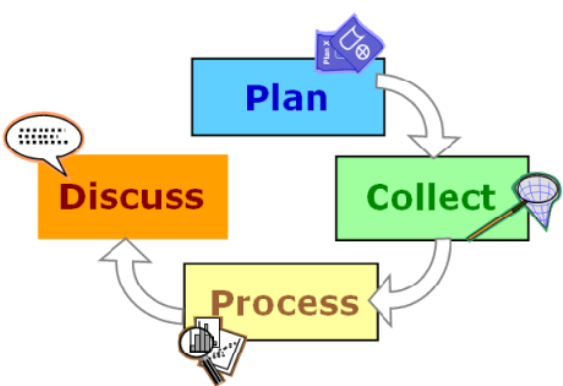


The Data Handling Cycle

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Averages and spread from Year 7. ✓ Reading and interpreting charts and graphs. ✓ Drawing bar charts and pictograms.	✓ Understand the stages of the data handling cycle. ✓ Analyse data using averages and the range. ✓ Draw and interpret pictograms and pie charts. ✓ Construct pie charts using proportional reasoning.	✓ Statistical diagrams and data representation. ✓ Probability and statistical analysis. ✓ Interpreting data in GCSE Mathematics and beyond.

Key Vocabulary	
Data handling cycle: The process of collecting, representing, analysing and interpreting data.	Median: The middle value when data is arranged in order.
Bias: Anything that makes the data or results unfair or unrepresentative.	Mode: The value that appears most often in a set of data.
Frequency table: A table showing how often each value or category occurs.	Pie chart: A chart that uses sectors of a circle to represent data.
Mean: An average – sum divided by frequency.	Sector: A section of a circle enclosed by two radii and an arc.

What you should remember	Cultural Capital
• The data handling cycle is: collect → represent → analyse → interpret. • A good sample should be representative of the population and free from bias. • Calculate the mean from a frequency table by dividing the sum by the frequency. • Choose the most appropriate average for the context. • The angles in a pie chart add to 360°. • Pie chart sector angles are found using proportional reasoning.	• Data is used by governments, businesses and scientists to make informed decisions. • Medical researchers use data to improve treatments and understand diseases. • Statistics help us interpret information in the news, sport, opinion polls and social media.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M493, M127, M934, M841, M328, M440, M574, M165



Area and Perimeter

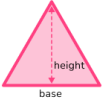
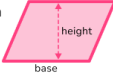
This builds on:	In this unit you will learn to:	This prepares you for:
✓ Area and perimeter of rectangles, triangles and compound shapes. ✓ Units of length and area. ✓ Forming and solving equations.	✓ Calculate the perimeter of compound shapes. ✓ Calculate the area of trapezia. ✓ Understand the properties of circles and the meaning of π. ✓ Calculate the circumference and area of circles.	✓ Surface area and volume. ✓ Geometry involving circles. ✓ Trigonometry and GCSE mensuration.

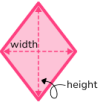
Key Vocabulary	
Compound shape: A shape made by joining two or more simple shapes.	Radius: The distance from the centre of a circle to its circumference.
Trapezium: A quadrilateral with one pair of parallel sides.	Diameter: A straight line passing through the centre of a circle, joining two points on the circumference.
Circle: A shape where every point on the circumference is the same distance from the centre.	π (pi): The number that relates the circumference of a circle to its diameter.
Circumference: The distance all the way around a circle.	Semicircle: Half of a circle.



What you should remember	Cultural Capital
• Perimeter is the total distance around the outside of a shape. • Area measures the space inside a shape and is measured in square units. • The area of a trapezium is $\frac{1}{2}(a + b)h$. • The diameter is twice the radius. • Circumference = $\pi d = 2\pi r$. • Area of a circle = πr^2. • Always include the correct units and round appropriately when using π.	• Architects, engineers and surveyors use area and perimeter to design buildings and structures. • Circle calculations are essential in engineering, manufacturing and transport. • Accurate measurement helps estimate materials, costs and waste in construction.



Triangle 	$Area = \frac{1}{2} \times base \times height$
Rectangle 	$Area = base \times height$
Parallelogram 	$Area = base \times height$

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



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M690, M705, M303, M595, M169, M231

Maths – Unit 11

Compound Units



This builds on:	In this unit you will learn to:	This prepares you for:
✓ Multiplicative reasoning. ✓ Ratio and proportional reasoning. ✓ Unit conversions.	✓ Calculate with time, including converting between hours, minutes and decimal hours. ✓ Understand speed as a compound unit. ✓ Calculate speed, distance and time. ✓ Solve multi-step problems involving speed, distance and time.	✓ Density and pressure. ✓ Rates of change. ✓ GCSE compound measures and proportional reasoning.

Key Vocabulary	
Duration: The length of time between two events.	Time: A measure of how long something takes or lasts.
Compound unit: A unit made by combining two different units.	Miles per hour (mph): A unit of speed showing how many miles are travelled in one hour.
Speed: The distance travelled in a given amount of time.	Kilometres per hour (km/h): A unit of speed showing how many kilometres are travelled in one hour.
Distance: The length of the path travelled between two points.	Decimal hour: A way of writing part of an hour as a decimal.



What you should remember	Cultural Capital
• Convert between hours, minutes and decimal hours accurately before calculating. • Speed = distance ÷ time. • Distance = speed × time. • Time = distance ÷ speed. • Always make sure your units are consistent before calculating. • Use multiplicative reasoning to solve speed, distance and time problems. • Check that your answer is sensible in the context of the problem.	• Compound units are used in transport to calculate journey times and compare routes. • Speed calculations are essential in engineering, logistics, aviation and motorsport. • Scientists use compound measures to describe and compare real-world phenomena.



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.

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



Home Learning Tasks:

Remember to complete your weekly **Sparx Maths** homework.

If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.

Recommended Sparx clips: M627, M515, M772, M487, M478



Graphs and Relationships

This builds on:	In this unit you will learn to:	This prepares you for:
✓ Straight-line graphs. ✓ Compound units. ✓ Proportional reasoning.	✓ Draw and interpret conversion graphs. ✓ Use conversion graphs to solve problems. ✓ Draw and interpret distance–time graphs. ✓ Compare journeys using distance–time graphs.	✓ Gradient and rates of change. ✓ Linear graphs and graph interpretation. ✓ GCSE graphing and mathematical modelling.

Key Vocabulary	
Conversion graph: A graph showing the relationship between two different units of measurement.	Scale: The values used on the axes of a graph.
Distance-time graph: A graph showing how the distance travelled changes over time.	Coordinate: A pair of numbers used to describe the position of a point.
Horizontal axis: The axis that runs from left to right, usually showing the independent variable.	Relationship: A connection between two quantities that can be represented mathematically.
Vertical axis: The axis that runs up and down, usually showing the dependent variable.	Estimate: Find an approximate value by reading from a graph or using known information.



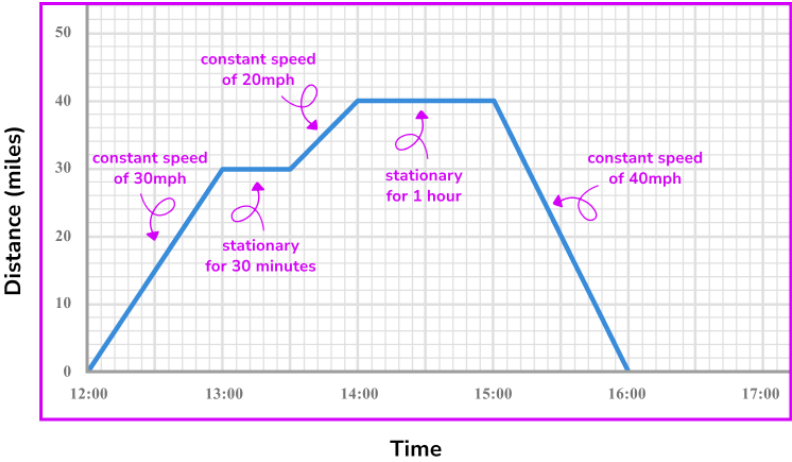
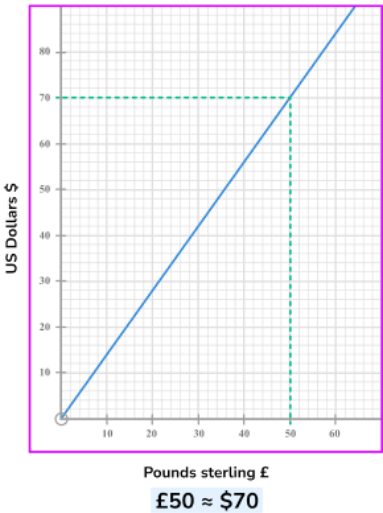
What you should remember

- **Conversion graphs** show the relationship between two linked quantities.
- Use the **scales** carefully and estimate values where necessary.
- **Distance–time graphs** show how distance changes over time.
- The **steeper** the graph, the greater the **speed**.
- A **horizontal line** on a distance–time graph represents **stationary time**.
- Compare **journeys** by considering **speed**, distance and time together.



Cultural Capital

- Conversion graphs are used to convert between currencies, temperatures and units of measurement.
- Distance–time graphs are used in transport, logistics and sports performance analysis.
- Scientists and engineers use graphs to model and communicate relationships between variables.



Home Learning Tasks:
Remember to complete your weekly **Sparx Maths** homework.
If you find any part of this unit difficult, use the **Independent Learning** section on Sparx Maths for extra practice and revision.
Recommended Sparx clips: M843, M771, M551, M581, M247, M221

The Woman In Black

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2 and last year's novel of Coraline. It develops students' comprehension skills and builds from textual inference to evaluation of text.	<i>'The Woman In Black' is the engaging novel that commences our English curriculum. Here you will develop critical and creative reading skills, whilst connecting with key themes of 'Fear and Passion'.</i>	✓ This links to your future learning on fear in KS3 and KS4. It also allows students to develop key skills and knowledge for English Language Paper 1 GCSE.



Key Vocabulary	
Duty: A need to perform or act in a certain way	Equality: Fairness in opportunity and treatment
Choice: Decide between different things	Fairness: Unbiased treatment and just outcomes
Consequence: Result of an action	Retribution: Punishment for wrongdoing; justice
Accountability: Understanding your responsibilities	Judgement: Forming conclusions about others
Blame: Saying someone is bad or wrong	Rights: Entitlements to freedoms and protections

Key Retrieval (Characters)

- **Arthur Kipps:** the main character; a solicitor who is rational, curious and emotionally reserved. Sent to deal with Mrs Drablow's estate.
- **Jennet Humfrye:** the villain/ghost who had a child out of wedlock. She seeks revenge for the loss of her child Nathaniel and haunts the house.
- **Mrs Alice Drablow:** deceased owner of Eel Marsh House. She adopted her sister (Jennet's) child but caused family tragedy.
- **Samuel Daily:** Local landowner, Kipp's ally. He provides emotional support, warns Kipps and represents local knowledge and fear.
- **Mr Jerome:** a nervous, evasive solicitor's agent that is clearly terrified of the Woman In Black.
- **Keckwick:** a quiet and dutiful pony trap driver that represents the local's unspoken fear; still helpful to Kipps despite the danger.

Cultural Capital

- 1. Gothic Literature Tradition**
The Woman in Black is part of the **Gothic fiction** genre, which often includes haunted houses, isolated settings, and the supernatural.
- 2. Victorian Society and Attitudes**
The story reflects **Victorian values**, especially around **reputation, class, and illegitimacy** (having a child out of wedlock). Understanding how shame and secrecy affected people at that time helps explain Jennet Humfrye's motives and Mrs. Drablow's actions.
- 3. British Rural Isolation**
The setting (Eel Marsh House, Crythin Gifford) highlights the **loneliness and remoteness** of rural Britain. Recognising how place shapes fear and atmosphere helps students understand why the house is so central to the novel's horror. of control and loss of identity, which links to ideas about conformity in society.

Home Learning Tasks:

1. Imagine Arthur Kipps **returns to Eel Marsh House** years later. Write a missing chapter from the novel.
2. Write your own short ghost story in the style of *The Woman in Black*. Set your story in a **mysterious, isolated location** (e.g., an abandoned mansion, a foggy moor, or an old train station).



Horror Writing

This builds on:	Why this topic:	This links to:
✓ This builds on key reading skills from KS2 and our learning with Horror genre. It develops students’ comprehension skills and builds from textual inference to evaluation of text.	<i>Horror Writing allows us to embed our learnt knowledge of Gothic settings and elements that we have studied in our first half term focus with The Woman In Black. Here you will develop creative writing skills, whilst crafting our ideas to align with key themes of 'Fear and Passion'.</i>	✓ This links to your future learning on fear in KS3and KS4. It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.



Key Vocabulary	
Threat: Promise of harm to influence behaviour	Self: A person’s experiences, feelings, and wants
Trauma: Deep distress caused by past experiences	Culture: Societal beliefs
Vulnerable: Open to attack or emotional hurt	Perception: How you view or understand something
Paranoia: Irrational distrust or fear of others	Belonging: Feeling safe in a space or group
Psyche: Mind or soul influencing thoughts	Label: A category within society

Key Retrieval (Characters)

- These are the common types of characters you often find in horror stories:
- **The Victim:** Usually the person who gets scared, chased, or attacked.
 - **The Monster:** This can be a ghost, vampire, zombie, or any scary creature.
 - **The Hero:** The brave person who tries to stop the monster or solve the mystery.
 - **The Mad Scientist:** Someone who experiments and creates horror, often causing problems.

The place or environment where the story happens is very important to create a scary mood:

- **Old Haunted House:** Dark, creaky, full of shadows and secrets.
- **Abandoned Buildings:** Empty, broken places where something bad happened.
- **Dark Forest:** Thick trees, little light, easy to get lost or ambushed.
- **Graveyard:** Creepy place with tombstones, often linked to ghosts or zombies.
- **Isolated Locations:** Far from help, like a lonely cabin, island, or mountain.
- **Underground Places:** Caves, tunnels, or basements that feel claustrophobic and dangerous.

Cultural Capital

- **Religious Imagery & Themes**
These stories might involve themes about: demonic possession, exorcism, apocalypse, sin, and redemption. Stories reflect societal anxieties around faith and morality.
- **Popular Media & Tropes**
Slasher films, haunted house stories, found footage, apocalyptic scenarios.
- **Psychological and Sociopolitical Subtext**
Horror as metaphor for societal fears (e.g., Cold War paranoia, racial tension, gender roles). Works like *Get Out* or *The Stepford Wives* use horror to critique culture.
- **Rituals and Symbols**
Ouija boards, pentagrams, cursed objects, blood rituals which carry connotations of danger and the supernatural.



Home Learning Tasks:

1. Write your own **opening paragraph** for a Gothic horror story. Include at least **three Gothic elements**, such as a stormy night, an old castle, or a mysterious figure.
2. Write a short gothic horror story where a character spends the night in a haunted location. Build suspense and tension by using short sentences, ellipses, and powerful verbs. Create a gothic horror character, such as a tormented villain, a cursed nobleman, or an eerie child. Describe their appearance, personality, and tragic backstory.



Frankenstein

This builds on:	Why this topic:	This links to:
✓ 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.	Frankenstein continues our curriculum sequence as we explore Fears and Passions. Here - <i>you will develop critical and creative reading skills, whilst connecting with key themes in literature and explore Gothic conventions.</i>	✓ This links to your future learning on the literature offer in KS3 and KS4. ✓ It also allows students to develop key skills and knowledge for English Language Paper1 GCSE.



Key Vocabulary	
Integrity: Honesty and sticking to moral principles.	Trust: Confidence in someone's honesty or reliability
Virtue: Moral excellence in behaviour.	Respect: Deep admiration for someone
Guilt: Feelings of remorse for wrongdoing or mistake.	Communication: Direct interaction between people
Conscience: Morals that guide right from wrong.	Betrayal: Abuse of someone's trust
Evil: Intentional harm or moral corruption.	Toxicity: Harmful behaviour or thing causing distress

Key Retrieval (Characters)

- Victor Frankenstein:** The obsessive Genevese scientist who discovers the secret to generating life. His blind ambition and immediate abandonment of his creation initiate the novel's central tragedy.
- Elizabeth Lavenza:** An orphaned child adopted by the Frankenstein family, who grows up alongside Victor. She becomes his compassionate, loving fiancée but is ultimately murdered by the Creature on their wedding night.
- Henry Clerval:** Victor's loyal, optimistic childhood friend who rejects science to study languages and the humanities. He serves as Victor's moral counterweight until the Creature takes his life.
- The Creature (Frankenstein's Monster):** The unnamed, eight-foot-tall being built from scavenged body parts. Born sensitive and intelligent, he turns to brutal vengeance after enduring total societal and paternal rejection.

Cultural Capital

- Gothic Fiction Conventions**
Students learn conventions of mystery, horror, suspense, and atmospheric settings such as:
 - Dark, gloomy settings** (castles, ruins, graveyards, forests)
 - Supernatural events** (ghosts, monsters, unexplained happenings)
 - Secrets and mysteries**
 - Extreme emotions** such as terror, loneliness, or madness
- Romanticism:** Frankenstein explores the tension between raw emotion, nature, and logical scientific reason. It focused on feelings, imagination, and the power of nature.
- Key Ideas:**
 - Nature is powerful and beautiful
 - Emotions are important
 - Imagination and creativity are valued
 - Individuals are unique
 - People should question rules and traditions
 - Interest in the mysterious and supernatural
- Industrial Revolution**
Frankenstein mirrors societal anxieties about rapid, unregulated technological advancement.

Home Learning Tasks:

- Gothic Research:** Research the historical context behind the 1818 novel. Create an A4 fact file covering the Romantic movement, the Industrial Revolution, and Galvanism (the belief that electricity could reanimate the dead)
- Character Diary:** Write a journal entry from the Monster's perspective describing his first few days hiding out in the forest, detailing his confusion, hunger, and loneliness.
- Write a 500-word response arguing whether Victor Frankenstein or his creation is the "real monster." Support your argument with direct evidence from the novel.

War Poetry

This builds on:	Why this topic:	This links to:
✓ This builds on extended writing skills from KS2 around punctuation, spelling, words, and writing for different audiences. ✓ This builds on your previous studies of poetic forms in Year 7.	We will develop language and literacy skills, enhance critical and creative thinking, and learn how to analyse and write using poetic devices like rhythm, rhyme, and structure.	✓ This links to your future learning on in 9 where you will study poetry from different cultures and historical eras. ✓ Our future poetry studies at GCSE.



Key Vocabulary	
Authority: Power to give orders and force obedience.	Integrity: Honesty and sticking to moral principles.
Dominance: Control or influence over others.	Virtue: Moral excellence in behaviour.
Oppression: Unjust control or cruelty over a group.	Guilt: Feeling of remorse for wrongdoing or mistake.
Control: Power to influence or direct people.	Conscience: Morals that guide right from wrong.
Manipulation: Influencing others unfairly for gain.	Evil: Intentional harm or moral corruption.

Key Retrieval – Key War Poets

Wilfred Owen (1893–1918)
Owen fought in the First World War and wrote poems about the real horrors of battle.

Siegfried Sassoon (1886–1967)
Sassoon was also a WWI soldier and poet. He first wrote poems that praised bravery, but later he wrote angry poems about the waste and stupidity of war.

Rupert Brooke (1887–1915)
Brooke wrote poems at the start of WWI that were patriotic and full of pride for his country.

John McCrae (1872–1918)
McCrae was a Canadian army doctor in WWI. He wrote *In Flanders Fields*, one of the most famous war poems ever. The poem uses the image of **poppies** growing on their graves — the reason we wear poppies today.

Cultural Capital

• **Learning about different cultures and voices**
Poems come from many times and places. Reading them helps you understand how people from different backgrounds think, feel, and express themselves.

• **Understanding history and society**
Poetry often links to important events or moments in history. It helps you see how people experienced things like war, love, freedom, and change.

• **Building empathy and emotional understanding**
Poems explore deep emotions and ideas. They help you connect with how others feel and think, which builds kindness and understanding.

• **Developing creative and critical thinking**
When you study poetry, you learn to look closely at language, rhythm, and meaning. This helps you think deeply and express your own ideas more clearly.

Home Learning Tasks:

Task: Research into the following contextual areas. Can you make a poster for each one to show your understanding?

Propaganda is a form of communication that aims to influence or persuade an audience to support a certain cause or point of view. It can involve spreading ideas, information, or rumors to help or harm a person, cause, or institution. Propaganda is often biased and can selectively present facts to encourage a particular reaction.

Anti-War Poetry is a type of poetry that expresses a rejection of war and its associated policies, ideologies, and fantasies.

Conscientious Objectors is someone who refuses to serve in the military or work for the military-industrial complex based on their moral, ethical, or religious beliefs.



Conflict Throughout Time

This builds on:	Why this topic:	This links to:
✓ 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.	Conflict Throughout Time continues our curriculum sequence as we explore our Year 8 curriculum theme of 'Fears and Passions'. Here you will: • Develop critical thinking skills • Debate moral and ethical questions • Improve historical vocabulary	✓ 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.



Romeo and Juliet

This builds on:	Why this topic:	This links to:
✓ 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.	Romeo and Juliet continues our curriculum sequence as we explore our Year 8 curriculum theme of ‘Fears and Passions’. Here you will: - 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.	✓ 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 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.

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.



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

Effect= Explain what this means and how it impacts the characters/reader in the text.

This makes the reader/audience think that...
This is effective because...

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

English: Skilful Writers



1. Writing a narrative scene...

Strategy: C:ABT

C: Who is your character?

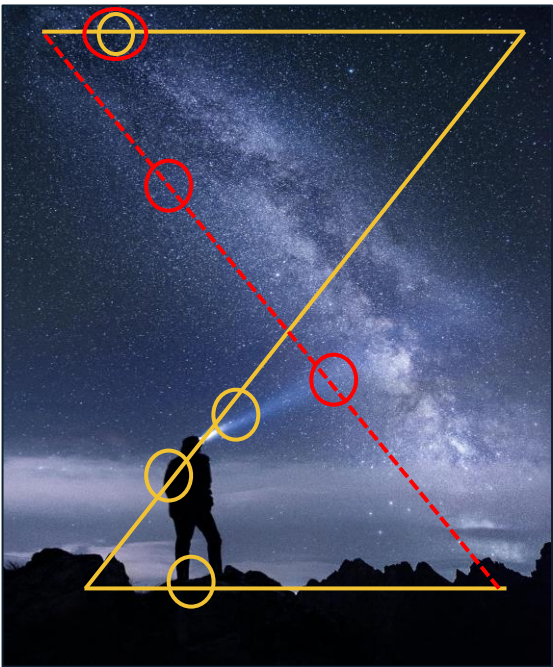
A And? What is your character's goal? What do they want?

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

Triplctiton (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 “ ”
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Science - Term 1

Scientific Skills



This builds on:	Why this topic:	This links to:
Year 7 - 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 .	

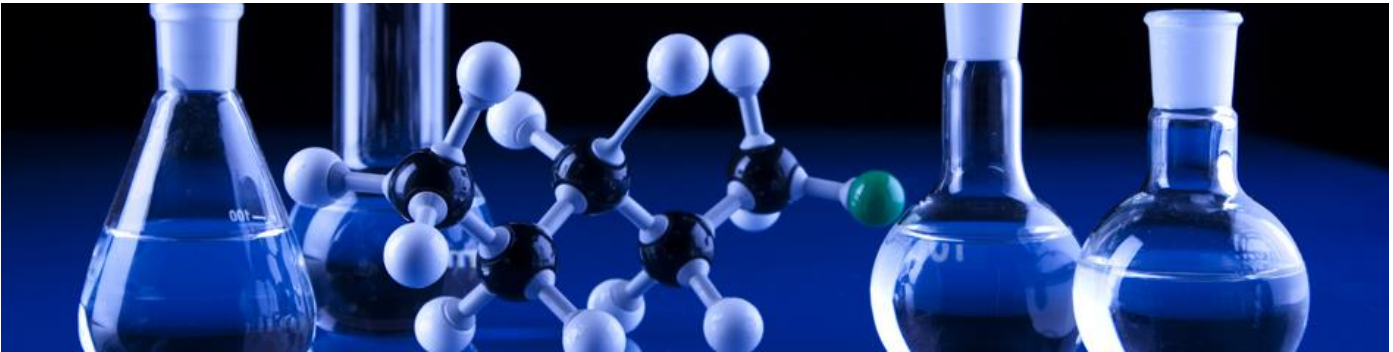
Key Vocabulary	
Prediction: What you think will happen and why	Hypothesis: An idea that can be tested
Independent Variable: The variable that we change	Dependent Variable: The variable that we measure (the results we collect)
Control Variables: The variables we keep the same to make the experiment a 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:

- What equipment is used for the following:
 - Heating
 - Measuring temperature
 - Measuring liquids
- Name 5 safety rules that must be followed in a science laboratory
- Name the following hazards:


- What is the scientific method? Why is it important that all scientists follow this method?
- How can data be displayed once we have collected data?
- What does STEM stand for? Why is it important?





Science - Term 1

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 is 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

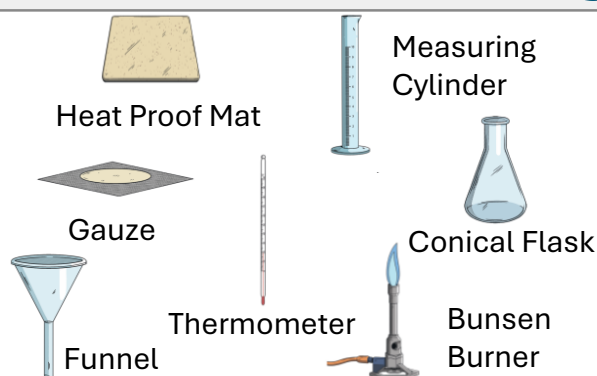
- ✓ Results from experiments are shared with other scientists so they can evaluate the findings themselves.

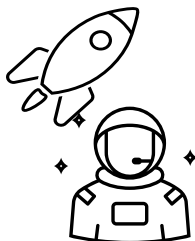


What is STEM learning?

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 1

The Earth in Space

This builds on:	Why this topic:	This links to:
Key Stage 2 - Why is a day 24 hours long? - Why is a year 365.5 days long? - What planets make up our solar system?	The Earth in Space is part of the big scientific idea that the Earth is unique and space is great and vast. You will learn about how day, night and seasons occur, the planets of the solar system and be able to compare the planets gravity with the gravity on other planets, and understand the difference between mass and weight	Key Stage 4 

Key Vocabulary	
Earth: The planet on which we live	Season: A part of the year marked by weather patterns (summer, spring, autumn and winter)
Attraction: When 2 or more things come together	Rotation: When an object spins on its axis. One full spin = one rotation
Orbit: To move in a regular curved path around another object.	Axis: The imaginary line that the Earth spins on
Star: A luminous (gives out light) body of gas	Universe: All space and time and their contents
Solar System: The sun, planets, and smaller objects such as comets that orbit around it	Planet: A large rounded body that orbits a sun
Satellite: A moon, planet or machine that orbits a planet or star	Gravity: The force of attraction between all objects. The more mass and less distance an object has the greater its gravity
Mass: The amount of matter there is, measured in Kg	Weight: The force of gravity on an object, measured in N
Transpiration: When plants take up water from the soil and release it into the atmosphere via leaves.	Precipitation: Water that falls from clouds to the ground as rain, snow or hail.
The Rock Cycle: A natural process where rocks are transformed into different types	The Water Cycle: The continuous movement of water on the planet
The Carbon Cycle: The process by which carbon atoms are moved from one store to another (atmosphere, plants and animals, oceans and land)	Climate Change: Long term changes in the planet's temperature and weather

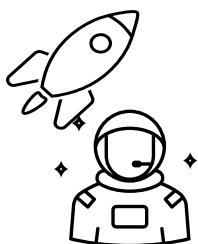


Independent Learning Tasks

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

1. Name the planets in our solar system.
2. Explain the difference between mass and weight.
3. Describe how the planet experiences day and night.
4. Describe how the planet experiences seasons.
5. What are the processes that drive the water cycle?
6. How is sedimentary/metamorphic/igneous rock made?
7. What is the carbon cycle?
8. What are the processes that drive the carbon cycle?
9. How is the carbon cycle linked to climate change?





Science - Term 1

The Earth in Space

Key Concepts

The Solar System



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

Day, Night & Seasons



Earth rotates(spins) on its axis. It does a full rotation once every 24 hours.
We spin into the light – day -and then back out again – night.
The Earth orbits the Sun once every 365 days.

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

Mass, Weight & Gravity



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

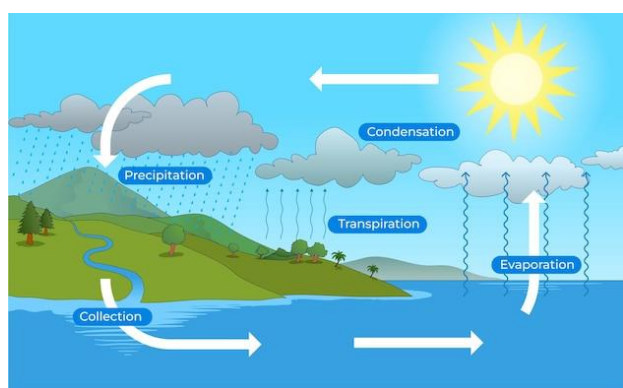
Weight is the force of gravity on an object. All forces including weight are measured in Newtons, N.
Gravity is not the same everywhere.

So, an object's weight depends on where in the universe it is.

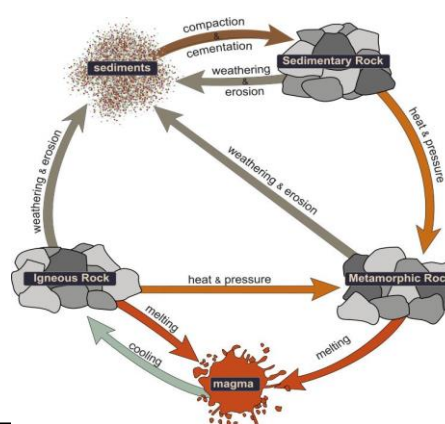
To work out the weight of an object we do some Maths.

$$\text{Weight (N)} = \text{mass (kg)} \times \text{gravitational field strength (N/kg)}$$

Water Cycle



Rock Cycle



Carbon Cycle

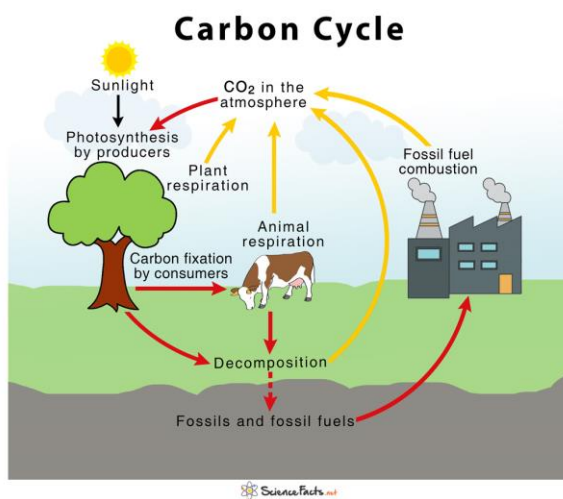


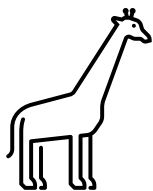
Carbon is an essential element for life on Earth.

Every living organism has carbon compounds inside each of its cells, such as fats and proteins.

The carbon cycle shows how atoms of carbon can exist within different compounds at different times and be recycled between living organisms and the environment.

Carbon dioxide is naturally released into the atmosphere through processes like respiration and decomposition, and absorbed by plants during photosynthesis. Human activities, particularly the burning of fossil fuels, have significantly increased atmospheric CO2 levels, contributing to climate change.





Science - Term 1

Variation



This builds on:	Why this topic:	This links to:
Key Stage 2 ✓ Living things produce offspring that are similar but not identical ✓ How animals and plants are classified	Living things show variation, making every organism unique while sharing characteristics with others of the same species. Scientists classify organisms to help identify, study and understand relationships between them. Learning about endangered species helps us understand the importance of biodiversity and conservation.	Key Stage 4 

Key Vocabulary	
Variation: The differences that occur between living things.	Classification: The arrangement of organisms into orderly groups based on similarities.
Continuous variation: Where differences between living things can have any numerical value.	Classification key: A system which divides things into groups or types
Discontinuous variation: Where differences between living things can only be grouped into categories.	Bar chart: a graph where values are represented by the height or length of lines/rectangles. Best for discontinuous data.
Species: A species is a group of organisms that interbreed to produce fertile offspring.	Line graph: A graph where values are represented by data points and include a line of best fit. Best for continuous data.
Inheritance: When genetic information is passed on from parents to offspring via DNA.	Endangered species: a species that is at risk of being extinct
DNA: The genetic code that has all the instructions that a living thing needs to grow, function and reproduce	Extinct: a species where no living organisms is left on the planet
Gene: A section of DNA that code for a characteristic e.g. eye colour	Extinct in the wild: a species only organisms in a conservation centre are living

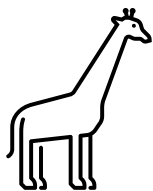
Independent Learning Tasks

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

1. Define the key word 'species'.
2. What causes variation?
3. Compare continuous and discontinuous variation.
4. Give two examples of continuous variation and two examples of discontinuous variation.
5. Which type of graph would you use to plot a students height compared to their hand span?
a. bar chart b. line graph
6. Give the order of the classification system groups.
7. Which scientist first suggested the classification system?
8. What is the binomial name for a human?







Science - Term 1



Variation

Key Concepts

Variation

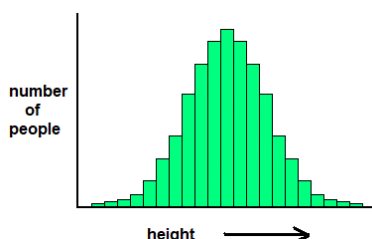


There is variation between individuals of the same species. Some variation is inherited, some is caused by the environment, and some is a combination. Variation between individuals is important for the survival of a species, helping it to avoid extinction in an always changing environment.

Continuous variation

Continuous variation are characteristics that can be any value.

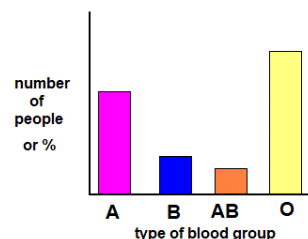
Human height is an example of continuous variation. It ranges from that of the shortest person in the world to that of the tallest person. Any height is possible between these values, so this is continuous variation. They are best represented by line graphs.



Discontinuous variation

Discontinuous variation are characteristics that are grouped into categories.

Human blood groups are an example of discontinuous variation. There are only four blood groups possible - A, B, AB or O. You cannot have a blood group in between these four groups, so this is discontinuous variation. They are best represented by charts (bar charts, pie charts etc).



Species



A species is a group of similar organisms that can breed with one another to produce fertile offspring. For example, humans are one species and dogs are another species.

Individuals of the same species can reproduce to make more individuals of the same species. Two individuals belonging to different species cannot normally reproduce together. If they do, their offspring is often infertile and unable to reproduce.

Sometimes individuals from two different species can reproduce. For example, animals called ligers are produced when a male lion and a female tiger reproduce. Tigons are produced when a female lion and male tiger have cubs.



Classification



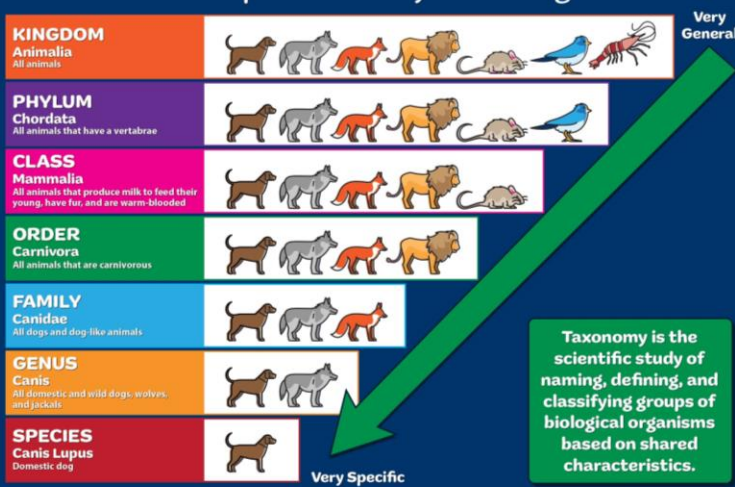
Living things can be grouped according to different criteria (where they live, what type of organism they are, what features they have).

A classification key is a tool that is used to group living things to help us identify them using recognisable characteristics.

The Linnaean system, named after Carl Linnaeus, has different levels where the number of living things in each group gets smaller, until there will just be one type of animal in the species group.

Hierarchy of Biological Classification

Example: Taxonomy of the Dog



Science Term 1

Pure Substances



This builds on:	Why this topic:	This links to:
- 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.	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

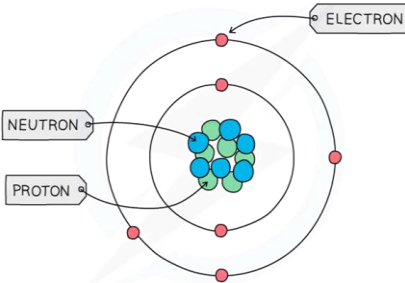
Independent Learning Tasks

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

- What are the masses and charges of the different subatomic particles?
- What is the definition of an element?
- What is the definition of a compound?
- What is the definition of a mixture?
- What are the different methods by which you can separate mixtures?
- How does the reactivity of the elements change as you go down Group 1?
- How does reactivity of the elements change as you go down Group 7?
- 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):

²³₁₁Na

Protons = 11

Neutrons = 23 - 11 = 12

Electrons = 11

Science Term 1

Pure Substances



Key Concepts

The Periodic Table



The Periodic table is made up of all the elements. They are arranged in groups based on their properties and how many outer electrons they have on their electron shell. They are split into metals and non-metals.

1	2											3	4	5	6	7	0	
		H																He
Li	Be											B	C	N	O	F		Ne
Na	Mg											Al	Si	P	S	Cl		Ar
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr	
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe	
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn	
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og	

 Metals  Non-metals

PROPERTIES OF METAL



LUSTER



HEAT CONDUCTIVE



DUCTILE



MALLEABLE



ELECTRICALLY CONDUCTIVE



STRONG

Metals are found on the right hand side of the periodic table. They have **high melting and boiling points**. They are **shiny** and can **conduct heat** and **electricity**. They can be hammered into shape (**malleable**) and can be pulled into a thin wire (**ductile**). Metals can be used for a variety of things like buildings, cars, jewellery and in medical situations like plates and screws in the body.



Group 1 (Alkali Metals) and Group 7 (Halogens)

Group 1

Li
Na
K
Rb
Cs
Fr

Reactivity increases down the group

This is because... the outer electron is getting further away from the nucleus

This means the attraction is lower

The outer electron is easier to lose

Group 7

F
Cl
Br
I
At
Ts

Reactivity increases up the group

This is because... the outer electron is getting closer to the nucleus

This means the attraction is higher

It is easier to gain an electron

Group 1 metals are called the alkali metals. They react vigorously with water. You can see that they get more reactive as you go down the group.

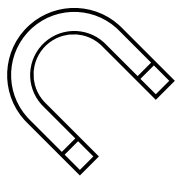
Group 7 non-metals are called the Halogens. They get more reactive as you go up the group. These chemicals can be used to kill pathogens in wounds and in swimming pools.



Group 0 – The Noble Gases



The Noble Gases are in Group 0. Their outer electron shell is full so they are very unreactive. We can use them for things like balloons, light bulbs and preserving food.



Science - Term 1



Magnetism

This builds on:	Why this topic:	This links to:
Key Stage 2 - What is magnetism? - What are the poles of a bar magnet called? - How do magnets work? - Where do we use magnets?	Magnetism is part of the big scientific idea that matter is held together by electrostatic force's and this makes electricity and magnetism closely related. You will learn about how magnets attract and repel , investigate the magnetic fields around a magnet and how electromagnets are made.	Key Stage 4 

Key Vocabulary	
Non-contact force: A force which acts on an object without coming physically in contact with it	Bar Magnet: A rectangular piece of an object that shows permanent magnetic properties
North Pole: Negatively charged particle in the atom	South Pole: The side of the magnet where the magnetic field lines enter. Attracted to the north pole
Attract: When poles are pushed away from each other	Repel: When poles are pulled towards each other
Magnetic Field Lines: The area surrounding a magnet where the force is acting on another magnet or magnetic material	Plotting Compass: A plotting compass is like a small bar magnet, with a north and south pole
Electromagnet: A type of magnet in which the magnetic field is produced by an electric current	Coil: A conductive wire that is wrapped around a magnetic material in a spiral shape
Solenoid: A wire wrapped around a solid block of metal that produces a magnetic field when electricity passes through it	The Motor Effect: The force exerted on a wire causing it to move, caused by the wire (with current passing through it) coming close to a magnet

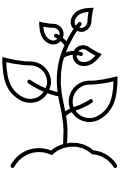


Independent Learning Tasks

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

1. What is a magnetic force?
2. What happens when you put the north and south pole of a bar magnet together?
3. What happens when you put the north and north pole of a bar magnet together?
4. What happens when you put the south and south pole of a bar magnet together?
5. What are magnetic field lines?
6. Where are magnetic field lines the strongest?
7. What is an electromagnet?
8. How can you change the strength of an electromagnet?





Science - Term 1

Magnetism



Key Concepts

Magnetism



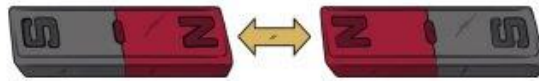
Magnetism is a non-contact force. Magnetic materials can be magnetised or they are attracted to a magnet. There are three types of metal that are magnetic; iron (including steel), nickel and cobalt.

A bar magnet has a north pole and a south pole. It is a permanent magnet.

If the poles are opposite (North-South) then the poles attract. This means that the invisible magnetic force pulls the poles towards each other.



If the poles are the same (North-North or South-South) then they will repel. This means the poles push each other away.



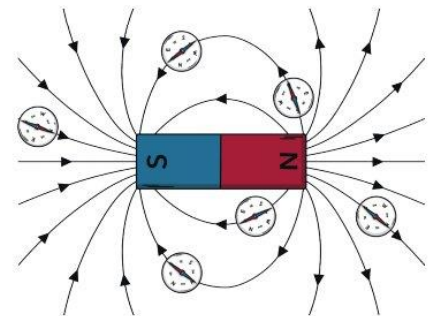
Magnetic Field Lines



The magnetic field around a magnet can be shown as lines around the magnet. The magnetic field can be plotted using either iron filings or a compass.

Key Features

- the *magnetic field lines* never cross each other
- the closer the lines, the stronger the magnetic field
- the lines have arrowheads to show the direction of the force exerted by a magnetic north pole
- the arrowheads point from the north pole of the magnet to its south pole



Electromagnets



When electricity flows through the wire, a magnetic field is created around the wire.

A coil of wire with many turns is called a solenoid. The shape of the magnetic field around a current-carrying solenoid is like the magnetic field pattern of a bar magnet.

If the magnetic field becomes strong enough to be useful, it is called an electromagnet.

A typical electromagnet consists of a wire coiled around an iron core.



Electromagnets are useful because they can be switched on and off and their strength can be increased or decreased. This makes them useful for sorting scrap metal and recycling centers.

We can investigate the factors that affect the strength of an electromagnet by making a solenoid and recording the number of paperclips it can pick up.

Science – Term 2



Acids & Alkalis

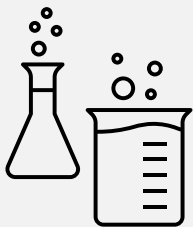
This builds on:	Why this topic:	This links to:
• Year 7 and 8 ✓ What is a mixture? ✓ What is a solution? ✓ Describe the difference between a physical and chemical change ✓ How do we know a chemical reaction has occurred?	Acids and alkalis is part of the big scientific idea that substances can be classified as acids or alkalis depending on their pH and that they react together in neutralisation reactions. You will learn about how neutralisation reactions are used in everyday life and how the products of these reactions are salts.	• Key Stage 4 

Key Vocabulary	
Physical change: When a substance changes state (solid, liquid or gas)	Chemical change: When substances react to form something new (a product)
Acid: A sour tasting substance that has a pH between 0-6	Alkali: A soapy substance that has a pH between 8-14 (liquid)
Base: A soapy substance that has a pH between 8-14 (solid)	Neutral: A substance that is neither acid or alkali and has a pH of 7
Strong Acid: An acid with a pH of 0-3	Weak Acid: An acid with a pH of 4-6
Strong Alkali: An alkali with a pH of 11-14	Weak Alkali: An alkali with a pH of 8-10
pH Scale: A scale used to identify how strong or weak an acid or alkali is.	Indicator: A substance that changes colour when the pH changes

Independent Learning Tasks

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

1. What an acid?
2. What is an alkali?
3. What is the difference between a base and an alkali?
4. Describe neutralisation.
5. What is a salt?
6. How do we test a substance to see if it is an acid or an alkali?
7. What is the pH scale?
8. Name some everyday examples of acids and alkalis.
7. What would happen if you put a strong acid with a weak alkali?



Science – Term 2



Acids & Alkalies

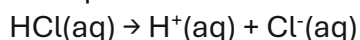
Key Concepts

Acids and Alkalies



Acids

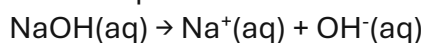
Acids form *acidic solutions* in water. Acids produce hydrogen *ions*, H^+ in aqueous solution. For example:



Acidic solutions have *pH* values less than 7.

Alkalies

Alkalies form *alkaline solutions* in water. Alkalies produce hydroxide ions, OH^- in aqueous solution. For example:



Alkaline solutions have *pH* values greater than 7.

Neutral solutions

A *neutral* solution is neither acidic, nor alkaline. A neutral solution has a *pH* value of 7.

The pH Scale and Indicators



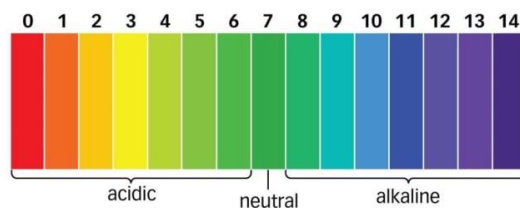
The *pH* scale is a number scale from 0 to 14. It tells us how acidic or alkaline an *aqueous solution* is. The *pH* scale is used to classify solutions as acidic, alkaline or neutral.

- Neutral solutions are exactly *pH* 7.
- Acidic solutions have *pH* values less than 7.

The closer to *pH* 0, the more acidic a solution is.

- Alkaline solutions have *pH* values more than 7.

The closer to *pH* 14, the more alkaline a solution is.



Indicators

The *pH* scale measures the acidity or alkalinity of a solution. The *pH* of a solution can be measured using a *pH* probe, or estimated using **universal indicator** and a colour chart. *pH* indicators are substances that change color depending on the acidity or alkalinity (*pH*) of a solution. They are used to determine the *pH* of a solution, which indicates how acidic or basic it is. Indicators can be used in liquid form or as paper strips (like litmus paper).

Neutralisation



A chemical reaction happens if you mix together an acid and a base (alkali). The reaction is called a neutralisation reaction because a neutral solution is made if you add just the right amounts.

The products are salt and water.

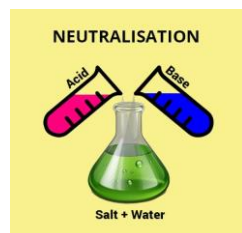
Salts have scientific names such as sodium chloride (table salt). The names of salts can be worked out from the acid and the alkali that react to make them.

- The first word is the metal taken from the name of the alkali.
- The second word ends with *ide* or *ate* and is taken from the name of the acid.

Hydrochloric acid = chloride

Sulphuric acid = sulphate

Nitric acid = nitrate.



Neutralisation reactions are useful in everyday life. Here are some examples; toothpaste neutralises acid which can cause tooth decay, indigestion tablets neutralise excessive stomach acid and alkaline wasp stings can be treated with a weak acid such as vinegar.

Science – Term 2



Digestive System & Health

This builds on:	Why this topic:	This links to:
• Year 7 ✓ What is a cell? ✓ What is a tissue? ✓ What is an organ? ✓ Name the organ systems of the body ✓ Describe the function of the digestive system	Cells is part of the big scientific idea that cells are arranged in tissues and organs. These organs then make up an organ system such as the digestive system . You will learn about how the digestive system is organised, how the different organs work together and how enzymes are vital for the digestion of food molecules	• Key Stage 4 

Key Vocabulary	
Cell: Basic unit of life	Tissue: A group of similar cells working together to perform a function e.g. muscle tissue in the oesophagus pushing the food along
Organ: Made up of different tissues working together to perform a function e.g. the small intestine absorbs nutrients	Organ system: Made up of different organs working together to perform a function e.g. the digestive system breaks down and absorbs food
Organism: Any living thing e.g. animal, plant, fungus or bacteria	Digestion: The breakdown of large molecules of food into smaller molecules that can be absorbed into the bloodstream
Digestive system: The system that breaks down food and absorbs it into the blood	Salivary Glands: Produce saliva that contains the enzyme amylase
Oesophagus: Muscular tube that pushes food down from mouth to the stomach	Stomach: A muscular bag that mixes food with acid and enzymes
Stomach acid: A substance that kills pathogens and protects the body from disease	Small Intestine: Where nutrients are absorbed into the blood stream
Pancreas: The organ that produces different digestive enzymes	Liver: The organ that produces bile
Gall Bladder: The organ that stores bile	Bile: Added to the small intestine to neutralise stomach acid and help break up fat
Enzymes: Biological catalysts that help break down food	Large Intestine: Where water is absorbed into the bloodstream
Rectum: Where faeces is stored.	Anus: The opening at the end of the digestive system where faeces leaves the body
Healthy Diet: The diet that contains the correct amount of nutrients to keep a body healthy	Alcohol: A substance that is found in beer, wine and spirits that slows down the body.

Independent Learning Tasks

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

1. What is the function of the digestive system?
2. Name the parts of the digestive system.
3. Describe the function of each part of the digestive system.
4. What is the function of enzymes in the digestive system?
5. Explain how enzymes work.
6. Describe a healthy diet.
7. What are the following food groups needed for:
Carbohydrates, Protein, Fats (lipids), Fibre and Vitamins
7. Why does the NHS recommend a maximum of 14 units of alcohol a week in the UK?

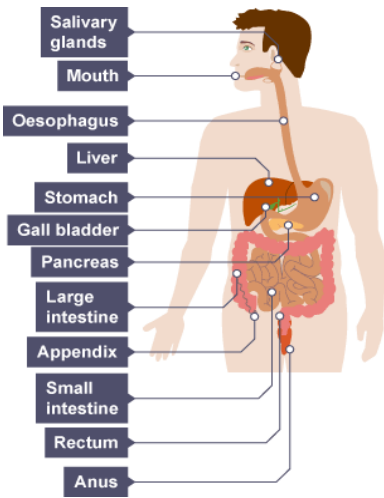




The Digestive System & Health

Key Concepts

The Digestive System



Function of the Digestive System



The digestive system **breaks down food** into tiny particles which are **absorbed** into the blood. Food that cannot be broken down is released from the body as **faeces** (poo). These particles provide energy for the body to grow, repair itself and remain healthy.

The digestive system is made up of key parts, each of which has a different **function**. Food passes through most of these parts in a journey from the mouth to the anus.

Food is broken down in two ways:

Mechanical digestion – the physical breakdown of food molecules by chewing, churning and squishing.

Chemical digestion – the breakdown of food using enzymes and other chemicals.

Enzymes



The human body digests carbohydrates, proteins and fats.

These carbohydrates, proteins and fats are digested into nutrients and absorbed into the body.

Enzymes are **biological catalysts** which **speed up reactions** including digestion.

Enzymes are protein molecules which act as *catalysts* to speed up reactions. They are not used-up in these reactions. Enzymes can be grouped into two types:

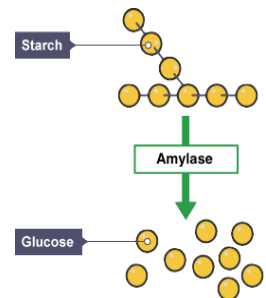
- Those that **break** larger molecules apart (like digestive enzymes).
- Those that **join** larger molecules together (like plants making glucose in photosynthesis).

Enzymes have a **specific shape**. This shape fits into the molecule it will break apart or join together. The part of the enzyme where the molecule fits is called the **active site**.

The molecules that enzymes act upon are called substrates.

An enzyme is specific for its substrate like a key is for its lock.

This is called the '**lock and key model**'.



A Healthy Diet



A balanced diet contains the correct amount of all food groups. Each food group has its own role to play within a healthy diet.

- **Carbohydrates** provide energy. They are found in bread, potatoes, rice and pasta.
- **Lipids (fats and oils)** provide energy. Lipid-rich foods include butter and chips.
- **Proteins** provide materials to make new cells and to repair damaged tissues, such as muscles. Beans, eggs, fish, meat and milk are high in protein.
- **Vitamins** are vital in many processes. For example, vitamin C prevents illness. Fruit and vegetables are vitamin-rich.
- **Fibre** adds bulk to food, and helps it to pass through the digestive system. Fibre also prevents constipation and heart disease.

Alcohol Misuse



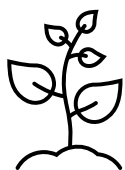
Alcohol is a depressant slows down messages in the nervous system, which includes the brain, spinal cord and other nerves. This often makes you feel less alert and lengthens reaction times.

Alcohol is found in beer, wines and spirits such as vodka.

Excessive alcohol consumption can lead to heart disease, stroke, liver disease, high blood pressure and cancer.

The recommended weekly allowance in the UK is 14 units spread out over at least 3 days. This is equivalent to 6 pints of beer or 6 glasses of wine.





Science - Term 2

Plant Reproduction



This builds on:	Why this topic:	This links to:
KS2/Year 7 - What is reproduction? - What is pollination? - What do plants need to survive?	Plant reproduction is part of the big scientific idea that living things reproduce to make new offspring. Producing offspring with variation helps the species survive. You will learn about the parts of plant and the flower . You will find out how seeds are produced through pollination and the ways that they can be dispersed .	Key Stage 4  TQRCC

Key Vocabulary	
Adaptation: The features that a living thing has that allow it to perform a particular function.	Gamete: A sex cell such as ovum or pollen
Pollen: Male sex cell found on the anther	Ovule: Female sex cell, found in the ovary
Pollination: The transfer of pollen from the stamens to the stigma, either in the same flower or a different one.	Fertilisation: The joining of a pollen grain nucleus and an ovule to form an embryo
Seed: Structure containing the embryo of a new plant	Fruit: The ovary develops into this after fertilisation
Carpel: All the female parts of a flower, made up of the stigma, style and ovary	Stamen: All the male parts of a flower, made up of the anther and filament
Anther: The part of a stamen that contains the pollen	Filament: The stalk that supports the pollen bearing anther
Stigma: The sticky bulb in the center of flowers and collects pollen	Style: Connects the ovary to the stigma
Ovary: Found at the base of the petals and contains the ovules	Seed Dispersal: When seeds are scattered via animals, wind, or bursting pods

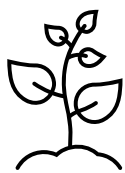


Independent Learning Tasks

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

1. What is reproduction?
2. What is pollination?
3. Name the female parts of the flower.
4. Name the male parts of a flower.
5. Describe what happens when a flower is fertilised.
6. How are seeds dispersed?





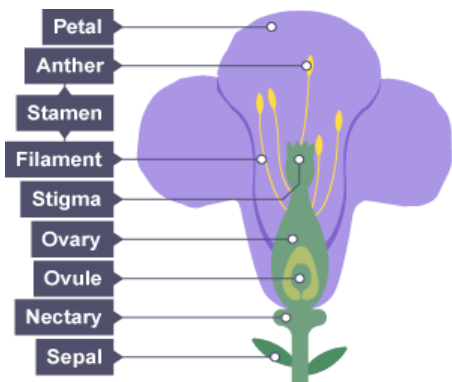
Science - Term 2

Plant Reproduction



Key Concepts

Plant Reproductive Systems



In flowering plants, male and female reproductive structures can be found in the same individual plant.

The organ of sexual reproduction is the flower. Male gametes are found in pollen grains and produced in the anthers of the flower. Female gametes are found in ovules and produced in the ovary of the flower.

Structure	Function
Sepals	Protect the unopened flower bud
Petals	May be brightly coloured and scented to attract insects
Stamens	The male parts of the flower consisting of the anther held up on the filament
Anthers	Produce male gametes (in pollen grains)
Stigma	The top of the female part of the flower which collects pollen grains
Ovary	The bottom of the female part of the flower, produces the female gametes

Plant Organs



Plants have different organs to do different jobs:

Leaves – carry out photosynthesis and make food

Roots – absorb water and anchor the plant

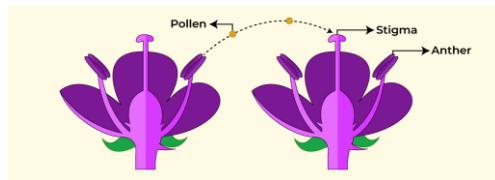
Stem – supports the leaves and transports water to them

Flower – carries out sexual reproduction

Pollination & Fertilisation



Pollination is the transfer of pollen grains from an *anther* to a *stigma*. Pollen can be transferred by an animal or by the wind. Fertilisation takes place inside the ovary when the nucleus of pollen grain fuses with the nucleus of an ovule to produce a zygote.



Seed Dispersal



The seeds are scattered by animals or the wind. This process is called dispersal. Some of the seeds will grow into new plants.

The seeds are dispersed in different ways:

- By the wind
- By an explosion or quick release
- By sticking to animal's fur
- By animals eating them



Science Term 2



Heating and Cooling

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 the heating and cooling of particles is crucial for maintaining indoor temperatures, ensuring energy efficiency and promoting health and safety in living environments.	Key Stage 4 

Key Vocabulary	
Temperature: How hot or cold a substance/material is. This depends on the average speed of the particles.	Fluid: A substance that can easily flow due to its particle arrangement (liquids and gases).
Energy: The ability for something to do work. Measured in Joules (J).	Density: The mass of a substance per unit volume. Calculated through $\text{mass} \div \text{volume}$.
Internal Energy: The total kinetic and potential energy of particles in an object.	Emit: To send or give off something, e.g. energy, light or sound.
Chemical Store: The energy held in the chemical bonds of substances, which is released during chemical reactions.	Electromagnetic Wave: A wave that travels through space and carries energy.
Thermal Energy: The energy stored in an object because of the motion of its particles. The faster the movement, the more thermal energy is stored.	Kinetic Energy: The energy an object has because it is moving. The faster it is, the more kinetic energy it has.
Conduction: The transfer of thermal energy mainly through solids. Particles transfer energy when heated which then conducts through the material.	Convection Currents: The movement of fluids caused by differences in temperature and density which leads to a transfer of heat.
Convection: The transfer of thermal energy through liquids and gases (fluids).	Radiation: The transfer of energy by electromagnetic waves. All objects emit radiation, including infrared radiation.



Independent Learning Tasks

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



- Create a mind map for this topic. Remember to include key words and the links between information, e.g. temperature is linked to average kinetic energy of the particles in the object.
- Research the different ways heat is transferred in the home. Produce an information leaflet to inform people how this works.
- Create a Venn diagram to compare Conduction, Convection and Radiation.
- Research different careers that use the concepts of heating and cooling in their jobs. E.g a heating engineer and find out what qualifications they need, what the average salary is etc.
- Produce a fact file about a famous scientist that helped us to understand more about how thermal energy is transferred.

Science Term 2

Heating and Cooling



Key Concepts

Temperature:



The hotter an object, the more energy it has in its thermal energy store .

The average speed of particles in a hot substance is greater than in a cold substance.

Temperature is how hot a substance is. Temperature is commonly measured in degrees Celsius ($^{\circ}\text{C}$) using a thermometer.

Temperature depends on the average speed of the particles in a substance.

The hot cup of tea has more energy in its thermal energy store than a cold cup of tea. The particles are moving faster and when it cools down, they move more slowly.



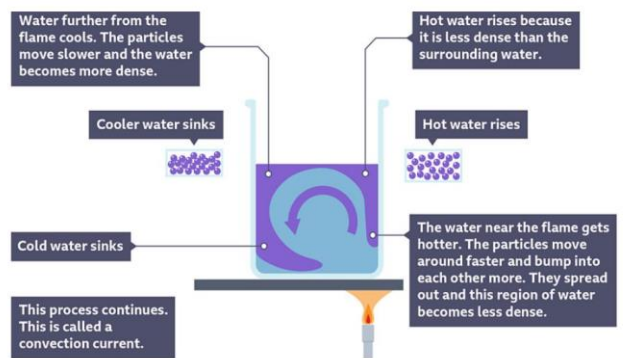
Convection



Convection occurs in fluids; a fluid is a substance that can flow. Both liquids and gases are fluids.

The particles in a fluid can move around from one place to another.

Hotter fluids are less dense and rise upward, cooler fluids are denser and sink downwards



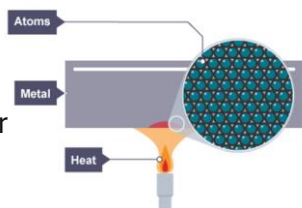
Conduction:



Conduction is where energy is transferred by the vibrating particles in a substance.

The energy is transferred from a hotter region to a cooler region.

Conduction happens fastest in solids because the particles are close together.



Radiation:



All objects transfer energy to their surroundings by *infrared radiation*. The hotter the object, the more infrared radiation it emits.

Infrared radiation is a type of electromagnetic wave.

Unlike conduction and convection, there are no particles involved. This means that energy can be transferred by radiation when there are no particles, like the vacuum of space.

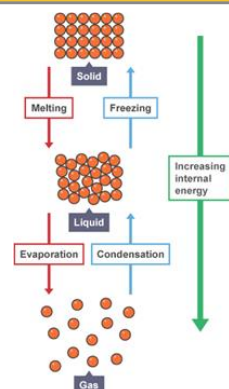
Internal Energy

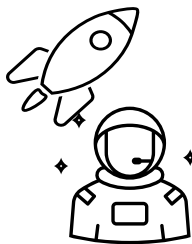


When a material is heated or cooled, two changes may happen to the particles within the material:

Chemical bonds between the particles may form, break or stretch. There is a change in the chemical potential store of energy in the material.

The material will heat up or cool down as the particles within it gain or lose speed. There is a change in the thermal store of energy within the material.





Science - Term 3



Chemical Reactions

This builds on:	Why this topic:	This links to:
Key Stage 2 - Physical and Chemical changes - The fire triangle - How 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 

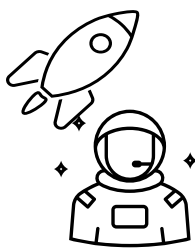
Key Vocabulary	
Chemical Formula	Chemical symbols with numbers to show the number of atoms of each element in the molecule.
Chemical Reaction	A process in which one or more substances are changed into new substances (the rearrangement of atoms).
Combustion	A reaction between fuel and oxygen that transfers 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:

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



Science - Term 3



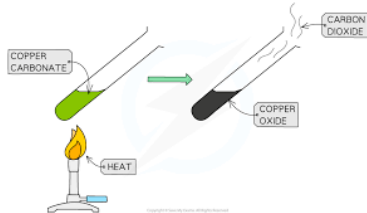
Chemical Reactions

Key Concepts

Thermal Decomposition



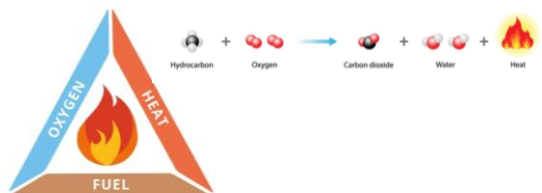
These reactions happen when some substances are heated and break down into simpler substances.
When carbonates decompose they produce a metal oxide and carbon dioxide.



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.



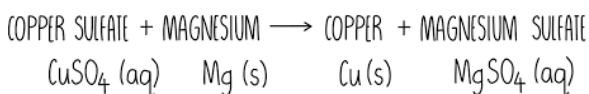
Chemical Reactions



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.

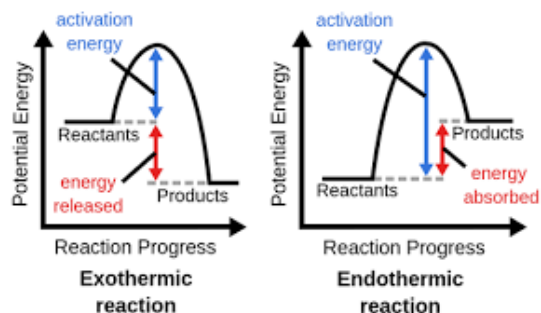
Chemical symbols can be used to represent elements and compounds in the reaction. This helps us to understand the atoms involved in the reaction.



Endo and Exothermic reactions



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

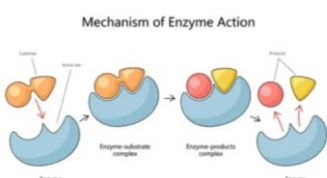


Catalysts



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.

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

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

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:

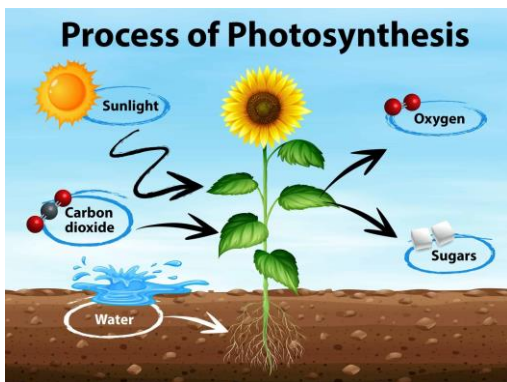


Photosynthesis is a process that occurs in the leaves of a plant and needs both chlorophyll and light energy.

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.

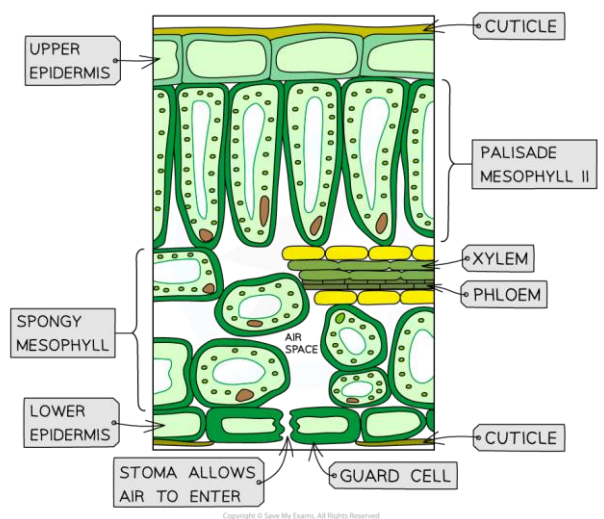


Leaf Adaptations:



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.



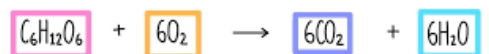
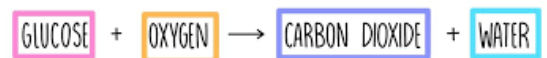
Aerobic Respiration:



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.

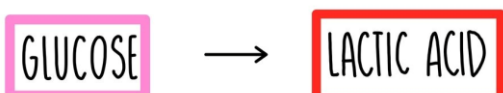


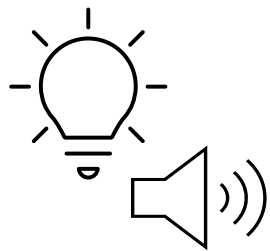
Anaerobic Respiration:



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

Light & Sound



This builds on:	Why this topic:	This links to:
Key Stage 2 - What is light? - What is sound? - How do shadows occur? - What is reflection? - How are sounds detected? - How are sounds made?	Light and Sound is part of the big scientific idea that waves can transfer energy both mechanically and through electromagnetic waves . Understanding waves helps us to communicate , explore the Universe, and transfer energy to where we need it. You will learn about the difference between light and sound and how they travel .	Key Stage 4 

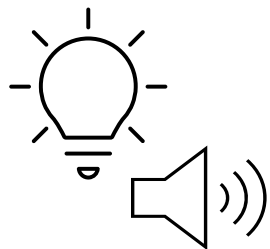
Key Vocabulary	
Sound Wave: A vibration that travels through a medium such as a gas, liquid or solid	Longitudinal Wave: When a wave moves in parallel (back and forth) to the direction that the wave travels.
Transverse Wave: When a wave moves at a right angle (up and down) to the direction of travel	Electromagnetic Spectrum: A continuous spectrum of waves with different wavelengths, frequencies and uses
Amplitude: Maximum distance a wave varies from its rest position (the height of the wave)	Wavelength: The distance from two parts of a wave (the length of the wave)
Frequency: How many waves can pass a given point per second, measured in Hertz (Hz)	Compression: The part of a longitudinal wave where the particles of the medium are close together
Rarefaction: The part of a longitudinal wave where the particles are farther apart.	Transparent: When all the light can pass through
Translucent: When only some of the light can pass through	Opaque: When all the light cannot pass through because is absorbed or reflected
Reflection: When light bounces off a surface. The angle of reflection is always the same as the angle of incidence	Refraction: When light passes through a material of different density and changes direction
Oscilloscope: A machine that detects waves and produces a wave trace	Wave trace: A graph produced by an oscilloscope to show the wavelength and amplitude of a wave



Independent Learning Tasks

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

- How does sound travel?
- How does light travel?
- Describe the following terms and give an example for each one:
 - Transparent
 - Translucent
 - Opaque
- What is the law of reflection?
- What is the electromagnetic spectrum?
- Name the different waves that made up the electromagnetic spectrum.
- Give some examples of the uses of these waves.



Science - Term 3



Light & Sound

Key Concepts

Light



Light travels as waves. These are transverse waves, like ripples in water. The direction of vibration in the waves is at 90° to the direction that the light travels.

Unlike sound waves, light waves can travel through a vacuum – they do not need a substance to travel through.

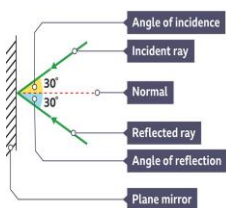
Light can pass straight through transparent materials like water and glass. Translucent materials allow some light to pass through them. For example, ice and tracing paper.

Opaque materials are substances which light cannot pass through, like stone, metal or wood.

Law of Reflection



The angle the ray is reflected is always the same as the angle the light hits the mirror, with both angles being measured from the normal.

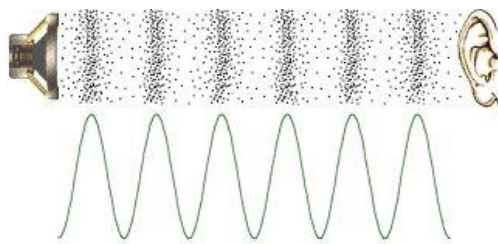


Sound



When something shakes, scientists call it a vibration. All sounds are made by something that is shaking or vibrating.

When there is a sound wave, the air particles don't travel directly from the object making the sound to your ear. Sound waves are vibrations being passed on between particles.



The air particles start vibrating and push on the air particles next to them, so the vibrations are passed on. The particle moves one way and then moves back in the opposite direction, so ends up back where it started. The particles vibrate in the same direction as the wave travels.

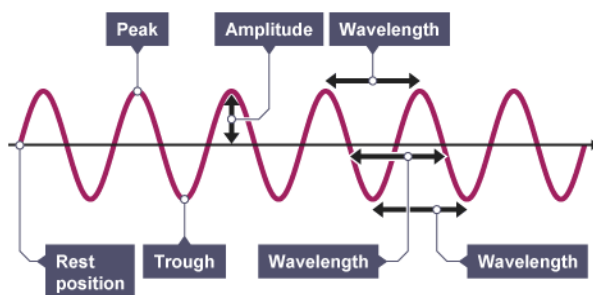
Sound is an example of a longitudinal wave.

Wave Traces



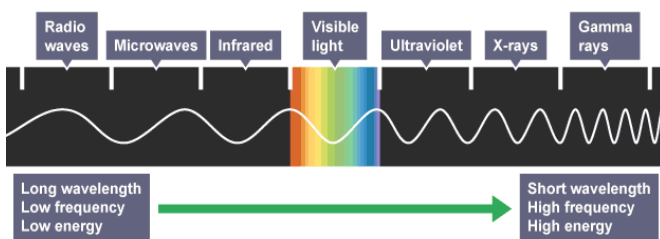
To record or analyse a sound, scientists and musicians use a microphone to turn the sound into an electrical signal. The electrical signal can then be displayed on a device called an oscilloscope and it produces a graph called a wave trace.

Wave traces appear on an oscilloscope graph as a transverse wave, but it is important to remember that because they are a sound, they are actually a longitudinal wave.



Electromagnetic Spectrum

There are seven types of electromagnetic (EM) waves, which make up the electromagnetic spectrum. Electromagnetic waves are transverse waves, and travel at the speed of light. Different types of electromagnetic wave have different uses and dangers.



- Radio waves are used for sending radio and television signals.
- As well as heating food in microwave ovens, microwaves are used for communication.
- X-rays are commonly used to produce medical images of broken bones, because they can pass through body tissues but are absorbed by bones.

Geography Term 1

Population



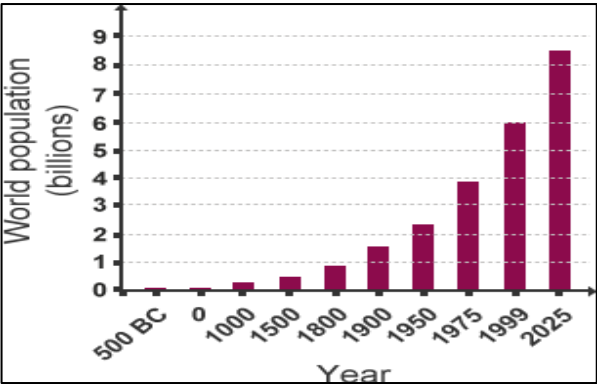
This builds on:	Why this topic:	This links to:
✓ This builds on the work covered in Year 7 when you studied the UK, about migration. It also builds on and enhances map and graph skills.	The Population topic is designed to give students an understanding of issues related to rapid population growth on our planet. You will study reasons for migration, problems of overpopulation and how these could be managed.	✓ This links to work further in Year 8 on the growth of urban areas in Africa and learning in Year 9 on Urban challenges in Rio.

Key Vocabulary	
Birth rate: How many people are born per year per 1000 of the population	Life expectancy: How many years on average a person can expect to live for
Death rate: How many people die per year per 1000 of the population	Natural increase: The number of births a year minus the number of deaths
Exponential: When something increases rapidly	Population pyramid: A type of bar chart which shows the age and sex distribution of a country
Densely populated: A crowded area	Fertility rate: The average number of children per woman
Sparsely populated: An area with few people	Population Density: How crowded or empty a place is (measured in people per square km)

Key Retrieval



World Population:



Cultural Capital



1. Population growth

Develop awareness of the exponential growth of the world's population in the 20th Century and know the population of the UK and the world

2. Impacts of population growth

To gain empathy of the moral issues regarding migration - why do people move, the impacts of this and its impacts

3. Population management

To investigate the moral issues regarding population management issues such as China's one child policy

Home Learning Tasks:

- Write a report on how the Industrial Revolution affected the UK's population?
- Create a poster which highlights push and pull factors for migration.
- Write a report on China's one child policy – Why was it introduced? What were the rules and the impacts of the policy
- Research another country other than China which introduced a population management policy and what were the impacts of this



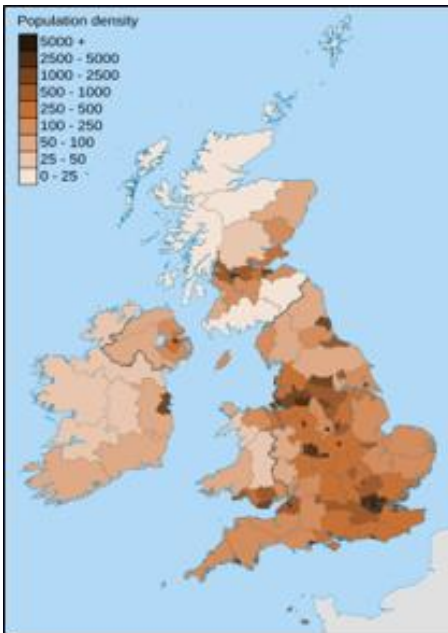
Geography Term 1

Population



Key Retrieval

Population distribution in the UK:



Key Retrieval

China's one child policy:

To manage its own growing population, China introduced the One Child Policy in 1979. The new policy meant that any couple having a second child would get a heavy fine, around £3,000.

Impacts of the Policy:

- The fertility rate has dropped from 5.7 in 1960 to 1.7 in 2016.
- Large numbers of female babies have ended up homeless or in orphanages, and in some cases killed.
- Many people claim that some women, who became pregnant after they had already had a child, were forced to have an abortion and many women were forcibly sterilised.

China changed this policy in 2016 to allow families to have 2 children, and it updated it in 2021 for families to have up to 3 children.



Key Retrieval - Factors for Migration

Pull factors

These are the reasons for why someone would want to move to a place:

- Higher quality of life (better homes, etc.)
- Access to education
- “Bright Lights” of the city
- Better healthcare
- Better job opportunities

Push factors

These are the reasons for why someone would want to move away from a place:

- Lack of services
- War
- Famine (starvation/food shortages)
- Few Jobs
- Natural Disasters





Geography Term 2

Africa



This builds on:	Why this topic:	This links to:
✓ 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.	The topic is designed to give students an opportunity to challenge stereotypes and see Africa as a continent full of culture, innovation and growth. We will develop key geographical skills and learn about global issues.	✓ This links to work further in Year 8 on The Horn of Africa and work at GCSE on measures of development.

Key Vocabulary	
Adaptations: The process of change by which an organism or species becomes better suited to its environment	Exploited: To make use of a place, or people for your own benefit
Biomes: A large area with similar climate, plants and animals	Independence: When a country governs itself
Colonised: When people settle in a place and establish political control over it	Rainforests: Area with lush vegetation, with many different species of plants and animals
Desert: A large, dry, barren area, usually having sandy or rocky soil and little or no vegetation	Savanna: Area with grassy plains and scattered trees
Desertification: Process where fertile land turns to desert, often through overuse	Stereotype: Fixed opinions people have that do not reflect reality

Key Retrieval



Africa is a Continent and has 54 different countries



Cultural Capital



- 1. Cultural Awareness**
Exploring the continents diverse cultures, traditions. Languages and history
- 2. Respect and empathy**
Studying how people live and their different lives in other parts of the world
- 3. Global Understanding**
Through studying cities and communities, we gain a wider understanding of global diversity and levels of connections between countries
- 4. Confidence of the wider world**
Through studying this topic students are becoming more curious, open-minded and informed global citizens



Home Learning Tasks:

- Create top trumps cards for 8 African cities- include size, population, highest mountain, number of cities, birth rate and death rate
- Create a model in a box of one of these African biomes (Rainforest, Desert or Savanna Grassland). Include models/images of the vegetation, animals, climate and labels to describe what it is like
- Design a quiz or game to help students remember the names and capital cities of African countries



Geography Term 2

Africa



Key Retrieval



Population distribution in Africa:



Key	
Population density people per square kilometre	Major cities population in millions
over 100	over 3
10-100	1-3
1-10	0.5-1
under 1	0.1-0.5

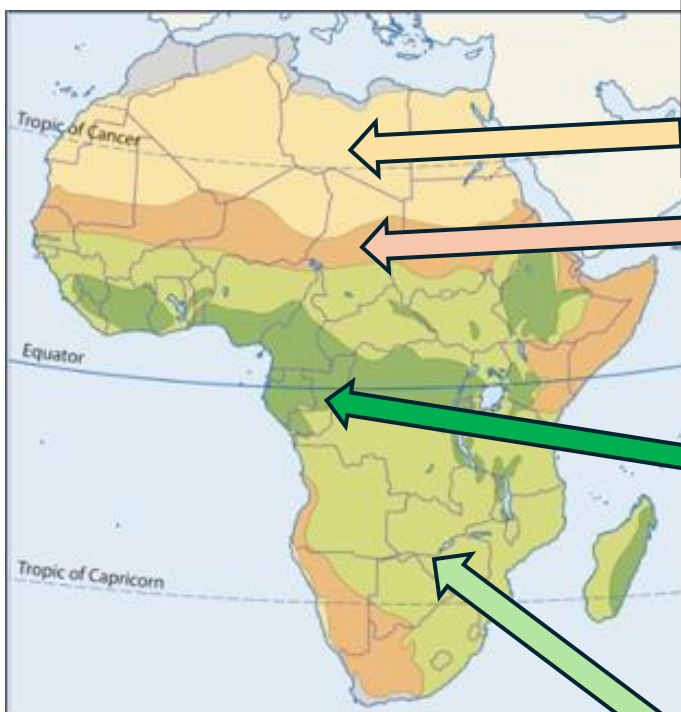
Key Retrieval



Africa's physical geography:



Key Retrieval: Africa's biomes:



Hot desert

Hot in the day and little rain
Plants have to find and store water -
some have long tap roots
Camels, ostriches, snakes and scorpions

Semi-desert

Some rain
Grass, shrubs and scattered trees, some
rodents
Most people farm - maize, chickpeas,
cattle and goats

Rainforest

Warm and wet all year round
Thousands of species of plants and
trees
Gorillas, snakes, hippos and birds

Savanna

Warm all year with a wet season
Grassland and acacia trees
Lions, elephants and giraffes
Desertification is a problem here



Horn of Africa & Climate Change

This builds on:	Why this topic:	This links to:
✓ 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.	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.	✓ This links to work further at GCSE on the living world and also on climate change

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



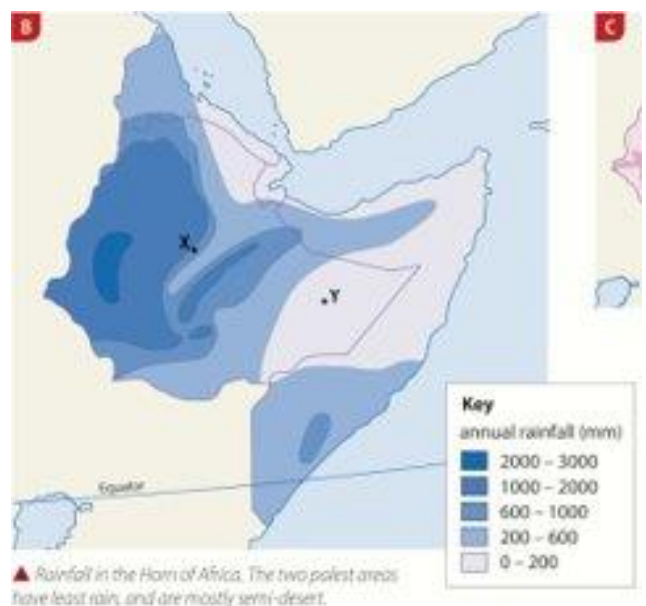
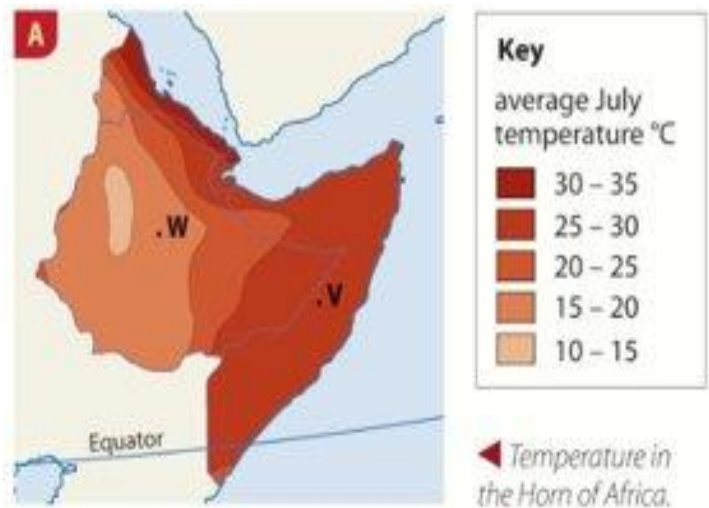
Horn of Africa's physical geography.

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

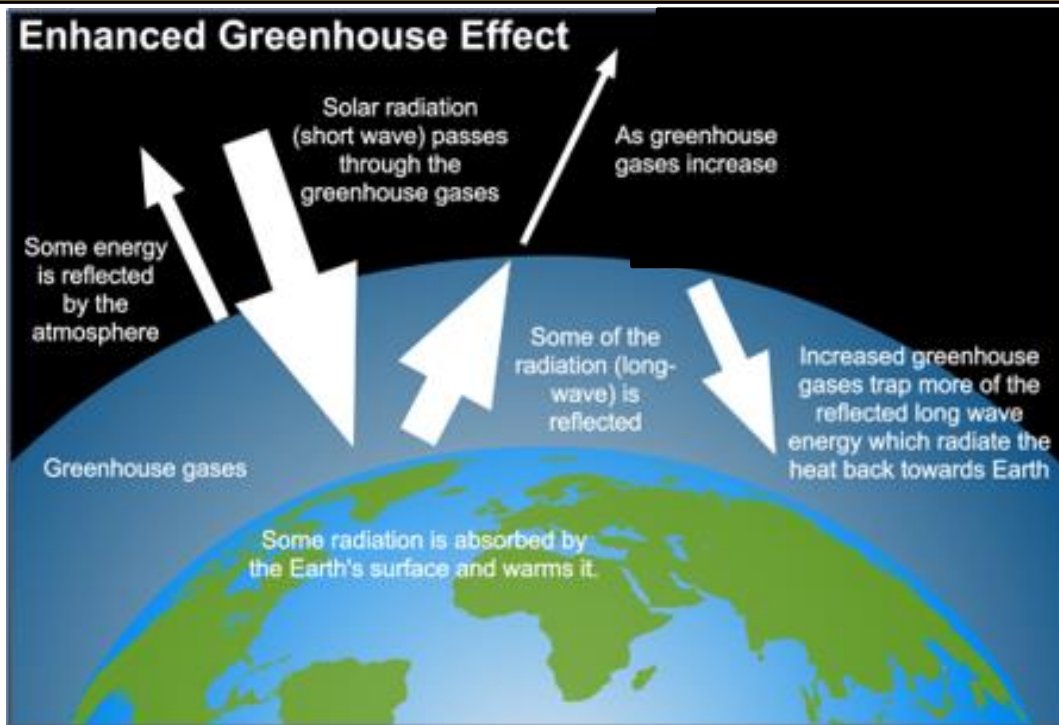
Climate Change



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





Horn of Africa & Climate Change



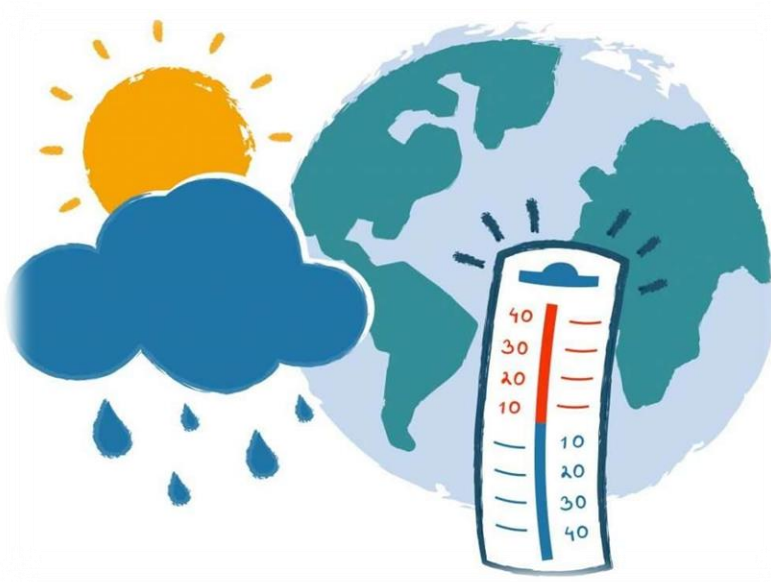
Structuring Answers

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.







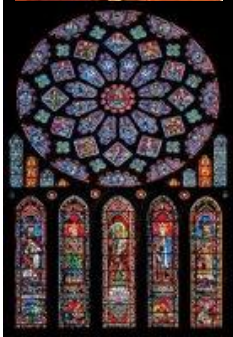
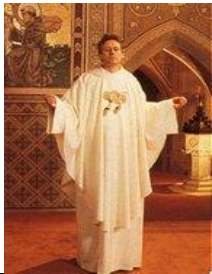
The Tudors and Stuarts?

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from Y7 in which we studied the power of monarchs and the key term of revolutionary.	In this topic, we will look at how the Tudor and Stuart monarchs managed to change Britain This will include Henry VIII Break with Rome, Elizabeth's relationship with Spain and James I relationship with the Catholic English.	✓ This links to future topics as we carry on the theme of revolution and links to next unit of the Slave Trade.

Key Vocabulary	
Tudor: English royal family/dynasty who held the throne from Henry VII in 1485 until Elizabeth I in 1603	Reformation: A religious movement in Europe in the 1500s where its leaders disagreed with the Roman Catholic Church.
Monarch: A ruler such as a king, queen or emperor.	Martyr: Someone who does for their beliefs (often religious).
Heir: A person who had legal claim to a title or throne when the person holding it dies.	Civil War: A war between two sides of the same country.
Catholic: Christian religious belief – the Pope is Head of the Church.	Restoration: The process of restoring the English Monarchy.
Protestant: Christian religious belief – they separated from the Roman Catholic Church. The monarch is usually head of the Church.	Treason: The crime of betraying your country, particularly by attempting to kill or overthrow the monarch.

Key Retrieval Difference between Catholics and Protestants:

CATHOLICS.



PROTESTANTS



Impact of the Break with Rome

Dissolution of the Monasteries: Catholic monasteries were dissolved. This means that their wealth was stripped and the lands confiscated and given to rich Protestant nobles.

Church of England: Henry VIII created his own Church with him as Supreme Head. This allowed him to grant his own divorce and to make changes to how the Church is ran. This led to a divide amongst the people of England - either you were Catholic or Protestant.

The Troubles in Northern Ireland: A Civil War began in Northern Ireland between Catholic Irish Loyalists and Protestant British Unionists. This was a long-term impact of the Break with Rome – this eventually led to a peace agreement between the Loyalists and Unionists called The Good Friday Agreement in 1997.

Home Learning Tasks:

1. Create a fact file on any of the Tudor and Stuart monarchs that you would like to research.
2. Create a battlefield model of the most famous battle of the English Civil War – Battle of Naseby.
3. See homework sheet for further home learning tasks and information above.



History – Term 1



Our Monarchs



Henry VII 1485 – 1509

Key events – Wars of the Roses
Battle of Bosworth Field 1485



Henry VIII 1509 – 1547

Key Events - Break with Rome 1533
– 1536
Dissolution of the Monasteries



Elizabeth I 1558 – 1603

Key Events - Spanish Armada 1588
The Marriage Issue
Religious Settlement 1559



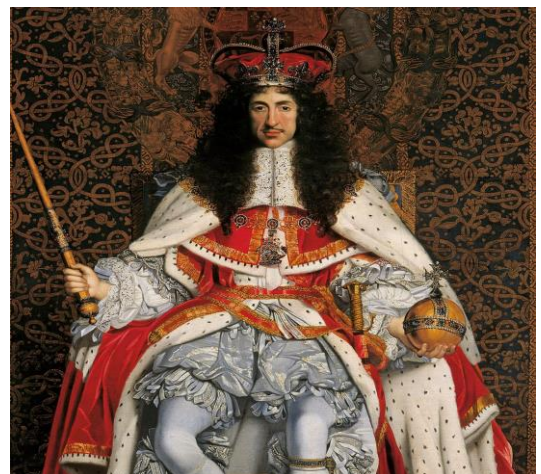
James I 1603 – 1625

Key Events - The Gunpowder Plot
(1605)
The Stuart Dynasty begins – First
King of Scotland and England 1603



Charles I 1625 – 1649

Key Events - Divine Right to Rule
English Civil War 1642 – 1649
First English King executed - 1649



Charles II 1660 – 1685

Key Events - The Restoration 1660
The Great Plague 1665
The Great Fire of London 1666

History – Term 1



The Tudors and Stuarts?

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 did Henry VIII's Break with Rome impact England?

One way that the Break with Rome impacted England was the dissolution of the monasteries. For example, this was when Henry VIII closed down the Catholic monasteries, and stripped them of their wealth and valuables. Many monks were thrown out onto the street and the land was sold to wealthy Protestant nobles. This impacted England greatly, because the monasteries helped the poor more than any other institution. They provided food and shelter as well as medical help. Without this, many of the poor were left to fend for themselves and also led to many Catholics resenting Henry for his actions against their Church. **Therefore, Henry VIII's Break with Rome impacted England greatly as a lot of the population were left without physical care as well as spiritual turbulence.**



Dissolved Monasteries

Monasteries are complexes of buildings designed to house religious communities, such as monks or nuns, who live under a specific rule or way of life. These communities often include a place of worship, living quarters, and areas for work and communal activities. Monasteries play a significant role in various religions, including Christianity and Buddhism, and have served as centers of religious practice, learning, and social support throughout history



History – Term 2

The Slave Trade

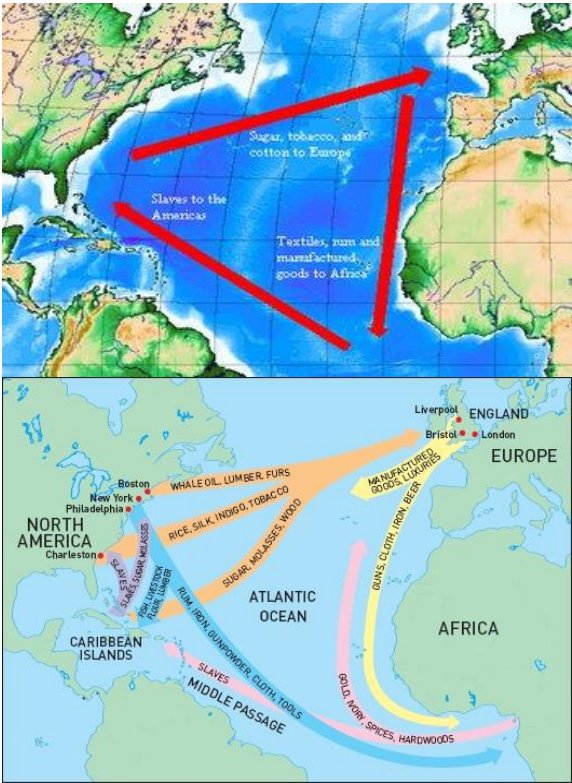


This builds on:	Why this topic:	This links to:
✓ This builds on understanding from Y7 which looked at Medieval Africa and also working on Y8 Tudors.	In this topic, we will look at how the Slave Trade functioned and the impacts of the Slave Trade on the slaves . We will also look at who fought to end slavery and why it ended.	✓ This links to future topics such as the Industrial Revolution and the Civil Rights unit in Y9.

Key Vocabulary	
Slave: A person owned by another person. They are forced to work and are not paid.	Plantation: A large area of farmland, or estate, planted with particular crops like tobacco, cotton and sugar cane.
The Slave Triangle: The system of trade between Europe, West Africa and USA.	Overseer: Plantation worker paid a wage to organise the work of the enslaved people.
Shackles: Iron chains used to fasten the legs or hands of a slave.	Resistance: To refuse to comply with a decision or established way of doing things.
Branding: To mark a person or animal with a hot iron to show ownership.	Abolish/Abolition: To end; in this context to end the slave trade and slavery.
The Middle Passage: The second (middle) journey of the Slave Triangle, carrying slaves from Africa to the Americas.	Campaign: Working in an organised way to achieve a goal.

Key Retrieval

The Slave Triangle:



Key Facts to remember:

The Middle Passage:



The Middle Passage was the alternative name for the second part of The Trade Triangle which involved a 12-week journey across the Atlantic Ocean. Slaves were kept in appalling conditions: They were packed into the ship in very tight quarters below deck and were chained lying down for most of the journey. Many died during the journey due to illnesses like dysentery and injuries they received from the crew. Very little food was given to them – just enough to keep them alive. If they disobeyed orders, they were severely punished. Some threw themselves overboard in order to avoid their fate

Rebellion and Resistance:

There were various forms of resistance, including: running away, breaking tools and ruining crops. One of the most famous rebellions was in Virginia; a slave called Nat Turner killed his master and his family along with 55 other white people. Turner was executed as a result.

Home Learning Tasks:

1. Create a fact file on any of the abolitionists that we have looked at in this unit.
2. Create a poster trying to convince people why slavery was so bad – include arguments that we have looked at.
3. See homework sheet for further home learning tasks and information above.



History – Term 2

Slave Rebellions



Jamaica

Sixteen slave rebellions had taken place between 1655 and 1813.

1831 saw the largest slave uprising. Slaves refused to work and burned down houses and warehouses full of sugar cane. Millions of pounds of damage was caused. Led by **Samuel Sharpe**. Eventually put down by British troops in January 1832. Sharpe was executed in public and over 138 others sentenced to death. Shocked the British government and made them see the cost of slavery may be too high.

Saint-Domingue

Rebellion broke out in 1791. Enslaved Africans attacked plantation buildings and anything connected with slavery. **Toussaint L'Ouverture** emerged as their leader. Led to France abolishing all slavery across their territories. Rebellion led to the Kingdom of Haiti being created.



Barbados

Barbados had not had a slave rebellion for over 100 years until one broke out in 1816. British plantation owners were shocked and within a few hours the rebellion had spread across 1/3 of the island. There were two leaders of the rebellion. One was an African called **Bussa** and the other, a domestic servant called **Nanny Griggs**. Their aim was to overthrow the British plantation owners and create a better life. Nearly 1000 rebels were killed. After, more than 214 were executed and 123 transported elsewhere to be sold again. Tighter control was put into place to ensure slaves could not rebel on the island again.

Demerara

In 1823 a slave rebellion broke out in Demerara led by a slave called **Jack Gladstone**. Harsh conditions and brutal treatment and need to produce more sugar led to this. 9000 enslaved people were involved but they did not harm the British owners or their families. A British minister was blamed for the rebellion and was arrested and sent to prison in which he died. This caused outrage back in Britain and many people sent petitions to Parliament to end slavery.

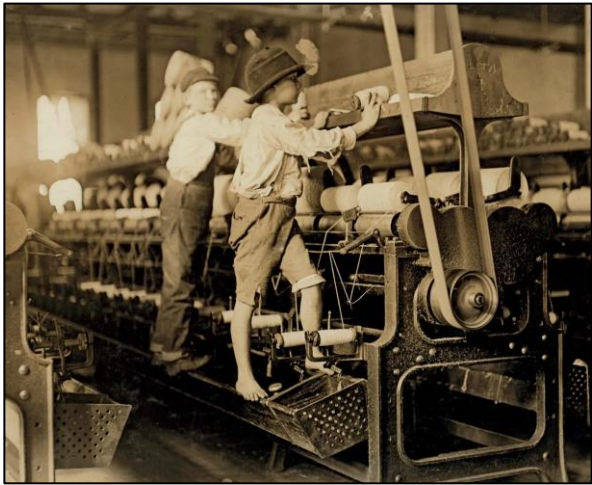


The Industrial Revolution

This builds on:	Why this topic:	This links to:
✓ This builds on understanding from our previous unit of the Slave Trade and key concept of revolution.	In this topic, we will look at the changes brought to the UK by the Industrial revolution, including the work force, housing and public health. Focus will be on the changes made to Huddersfield, including Newsome Mill.	✓ This links to future topics such as Jack the Ripper unit and the age of revolutions unit later in Y8.

Key Vocabulary	
Industrial Revolution: A time of great change in Britain between 1750 to 1900.	Rural: Countryside living with not many houses or people.
Agriculture: Process of producing food by farming of certain plants or raising animals.	Urban: Towns and cities where many people live and work.
Poverty: Lack of basic human needs, such as clean water, healthcare, education and shelter.	Parliament: Lawmaking group in the UK government.
Factory/Mill: Places where machines are used to produce goods.	Industry: Process of making products by using machines and factories.
Mass Production: Production of many products in one go e.g. textiles.	Economy: System of how money is used within a particular country.

Key Retrieval Mill/Factory Features



Changes in agriculture



1750 farms were still using medieval ways of planting crops and rearing animals. As population increased, new machines, crops and ways of farming were introduced, e.g. bigger animals and steam powered threshers for wheat. Small fields were replaced and hedges removed. This meant farm workers lost their jobs and many had to move to towns and cities.

Changes in population:

In 1750, the total population of the UK was about 11 million. This grew to about 42 million by 1900! Moving from rural to urban areas also saw a huge rise; in 1750, only 20% of the population lived in towns, but by 1900 it was 70%. This meant far more people were working in new industries but this also caused problems because they all needed food and homes. As a result, poverty increased, overcrowding was an issue and by 1900, London alone, had 4.5 million inhabitants.

Home Learning Tasks:

1. Create a fact file on a chosen factory and describe what it was like.
2. Create a leaflet advertising campaigns to end children working in factories.
3. See homework sheet for further home learning tasks and information above.



History – Term 2

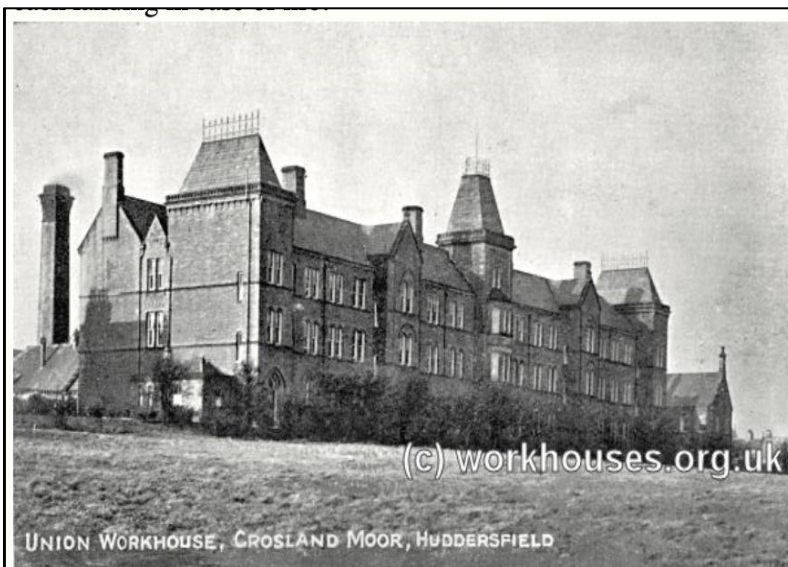


The Industrial Revolution in Huddersfield



Newsome Mill

Newsome Mill was a busy textiles mill that exported products around the world to places like South America. Huddersfield was famous for its textiles.



Crossland Moor Workhouse

Built in 1872, it was a workhouse until 1930, when it became St Luke's Hospital. It closed in 2011 and was demolished in 2015. The picture below was from 2001.



History – Term 3



Was Jack the Ripper a Media Frenzy?

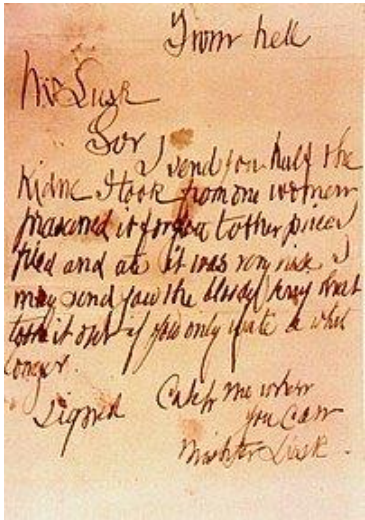
This builds on:	Why this topic:	This links to:
✓ This builds on understanding of society in the 19th century from our industrial revolution topic.	In this topic, we will look at how the Media impacted the Jack the Ripper investigation. We will develop our analytical skills by evaluating the usefulness of evidence relating to the murders.	✓ 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

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

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

Is there life after death?



This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and explores different ideas about what happens when we die.	offers us great wisdom on life, death, and remembrance. It reminds us to seek beauty and joy in life and death, keep cherished memories alive, and celebrate the gift of life with those we love	✓ This links to the KS4 curriculum and theme B that looks at religion and life. This also links to Fundamental British Values such as Tolerance of different religious beliefs.

Key Vocabulary	
Reincarnation : the religious belief that existence is a cycle of birth, life, death and rebirth.	Immortality as a memory of others : the belief that there is no life after death and you only exist in the memory of others
Resurrection : Christian belief that Jesus rose from the dead after crucifixion	Alfenique : a special confection used to fashion skulls, fruits and other figures.
Rebirth : the belief that some part of the person passes into a new life from death	Altar de muertos : the offering that family and/or friends prepare for their dead loved ones
Immortality as a legacy : the belief that there is no life after death and we only exist in what we leave behind	Angelitos : the souls of the children who have died; literally "little angels."
Responsibility : to oversee their own actions	Papel Picado : This traditional paper decoration consists of intricate cut patterns that add beauty and color to the festivities. Used as a banner or in altars, papel picado represents the fragility of life.

Key Retrieval



RELIGIOUS BELIEFS ABOUT LIFE AFTER DEATH

For many religious people, belief in life after death is based on teachings in their scriptures or traditions. The sacred texts in Christianity, Judaism and Islam talk of an afterlife, so for followers of these faiths life after death has been promised by God. For Buddhists, belief in reincarnation is based on the tradition that the Buddha remembered his past lives when he reached enlightenment.

NON-RELIGIOUS BELIEFS ABOUT LIFE AFTER DEATH

Not all people who believe in life after death would call themselves 'religious'. For example, some people believe in the concept of reincarnation but are not necessarily Buddhist, Hindu or Sikh. Others feel natural justice requires good to be rewarded and evil punished but do not hold one of the traditional faiths that promise an afterlife. For some people, near-death experiences (NDEs), a sense of déjà vu or witnessing ghosts, perhaps through a medium convinces them about life after death..

Home Learning Tasks:

- What do religious people believe happens when we die? Create a day of the dead mask.
- Do you think people’s opinion on life after death has changed and why?
- Does science make people less likely to believe in life after death?

Cultural Capital



1. We will have intellectual arguments and debates surrounding the ideas of different beliefs about life after death and come to a reasoned conclusion
2. We will watch videos to explore how different religious and non religious people view life after death
3. We will make religious day of the dead masks and objects to get a chance to try an experience some of the Mexican culture



Write like an RE expert

4 marker

Point
Explain
Point
Explain

5 marker

Point
Evidence
Explain
Point
Explain

12 marker

Point
Evidence
Explain
Link

Two arguments for

Two arguments against

Conclusion

WAGOLL

Explain two ways in which believing in Judgement Day might influence Christians today. [4 marks]

Point – Believing in Judgement Day might influence Christians to be good people on Earth and to be kind to everyone.

Explain – This means that when they are judged by Jesus, he will send them to Heaven.

Point – The belief in Judgement Day might also influence Christians to volunteer for a charity, or help people in some way.

Explain – This is because in the parable of the sheep and the goats, people who do good deeds go to Heaven and those who do not (the goats) go to hell.



Día de los Muertos, or Day of the Dead, is a vibrant Mexican holiday celebrated on November 1st and 2nd to honor and remember deceased loved ones. It's a joyful occasion, not a somber one, focused on celebrating the lives of those who have passed away and their continued presence in the memories of their families.





Religious Studies- Term 2

Animal Rights

This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and explores different ideas about animal rights	Allows us to use different RE lenses to engage in the topic and think ethical about how different religions view the lives of animals.	✓ This links to the KS4 curriculum and theme B that looks at religion and life.

Key Vocabulary	
Free Range: farming that allows animals to roam free and behave naturally.	Responsibility: To be in charge of own actions.
Factory farming: An intensive system of farming to rear animals quickly and cheaply indoors with very little space and low welfare.	Extinction: When all members of a species has died and will never exist again.
Animal experimentation: Procedures performed on living animals for purposes of research into basic biology and diseases, assessing the effectiveness of new medicinal products.	Vegetarianism: The belief/view held by people who do not eat meat.
Inhume: Lacking pity, kindness or mercy, being cruel.	Vegan: A person who will not eat or use any animal products.
Sanctity of life: Life is sacred (holy) because it is God-given.	Exploitation: Act of selfish needs to take advantage of something to profit or benefit from it. .

Key Retrieval



The Five Freedoms

The Five Freedoms of animal welfare present a standard of care that is followed across the globe. Included in the UK government's Animal Welfare Act 2006, they state that every living being deserves the right to humane treatment.

- Freedom from hunger and thirst – by ready access to fresh water and a diet to maintain full health and vigour;
- Freedom from discomfort – by providing an appropriate environment including shelter and a comfortable resting area;
- Freedom from pain, injury or disease – by prevention, rapid diagnosis and treatment;
- Freedom to express normal behaviour – by providing sufficient space, proper facilities and company of the animal's own kind; and
- Freedom from fear and distress – by ensuring conditions and treatment which avoid mental suffering.

ANIMAL EXPERIMENTATION

Animal experiments are widely used to develop new medicines and to test the safety of other products. Many of these experiments cause pain to the animals involved or reduce their quality of life in other ways. If it is morally wrong to cause animals to suffer then experimenting on animals produces serious moral problems. Animal experimenters are very aware of this ethical problem and acknowledge that experiments should be made as humane as possible. They also agree that it's wrong to use animals if alternative testing methods would produce equally valid results.

Cultural Capital



1. We will have intellectual arguments and debates surrounding the ideas of different beliefs about animal rights
2. We will watch videos to explore how different religious and non religious people view animal rights



Home Learning Tasks:

- Do you think human life is valued more than an animal's life? Explain your question in more detail. Include a quote within your answer.
- Research the history on animal rights. Do you think it has changed over the years?
- How can we protect animals? Explain your answer.



Religious Studies

Abortion



This builds on:	Why this topic:	This links to:
✓ This builds on RE knowledge from primary school and PSHE it also explores different ideas abortion and religion	To undersand how religion can affect ethical issues and how it is relevant in today's society.	✓ This links to the KS4 curriculum and theme B that looks at religion and life.

Key Vocabulary	
Foetus: a developing baby	Miscarriage: natural ending of a pregnancy before the fetus is viable.
Abortion: intentional ending of a pregnancy	Pregnancy: the state of having a foetus in the uterus
Age of consent: the age it is legal to have sex (16 in the UK)	Conscientious objective: a moral objection to something
Infertility: the inability to be able to produce children.	Sanctity of life: life is sacred because it is given by God.

Key Retrieval

The Law on Abortion in the UK

Abortion is lawful in England, Scotland, and Wales provided the criteria in the Abortion Act 1967 are met. In all other circumstances, administering or procuring an abortion is a crime.

Abortion is lawful in Northern Ireland provided the criteria in the Abortion Regulations 2020 are met.

Unless abortion is necessary to save a woman’s life or prevent grave permanent injury, doctors have a right of conscientious objection under the Abortion Act or the Abortion (Northern Ireland) Regulations. At the same time, patients have a right to receive objective and non-judgmental care. Doctors with a conscientious objection should inform patients as soon as possible and must tell them about their right to see another doctor, making sure they have enough information to exercise that right. If it is not practical for a patient to arrange to see another doctor, the doctor must make sure that arrangements are made for another suitably qualified colleague to take over care of the patient.

Carla Foster had admitted to illegally procuring her own abortion when she was between 32 and 34 weeks pregnant. A judge told her last month she would serve half her 28-month term in custody and the remainder on licence; however the Court of Appeal reduced the term to 14 months suspended. Dame Victoria Sharp, sitting with Lord Justice Holroyde and Mrs Justice Lambert at the London court on Tuesday, called it "a very sad case".



Cultural Capital

1. We will have intellectual arguments and debates surrounding the ideas of different beliefs about religion and abortion.
2. We will look at the case study of Carla Foster and debate whether she deserved the punishment she received.



Home Learning Tasks:

- Explain in your own words, what two religions believe about when life begins.
- Research different case studies of abortion cases in the media.
- Design an argument for pro- life and pro- choice



Write like an RE expert

4 marker

Point
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Evidence
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12 marker

Point
Evidence
Explain
Link

Two arguments for

Two arguments against

Conclusion



Carla Foster case study



Three judges at the Court of Appeal reduced Foster's prison sentence on Tuesday

By Susie Rack

BBC News, West Midlands

A mother who was jailed for illegally taking abortion tablets to end her pregnancy during lockdown will be released from prison after the Court of Appeal reduced her sentence.

Carla Foster, 45, admitted illegally procuring her own abortion when she was between 32 and 34 weeks pregnant.

A judge told her last month she would serve half her 28-month term in custody and the remainder on licence.

But the Court of Appeal reduced the term to 14 months suspended.

Dame Victoria Sharp, sitting with Lord Justice Holroyde and Mrs Justice Lambert at the London court on Tuesday, called it "a very sad case".

"It is a case that calls for compassion, not punishment," Dame Victoria said.



Religious Studies- Term 3

The Good Life

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

Key Vocabulary	
Five Pillars- Shahadah, salah, sawm, zakat, hajj	Responsibility: To be in charge of own actions.
Ten Commandments- a set of biblical principles relating to ethics and worship, which play a fundamental role in Judaism and Christianity	Five Ks - Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword)
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	Covenant- A binding promise between God and mankind
Inhume: Lacking pity, kindness or mercy, being cruel.	Eight fold path- a core Buddhist framework of eight interrelated practices designed to end suffering and achieve spiritual enlightenment.
Sanctity of life: Life is sacred (holy) because it is God-given.	Mount Sinai- the mountain where Moses received the ten commandments .

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.

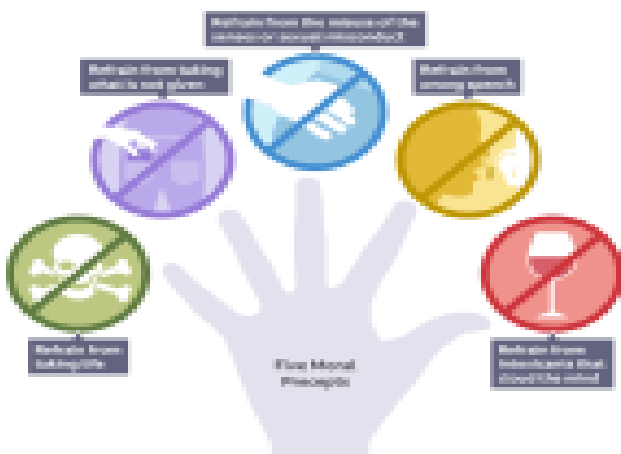
Overview of the Five Ks

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

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Point
Evidence
Explain
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Explain

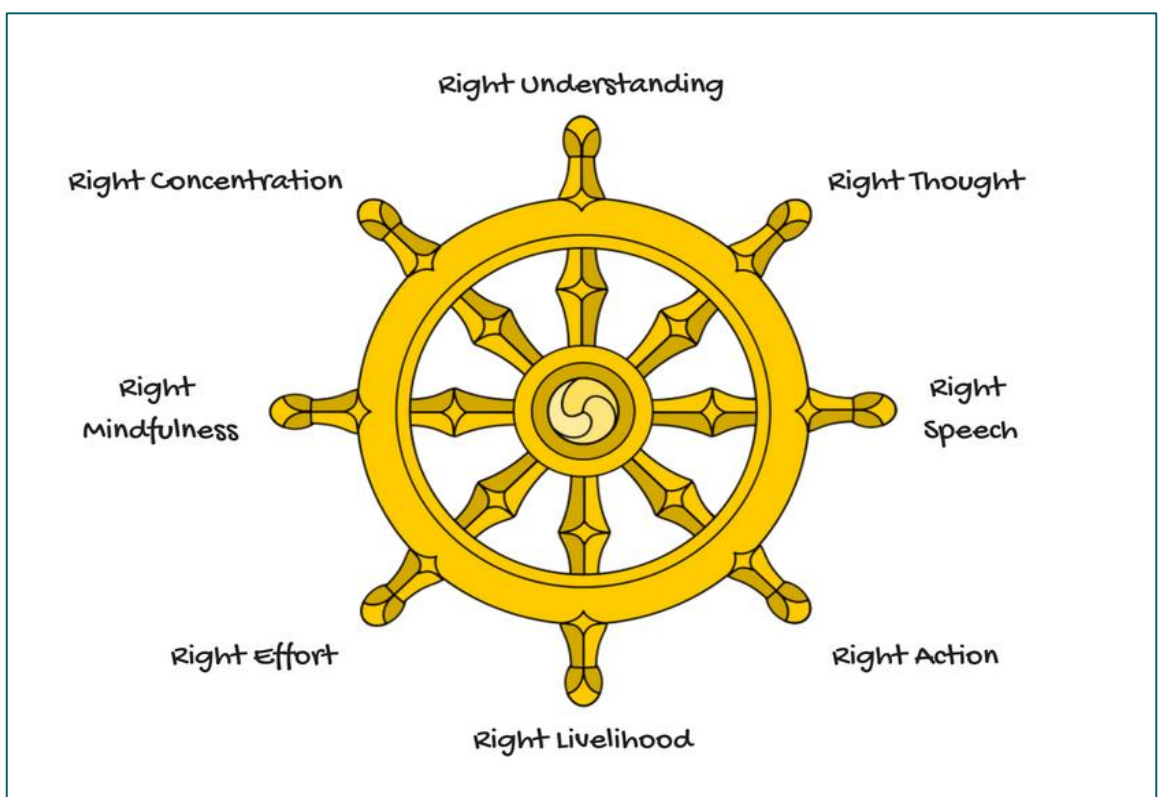
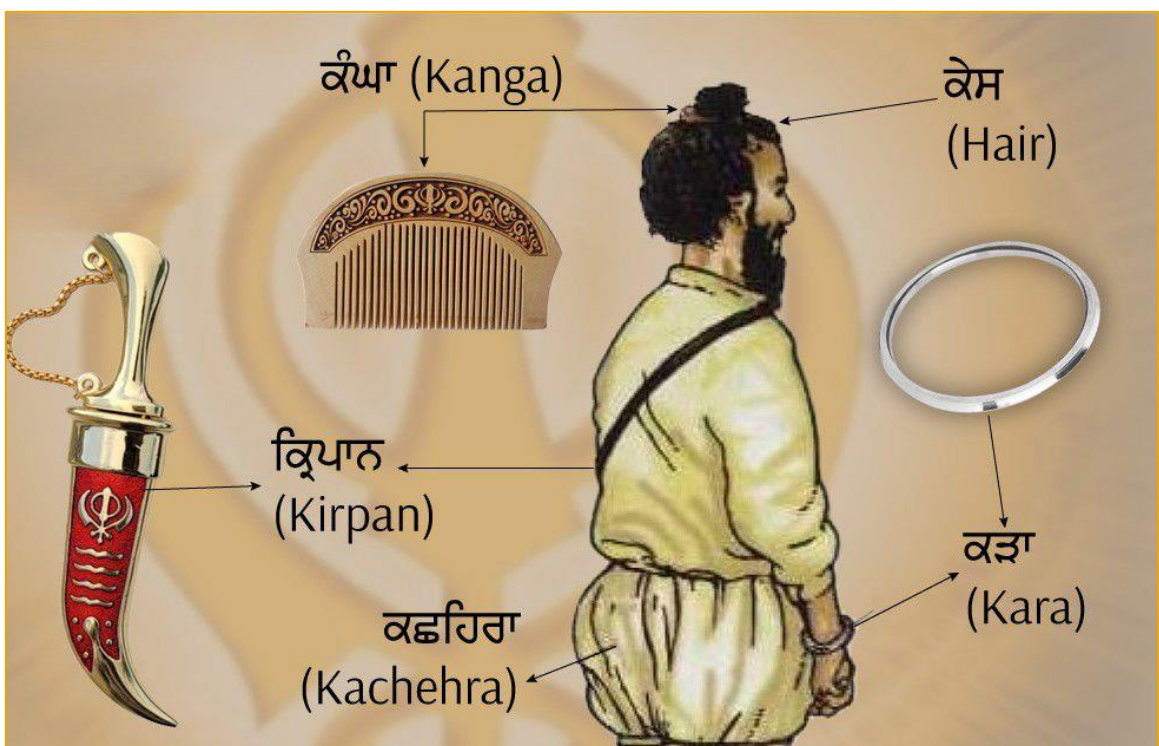
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Point
Evidence
Explain
Link

Two arguments for

Two arguments against

Conclusion





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 1

En Ville



This builds on:	Why this topic:	This links to:
✓ This builds on saying where you live.	This is the first of our French topics this year. You will learn to give and understand information about where you live.	✓ This links to KS3 and 4 study, because it contains building blocks that you will be using during the rest of KS3 and 4.

Key Vocabulary.

Où habites-tu?	Where do you live?	Il fait mauvais.	The weather's bad.
J'habite dans un village.	I live in a village.	Il fait chaud.	It's hot.
J'habite dans une ville.	I live in a town.	Il fait froid.	It's cold.
J'habite dans une grande ville.	I live in a city.	Il y a du soleil.	It's sunny.
J'habite à la campagne.	I live in the country.	Il y a du vent.	It's windy.
J'habite à la montagne.	I live in the mountains.	Il neige.	It's snowing.
J'habite au bord de la mer.	I live at the seaside.	Il pleut.	It's raining.
J'habite en France.	I live in France.	C'est comment?	What is it like?
J'habite en Suisse.	I live in Switzerland.	C'est animé.	It's lively.
J'habite au Maroc.	I live in Morocco.	C'est calme.	It's peaceful / quiet.
Quel temps fait-il sur la photo?	What's the weather like in the photo?	C'est tranquille.	
Il fait beau.	The weather's fine.	C'est ennuyeux.	It's boring.
		C'est joli.	It's pretty.
		C'est nul.	It's awful.



Key Retrieval

pouvoir (to be able to) is an irregular modal verb. It is usually followed by an **infinitive**.

je peux	I can
tu peux	you can
il/elle/on peut	he/she/we can
nous pouvons	we (people) can
vous pouvez	you can
ils/elles peuvent	they can
On peut cultiver le coton.	You can grow cotton.

ne ... pas around **pouvoir** makes it negative:
Je **ne** peux **pas** **aller** à l'école. I **can't** go to school.

il y a ...	there is/there are ...
il n'y a pas de ...	there isn't a/any ...
ne ... rien	nothing
pour	for

J'aime ... • I like ...

J'adore ...	I love ...
Je n'aime pas ...	I don't like ...
Je déteste ...	I hate ...
aller au cinéma	going to the cinema
(avec mes amis)	(with my friends)
aller aux concerts (rock)	going to (rock) concerts
aller voir des matchs	going to watch
(au Parc des Princes)	matches (at the Parc des Princes)
faire du roller	roller-blading (at the
(au Trocadéro)	Trocadéro)
faire les magasins	going shopping
prendre des photos	taking photos
retrouver mes copains	meeting up with my
	mates

Home Learning Tasks

- 1) Each week, learn a section as directed by the teacher. Make flashcards for the questions and answers.
- 2) Research some careers where Languages are important. Make a fact file. Which of these are you interested in?
- 3) Complete your Languagenut activities online.



French Term 1

En Ville



Key Vocabulary.

Qu'est-ce qu'il y a dans ta ville? *What is there in your town?*

Qu'est-ce qu'il y a dans ton village? *What is there in your village?*

Dans ma ville, <i>In my town,</i>	il y a <i>there is/are</i>	un a	café. <i>café.</i>	J'adore <i>I love</i>	habiter ici parce que c'est <i>living here because it's</i>		
			centre commercial. <i>shopping centre.</i>				
			centre de loisirs. <i>leisure centre.</i>				
			château. <i>castle.</i>				
			marché. <i>market.</i>				
			musée. <i>museum.</i>				
	Dans mon village, <i>In my village,</i>		une a/an	église. <i>church.</i>			Je n'aime pas <i>I don't like</i>
				mosquée. <i>mosque.</i>			
				patinoire. <i>ice rink.</i>			
				piscine. <i>swimming pool.</i>			
	des (some)	magasins. <i>shops.</i>	Je déteste <i>I hate</i>				
il n'y a pas de centre de loisirs. <i>there isn't a leisure centre.</i>							
il n'y a pas d'église. <i>there isn't a church.</i>							

Où vas-tu le week-end? *Where do you go at the weekend?*

Le week-end, <i>At the weekend,</i> Le samedi matin, <i>On Saturday mornings,</i> Le samedi soir, <i>On Saturday evenings,</i> Le dimanche après-midi, <i>On Sunday afternoons,</i>	je vais <i>I go</i>	au <i>to the</i>	bowling <i>bowling alley</i>	avec mes copains <i>with my friends</i>	ou <i>or</i>	je reste à la maison. <i>I stay at home.</i>	
			cinéma <i>cinema</i>	avec mes copines <i>with my friends</i>			
			parc <i>park</i>	avec mes parents <i>with my parents</i>			
		à la <i>to the</i>	stade <i>stadium</i>	avec mon demi-frère <i>with my half-brother/step-brother</i>			
			à l' <i>to the</i>	piscine <i>swimming pool</i>			
				plage <i>beach</i>			
aux <i>to the</i>	église <i>church</i>						
	magasins <i>shops</i>	avec mes grand-parents <i>with my grandparents</i>					

French Term 1

Les Fêtes



This builds on:	Why this topic:	This links to:
✓ Dates, months, numbers, preferences.	You will learn to give and understand information about celebrations in the UK and in France. You will express preferences and make plans for your next party.	- Food and drink. - Birthdays /special occasions. - Future plans

Key Vocabulary	
Quelle est ta fête préférée? – What is your favourite celebration?	L'Aïd - Eid
La fête nationale - Bastille Day 14th July	Noël - Christmas
La fête des Mères – Mothers' Day	Le Nouvel An – New Year
La fête du Travail – Labour Day –1 st May	Le Réveillon - New Year's Eve
Mon anniversaire – My birthday	Pâques.- Easter



Key Retrieval

1	un	9	neuf	17	dix-sept	25	vingt-cinq
2	deux	10	dix	18	dix-huit	26	vingt-six
3	trois	11	onze	19	dix-neuf	27	vingt sept
4	quatre	12	douze	20	vingt	28	vingt huit
5	cinq	13	treize	21	vingt-et-un	29	vingt neuf
6	six	14	quatorze	22	vingt-deux	30	trente
7	sept	15	quinze	23	vingt-trois	31	trente-et-un
8	huit	16	seize	24	vingt-quatre		



	–er verbs <i>danser</i>	–ir verbs <i>finir</i>	–re verbs <i>attendre</i>
je / j'	<u>danse</u>	<u>finis</u>	<u>attends</u>
tu	<u>danses</u>	<u>finis</u>	<u>attends</u>
il/elle / on	<u>danse</u>	<u>finit</u>	<u>attend</u>
nous	<u>dansons</u>	<u>finissons</u>	<u>attendons</u>
vous	<u>dancez</u>	<u>finissez</u>	<u>attendez</u>
ils/elles	<u>dansent</u>	<u>finissent</u>	<u>attendent</u>

Question words

qu'est-ce que? what?
 comment? how?
 avec qui? with whom?
 pourquoi? why?
 où? where?
 quand? when?

Home Learning Tasks:

- Research a festival of your choice. How is it celebrated in France? How is it different? How is it similar?
- Complete the tasks on [Languagenut.com](https://www.languagenut.com)
- Prepare some crêpes for your family like French people do for La Chandeleur. If you can't make them, why not design a menu made of pancakes. A savoury and a sweet course.



French Term 2

Les Fêtes



This builds on:	Why this topic:	This links to:
✓ Dates, months, numbers, preferences, celebrations, likes and dislikes.	You will learn to give and understand information about celebrations in the UK and in France. You will express preferences and make plans for your next party.	• Food and drink. • Birthdays /special occasions. • Future plans

Key Vocabulary



Quelle est ta fête préférée? – What is your favourite celebration?	Qu'est-ce que tu vas faire? – What are you going to do?
La Fête Nationale_- Bastille Day, 14th July	Ça sera comment? – What will it be like?
Mon anniversaire – My birthday.	Je peux vous aider? – Can I help you?
Comment vas-tu fêter ton prochain anniversaire? – How are you going to celebrate your next birthday.?	Je voudrais un kilo de fraises – I'd like a kilo of raspberries.
Qu'est-ce que tu vas manger? What are you going to eat?	C'est combien? – How much is it?



Key Retrieval

Qu'est-ce que tu vas faire? - What are you going to do? Using the near future.

To talk about what is going to happen in the future, use part of the verb **aller** followed by the **infinitive**.

aller (to go) + **infinitive**

je vais écouter

tu vas écouter

il/elle/on va écouter

nous allons écouter

vous allez écouter

ils/elles vont écouter

je vais choisir | am going to choose

Key infinitives

inviter – to invite

manger – to eat

boire – to drink

acheter – to buy

aller – to go

danser – to dance

écouter – to listen

ouvrir – to open

rendre visite à – to visit

fêter – to celebrate

recevoir – to receive

avoir – to have

faire – to do

être – to be

jouer – to play

Question words

qu'est-ce que? what?

comment? how?

avec qui? with whom?

pourquoi? why?

où? where?

quand? when?

Home Learning Tasks:

1. Research a festival of your choice. How is it celebrated in France? How is it different? How is it similar?
2. Complete the tasks on [Languagenut.com](https://www.languagenut.com)
3. Prepare some crêpes for your family like French people do for “La Chandeleur” This is celebrated each year on 2nd February. If you can't make them, why not design a menu made of pancakes. A savoury and a sweet course.





Year 8 French Term 2



Les Fêtes

Au Marché – At the Market.

Je voudrais – I would like...

un artichaut - an artichoke
 un chou-fleur - a cauliflower
 un citron - a lemon
 un haricot vert - a green bean
 un melon - a melon
 un oignon - an onion
 une banane - banana
 une olive - an olive
 une pomme - an apple
 une pomme de terre - a potato
 une tomate - a tomato
 un oeuf - an egg

le poisson - the fish
 le fromage - cheese
 le jambon - ham
 la salade - lettuce
 100 grammes de .. - 100g of..
 un (demi) kilo de - a (half) kg of
 une tranche de - a slice of
 un morceau de - piece of
 c'est tout merci - that's all thanks
 ça fait combien? - how much is it?
 ça fait ... euros - that's euros
 Bonne journée! - Have a good day!

C'est combien? - How much is it?

1	un	6	six
2	deux	7	sept
3	trois	8	huit
4	quatre	9	neuf
5	cinq	10	dix

20	vingt	85	quatre-vingt-cinq
30	trente	90	quatre-vingt-dix
40	quarante	95	quatre-vingt-quinze
50	cinquante	100	cent
60	soixante	200	deux-cents
70	soixante-dix	350	trois-cent-cinquante
75	soixante-quinze	1 000	mille
80	quatre-vingts	2 000	deux-mille

Décris-moi la photo.

Describe the photo

Il y a There is/are	un garçon. a boy.	Il porte He is wearing	un chapeau. a hat.
	une fille. a girl.	Elle porte She is wearing	un short. a pair of shorts.
	un bâtiment. a building.		une casquette. a cap.
	une maison. a house.		
	des arbres. some trees.		



Qu'est-ce que tu vas porter?

Je vais porter.....

I'm going to wear.....

un	pantalon / pull / sweat / polo	noir / bleu / vert / gris / blanc / violet / rouge / rose / jaune
une	jupe / veste / chemise / cravate	noire / bleue / verte / grise / blanche / violette / rouge / rose / jaune
des	chaussettes / chaussures / baskets	noires / bleues / vertes / grises / blanches / violettes / rouges / roses / jaunes



French Term 2

Les Médias



This builds on:	Why this topic:	This links to:
✓ Likes and dislikes. ✓ Opinions ✓ Time ✓ numbers	You will learn to give and understand information about TV programmes and film.. You will express preferences and make plans for a trip to the cinema.	• Describing a French film. • Hobbies • Future plans

Key Vocabulary	
Quelle est ton émission préférée? – What is your favourite programme?	Qu'est-ce que tu vas regarder? What are you going to watch?
Quand est-ce que tu regardes la télé? – When do you watch TV?	Qu'est-ce que tu as regardé? What have you watched?
Comment est-ce que tu regardes la télé? – How do you watch TV?	Tu veux aller au cinéma? – Do you want to go to the cinema?

Qu'est-ce que tu regardes? What do you watch?

les comédies (f)
 les dessins (m) animés
 les documentaires (m)
 les feuilletons (m)
 les infos (f)
 les jeux (m) (télévisés)
 les séries (f) (policières)

les émissions (f) de ...
 cuisine
 musique
 science-fiction
 sport
 télé-réalité

Normalement, je regarde.
I normally watch....

Recemment, J'ai regardé.....
I have recently watched....

Ce soir je vais regarder.
This evening, I am going to watch.....

J'aime I like	les comédies - comedies les dessins animés - cartoons les documentaires - documentaries les feuilletons - soaps les infos - the news	parce qu'ils /elles sont	ridicules - ridiculous divertissant(e)s - entertaining intéressant(e)s - interesting passionnant(e)s - exciting
Je n'aime pas I don't like	les jeux (télévisés) - gameshows les séries (policières) - (pôlice) series les émissions de cuisine / musique / sport / science-fiction / télé- réalité - cookery/ music/ sport/ science fiction / reality programmes	because they are	plein(e)s d'action - full of action ennuyeux/euse - boring nuls/nulls - rubbish marrant(e)s - funny bêtes - stupid

Home Learning Tasks:

1. What are the most popular shows in France for young people? Are they similar to your viewing habits?
2. Complete the tasks on [Languagenut.com](https://www.Languagenut.com)
3. Watch one of your favourite programmes with the language changed to French or with French subtitles. You can do this with Netflix with most programmes.



French Term 2

Les Médias



Quand est-ce que tu regardes? When do you watch?

Je regarde la télé	avant les cours - before lessons tous les soirs - every evening le weekend - at the weekend dans le salon - in the living room dans le bus - on the bus
I watch TV	dans ma chambre - in my bedroom avec ma famille - with my family seul(e) - alone

Comment est-ce que tu regardes? How do you watch?

Je regarde I watch	des chaînes sur YouTube - YouTube channels à la demande, sur Netflix - on demand on Netflix sur mon smartphone - on my smartphone sur mon ordinateur - on my computer sur ma tablette - on my tablet	c'est it is	varié varied facile easy
		ce n'est pas cher it's not expensive	

Tu veux aller au cinéma? Do you want to go to the cinema?

une comédie

un film d'animation

un film romantique

un film d'action

un film d'horreur

un film de science-fiction

un film de super-héros

Tu viens au cinéma? Are you coming to the cinema?	Ça dépend. Qu'est-ce que tu vas voir? It depends. What are you going to see? Bonne idée! Je veux bien Good idea! I'd like to	Je vais regarder I'm going to watch	une comédie - a comedy un film d'animation - an animated film un film romantique - a romantic film un film d'action - an action film un film d'horreur - a horror film un film de science-fiction - a sci-fi film un film de superhéros - a superhero film
	je n'ai pas envie - I don't want to tu rigoles? - are you joking? désolé(e) je ne peux pas ce soir - sorry I can't tonight		

Rendez-vous où et à quelle heure? Where and when shall we meet?

Rendez-vous où et à quelle heure?	chez moi/toi at my house/your house À 19h - at 7pm À plus - See you later À demain - See you tomorrow À samedi - See you Saturday
Where and when shall we meet?	

ain /in		é(ay)	
train	sapin	cinéma	thé
Silent final consonant – shhhh!			
Un fruit	Je bois	Le pied	

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.	• 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 je fais du sport - I do sport
Normally during the holidays...	je mange des hamburger-frites - I eat burgers and chips

Past Tense

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

j'ai joué au tennis - I played tennis
j'ai mangé des glaces - I ate ice creams
j'ai retrouvé mes amis - I met up with my friends
j'ai écouté de la musique - I listened to music
j'ai acheté des baskets - I bought some trainers
j'ai regardé des clips vidéo - I watched video clips
j'ai nagé dans la mer - I swam in 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 <u>le Canada.</u>
Pourquoi? Pourquoi pas?	<u>À mon avis c'est super.</u> Il y a <u>des volcans.</u>
Qu'est-ce que tu aimes faire en vacances?	Personnellement, j'aime <u>manger au resto,</u> parce que c'est <u>délicieux.</u>
Qu'est-ce que tu n'aimes pas faire?	Je n'aime pas <u>aller à la plage.</u> C'est <u>nul.</u>
Qu'est-ce que tu vas faire?	Je vais faire <u>du surf</u> et <u>de la voile.</u>
Qu'est-ce que tu vas manger?	Je vais manger <u>des crêpes et des frites.</u> Miam, miam.
Qu'est-ce que tu vas visiter?	Je voudrais visiter <u>des monuments historiques</u> comme <u>la tour Eiffel.</u>
Ce sera comment?	Je pense que ce sera <u>inoubliable.</u>

Studio Grammaire

Perfect tense verbs have two parts:

- 1 part of the verb avoir (to have), e.g. j'ai/on a
- 2 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:

j'ai	oublié
on a	mangé
	raté
	cassé
	perdu
	pris

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 1

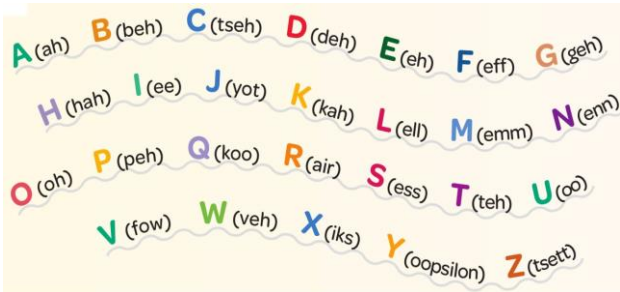
Ich- Meine Welt



This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done atKS2	This is the first of our German topics this year. You will learn to give and understand information about yourself and your family	This links to all the units you will study, because it contains the basic building blocks that you will be using during KS3and 4.

Key Vocabulary	
Guten Tag. Wie geht es dir? – Good day. How are you?	Ich wohne in Newsome. - Das ist toll. I live in Newsome. That is great.
Wie heißt du?/ Wie ist dein Name? - What is your name?	Ich heiße/ Mein Name ist Claudia. - -My name is Claudia.
Wie schreibt man das? – How do you spell it?	Ich bin sehr freundlich und ziemlich intelligent. - I am very friendly and quite intelligent .
Wie alt bist du? -How old are you?	Ich bin elf Jahre alt – I am eleven years old.
Wann ist dein Geburtstag? – When is your birthday?	Mein Geburtstag ist am fünften März Geburtstag? –My birthday is on the fifth of March.

Key Retrieval



Montag
Dienstag
Mittwoch
Donnerstag
Freitag
Samstag
Sonntag

0	null	16	sechzehn
1	eins	17	siebzehn
2	zwei	18	achtzehn
3	drei	19	neunzehn
4	vier	20	zwanzig
5	fünf	21	einundzwanzig
6	sechs	22	zweiundzwanzig
7	sieben	23	dreiundzwanzig
8	acht	24	vierundzwanzig
9	neun	25	fünfundzwanzig
10	zehn	26	sechsendzwanzig
11	elf	27	siebenundzwanzig
12	zwölf	28	achtundzwanzig
13	dreizehn	29	neunundzwanzig
14	vierzehn	30	dreißig
15	fünfzehn	31	einunddreißig



Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- Research a famous German person. Make a factfile. What do they do? Where do they live? Why are they famous?
- What do you know about Germany? Present your knowledge in a creative way



German Term 1

Ich- Meine Welt



Wo wohnst du? Where do you live?

Ich wohne <i>I live</i>		Bayern. <i>Bavaria.</i>
Er wohnt <i>He lives</i>	in <i>in</i>	Hessen. <i>Hesse.</i>
Sie wohnt <i>She lives</i>		Sachsen. <i>Saxony.</i>

Wie alt bist du? How old are you?

Ich bin <i>I am</i>		elf <i>eleven</i>	
Er <i>He</i>		zwölf <i>twelve</i>	
Sie <i>She</i>	ist <i>is</i>	dreizehn <i>thirteen</i>	Jahre alt. <i>years old.</i>
Es <i>It</i>		vierzehn <i>fourteen</i>	
		fünfzehn <i>fifteen</i>	

Wann ist dein Geburtstag? When is your birthday?



Mein Geburtstag ist
am

neunzehnten	Januar
vierundzwanzigsten	März
ersten	Mai
dritten	Juni
siebten	September
achten	Dezember

Important verbs

Ich spiele	I play	Ich bin	I am
Du spielst	You (sg) play	Du bist	You (sg) are
Er/Sie/ Es spielt	He/she/it plays	Er/Sie/ Es ist	He/she/it is
Wir spielen	We play	Wir sind	We are
Ihr spielt	You (pl) play	Ihr seid	You (pl) are
Sie spielen	They play	Sie sind	They are

German Term 2

Ich- Meine Welt



This builds on:	Why this topic:	This links to:
✓ This builds on work you will have done during term one, giving details about yourself.	You will learn to give and understand information about yourself and your family, including your pets.	• This links to topics such as family, friends, likes and dislikes. This is a key GCSE topic too.

Key Vocabulary	
Wie heißt du?/ Wie ist dein Name? - What is your name?	Ich heiße/ Mein Name ist Claudia. - -My name is Claudia.
Wann ist dein Geburtstag? When is your birthday?	Ich habe am fünften März Geburtstag –My birthday is on the fifth of March.
Hast du ein Haustier? Do you have a pet?	Ich habe einen Hund und er ist grau. – have a dog and it is grey.
Hast du Geschwister? Have you got any brothers and sisters?	Ich habe eine Schwester. Sie heist Nancy – I have a sister. She is called Nancy
Beschreib mir deine Familie. – Describe your family to me.	Ich habe einen Bruder und eine Stiefschwester. – I have a brother and a step-sister

Key Retrieval

Hast du Haustiere?

Do you have any pets?

Ich habe
I have

Du hast
You have

Er / sie hat
He / she has

eine Katze 	ein Kaninchen 	einen Papagei 	eine Maus 
einen Hund 	einen Fisch 	Ein Meerschweinchen 	eine Schildkröte 
eine Schlange 	einen Hamster 	eine Spinne 	einen Vögel 

Er heißt <i>He's called</i>	Blitz. <i>Blitz.</i> Mitzi. <i>Mitzi.</i> Elvis. <i>Elvis.</i>
Sie heißt <i>She's called</i>	
Es heißt <i>It's called</i>	

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

Home Learning Tasks:

- Every week learn a section as directed by the teacher. Make flashcards for the questions and answers.
- What do you know about Germany? Present your knowledge in a creative way



German Term 2

Ich - Meine Welt



Hast du Geschwister? Do you have any brothers or sisters?

Ich habe einen Bruder
Ich habe zwei Brüder

Ich habe eine Schwester
Ich habe zwei Schwestern

✗ Ich bin Einzelkind / Ich habe keine Geschwister ✗

Beschreib mir deine Familie. Describe your family.

Es gibt <i>There are</i>	drei <i>three</i>	Personen in meiner Familie. <i>people in my family.</i>		
Ich habe <i>I have</i>	einen Bruder. <i>a brother.</i> einen Stiefbruder. <i>a stepbrother.</i> einen Halbbruder. <i>a half-brother.</i>	Er ist <i>He is</i>	elf <i>eleven</i> zwölf <i>twelve</i> dreizehn <i>thirteen</i>	Jahre alt. <i>years old.</i>
	eine Schwester. <i>a sister.</i> eine Stiefschwester. <i>a stepsister.</i> eine Halbschwester. <i>a half-sister.</i>	Sie ist <i>She is</i>	vierzehn <i>fourteen</i> fünfzehn <i>fifteen</i> achtzehn <i>eighteen</i> zwanzig <i>twenty</i>	
	zwei Brüder. <i>two brothers.</i> drei Schwestern. <i>three sisters.</i>	Sie sind <i>They are</i>	dreißig <i>thirty</i>	

Wie siehst du aus? What do you look like?



Ich habe.....
Augen

blau(e)	grün (e)	gelb (e) blonde
rot (e)	schwarz(e)	grau (e)
rosa	weiß(e)	braun(e)



Ich habe.....
Haare

WAGOLL - Describing yourself using key verbs

1. **Ich heiße** Paul und **Ich bin** vierzehn Jahre alt.
2. **Ich wohne** in Berlin. Das ist in Deutschland.
3. **Ich habe** schwarze Haare und blaue Augen.
4. **Ich habe** einen Bruder. Er heißt Timo.
5. **Ich habe** am vierzehnten November Geburtstag.
6. **Ich habe** eine Katze. Sie ist klein und braun.
7. **Hast du** Geschwister?

1. **I am called** Paul, and I am 14 years old.
2. **I live in** Berlin. That is in Germany.
3. **My birthday is on the** 14th November.
4. **I have** black hair and blue eyes.
5. **I have a** brother. He is called Timo.
6. **I have a** cat. It is small and brown.
7. **Do you have any** brothers and sisters?

German Term 2

Ich - Meine Welt



My School Equipment.



Was hast du in deiner Schultasche?
What do you have in your bag?

Der Bleistift	Ich habe einen Bleistift	I have a pencil
Der Radiergummi	Ich habe einen Radiergummi Ich habe keinen Radiergummi	I have a rubber I have no rubber
Der Kugelschreiber	Ich habe einen Kugelschreiber Ich habe keinen Kugelschreiber	I have a pen I have no pen
Der Marker	Ich habe einen Marker Ich habe keinen Marker	I have a marker I have no marker
Der Laptop	Ich habe einen Laptop Ich habe einen Laptop	I have a laptop I have no laptop
Die Schere	Ich habe eine Schere Ich habe eine Schere	I have scissors I have no scissors
Die Trinkflasche	Ich habe eine Trinkflasche Ich habe eine Trinkflasche	I have a drink bottle I have no drink bottle
Das Handy	Ich habe ein Handy Ich habe kein Handy	I have a phone I have no phone
Das Heft	Ich habe ein Heft Ich habe kein Heft	I have an exercise book I have no exercise book

German Term 3

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	- 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
---------------------------	----------------------------	-------------------------------------	-----------------------------



Deutsch



Englisch



Mathe



Naturwissenschaften



Informatik



Erdkunde



Geschichte



Sport



Kunst



Musik



Theater



Technik

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

Die Schule



Wie findest du Mathe?

What do you think of maths?

Mein Lieblingsfach ist <i>My favourite subject is</i>	Deutsch, <i>German</i> Englisch, <i>English</i> Erdkunde, <i>geography</i> Geschichte, <i>history</i> Informatik, <i>ICT</i> Kunst, <i>art</i> Mathe, <i>maths</i> Naturwissenschaften, <i>science</i> Technik, <i>technology</i> Theater, <i>drama</i>	(nicht,) <i>(not)</i>
Ich mag <i>I like</i>		
Ich liebe <i>I love</i>		
Ich hasse <i>I hate</i>		



Warum ?

Why?

weil es <i>because it</i>	sehr <i>very</i> ziemlich <i>quite</i> nicht <i>not</i>	einfach <i>easy</i> faszinierend <i>fascinating</i> gut <i>good</i> interessant <i>interesting</i> nützlich <i>useful</i> toll <i>great</i> furchtbar <i>awful</i> langweilig <i>boring</i> nervig <i>irritating</i> nutzlos <i>useless</i> schwierig <i>difficult</i> stinklangweilig <i>deadly boring</i>	ist. <i>is.</i>
------------------------------	---	--	--------------------

WAGOLL - Saying what you like and dislike at school.

1. **Ich habe** Mathe, Deutsch und Sport.
2. **Ich mag** Sport **nicht**, **weil es** schwierig **ist**.
3. **Mein Lieblingsfach ist** Musik, **weil es** toll **ist**.
4. Am Mittwoch **haben wir** Religion. **Das finde ich** cool.

1. **I have** maths, German and PE.
2. **I don't like** PE, **because it's** difficult.
3. **My favourite subject is** music, **because it is** great.
4. On Wednesdays **we have** RE. **I find it** cool.

German Term 3

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



einen Pulli
a sweater/jumper



ein Kleid
a dress



ein T-Shirt
a t-shirt



ein Hemd
a shirt



eine Krawatte
a tie



eine Hose
trousers



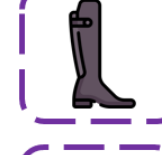
eine Jeans
a jeans



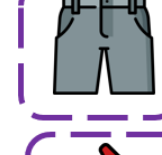
eine Jacke
a jacket



Schuhe
shoes



Stiefel
boots



Shorts
shorts



Sportschuhe
trainers



Ich trage...

(I am wearing...)

Er/Sie trägt...

(He/She is wearing...)

...einen blauen Rock

...eine rote Jacke

...ein grünes Hemd

...schwarze Sportschuhe



schwarz



rot



gelb



orange



grün



beige



braun



lila



rosa



blau



grau



weiß

WAGOLL - Talking about your school day.

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

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.

Computing Term 1

Digital Literacy



This builds on:	Why this topic:	This links to:
Fundamental digital literacy skills learned in year 7 and applies them to working world skills and practices.	Digital Literacy: To develop skills to be able to professionally present work through various methods and to understand the principles of computing and its operations.	Develop a broader range of abilities and skills sets for later education and working in Computer Science, ICT, and Media careers.

Key Vocab	Definition
Binary	The digit form used to represent data within a machine or computer. Noted as either a 1 or 0.
Denary	The number form we use to represent values (Decimal System) Noted as 0 1 2 3 4 5 6 7 8 9
Cryptography	The process of creating and breaking secret codes (Encryption) used to protect information from unwanted users.
Hardware	The components used to construct a fully functioning computer. Motherboard, CPU, RAM, HDD/SDD, PSU, GPU, Cooling and Case.
Software	A large set of instructions stored on a computer that allows a user to perform tasks, such as an Operating System, MS Word, Scratch and other Video Games.

HOW TO CONVERT A BINARY VALUE TO A DENARY(DECIMAL)



1. Insert the binary digits into the table.
2. Then add every value that has a 1 value beneath it.

128	64	32	16	8	4	2	1
				1	0	0	0

8 + 0 + 0 + 0 = 8

1000 0101 01100 01100 01111

1. Enter binary digital into the conversion table and calculate:
2. Find the corresponding alphabet character with the converted value.

A - 1	H - 8	O - 15	V - 22
B - 2	I - 9	P - 16	W - 23
<u>C - 3</u>	J - 10	Q - 17	X - 24
D - 4	K - 11	R - 18	Y - 25
E - 5	L - 12	S - 19	Z - 26
F - 6	M - 13	T - 20	
G - 7	N - 14	U - 21	

KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

Win Key + X = CUT

Win Key + V = PASTE

Win Key + Z = UNDO

Win Key + F = FIND

Win Key + S = SAVE

Win Key + P = PRINT

Win Key + B = BOLD

Win Key + U = UNDERLINE

Win Key + I = ITALIC

For help with the Home Learning task, go to -

- <https://www.bbc.co.uk/bitesize/articles/z9j2jsg>
- **Crack the Binary code:** <https://www.learner.org/series/project-playbook-educator-edition/binary-code-cracking/>



Computing Term 2



Product Design

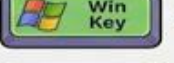
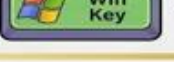
This builds on:	Why this topic:	This links to:
✓ Fundamental digital literacy skills learned in year 7 and applies them to working world skills and practices.	✓ Product Design teaches students the systematic process of creating solutions for specific user needs, covering research, design, planning, testing, and evaluation.	✓ Future careers of computer-aided design (CAD), 3D printing, and user interface (UI) design.

Key Vocab	Definition
Product Design	The process of creating a new product to be sold by a business to its customers. It involves sketching, modelling, and planning manufacturing.
User Needs	The specific requirements, problems, or wishes of the person who will use the product. The design process must always focus on solving these needs.
Specification	A detailed list of requirements (constraints, criteria, size, materials, cost) that a new product must meet to be successful.
Prototype	An early sample, model, or release of a product built to test a concept or process. It helps designers identify flaws before final production.
Aesthetics	The way a product looks and feels. Design choices concerning colour, shape, texture, and style.



KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

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

Software	Use Case
Word	Used for creating specification sheets and detailed evaluation reports of the design process.
PowerPoint	Used to create and deliver visually engaging presentations to pitch the final product concept to a client or class.
Excel	Used for planning, formatting, and calculating data on a spreadsheet, primarily for creating a budget and analysing research data .
CAD Software	Used to create precise 3D digital models and technical drawings before physical construction or 3D printing.



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?

Computing Term 3



3D Design

This builds on:	Why this topic:	This links to:
✓ Year 8 design skills by creating more detailed and accurate 3D models using industry-standard CAD software.	✓ This topic develops creativity, problem-solving and spatial awareness while introducing students to the design process used by architects, engineers and product designers.	✓ DIT, Engineering and Design Technology. Careers in architecture, product design, engineering, interior design and 3D modelling.

Key Vocab	Definition
CAD	Software used to design and create accurate 2D and 3D models on a computer.
3D Model	A digital object with height, width and depth that can be viewed from different angles.
Face	A flat surface created when edges join together. Faces can be pushed, pulled and coloured.
Edge	A straight line that forms the outline of a shape or connects faces together in a 3D model.
Dimension	The measurement of an object's length, width or height used to create accurate models.
Scale	The size of a model compared to the real object, ensuring the proportions are correct.



KEYBOARD SHORTCUTS FOR WINDOWS

PROGRAM KEY COMBINATIONS

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



SketchUp for Web (Free) – Key Tools & Tips

Select	Line	Rectangle	Circle	Push/Pull	Move	Rotate	Tape Measure	Paint Bucket	Orbit	Zoom	Pan

SketchUp Tool Palette Overview		
Tool	Icon	What it does
Select		Select and edit objects.
Line		Draw straight lines and edges.
Rectangle		Draw rectangles and squares.
Circle		Draw circles.
Push/Pull		Push or pull a face to add or remove volume.
Move		Move objects or geometry.
Rotate		Rotate objects around a point.
Tape Measure		Measure distances and create guides.
Paint Bucket		Add colour and materials to faces.
Orbit		Look around your model.
Zoom		Zoom in and out.
Pan		Move your view around the model.

Top Tips for SketchUp for Web

Use Push/Pull
Push/Pull is the key tool – draw a shape, then push or pull to create 3D.

Use Orbit, Pan and Zoom
Use these tools to navigate your model and view it from different angles.

Measure Accurately
Use Tape Measure to check sizes and guide your modelling.

Add Materials
Use the Paint Bucket to add colour and make your model look realistic.

Save Your Work
Save your project to SketchUp for Web so you can come back to it.

Remember:
Plan your model, keep it simple and check your measurements!

Free Version Includes:

- ✓ Create 3D models online
- ✓ Save to Trimble account
- ✓ Access on any device
- ✓ Share and collaborate

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 1

This builds on:	Why this topic:	This links to:
- We are now developing your preparation and cooking skills further by using more technical skills and techniques such as learning about coagulation, making pastry and bread dough - In your theory lessons you will be looking at food legislation as well as food choices and dietary needs		

Key Vocabulary	
Legislation: rules or laws relating to a particular activity that are made by a government	The 4 C's: Chilling, Cooling, Cooking, Cross-contamination
FSA (food standards agency): responsible for food safety and food hygiene in England, Wales and Northern Ireland.	Dovetailing: Multitasking where you have more than one thing happening at the same time
Food safety act: The Food Safety Act 1990 is a vital part of environmental law and is an act that all food businesses in the UK must comply with.	Food manufacturing: The process of making food products in factories using machines and workers. For example, turning raw ingredients like wheat, milk, or vegetables into bread, cheese, or canned soup.
Kneading: Working dough by pressing, folding, and stretching it to make it's smooth and stretchy.	Food processing: Changing raw food into other forms to make it safer, tastier, or last longer.
Bain-marie: A Bain-marie (say <i>ban mah-ree</i>) is a special way to gently heat food. You put a bowl or pan with food inside a bigger pan filled with hot water. The hot water heats the food slowly and evenly.	Coagulation: Coagulation in food means when something liquid, like eggs or milk, turns solid or thicker when it is heated or mixed with something special. For example, when you cook an egg, the runny part becomes firm — that's coagulation!
Rubbing-in method: A way of mixing a solid fat (like butter) into flour by rubbing them together with your fingertips until the mixture looks like breadcrumbs.	Cross-contamination: When harmful germs or bacteria spread from one thing to another, especially from raw food to cooked food.



Bain-marie. This technique is designed to cook delicate dishes such as custards, sauces and savoury mousses without breaking or curdling them.

Independent Learning Tasks:

- Once you have created the breakfast pizza, have a go at other dishes that use coagulation. A Spanish Omelette or Frittata are really similar - try this recipe: <https://www.bbcgoodfood.com/recipes/mini-chorizo-pea-potato-frittatas>
- Use your bain-marie skills with these recipes: <https://www.masterclass.com/articles/bain-marie-guide>
- Try this sour-dough focaccia recipe: <https://www.bbcgoodfood.com/recipes/sourdough-focaccia>



Food Technology

Rotation 1



This builds on:	Why this topic:	This links to:
- We are now developing your preparation and cooking skills further by using more technical skills and techniques. - In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		
	Make sure you have a range of vegetables and some other ingredients to practice chopping in the lesson.	Practical Recipe 1 – Breakfast Pizza ☐ 1 round flour tortilla ☐ 3 large eggs (or 4-5 smaller eggs) ☐ 50g grated cheese ☐ 8 cherry tomatoes ☐ 1 mushroom ☐ 1/2 pepper ☐ 2 slices of ham/cooked chicken/pepperoni 
	Flapjacks are really sweet and buttery so cut it into small square chunks.	Practical Recipe 2 – Flapjack ☐ 350g Porridge Oats ☐ 150g Butter ☐ 100g Sugar ☐ 2 Tablespoons Golden Syrup ☐ 1 x 200g chocolate to melt on top (optional)
	Please bring your cheese and onion ready chopped and grated to save time in the lesson. Making the pastry is the main skill here.	Practical Recipe 3 – Cheese and Onion Pasty ☐ 50g Cheddar Cheese ☐ ½ Onion ☐ 100g Plain Flour ☐ 50g Butter or Margarine
	You can bring in some toppings for your focaccia bread such as cheese, onions, peppers or olives.	Practical Recipe 4 – Focaccia Bread ☐ 200g Strong Bread Flour ☐ 25g Margarine School will provide: Salt Herbs Yeast
	A rich, creamy chocolate sweet made with chocolate and condensed milk . It sets firm when chilled but has a soft texture that melts in your mouth.	Practical Recipe 5 - Chocolate Fudge ☐ 450g Dark Chocolate ☐ 1 can condensed milk (397g) Any other sweets/chocolate you would like to decorate it with



Independent Learning Tasks

The Focaccia, the cheese and onion pasty, and the breakfast pizza are all great to make with different toppings and fillings so have a go at home

Now you are really starting to develop your skills in the kitchen, choose a recipe from the Good Food website and give it a go. Start with something that only has a few ingredients to start. Make sure you have all of the correct equipment at home.

Food Technology



Rotation 2

This builds on:	Why this topic:	This links to:
- Rotation 2 is about developing your skills of foods from around the world. You will be learning how to cook and handle meat safely and how to add flavour and spice to dishes. - In your theory lessons you will looking at food processing and manufacturing, and using your graphics and food technology skills to create a healthy ready meal and packaging		

Key Vocabulary	
Project brief: A short description that explains what you need to design and make. It tells you the problem, who the product is for, and what it needs to do.	Nutritional Value: The amount of nutrients and energy a food provides, such as protein, carbohydrates, fat, vitamins, and minerals.
Food label: A label on food packaging that gives important information about the food, such as the ingredients, nutrition, allergens, and expiry date.	Food processing: Changing food from its natural form to make it safer, last longer, or easier to prepare and eat. An apple is natural. Turning apples into apple juice or apple sauce is food processing.
Allergen: A substance in food that can cause an allergic reaction in some people.	Marketing: How a product is advertised and promoted to encourage people to buy it.
Branding: The name, logo, colours, and style that make a product or company easy to recognise.	ACCESS FM: A checklist that helps you design and improve products.
Manufacturer: The company that makes or produces a product.	Food manufacturing: The large-scale production of food in factories using ingredients, machines, and people. A factory making thousands of loaves of bread or packets of biscuits every day is food manufacturing.
Typography: How text looks on a design, including the font, size, and layout.	Aesthetics: The appearance of a product, including its colour, shape, style, and overall look.
Function: The job or purpose of a product and how well it performs that job.	Target Market: The people who are most likely to buy or use a product.

= ACCESS FM =

A AESTHETICS  How the product looks and feels.	C COST  How much the product will cost.	C CUSTOMER  Who the product is designed for.	E ENVIRONMENT  How the product affects the environment.
S SIZE  How big or small the product should be.	S SAFETY  How safe the product is to use.	F FUNCTION  What the product does and how it works.	M MATERIALS / MANUFACTURE  What the product is made from and how it is made.

Independent learning tasks:

- 1. Research different food packaging and ready meal branding. Look at any ideas, colours, shapes etc that you like, that you can incorporate into your design
- Explore different font ideas that you can recreate on your ready meal packaging <https://fonts.google.com/>

Food Technology

Rotation 2



This builds on:	Why this topic:	This links to:
- We are now developing your preparation and cooking skills further by using more technical skills and techniques. - In your theory lessons you will be looking at food legislation as well as food choices and dietary needs.		
10 	This is a traditional British cake. Serve these scones warm, with jam, butter, cream...or all three!	Practical Recipe 1 – Fruit Scones 85g Diced Butter 350g Self-Raising Flour 3 Tbsp Caster Sugar 175ml Milk 
	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. We will be experimenting with different seasonings within the lesson. Reheat to 75°C at home and serve with rice	Practical Recipe 2 – Chicken Curry 1-2 chicken breast/boneless chicken thighs 1 small red onion ½ pepper 1 tin chopped tomatoes 25g natural yoghurt or single cream School will provide the seasonings
	These are small biscuit type bakes that are very chocolately and mely in the mouth. You can put different fillings in once they come out of the oven such as chocolate, or sweets, or jam or even cherries!	Practical Recipe 3 – Chocolate Melting Moments 100 g Butter softened 100 g Caster sugar 100 g Self-raising flour 10-15 pieces of chocolate or sweets to put in the middle of each cake School will provide cocoa powder and oats
	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)	Practical Recipe 4 – Kofta 1 small onion 1 clove of garlic 1/2 red chilli 200g lamb mince (or any other mince is fine e.g. beef/turkey) School will provide Garlic, Chilli Flakes, Cumin
	This is a more technical cake as it has a variety of ingredients. <u>Please measure the ingredients out at home if you can.</u> When you get them home, have a go at the fudge topping (recipe below)	Practical Recipe 5 – Fudge Brownie Cupcakes 100g dark Chocolate 100g margarine/butter 100g Self-raising Flour 50g brown sugar 2tbsp Syrup 50ml milk 1 egg 2 tbsp cocoa powder 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](#)



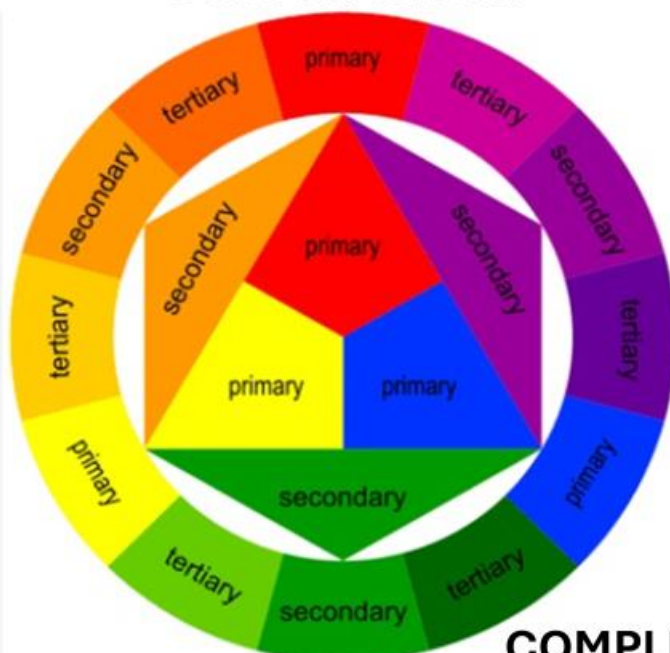


Formal Elements

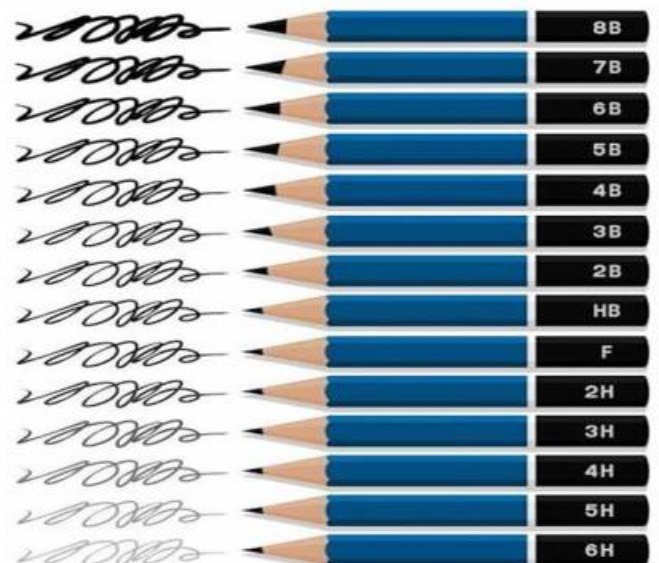
This builds on:	Why this topic:	This links to:
✓ This builds on what you may have learned in art lessons at KS2	The formal elements are the building blocks of all visual art. Learning these gives you the essential vocabulary and skills to create, understand and discuss art effectively.	✓ This links to 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 photos/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 enhance its quality, clarity, or overall effect.

COLOUR WHEEL



TONAL VALUES



COMPLIMENTARY COLOUR PAIRS





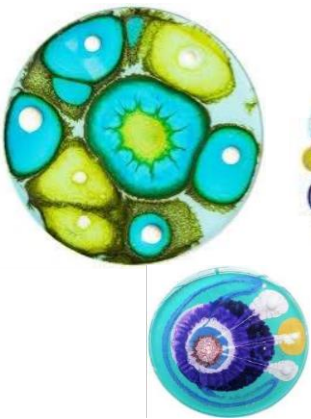
Details & Close Ups

This builds on:	Why this topic:	This links to:
✓ What you have learnt in Year 7 lessons. ✓ Your drawing skills and understanding of the formal elements.	You will explore different art techniques to create artwork inspired by bugs and birds. You will learn new skills, try new materials and develop your creativity.	✓ Future topics in Year 7 and 8. ✓ Developing skills in GCSE Art including exploring media, observational drawing and 3D design.

Key Vocabulary

Close-up: an enlarged view of a small area.	Natural Form: a shape or object found in nature.
Man-Made: something designed or made by people.	Geometric: a regular or measured shape.
Organic: an irregular, flowing shape linked to nature.	Scale: the size of one thing compared with another.
Observational drawing: recording carefully from what you can actually see.	Design: Planning and creating artwork with a clear idea.
Magnification: making a small detail appear larger. Zooming in.	Structure: How parts are arranged to make something stable.

Artist inspiration: Klari Reis



Klari Reis is an artist who is inspired by science, nature and microscopic details.

She creates artwork that looks like petri dish experiments – circular patterns that are organic, colourful and full of detail.

She uses ink, paint and water to create flowing shapes. Her work shows how beautiful small things can be when we look closely.

Techniques You Will Learn

Tissue Paper Collage	Black Felt Pen and Water	Biro (Ballpoint Pen)	Marbling Inks
How it works: 1. Tear or cut tissue paper into small pieces. 2. Layer pieces over your design using glue. 3. Overlap colours to create new tones and textures. 4. Add details with pen if needed.	How it works: 1. Draw a design with a black felt pen. 2. Use a brush and water to wash over the lines. 3. Watch the ink soften, spread and create shading and textures. 4. Add more pen if you need stronger lines.	How it works: 1. Draw your design using a biro. 2. Use different line pressures and directions to create tone and texture. 3. Build up layers of lines to create depth. 4. Experiment with cross hatching, scribbling and dots.	How it works: 1. Add drops of ink to the surface of water. 2. Use a stick or tool to swirl the colours. 3. Carefully place paper onto the surface (don't push down). 4. Lift the paper off and leave to dry.

Top Tips for Success	Artist Inspiration	The Formal Elements	Final Outcome
★ Look closely and take your time. 📖 Use your sketchbook to experiment. 💡 Try different media and techniques. ❓ Don't be afraid to make mistakes – that's how you learn! 🔧 Ask for help if you need it.	Look at the work of: • Klari Reis – Petri dish paintings • Georgia O'Keeffe – close up flowers • Charles Maentosh – close up objects • Su Blackwell – patterns in nature <i>Rounding tea bodies.</i>	You will use these in every technique: Line Shape Tone Colour Texture Pattern	By the end of this project you will create a collection of detailed studies and experiments. You will combine your observations, artist inspiration and different techniques to produce a final piece that shows your own unique style.

Remember: Practice, experiment and have fun – there is no wrong way to be creative!





Identity

This builds on:	Why this topic:	This links to:
✓ What you have learnt previously in Bugs & Birds and Details & Close-ups. ✓ Your drawing skills and understanding of the formal elements. ✓ Exploring different art techniques and media.	Identity is all about who you are and what makes you unique. Exploring identity helps you express your personality and experiences through art and develop your personal style.	✓ Future topics in Year 9. ✓ Developing skills in mixed media, portraiture and typography. ✓ Artist research and creating personal, meaningful artwork

Key Vocabulary

Identity: The sense of who you are as an individual	Self portrait: A picture of yourself.
Symbol: An image or object that represents something else.	Typography: The style, appearance and arrangement of text.
Express: To show your thought, feelings or ideas.	Layer: Adding one element over another.

Artist Inspiration: Peter Blake



Peter Blake is a British Pop Artist. He is most famously known for his collage piece used as the album cover for The Beatles *Sgt. Pepper's Lonely Hearts Club Band*. He also created a grid style album cover for the British Rock band The Who.

Artist Inspiration: Deb Weiers



Deb Weier's is a mixed media artist who creates expressive portraits. She layers watercolour, ink, collage and text to show personality, mood and life experiences. Her work combines materials and words creating powerful, personal artwork.

Techniques You Will Learn

9 Square Grid	Facial Feature Studies	Typography Studies	Pen & Ink	Watercolour, ink & typography
1. Draw a 9 square grid. 2. Draw 9 things that represent you. 3. Complete in full colour.	1. Lightly sketch the features in pencil. 2. Use different media and techniques to add tone and texture.	1. Experiments with different fonts, lettering styles and sizes. 2. Use words that describe things you like. 3. Combine images with text.	1. Use fine liners, ink & dip pens. 2. Create lines, cross hatching and textures. 3. Build up detail and contrast.	1. Sketch your portrait. 2. Add watercolour in layers. 3. Add detail/text with ink

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)



Music –Term 1



This builds on:	Why this topic:	This links to:
✓ This unit will build on the performance skills you have developed in Year 7 and continue to apply your theory skills to a new genre/style.	Rap and Hip Hop ✓ You will develop an understanding of the culture around rap music as well as apply and deepen prior learning through a new genre/style of music.	✓ This unit links to all the listening skills you have developed in Year 7 but will also include a more advanced level of keyboard performance. In the following unit you will use the skills developed in this unit to create your own piece of Baroque music.
Key Vocabulary		
Melody: The main layer or tune of a piece. • Melodies can move by step or leap .	Harmony: The chords and scales that accompany the melody. • Diatonic Harmony – Chords and scales that blend well together. • Dissonant Harmony – Chords and scales that clash with each other.	
Articulation: The way the notes are played – long and smooth or short and detached • Legato – Long and smooth • Staccato – Short and choppy	Tonality: Whether the music is in a Major ☺ or Minor ☹ Key.	
Dynamics: How loud or quiet the sound is.	Performance Forces: The instruments or voices used to perform a piece.	
Texture: The layers that make up a piece • Monophonic – Single layer on its own. • Homophonic – One melody with accompaniment. • Polyphonic – More than one melody at the same time.	Rhythm: The note values used	
Structure: The way the music is put together in sections. E.g. – Beginning, Middle and End Or Verse-Chorus.	Tempo: The speed of the beat	
Key Concepts – Rap and Hip Hop		
Hip Hop Hip Hop is not just a style of music but an entire culture that is made up: • DJing and beat making . • B-Boying or Break Dancing , a form of acrobatic group dancing. • Graffiti art • Mc’ing or rapping .	Musical Devices Musical devices are techniques used by people who write music. Examples = Riffs , as well as Sampling and Looping are common musical devices to Hip Hop.	Sampling When a short snippet from another song is reused in a new piece of music. Samples are usually changed in some way e.g. by changing the pitch or slowing them down.
Riff A riff is a short repeating pattern in a piece of pop music.	Structure Gangsta’s Paradise uses a Verse-Chorus structure.	Gangsta’s Paradise Tonality Gangsta’s Paradise is in a minor key . It sounds sad and serious , which fits with the lyrics.
Gangsta’s Paradise: Harmony The chord sequence, which repeats throughout the song is: G Em F# Bm The song is diatonic .	Time Signature Gangsta’s Paradise is in 4/4 , meaning each bar has 4 beats.	Breakbeat <i>A short break in the song that is just the drum beat on its own.</i> Breakbeats are sampled because drumbeats are perfect to rap over.
Vocalisation Wordless singing. Vocalisation is during the chorus in the backing vocals.	Melisma Signing more than one note per syllable.	Looping A small section of sound that is repeated. DJ Kool Herc was the first to loop breakbeats, from which breakdancing developed.
Tempo Gangsta’s Paradise uses an andante tempo (80 BPM – Beats per minute)	Gangsta’s Paradise: Texture. The song uses two types of texture: Homophonic – One melody and accompaniment (during the verse sections) Polyphonic – more than one melody at the same time (during the chorus sections).	

Music – Term 1



What is this page?	What should I do with this page?	How can I revise?
Use this page to help revise and streng then your knowledge of Rap and Hip Hop..	Spending ten-fifteen minutes per week , using this page to revise, will prepare you for the assessments.	- 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
What is Hip Hop ?	Hip Hop is not just a style of music but an entire culture .
Identify the four things that make up Hip Hop.	- DJing and beat making. - B-Boying or Break Dancing, a form of acrobatic group dancing. Graffiti art Mc’ing or rapping.
What type of tonality does Gangsta’s Paradise use? Why does this suit the lyrics?	Gangsta’s Paradise is in a minor key . It sounds sad , which fits with the theme of the lyrics.
What is a riff ?	A riff is a short repeating pattern in a piece of pop music
Describe the structure of Gangsta’s Paradise.	Gangsta’s Paradise uses a Verse-Chorus structure.
Describe the harmony of Gangsta’s Paradise.	The chord sequence, which repeats throughout the song is: G Em F# Bm . The song is also diatonic throughout.
What is the time signature of Gangsta’s Paradise?	Gangsta’s Paradise is in 4/4 , meaning each bar has 4 beats.
Describe the tempo of Gangsta’s Paradise.	Gangsta’s Paradise uses an andante tempo (80 BPM – Beats per minute)
What is sampling ?	In music, sampling is when a short snippet (or sample) of a sound recording is used in another recording. Samples are usually changed in some way e.g. by changing the pitch or slowing them down.
What is a breakbeat ? Why are breakbeats commonly sampled ?	A short break in the song that is just the drum beat on its own. Breakbeats are sampled because drumbeats are perfect to rap over.
What is vocalisation ? Where can it be heard in Gangsta’s Paradise?	Wordless singing. Vocalisation is during the chorus in the backing vocals.

Home Learning Tasks:

To develop your theory understanding of Rap and Hip Hop use the resources below to **research** and create a mind map or flash cards on the content. Ask your teacher if you want flash cards or a mind map frame on Rap and Hip Hop (or you can create your own).

[BBC KS3 Music – Hip Hop Article](#)
[GCSE Bitesize – Hip Hop](#)



Challenge Activities (in lesson):

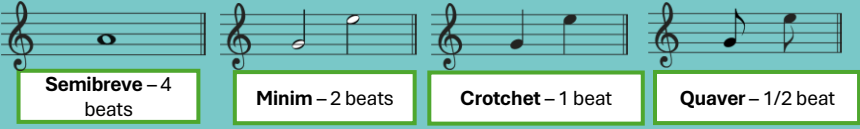
If you manage to perform **step 9** for the performance exam why not take develop your skills further with the following performance on piano? (Link to YouTube tutorial): [Still Dre Piano - How to Play Dr. Dre Still Dre Piano Tutorial! \(youtube.com\)](#)

Music –Term 2



This builds on:	Why this topic:	This links to:
✓ This unit will build on the performance skills you have developed in Year 7 and 8. You will continue to apply and develop your theory skills, particularly to the Western Classical tradition.	Baroque (1600 – 1750) ✓ You will develop an understanding of the culture of the Baroque period as well as apply and deepen your musical understanding of the features.	✓ Ode To Joy (Year 7) ✓ Film Music (Year 9) This unit links to Ode To Joy from Year 7 and the study of the Western Classical Tradition. The analysis and performance skills also link to later units, specifically Film Music in Year 9.

Key Vocabulary	
Melody: The main layer or tune of a piece. • Melodies can move by step or leap . • Melodies in Baroque are decorated with ornaments (<i>trills</i> and <i>turns</i>).	Harmony: The chords and scales that accompany the melody. • <i>Diatonic</i> Harmony – <i>Chords and scales that blend well together.</i> • <i>Dissonant</i> Harmony – <i>Chords and scales that clash with each other.</i>
Articulation: The way the notes are played – long and smooth or short and detached • Legato – Long and smooth • Staccato – Short and choppy	Tonality: Whether the music is in a Major ☺ or Minor ☹ Key.
Dynamics: How loud or quiet the sound is.	Instrumentation/Forces: The instruments or voices used to perform a piece.
Texture: The layers that make up a piece • Monophonic – Single layer on its own. • Homophonic – One melody with accompaniment. • Polyphonic – More than one melody at the same time.	Rhythm: The note values used. E.g. Semibreves, Minims, Crotchets and Quavers.
Structure: The way the music is put together in sections. E.g. – Beginning, Middle and End Or Verse-Chorus.	Tempo: The speed of the beat

Key Concepts – Baroque (1600 – 1750)		
Baroque Music The Baroque period was between 1600-1750 . Some of the most famous composers of the time were Handel and Bach . The music reflected the buildings, art and clothes of the time and it was very decorated and ‘fancy’.	Ground Bass A repeating bass line that repeats all the way through a piece of music. Your composition will use a ground bass.	Melody in Baroque Melodies in Baroque music are often decorated with ornaments (Trills and Turns) .
Dynamics in Baroque Baroque music uses a variety of different dynamics . One moment the music might be incredibly quiet and later it could be very loud to create impact.	Articulation in Baroque Baroque music uses both staccato and legato articulation.	Texture in Baroque A lot of Baroque Music begins with a monophonic texture. Gradually, as layers other melodies are added the texture becomes polyphonic .
Structure in Baroque Pachelbel’s Canon uses a ground bass all the way through, and different melodies are gradually added on top.	Harmony in Baroque Baroque music is usually diatonic but there might be some dissonant notes . The Baroque piece you are composing with be diatonic	Instrumentation/Forces in Baroque Common instruments in Baroque Music: Violin, Viola, Cello and Double Bass (String Instruments) . Harpisichord – a keyboard instrument that existed before the piano was invented.
Pachelbel’s Canon: Tonality in Baroque Pachelbel’s Canon is in a Major key. Other pieces of Baroque Music could use either Major or minor keys.	Rhythm and Pitch Notation – Writing out your music/composition.  Semibreve – 4 beats Minim – 2 beats Crotchet – 1 beat Quaver – 1/2 beat  Every Green Bus Drives Fast – <i>On the lines</i> F A C E – <i>in the space.</i>	

Music – Term 2



What is this page?	What should I do with this page?	How can I revise?
- Use this page to revise and strengthen your knowledge of Baroque music.	Spending ten-fifteen minutes per week, using this page to revise, will prepare you for the assessments.	Look, cover and check to test yourself. - Ask someone else to test you. - Create flash cards or a mind map from this page.

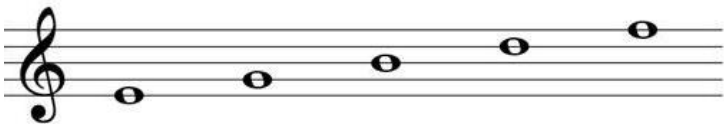
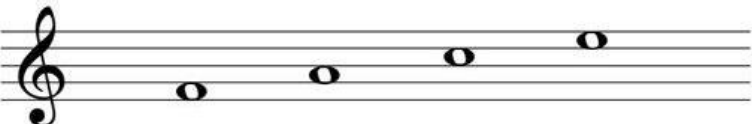
Retrieval Practice (Home Learning)

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
Identify the tonality of Pachelbel’s Canon	Major.
Describe the texture of Baroque Music.	A lot of Baroque Music begins with a monophonic texture. Gradually, as layers other melodies are added the texture becomes polyphonic .
What is a Ground Bass ?	A repeating bass line that repeats all the way through a piece of music.
When was the Baroque period?	The Baroque period was between 1600-1750 .
Describe the music of the Baroque period.	Some of the most famous composers of the time were Handel and Bach . The music reflected the buildings, art and clothes of the time and it was very decorated and ‘fancy’.
What instruments/forces are commonly heard in Baroque Music?	Violin, Viola, Cello and Double Bass (String Instrument). Harpsichord – a keyboard instrument that existed before the piano was invented.
Fill in the notes underneath.	
Fill in the notes underneath.	

To develop your theory understanding of Baroque Music... use the resources below to complete deeper **research**. You could create a **mind map**, **revision wheel** or **flash cards** on the content.

Go through this additional lesson on Baroque Music:

- 1) Introduction (prepare)
- 2) Watch the lesson video – make notes and learn!
- 3) Try the exit quiz.
- 4) Link to the lesson is [here](#)

- Read more about the Baroque period of music – [BBC Bitesize](#).
- Watch a live performance of Baroque Music [here](#) – BBC
- Read and learn about the art and architecture during the Baroque period [here](#).



Music –Term 3



This builds on:	Why this topic:	This links to:
✓ 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.	House Music ✓ You will develop an understanding of House Music, analysing its musical features whilst developing your own piece of House Music.	✓ Rap and Hip Hop (Year 8) ✓ Film Music (Year 9) 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.



Key Vocabulary	
Melody: The main layer or tune of a piece. • Melodies can move by step or leap.	Harmony: The chords and scales that accompany the melody. • <i>Diatonic Harmony</i> – Chords and scales that blend well together. • <i>Dissonant Harmony</i> – Chords and scales that clash with each other.
Articulation: The way the notes are played – long and smooth or short and detached • Legato – Long and smooth • Staccato – Short and choppy	Tonality: Whether the music is in a Major ☺ or Minor ☹ Key.
Dynamics: How loud or quiet the sound is.	Instrumentation/Forces: The instruments or voices used to perform a piece.
Texture: The layers that make up a piece • Monophonic – Single layer on its own. • Homophonic – One melody with accompaniment. • Polyphonic – More than one melody at the same time.	Rhythm: The note values used. E.g. Semibreves, Minims, Crotchets and Quavers.
Structure: The way the music is put together in sections. E.g. – Beginning, Middle and End Or Verse-Chorus.	Tempo: The speed of the beat



Key Concepts – House Music			
<u>Rhythm</u> • Four to the floor kick drum patterns are always used. • Syncopated (offbeat) hi-hat rhythms are always used.	<u>Texture</u> • Trance is usually homophonic. • It always gradually adds layers in bars of 8 (or multiples of 8) over time for anticipation.	<u>Low-Pass Filter</u> • 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.	<u>High-Pass Filter</u> • A high pass filter only let high pitch sounds through. • It is great when creating a ‘build up’ of sound that gradually appears.
<u>Studio FX – Reverb and Delay</u> • 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.	<u>Time Signature (Metre)</u> • 4/4 Time Signature – 4 beats to each bar. • This makes it easy to dance to.	<u>Instrumentation (Forces)</u> • House Music uses synthesisers to create its parts such as the chords or riffs.	<u>Harmony</u> • House music is diatonic (chords and scales blend well together). • The chord sequences are simple and repetitive.
<u>Tonality</u> • House music usually sticks to a minor tonality. • This makes it sounds serious.	<u>Tempo</u> • House Music always has a tempo of between 115 BPM – 130 BPM (allegro - fast).	<u>Structure – Sections of the music.</u> 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.	

Music – Term 3



What is this page?	What should I do with this page?	How can I revise?
- Use this page to revise and strengthen your knowledge of House music.	Spending ten-fifteen minutes per week, using this page to revise, will prepare you for the assessments.	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.



Textiles



TEXTILE DECORATIVE TECHNIQUES

××× ADD COLOUR, PATTERN AND TEXTURE TO YOUR FABRIC PROJECTS! ×××



1 BEGINNER

TIE-DYE

- 1 Twist or tie fabric with elastic bands.
- 2 Apply fabric dye.
- 3 Leave to set.
- 4 Rinse and dry.

SCAN FOR TUTORIAL





2 BEGINNER

FABRIC PAINTING

- 1 Place fabric on a flat surface.
- 2 Paint your design using fabric paint.
- 3 Allow to dry.
- 4 Heat set if needed.

SCAN FOR TUTORIAL





3 INTERMEDIATE

APPLIQUE

- 1 Cut out fabric shapes.
- 2 Pin onto fabric.
- 3 Stitch around the edges.
- 4 Remove pins.

SCAN FOR TUTORIAL





4 INTERMEDIATE

EMBROIDERY

- 1 Draw a simple design.
- 2 Thread a needle.
- 3 Sew decorative stitches.
- 4 Knot securely.

SCAN FOR TUTORIAL





5 INTERMEDIATE

BLOCK PRINTING

- 1 Apply paint to printing block.
- 2 Press firmly onto fabric.
- 3 Lift carefully.
- 4 Repeat pattern.

SCAN FOR TUTORIAL





6 ADVANCED

BEADWORK

- 1 Thread a needle.
- 2 Add beads or sequins.
- 3 Stitch through fabric.
- 4 Secure with a knot.

SCAN FOR TUTORIAL





7 ADVANCED

PLEATING

- 1 Fold fabric evenly.
- 2 Pin in place.
- 3 Press with an iron.
- 4 Stitch if required.

SCAN FOR TUTORIAL





8 ADVANCED

NEEDLE FELTING

- 1 Place wool on felt pad.
- 2 Use felting needle carefully.
- 3 Shape the design.
- 4 Continue until firm.

SCAN FOR TUTORIAL



TOP TIPS!

- Always test techniques on a scrap first.
- Use quality materials for the best results.
- Take your time and enjoy being creative!



SKILLS KEY

- **BEGINNER:** Easy to try and learn.
- **INTERMEDIATE:** Need more practice.
- **ADVANCED:** More detailed skills.

STUDENT CHALLENGE

COLOUR?	TEXTURE?	PATTERN?	DECORATION?
 Tie-Dye Fabric Painting	 Pleating Beadwork Needle Felting	 Block Printing	 Embroidery Applique

♥ GET CREATIVE – ADD YOUR OWN STYLE TO EVERY PROJECT! ♥



Textiles



TEXTILE FASTENING TECHNIQUES

Different ways to fasten fabrics and textile products.



TECHNIQUE	PHOTO	HOW TO DO IT	END USES (EXAMPLES)	SKILL TO COMPLETE
ZIPS A zip is used to open and close a gap in a textile item.		- Pin the zip in place. - Machine stitch along both sides of the zip. - Ensure the zip is straight and secure.	 Jackets Bags	INTERMEDIATE ☆☆☆ Needs accuracy and a sewing machine.
BUTTONS Buttons are sewn on and used with buttonholes to fasten fabrics.		- Sew the button firmly using strong thread. - Make a buttonhole to match the size of the button. - Test to make sure the button fits through.	 Shirts Coats	BEGINNER ☆☆☆ Simple hand sewing skill.
VELCRO® (HOOK & LOOP) Two strips – hook and loop – that stick together when pressed.		- Sew or glue each strip to the fabric. - Make sure they line up when closed. - Press together firmly to fasten.	 School bags Shoes	BEGINNER ☆☆☆ Very easy to use.
POPPERS (PRESS STUDS) Plastic or metal poppers are pressed in to fasten fabrics.		- Mark the position for the poppers. - Attach both parts using a popper tool. - Check they fasten together securely.	 Baby clothes Bags	INTERMEDIATE ☆☆☆ Needs the correct tools and accuracy.
EYELETS & LACING Eyelets reinforce holes in fabric and lacing is threaded through to fasten.		- Punch holes in the fabric. - Insert eyelets using an eyelet tool. - Thread lace through and tie or secure.	 Hoodies Shoes	INTERMEDIATE ☆☆☆ Needs tools and careful placement.
TOGGLE FASTENING A toggle is looped through a fabric or cord loop to fasten.		- Sew the toggle to the garment. - Create a strong loop with cord or fabric. - Fasten the toggle through the loop.	 Coats Duffel bags	INTERMEDIATE ☆☆☆ Needs hand sewing and accuracy.



TOP TIP

Choose the right fastening for the job – think about function, strength and style!



SAFETY FIRST

Use sharp tools carefully. Ask for help if you're unsure.



PRACTISE MAKES PERFECT

The more you practise, the better your sewing skills will be!



Textiles



TEXTILE JOINING TECHNIQUES

Different ways to join fabrics and textile materials together.



TECHNIQUE	PHOTO	HOW IT'S DONE	END USES (EXAMPLES)		SKILL LEVEL
OVERLOCKING Overlocking joins fabric edges together and finishes them to stop fraying.		- Place fabric edges together. - Feed the fabric through an overlocker. - The machine trims, stitches and finishes the edge in one step.			INTERMEDIATE ★ ★ ☆ Needs practice using an overlocker.
FLAT SEAM A strong seam that lies flat and is used where strength and durability are important.		- Place wrong sides of fabric together. - Stitch two rows of straight stitches. - Trim seam allowance and press open flat.			INTERMEDIATE ★ ★ ☆ Needs accuracy and good pressing.
FRENCH SEAM A neat seam that encloses raw edges, ideal for fine fabrics.		- Stitch wrong sides together with a narrow seam. - Trim seam allowance. - Turn inside out and stitch again, enclosing raw edges.			ADVANCED ★ ★ ★ Needs precision and patience.
BOUND SEAM Raw edges are enclosed in bias binding for a neat and durable finish.		- Cut bias binding strip. - Place binding around raw edges. - Stitch binding in place to enclose the raw edges.			INTERMEDIATE ★ ★ ☆ Needs care when applying binding.
APPLIQUÉ Shapes or designs are stitched onto a base fabric for decoration or effect.		- Cut out the shape. - Place on the base fabric. - Secure using zig zag or satin stitch.			BEGINNER / INTERMEDIATE ★ ★ ☆ Simple shapes are easy to achieve.
PATCHWORK Small pieces of fabric are joined together to create a larger piece.		- Cut fabric into shapes. - Join pieces using seams. - Press seams flat as you go.			INTERMEDIATE ★ ★ ☆ Needs accurate seams and planning.
HEM (TURNED HEM) Fabric edge is turned under and stitched to prevent fraying.		- Turn edge to the wrong side. - Iron in place. - Stitch close to the folded edge.			BEGINNER ★ ☆ ☆ Very easy and essential skill.
TOPSTITCHING A line of stitching on the outside of a garment or project for strength and decoration.		- Sew a line of straight stitches on the right side. - Can be used for decoration or to secure seams.			BEGINNER / INTERMEDIATE ★ ★ ☆ Straight lines make it easy to learn.



TOP TIPS

- ✓ Always press your seams – it makes a big difference.
- ✓ Use the right technique for the fabric and project.
- ✓ Practice on fabric scraps first.
- ✓ Neat joining = professional finish!



SAFETY FIRST

- ✓ Use sharp scissors.
- ✓ Keep fingers away from needles.
- ✓ Turn off machines when not in use.
- ✓ Ask for help if you're unsure.

SKILL LEVEL GUIDE

- BEGINNER** ★ ★ ☆ Easy to learn, basic skills.
- INTERMEDIATE** ★ ★ ☆ Some practice needed.
- ADVANCED** ★ ★ ★ High skill, lots of practice.



Design & Technology

Resistant Materials



HEALTH AND SAFETY WORKSHOP RULES



• • • • •

BE SAFE • BE RESPONSIBLE • RESPECT OTHERS

• • • • •

1



NEVER REMOVE ANY TOOLS FROM THE WORKSHOP

Tools must stay in the workshop.
Taking them out is unsafe and not allowed.

2



NO RUNNING OR FOOLING AROUND

Move calmly and behave responsibly to keep everyone safe.

3



KNOW WHERE EMERGENCY STOP BUTTONS ARE

Locate and understand how to use emergency stops before starting any task.

4



USE TOOLS AND MACHINES CORRECTLY

Operate only the tools you've been trained to use, and follow all instructions.

5



ALWAYS WEAR SAFETY GOGGLES

Protect your eyes at all times when using tools or machinery.

6



WEAR PROTECTIVE GEAR WHEN NEEDED

Use gloves, ear defenders, and dust masks for specific tasks.

7



REPORT HAZARDS OR INJURIES IMMEDIATELY

Notify your teacher if something breaks, is unsafe, or someone gets hurt.

8



KEEP YOUR WORK AREA TIDY

Clean up as you go. Clear away clutter, spills, and tools.

9



SECURE LOOSE ITEMS

Tie back long hair, remove jewellery, and avoid loose clothing near machines.

10



NO FOOD OR DRINK IN THE WORKSHOP

To avoid contamination or spills, never eat or drink in the workspace.



SAFETY FIRST – THINK, ACT, STAY SAFE!

HEALTH AND SAFETY RULES



WEAR SAFETY GOGGLES



WEAR EAR PROTECTION



WEAR PROTECTIVE GLOVES



NO RUNNING



CAUTION: HOT SURFACE



DANGER: SHARP TOOLS



NO FOOD OR DRINK



USE DUST MASK



EMERGENCY STOP BUTTON



FIRE EXTINGUISHER LOCATION



WOODWORK WORKSHOP TOOLS



TOOL	PHOTO	HOW TO USE	SKILL LEVEL
TRY SQUARE Used for marking and checking 90° (right) angles.		- Place the blade against the edge of the wood. - Ensure the blade is tight against the stock. - Use a pencil to mark along the blade. - Check for a perfect 90° angle.	BEGINNER ★ ☆ ☆
HAND SAW Used for cutting wood in a straight line.		- Mark the cut line clearly. - Secure the wood in a vice or with a clamp. - Use long, even strokes, keeping the saw upright. - Let the saw do the work.	BEGINNER/INTERMEDIATE ★ ★ ☆
TENON SAW Used for cutting dovetails, tenons and fine joints.		- Mark the cut line clearly. - Start the cut with light forward strokes. - Use steady, controlled strokes. - Keep the saw vertical for accurate cuts.	INTERMEDIATE ★ ★ ☆
WOOD CHISEL Used for removing wood and shaping joints.		- Mark the area to remove. - Hold the chisel firmly. - Push the chisel forward into the wood. - Tap gently with a mallet if needed.	INTERMEDIATE ★ ★ ☆
WOOD FILE (RASP) Used for shaping and smoothing curved or uneven edges.		- Hold the file with both hands if possible. - Push the file forward in one direction. - Use long strokes. - Check the shape regularly.	INTERMEDIATE ★ ★ ☆
CLAW HAMMER Used for driving nails and removing them.		- Hold the hammer near the end of the handle. - Swing smoothly. - Hit the nail squarely. - Use the claw to remove nails.	BEGINNER ★ ☆ ☆
G CRAMP Used for holding wood securely in place.		- Open the clamp. - Place over the work. - Tighten the screw until secure. - Do not overtighten.	BEGINNER ★ ☆ ☆
PILLAR DRILL Used for drilling accurate, straight holes in wood.		- Mark the drilling point. - Secure the wood on the table. - Select the correct drill bit. - Lower the drill slowly. - Clear debris carefully.	ADVANCED ★ ★ ★
SCROLL SAW Used for cutting curved and intricate shapes.		- Draw your shape on the wood. - Guide the wood slowly into the blade. - Keep fingers clear of the blade. - Use a steady, even speed.	ADVANCED ★ ★ ★

WORKSHOP SAFETY REMINDERS



Always wear safety glasses.



Tie back long hair and remove loose clothing.



Use tools only for their intended purpose.



Keep your work area clean and tidy.

Report any damage or hazards to your teacher.



SKILL LEVEL GUIDE

BEGINNER

Easy to learn, low risk tools. Great for starting out.

INTERMEDIATE

Requires more control and practice. Build your skills.

ADVANCED

High skill level tools. Use with care and experience.

★ ☆ ☆

★ ★ ☆

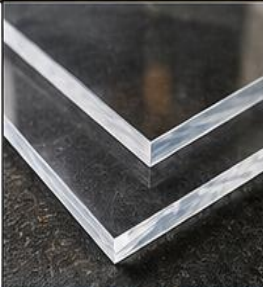
★ ★ ★

GOOD TOOLS, GOOD SKILLS, GREAT RESULTS!



Design & Technology

Resistant Materials

 PLASTICS PROPERTIES & END USES		 THERMOPLASTIC Can be softened when heated and reshaped many times.	THERMOSETTING Once set, cannot be softened or reshaped. 	
TYPE OF PLASTIC	PHOTO	THERMOPLASTIC OR THERMOSET	PROPERTIES	END USES (EXAMPLES)
ACRYLIC (PMMA) A clear, strong plastic with excellent weather resistance.		THERMOPLASTIC  Other	• Transparent and clear • Hard and rigid • Strong and impact resistant • Weather and UV resistant • Easy to cut and shape	 Signs & displays  Display cases
HIPS (HIGH IMPACT POLYSTYRENE) A tough, rigid plastic that is easy to shape.		THERMOPLASTIC  PS	• Tough and impact resistant • Lightweight • Easy to vacuum form • Good dimensional stability • Easily recycled	 Packaging  Disposable cutlery
POLYPROPYLENE (PP) A versatile plastic with good chemical resistance.		THERMOPLASTIC  PP	• Tough and durable • Hinge properties (flexible) • Heat resistant • Chemical resistant • Lightweight	 Lunch boxes  Living hinges
POLYETHYLENE TEREPHTHALATE (PET) A strong, clear plastic often used for packaging.		THERMOPLASTIC  PET	• Strong and lightweight • Good barrier properties • Transparent • Recyclable • Good chemical resistance	 Drinks bottles  Food packaging
HIGH DENSITY POLYETHYLENE (HDPE) A strong, durable plastic with excellent moisture resistance.		THERMOPLASTIC  HDPE	• Strong and rigid • Waterproof • Resistant to chemicals • Tough and durable • Easily recycled	 Milk bottles  Pipes
ACRYLONITRILE BUTADIENE STYRENE (ABS) A hard, tough plastic with good impact resistance.		THERMOPLASTIC  Other	• Tough and impact resistant • Hard and rigid • Good surface finish • Easy to mould • Good dimensional stability	 Toys (e.g. LEGO®)  Electrical casings
UREA FORMALDEHYDE (UF) A hard, thermosetting plastic.		THERMOSETTING  Not recycled	• Hard and rigid • Heat resistant • Excellent electrical insulator • Cannot be melted or reshaped • Durable	 Electrical fittings  Pan handles



KEY FACT: Plastics are chosen for their different properties. The right plastic for the right product!



RECYCLE: Always recycle plastics where possible and dispose of responsibly.

Design & Technology

Resistant Materials

WOOD PROPERTIES & USES

TYPE OF WOOD	PHOTO	PROPERTIES	COMMON USES
PINE A softwood from conifer trees.		• Light in colour • Soft and easy to work • Straight grain • Relatively cheap • Not very durable	  FurnitureShelving
OAK A hardwood from deciduous trees.		• Hard and strong • Very durable • Attractive grain • Heavy • More expensive	  TablesDoors
BEECH A hardwood with a fine, even texture.		• Hard and strong • Fine, even texture • Good for bending • Steam bends well • Takes screws well	  ChairsWorktops
BIRCH A hardwood with a pale colour and fine grain.		• Strong and stable • Light in colour • Fine, straight grain • Good for plywood • Takes stain well	  PlywoodDrawers
MAHOGANY A hardwood known for its reddish-brown colour.		• Strong and durable • Attractive rich colour • Fine, straight grain • Resistant to rot • More expensive	  CabinetsMusical Instruments
TEAK A hardwood with natural oils.		• Very durable • Water resistant • Natural oils • Stable in all weather • Expensive	  Outdoor FurnitureBoat Building
MDF (Medium Density Fibreboard)		• Smooth, even surface • Easy to cut and shape • No grain or knots • Takes paint well • Not very strong	  Painted FurnitureDecorative Items
PLYWOOD Made from thin layers of wood veneer.		• Strong and stable • Resistant to warping • Lightweight • Versatile • Good for panels	  CabinetryShelving



KEY FACT: The type of wood you choose depends on the properties you need for your product.

Design & Technology

Resistant Materials

WOOD JOINING TECHNIQUES														
DIFFERENT WAYS TO JOIN WOOD TOGETHER														
TECHNIQUE	PHOTO	DESCRIPTION	TOOLS	SKILL LEVEL	EXAMPLES / END USES									
BUTT JOINT The simplest joint. Two pieces of wood are joined together end to end.		• The ends of the wood are placed together. • Usually reinforced with nails, screws or glue. • Quick and easy but not very strong.	 Screws Wood glue	BEGINNER ★☆☆	 Frames, carcasses, simple boxes									
MITRE JOINT Two pieces of wood cut at an angle (usually 45°) and joined at the corners.		• Ends are cut at 45°. • Joined with glue, pins or nails. • Good for corners and frames.	 Mitre saw Nail gun (or pins)	BEGINNER ★☆☆	 Picture frames, trim, mouldings									
DOWEL JOINT Round wooden dowels are used to align and strengthen the joint.		• Holes are drilled in both pieces. • Dowels and glue are used to join them. • Strong and neat finishing.	 Drill Wood dowels & glue	INTERMEDIATE ★★★☆☆	 Furniture, tables, chair frames									
MORTISE & TENON A strong traditional joint where a tenon fits into a slot (mortise).		• Tenon fits into mortise. • Glued for strength. • Very strong and durable.	 Chisel Mallet	ADVANCED ★★★★★	 Tables, doors, chair frames									
DOVETAIL JOINT Interlocking wedge-shaped pins that resist being pulled apart.		• Pins and tails are cut at an angle. • Glued together. • Excellent strength and attractive finish.	 Dovetail saw Chisel	ADVANCED ★★★★★	 Drawers, boxes, fine furniture									
BISCUIT JOINT Oval biscuits are used to align and strengthen the joint.		• Slots cut into both pieces. • Biscuit with glue swells to lock joint. • Good for alignment.	 Biscuit joiner Biscuits & glue	INTERMEDIATE ★★★☆☆	 Panels, cabinets, worktops									
POCKET HOLE JOINT Screwed joint made using angled holes (hidden).		• Angled hole is drilled in one piece. • Screw joins the pieces tightly. • Quick, strong and hidden.	 Pocket hole jig Pocket hole screws	INTERMEDIATE ★★★☆☆	 Cabinetry, shelves, frames, boxes									
 TOP TIPS ✓ Use the right joint for the job. ✓ Measure twice, cut once. ✓ Use quality tools and sharp blades. ✓ Dry fit before gluing. ✓ Apply glue evenly and clamp properly.  SAFETY FIRST ✓ Wear safety glasses. ✓ Use tools correctly. ✓ Keep hands clear of blades. ✓ Secure workpieces firmly. ✓ Keep your workspace clean. SKILL LEVEL GUIDE <table><tr><td>BEGINNER</td><td>★☆☆</td><td>Easy to learn, basic skills.</td></tr><tr><td>INTERMEDIATE</td><td>★★★☆☆</td><td>Some practice and accuracy.</td></tr><tr><td>ADVANCED</td><td>★★★★★</td><td>High skill, experience needed.</td></tr></table>						BEGINNER	★☆☆	Easy to learn, basic skills.	INTERMEDIATE	★★★☆☆	Some practice and accuracy.	ADVANCED	★★★★★	High skill, experience needed.
BEGINNER	★☆☆	Easy to learn, basic skills.												
INTERMEDIATE	★★★☆☆	Some practice and accuracy.												
ADVANCED	★★★★★	High skill, experience needed.												

Physical Education

Invasion Games



This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills, rules and tactics of basic attacking and defending.	An invasion game is a team sport where two or more teams compete to score points by invading the opponent's territory and defending their own. Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra-curricular sessions inside and outside of education. Invasion games help to develop not only physical skills but also social skills too.	✓ This links to the development of more complex skills, rules and tactics within different invasion games.

Key Vocabulary	
Dribbling – Moving with the ball while keeping control (like in football or basketball).	Width – Spreading out across the field to stretch the other team's defence.
Tactics – Smart plans or moves used to beat the other team.	Depth – Using players both near and far from the ball to create attacking and defending layers.
Attack – Trying to score points by moving the ball toward the other team's goal.	Transition – The switch between attacking and defending roles during play.
Defend – Stopping the other team from scoring in your goal.	Possession - keeping control of the ball or object during play.
Marking – Staying close to an opponent to stop them from getting the ball.	Communication – Talking, using hand signals, or showing with your body to help teammates know what you're doing, when to pass, where to move, or who to defend

Key Concept	Primary Purpose	Explanation & Tactical Application	Sporting Example
Passing	Attacking	Move the ball accurately between teammates to create attacking opportunities and maintain possession.	<i>Rugby</i> – Backward passes help continue forward momentum while avoiding defenders.
Marking	Defending	Preventing an opponent from receiving the ball or scoring by staying close and anticipating movement.	<i>Netball</i> – Goal Defence marks Goal Attack to disrupt attacking play.
Shooting	Attacking	Executing a scoring attempt with power and accuracy, often under pressure.	<i>Football</i> – A player shoots with their stronger foot from inside the penalty area.
Intercepting	Attacking & Defending	Reading the game to stop passes and start a new attack.	<i>Basketball</i> – Intercepts a cross-court pass to create a fast break.
Dribbling	Attacking & Defending	Controlled ball movement used to beat defenders or retain possession under pressure.	<i>Football</i> – Using footwork and speed to bypass an opponent on the wing.

Home Learning Tasks:

Task 1 - Watch the videos and create a poster showing the differences between how a team tries to score (attacking) and how they try to stop the other team from scoring (defending). Include the key skills and techniques used for each.
<https://youtu.be/q1aJkgi0G6A>
<https://youtu.be/ABC5iPye7JY>

Task 2 – Copy the table above giving different examples from different invasion games.



Physical Education

Health Related Fitness



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning. Healthy Lifestyles. Warming up and cooling down and the effects of exercise.	You will learn about the five basic components of Health-Related Fitness. You will understand and be able to complete the relevant testing for these components and be able to relate to different sports.	✓ This links to a lifelong learning for a healthy and active lifestyle as you get older and links to Skill related Fitness testing and relevance to different sports.

Key Vocabulary	
Cardio-vascular endurance: The ability to keep going without getting tired.	Health: When a person has good physical, social and mental wellbeing.
Muscular Endurance: The ability to keep going without muscles getting tired.	Fitness: The ability to meet the demands of the environment
Muscular Strength: Maximum force in one movement.	RPE: Rate of perceived exertion. How hard you think you are training on a scale of 1-10
Flexibility: The Range of movement around a joint.	Warm -up: To gradually get the body physically, and mentally ready for exercise
Body Composition: Composition of body muscle to fat Ratio.	Cool down: After exercise, we get the body back to its resting state and stretch to avoid injury and muscles soreness

COMPONENT	TEST	TRAINING METHOD	EXAMPLE IN SPORT
Cardio -Vascular Endurance	Cooper 12-minute run	Continuous Training	To run for the whole duration of a marathon race.
Muscular Endurance	Sit up Test	Weight Training – Low Weight High Rep	For the muscles to work continually when swimming without getting tired
Muscular Strength	Hand Grip Dynamometer	Weight Training – High Weight Low Rep	To throw the javelin as far as possible to win the competition
Flexibility	Sit and Reach Test	Stretching, Yoga, Pilates.	To have excellent aesthetics in gymnastics and trampolining
Body Composition	BMI , Skin Callipers	Variety of methods used dependant on personal goal.	To have the correct body size for the activity you are performing in. Slim build for long distance running

Home Learning Tasks:

1. Look at the table above for examples of Components of Fitness in sport. Now try and create your own examples of sports and when they would need to use each component.
2. Watch the YouTube video and create a poster using the key points.
The 5 Components of Health Related Physical Fitness | A Summary Overview
3. <https://www.bbc.co.uk/bitesize/guides/z262hv4/test> Follow the link to complete the test questions.



Physical Education

Net/Wall Games



This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills, rules and tactics of basic attacking and defending.	A Net/Wall game is an individual ,pair, team sport where individuals and teams compete to score points by invading the opponent's territory and defending their own over a net Due to the large range of activities within this topic, it allows students to become competent enough to partake in extra-curricular sessions inside and outside of education. Net/Wall games help to develop not only physical skills but also social skills too.	✓ This links to the development of more complex skills, rules and tactics within different Net/Wall games.

Key Vocabulary

Components of fitness that are important for quick reactions in badminton are Agility and reaction time	Overhead clear - A defensive shot where the shuttle is placed to the back of the court. 
Serving - A shot that is selected to start a game in net and wall activities. The player continues serving if they win the point. And must be stood behind the line in the opposite service box.	Shuttle - A cone shaped object with a cork base. This is hit over the net with the racket. You can only hit the shuttle once before it goes over the net.
Forehand shot - Shot taken with the palm of your hand facing the direction of the stroke.	Racket- A piece of equipment with a handle, frame and head. This is used to hit the shuttle or ball over the net
Drop shot - The shuttle or ball is hit gently so it falls	Net - Rectangular net placed across the court. It

Key Concept	Explanation
What are some of the core skills needed for attacking in badminton and why are they important?	1. Smash shot is a core skill and the aim is to hit the shuttle as hard as possible to the oppositions side of the court floor so they are unable to return the shot . 2. The long serve is a core skill for attacking in badminton. The aim is to send the opponent to the back of the court so they find it more difficult to return the shuttle back to you 
What are some of the core skills needed for defending in badminton and why are they important?	1. The overhead clear shot is used in a rally situation so that you force your opponent to move to the back of the court. This then allows you time to get prepared into a better court position . 2. The drop shot is a gentle forehand or backhand shot that applies little force to the shuttle so it drops just over the net. This is usually a defensive shot as it slows down the speed of the rally.
badminton serve The serve is the start of the game. The performer must hit the shuttle so that it travels over the net to the oppositions rectangle section area that they are standing in.	Contact the shuttle at a higher point but still below your waistline. Push the shuttle with the racket maintaining an extended elbow, driving the shuttlecock over the net at a low trajectory. The racket head will follow through pointing towards the target, with the face parallel to the ceiling.
Games and scoring	A badminton match is played to the best of three games. Games are played up to 21 points but if the score reaches 20 each the game continues and must be won by 2 clear points.

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, serve, overhead clear, forehand, backhand shot, push shot, drive shot.

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

This can be used by all students in their PE lessons for badminton or table tennis when their role is umpiring a game so that all games can be played fairly following RITA values.

Task3 – For extended research look at badminton England website and



Physical Education

Aesthetics



This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills of shapes and routines .Understanding safety of self and others.	You will learn about more complex actions space and dynamics. components of Safety involved in trampolining and more complex routines. You will understand and be able to complete choreography based on different styles of dance .Aesthetics help to develop not only physical skills but also social skills too.	✓ This links to the development of more complex skills, techniques , routines and styles. 

Key Vocabulary	
Stylistic features are movements and gestures typical of that style example – Bollywood, fast feet, hand gestures, bouncy dynamic and angular arms.	Plantar Flexion – Pointing your toes down to improve the quality of your movement.
Styles of dance include Jazz, Street, Contemporary, Ballet, Ballroom, Bollywood, Tap, Freestyle.	Seat Landing - Landing in a seated position with legs extended together, hands on bed facing forwards close to hips.
Dynamic Quality – How you move, Fast, slow, fluid, sharp.	Swivel Hips – Combination of a seat landing and half twist to feet.
End Bed - Apparatus attached to the end of the bed for safety.	Kill the Bed – Stopping immediately on the trampoline 
Key Concept	Explanation
What is a motif and motif development?.	A motif is a movement phrase (A small dance) with an idea that is repeated and developed through the piece. Motif development is changing the spatial elements or action developments to rearrange the motif to make it more interesting
What are action and spatial developments?	Action developments include cannon, unison, shared motif, repetition and accumulation. Spatial developments include Levels, size, direction and pathway.
Why is Core Strength important when Trampolining?	Good core strength is important because the body will not stay tense and upright without it. This will affect the Aesthetic which is the way something looks, It ensures the performance looks good to the audience.
Why does a trampolinist require good flexibility?	Without flexibility , a trampolinist will struggle to perform their moves aesthetically due to a lack of pointed toes and straight body lines.

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, Half Twist to feet, Seat drop and or Swivel hips,

Task 2 - Watch cry me a river and evaluate the different spatial elements and the impact this has on the performance.



Physical Education

OAA



This builds on:	Why this topic:	This links to:
✓ This builds on prior learning of more complex skills	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.	✓ 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.

Key Vocabulary	
Teamwork - The combined actions of a group that promotes success from a problem or task	Grid reference - Numbers which indicate the exact location of features on a map.
Communication - Exchanging information via speaking or writing that is aimed to be positive or constructive.	Leadership - The action of an individual showing positive actions that aim to leading a group of people in a set task or role.
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.	Hand holes - Wall markers of different sizes and shapes to allow the climber to grip and push off from.
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.	Ability to recognise patterns on the wall in order to navigate and climb.
Muscular strength - The ability for the working muscles to develop power so the performer can climb, hold or descend on the wall safely.	Descend – to climb down from the wall using your points and patches.

Retrieval questions and answers	
Why is muscular strength important in climbing?	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.
How do you know if a team is working together successfully?	They can achieve their shared goal and show good qualities such as listening to all team members and valuing all team members opinions.
What is the difference between 4 and 6 figure grid references?	6 figure grid references are more accurate for locating features and can show a more refined location on the map in a smaller area.
Why is problem solving important?	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.

- Home Learning Tasks:**
- 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.
 - 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.



Physical Education

Striking and Fielding



This builds on:	Why this topic:	This links to:
✓ This builds on the prior learning of basic skills, rules, and tactics of basic striking and fielding activities.	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. Key skills include striking the ball with control, catching, accurate throwing, and quick running.	✓ This links to the development of more complex skills, rules and tactics within different striking and fielding games.

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	Fielding • Spreading out to cover space • Stopping the ball quickly • Catching or throwing the ball to get batters out  👉 Goal: stop runs and work together to get players out
Batting	Batting (e.g. cricket, rounders) • 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 👉 Goal: score runs while avoiding getting out
Bowling	Bowling (e.g. cricket) • Delivering the ball accurately towards the batter • Trying to make the ball difficult to hit • Aiming at targets (like stumps or a strike zone) 👉 Goal: limit scoring and get the batter out
Games and scoring	• 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 👉 Scoring: Points are scored when batters successfully run between bases or wickets before the fielding team returns the ball.

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:
✓ This unit builds upon prior learning of fundamental movement skills, including running, jumping, and throwing techniques across a range of athletic events.	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	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 

Key Vocabulary	
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.	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.
Speed:- The rate at which a person moves as fast as possible to cover a distance over a time period. Speed=distance/time.	Reaction time:- The time taken for a person to respond and movement to a stimulus (the starter or whistle in athletics running events).
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.	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. 

Key Concept	Explanation
Athletics is divided into two main groups of events:	• Track events – races that take place on a running track • Field events – events that involve jumping or throwing
Track events are races that test speed, endurance, and pacing. They are split into three main categories:	Sprinting Events (Short Distance) • 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. Middle-Distance Events • 800m, 1500m • These races require a mix of speed and endurance. • Runners must pace themselves carefully to avoid tiring too early. Long-Distance Events • 5000m, 10,000m • These races focus mainly on endurance and stamina. • Athletes run at a steady pace over a long period of time.
Field events test strength, technique, and coordination. They are divided into:	Jumping Events • Long jump, high jump, triple jump • Athletes aim to jump as far or as high as possible using proper technique. Throwing Events • 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?





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:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	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.	✓ The fundamental British values are democracy , the rule of law , individual liberty , and mutual respect and tolerance of those with different faiths and beliefs.

Term 1 topics	Key Vocabulary
Influencing self-identity	Influencing: comes from within you (opinion, personality feelings and beliefs)
What is self-identity?	Self-identity: relates to the way we think of ourselves and our bodies
Respecting differences	Respecting differences: recognising that someone is different and has the right to be different
Respecting opinions on marriage	Marriage: when two people are joined together in a legal partnership, during a wedding ceremony
Influences in the media	Media: can relate to a wide range of communications that you see daily
Healthy attitudes	Healthy attitudes: have the power to determine if a relationship is positive and healthy or negative and unhealthy

Key Retrieval



Speak to others using a respectful tone and take the time to listen to what they are saying to you. Bear in mind that some people may need extra time and support when they are communicating – perhaps if they have language or learning difficulties, hearing or speech problems. For example, you may need to repeat what you have said, try using different words to explain something, write it down or draw a picture to get your message across.



Cultural Capital

There are useful ‘digital detox’ strategies that you can try, if you feel that your use of social media is starting to have a negative influence on your feelings and/or your relationships. For example, you could work to limit the amount of time spent on social media by:

- Turning off notifications from social media sites/apps
- Putting your phone or tablet away somewhere, and only checking it occasionally (perhaps every couple of hours)
- Choosing a period each day when you will avoid the use of all digital devices – instead, read a book, go for a walk, have a face-to-face conversation with a friend or family member
- Not having your phone/tablet in your bedroom at night

Home Learning Tasks:

1. Create a poster all about YOU!
2. Explain why the Fundamental British Values (FBVs) are important.
3. Design a poster on the FBVs and hand it into your Team leader to receive extra reward points.
4. Discuss your weekly RSHE topics with members of your family.





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:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	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.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 2 topics	Key Vocabulary
Emotional & Mental Health	Health: having a healthy mind, body and spirit
Managing stress	Stress: is a combination physical, mental and emotional reactions when facing difficult situations
Peer pressure	Peer pressure: being influenced by a group that affects an individual's beliefs, attitudes, decisions or behaviours
Positive, intimate relationships	Marriage: the legally or formally recognised union of two people in a personal relationship
Recognising unhealthy relationships	Disrespect: might involve someone making rude comments/insulting the other person's beliefs, opinions, interests, beliefs or values
Equality and the law	Equality: making sure everyone has equal rights and access to services, facilities and opportunities without limits or barriers

Key Retrieval



Being mindful is all about paying attention to where you are and how you feel in the present moment – stopping and thinking about how you feel, what you are thinking, what is happening in the world around you. This is known as ‘mindfulness’ and it can improve your mental wellbeing by helping you to change the way you feel about life and the way you deal with challenges.

Mindfulness can help you to gain a better understanding of yourself and take a more positive view of life.

Cultural Capital

The Wildlife Trust website promotes nature for wellbeing and provides evidence to show that a thriving, wildlife rich environment benefits both physical and mental health.

People involved in nature are more active, mentally resilient and have better all-round health.

The Wildlife Trust encourages:

- Volunteering
- Saving wildlife and wild places
- Bringing people closer to nature

Why not visit their website and check out the Wildlife link and watch a wild webcam or see if there are any local protected areas you could help with.

Home Learning Tasks:

1. Create a poster showing the activities for mindfulness.
2. Visit the Wildlife Trust website to find out more about they do to promote mindfulness.
3. Write a positive affirmation for yourself or for someone else.
4. Discuss your weekly RSHE topics with members of your family.





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:
✓ What you have learnt in Enrichment sessions and PME. It builds on the year-specific elements covered in Team Time.	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.	✓ The fundamental British values are democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Term 3 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



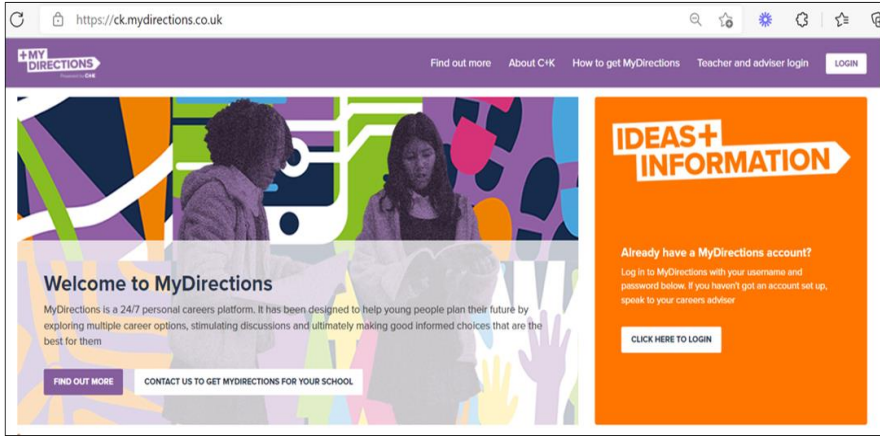
KEY CONTACTS



- **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 the year in careers are:

- Career & Aspirations
- Labour Market Information
- Making Decisions
- National Careers Week
- Qualifications & Pathways
- Qualities & Skills Re-visited



ATTENDANCE AND BEHAVIOUR

TRACKER



BE
ON TIME,
EVERY TIME!



EVERY DAY
COUNTS!

Attend ☒
Learn ☒
Achieve ☒
Succeed ☒



YOUR FUTURE

STARTS TODAY

BE PRESENT

BE SUCCESSFUL



Half-Term	Attendance	Class-charts Ratio
Half-Term 1 Sept-Oct		
Half-Term 2 Nov-Dec		
Half-Term 3 Jan-Feb		
Half-Term 4 March-April		
Half-Term 5 May-Jun		
Half-Term 6 Jun-Jul		



97% ATTENDANCE
is our aim for
all students!

You're giving yourself
the best chance to
succeed.



**GOOD ATTENDANCE
BUILDS SUCCESS**

Being in school means
you learn more,
improve more and
achieve more.



**BE HERE,
BE YOUR BEST**

Every day in school
brings you one step
closer to your goals
and your future.



WHERE **HEARTS** AND **MINDS** CONNECT



BRITISH VALUES



Democracy

- The principle that people have the right to vote and to influence decision-making and hold leadership accountable.



The Rule of Law

- The idea that everyone is subject to the law and that laws are applied fairly to protect society and its members.



Individual Liberty

- The freedom to make personal choices about how to live one's life, including beliefs, without being discriminated against because of background.



Mutual Respect

- Treating others with dignity and consideration, which means showing proper regard for their feelings, wishes, and rights.



Tolerance of different faiths and beliefs

- Accepting and respecting a wide range of opinions, beliefs, and ways of life, even if they differ from one's own.



LITERACY

Literacy codes are an important tool for improving the accuracy, clarity, and quality of your written work. They help you identify and correct common errors in spelling, punctuation, grammar, and presentation, enabling you to communicate your ideas more effectively. By understanding and responding to literacy codes, you can develop greater independence as a learner and strengthen your writing across all subjects. Regular use of literacy codes will support your progress and help prepare you for success in assessments, GCSE studies, and beyond.

Exam Word	Meaning
Sp	Your spelling needs correction.
V	Vocabulary: you may have used the wrong word or may be able to upgrade / improve the word that you have chosen.
C	Your use of capital letters is not accurate. Capitals are needed for names and at start of sentences.
G	There is an issue with your use of grammar (rules of language).
P	You have punctuation that is missing or inaccurate.



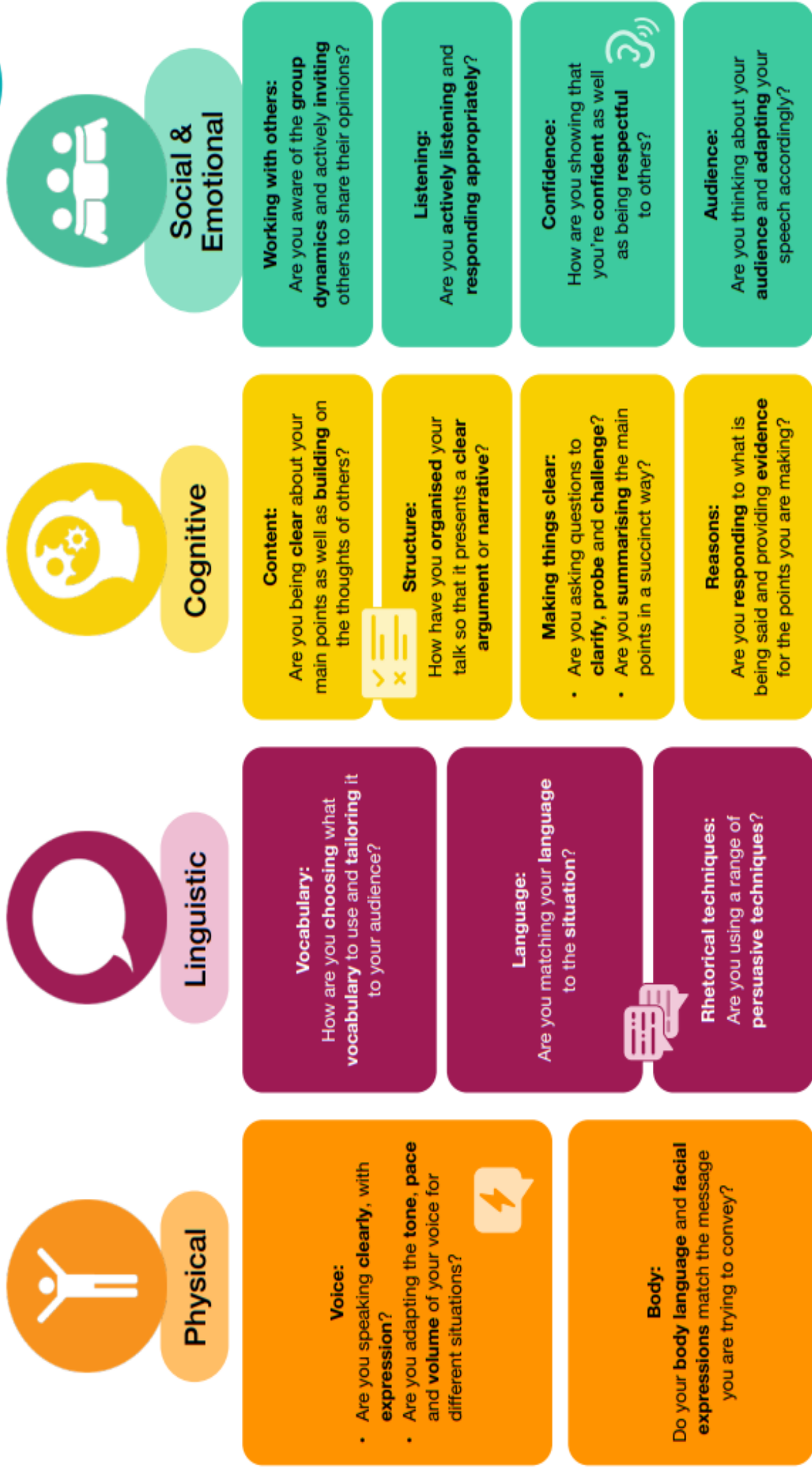


Academic language is crucial for effective communication in scholarly and professional settings. It allows for precise, clear, and objective communication of complex ideas, enabling informed discussions, critical analysis, and successful knowledge acquisition and dissemination. Furthermore, mastering 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

The Oracy Framework

Here are some things to think about when you are using your oracy skills:



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

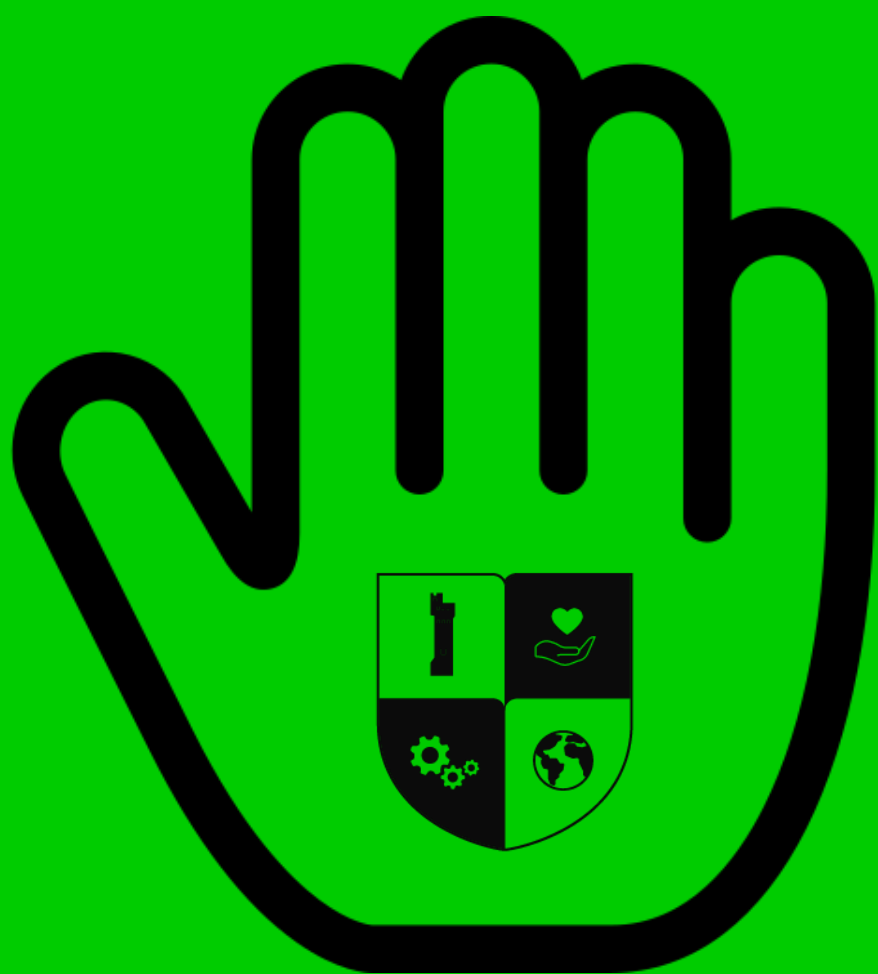


Thank you.

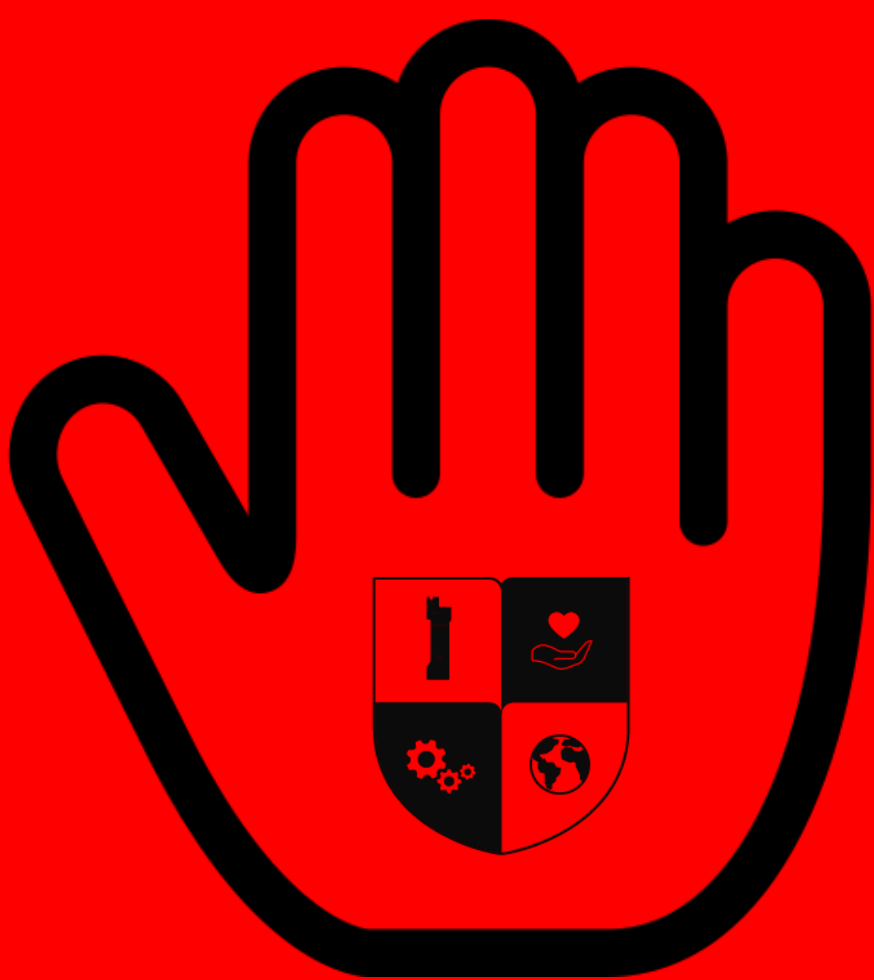
Around 40 people in our Newsome Family use BSL as their everyday language. Whether it is your first language or not, we all have a responsibility for inclusion.

ACADEMIC CALENDAR 2026/27 INSET DAY HOLIDAYS BANK HOLIDAYS LIKELY EID

2027											
September	October	November	December	January	February	March	April	May	June	July	August
1 Tu	1 Th	1 Su	1 Tu	1 Fr New Year's Day	1 Mo	1 Mo	1 Th	1 Sa	1 Tu	1 Th	1 Su
2 We	2 Fr	2 Mo	2 We	2 Sa	2 Tu	2 Tu	2 Fr	2 Su	2 We	2 Fr	2 Mo
3 Th	3 Sa	3 Tu	3 Th	3 Su	3 We	3 We	3 Sa	3 Mo Early May Bk. Hol.	3 Th	3 Sa	3 Tu
4 Fr	4 Su	4 We	4 Fr	4 Mo	4 Th	4 Th	4 Su	4 Tu	4 Fr	4 Su	4 We
5 Sa	5 Mo	5 Th	5 Sa	5 Tu	5 Fr	5 Fr	5 Mo	5 We	5 Sa	5 Mo	5 Th
6 Su	6 Tu	6 Fr	6 Su	6 We	6 Sa	6 Sa	6 Tu	6 Th	6 Su	6 Tu	6 Fr
7 Mo	7 We	7 Sa	7 Mo	7 Th	7 Su	7 Su	7 We	7 Fr	7 Mo	7 We	7 Sa
8 Tu	8 Th	8 Su	8 Tu	8 Fr	8 Mo	8 Mo	8 Th	8 Sa	8 Tu	8 Th	8 Su
9 We	9 Fr	9 Mo	9 We	9 Sa	9 Tu	9 Tu	9 Fr	9 Su	9 We	9 Fr	9 Mo
10 Th	10 Sa	10 Tu	10 Th	10 Su	10 We	10 We	10 Sa	10 Mo	10 Th	10 Sa	10 Tu
11 Fr	11 Su	11 We	11 Fr	11 Mo	11 Th	11 Th	11 Su	11 Tu	11 Fr	11 Su	11 We
12 Sa	12 Mo	12 Th	12 Sa	12 Tu	12 Fr	12 Fr	12 Mo	12 We	12 Sa	12 Mo	12 Th
13 Su	13 Tu	13 Fr	13 Su	13 We	13 Sa	13 Sa	13 Tu	13 Th	13 Su	13 Tu	13 Fr
14 Mo	14 We	14 Sa	14 Mo	14 Th	14 Su	14 Su	14 We	14 Fr	14 Mo	14 We	14 Sa
15 Tu	15 Th	15 Su	15 Tu	15 Fr	15 Mo	15 Mo	15 Th	15 Sa	15 Tu	15 Th	15 Su
16 We	16 Fr	16 Mo	16 We	16 Sa	16 Tu	16 Tu	16 Fr	16 Su	16 We	16 Fr	16 Mo
17 Th	17 Sa	17 Tu	17 Th	17 Su	17 We	17 We	17 Sa	17 Mo	17 Th	17 Sa	17 Tu
18 Fr	18 Su	18 We	18 Fr	18 Mo	18 Th	18 Th	18 Su	18 Tu	18 Fr	18 Su	18 We
19 Sa	19 Mo	19 Th	19 Sa	19 Tu	19 Fr	19 Fr	19 Mo	19 We	19 Sa	19 Mo	19 Th
20 Su	20 Tu	20 Fr	20 Su	20 We	20 Sa	20 Sa	20 Tu	20 Th	20 Su	20 Tu	20 Fr
21 Mo	21 We	21 Sa	21 Mo	21 Th	21 Su	21 Su	21 We	21 Fr	21 Mo	21 We	21 Sa
22 Tu	22 Th	22 Su	22 Tu	22 Fr	22 Mo	22 Mo	22 Th	22 Sa	22 Tu	22 Th	22 Su
23 We	23 Fr	23 Mo	23 We	23 Sa	23 Tu	23 Tu	23 Fr	23 Su	23 We	23 Fr	23 Mo
24 Th	24 Sa	24 Tu	24 Th	24 Su	24 We	24 We	24 Sa	24 Mo	24 Th	24 Sa	24 Tu
25 Fr	25 Su	25 We	25 Fr	25 Mo	25 Th	25 Th	25 Su	25 Tu	25 Fr	25 Su	25 We
26 Sa	26 Mo	26 Th	26 Sa	26 Tu	26 Fr	26 Fr	26 Mo	26 We	26 Sa	26 Mo	26 Th
27 Su	27 Tu	27 Fr	27 Su	27 We	27 Sa	27 Sa	27 Tu	27 Th	27 Su	27 Tu	27 Fr
28 Mo	28 We	28 Sa	28 Mo	28 Th	28 Su	28 Su	28 We	28 Fr	28 Mo	28 We	28 Sa
29 Tu	29 Th	29 Su	29 Tu	29 Fr		29 Mo Easter Monday	29 Th	29 Sa	29 Tu	29 Th	29 Su
30 We	30 Fr	30 Mo	30 We	30 Sa		30 Tu	30 Fr	30 Su	30 We	30 Fr	30 Mo
	31 Sa		31 Th	31 Su		31 We		31 Mo Spring Bk. Hol.		31 Sa	31 Tu









**LAST
MONTH**



**LAST
WEEK**



**LAST
LESSON**

**INSERT
WHITEBOARD
HERE**

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





THIS ACHIEVEMENT ORGANISER BELONGS TO

NAME

TEAM LEADER

HEAD OF YEAR

SENIOR TEAM LINK

PASSWORDS