

‘Success is the
sum of small
efforts repeated
day in and out.’



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 1 2023-24

Science

French

KNOWLEDGE ORGANISER

History

Geography

English

Hegarty

Maths

Modern Britain

QUESTIONS STEMS



Use these to help you set your own questions.
Try to use some from each section.

Simple Question Stems - recognising and recalling

Where is it?	Describe what happens when?
What is?	How would you define?
When did it happen?	How would you recognise?
How is?	Which one?
Why did?	Explain what is meant by?

More complex questions

Identify the pros and cons of	What do you think about?
What would be the result of?	Which is the most important factor?
What explanation can you give for	What could you suggest about?
What is the problem with?	What would happen if?
What can you point out about?	What is the most important reason why

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Spanish	15-19
Modern Britain	20-22
History	23-26
Art & Design	27-29
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Book Pride

1	2
• No dates and titles are underlined • Work is very untidy • Extended writing tasks are incomplete • SPaG errors being repeated Show more PRIDE in your learning. Be proud to learn and be proud of your work.	• Some dates and titles are underlined • Work is untidy • Extended writing tasks are short • SPaG errors being repeated
3	4
• Most dates and titles are underlined • Work is usually neat and well presented • Extended writing tasks are good • SPaG is usually correct	• All dates and titles are underlined • Work is exceptionally neat and well presented • Extended writing tasks are outstanding • SPaG is consistently correct You are RESILIENT. You always show PRIDE in your work.

Year 8 - Half term 1 (11/9/2023 → 20/10/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday	Thursday	Friday	
	Geography	Computing	French	Spanish	Modern Britain	History	Art	Health
Week 1	Development Indicators	What is a Computing System?	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Diversity & Our diverse nation	Causes of WWI	Reflective Recording	Netball
Week 2	Development Indicators	Inside a Computing System	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Stereotypes	Trench Warfare	Contextual Understanding: Keywords and Definitions	Netball
Week 3	Factors affecting Development	How Computing System Components work together	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Different cultures in the UK	Battle of the Somme	Culture Aztec	Rugby
Week 4	Factors affecting Development	Logical Operators	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Diversity and Black lives matter	Treaty of Versailles and Causes of WWII	Creative Making	Rugby
Week 5	Location and sense of place in Ghana	Artificial Intelligence and Machine Learning	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Diversity and Black lives matter	Dunkirk	Reflective Recording	Badminton
Week 6	Physical Geography of Ghana	Open Source Software	Where I Live Keywords and Definitions	My Life Keywords and Definitions	Cultures and 2 religions	The Blitz and Dresden	Contextual Understanding: Keywords and Definitions	Thinking ME: The Warm Up / Healthy ME

Topic 1 Geography Year 8 Knowledge Organiser: Development			
Session	Keywords	Knowledge	Geographical concepts
1/2 Development Indicators	Quality of life looks at economic and social measures of a person's well-being. Social indicator: assess how well a country is developing in key areas such as health, education and diet Economic indicator: relating to money	Development indicators GNI: Gross National Income is an economic measure of development HDI: Human Development Index is social and economic measure that includes GNI, life expectancy and literacy rates. Infant mortality: A social indicator measuring number of babies that die under the age of one year (per 1000 births). Literacy Rate: Measures the number of people in a country who have basic reading and writing skills (social). Birth Rate: Measures number of babies born per 1000 per year (social). Death rate: Measures the number of deaths per 1000 per year (social). Life Expectancy: The age you can expect to live until (social). Access to safe water: Identifies the percentage of people who have access to safe/clean/potable water (social). People per doctor: Measures the number of doctors per 1000 people.	Measuring Development: Development measures how economically, socially, culturally or technologically advanced a country is. Limitations of Development Indicators: A single measure of development can give a false picture as it gives an average of a whole country; The data may also be out of date. Causes and consequences of uneven development: Africa has 1% of World Wealth; North America has 35% of Global Wealth. Causes are the reasons for this uneven development and consequences are the results and what happens because of the uneven development
Week 1 questions		Week 2 Questions	
1. What does quality of life mean? 2. What is a social indicator? 3. What is an economic indicator? 4. What does GNI stand for? 5. What does HDI stand for? 6. What is life expectancy? 7. What does literacy rate mean? 8. What term identifies the % of people who have access to safe/clean water?		1. What are development indicators? 2. Give 3 examples of development indicators used to compare countries. 3. What does development measure? 4. Give one limitation (problem) with using a single development indicator. 5. What % of the world's wealth does Africa receive? 6. What % of the world's wealth does America receive? 7. True or False? Development between countries is uneven. 8. Uneven distribution of wealth is a cause of uneven development. True or false?	

Topic 1 Geography Year 8 Knowledge Organiser: Development

Session	Keywords	Knowledge	Geographical concepts
3./4 Factors affecting development	Physical - The landscape of a country Economic - how much or little money a country has. Social - issue caused by people.	Physical factors – some areas have a hostile or difficult landscape. This can make development more difficult. Examples of this are very hot climates or arid climates (with a lack of water) which make it difficult to grow sufficient food. Economic factors – some countries have very high levels of debt. This means that they have to pay a lot of money in interest and repayments and there is very little left over for development projects. Environmental factors – some places experience environmental issues, which can prevent them from developing. Examples might be extreme flooding or desertification. Social factors – some parts of the world have issues that are caused by people. These include low levels of education, poor water quality or a lack of doctors. Political factors – some countries are at war or the government may be corrupt. Therefore money does not reach the people who need it most and spending on areas such as education and infrastructure may be insufficient. Natural resources – some countries have an abundance of raw materials such as oil or precious minerals. These can be sold and the money invested into developing the country.	The cycle of poverty

Week 3 questions	Week 4 Questions
1. What is a physical factor? 2. What is an economic factor? 3. What are social factors? 4. Give one example of a physical factor. 5. Give one example of an economic factor. 6. What are political factors? 7. What are natural resources? 8. What is an environmental factor?	1. Give one example for how physical factors can affect people in a country. 2. What is a debt? 3. Why do countries with high levels of debts very often have low levels of developments? 4. What is the cycle of poverty? 5. How can low levels of education affect a country's development? 6. Give one other example (than education) of how social factors can affect development. 7. How can political factors affect development?? 8. How does access to natural resources affect a country's development?

[illegible]

Session	Keywords	Knowledge	Geographical concepts																																																																		
5. Location and sense of place in Ghana	Perception: What someone thinks. Development: the standard of living for people in a place. HIC: High Income Country (rich) LIC: Low income country. (poor)	The Location of Ghana - Ghana is located in West Africa. - Ghana is bordered by the countries of Togo to the East, Ivory Coast to the west and Burkina Faso to the North. - The Greenwich Meridian runs North-South through Ghana - The Equator runs just to the South. - Ghana has a coastline with the Atlantic Ocean. - The capital city is Accra (located in the SE). - The River Volta is located in the west of the Country and has been dammed to form Lake Volta.	 Perceptions: How do many people view Africa? - Lots of people think that Africa is a poor country with no water. - This is not the case for many reasons. - Some areas of Africa are poor but other as are wealthy. E.g. the contrast between Accra and Tamale. - Nigeria and South Africa are considered the more developed African Nations																																																																		
6 Physical Geography of Ghana			<table><tr><th colspan="6">Ghana exports (%) 2012 - 2016</th></tr><tr><th></th><th>2012</th><th>2013</th><th>2014</th><th>2015</th><th>2016</th></tr><tr><td>Cocoa Beans</td><td>14</td><td>27</td><td>22</td><td>19</td><td>13</td></tr><tr><td>Cocoa Butter</td><td>0.77</td><td>0.87</td><td>2.5</td><td>2.3</td><td>1.3</td></tr><tr><td>Cocoa Paste</td><td>2.3</td><td>2.1</td><td>3.7</td><td>3.5</td><td>2.4</td></tr><tr><td>Crude Petroleum (Oil)</td><td>18</td><td>19</td><td>26</td><td>16</td><td>7.2</td></tr><tr><td>Gold</td><td>44</td><td>30</td><td>23</td><td>41</td><td>57</td></tr><tr><td>Nuts (Coconut / Brazil Nuts / Cashew)</td><td>0.87</td><td>1.2</td><td>1.5</td><td>2</td><td>3.8</td></tr><tr><td>Palm oil</td><td>0.13</td><td>0.26</td><td>0.5</td><td>0.44</td><td>0.48</td></tr><tr><td>Processed fish</td><td>0.92</td><td>0.0026</td><td>1.5</td><td>1.8</td><td>1</td></tr><tr><td>Special purpose ships</td><td>0.088</td><td>3.2</td><td>0.048</td><td>0.45</td><td>0.017</td></tr></table>	Ghana exports (%) 2012 - 2016							2012	2013	2014	2015	2016	Cocoa Beans	14	27	22	19	13	Cocoa Butter	0.77	0.87	2.5	2.3	1.3	Cocoa Paste	2.3	2.1	3.7	3.5	2.4	Crude Petroleum (Oil)	18	19	26	16	7.2	Gold	44	30	23	41	57	Nuts (Coconut / Brazil Nuts / Cashew)	0.87	1.2	1.5	2	3.8	Palm oil	0.13	0.26	0.5	0.44	0.48	Processed fish	0.92	0.0026	1.5	1.8	1	Special purpose ships	0.088	3.2	0.048	0.45	0.017
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Poverty in Ghana	Poverty: Lacking enough resources for everyday life	Poverty includes a lack of: - Food - Clean water - Shelter - Clothing - Health care - Education																																																																			

Week 5 questions

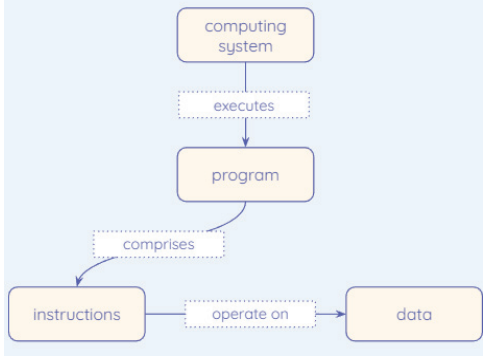
1. What is the capital city of Ghana?
2. What does poverty mean?
3. What does development mean?
4. What are Low Income Countries?
5. Is Ghana a LIC or HIC?
6. Where in Africa is Ghana?
7. What River is located (found) in the West of Ghana?
8. What are people's perception of Africa?

Week 6 Questions

1. What % of cocoa beans did Ghana export in 2012?
2. Name Ghana's highest export in 2012.
3. Name two product exports to remain below 1% between 2012 and 2016.
4. Which export had the highest % between 2012 and 2016?
5. What happened to the export value of Ghana's Gold between 2014 and 2016?
6. Name the product with the highest export value in 2016.
7. What happened to the % of processed fish between 2012 and 2015?
8. Give the value for the highest export in 2016?

Year 8 Computing: Computing Systems

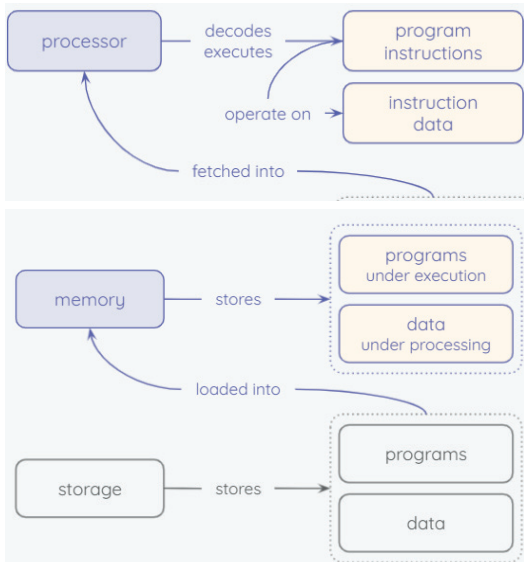
Week 1: What is a Computing System? What are programs? What are Instructions? What is Data?

Keywords	Knowledge
Input - Data that is received by a system. Often through a keyboard, mouse or microphone. Process - Where a computer carries out a task. Output - Where data is transmitted from a computer system. Often through a screen or a printer.	A computer is a system that receives input, processes it and produces and outputs a response. A computer program or application (app) is code that has been written, which the computer 'executes' (runs). Files that you store on a computer (documents, videos, sounds and images) are data.  <pre> graph TD CS[computing system] -- executes --> P[program] P -- comprises --> I[instructions] I -- operate on --> D[data] </pre>

Homework Book Questions

Q1	Describe what is meant by the term, 'Input'.	Q5	List three ways that data can be input into a computer
Q2	Describe what is meant by the term, 'Process'.	Q6	List two ways that data can be output from a computer
Q3	Describe what is meant by the term, 'Output'.	Q7	Give three examples of types of file stored on a computer
Q4	What is a computer program?	Q8	Explain the flow diagram above in your own words

Week 2: Inside a Computing System - Hardware

Concepts	Knowledge												
 <pre>graph TD P[processor] -- decodes executes --> PI[program instructions] PI -- operate on --> ID[instruction data] ID -- fetched into --> P M[memory] -- stores --> PUE[programs under execution] M -- stores --> DUP[data under processing] PUE -- loaded into --> P DUP -- loaded into --> P S[storage] -- stores --> P2[programs] S -- stores --> D2[data]</pre>	A computing system is made up of many components: <table><tr><th>Component</th><th>Purpose</th><th>Example</th></tr><tr><td>Storage</td><td>Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.</td><td>Hard Disk Drive (HDD) Solid-State Drives (SSD)</td></tr><tr><td>Memory</td><td>Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.</td><td>Random Access Memory (RAM) Read Only Memory (ROM)</td></tr><tr><td>Processor</td><td>The processor is the component that executes program instructions.</td><td>Intel Core i5 AMD Ryzen</td></tr></table>	Component	Purpose	Example	Storage	Used to store programs and data. Is persistent - it keeps the contents, even when the computer is switched off.	Hard Disk Drive (HDD) Solid-State Drives (SSD)	Memory	Stores programs and data currently in use. Memory is volatile - its contents are lost when the power is off.	Random Access Memory (RAM) Read Only Memory (ROM)	Processor	The processor is the component that executes program instructions.	Intel Core i5 AMD Ryzen
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Homework Book Questions

Q1	What is storage used for in a computer system?	Q5	Give an example of a type of storage device .
Q2	What is memory used for in a computer system?	Q6	Give an example of a type of memory
Q3	What is a processor used for in a computer system?	Q7	Give an example of a type of processor
Q4	What is a computer program?	Q8	Describe what is meant by the term, 'Input'.

Year 8 Computing: Computing Systems

Week 3: How Computing System Components work together | The role of the Operating System

Keywords	Knowledge
Graphical User Interface - How a computer system 'looks' and includes Windows, Icons, Menus and Pointers.	The operating system is a set of programs that controls the operation of a computing system. Most operating systems have a Graphical User Interface. There are many different operating systems you can install. For desktop and laptop PCs, Microsoft Windows is the most common. For smartphones and tablets Apple iOS and Google Android are the most common. Most web servers use a Linux operating system. The operating system also controls when the other programs on the computer can use the processor.

Homework Book Questions

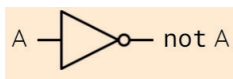
Q1	What does GUI stand for?	Q5	What operating system is used by most web servers?
Q2	What four elements does a GUI include (WIMP)?	Q6	Give an example of a type of memory
Q3	Give an example of an Operating System you might use on a desktop PC.	Q7	What is a processor used for in a computer system?
Q4	Give an example of an Operating System you might use on a smartphone.	Q8	Give an example of a type of storage device .

Week 4: Logical Operators, Logic Gates and Logic Circuits (You should also recap Week 1 this week)

The Central Processing Unit (CPU) in a computer can perform **arithmetic** and **logic** calculations. There are three logical operations:

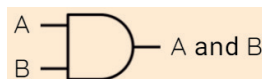
not (inversion)

raining	go out not raining
false	true
true	false



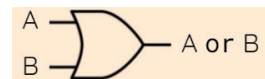
and (conjunction)

motion	activated	open motion and activated
false	false	false
false	true	false
true	false	false
true	true	true



or (disjunction)

left	right	open left or right
false	false	false
false	true	true
true	false	true
true	true	true



Homework Book Questions

Q1	What does CPU stand for?	Q5	What is another term for an AND operation?
Q2	What are the three logical operators?	Q6	What is another term for an OR operation?
Q3	What two types of calculation can the CPU perform?	Q7	What is the result of the expression: False AND True?
Q4	What is another term for a NOT operation?	Q8	What is the result of the expression: True OR True?

Year 8 Computing: Computing Systems

Week 5: Artificial Intelligence and Machine Learning (You should also recap Week 2 this week)

Keywords	Knowledge								
Artificial Intelligence - Where a computer system is able to perform tasks normally requiring human intelligence.	Artificial Intelligence has allowed computer systems to perform a range of tasks. But there are several Ethical, legal, cultural and environmental concerns with the use of Computer Systems.								
Ransomware - a piece of malicious software used by cyber criminals that encrypts (scrambles) important data on a computer system, so it cannot be read. The criminals will hold a company to ransom and only decrypt the data if a ransom is paid.	<table border="1"> <tr> <td>Ethical issues</td><td>Ethics are moral principles, or rules, which govern a person's attitudes and behaviour. Ethics apply to the use of computers as much as they do to other things in life. Ethical issues in computing include: - Ensuring public safety - Making sure personal data is kept secure </td></tr> <tr> <td>Cultural issues</td><td>The introduction of computers has changed society, sometimes for the better, sometimes for the worse. 'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include: - The impact on those that do not have access to computers. - The way that computers have changed how people work </td></tr> <tr> <td>Environmental issues</td><td>Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment. Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.</td></tr> <tr> <td>Legal issues</td><td>Computer use has brought new concerns and new crimes. With the rise of the internet, computers are increasingly being used for illegal activities. Computers might be used illegally in many ways, for example: - Illegally sharing personal information - Stealing financial information, such as bank details - Illegally copying videos, music or computer software - Hacking into computer systems or blackmailing someone using ransomware </td></tr> </table>	Ethical issues	Ethics are moral principles, or rules, which govern a person's attitudes and behaviour. Ethics apply to the use of computers as much as they do to other things in life. Ethical issues in computing include: - Ensuring public safety - Making sure personal data is kept secure	Cultural issues	The introduction of computers has changed society, sometimes for the better, sometimes for the worse. 'Cultural issues' is the term used for computer matters that have an effect on the nature and culture of society. Some of these issues include: - The impact on those that do not have access to computers. - The way that computers have changed how people work	Environmental issues	Environmental issues are those where the manufacturing and use of computers has had a negative impact on the environment. Resources are needed in order for computers to be produced, distributed and used. Metals and plastics are used to manufacture components, while energy is expended in distributing equipment and in using it.	Legal issues	Computer use has brought new concerns and new crimes. With the rise of the internet, computers are increasingly being used for illegal activities. Computers might be used illegally in many ways, for example: - Illegally sharing personal information - Stealing financial information, such as bank details - Illegally copying videos, music or computer software - Hacking into computer systems or blackmailing someone using ransomware
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Homework Book Questions

Q1	What does AI stand for?	Q5	Describe what is meant by an environmental issue
Q2	Describe what Artificial Intelligence is	Q6	What four elements does a GUI include (WIMP)?
Q3	What is ransomware?	Q7	What is a processor used for in a computer system?
Q4	Describe what is meant by a cultural issue.	Q8	What is the result of the expression: NOT True?

Week 6: Open Source Software (You should also recap Week 3, 4 and 5 this week)

Open source software are programs where the developer allows others to view, edit and reshare the code for their programs. Open-source software is usually provided free-of-charge.

Benefits of Sharing code for programs:

Others can help spot errors and improve programs | Help to fix security issues with the code and make the program more secure | Help to add new features to the program | You can see how the program works by looking at the code.

Drawbacks of Sharing code for programs:

Some people don't like the idea of others 'stealing' their ideas | Some companies don't want to reveal how their programs work

Homework Book Questions

Q1	What is open source software?	Q5	What is the result of the expression: False OR True?
Q2	Describe a benefit of sharing code	Q6	Give an example of an Operating System you might use on a smartphone.
Q3	Describe a drawback of sharing code	Q7	Describe what is meant by the term, 'Output'.
Q4	What is another term for an OR operation?	Q8	What is the result of the expression: NOT False?

Y8 FRENCH K.O - AUTUMN 1.1

Mon monde - where I live, house and daily routine

French culture & phonics

FRENCH TRICKY SOUNDS 		é / et / est / ai / ais /ait / aient / er / ez [eh]	oi [wah]	ui [uee]	ou [oo]
e / eu / eux / œ [uh]	i / y [ee]	o / os / ot / au / aut / aud / aux / eau / eaux [oh]	Nasal sounds: on [ō] en/em/an/am [ā] un [ū] in/im/ain/aim [ē] gn [ñ]	Sounds with [y]: ille [eeye] ail / aille [eye] eil / eille [ay] œil / euil / euille [uh-y] ouil / ouille [oo-y]	h silent
ç / ss [ss]	s / z [z]	t / th [t]	qu [k]	tion / sion [see-ō]	ch [sh]

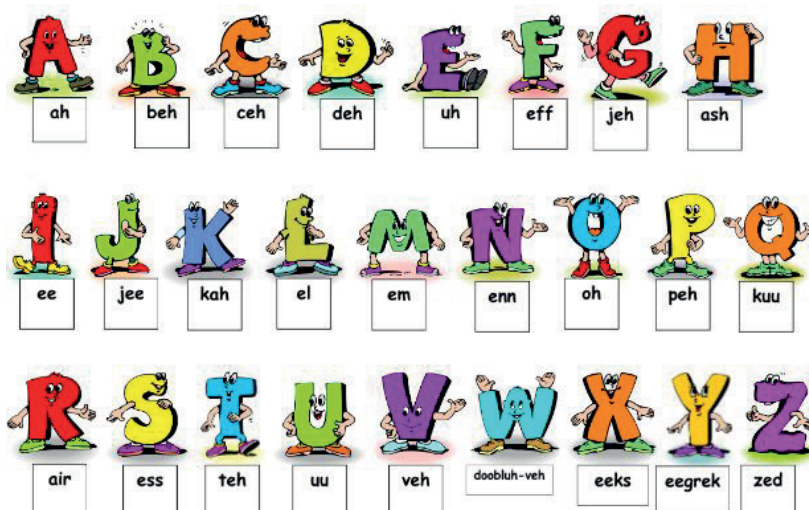
Dot the silent letters

Underline the tricky sounds

Exaggerate the accents

Liaison (link the last letter - if a consonant - with the vowel at the start of the next word)

CONNECTIVES & INTENSIFIERS	
et - <i>and</i>	un peu - <i>a bit / a little</i>
aussi - <i>also</i>	assez - <i>quite</i>
mais - <i>but</i>	très - <i>very</i>
car / parce que - <i>because</i>	vraiment - <i>really</i>



Week 1

1. Où habites-tu ? *Where do you live?*

J'habite à Paris <i>I live in Paris</i>		de l'Angleterre <i>of England</i>	
J'habite à Londres <i>I live in London</i>	dans le nord <i>in the north</i>	de l'Espagne <i>of Spain</i>	
J'habite à Marseille <i>I live in Marseille</i>	dans le sud <i>in the south</i>	de l'Allemagne <i>of Germany</i>	
	dans l'ouest <i>in the west</i>	de l'Italie <i>of Italy</i>	dans une petite maison <i>in a small house</i>
	dans l'est <i>in the east</i>	de l'Autriche <i>of Austria</i>	dans une grande maison <i>in a big house</i>
J'habite...	dans le nord-est <i>in the north-east</i>	de la France <i>of France</i>	
...dans une ville <i>in a town</i>	dans le nord-ouest <i>in the north-west</i>	de la Suède <i>of Sweden</i>	dans un appartement <i>in a flat</i>
...dans une petite ville <i>in a small town</i>	dans le sud-est <i>in the south-east</i>	de la Grèce <i>of Greece</i>	dans une ferme <i>on a farm</i>
...dans une grande ville <i>in a city</i>	dans le sud-ouest <i>in the south-west</i>	du Portugal <i>of Portugal</i>	
...dans un village <i>in a village</i>		du Pays de Galles <i>of Wales</i>	
		des États-Unis <i>of the USA</i>	

HOMEWORK - WEEK 1: where I live

Q1. Translate into English - J'habite à Londres dans le sud-est de l'Angleterre.

Q2. Translate into English - J'habite dans une grande maison dans le sud-est du Portugal.

Q3. Translate into English - J'habite à Paris dans un appartement.

Q4. Translate into French - I live in Marseilles in the south-east of France.

Q5. Translate into French - I live in a small town in the west of Austria.

Q6. Translate into French - I live in a village in Wales.

Q7. CHALLENGE - Translate into French - I live in a big house in a small town in the North of the USA.

Q8. Answer the following in French - Où habites-tu ?

Week 2

2. Comment est ta ville? *How is your town?*

Ma ville est <i>My town is</i>	historique <i>historic</i>	et elle se trouve <i>and it is located</i>	dans la banlieue <i>on the outskirts/suburb</i>
	moderne <i>modern</i>		à la campagne <i>in the countryside</i>
Ma région est <i>My region is</i>	touristique <i>touristic</i>		à la montagne <i>in the mountains</i>
	moche <i>ugly</i>		au bord de la mer <i>at the seaside</i>
	joli(e) <i>pretty</i>	et il se trouve <i>and it is located</i>	
	sale <i>dirty</i>		au centre-ville <i>in the town centre</i>
Mon village est <i>My village is</i>	propre <i>clean</i>		près de la capitale <i>near to the capital city</i>
	bruyant(e) <i>noisy / loud</i>		loin de la mer <i>far from the sea</i>
Mon quartier est <i>My area is</i>	tranquille <i>calm / peaceful</i>		à côté de la plage <i>next to the beach</i>
	industriel / industrielle <i>industrial</i>		

HOMEWORK - WEEK 2: Description of my town

- Q1.** Translate in English - Ma région est bruyante et industrielle.
- Q2.** Translate in English - Mon quartier est sale et bruyant et il se trouve dans la banlieue.
- Q3.** Translate in English - Ma ville est touristique et elle se trouve loin de la mer.
- Q4.** Translate in French - My town is modern and it is located at the seaside.
- Q5.** Translate in French - My area is pretty and clean and is located in the town centre.
- Q6. CHALLENGE** - Translate in French - I live in a big village in the south of France.
- Q7. CHALLENGE** - Translate in French - I live in London in the south of England.
- Q8.** Answer the following in French - Comment est ta ville?

Y8 FRENCH K.O - AUTUMN 1.1

Ma vie (My life) - Introducing yourself, likes & dislikes

WEEK 3: Pit-stop activities & feedforward

>> Recap and revise your vocab

HOMEWORK - WEEK 3: Phonics and general culture.

Q1. What does “*DUEL*” stand for?

Q2. Where do you usually find silent letters in French?

Q3. What are the connectives “and, also, but” in French?

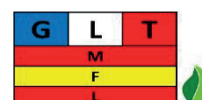
Q4. What are the intensifiers “a bit, quite, very, really” in French?

Q5. Translate into English: “J’habite dans une petite ville dans le nord-ouest du pays de Galles, dans un appartement.”

Q6. Translate into French: “I live in a village in the South-East of Germany, on a farm.”

Q7. Translate into English: “Mon quartier est moche et il se trouve dans la banlieue de Plymouth.”

Q8. Translate into French: “My town is noisy and it is located near to the capital city.”



Week 4

3. Décris-moi ta maison *Describe to me your house*

Dans ma maison, <i>In my house,</i> Au rez-de-chaussée, <i>on the ground floor,</i> Au premier étage, <i>on the first floor,</i> Au deuxième étage, <i>on the second floor,</i>	il y a <i>there is</i>	le / un salon <i>the / a living room</i> le / un bureau <i>the / an office</i> le / un garage <i>the / a garage</i> le / un jardin <i>the / a garden</i>
	ma pièce préférée est <i>My favourite room is</i>	la / une salle à manger <i>the / a dining room</i> la / une salle de bain <i>the / a bathroom</i> la / une cuisine <i>the / a kitchen</i> la / une douche <i>the / a shower</i> la / une piscine <i>the / a swimming pool</i> la / une cave <i>the / a cellar</i>
	j'aime me détendre dans <i>I like to relax in</i>	
	j'aime me reposer dans <i>I like to rest in</i>	les / des toilettes <i>the / a toilet</i>
	je préfère travailler dans <i>I prefer to work in</i>	ma chambre <i>my bedroom</i> la chambre de mes parents <i>my parents' bedroom</i> <i>(the bedroom of my parents)</i>
	je me douche toujours dans <i>I always shower in</i>	
		quatre / cinq / six pièces <i>4 / 5 / 6 rooms</i>

HOMEWORK - WEEK 4 - my house

- Q1.** Translate into English - Dans ma maison, il y a 6 pièces.
- Q2.** Translate into English - Au deuxième étage, j'aime me reposer dans ma chambre.
- Q3.** Translate into English - Ma pièce préférée est au rez-de-chaussée.
- Q4.** Translate into French - I like to relax in the garden.
- Q5.** Translate into French - In my house, I prefer to work in the office.
- Q6. CHALLENGE** - Translate into French - My town is clean and it is located in the countryside.
- Q7. CHALLENGE** - Translate into French - I live in London in the south of England.
- Q8.** Answer the following in French - Décris-moi ta maison.

Weeks 5 + 6

4. Décris-moi ta vie quotidienne *Describe to me your daily routine*

	je me réveille <i>I wake up</i>	à... <i>at</i>	
	je me lève <i>I get up</i>	vers... <i>around</i>	
	je me lave <i>I wash</i>	une heure <i>one o'clock</i>	du matin <i>in the morning</i>
Pendant la semaine, <i>During the week,</i>	je me brosse les dents <i>I brush my teeth</i>	deux heures <i>two o'clock</i>	
	je me brosse les cheveux <i>I brush my hair</i>	trois heures <i>three o'clock</i>	
Le week-end, <i>At the weekend,</i>	je me douche <i>I shower</i>	quatre heures <i>four o'clock</i>	de l'après-midi <i>in the afternoon</i>
D'habitude, <i>Usually,</i>	je m' habille <i>I get dressed</i>	...	
	je me maquille <i>I put makeup on</i>	huit heures cinq <i>8.05</i>	du soir <i>in the evening</i>
Normalement, <i>Normally,</i>	je me repose / détends <i>I relax</i>	huit heures dix <i>8.10</i>	
	je me couche <i>I go to bed</i>	huit heures et quart <i>8.15</i>	
Tous les jours, <i>Every day,</i>	je prends le petit-déjeuner <i>I have breakfast</i>	huit heures vingt <i>8.20</i>	
	je fais mes devoirs <i>I do my homework</i>	huit heures vingt-cinq <i>8.25</i>	
Chaque jour, <i>Each day,</i>	je sors de chez moi <i>I leave my house</i>	huit heures et demie <i>8.30</i>	
	je joue sur l'ordinateur <i>I play on the computer</i>	neuf heures moins vingt-cinq <i>8.35</i>	ensuite... <i>then...</i>
		neuf heures moins vingt <i>8.40</i>	
		neuf heures moins le quart <i>8.45</i>	après ça... <i>after that...</i>
		neuf heures moins dix <i>8.50</i>	
		neuf heures moins cinq <i>8.55</i>	finalement... <i>finally...</i>
		à midi <i>at midday</i>	
		à minuit <i>at midnight</i>	

HOMEWORK - WEEK 5 - daily routine

Q1. Translate into English - Je me réveille à huit heures vingt-cinq.

Q2. Translate into English - D'habitude, je m'habille à midi et quart.

Q3. Translate into English - Chaque jour, je me brosse les dents à huit heures moins le quart.

Q4. Translate into French - Normally, I go to bed at midnight.

Q5. Translate into French - Every day, I do my homework and then I shower.

Q6. CHALLENGE - Translate into French - In my house, there are eight rooms.

Q7. CHALLENGE - Translate into French - I live in Paris in the north of France.

HOMEWORK - WEEK 6 - daily routine

Q1. Translate into English - Pendant la semaine, je me maquille et après ça, je sors de chez moi.

Q2. Translate into English - Le week-end, je me lève à onze heures moins cinq.

Q3. Translate into French - Usually, I get up at 6.15am.

Q4. Translate into French - Each day, I play on the computer at 9.20 in the evening.

Q5. Translate into French - During the week, I relax and then I do my homework.

Q6. CHALLENGE - Translate into French - On the first floor, there is my parents' bedroom.

Q7. CHALLENGE - Translate into French - My area is pretty and clean and is located in the town centre.

Q8. Answer the following in French - Décris-moi ta routine quotidienne.

Y8 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 1: Phonics & Spanish culture



ce [theh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]
a [ah]	e [eh]	i [ee]	o [oh]	u [oo]

1  araña	2  elefante	3  idea	4  olivar
5  universo	6  cerdo	7  ciclista	8  casa
9  coche	10  cucaracha	11  gimnasia	12  hamburguesa
13  España	14  zumos	15  guitarra	16  llave



D ot the silent letters (h)
U nderline the tricky sounds
É xaggerate accents
L isten to the vowel sounds

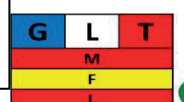


ce [theh] same as "theft"	ci [thee] same as "thick"	ca [kah]	co [koh]	cu [koo]
ge [heh] throaty "h"	gi [hee] throaty "h"	ga [gah]	go [goh]	gu [goo]
j [huh] throaty "h"	ñ [nyuh]	z [th] same as for "ce" and "ci"	ll [yuh]	v [b]

a [ah]	e [eh]	i [ee]	o [oh]	u [oo]
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HOMEWORK - WEEK 1: Phonics & Spanish culture

- Q1. What does "DUEL" stand for?
- Q2. Where do you usually find silent letters in Spanish?
- Q3. What is the capital of Spain?
- Q4. What is the population of Spain?
- Q5. Spain has a king and a queen - true or false?
- Q6. How many Spanish-speaking countries are there in the world?
- Q7. Which of these countries does not speak Spanish? - Peru / Portugal / Chile
- Q8. How many letters are there in the Spanish alphabet?



Y8 Spanish K.O - AUTUMN 1.1

Mi vida (My life) - Introducing yourself, likes & dislikes

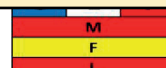
WEEK 2: Introducing myself

- **Name** ¿Cómo te llamas? *What is your name?*
- **Age** ¿Cuántos años tienes? *How old are you?*
- **Birthday** ¿Cuándo es tu cumpleaños? *When is your birthday?*
- **Nationality** ¿De dónde eres? *Where are you from?*

1. ¿Cómo te llamas? – What is your name?					
Hola Hello		y <i>and</i>	tengo <i>I have (I am)</i>	un(o) (1) primero (1st) dos (2) tres (3) cuatro (4) cinco (5) seis (6) siete (7) ocho (8) nueve (9) diez (10) once (11) doce (12) trece (13) catorce (14) quince (15) dieciséis (16) diecisiete (17) dieciocho (18) diecinueve (19) veinte (20) veintiuno (21) veintidós (22) veintitrés (23) veinticuatro (24) veinticinco (25) veintiséis (26) veintisiete (27) veintiocho (28) veintinueve (29) treinta (30) treinta y uno (31)	año (year) años (years)
	me llamo... <i>I call myself... (my name is)</i>				de ... of ... enero <i>January</i> febrero <i>February</i> marzo <i>March</i> abril <i>April</i> mayo <i>May</i> junio <i>June</i> julio <i>July</i> agosto <i>August</i> septiembre <i>September</i> octubre <i>October</i> noviembre <i>November</i> diciembre <i>December</i>
	mi cumpleaños es el... <i>my birthday is the</i>				

HOMEWORK - WEEK 2: Introducing yourself

1. Translate: Hola, me llamo Pablo
2. Translate: Hola me llamo Sofía y tengo cuatro años
3. Translate: Hola, mi cumpleaños es el ocho de octubre
4. Translate: Tengo dieciocho años
5. Translate: I call myself Pedro and I am 15 years old
6. Translate: My birthday is 6th November
7. Translate: I am 20 years old
8. Answer the question in Spanish in a sentence:
¿Cómo te llamas?



Y8 Spanish K.O - AUTUMN 1.1

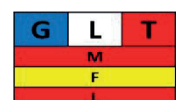
Mi vida (My life) - Introducing yourself, likes & dislikes

WEEK 3: Nationality

2.	¿De dónde eres? <i>Where are you from?</i> ¿Dónde vives? <i>Where do you live?</i>	
Verb	Connective	Noun
(yo) vivo <i>I live</i>	en... <i>in ...</i>	Londres <i>London</i> Plymouth Paris
(yo) soy <i>I am</i>	de... <i>from ...</i>	Barcelona Madrid
(yo) soy <i>I am</i>	Adjective (nationality) inglés / inglesa <i>English</i> escocés / escocesa <i>Scottish</i> galés / galesa <i>Welsh</i> irlandés / irlandesa <i>Irish</i> francés / francesa <i>French</i> portugués / portuguesa <i>Portuguese</i> español / española <i>Spanish</i> alemán / alemana <i>German</i> italiano / italiana <i>Italian</i> polaco / polaca <i>Polish</i> mexicano / mexicana <i>Mexican</i> argentino / argentina <i>Argentinean</i> estadounidense <i>American (from the USA)</i>	

HOMEWORK – Week 3 – Where do you live?

1. Translate: I live in London
2. Translate: I live in Madrid and I am Spanish
3. Translate: I am from Barcelona
4. Translate: I am English
5. Translate: Soy de Plymouth y soy inglesa
6. Translate: Vivo en Londres pero soy español
7. Translate: Vivo en Paris y soy frances
8. Answer the questions in Spanish in a sentence:
¿De dónde eres? ¿Dónde vives?



Y8 Spanish K.O - AUTUMN 1.1

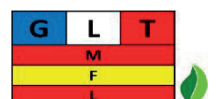
Ma vida (My life) - Introducing yourself, likes & dislikes

WEEK 4: Pit-stop activities & feedforward

>> Recap and revise your vocab

HOMEWORK QUESTIONS:

- Q1. How many Spanish speakers are there in the world?
- Q2. What does the “D” in DUEL” stand for?
- Q3. How many countries does Spain share a border with?
- Q4. Translate: Hola, me llamo Pablo y tengo dieciocho años?
- Q5. Correct the mistake in “ Soy doce años.”
- Q6. Fill in the gap in “Mi es el tres de junio.”
- Q7. Translate “I come from Plymouth” into Spanish.
- Q8. Answer in Spanish using the sentence builder: “¿De dónde eres?” (where do you come from?)



Y8 Spanish K.O - AUTUMN 1.1

Ma vida (My life) - Introducing yourself, likes & dislikes

WEEKS 5 & 6: likes & dislikes

3. ¿Qué te gusta hacer? *What do you like to do?*

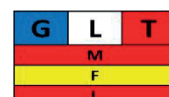
Durante mi tiempo libre <i>During my free time</i>	Me gusta <i>I like</i>	jugar <i>to play (playing)</i>	A las cartas <i>cards</i> Al ajedrez <i>chess</i> A los videojuegos <i>video games</i>
Después del colegio <i>After school</i>	Me encanta <i>I love</i>	hacer <i>to do (doing)</i>	deporte <i>sport</i> ciclismo <i>cycling</i> natación <i>swimming</i> baile <i>dancing</i> senderismo <i>hiking</i> equitación <i>horse riding</i> escalada <i>rock climbing</i>
El fin de semana <i>On the weekend</i>	prefiero <i>I prefer</i>		Mis deberes <i>my homework</i>
Durante la semana <i>During the week</i>	No me gusta <i>I don't like</i>	ir... <i>to go (going)</i>	
A menudo <i>Often</i>	odio <i>I hate</i>	... a la ciudad <i>to town</i> ... al cine <i>to the cinema</i> ... al parque <i>to the park</i> ... al gimnasio <i>to the gym</i> ... a la playa <i>to the beach</i> ... a la casa de mi amigo <i>to my friend's house</i>	
A veces <i>Sometimes</i>			
Por la tarde <i>In the evening</i>			
Todos los días <i>Every day</i>			

HOMEWORK – Week 5 – Likes and Dislikes:

- Q1. Fill in the gaps; Durante mi..... libre, me gusta.... al ajedrez
 Q2. Translate the sentence above into English.
 Q3. Correct the mistake: me gusta juego a las cartas
 Q4. Translate: Durante la semana no me gusta hacer mis deberes
 Q5. Translate: Often, I prefer to go into town
 Q6. Translate: Every day, I love to go to the gym
 Q7. Translate : On the weekend, I prefer to play videogames
 Q8. Answer in Spanish using the sentence builder: ¿Qué te gusta hacer?

Homework – Week 6 – Likes and Dislikes

- Q1. Correct the mistake: Odio jugar deporte
 Q2. Fill in the gap: A veces no.... gusta escalada.
 Q3. Separate the words: Durantelasemanameencantairalcine
 Q4. Translate the sentence above
 Q5. Translate: During the week I hate going to the beach
 Q6. Translate: On the weekend I prefer to go to my friend's house
 Q7. Translate: In the evening I hate doing hiking.
 Q8. Answers the question: ¿Qué NO te gusta hacer? What do you NOT like to do?



Week 1 & 2	Key themes/Facts	Key terms/Spellings	Religious /Diversity point of view
Diversity & Our diverse nation	Describing diversity can be difficult but we live with diversity every single day. Whether it is where you live, who you are friends with and what you believe in. Diversity in our society can be seen through different cultures in all disguises.	Diversity - Each individual is unique and recognises our individual differences Ethnicity - A social group that shares a common distinctive culture, like language and religion.	Diversity and the different types of diversity which can be found in food, language, clothing, music and religion. Different beliefs in modern Britain contribute the diversity of our society where we live but also around the United Kingdom. The UK is made up of many different religions, Christianity being the main religion of the UK, followed closely by Islam. These two religions are the highest two religions in the world which show a lot of diversity.
Stereotypes	We are very good at looking at people and judging them before we even speak to them. This type of prejudice is sometimes seen as not being of equal value and status.	Stereotype - A widely held but fixed and oversimplified image or idea of a particular type of person or thing. Discrimination - The actions or behaviour that result from prejudice.	When visiting the UK people come to see what we have to offer and how we live. Lots of people think that we just talk about the weather and drink tea all day. People have this view of the British of eating fish and chips and having afternoon tea. Tourists who come to the UK listen to our language and our accents.

Week 1 Questions: Diversity and our Diverse nation

1. What does Diversity mean?
2. What does ethnicity mean?
3. Where do we live with Diversity in the UK?
4. Give 3 examples of Diversity in Britain today
5. How many main religions are there in the world?
6. Name the two biggest religions on the world
7. Which religion is the main religion in the world?
8. In our society, where do we see diversity?

Week 2 Questions: Stereotypes

1. What does stereotype mean?
2. What does discrimination mean?
3. Why do people come to visit the UK?
4. What food and Drink do the British mainly eat?
5. What topic is mainly talked about in Britain?
6. What does diversity mean?
7. Which religion is the largest in the UK?
8. What does ethnicity mean?

Week 3 & 4	Key themes/Facts	Key terms/Spellings	Religious /Diversity point of view
Different cultures in the UK	So, what do you know about the United Kingdom? Who are the British? Ask us, and you will find that we dance to music from America, Africa and Asia; we eat food from Jamaica and Europe.	The Concrete - This includes aspects such as clothes, music, food, games, etc. The Behavioural - This level helps us define our social roles and includes language, gender roles, family structures, political affiliation. The Symbolic - This level of culture includes values, customs, worldview, religion	The Concrete are the aspects of culture most often focused on during multicultural festivals and celebrations. The behavioural level is learned and reflects cultural values. The symbolic is often the key to how people define themselves. Where did the British come from and what cultures have influenced how we live in modern Britain?
Diversity and Black Lives Matter	These very different responses tell us much about the intersections of race, class and masculinity when it comes to who is accepted whether you are white or BAME.	BAME - Black, Asian and minority ethnic White privilege - societal privilege that benefits white people over black people.	Black Lives Matter is an international human rights movement that was started in 2013 in America. It's agenda was to raise awareness of how black people are treated; the racial inequality of black people and how they are treated in America. BLM became a global movement with the killing of George Floyd. Black Lives Matters had a profound effect with everyone across the UK and the world.

Week 3 Questions: Different Cultures on the UK

1. What does The Concrete mean?
2. What does The Behaviour mean?
3. What does The Symbolic mean?
4. What does Concrete culture focus on?
5. What does the Behavioural culture focus on?
6. What does stereotype mean?
7. What does discrimination mean?
8. Give 3 examples of where Diversity is in the UK?

Week 4 Questions: Diversity and the Black Lives Matter

1. What does BAME mean?
2. What is white privilege?
3. What is Black Lives Matter about?
4. When did Black Lives Matter begin?
5. What awareness is Black Lives Matter trying to raise?
6. What does stereotype mean?
7. What is concrete culture?
8. Which religion is the main religion in the UK?

Week 5&6	Key themes/Fact	Key Terms/Spellings	Religious point of view
Diversity and Black Lives Matter	Power of Unity - This is diversity in the 1940 and 50's between two countries and the attitudes towards a British woman and a African King. This story highlights the diversity within a relationship and how love can conquer over diversity and prejudice plus discrimination because you are different!!	Discrimination - The actions or behaviour that result from prejudice. Apartheid - a policy or system of segregation or discrimination on grounds of race. Equality - the state of being equal, especially in status, rights or opportunities. Interracial relationships - a form of marriage involving spouses who belong to different races or ethnicities.	The Government try and stop the marriage of Seretse and Ruth because one person is white and the other person is black. They do all in their power to stop the marriage by sending Seretse back to Africa to take on the role of King of Bangwato People in Botswana. Seretse and Ruth marry in Kensington, London in 1948 and they return to southern Africa to be with his family. Ruth endures many obstacles being white and Seretse has to deal with political issues relating to apartheid in South Africa plus fighting for equality and unity in his country.
Cultures and 2 religions	What is religion? Religion is the belief in and worship of a superhuman controlling power, especially a personal God or gods. In modern Britain Christianity and Islam are the top two religions to study.	Christianity - the most widely practiced religion in the world. It centres on the Christian faith around Jesus Christ. Islam - an Abrahamic monotheistic religion Religion - is the belief in and worship of a superhuman controlling power, especially a personal God or gods.	Christianity started when King Henry VIII wanted a divorce and because he was part of the Roman Catholic church they did not permit a divorce. So the King created the Church of England, Christian faith. Islam started in Mecca during the time of the prophet Muhammad's life. Today the faith is spreading rapidly throughout the world. By 2050 Islam will be the most popular religion in the world, overtaking Christianity.
Week 5 Questions: Diversity and Black Lives Matter 1. What does Apartheid mean? 2. What is an interracial relationship? 3. What is 'Power Unity'? 4. Why did the Government try to stop the marriage of Seretse and Ruth? 5. What does BAME mean? 6. What does discrimination mean? 7. What is ethnicity? 8. What is diversity?		Week 6 Questions: Cultures and 2 religions 1. What is religion? 2. What is Christianity? 3. Which Christian group did Henry VIII introduce? 4. Which city did Islam begin in? 5. Which religion will be the most popular by 2050? 6. What is Apartheid? 7. What is white privilege? 8. What is discrimination?	

Week One: Causes of WWI	
Key Words Causes: The reason behind an action. Long-Term: These are causes that happen over a longer period of time and build up tensions. Short-Term: The 'trigger' for the event. It happens immediately before the event. Deter: To discourage something from happening because of the consequences. Alliances: A relationship between countries for mutual benefit. Assassination: The murder of someone for a political reason.	Key Dates 1882: Triple Alliance formed 1907: Triple Entente formed 28th June 1914: Franz Ferdinand assassinated 31st July 1914: Austria declared war on Serbia 4th August 1914: Britain enters World War One 1914-1918: WWI
Key Facts - Europe had been divided into two alliance systems: the Triple Alliance (Germany, Austria-Hungary and Italy) and the Triple Entente (Britain, France and Russia). - The purpose of the alliances was to deter countries from declaring war on one another. - The alliance system was a <u>long-term</u> cause of WWI. The <u>short-term</u> cause of WWI was the assassination of Archduke Franz Ferdinand. - Ferdinand was the heir to the Austro-Hungarian throne. He was visiting the city of Sarajevo in Bosnia with his wife, Sophia, when they were shot. - Ferdinand was shot by Gavrilo Princip, a member of the Black Hand Gang. The Black Hand Gang were a Serbian group. - This led to Austria-Hungary declaring war on Serbia after the assassination. Serbia relied on their alliance with Russia for help. When Russia entered the war, this triggered the European alliance systems.	
Self Quizzing Questions - Between which years did WWI take place? - Which countries were in the Triple Entente? - Which countries were in the Triple Alliance? - Whose assassination was the short term cause of WWI? - Which country were they visiting when they were assassinated? - Which gang took responsibility for the assassination? - What was the name of the individual who fired the shots? - Who declared war first (leading to WWI)? - Who declared war first (leading to WWI)?	
Week Two: Trench Warfare	
Key Words Warfare: The type of fighting used in a war. Trench Fever: A contagious disease spread by lice in the trenches. Trench Foot: A painful condition of the feet when the tissue of the foot dies and blackens. It is caused by the feet constantly being wet and muddy. Shell Shock: A type of PTSD experienced by the soldiers after being exposed to continuous warfare. No Man's Land: The stretch of land between the two opposing front line trenches.	
Key Facts - In the Race to the Sea, the British and Germans built trenches from the Swiss Alps to the Channel. - Trenches were built in a zig-zag formation as a protection tactic. There were multiple layers of trenches, some to provide back-up and others for communication. - The area of land between the British front line and German front line was called No Man's Land. It was a dangerous stretch full of barbed wire, unexploded bombs, craters, dead bodies etc. - There were three main reasons it was difficult to win a war fought in the trenches: Conditions: The trenches were often filled with water in the rain and were too hot in the summer. The trenches were filled with lice and flies. Disease was extremely common. Poor Leadership: Leaders made their decisions from information on paper rather than being on the front line themselves. Their orders were out of date and ineffective. Weapons: Tanks and aeroplanes were basic and slow. Machine guns were difficult to fight against. Poison gas would kill hundreds at once.	

Self Quizzing Questions

1. Where did the Germans and British build trenches during the Race to the Sea?
2. What type of formation were the trenches built in?
3. What was the area of land between the opposing front lines called?
4. What were the problems with the conditions of the trenches?
5. Why was the leadership poor in the trenches?
6. What type of weapons were difficult to fight against in the trenches?
7. What was one type of disease often caught in the trenches?
8. What does 'warfare' mean?

Week Three: Battle of the Somme	
Key Words Somme: A place in France. Battalions: A military unit. Artillery Bombardment: A strong and continuous attack of bombing and/or gunfire. Censored: When information is blocked from others. Key Facts 1. The battalions used at the Battle of the Somme were nicknamed 'Pals Battalions' because they were full of men from the same families and towns. 2. On the 1st July 1916 the British army launched a major attack along the River Somme. For a week before the attack, the British army bombarded the German trenches with 1,738,000 shells to kill as many soldiers as possible, and to destroy their trenches and barbed wire. 3. There were 30,000 casualties in the first hour. There 57,470 casualties including 19,240 dead by the end of the day. Overall, the Allies gained 7 miles of territory over the four months. 4. The fighting stopped when it began to snow. 5. The British soldiers were led by General Douglas Haig who received the nickname the Butcher of the Somme due to the large number of British deaths. Self Quizzing Questions 1. When did the Battle of the Somme take place? 2. What did the British army do for the week before the battle? 3. How many casualties were there in the first hour of battle? 4. How many miles of territory did the Allies gain in total? 5. What caused the fighting to stop at the Battle of the Somme? 6. Who led the British troops at the battle? 7. What nickname did the British General receive? 8. What nickname were the British battalions given at the Battle of the Somme?	Key Dates 1st July 1916- 18th November 1916: The Battle of the Somme.
Week Four: Treaty of Versailles and Causes of WWII	
Key Words Treaty: An agreement between countries. Versailles: A place in France (previously a royal residence). Reparations: Money paid in compensation. Compensation: Money given to someone due to a loss or injury. Territory: An area of land under someone's rule. Diktat: A harsh penalty forced upon them. Rearm: To provide a new supply of weapons.	Key Dates 11th November 1918: Germany signed the Armistice Agreement and surrendered. 28th June 1919: Treaty of Versailles signed. 1933-1934: Hitler becomes Chancellor and then Fuhrer (Supreme Leader) of Germany. 1st September 1939: Outbreak of World War Two.

Key Facts 1. The Treaty of Versailles marked the official end of WWI. 2. The terms of the Treaty of Versailles were decided by France (George Clemenceau), America (Woodrow Wilson) and Britain (David Lloyd George). Clemenceau wanted to be harsh towards Germany as they had experienced the most damage. America had received the least damage so were more lenient. Germany <u>was not</u> allowed to take part in the negotiations and were forced to sign the treaty. 3. The Treaty of Versailles had four categories: Land, Army, Money and Blame (LAMB). Examples of the terms include: Germany losing 13% of its territory to other countries; the German army being restricted to 100,000 soldiers and 15,000 sailors; Germany had to pay £6.6 billion in reparations payments; and Germany had to take the entire blame (Article 231) for WWI. 4. The Treaty of Versailles was hated by the German people and was called a <i>diktat</i>. It was especially hated by Adolf Hitler. 5. Between 1933-1934, Hitler became the leader of Germany and declared he would 'tear up' the Treaty of Versailles. Hitler began to rearm Germany and was not stopped. In 1939, Hitler then broke an agreement by invading Czechoslovakia. They then moved on to Poland. 6. Britain declared war on Nazi Germany after they had invaded Poland, beginning WWII.		
Self Quizzing Questions 1. When was the Armistice Agreement signed? 2. When was the Treaty of Versailles signed? 3. Which three countries created the Treaty of Versailles? 4. What % of territory did Germany lose due to the treaty? 5. How many men was the German army limited to? 6. How much money was Germany told to pay in reparations? 7. What did Germany have to take the blame for (Article 231)? 8. What did Hitler declare he would do to the Treaty of Versailles when he became leader?		

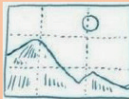
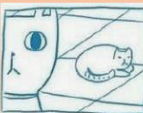
Week Five: Dunkirk		
Key Words Blitzkrieg: 'Lightning War' = A fighting tactic used by Nazi Germany.	Key Dates 1939-1945: WWII 26th May 1940 - 4th June 1940: Evacuation of Dunkirk	
Key Facts 1. The Alliance systems used in WWII were different to those in WWI; there were the Allies (Britain, USA and Soviet Union) and the Axis (Germany, Italy and Japan). 2. At the time, WWII was the most technologically advanced war ever fought. Both sides made use of tanks, ships and their airforce. 3. Germany used a tactic called <i>Blitzkrieg</i> ('Lightning War'). This involved the Luftwaffe bombing areas, before sending in tanks to take over and finally their troops to remove any remaining opposition. Dunkirk 1. By 1940 the German army had pushed the British and French troops back to the beaches at Dunkirk (a coastal town in France). There were around 400,000 men waiting to be saved from the beaches at Dunkirk. 2. The British Government launched Operation Dynamo – the codename for the evacuation of troops at Dunkirk. Approximately 338,000 troops were evacuated by 'little ships' sent over from Britain. 68,000 soldiers were killed or taken prisoner by the Germans. 3. The 'little ships' were smaller, privately owned boats that were borrowed by the British navy to rescue the soldiers. 4. Britain lost France as an ally as they fell to Nazi Germany.		
Self Quizzing Questions 1. Between what years did WWII take place? 2. What was the name of the German fighting tactic used during WWII? 3. When did the evacuation of Dunkirk take place? 4. How many soldiers were stranded at Dunkirk? 5. What was the codename of the mission to rescue the stranded soldiers? 6. How many soldiers were saved by the rescue mission? 7. What was the name of the boats used to rescue the soldiers? 8. What happened to France after the events at Dunkirk?		

Week Six: The Blitz and Dresden		
Key Words	Luftwaffe: The German air force. The Blitz: A period of time when Germany continuously bombed England.	Key Dates September 1940 to May 1941: The Blitz 13th - 15th February 1945: The Bombing of Dresden
Key Facts	The Blitz 1. The Blitz was a series of bombing raids carried out by Nazi Germany across British cities. 2. During this time the Luftwaffe dropped three main types of bombs: high explosives, parachute mines and incendiaries. 3. British cities such as London, Birmingham, Liverpool, Southampton, Portsmouth and Plymouth were targeted. 4. The purpose of the Blitz was to weaken Britain and force their surrender in WWII.	
Dresden Bombings	1. In February 1945, the allied air forces bombed the city of Dresden in East Germany. 2. Many of the bombs dropped on Dresden were incendiary bombs. They created so much fire that a firestorm developed. 3. The surfaces of the roads melted from the heat of the fires. People drowned in the reservoirs (built in the city to assist the firefighters) trying to escape the fires.	
Self Quizzing Questions	1. When did the Blitz take place? 2. What was the name of the German air force that dropped the bombs on Britain? 3. What were the types of bombs dropped on Britain? 4. Give two examples of British cities targeted during the Blitz. 5. When did the bombing of Dresden take place? 6. What type of bombs were dropped on Dresden? 7. What did the bombs cause to develop in Dresden? 8. What happened to many of the people of Dresden as they tried to escape the fires?	

Art, Craft and Design

WEEK 1 & 5:

Assessment Objective 3: Reflective Recording - Record ideas, observations and insights relevant to intentions as work progresses.

Methods of Recording		Colour Theory																		
Observational drawing	Drawing from looking at images or objects.	Primary: Red, Yellow, Blue Secondary: Primary + Primary Tertiary: Primary + Secondary Shades: Add black Tints: Add white																		
First hand observation	Drawing directly from looking at objects in front of you.																			
Second hand observation	Drawing from looking at images of objects.																			
Photographs	Using a camera or smartphone to record images will class as first hand observation.	Complimentary: Colours opposite on the colour wheel Harmonious: Colours next to each other on the wheel Monochromatic: Shades, tones and tints of one colour Hue: The pigment Warm: Red, Orange, Yellow Cold: Blue, Green, Purple																		
Sketches	Basic sketches and doodles can act as a starting point for development.																			
Tonal shading	Produce a range of tones by varying the pressure and layering - consider using softer pencils for darker shades.																			
Developing your idea as a final piece. Rough - A basic sketch of a final idea A Visual/Maquette - A small image or model created in the selected materials Final Piece - An image or sculpture pulling all preparatory work together		The Six Formal Elements of Art <table><tr><td>LINE</td><td></td><td>Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.</td></tr><tr><td>SHAPE</td><td></td><td>2D/flat, geometric (square, circle) organic (non straight edges)</td></tr><tr><td>FORM</td><td></td><td>3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)</td></tr><tr><td>COLOUR</td><td></td><td>Refers to the light, hue, value and intensity of the pigment.</td></tr><tr><td>TEXTURE</td><td></td><td>The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)</td></tr><tr><td>SPACE</td><td></td><td>The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.</td></tr></table> Composition Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle  Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other  Simplify and fill. Enlarge or crop the image to fill the space  Use lines. Lines will draw the viewer in, they don't have to be straight, consider S or C 	LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.	SHAPE		2D/flat, geometric (square, circle) organic (non straight edges)	FORM		3D, geometric (cube, sphere, cone) organic (all other forms such as people, animals, tables, chairs etc.)	COLOUR		Refers to the light, hue, value and intensity of the pigment.	TEXTURE		The feel, appearance, thickness or stickiness of a surface. (smooth, rough, furry, silky, bumpy, shiney)	SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.
LINE		Horizontal, vertical, diagonal, straight, curved, dotted, broken, thick, thin.																		
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SPACE		The area around, within, or between images or parts of an image. Relates to perspective and positive and negative space.																		

WEEK 2 & 6:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

TIER 2 Vocabulary and definitions	TIER 3 Vocabulary and definitions
Generation - all of the people born and living at about the same time, regarded collectively Genetics/ Heredity - the passing on of physical or mental characteristics genetically from one generation to another Integrated - combining qualities Phenomena - a remarkable person or thing Anthropology - Investigating cultures Ancestors - a person, from whom one is descended. Community - a group of people living in the same place or having a particular characteristic in common Nature - The world around us, not made by man.	Painter - somebody who paints Ceramicist - somebody who uses clay Printmaker - somebody who produces art using printing ink and the printing techniques. Cubist/ Cubism - an art movement Constructed - made in 3D Sculpture - 3D Art Collage - art using mixed media layered together

WEEK 3:

Assessment Objective 1: Contextual Understanding - Develop ideas through investigations, demonstrating critical understanding of sources.

Artists/Designers

Culture is the characteristics and knowledge of a particular group of people, encompassing language, religion, cuisine, social habits, music and arts.

Culture is a word for the 'way of life' of groups of people, meaning the way they do things. Different groups may have different cultures. A culture is passed on to the next generation by learning, whereas genetics are passed on by heredity. Culture is seen in people's writing, religion, music, clothes, cooking, and in what they do.

The concept of culture is very complicated, and the word has many meanings. The word 'culture' is most commonly used in three ways.

- Excellence of taste in the fine arts and humanities, also known as *high culture*.
- An integrated pattern of human knowledge, belief, and behaviour.
- The outlook, attitudes, values, morals, goals, and customs shared by a society.

Most broadly, 'culture' includes all human phenomena that are not purely the result of human genetics. The discipline which investigates cultures is called anthropology, though many other disciplines play a part.

The **Aztec** or Mexica calendar is the calendrical system used by the Aztecs. It is one of the Mesoamerican calendars, sharing the basic structure of calendars from throughout ancient Mesoamerica. The Aztec sun stone, also called the calendar stone, is on display at the National Museum of Anthropology in Mexico City. The calendar consists of a 365-day calendar cycle called *xiuhpōhualli* (year count) and a 260-day ritual cycle called *tōnalpōhualli* (day count). These two cycles together form a 52-year "century", sometimes called the "calendar round". The *xiuhpōhualli* is considered to be the agricultural calendar, since it is based on the sun, and the *tōnalpōhualli* is considered to be the sacred calendar.



WEEK 4:

Assessment Objective 2: Creative Making - refine work by exploring ideas and experimenting with appropriate media, materials, techniques and processes.

<i>Media</i>	The substance that an artist uses to make art.
<i>Materials</i>	The same as media but can also refer to the basis of the art work eg. canvas, paper, clay.
<i>Techniques</i>	The method used to complete the art work, can be generic such as painting or more focused such as blending.
<i>Processes</i>	The method used to create artwork that usually follows a range of steps rather than just one skill.
<i>Pencil</i>	The basic tool for drawing, can be used for linear work or for shading. Coloured pencils can be layered to blend colours, some are water soluble.
<i>Pen/Biro</i>	Drawings can be completed in pen and shaded using hatching or cross hatching.
<i>Pastel/Chalk</i>	Oil and chalk pastels can be used to blend colours smoothly, chalk pastels give a lighter effect.
<i>Acrylic paint</i>	A thick heavy paint that can be used smoothly or to create texture.
<i>Watercolour</i>	A solid or liquid paint that is to be used watered down and layered.
<i>Pressprint</i>	A polystyrene sheet that can be drawn into, to print the negative image - can be used more than once.
<i>Monoprint</i>	Where ink is transferred onto paper by drawing over a prepared surface. Only one print is produced using pressure in certain areas.
<i>Collograph</i>	A printing plate constructed of collaged materials, producing prints that are based on textures.
<i>Card construction</i>	Sculptures created by building up layers of card or fitting together.
<i>Wire</i>	Thick or thin wire manipulated to create 2D or 3D forms.
<i>Clay</i>	A soft, natural, substance used for sculpting. When fired, it can be glazed to create shiny colourful surfaces. Different techniques included pinching, slab forming, coil building, hand built and wheel thrown.

Art, Craft & Design - questions

Week 1 Questions

1. Drawing from looking at an object in front of you is called what?
2. How would you mix a secondary colour?
3. How would you apply tonal shading to your drawing?
4. Name all three of the 'warm' colours you would find on the colour wheel?
5. What colour would you add to make it a shade?
6. Drawing from images is called what?
7. Is taking photographs first or second hand observation?
8. What are the six 'Formal Elements' of art?

Week 2 Questions

1. What would you call a group of people that were born and living all about the same time?
2. A person from whom one is descended is called what?
3. How would you describe what a community is?
4. Is nature man made?
5. What art medium (material) does a ceramicist use in their work?
6. What type of ink does a printmaker use?
7. Drawing from looking at an object in front of you is called what?
8. How would you mix a secondary colour?

Week 3 Questions

1. What word is used to describe the 'way of life' of groups of people, meaning the way they do things?
2. How is a culture passed onto the next generation?
3. How is culture seen?
4. What is *high* culture?
5. How many ways is culture most commonly used?
6. What is another name for the Aztec sun stone?
7. What country would you find the Aztec sun stone?
8. How many cycles are there?

Week 4 Questions

1. What is meant by the term 'media' when discussing art?
2. The method used to create artwork that usually follows a range of steps rather than just one skill is called the what?
3. What different techniques can a pencil be used for?
4. Which thick, heavy paint would you use to create texture?
5. Which paint is quite watery?
6. Name two types of printing techniques.
7. What is a card construction?
8. Can wire be used to create both 2D and 3D forms?

Week 5 Questions

1. How would you make a 'Tertiary' colour?
2. Where would you find 'Complimentary' colours on the colour wheel?
3. Blue, green and purple would be described as 'what' type of colours?
4. What are sketches used for?
5. What colour would you add to make a 'tint'?
6. The feel, appearance, thickness or stickiness of a surface is described as 'what' formal element?
7. How would you describe the main difference between the formal elements, 'shape' and 'form'?
8. Is green a Primary colour?

Week 6 Questions

1. What would be another term used to describe 3D art?
2. Cubism was what?
3. What do you call a piece of art using a range of mixed media layered together?
4. What word is used to describe the combining of qualities?
5. A remarkable person could also be called a what?
6. What does a printmaker do?
7. How would you make a 'Tertiary' colour?
8. Where would you find 'Complimentary' colours on the colour wheel?

Notes

Physical and Health Education		
Netball - Week 1&2	Rugby - Week 3&4	
Starting the game – centre pass - The first centre pass is decided between the two captains by the toss of a coin. The centre passes then alternate between the teams. - Before the whistle, all players must start in the goal thirds except the two Centres. The Centre with the ball must step wholly into the Centre Circle with at least one foot and must obey the footwork rule after the whistle has been blown. The opposing Centre stands anywhere within the Centre Third and is free to move. - After the whistle the Centre pass must be caught or touched by a player standing in or landing wholly within the Centre third. - A player must not 'break' at the centre pass, which is moving into the Centre third before the whistle is blown for the Centre pass. - A free pass would be awarded to the opposing team in any of these instances above. - Players must get outside quickly at the centre pass. If Centre waits for their players to get back onside, this is called "delaying play". Contact 'Contact' occurs when a player's actions interfere with an opponent's play whether these are accidental or deliberate - Defending players are unable to snatch or hit the ball out of another player's hands. - A defending player must stand beside the player with the ball until it has left their hands. Marking/Obstruction - A defending player must stand three feet away from the person with the ball. - This distance is measured from the landing foot of the player in possession of the ball. - The defender may jump to intercept or defend the ball from this 3ft distance but you must ensure if you do jump to defend a ball, you don't land any nearer that 3ft or this is obstruction (i.e. shortening your distance). - A penalty pass will be awarded if you obstruct a player as described above. Held Ball - An attacking player is unable to hold the ball for more than three seconds. - A free pass will be awarded if you hold the ball as described above. Over a third - The ball cannot be thrown over a complete third of the court without being touched or caught by a player (i.e. it cannot cross two transverse lines). - A free pass shall be taken from the area where the ball crossed the second transverse line (i.e. where the ball shouldn't have been).	Positions - Within Rugby Union there is a maximum of 15 players from each team on the pitch at one time. - Positions on the field are split into two sets of players, these being known as forwards (players numbered 1 to 8) and backs (players numbered 9 to 15). - Players numbered 1 to 15 are named the following in numerical order: loose-head prop, hooker, tight-head prop, second row, second row, blind-side flanker, open-side flanker, number eight, scrum half, fly half, left wing, inside centre, outside centre, right wing and full-back. - The scrum half (player number 9) is the player who is able to link the forwards and the backs movements together. They feed the ball into the scrum and feed the back ready for set pieces. They are also able to dictate and control the pace of play. Scrum - The scrum involves the forward players and the scrum is set up with 3 front players in the front row, 2 players in the second row and the back row is made up of the three remaining players. - Within a rugby union fixture a scrum can be performed with a minimum of 5 players, three within the front row and two in the second row. The three front players must all be front row trained. - The referee dictates the movement of players within a scrum. There are three commands used which are 'crouch', 'bind', and 'set'. - A scrum will occur if the following happens: the ball has gone out of play, a player makes a mistake such as a 'knock on' or 'forward pass', or when the ball becomes trapped in a ruck or a maul. Offside - When a player has the ball in hand in open play, all teammates must be behind that player in order to not be offside. - In a tackle or a ruck situation, offside lines are created at a tackle when at least one player is on their feet and over the ball which is on the ground (this aspect is known as rucking). Each team's offside line runs parallel to the try line. - A player in an offside position is unable to interfere in play in any form, however if this does occur the opposition team will be given a penalty advantage. A knock-on may occur anywhere in the playing area It is a knock-on when a player, in tackling or attempting to tackle an opponent, makes contact with the ball and the ball goes forward, the sanction would be a scrum. A player must not intentionally knock the ball forward with hand or arm, the sanction would be a penalty. The ball is not knocked-on, and play continues, if: A player knocks the ball forward immediately after an opponent has kicked it (charge down).	
Week 1: Q1 - How is the first centre pass decided to start a netball game? Q2 - How would a free pass be awarded to the opposing team? Q3 - What do we mean by 'delaying play' in netball? Q4 - How does 'contact' occur in netball? Q5 - How is a penalty pass awarded in netball? Q6 - How is the distance measured to defend an opposing player? Q7 - How long can an attacking player hold the ball for, what happens if it's over the time-limit? Q8 - Why do we use a centre pass in netball?	Week 3: Q1 - What is the responsibility and role of a scrum-half player in rugby? Q2 - What is the definition of a 'knock on' in rugby? Q3 - What three commands does the referee use in a scrum? Q4 - How does a scrum occur in rugby? Q5 - What is the definition of a 'ruck' in rugby? Q6 - How is an offside line created in rugby? Q7 - What happens when an 'offside' player interferes with play? Q8 - What is the maximum number of players you can have on the pitch at one time?	Week 4: Q1 - What is the responsibility and role of a scrum-half player in rugby? Q2 - What is the definition of a 'knock on' in rugby? Q3 - What three commands does the referee use in a scrum? Q4 - How does a scrum occur in rugby? Q5 - What is the definition of a 'knock on'? Q6 - What lines run parallel in an offside situation? Q7 - How does a penalty occur in an offside situation? Q8 - What would mean a ball hasn't been 'knocked on' in rugby?

Thinking ME: The Warm Up - Week 6	Badminton - Week 5
The Three Stages of a Warm Up Every sports session should start with a warm up to prepare the sports performers both physically and mentally. Pulse Raiser - - Any exercise that will raise your heart rate; jogging, star jumps, cycling, swimming or any other low intensity activity. - Prepares the body for exercise by increasing the heart rate, increasing breathing rate and increasing the temperature of muscles. Mobiliser - - Activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses. - Walking lunges, leg swings, opening and closing the gates, shoulder rotations, hip circles, - Mobilises the joints that will be used in the session, which can improve performance levels (IPL). Preparation stretches - - There are simple and compound stretches. Squats, hamstring curls, lunges, deltoid stretch. - Activities to stretch the main muscles that will be used in the physical activity this can reduce the risk of injury (RRI)	Scoring - A match consists of the best of three games of 21 points. - The player/pair winning a rally adds a point to its score. - At 20-all, the player/pair which first gains a 2-point lead wins that game. - At 29-all, the side scoring the 30th point wins that game. Rules - The player/pair winning a game serves first in the next game. - A competitive match must be played indoors utilising the official court dimensions. - A point is scored when the shuttlecock lands inside the opponent's court or if a returned shuttlecock hits the net or lands outside of the court the player will lose the point. - At the start of the rally, the server and receiver stand in diagonally opposite service courts. - A legal serve must be hit diagonally over the net and across the court. - A badminton serve must be hit underarm and below the server's waist height with the racquet shaft pointing downwards, the shuttlecock is not allowed to bounce. After a point is won, the players will move to the opposite serving stations for the next point. - The rules do not allow second serves. - During a point a player can return the shuttlecock from inside and outside of the court. - A player is not able to touch the net with any part of their body or racket. - A player must not deliberately distract their opponent. - A player is not able to hit the shuttlecock twice. - A 'let' may be called by the referee if an unforeseen or accidental issue arises. - A game must include two rest periods. These are a 90-second rest after the first game and a 5-minute rest after the second game. Officials The referee is in overall charge of a badminton tournament or championship(s) of which a match forms part, to uphold the Laws of Badminton and Competition Regulations in the BWF Statutes. - Individual singles matches require a total of six officials: - An umpire who is in charge of the match, the court and its immediate surroundings - Four line judges (two for each side of the court positioned at the baseline) who indicate whether a shuttlecock landed 'in' or 'out' on the line(s) assigned - A service judge
Healthy ME Drink lots of water - Make sure you drink lots of water throughout the day, especially if you have been running around and playing! The NHS recommends 6-8 glasses per day. Eat five a day - fruit and vegetables - This should be made up of lots of fruit and vegetables. You can even get it from drinks like smoothies, or maybe vegetables in your pasta sauce! Stay active - The NHS recommends 60 minutes of moderate to vigorous exercise per day. There are lots of things you can do including swimming, football, dancing and jogging. Make sure you get lots of sleep - The NHS recommends that 11-12 year olds should get around 9-11 hours of sleep. Sleeping helps your body to recover and will energise you for the day ahead! Reduce screen time - The recommended time of sitting in front of screens is less than 2 hours per day. This can include phones, tv or tablets. Can you spend more time outside, reading, playing board games or meeting up with friends?	Week 7 Questions - What is the recommended amount of water that should be consumed per day? - How many portions of fruit and vegetables should be eaten in a day? . - Give two benefits of regular exercise. - How much exercise is recommended per day? - Why is sleep important? - How much sleep should an 11-12 year old get per night? - What is the maximum amount of screen time recommended per day?

Notes

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Aspire
(ACHIEVE)
Thrive

Develop your character

