

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



Aspire | Achieve | Thrive

Name:

Tutor:

Half Term 6 2022-23

Science

French

KNOWLEDGE ORGANISER

History

English

Geography

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

Contents Page

Subject	Page
Homework Plan	2
Geography	3-5
Computer Science	6-7
French	8-11
Art & Design	12-13
Science	14
Modern Britain	15-16
History	17-19
PE	20-21

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.

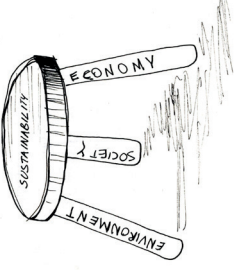
Year 8 - Half term 6 (05/6/2023 → 21/7/2023) - Written Homework Plan

	Monday		Tuesday		Wednesday		Thursday	Friday
	Geography	Computing	French	Art	Science	Modern Britain	History	Health
Week 1	Revision Development Indicators	Storing data	Celebrations /Food and Drink Keywords and Definitions	Reflective Recording	Physics / Revision Keywords and Definitions	The Resurrection & Ascension	Chernobyl	Cricket
Week 2	Quality of life and sustainable solutions	Binary Digits	Celebrations /Food and Drink Keywords and Definitions	Contextual Understanding	Physics / Revision Keywords and Definitions	Resurrection & Life after death	Social Turning Points	Rounders
Week 3	Megacities and migration	Binary Numbers	Celebrations /Food and Drink Keywords and Definitions	African masks Pablo Picasso	Physics / Revision Keywords and Definitions	Revision Christian Practices / Teachings and Beliefs	Women's Rights Youth Culture	Athletics
Week 4	How animals are adapted to living in the rainforest	Event Driven Programming	Celebrations /Food and Drink Keywords and Definitions	Creative Making	Physics / Revision Keywords and Definitions	Holy Book of Islam	Revision	Thinking ME: Cardiovascular System
Week 5	What is sustainability	Errors	Celebrations /Food and Drink Keywords and Definitions	Reflective Recording	Physics / Revision Keywords and Definitions	Buddhism	Revision	Thinking ME: Cardiovascular System
Week 6 & 7	The Plastic Problem (Solutions)	Selection	Celebrations /Food and Drink Keywords and Definitions	Contextual Understanding	Physics / Revision Keywords and Definitions	Sikhism	9/11	Healthy Me: Healthy Eating Nutrients

Term 6 Geography Year 8 Knowledge Organiser: Revision/ Plastic pollution

Session	Keywords	Knowledge	Geographical concepts
Week 1 Revision 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.	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. 
Week 2 Revision Quality of life and sustainable solutions	Quality of life: the degree to which an individual is healthy, comfortable, and able to participate in or enjoy life events. Sustainable: Using resources today without compromising future generations.	What are some solutions to the problems of Dharavi? - Provide a clean, safe water supply - Upgrade the streets and storm drains - Install modern toilet blocks - Work with factory owners so children can go to school - Provide concrete to build stronger, safer homes. - Provide a safe, legal electricity supply.	Slum tourism Charge tourists to visit the slum Tourists receive a tour of the slum and the opportunity to buy from independent street sellers. Some argue that it is not ethical to pay to look at how poor people live.

Term 6 Geography Year 8 Knowledge Organiser: Revision/ Plastic pollution

Session	Keywords	Knowledge	Geographical concepts
Week 3 Revision Megacities and migration	Megacity A population of 10 Million+ eg Mumbai: (21 million) / London (12 million) Migration Push and Pull Factors: push factors push people away from an area and Pull factors attract people to a place.	Push factors - Reasons people leave rural areas include: • War and conflict , e.g. the war is Syria. • Drought; prolonged periods of no rain. • Lack of employment other than in farming. Pull factors - Reason people want to move to urban areas include: • More jobs, e.g. work in factories. • Better education & healthcare • Following family who have established places to live.	Causes of rural-urban migration. Natural Increase: The populations in the cities are growing also because of natural increase • High percentage of the population are of child-bearing age which leads to high fertility rate, • Lack of contraception, • Higher life expectancy due to better living conditions.
Week 4 Revision How animals are adapted to living in the rainforest	Adaptation: the process of change by which an organism (plant or animal) becomes better suited to its environment	- The SPIDER MONKEY has long limbs and a strong tail for living in the canopy. They also have sharp nails for peeling off the bark to eat the sap underneath. - ANTEATERS are mammals that live in the ground layer. They have long tongues that can gather up to 35,000 ants and termites each day and sharp claws that can tear open anthills. Anteaters have a good sense of smell to find food on the dark forest floor. - The TITAN BEETLE live in the shrub layer. The beetle is well adapted to this layer as it feeds on decaying material. - Amphibians such as frogs and toads are found in the ground layer because it is close to water supplies. The FLYING FROG has web-like feet which allow it to glide through the air to escape predators. - PARROTS have sharp, curved beaks to crack open nuts and access fruit growing on the trees. They have developed four toes on each foot which helps to clamber through the dense rainforest foliage.	
Week 5 What is sustainability?	Sustainability Meeting the needs of the present without compromising the needs of future generations to meet their own needs.		In Sustainability there are three different areas that need to be considered; • People (social): Improve quality of life, provide a safe and healthy environment • Planet (environmental): Reduce waste and recycle when possible, making such that the impact on plants and animals is low. • Profit (economic): Money must be made or available for something to be sustainable

Session	Keywords	Knowledge	Geographical concepts
Week 6 The plastic problem	Pollution: The introduction of harmful materials into the environment Microplastics: Extremely small pieces of plastic which has been broken down	Impacts of plastic • Millions of animals are killed by plastics each year (birds and marine organisms) • 700 species are said to be affected due to entanglement or starvation) • Some animals perceive plastic as food (e.g. albatross) and feed them to their young, causing them to starve and die. • Lots of smaller marine organisms perceive microplastics as plankton and algae and eat them too.	Kenya: What threatens tourism in Lamu? Lamu is the oldest town in Kenya. It has unique cultural heritage, mangrove swamps and coral reefs. It is a popular tourism destination for marine safaris (especially turtle breeding grounds) soft sandy beaches, donkey transports, museums and fancy restaurants. Plastic pollution is becoming an increasing problem to tourism due to: • Turtles eat microplastics and end up dying of malnutrition, therefore less turtles in the area leading to less tourists visiting • Plastic covering the golden sandy beaches which attract tourists (especially on wellness breaks) • Fishermen and local restaurants are affected due to catching polluted fish or having less fish to catch.
Week 7 Sustainable solutions to the plastic problem	Reducing: Using less plastic when possible stops more plastic getting into the world. Reusing: Using plastic objects more than once means less have to be made Recycling: Plastic can be melted and remade into other useful things.	Alternatives to plastic: The best solution to the plastic problem would be to reduce the use of plastic all together. Using alternatives would do this: 1. Cotton or paper bags 2. Refillable water bottles + coffee cups 3. Cardboard packaging	Kenya's response to the plastic problem 1. Flip Flopi Dhow - 10 metre long boat built out of flip flops made of recycled products 2. Banning plastic bags - Banned use of plastic bags. Faced with fines of US\$38,000. 3. Beach clean up - One lady started beach clean ups and started the 'Shela Environmental Residents group'

Year 8 Computing - Assessment Point 2

Week 1: Storing Data

Keywords	Knowledge																														
Binary - the digits 1 and 0, that can be used to store information in a computer system	Human beings have had to write down information for thousands of years. When you want to store any information in a computer system, you first need to encode it into a language that a computer understands. This language is called machine code and is a sequence of binary numbers - information stored as a sequence of 1s and 0s.																														
Encode - convert (information or an instruction) into a particular form	For example, in most computers the letter 'A' can be represented as 01000001 and the letter 'B' can be represented as 01000010, using ASCII encoding. Computers also have a range of different encoding methods for storing numbers, sound, images and video. Below is an example of the ASCII binary codes for a selection of letters and numbers you might want to save onto a computer system.																														
ASCII - American Standard Code for Information Interchange	<table><tr><td>9</td><td>0011 1001</td><td>X</td><td>0101 1000</td><td>v</td><td>0111 0110</td></tr><tr><td>A</td><td>0100 0001</td><td>Y</td><td>0101 1001</td><td>w</td><td>0111 0111</td></tr><tr><td>B</td><td>0100 0010</td><td>Z</td><td>0101 1010</td><td>x</td><td>0111 1000</td></tr><tr><td>C</td><td>0100 0011</td><td>a</td><td>0110 0001</td><td>y</td><td>0111 1001</td></tr><tr><td>D</td><td>0100 0100</td><td>b</td><td>0110 0010</td><td>z</td><td>0111 1010</td></tr></table>	9	0011 1001	X	0101 1000	v	0111 0110	A	0100 0001	Y	0101 1001	w	0111 0111	B	0100 0010	Z	0101 1010	x	0111 1000	C	0100 0011	a	0110 0001	y	0111 1001	D	0100 0100	b	0110 0010	z	0111 1010
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B	0100 0010	Z	0101 1010	x	0111 1000																										
C	0100 0011	a	0110 0001	y	0111 1001																										
D	0100 0100	b	0110 0010	z	0111 1010																										
	Example Question: What digits are used when storing binary numbers?																														

Week 2: Binary Digits

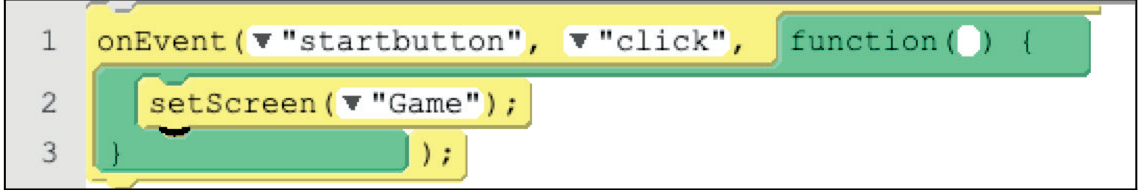
Keywords	Knowledge
Binary digit (bit) - a 1 or 0. They are symbols, just like letters and words. Binary digits are used by computers to represent data	The length of a message is the number of symbols it contains: - The message How are you? has a length of 12 (space and ? are both symbols). - The length of the number 45674 is 5. The number of bits in a message can be calculated by using the following formula: Number of Bits = Bits per character x Number of character Example Question: The message "Hello", encoded using 8 bits per character is a total of 5 characters x 8 bits per character = 40 bits in size.

Week 3: Binary Numbers

Keywords	Knowledge																				
Decimal Digit - the 10 symbols used to represent numbers encoded in decimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 Binary Digit - the 2 symbols used to represent numbers encoded in binary format: 0 and 1 Hexadecimal Digit - the 16 symbols used to represent numbers encoded in hexadecimal format: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, A, B, C, D, E, F	Decimal Digits can be used to encode any number, each position has a multiplier which increases by a multiple of 10 with each new position: <table><tr><td rowspan="2">$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$</td><td>x 1,000</td><td>x 100</td><td>x 10</td><td>x 1</td></tr><tr><td>5</td><td>1</td><td>0</td><td>7</td></tr></table> Binary Digits can be used to encode any number, each position can only contain either a 1 or 0, so the multiplier increases by a multiple of 2 with each new position. <table><tr><td rowspan="2">$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$</td><td>x 16</td><td>x 8</td><td>x 4</td><td>x 2</td><td>x 1</td></tr><tr><td>1</td><td>0</td><td>1</td><td>0</td><td>1</td></tr></table> Example Question: What is binary 10101, converted into decimal?	$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	x 1,000	x 100	x 10	x 1	5	1	0	7	$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1	1	0	1	0	1
$(5 \times 1000) + (1 \times 100) + (0 \times 10) + (1 \times 7) = 5107$	x 1,000		x 100	x 10	x 1																
	5	1	0	7																	
$(1 \times 16) + (0 \times 8) + (1 \times 4) + (0 \times 2) + (1 \times 1) = 20$	x 16	x 8	x 4	x 2	x 1																
	1	0	1	0	1																

Year 8 Computing - Assessment Point 2

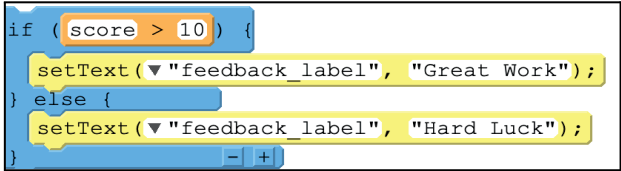
Week 4: Event Driven Programming

Keywords	Knowledge
Events - These are actions that occur when conditions are met. Trigger - This is a specific action in an event. Event Driven Programming - A technique to program using actions.	In event-driven programming, the flow of the program is controlled by events. - Events can be user actions such as: - Mouse clicks (or the touchscreen equivalent) - Key presses - Hovering over a picture - Voice input ("OK Google...") Events can also be triggered by: - Sensors (e.g. if movement is sensed, turn the light on) - Messages from other programs  <pre> 1 onEvent (▼ "startbutton", ▼ "click", function() { 2 setScreen (▼ "Game"); 3 }); </pre> Example Question: What is Event Driven Programming?

Week 5: Errors

Keywords	Knowledge
Errors - Issues that can appear because there are problems in code. Variables - Locations in memory where the values can be changed.	When writing programs to create an app, there will be different errors that appear. They can be syntax (spelling) or logic (operators) errors. Syntax errors can be detected by the programming environment that is being used. Logic errors will need to be spotted by the programmer. This is because the program will still run but not as it should. Programs will follow sets of instructions in an order. It is important to make sure that the instructions are in the correct order for completion. This helps create the desired end goal. Example Question: What is a syntax error?

Week 6: Selection

Keywords	Knowledge
Selection - This is where values are compared to BOOLEAN conditions. Boolean - True/False values.	 <pre> if (score > 10) { setText (▼ "feedback_label", "Great Work"); } else { setText (▼ "feedback_label", "Hard Luck"); } </pre> Events in an app will work based on True or False (Boolean) conditions happening. If one event takes place, then this will lead to another event running. We can use variables within selection statements to keep track of values being stored in the app. These values can then be used to decide which command to execute next. For example, if the variable score was 12, the label is set to great work in the example above. Example Question: What is a boolean value?

Y8 FRENCH K.O - HALF TERM 6
CELEBRATIONS + FOOD & DRINK

6. Quelle est ta fête préférée ? *What is your favourite festival/celebration?*

Sentence starter	Noun (festival)	Connective	Verb phrase
Ma fête préférée c'est <i>My favourite festival is</i>	Noël <i>Christmas</i>	parce qu'	on mange <i>we eat</i> une dinde <i>a turkey</i> une bûche de Noël <i>a Yule log</i> une galette des Rois <i>a Three Kings' cake (filled with almonds)</i> un gâteau <i>a cake</i> des oeufs en chocolat <i>chocolate eggs</i> des crêpes <i>pancakes</i> des pâtisseries orientales <i>oriental pastries</i>
	Pâques <i>Easter</i>		
	Mardi Gras <i>Shrove Tuesday</i>		
Moi, je préfère <i>I prefer</i>	Hanoukka <i>Hanukkah</i>	car	
	Aïd el-Fitr <i>Eid al-Fitr</i>		
Ma période préférée de l'année c'est <i>My favourite time of the year is</i>	Divali <i>Diwali</i>	puisque'	
	le jour de l'An <i>New Year's Day</i>		on boit <i>we drink</i> du champagne <i>champagne</i> du lait de poule <i>eggnog</i> du vin chaud <i>mulled wine</i> du thé à la menthe <i>mint tea</i>
	le premier avril/le poisson d'avril <i>1st of April/April Fools' Day</i>		
	les jours fériés <i>bank holidays</i>		
	la fête des Rois/l'Épiphanie <i>Epiphany</i>		on s'offre des cadeaux <i>we exchange gifts</i>
	la Chandeleur <i>Pancake day</i>		
	la Saint-Valentin <i>Valentine's Day</i>		on décore <i>we decorate</i> le sapin de Noël <i>the Christmas tree</i> la maison <i>the house</i>
	la fête du Travail <i>May day</i>		
	la fête des Mères <i>Mother's Day</i>		on chante <i>we sing</i>
	la fête de la Musique <i>Musical festival</i>		
	la fête nationale <i>Bastille Day (14th July)</i>		on regarde des feux d'artifice <i>we watch fireworks</i>
	la Toussaint <i>All Saints' Day</i>		
la Saint-Sylvestre <i>New Year's Eve</i>	on danse <i>we dance</i>		



Y8 FRENCH K.O - HALF TERM 6

CELEBRATIONS + FOOD & DRINK

7. Décris-moi ton dernier anniversaire *Describe your last birthday* Décris-moi ton prochain anniversaire *Describe your next birthday*

Time phrase	Verb (passé composé)	Noun	Connective	Verb (passé composé)
Il y a quelques mois <i>A few months ago</i>	j'ai fêté <i>I celebrated</i>	mon anniversaire <i>my birthday</i>	et <i>and</i> où <i>where</i>	on a beaucoup mangé. <i>we ate a lot</i>
Il y a trois mois <i>Three months ago</i>	j'ai invité <i>I invited</i>	mes copains chez moi <i>my friends to my house</i>		on a dansé. <i>we danced</i>
Récemment <i>Recently</i>	j'ai visité <i>I visited</i>	mes grands-parents <i>my grandparents</i>		on a joué à des jeux. <i>we played games</i>
Le mois dernier <i>Last month</i>	je suis allé(e) <i>I went</i>	chez mon copain (m) chez ma copine (f) <i>to my friend's house</i> à un barbecue <i>to a BBQ</i>		j'ai reçu des cadeaux. <i>I received presents</i>
La semaine dernière <i>Last week</i>				
L'année dernière <i>Last year</i>				
Dans quelques mois <i>In a few months</i>	je vais fêter <i>I'm going to celebrate</i>	mon anniversaire <i>my birthday</i>	et <i>and</i> où <i>where</i>	on va beaucoup manger. <i>we are going to eat a lot</i>
En février <i>In February</i>	je vais inviter <i>I'm going to invite</i>	mes copains chez moi <i>my friends to my house</i>		on va danser. <i>we are going to dance</i>
Bientôt <i>Soon</i>	je vais visiter <i>I'm going to visit</i>	mes grands-parents <i>my grandparents</i>		on va jouer à des jeux. <i>we are going to play games</i>
Le mois prochain <i>Next month</i>	je vais aller <i>I'm going to go</i>	chez mon copain (m) chez ma copine (f) <i>to my friend's house</i> à un barbecue <i>to a BBQ</i>		je vais recevoir des cadeaux. <i>I am going to receive presents</i>
La semaine prochaine <i>Next week</i>				
L'année prochaine <i>Next year</i>				



le foie gras



une assiette de charcuterie



la quiche lorraine



le confit de canard



les moules-frites



le croque monsieur



le bœuf bourguignon



la tartiflette



la bouillabaisse



la ratatouille



une gaufre



une crème brûlée



un tarte tatin



un éclair



un macaron



une crêpe



une soufflé au chocolat



Y8 FRENCH K.O - HALF TERM 6
CELEBRATIONS + FOOD & DRINK

8. Qu'est-ce que tu as fait récemment ? *What have you done recently?*

Verb phrase	Verb (infinitive)	Noun
Je viens <i>I have just</i>	de fêter/célébrer <i>celebrated</i>	mon anniversaire <i>my birthday</i> l'anniversaire de ma mère/mon copain <i>my mum's/my friend's birthday</i>
On vient <i>We (Inf.) have just</i>	d'aller <i>been</i>	à un mariage <i>(to) a wedding</i> à une fête (déguisée) <i>to a (fancy dress) party</i> à un carnaval <i>to a carnival</i> à un défilé <i>to a parade</i>
Nous venons <i>We (form.) have just</i>	de visiter <i>visited</i>	ma famille pour Pâques <i>my family for easter</i> mes grand-parents pour Noël <i>my grandparents for xmas</i>

Art, Craft and Design

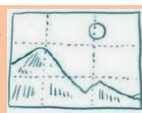
WEEK 1:

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.	

	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.

Rule of thirds – Place focal objects at 1/3 or 2/3 of the image horizontally or vertically. Not in the middle



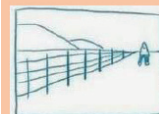
Balance elements. If there is an emphasis on one side balance it out with smaller objects on the other



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



WEEK 2:

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 & 4:

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

Artists/Designers

African Masks - African masks are used for special social and religious events. The masks represent the spirits of ancestors that passed away long ago. They are thought to control the good and evil in the community.

Masks are worn during dances. The mask is believed to channel a spirit through the dancer. This spirit responds to the music and influences the dancers movements.

Some masks are made to look like animals. These masks show the strong bond between the African community and nature. Masks have always been used to show this bond.



Pablo Picasso - Picasso was a Spanish painter, sculptor, printmaker, ceramicist and theatre designer who spent most of his adult life in France. Regarded as one of the most influential artists of the 20th century, he is known for co-founding the Cubist movement, the invention of constructed sculpture, the co-invention of collage, and for the wide variety of styles that he helped develop and explore. Among his most famous works is the painting, *Guernica* (1937), a dramatic portrayal of the bombing of Guernica by German and Italian air forces during the Spanish Civil War.

Pablo Picasso spent some time in Africa during his travels and was inspired by the masks and other cultural items he discovered there. Pablo Picasso's African Period, which lasted from 1906 to 1909, was the period when Pablo Picasso painted in a style which was strongly influenced by African sculpture, particularly traditional African masks and art of ancient Egypt.



WEEK 5 & 6:

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.

Physics - Sound waves		Revision		Physics - Light waves	
Keyword	Definition	Keyword	Definition	Keyword	Definition
Longitudinal	Oscillations are parallel to the direction of energy transfer.	Endothermic	Reaction in which energy is taken in.	Reflection	Where a wave bounces off a surface.
Transverse	Oscillations are at a right angle (perpendicular) to the direction of energy transfer.	Exothermic	Reaction in which energy is given out to the surroundings.	Refraction	When a wave changes direction as it enters a new medium.
Mechanical wave	The oscillation of matter to transmit energy.	Forces	A push or a pull that acts on an object.	Iris	Colored circle around the pupil that controls the size of the pupil.
Wavelength	The length of one complete wave.	Acids	Corrosive substance which has a pH lower than 7.	Pupil	Black part of the eye, an opening that lets light in.
Amplitude	The height of a wave from the centre (equilibrium) position.	Alkali	A substance with a pH value above 7.	Lens	Focuses light onto the retina.
Cochlea	Converts vibrations from the eardrum into nervous signals for the brain.	Pressure	Force exerted over an area.	Retina	Light sensitive layer at the back of the eye, passes signals to the optic nerve.
Oscillation	A regular variation about a central point.	Variation	The differences between individuals of the same species, caused by genetic and environmental factors.	Angle of refraction.	The angle between the refracted light ray and the normal.
Eardrum	A thin structure in the ear that vibrates when it comes into contact with a sound wave.	Gene	A section of DNA that is responsible for a characteristic like eye colour or blood group.	Density	The amount of mass per unit volume of a material.
Time period	The time taken for a complete wavelength to pass a point.	Atmosphere	The relatively thin layer of gases that surround the planet.	Angle of incidence	The angle between the incoming light ray and the normal.
Ultrasound	Sound higher than the range of human hearing.	Combustion	The burning of a fuel in the presence of oxygen.	Angle of reflection	The angle between the reflected light ray and the normal.
Most Important Fact					
Sound travels via mechanical waves, these waves use the oscillation of matter to transfer energy. Sound waves rely on particles, sound travels fastest in solids where the particles are closer together. Sound waves cannot travel through a vacuum as there are no particles. The human ear is adapted to interpret these sound waves and convert them into nervous signals that are passed onto the brain, this is how we hear and understand sound.		Revise effectively through self-quizzing. 1. Write a question to test yourself. 2. Attempt to answer the question. 3. Cover up your previous answer and try to answer the question correctly again. 4. Correct any mistakes you have made in green so the information sticks.		Light waves are not mechanical so do not rely on matter to transmit them, they can travel through a vacuum. Light rays travel in a straight line. They can be reflected, the angle of incidence is always equal to the angle of reflection. When light interacts with a transparent medium it will change speed as it passes through, this is called refraction. Our eyes are adapted to interpret light and convert it into nervous signals that are passed on to the brain, this is how we see.	

Week 1/2	Key themes/Fact	Key Terms/Spellings	Religious point of view
The Resurrection & Ascension	Jesus was placed in a tomb late on Friday afternoon. When Mary went to anoint the body Jesus was no longer in the tomb. The belief that Jesus rose from the dead is known as the resurrection. The ascension is a matter of faith and interpretation, but God has the special power to come to earth and then leave earth physically and return to heaven. For thousands of years people have believed that death is not the end and that there is new life after death.	Ascension - the event, 40 days after the resurrection when Jesus returned to God, the Father in heaven. Heaven - a state of eternal happiness in the presence of God. Resurrection - rising from the dead. Jesus rising from the dead on Easter day. 	Explain why the resurrection and ascension are significant events for Christians. The resurrection is when Jesus arose from the dead. Shows the power of good over evil and life after death. Ascension shows Jesus is with God in heaven. How likely are these events to have happened? Give reasons. Resurrection is important as it shows Christians divine nature of Jesus. The world be to Christian faith without resurrection. Ascension shows he returned to God after 40 days and is in heaven. Life after Death - If resurrection is a reality for people once they have died, life after death must also be real. Christians believe that by trusting God in their life, that when they die, life after death will remain in the presence of God.
Resurrection & life after death			
Week 3	Key themes/Fact	Key Terms/Spellings	Religious point of view
Revision Christian Practices	Christians communicate with God by prayer in silence or aloud. Sometimes they say a set prayer before eating a meal to thank God for providing what they need to live.	Sacraments - rites and rituals through which the believer receives a special gift of grace Baptism - ritual when you become a member of the church	Festivals - Christmas commemorates the incarnation of Jesus, the belief that God became human in Jesus. Christians celebrate the birth on the 25th December. On Easter Sunday the church celebrates the rising of Jesus and new beginnings.
Revision Christian Teachings & Beliefs	Christians believe that God has various qualities or attributes. They believe that God is perfect and that these qualities are proof of God's perfection. Some of God's qualities are not possible for humans to achieve but others are and provide examples that Christians should aspire to.	Denomination: A distinct group with Christian faith. Orthodox: A branch of Christianity mainly practiced in East Europe. Protestant: Are called this name because they protested. Catholic: Branch of Christianity - based in Rome. Monotheistic - believe in one God	There are 3 main branches of Christianity (Catholic, Orthodox and Protestant) now exist side by side and all three are rightly called Christianity. All believe that God is universal and God works through history guiding and inspiring people to do God's will for the good of all people. God has no restrictions caused by physicality but exists as a spiritual being that defied description. Christians consider God to be holy, which means something set apart from everything else for a special purpose and worthy of worship.

Week 4/5	Key themes/Facts	Key terms/Spellings	Religious point of view
Holy Book of Islam	Holy books from different faiths that you will find in modern Britain today. Each one of the holy books has a real significance for each follower of the faiths. These are Christians, Muslims, Jews and they have a responsibility to ensure that each holy book is read. The Torah (Tawrat) - Muslims believe the Torah was given to Moses (Musa). It is mentioned 18 times in the Qur'an. The Psalms (Zabur) - The Psalms were revealed to David, and are mentioned 3 times in the Qur'an. Many Muslims believe that they are similar to the Psalms in the Bible. The scrolls of Abraham - They are referred to in the Qur'an but have been lost and no longer exist. They are thought they have been the earliest scriptures in Islam, which were revealed to Ibrahim. The Gospel (Injil) - The Gospel is mentioned in the Qur'an and it is believed that this refers to a book divinely revealed to Jesus (Isa). It is thought that this Gospel has been lost but that some of its message is still found in the Bible.	The Qur'an - the holy book of Islam. Kutub is the arabic word for 'holy book' The words of Allah are found in the Qur'an. Muhammad - the last prophet who had the Qur'an recited to him by the angel Jibril.	The OLD TESTAMENT which contains stories, laws, songs, prophecies and history. This part contains 39 books and it prepares the world for Jesus. The second part of the Bible is called the NEW TESTAMENT and this contains the stories about the life of Jesus and all teachings and letters from after Jesus was alive. The first four books of the New Testament are called the GOSPELS which means good news and these are about the life of Jesus.
Buddhism	Siddhartha Gautama (Buddha) - born in the 6th century BC. he was born into a wealthy family as a prince in present day Nepal. Gautama was removed from all suffering in the world. Gautama decided to give up living at the palace and ventured outside the palace walls. This is when he came across suffering of all different kinds. There are around 248,000 Buddhists in Britain today. Buddhists believe that what they are reborn as in future will depend on how they live their current life. For example, if a person lives a good life and has good kamma, they will be reborn into a better realm.	Buddhist - a follower of Buddhism. Kamma (known as Karma) means that actions have consequences.	Path of Enlightenment - Buddhism is one of the world's largest religions and originated 2,500 years ago in India. Buddhists believe that the human life is one of suffering and that meditation, spiritual and physical labour, plus good behaviour are the ways to achieve enlightenment or nirvana.
Week 6	Key theme/Fact	Key terms/Spellings	Religious point of view
Sikhism	A 'Guru' A Guru is regarded as having great knowledge, wisdom, and authority in a certain area, and who uses it to guide others (teacher). In Sikhism, a Guru means religious teacher. There have been 10 Sikh Gurus from 1469 - 1708. Guru Nanak built a town called Kartarpur where followers from all over the world would go and pray and sing. Guru Nanak never asked for followers but asked people to be true to themselves.	Guru Nanak - a sikh who founded the religion called Sikhism. Sikh - a person who follows Sikhism. Sikhism - one of the world's main religions.	Sikhs believe that a good life is lived as part of a community by living honestly and caring for others. Sikhs believe that empty religious rituals and superstitions have no value in Sikhism.

Week 1. Chernobyl	
In the early hours of 26th April 1986 one of the 4 reactors at the Chernobyl power station exploded. Chernobyl is a city about 1,500 miles from UK and 60 miles north of Kiev the capital of the Ukraine Initial casualties were rushed off to hospitals in Moscow but the exact number is uncertain. The main concern was because of the intense radioactive fallout, all the surrounding population would have to be evacuated - 14,000 people On Sunday 27th April at 1.50pm, local radio announced the start of a mass evacuation. At 2pm, 1,100 buses began to pick up the 40,000 residents. Almost all belongings had to be left behind. Sunday lunches were left on the tables, pets and livestock abandoned. By 4.20pm the town was empty. In all, more than 110,000 men, women and children were evacuated from the surrounding area. Immediately after the accident about 30 people died. It is impossible to say that a particular cancer was caused by this disaster but each year there are 4,000 cases of thyroid cancer found in children. 34 years after the disaster the area is still radioactive and is expected to be for at least 20,000 years	Key Dates 26th April 1986 - explosion at Chernobyl

Week 2 - Social Turning Points	
Key Words Affluence - money Ignorance - a lack of knowledge Idleness - being lazy Squalor - really bad living conditions Giant Evils - the things that were wrong in Great Britain Tripartite system - 3 secondary schools based on ability and aptitude decided by the I I +	Key dates 1942 - William Beveridge conducts a report = Beveridge Report 1944 Education Act - everyone to stay on to school until 15 1945 - WW 2 ends 1945 - Labour Government under Clement Atlee won the election 1948 - Welfare State and NHS set up
• During WW2 the Conservative Government commissioned the Beveridge report to find out what was wrong in Britain (1942) • Beveridge Report which was named after the person who did it William Beveridge. He found there were 5 Giants Evils in the UK. These were WANT, DISEASE, SQUALOR, IGNORANCE and IDLENESS. These needed to be addressed if the UK was to be successful in the postwar world • 1944 Education Act introduced the Tripartite system which created separate and free secondary school education - Grammar, Technical and Secondary Modern schools. It also raised the school leaving age to 15 and made RS and PE compulsory for all pupils • When WW2 ended there was a general election held - the Conservatives under Winston Churchill lost while the Labour Party led by Clement Atlee won • The Labour Party introduced the Welfare State and NHS to look after people from The Cradle to the Grave	

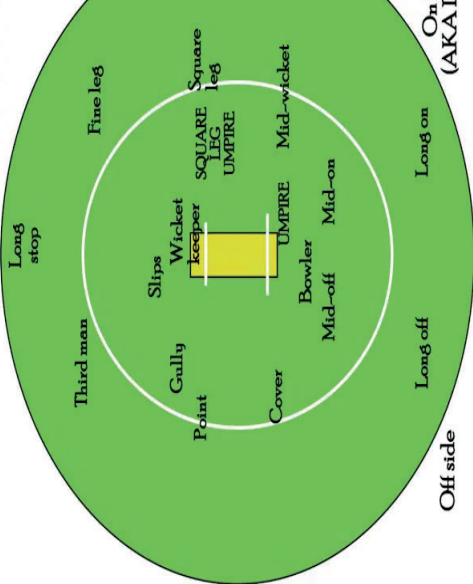
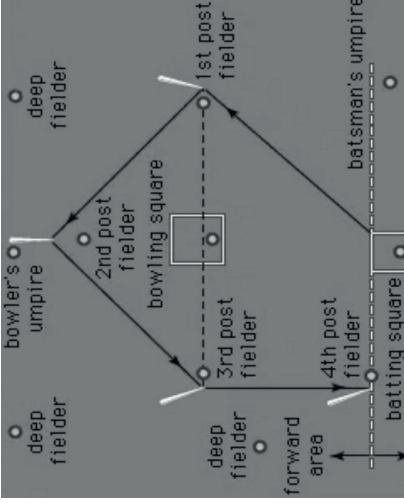
Week 3- Women's rights	
Key Dates 1939-45 - women engaged in war work and away from the home 1944 - Education Act - children to stay at school until 15 1945 - women expected to return to the home 1950s - commercialisation of housework	• WW2 women were doing vital work for the war- as drivers, radio operators, weapon testers - some were even working as spies or couriers in France. They also worked on the land and in the munitions factories • not all women were happy to return home after the war to let the men have their jobs back • women were expected to be happy with the Cult of Domesticity (a life based around the home) but things were changing • full employment after WW2 allowed women to do part time jobs and they were paid less - this made them attractive to employers • lots of new labour saving devices like fridges and washing machines meant women had more time on their hands • women also became a target for the Media - lots of adverts and magazines aimed specifically at them like Women's Realm • The changes to education meant women had more qualifications and some professions like medical care welcomed women. Teaching now allowed married women to continue their work

Week 3 Youth Culture	
Key Words Affluence - money Youth Culture - specific fashion, music and leisure aimed at young people Consumers - people who buy things Moral panic - when are group are made to appear worse than they are by the Media and this creates fear about that group	Key Dates 1940s children were mini versions of the 1954 Rationing ended 1944 Education Act meant all children had to stay at school until they were 15 1950s Teddy Boys 1964- Media reports conflict between Mods and Rockers
Key Facts Teenagers were a separate group now but still socialised with their families. Improvements in the economy created greater affluence which allowed youth culture to develop. Teenagers had their own music, fashion and lifestyle (coffee shop culture)- influenced by American music and films (Rock n Roll, Skiffle – Elvis Priestly, Bill Haley . James Dean and Rebel Without A Cause The Teddy Boys with their distinct clothing and sense of trouble were the first real teen culture. They wore drainpipe trousers, wide shouldered jackets and thin ties. The girls wore pencil skirts or rolled up jeans, long jackets and had their hair in ponytails. Many formed gangs and fought with other groups or attacked immigrants as in the London Race Riots 1958 In the 1960s teenagers became even greater consumers – adverts and products aimed directly at them. Radios became portable, making music more popular for groups like the Beatles, Rolling Stones. TV programmes aimed especially at teenagers like Ready , Steady , Go. Fashion changed mini skirt, clothes made from PVC and Crimpoline, nylon New Gangs like the Mods and Rockers (distinctive clothes, music and transport) were made out by the Media to bad and rebellious) Mods wore tailored suits, Parka jackets, V necked jumpers and rode scooters with lots of wing mirrors. The girls wore their hair short, wore mini skirts and flat shoes. They listened to soul music,	

Ska and Rhythm and blues. They also took recreational drugs like 'purple hearts'

Rockers rode motorbikes, wore leather jackets and jeans with big biker boots. They often put studs, emblems and pin badges on their jackets. The skull and crossbones were one of their symbols. They listened to rock music

Week 6 - 9/11	
Key Words Terrorism is the unlawful use of violence against the state or public to get publicity for your cause. Osama Bin Laden - Leader of Al Qaeda Al Qaeda a terrorist group who wanted to get American influence out of Islamic countries. War on Terror - the USA policy to rid the world of the threat of terrorism beginning with Afghanistan and Iraq. President Bush - US leader at the time of 9/11	Causes of 9/11 Osama Bin Laden was born in Saudi Arabia. In 1990, Saudi Arabia was threatened with invasion by Iraq. As a result Bin Laden returned to Saudi Arabia. Bin Laden vowed to end American influence in the Middle East and to remove the governments of countries like Saudi Arabia and Egypt as he believed they were not true followers of Islam and were too easily influenced by non-Muslim states. In 1979 the Soviets had invaded Afghanistan and Muslims including Bin Laden had risen up against the invaders. Their victory against the Soviets encouraged Bin Laden to form Al Qaeda to rid other Islamic countries of foreign influence. He set up special training camps in Afghanistan with the support of the new Islamic extremist government the Taliban. In 1998 the USA had fired 70 missiles at 6 of these training camps killing 26 people.
Events of 9/11 On 11th September 2001 - the terrorist group Al Qaeda led by Osama Bin Laden attacked key targets in the USA in protest against the American actions in the Middle East. At 8.56am the first plane Flight 11 hit the North Tower of the World Trade Centre in New York. Followed at 9.03am by Flight 175 hitting the South Tower. Both Towers collapsed killing 2,606 people. A third plane Flight 77 hit the Pentagon (Headquarters of the USA defence) killing 125 people. The final plane Flight 183 heading for the Whitehouse (home of the President) crashed in a field in Pennsylvania. All people on the planes died (265) as did the 19 terrorist hijackers. The US President Bush told the world on 12th September that the USA has declared a war on terror.	

Physical and Health Education		
Cricket	Rounders	
Week 1	Week 2	
Fielding positions: These are the main positions on a cricket field. There is always a bowler and a wicket keeper as well as two batters and umpires.	Positions - on a fielding team: Bowler - Role is to bowl the ball from bowlers square to the batter, making not to bowl a 'No Ball'. Backstop - To stop the ball from going when the batter does not hit it or if it is a backward hit and to work with the bowler 2nd base. Post fielders - To use their coordination accurate throwing and catching to stump batters out. Deep fielders - To catch high balls, rolling balls and throw the ball into other fielders. 	
Shot selection: When batting it is important that the batter plays the right shot for the ball that is bowled at them. If the ball is 'full' they need to play a front foot shot and if the ball bowled is short (going to bounce above the batters waist) they need to play a back foot shot. If the batter hits the ball in the air they have the best chance of hitting a six but also run the risk of getting caught out. Hitting the ball along the floor reduces the chance of getting out but may mean that it is easy for fielders to stop the ball. The batter needs to assess where the fielders are placed and hit the ball into the gaps.	 Batting technique: 1. Have a firm grip of the bat in your dominant hand. 2. Stand side on in the batting square. 3. Keep your legs shoulder width apart. 4. Lift the bat up so that it is inline with your chest. 5. Keep your eye on the ball. 6. As you swing for the ball make sure you follow through in order to generate the most power. Rules: - Two teams of 9 will play against one another however you can play with a minimum of 6 players per team. - A rounders game will last for two complete innings, and the winning team will be the one who achieved the most rounders at the end of the game. - When playing, batters must run around the outside of the posts and bases once the ball is bowled and they have either hit the ball or have been unsuccessful. The only time they should not run is if the umpires call 'No Ball'. - Batters must not drop the bat, they must carry it whilst running and can use it to stump posts and bases in order to stay in. - Batters must stand in the batting square when batting. - Bowlers must stand in the bowlers square when bowling. - Bowlers must bowl the ball using an underarm throw. - When the bowlers have the ball in their square, the fielders if between bases must wait at the next base. - Batters can only score when it is their turn to bat, even if they remain on a post and base when it is the next person's turn.	

Jumping - High Jump

This event requires the jumper's back to pass over the bar. Dick Fosbury, who went on to win an Olympic gold medal in 1968, invented this technique, commonly known as the Fosbury Flop.

Rules:

- In a competition, a high jump event starts with a chief judge setting a particular height to place the crossbar. The height generally increases gradually to make it tougher for athletes.
- The competing athletes have three attempts each to clear a particular height in order to advance to the next (higher) mark. Competitors, however, do have the option to pass any one height and try for the next mark.
- A competitor is eliminated after three successive failed attempts to clear one or a combination of heights. So, as the height increases, the field of a high jump event gradually starts decreasing.

Running - 100 Metre Sprint

Rules:

- Every 100-metre sprinter must begin the race with his feet in the starting blocks.
- The official race starter will call the sprinters to their blocks and on command the runners will adopt a set position.
- The set position requires the runners to have both feet in the blocks and adopt a position with the body weight on their hands. On the starter's gun all runners begin the race.

Throwing - Javelin

Javelin throw was part of the pentathlon at the Ancient Olympics and has been a standalone event in the modern Summer Games since 1908.

Rules:

- The objective of javelin throw is to hurl a narrow cylindrical hollow spear the furthest distance possible. Throwers must abide by a set of rules for their throws to count as valid.
- For the throw to be counted, the javelin must land tip first inside the bounds of the landing sector. The javelin, however, needs to only make a mark on the ground and doesn't necessarily need to stick in the ground or 'break turf'.
- While releasing the javelin and before it lands, athletes must stay behind the throwing arc or foul line.

-Use BBC Bitesize for more information - <https://www.bbc.co.uk/bitesize>.

Atrium	Located at the top of the heart, collect blood from the body and moves blood into the ventricles
Ventricle	Collect blood from the atriums ready to send out to the body and lungs.
Arteries	The blood vessel that transports blood from the heart around the body at high pressure.
Veins	The blood vessel that transports blood to the heart around the body at high pressure.
Capillaries	The smallest blood vessel in the body

Structure of the heart - imagine the heart as a box with 4 quarters, each ¼ has a different name and job.

Right Atrium - The chamber at the top of the heart collecting blood from the body	Left Atrium - The chamber at the top of the heart collecting blood from the lungs
Right Ventricle - The chamber at the bottom of the heart, sends blood to the lungs	Left Ventricle - The chamber at the bottom of the heart, sends blood to the body.

Healthy ME: Week 6 - Healthy Eating Nutrients

There are 6 main nutrients that are essential in a balanced diet; carbohydrates, protein, fats, fibre, vitamins and minerals.

Carbohydrates: The main source of energy. Examples include potatoes, rice, pasta, bread.

Protein: Protein is required for growth and repair within the body. Examples include meats, fish, eggs, beans, pulses.

Fats: Provides energy, protects vital organs and helps to absorb vitamins.

Fibre: Aids digestion. Examples include cereal, whole grain bread, oats, vegetables.

Vitamins & Minerals: Important for many daily bodily functions such as supporting the immune system, helping blood to clot and strengthening bones. Food examples include fruit and vegetables (e.g oranges - Vitamin C) and meats and beans (e.g. red meat - Iron).

Aspire
(ACHIEVE)
Thrive

Develop your character

