

CLEETHORPES ACADEMY

HOME LEARNING

Year 7
Autumn Term 1



NAME: _____
FORM: _____

We Are ***CARING***

We Are ***CURIOUS***

We Are ***CREATIVE***

SELF QUIZZING

OUR EXPECTATIONS

- The act of self-quizzing supports retrieval. Retrieval is important because the more we revisit knowledge and ideas, the more likely we are to remember it. The more we remember, the greater sense we can make of our learning.
- You should spend a minimum of *30 minutes a night* focusing on a specific subject's retrieval activity.
- You should use the homework log to monitor your completion week on week.
- You should bring your completed work to form, every Tuesday, where your work will be checked and additional retrieval activities will be completed to support your retention of the information studied at home.
- Failure to complete the activities each week, will result in further sanctions.

WHAT YOU SHOULD DO

- Each night, select a subject to focus on.
- Read the subject's information really trying hard to remember what you have read. You might want to highlight and add your own notes to the information you have been given.
- Once you are confident that you can recall the information without having to recheck, use your home learning exercise book to write down everything you can remember, using a black or blue pen. Don't worry if you can't remember everything
- In form time, your tutor will ask you to check through your work and use a green pen to "gap fill" any information you may have missed.
- Your tutor will also ask further questions in relation to the information you have read each week, to further support your retention of new knowledge.
- You will be rewarded with carrot points for your efforts each week.

WEEK 1

Literacy

Word of the Week:

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Prefix: im

Meaning: in, into, toward, without

Examples:

impossible – unable to happen or be done

impolite – showing a lack of good manners

imperfect – having flaws/not complete or ideal

WEEK 1

English Literature

Dickens' Childhood

Charles Dickens was born in Portsmouth in 1812 and enjoyed a fairly comfortable early childhood. However, this changed drastically when his father was arrested and sent to a debtors' prison due to unpaid debts. This event had a profound impact on the young Dickens, as it meant his family faced great financial hardship and were forced to separate. At just twelve years old, Charles had to leave school and begin working to support himself. This traumatic experience introduced him to the grim realities of poverty that would later become central themes in his writing.

Dickens found work in a blacking factory, where he spent long hours sticking labels onto bottles of shoe polish. The conditions were dirty, repetitive, and depressing. He was surrounded by other children in similar situations—some even younger than him—who were also forced into work by poverty. Dickens never forgot the humiliation and loneliness of that period. He later described the experience as one that 'haunted' his life, and it informed the sympathy he felt for the poor and voiceless in his novels.

These hardships were not just personal setbacks for Dickens—they became fuel for his social campaigns. Through novels like *Oliver Twist*, he sought to shine a light on the cruelty of poverty and child labour. Dickens believed literature could change minds and inspire reform. By embedding his own early struggles into the characters and stories he created, he helped middle- and upper-class readers understand the suffering of others in Victorian society. His empathy and passion for justice started with his own painful childhood.

Write down everything you can remember about Charles Dickens' childhood.

WEEK 1

English Language

Introduction to Gothic Texts

The **Gothic genre** is a style of writing that focuses on mystery, fear, and the supernatural. These stories often take place in dark, eerie settings like old **castles**, **graveyards**, or places covered in **fog**. The atmosphere feels **ominous** – like something scary or strange is about to happen.

Gothic texts often include:

- **Isolation** – characters are cut off from help or other people.
- **The supernatural** – ghosts, monsters, or things that cannot be explained.
- **Suspense** – the reader is left wondering what will happen next.

One famous Gothic story is *Dracula*, where a mysterious castle and strange happenings create a chilling atmosphere.

What Makes Something Gothic?

Ask yourself:

- Does the setting feel spooky or deserted?
- Is there something strange or unnatural happening?
- Do you feel a sense of danger, fear or tension?

Write down everything you can remember about the features of gothic writing.

WEEK 1
Mathematics

Sequences

Useful definitions:

Sequence	List of items in a given order, usually following a rule
Term	Number/object that relates to a specific position in a sequence
Position	Where a number or diagram is located in a sequence
Previous Term	Term immediately before a given term
Next Term	Term immediately after a given term

Diagrams: Sequences

Work out the next 3 terms of this
sequence: 10, 13, 16, 19,

*The sequence is increasing by 3
each time, so:*

22, 25 28
...., ,

WEEK 1

Biology

Movement - Moving itself or its parts to change position or location.

Reproduction - Producing offspring of the same kind.

Sensitivity - Sensing and responding to changes in their surroundings.

Growth - Increasing in size and repairing parts that are damaged.

Respiration - Using oxygen and **glucose** (a sugar) to provide energy.

Excretion - Removal of waste substances that are no longer needed.

Nutrition - Using food or other nutrients like water to stay alive.

WEEK 1
Chemistry

Hazard symbols



Explosive



Flammable



Corrosive



Toxic



Oxidising



Harmful to the Environment



Moderate Hazard



Severe Health Hazard

Write down the 8 hazard symbols.

For additional challenge, why not try and draw or describe the accompanying images?

WEEK 1

Physics

Types of Forces

Contact Forces

Contact forces act between objects that are physically touching each other.

friction – The force between two surfaces that are sliding, or trying to slide, past each other.

air resistance – The force that acts in the opposite direction to an object's movement as it moves through the air.

reaction – The force that supports an object on a solid surface.

tension – The force transmitted through a rope, string or wire when pulled by forces acting on each end.

upthrust – The upward force exerted by a fluid on an object floating in it.

Non-Contact Forces

Non-contact forces act between objects without them physically touching each other.

gravitational force – The force acting on an object due to gravity.

magnetic force – The force exerted by a magnetic field on a magnetic material.

electrostatic force – The force that acts between two charged objects.

Write out the definitions for different types of forces.

Remember, there are two different force types: contact, and non-contact.

WEEK 1

History

Key Historical Terms

Social: People

Economic: Money

Political: Government/rulers

Cultural: Human intellect or creative output.

Monarchy: A kingdom/territory ruled by a King or Queen.

Conquest: To gain control of a place by military force.

Revolt: To go against the government or ruler.

Reform: A change for the better.

Chronology: Time order from earliest to latest.

Consequence: The result or effect of an action.

Can you remember the 10 historical words and their definitions?

Write as many as you can remember in your home learning book.

WEEK 1

RE

7 dimensions of religion

Beliefs and teachings about God, life, death and the afterlife

Stories that explain teachings and inspire believers

Rules – guidelines and laws that influence behaviour

Rituals – practices like worship, prayer, celebrations

Feelings – people react emotionally when they have experienced something deep

Social – the groups that religions are divided into

Material – buildings, food, clothes, etc.

WEEK 1

Geography

This week you will need to learn the different types of geography.

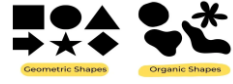
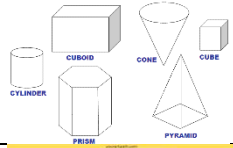
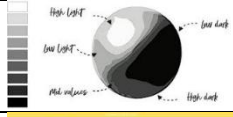


Can you list the 13 areas of Geographical study in your home learning book?

WEEK 1

Art

The elements of art are the fundamental components that artists use to create a works of art. These elements are the building blocks that artists utilize to express their ideas and communicate with the viewer. The seven main elements of art are: **line, shape, form, space, tone, colour, and texture.**

Elements of Art	Example	Definition within art.
Line		A mark with greater length than width. Lines can be straight, curved, thick, thin, and can be used to define shapes, create movement, and guide the viewer's eye.
Shape		A mark with greater length than width. Lines can be straight, curved, thick, thin, and can be used to define shapes, create movement, and guide the viewer's eye.
Form		A three-dimensional object that has height, width, and depth. Form is the three-dimensional equivalent of shape.
Space (Composition)		The area around, between, and within objects in a work of art. Space can be positive (occupied by the subject) or negative (empty space).
Tone		The lightness or darkness of a colour or tone. Value creates contrast, depth, and can be used to create a sense of form.
Colour		The visual sensation caused by the way objects reflect light. Colour can evoke emotions, create mood, and help define forms.
Texture		The surface quality of an object, both real and implied. Texture can be rough, smooth, bumpy, etc., and can add another layer of sensory experience to the artwork.

WEEK 1

Spanish

Greetings

Hola	<i>Hello</i>
Buenos días	<i>Good morning</i>
Buenas tardes	<i>Good afternoon</i>
Buenas noches	<i>Good night</i>
adiós	<i>Goodbye</i>
Hasta luego	<i>See you later</i>
Hasta pronto	<i>See you soon</i>
¿Cómo te llamas?	<i>What is your name?</i>
Me llamo ...	<i>I am called...</i>
Mi nombre es...	<i>My name is ...</i>
¿y tú?	<i>What about you?</i>

WEEK 1

Personal Development

Protected characteristics

Age	People cannot be treated unfairly because they are young or old. Everyone deserves respect, no matter their age	 AGE
Disability	People with physical or mental disabilities must be treated fairly, with reasonable adjustments made to support them in school, work, and life.	 DISABILITY
Gender Reassignment	A person is considered to be <i>transitioning</i> if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	 GENDER REASSIGNMENT
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	 MARRIAGE AND CIVIL PARTNERSHIP
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	 PREGNANCY AND MATERNITY
Race	No one should be treated unfairly because of their skin colour, nationality, or ethnicity (a person's cultural identity, which may include shared language, traditions, and history).	 RACE
Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	 RELIGION OR BELIEF
Sex	People must not be treated unfairly because they are biologically male or female.	 SEX

WEEK 1

ICT

Draw and label the keyboard in your exercise book.



WEEK 2

Literacy

Word of the Week:



Prefix: un

Meaning: not or opposite of

Examples:

unkind – not kind

unimportant – not important

unhelpful – not helpful

WEEK 2

English Literature

Victorian London

In the 1800s, London became the largest and most powerful city in the world. It was the centre of the British Empire and home to people from all walks of life. However, while wealth and industry were growing, the conditions for the poor were often appalling. Families squeezed into one-room homes, sanitation was poor, and diseases such as cholera and typhoid spread easily. The contrast between rich and poor was extreme – grand townhouses stood near overcrowded slums.

The poorest parts of London were known as slums. Streets were filthy and crowded, with open sewers and no clean water. People often shared beds with strangers and had very little access to healthcare. Many children died young from illness, hunger, or accidents. For those who survived, life was tough. They worked long hours in factories, sold goods on the streets, or begged. The city was noisy, smoky, and dangerous, especially at night. Dickens used his novels to highlight the suffering of the poor in Victorian London. He wanted people to understand the reality behind the polite façades of city life. In 'Oliver Twist', the city itself becomes a symbol of danger and inequality. The dark alleyways, crowded streets, and criminal networks show a side of London that middle-class readers would have rarely seen. Dickens hoped that his writing would inspire more compassion and a desire for change.

Write down everything you can remember about Victorian London.

WEEK 2

English Language

Tips for Exploring Setting and Atmosphere

1. Look Closely at the Setting

- Is the place **isolated**, **abandoned**, or **dangerous**?
- Are there **old buildings**, **dark forests**, **stormy weather**, or **empty landscapes**?
- Gothic settings often make the characters (and reader) feel **alone**, **trapped**, or **scared**.

Example: *"It was on a dreary night of November..."* → The word "*dreary*" helps build a gloomy, lifeless setting.

2. Highlight Descriptive Language

- Circle adjectives and descriptive phrases that show mood.
- Look for words linked to darkness, mystery, or fear (e.g. "*gloomy*," "*howling*," "*shadowy*").
- Use a highlighter to pick out sensory details: What can be seen, heard, or felt?

3. Spot Weather and Nature Imagery

- Weather often reflects the mood (this is called **pathetic fallacy**).
- Storms, fog, thunder, and cold winds usually suggest danger or tension.

Example: *"The rain pattered dismally against the panes..."* → The weather adds to the hopeless and tense atmosphere.

4. Think About the Atmosphere

- Ask: *How does this setting make me feel?*
- Is it **eerie**, **tense**, **mysterious**, or **unsettling**?
- Why might the author have created that mood?

5. Use These Sentence Starters When Discussing or Writing

- *The setting creates a feeling of...*
- *The use of words like "___" makes the atmosphere feel...*
 - *This Gothic setting is typical because...*
 - *The author builds suspense by describing...*

Write down everything you remember about exploring setting and atmosphere.

WEEK 2

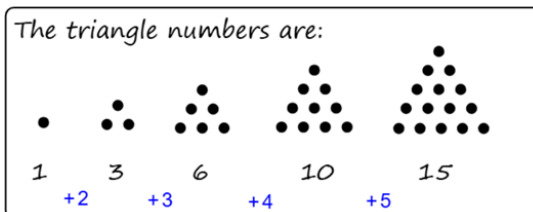
Mathematics

Sequences

Useful definitions:

Common Difference	Constant value that is added to or subtracted from each term to get the next term of a sequence
Linear Sequence	Sequence with a common difference between consecutive terms
Ascending Sequence	Sequence where each term is greater than the previous term
Descending Sequence	Sequence where each term is smaller than the previous term
Geometric Sequence	Sequence where each successive term is found by multiplying or dividing the previous term by the same number

Diagrams: Sequences

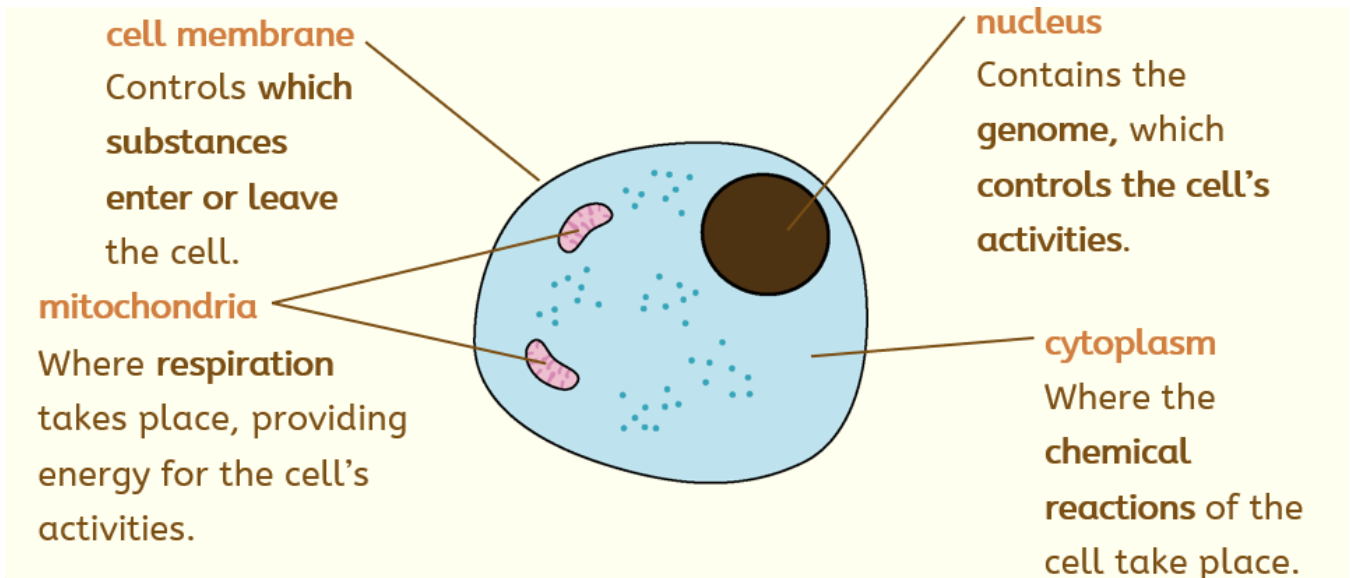


Fibonacci Sequence:

To get to the next term, you add together the previous two terms,
e.g. 1, 1, 2, 3, 5, 8, 13....
e.g. 7, 2, 9, 11, 20, 31 ...

WEEK 2

Biology



WEEK 2

Chemistry

Equipment in the laboratory



Goggles



Beaker



Measuring Cylinder



Balance



Tongs



Bunsen Burner

List the 6 pieces of scientific equipment in your home learning books.

You could add an accompanying image.

WEEK 2

Physics

Measuring Forces

Forces are measured in newtons (N).

Forces can be measured using a newton meter.



Interaction Pairs

Forces always act in pairs.

The person's weight pushes down on the chair.

The reaction force from the chair pushes the person up.



Now write out what you can remember about forces.

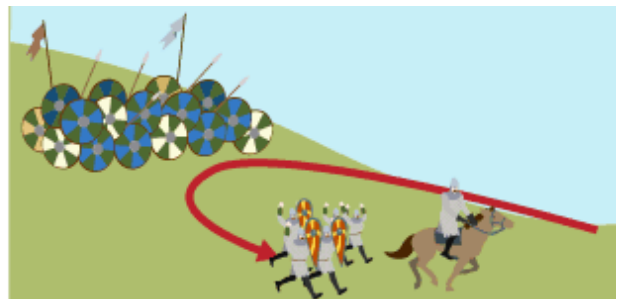
WEEK 2

History

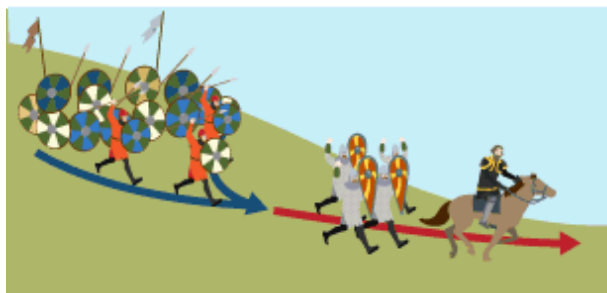
Battle of Hastings



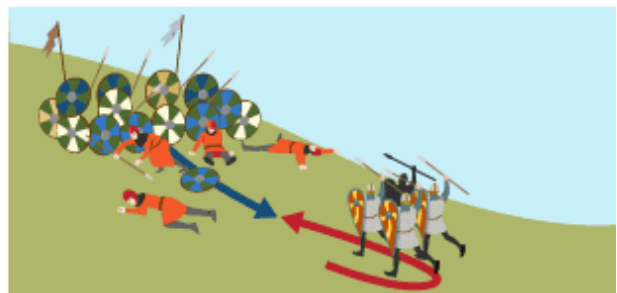
1. The position at the start of the battle. Harold's army is at the top of Senlac Hill. William's is at the bottom.



2. William orders his army to charge up the hill, but Harold's army forms a shield wall, blocking their attack. William's army pretends to retreat.



3. Harold's army follows them down the hill, breaking up the shield wall.



4. William's army turn around and attack now the shield wall is gone.



5. Harold is killed and the battle is over. William won the Battle of Hastings and is later crowned King of England.

Can you write a 5 stage summary of the Battle of Hastings?

WEEK 2

RE

Religion	Religious Building	Holy Book
Judaism	Synagogue	Tenakh
Christianity	Church	Bible
Islam	Mosque	Qur'an
Hinduism	Mandir	Sruti and smriti
Sikhism	Gurdwara	Guru Granth Sahib
Buddhism	Viharas	Tipitaka

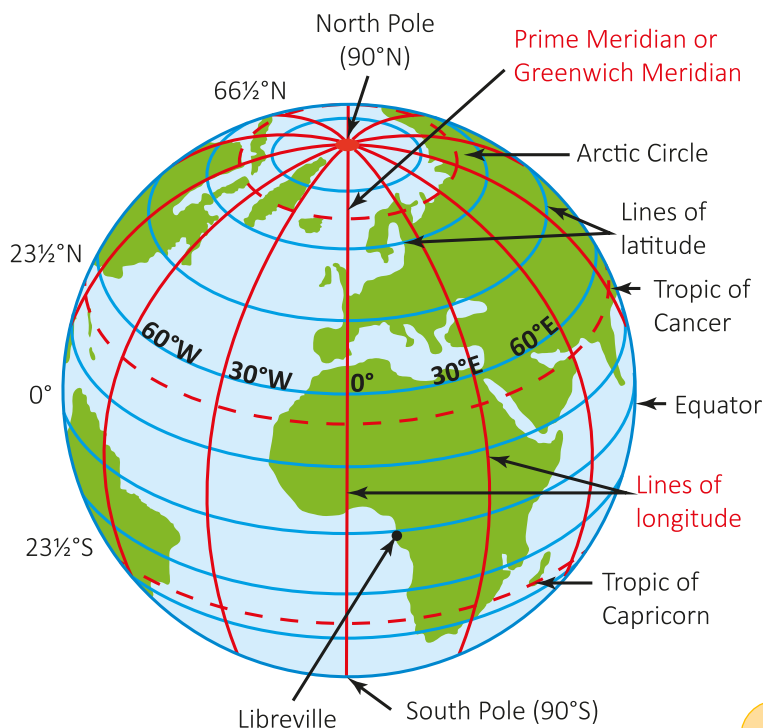
WEEK 2

Geography

Read through the descriptions and explanations for latitude and longitude.

The line of longitude which divides the Earth into the eastern and western hemispheres is known as the Prime Meridian. Lines of longitude to the east of the Prime Meridian are labelled E. Those to the west are labelled W.

The line of latitude which divides the Earth into the northern and southern hemispheres is known as the Equator. Lines of latitude above or to the north of the Equator are labelled N. Those below or to the south are labelled S.



Lines of latitude and longitude

Latitude is always found and written before longitude – e.g. Libreville, Gabon is 0° 23'N 9° 27'E.

WEEK 2

Spanish

Classroom Instructions

escuchad	<i>listen</i>
mirad	<i>look</i>
silencio	<i>silence</i>
sentaos	<i>sit down</i>
levantaos	<i>stand up</i>
repetid	<i>repeat</i>
escribid	<i>write</i>
leed	<i>read</i>
hablad	<i>speak</i>
atención	<i>attention/ warning</i>
por favor	<i>please</i>
gracias	<i>thank you</i>
escribid la fecha y el título	<i>write the date and title</i>
¿puedo quitarme la chaqueta?	<i>can I take my blazer off?</i>
¿puedo beber agua por favor?	<i>can I have a drink of water please?</i>
hablad con el compañero	<i>speak with your partner</i>
¿cómo se dice en inglés?	<i>how do you say that in English?</i>
¿cómo se dice en español?	<i>how do you say that in Spanish?</i>
¿verdadero o falso?	<i>true or false?</i>
excelente	<i>excellent</i>
muy bien	<i>very good</i>

WEEK 2

Art

Maria Sibylla Merian

Biography

Maria Sibylla Merian (April 2, 1647 – January 13, 1717) was a talented German-born Swiss scientist and artist. She was one of the first Europeans to study insects by watching them closely in nature. Maria came from the famous Merian family in Frankfurt. Maria started collecting insects when she was a teenager. At 13, she even raised silkworms. In 1679, she published the first part of a book series about caterpillars. The second part came out in 1683. Each book had 50 detailed pictures that she made herself.

Observation

Merian was a keen observer of nature, spending hours studying insects in their natural environments. She kept intricate notes, documenting the timing of each stage of metamorphosis, the insects' diets, and their behaviours.

Illustration

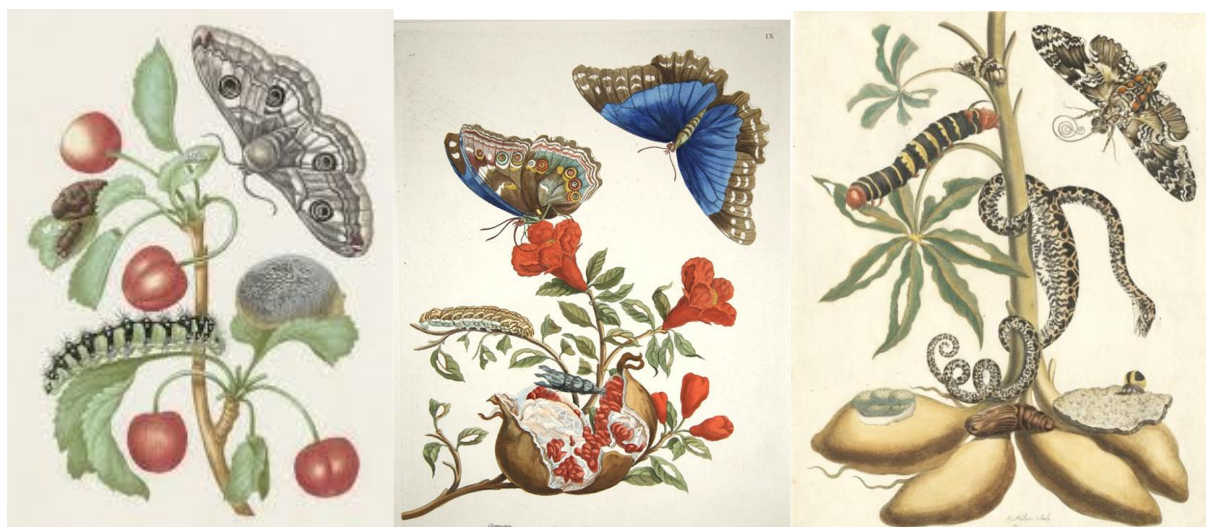
Merian's illustrations were ground breaking for their scientific accuracy and detail. She would create sketches on the spot, which she would later transform into detailed compositions, in bright colours, applied in watercolour and body colour, on large sheets of vellum (parchment paper made from animal skin).

Life Cycle Focus

A key element of Merian's work was her focus on showing the entire life cycle of an insect on a single page, often including the plant that served as its food source. This approach was revolutionary for its time and helped dispel common misconceptions about insect development, such as, until her careful, detailed work, it had been thought that insects were "born of mud" by spontaneous generation.

Publications

Merian's most famous work, *Metamorphosis Insectorum Surinamensium*, published in 1705. Showcases her Suriname-based research. She also published other works, including her "Book of Flowers" and volumes on European insects.



WEEK 2

Personal Development

British Values

Schools follow British values to promote fairness, respect, and equality. They help create a safe, inclusive environment where everyone can learn, grow, and feel valued, no matter their differences. The British Values are as follows:

Democracy	Everyone has the right to have a say and make decisions, by voting or expressing their opinion.	
Rule of Law	Laws exist to keep people safe and ensure fairness. It's important to follow the law and respect rules, both at school and in society.	
Individual Liberty	Everyone has the freedom to make their own choices, whether it's about their beliefs, where they live, or what they want to do in life.	
Mutual Respect	We must respect each other's opinions, beliefs, and differences. Treating others with kindness and fairness is key to building a strong community.	
Tolerance of Others	It's important to respect and understand people's different religions, cultures, and beliefs, even if they are not the same as ours.	

WEEK 2

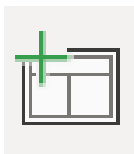
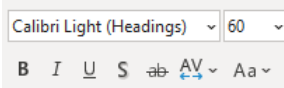
ICT

Microsoft PowerPoint Tools

Read through the name and descriptions of each tool in Microsoft PowerPoint.

Draw a table in your exercise book and write them down.

You do not have to draw the icon.

<u>Icon</u>	<u>Tool Name</u>	<u>Tool Description</u>
	New Slide	You can insert a new slide into your presentation by clicking this button. Once clicked, you can choose from different slide layouts.
	Font Style	You can change the look of text by changing its font and size.
	Slide Design	You can quickly change the overall look of your presentation by using Slide Designs.
	Shapes	You can insert a range of shapes into your presentation by using the Shapes tool. You can choose rectangles, circles, arrows and much more!

WEEK 3

Literacy

Word of the Week:



Prefix: mis

Meaning: bad or wrong

Examples:

misinformed – to have been given incorrect information

misbehave – to behave badly or in an unacceptable way

misplace – to put something in the wrong place and lose it temporarily

WEEK 3

English Literature

The Workhouse System

The Poor Law Amendment Act of 1834 created the workhouse system in Britain. This law aimed to reduce the cost of caring for the poor by placing them in workhouses where they received food and shelter in return for labour. The idea was that conditions would be so unpleasant that only the truly desperate would enter. Families were often split up, and individuals were forced to work long hours on repetitive and sometimes pointless tasks.

Workhouses were harsh, uncomfortable places. The food was basic, the clothing was uniform, and personal freedoms were limited. Children, like Oliver Twist, could be sent to the workhouse if they were orphaned or abandoned. Many people viewed those in workhouses as lazy or undeserving, but in reality, many were simply victims of hard times. Children were often treated no better than adults and faced beatings, hunger, and isolation.

In 'Oliver Twist', Dickens presents a powerful criticism of the workhouse system. Oliver is born in one and later dares to ask for more food, which results in punishment. Dickens wanted his readers to see how inhumane and unjust the system was. Through his writing, he hoped to encourage sympathy for the poor and to push for reforms in how society treated its most vulnerable members.

Write down everything you can remember about the workhouse system in Victorian England.

WEEK 3

English Language

Tips for Annotating Mood and Atmosphere

1. Read Slowly and Visualise

- Imagine what the setting or scene looks like.
- Ask: *What kind of place is this? How does it feel to be there?*

2. Spot Descriptive Words

- Underline or highlight **adjectives** and **verbs** that create mood.
Look for words like: *gloomy, silent, howling, cracked, twisting, damp.*

3. Look for the Five Senses

- Does the text describe:
 - What you can **see**?
 - What you can **hear**?
 - What you can **smell, taste, or feel**?
- Circle sensory details – these help create atmosphere.

4. Think About the Weather and Setting

- Is the weather stormy, foggy, or dark?
- Is the place abandoned, crowded, silent, or dangerous?
- These clues help build a **Gothic** or **emotional** atmosphere.

5. Ask: What Feeling Does This Create?

- Use mood words:
eerie, calm, tense, joyful, suspenseful, mysterious, hopeful, threatening
- Write a note in the margin:
"This description makes the scene feel..."

Write down everything you can remember about how to annotate and explore mood and atmosphere.

WEEK 3

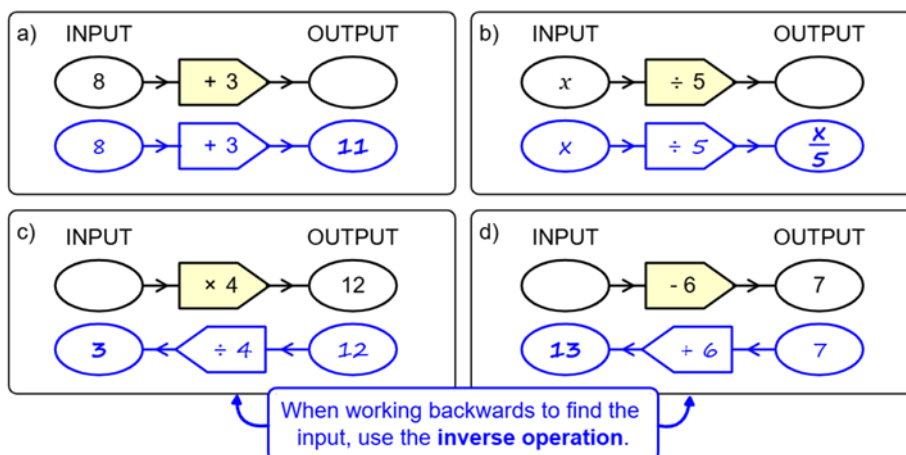
Mathematics

Function Machines

Useful definitions:

Function	Mathematical relationship between an input and output, written as a rule
Input	Number, term or expression that goes into a function and results in an output
Output	Number, term or expression that results from a function being applied to an input
Operation	Mathematical process such as addition or multiplication
Inverse	Opposite effect of

Diagrams: Function Machines

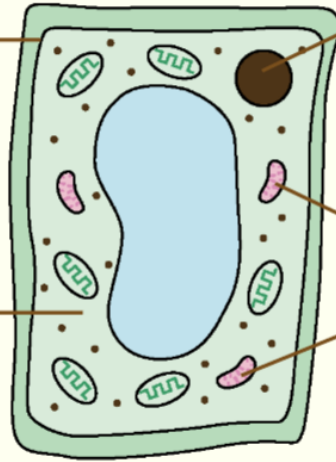


WEEK 3

Biology

cell membrane
controls which
substances enter
or leave the cell

cytoplasm
where the chemical
reactions of the cell
take place

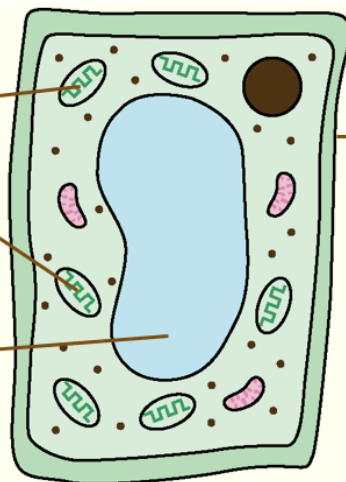


nucleus
contains the
genome, which
controls the cell's
activities

mitochondria
where respiration
takes place, providing
energy for the cell's
activities

chloroplasts
Where light is
trapped to make food
by photosynthesis

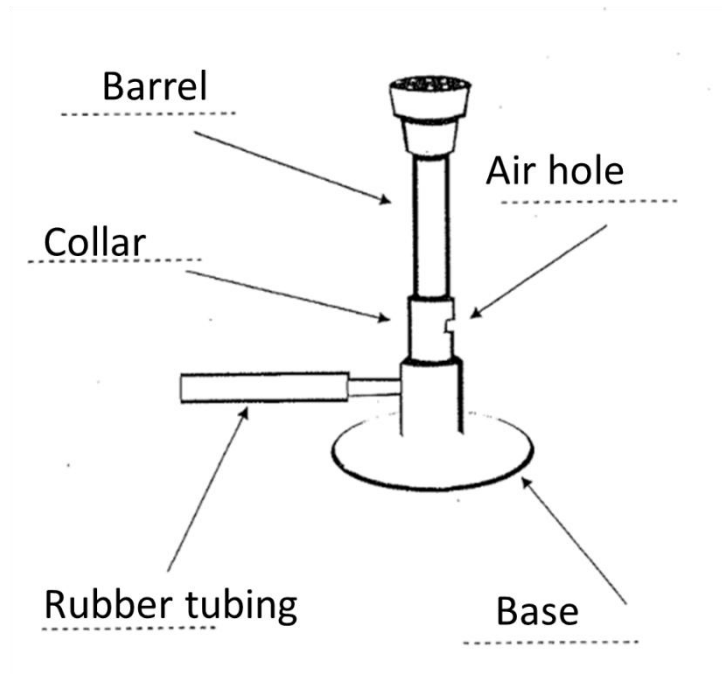
vacuole
stores a
watery sap



cell wall
made of fibres to
strengthen and
support the cell

WEEK 3
Chemistry

Parts of a Bunsen Burner



**Can you recall the parts of a Bunsen burner?
You could even try and draw a Bunsen burner from
memory.**

WEEK 3

Physics

Mass and Weight

The moon has a smaller gravitational field strength than the Earth. This means that an object or person would weigh less on the moon. Their mass would remain the same.



mass: 65kg
weight 650N



mass: 65kg
weight 104N

Mass

Mass is the amount of matter an object is made up of. Mass is measured in kilograms (kg).

The value of mass will stay the same when the location of the object changes.

Weight

Weight is the total amount of force acting on an object due to gravity. Weight is measured in newtons (N).

The value of weight will change depending on the gravitational field strength acting on the object.

To calculate weight we use the equation:

$$\text{weight} = \text{mass} \times \text{gravitational field strength}$$

The gravitational field strength on Earth is 10N/kg.

What can you recall about mass and weight?

WEEK 3

History

Harrying of the North

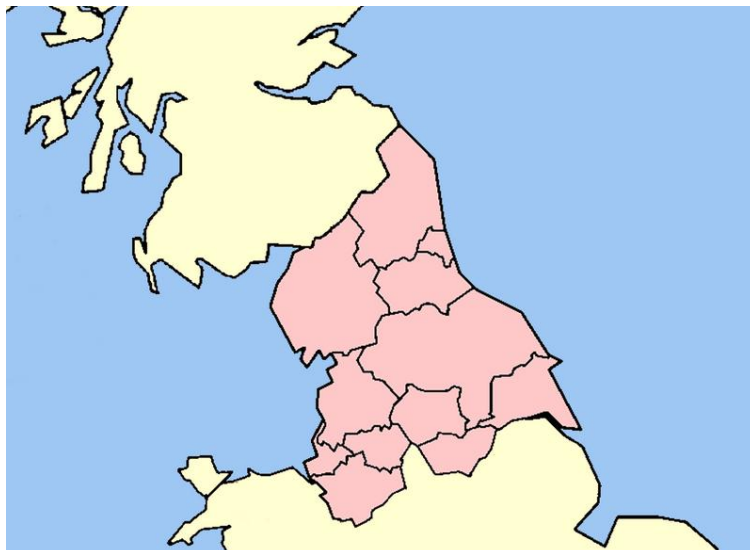
The Harrying of the North was a series of harsh military actions led by William the Conqueror during the winter of 1069–1070. William had recently conquered England, and these actions were meant to crush rebellions in Northern England.

People in the North, including Anglo-Saxons, Anglo-Scandinavians, and Danes, were rebelling because Edgar Ætheling, a claimant to the English throne, was there.

William paid the Danes to leave. However, the remaining rebels refused to fight him directly. So, William decided to starve them out. He used a "scorched earth" tactic, which means destroying everything in an area. His army laid waste to the Northern shires, especially Yorkshire and the city of York. After this, William removed English leaders and put his own Norman lords in charge across the region.

Old records from that time describe how brutal the campaign was. They talk about huge destruction, widespread famine (when many people starve), and lots of killing and burning.

Some historians today call these campaigns a genocide because of how many people died. However, others wonder if William had enough soldiers to cause so much damage, suggesting the old records might have been exaggerated. Records from the Domesday Book (a survey done in 1086) suggest that up to 75% of the population might have died or never returned to their homes.



WEEK 3

RE

Symbols

The Hindu Om is the sacred symbol in Hinduism that represents the primordial sound of creation.

The Crescent Moon and Star is the symbol of Islam. The moon is linked to the Islamic lunar calendar which determines important dates throughout the year. Some Muslims also believe the star, which has five points, represents the five pillars of Islam which are the fundamental laws of the religion.

The Christian Cross is the main symbol of Christianity. Mainly, it represents the crucifixion of Jesus Christ and the redemption of humanity.

The Dharmachakra or Dharma wheel is the Buddhist symbol that represents Buddha's teachings of the eightfold path.

The Star of David, or the Magen David in Hebrew, is the symbol of Judaism which remembers the Shield of David.

The symbol of Sikhism is called the Khanda. It features a double-edged sword, a circle and two crossed swords. The swords represent Sikh belief in standing up for their religion against people who wish to mistreat them. The double-edged sword represents a Sikh's belief of God's power to create and destroy. The crossed swords represent justice and truth while the circle represents God's everlasting presence. The circle also represents the Sikh belief in equality and unity regardless of religious faith or race.

WEEK 3

Geography

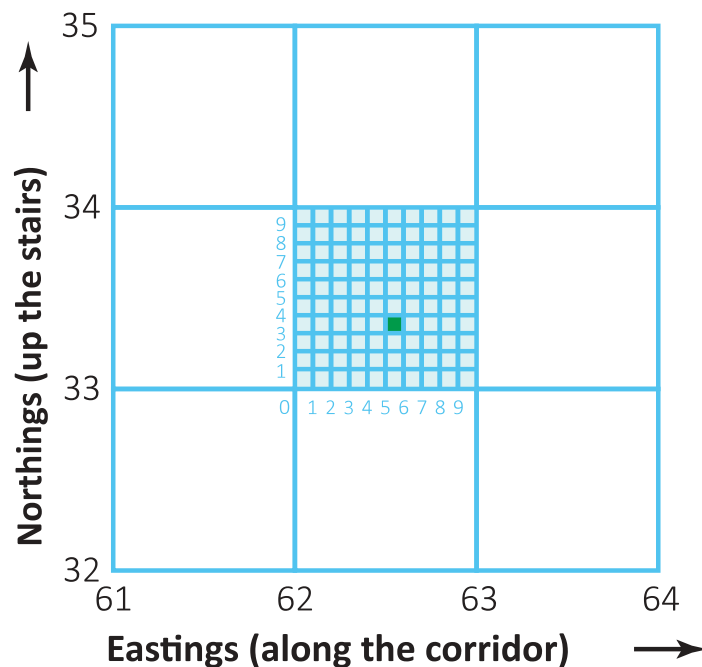
Grid References

OS maps are covered in a series of numbered blue lines that make up a grid. These gridlines allow you to identify the exact location of a place or symbol on a map by giving a unique number known as a grid reference.

- The vertical lines are called **eastings**, because they increase in value eastwards on the map.
- The horizontal lines are called **northings**, because they increase in value northwards on the map.

There are two main types of grid reference: four-figure and six-figure. The grid reference is always for the bottom left-hand corner of the grid square you are locating.

OS grid squares



WEEK 3

Spanish Family Members

en mi familia	<i>in my family</i>
hay	<i>there is</i>
tengo	<i>I have</i>
un hermano	<i>a brother</i>
una hermana	<i>a sister</i>
un medio hermano	<i>a half brother</i>
una media hermana	<i>a half sister</i>
un hermanastro	<i>a stepbrother</i>
una hermanastra	<i>a stepsister</i>
dos hermanos	<i>two brothers</i>
tres hermanas	<i>three sisters</i>
no tengo hermanos	<i>I don't have brothers or sisters</i>
mi padre	<i>my dad</i>
mi madre	<i>my mum</i>
mi padrastro	<i>my stepdad</i>
mi madrastra	<i>my stepmum</i>
mis padres	<i>my parents</i>
mi abuelo	<i>my grandad</i>
mi abuela	<i>my grandma</i>
mis abuelos	<i>my grandparents</i>
mi tío	<i>my uncle</i>
mi tía	<i>my aunty</i>

WEEK 3

Art

Natalie McIntyre

Biography

Natalie McIntyre is a Cambridge-based artist who specialises in drawing insects. Her work is influenced by her interest in museum collections and her meticulous life-sized drawings of butterflies and beetles look as if they could be studies done by naturalists from earlier centuries. She also works in a more contemporary style; her recent work is larger-than-life ink drawings of close-ups of insects.

Source

McIntyre focuses on the symbolic and aesthetic value of insects. In her words, *"There are limitless differences, in terms of their appearance, and when observing at close range, they can be both monstrous and beautiful"*.

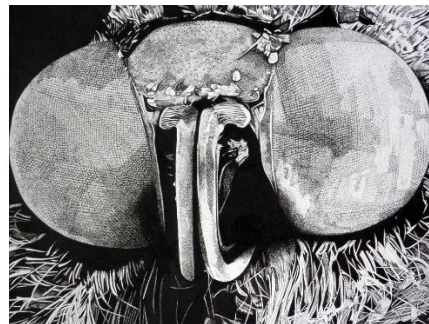
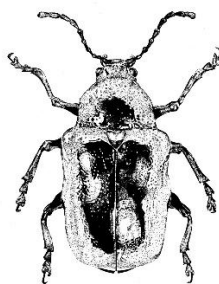
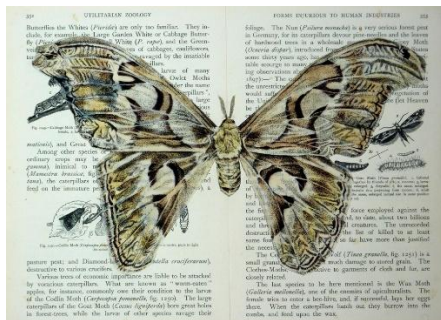
She mainly draws from life or from photographs she has taken. She will also often find more exotic specimens in Museums.

Art Style

Natalie uses a local University's equipment to photograph her specimens on a microscope. She first dehydrates the insects and then coats them in a fine layer of real gold. The process allows her to take images from different angles, whilst the gold, highlights intricate marks and textures.

She often uses fine liners on paper or old books. The old book pages gave an antique feel, whilst sometime she would use an old typewriter. She enjoyed the links between insects in mythology and literature.

When using fineliners, she uses a range of different sized thickness, based on the detail and area of the insect she is drawing. She will also use a variety of different line and markmaking.



WEEK 3

Personal Development

Protected Characteristics

Age	People cannot be treated unfairly because they are young or old. Everyone deserves respect, no matter their age	 AGE
Disability	People with physical or mental disabilities must be treated fairly, with reasonable adjustments made to support them in school, work, and life.	 DISABILITY
Gender Reassignment	A person is considered to be <i>transitioning</i> if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	 GENDER REASSIGNMENT
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	 MARRIAGE AND CIVIL PARTNERSHIP
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	 PREGNANCY AND MATERNITY
Race	No one should be treated unfairly because of their skin colour, nationality, or ethnicity (a person's cultural identity, which may include shared language, traditions, and history).	 RACE
Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	 RELIGION OR BELIEF
Sex	People must not be treated unfairly because they are biologically male or female.	 SEX

WEEK 3

ICT

Who is Bill Gates?



Bill Gates is one of the most famous people in the world of technology. He was born in the **United States** in **1955** and showed an interest in computers from a young age. When he was a teenager, he began writing computer programs with his friend Paul Allen.

In 1975, Bill and Paul started a company called **Microsoft**. Their goal was to make computers easier to use for everyone. They created a computer system called **Windows**, which became the most popular operating system in the world!

Because of Microsoft's success, Bill Gates became one of the richest people in history. He is also known for giving away much of his money to help people through his charity work.

Microsoft also made programs like **Word**, **PowerPoint**, and **Excel**, which help people write, present, and work with numbers. They also created the **Xbox**, a popular games console used at home!

Today, Bill Gates is famous not just for inventing things and running Microsoft, but also for trying to solve big problems like global health and climate change.

Write down as much as you can remember about Bill Gates in your exercise books.

WEEK 4

Literacy

Word of the Week:

--

Prefix: dis

Meaning: not or apart

Examples:

disagree – to have a different opinion

dislike – to not like something or someone

disobey – refuse to follow rules or instructions

WEEK 4

English Literature

Crime and Punishment

Victorian London was a city of contrasts — wealth and elegance existed alongside crime and desperation. The growing population, poverty, and lack of jobs led to an increase in crime, particularly among young people. Children were sometimes arrested for stealing bread or clothing. Punishments were often severe, and children could be sent to prison or even transported to colonies such as Australia.

The police force was relatively new during Dickens's time. Known as 'Bobbies' after Sir Robert Peel, they tried to bring order to the city, but many crimes still went unpunished. Public hangings were used to set an example, and prisons were overcrowded. Instead of focusing on helping people escape poverty, the system often punished them harshly for minor offences.

In 'Oliver Twist', Dickens shows how young boys like the Artful Dodger are caught up in a world of theft and crime. He suggests that poverty pushes them into criminal behaviour. Through characters like Fagin, who trains children to steal, Dickens exposes how society fails its youth. He wanted readers to question whether punishment without compassion was truly fair or effective.

Write down everything you can remember about crime and punishment in Victorian England.

WEEK 4

English Language

Language Analysis Vocabulary Table

Category	Key Words or Phrases	Example Use in a Sentence
Analytical Verbs	suggests, implies, creates, highlights, reveals, emphasises, presents, shows	The writer emphasises the character's fear through the word 'shiver'.
Tone Words	angry, calm, joyful, tense, eerie, mysterious, formal, serious	The tone is mysterious, building suspense.
Mood Words	gloomy, hopeful, unsettling, peaceful, frightening, cold, warm	This setting creates a gloomy mood.
Language Techniques	simile, metaphor, alliteration, personification, onomatopoeia, repetition, emotive language	The use of personification makes the storm seem alive.
Effect on Reader	makes the reader feel, builds suspense, creates sympathy, adds tension	This builds suspense and makes the reader want to know more.
Sentence Starters	The writer uses... / This suggests... / The effect of this is... / This creates...	The writer uses a simile to compare the fog to a cat. This suggests...

Write down everything you can remember about the key vocabulary associated with analysing language.

WEEK 4
Mathematics

Function Machines

Useful definitions:

Variable	Symbol, usually a letter, that can represent any value in mathematical expressions, identities and formulae
Term	Number or variable or any combination of number and variable combined by multiplication or division
Expression	Collection of terms involving variables and numbers
Substitute	Replace letters with numerical values
Constant	Term with no variable

Diagrams: Function Machines

Complete the table of values
for the function $y = 7x - 1$

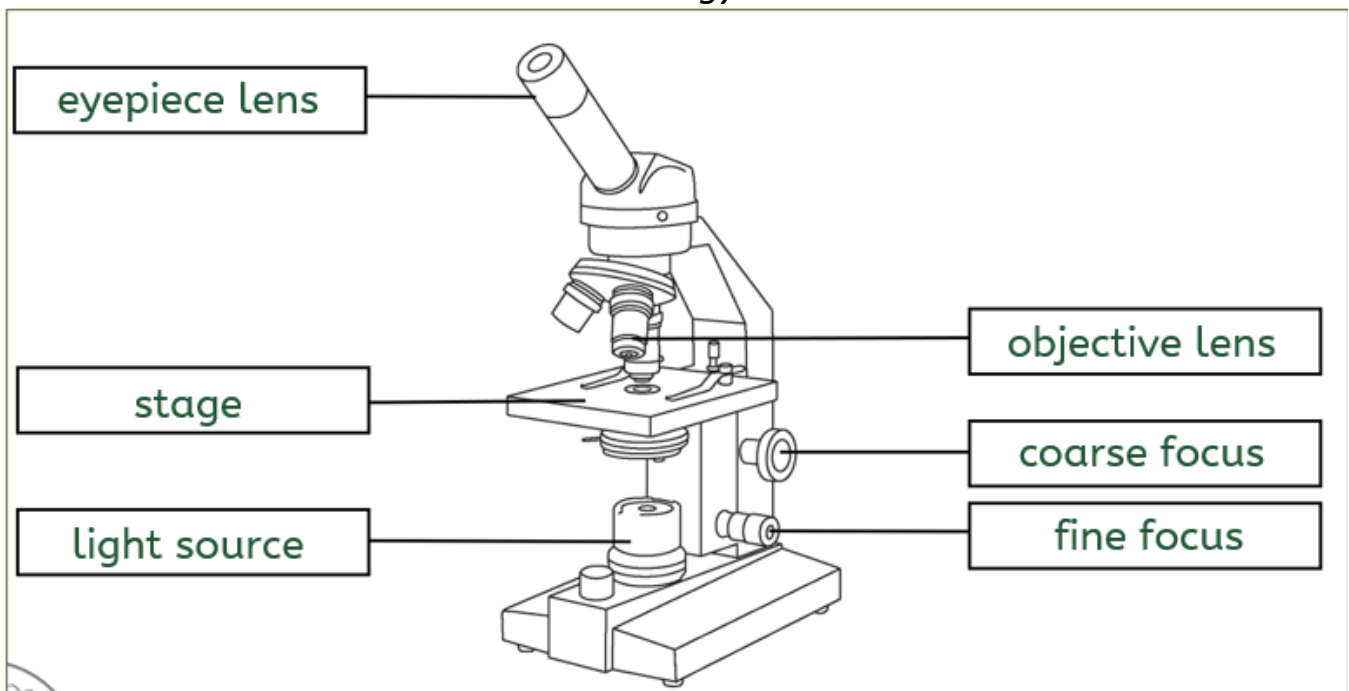
x	y
0	-1
1	6
2	13
3	20

To find the value of y ,
multiply x by 7 and
then subtract 1



WEEK 4

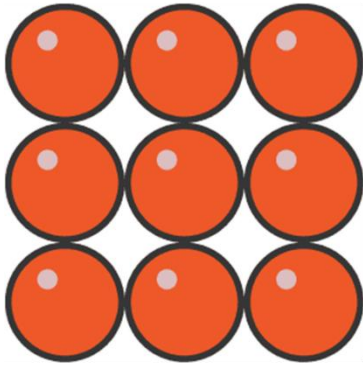
Biology



1. Turn the objective lens to the lowest magnification.
2. Secure the slide on the stage using the clips.
3. Move the stage up to the objective lens by turning the coarse focus wheel.
4. Look down the eyepiece lens and slowly move the stage away by turning the coarse focus wheel.
5. To make the image sharper and clearer, turn the fine focus wheel.
6. Rotate the objective lens to get a higher magnification.

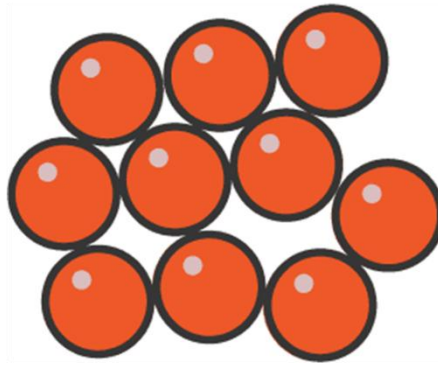
WEEK 4
Chemistry

Solid, Liquid and Gas Particle Diagrams



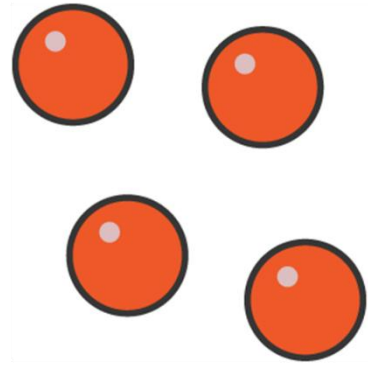
Solid

All atoms touching
Ordered in rows and columns
No gaps



Liquid

Atoms mostly touching
Randomly arranged
Some small gaps



Gas

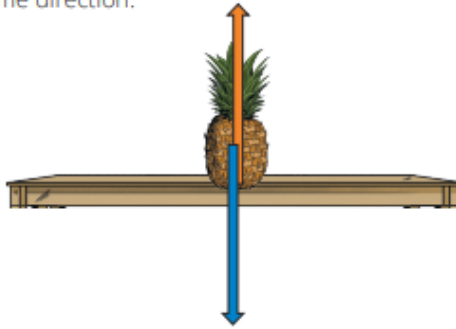
Atoms spread far apart
Randomly arranged
Big gaps

WEEK 4

Physics

Balanced Forces

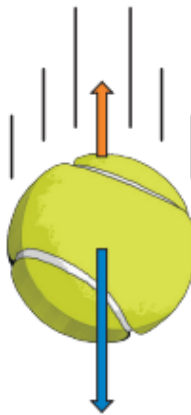
When the forces acting on an object are the same size but in opposite directions, we say that the forces are **balanced**. When this happens, the object is in a state of **equilibrium**. There will be no change to the motion of the object: a stationary object will remain stationary and a moving object will continue to move at a constant speed in the same direction.



Unbalanced Forces

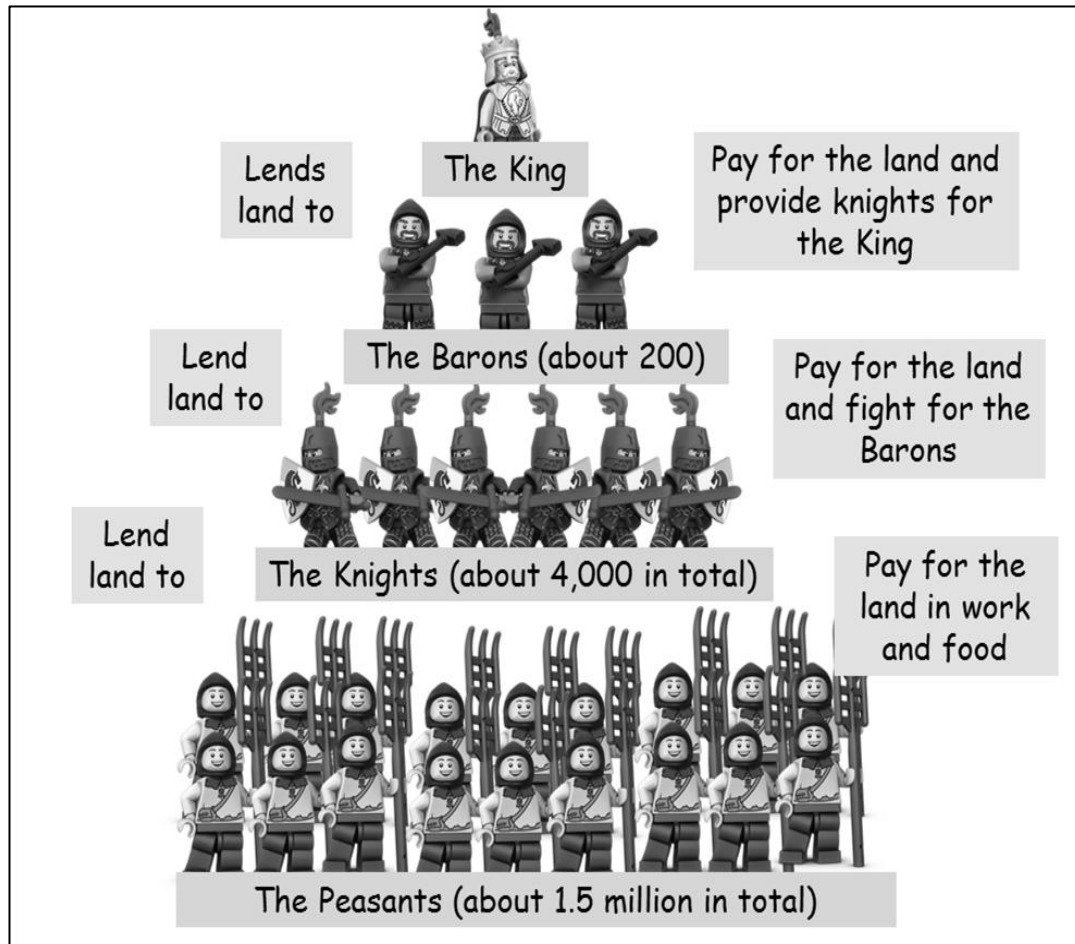
Unbalanced forces act in opposite directions but are not the same size. One force is greater than the other.

If forces are unbalanced there will be a change in the motion of the object. It may speed up, slow down or change direction.



WEEK 4

History



After conquering England, William needed to secure his control of the people and land.

He rewarded his closest supporters with large areas of land to manage on his behalf. This is often referred to as the feudal system.

There was a huge divide in England between the lives of the wealthy nobles and the peasantry.

WEEK 4

RE

Worship

Over time the word worship was used to describe the act of showing respect to a sacred, divine figure.

Worship is about making contact with the object of worship and showing respect.

It can be a communal activity or done in private.

All religions recognise it is important for believers to worship together. As it builds connections with others and strengthens their faith when they share it with others.

Private worship is individual worship that may include prayer, meditation or study.

Religions do not consider any form of worship to be better than others.

WEEK 4

Geography

OS Maps

OS maps:

Who are the Ordnance Survey?

The Ordnance Survey (OS) is the national mapping agency of the United Kingdom.

What are the origins of their name?

The name Ordnance Survey hints at how the organisation began, as part of a military strategy, mapping the Scottish Highlands following rebellion in 1745.

What do they do?

The OS produces maps at a range of scales for people and businesses who use maps in different ways.

Scale

The scale of a map shows how much you would have to enlarge the map to get the actual size of the area of land you are looking at.

Scale is shown on a map in three ways:

- As a line called a linear scale – marked in km.
- As a statement of scale – for example, 1 cm on Map A equals 200,000 cm on the ground, or 2 km.
- As a ratio – a scale of 1: 50 000 means that one unit on the map represents 50,000 of the same unit on the ground.

A large-scale map shows a lot of detail, but not much area; a small-scale map shows a lot of area, but not much detail.

WEEK 4

Spanish

Family Members: Opinions

me encanta	<i>I love</i>
me gusta	<i>I like</i>
no me gusta	<i>I don't like</i>
me llevo bien con	<i>I get on well with</i>
me llevo mal con	<i>I don't get on well with</i>
¿por qué?	<i>why</i>
porque es	<i>because he/ she is</i>
divertido/a	<i>fun</i>
simpatico/a	<i>kind</i>
aburrido	<i>boring</i>
tonto/a	<i>silly</i>
antipático/a	<i>mean</i>
hablador/a	<i>chatty</i>
generoso/a	<i>generous</i>
cariñoso/a	<i>caring</i>

WEEK 4

Art

Hojalata Embossing

What is Embossing?

Designs on metal, leather, paper, textiles, cardboard, wood, and similar materials, when raised above the surrounding surface, are the products of embossing. It is one of the oldest of the arts, and beautiful examples are preserved in museums. Common types of embossing include, Blind embossing, which uses no ink or foil; foil embossing, which adds metallic or coloured foil; and heat embossing, which uses heat-activated powders. Other types involve different levels of relief, such as single-level, multi-level, and sculpted embossing, which offer various dimensional effects.

Here are some examples: -



Blind embossing



Foil embossing



Heat embossing

Hojalata technique

Hojalata, also known as Mexican tin art, similar to foil embossing, utilises embossing to create decorative designs on thin sheets of tin.

A design is drawn on paper, then taped to the tin sheet. The design is traced over with a stylus, creating a light impression. The traced lines are then deepened by removing the paper and using the stylus, applying more pressure. This forces raised lines on the opposite sides of the tin.

Within the Hojalata technique, specialist tools would be used to create finer detail and depth. Once complete they can be either left as the tin sheet, or painted with bright, vibrant colours.

Often the work would be used to create decorative ornaments, wall hangings and depict religious figures.



WEEK 4

Personal Development

British Values

Schools follow British values to promote fairness, respect, and equality. They help create a safe, inclusive environment where everyone can learn, grow, and feel valued, no matter their differences. The British Values are as follows:

Democracy	Everyone has the right to have a say and make decisions, by voting or expressing their opinion.	
Rule of Law	Laws exist to keep people safe and ensure fairness. It's important to follow the law and respect rules, both at school and in society.	
Individual Liberty	Everyone has the freedom to make their own choices, whether it's about their beliefs, where they live, or what they want to do in life.	
Mutual Respect	We must respect each other's opinions, beliefs, and differences. Treating others with kindness and fairness is key to building a strong community.	
Tolerance of Others	It's important to respect and understand people's different religions, cultures, and beliefs, even if they are not the same as ours.	

WEEK 4

ICT

Computer Literacy

Complete the vocabulary table in your exercise books.

Useful definitions:

Key Vocabulary	Definition
Computer	A machine that stores and processes information.
Mouse	A small device that you move with your hand to control the pointer on the screen to click things.
Keyboard	A set of keys you use to type letters, numbers and symbols on the computer.
Monitor	The screen that shows what is happening on the computer.
Projector	A machine that shows a computer screen on a big wall or board for everyone in the room to see.
Speakers	A device that plays sound from the computer.
Headphones	A pair of small speakers worn over the ears to listen to sound privately.

WEEK 5

Literacy

Word of the Week:



Prefix: re

Meaning: again or back

Examples:

recharge – to fill a battery with power again

rebuild – to build something again

return – to go or come back to a place

WEEK 5

English Literature

Orphans and Vulnerable Children

During the Victorian era, many children were orphaned due to disease, poverty, or abandonment. Without parents to care for them, these children were left to survive in harsh conditions. Some were sent to live with distant relatives or charitable organisations, but many ended up in workhouses. These institutions did not offer warmth or emotional support—just the bare minimum of food, shelter, and strict rules.

Children like Oliver Twist were at great risk. They could be beaten, overworked, and treated like adults despite their age. Many were exploited by criminals or forced into dangerous jobs just to stay alive. Victorian society often blamed these children for their own suffering, calling them delinquents rather than recognising their need for care and protection.

Dickens used Oliver's story to show how society failed to protect vulnerable children. Oliver is innocent and kind, yet he suffers through terrible treatment simply because he has no family or wealth. Dickens wanted readers to feel anger at this injustice and sympathy for children like Oliver. He believed that even the poorest child deserved love, safety, and opportunity.

Write down everything you can remember about orphans and vulnerable children in Victorian England.

WEEK 5

English Language

Tips for 'Describe, Don't Tell' in Gothic Writing

1. Use the Five Senses

Instead of saying what the character feels, **describe what they see, hear, smell, touch, or taste.**

- **Tell:** *She was scared.*
- **Show:** *Her hands trembled as the cold air wrapped around her like ice.*

2. Describe the Setting in Detail

Use adjectives and figurative language (like similes and metaphors) to bring the setting to life.

- **Tell:** *It was a creepy graveyard.*
- **Show:** *Crumbling headstones leaned at strange angles, and a thick mist curled over the mossy ground.*

3. Use Body Language and Reactions

Let the reader see the character's fear, excitement, or dread through their actions.

- **Tell:** *He was nervous.*
- **Show:** *He glanced over his shoulder, biting his lip and clutching the torch tighter.*

4. Choose Eerie, Powerful Words

Pick vocabulary with strong **connotations** to create a mood (e.g. *ominous, creaked, flickered, slithered*).

- Swap *walked* with *crept*, or *dark* with *shadowy* to add atmosphere.

5. Let the Reader Imagine

Give **clues** instead of explaining everything. Let your descriptions create mystery and suspense.

- **Tell:** *There was a ghost in the room.*
- **Show:** *The candle flickered. A sudden chill crept across her neck, though the windows were shut tight.*

Write down everything you can remember about how to 'Describe, not tell' when writing in gothic genre.

WEEK 5
Mathematics

Expressions and Equations

Useful definitions:

Equation	Statement to show that two expressions are equal
Commutative	When an operation gives the same result whatever the order of the terms involved.
Equivalent	Equal for all values of a given variable.
Expression	Collection of terms involving variables (letters) and numbers.
Coefficient	Number in front of a variable indicating the multiple of the variable.

Diagrams: Solving Equations

Solve $p + 3 = 4.5$

$-3 \quad -3$

$p = 1.5$

Solve $2 = y - 5$

$+ 5 \quad + 5$

$y = 7$

Solve $4p = -8$

$\div 4 \quad \div 4$

$p = -2$

Solve $6 = \frac{y}{3}$

$\times 3 \quad \times 3$

$y = 18$

WEEK 5

Biology

1. Use tweezers to carefully take a thin layer of onion tissue.
2. Use tweezers to place the onion tissue onto a glass slide (make sure it's flat).
3. Add a few drops of iodine stain onto the tissue sample.
4. Leave the iodine stain on the tissue sample for one minute.
5. Use tweezers and a mounted needle to slowly and gently place the coverslip.
6. Use some paper towels to gently absorb excess stain around the coverslip.

WEEK 5

Chemistry

Atoms, molecules and compounds

Atom or particle



- Just one, the smallest we can break down to

Molecule



- 2 or more atoms bonded together is called a molecule
- This is a pure molecule, because they are both the same type of atom



Compound molecule

- 2 or more atoms bonded together, so still a molecule
- The atoms are different types, so this is a compound molecule

WEEK 5

Physics

Changing Speed

If the driving force is bigger than the resistive forces acting on an object, the object will speed up (**accelerate**).

When the driver presses the accelerator in a car, the driving force increases so the car speeds up.



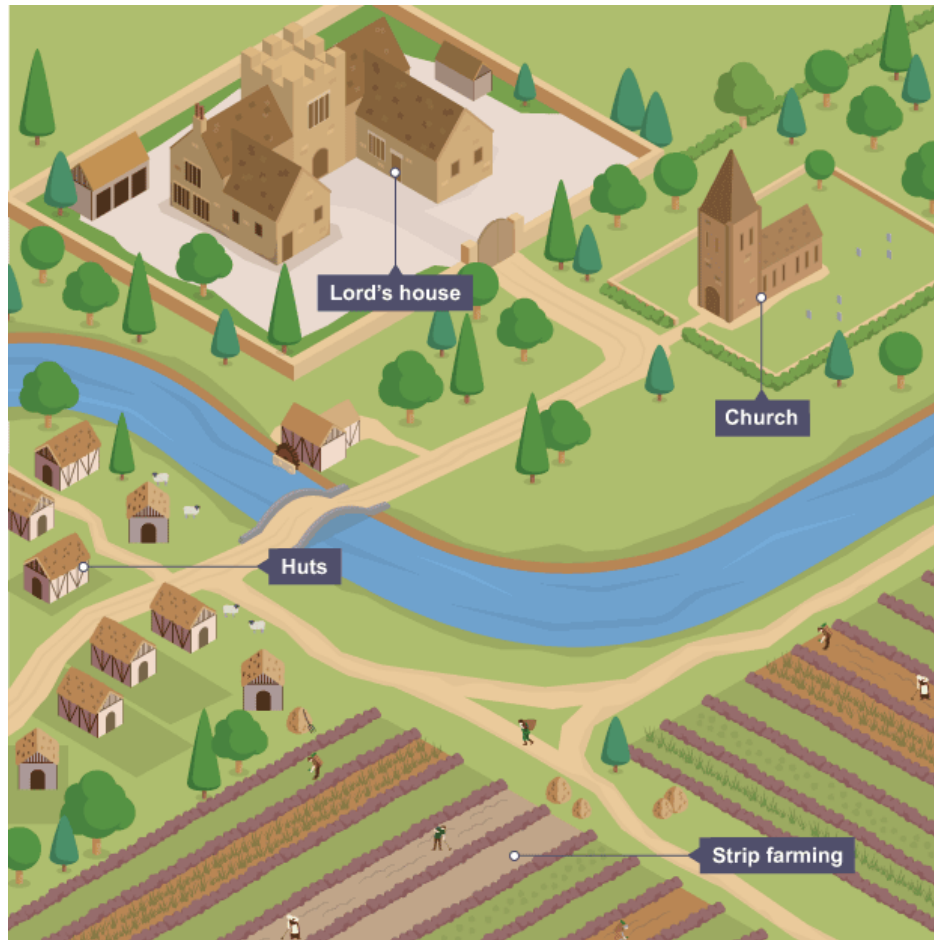
If the resistive forces on an object are larger than the driving force, the object will slow down.

When the person releases their parachute, the force of air resistance is larger than their weight so they will slow down.



WEEK 5

History



In medieval society, most people lived in villages and most of the population were peasants. Villeins were peasants who were legally tied to land owned by a local lord. If they wanted to move, or even get married, they needed the permission of the lord first. In return for being allowed to farm the land they lived on, villeins had to give some of the food they grew each year to the lord. Villeins worked on strips of land, spread out in different fields across the village. Life could be hard; if crops failed to produce enough food, people faced starvation.

Some peasants were called freemen. These peasants were able to move round from one village to another and did not have the same restrictions on them as villeins did.

WEEK 5

RE

Practices

Food: some religions have rules about what foods can be eaten and which cannot, while others have foods with symbolic meaning. Some religions also fast (go without food) at certain times.

Clothing: some religions encourage followers to wear certain clothes or accessories.

Pilgrimage: all religions have sites of pilgrimage associated with their religion. For some religions pilgrimage is necessary whilst for others it is not.

Rites of passage: rites of passage like marriage and death are marked by religions with special ceremonies.

WEEK 5

Geography

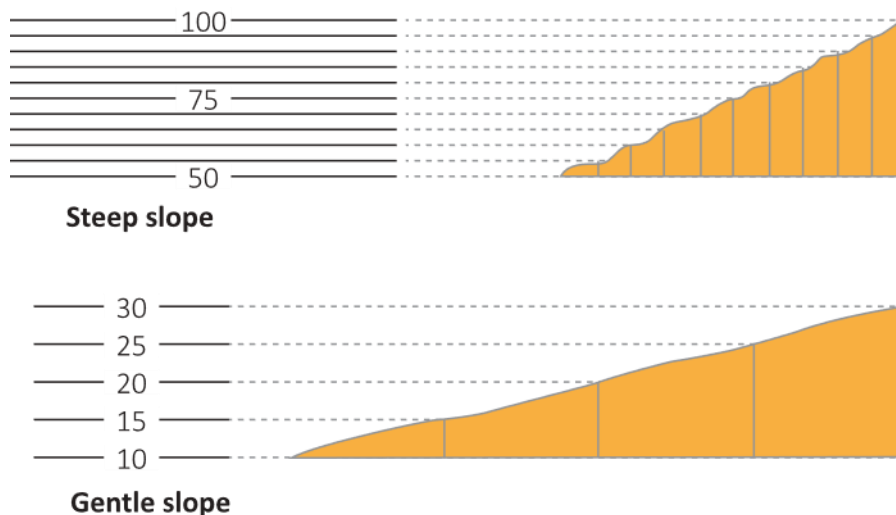
Height on a map

Spot height: marked by a black dot with the height in metres alongside it.

. 144

Heights are to the nearest metre above mean sea level

Contour lines: thin brown lines that join together places at the same height. The height is printed along the line. It is possible to use them to see the shape of the land.



Triangulation pillars: often found on hill tops, shown by a blue triangle with a dot in the middle and the height marked next to it.



Triangulation pillar

WEEK*Spanish**Pets*

¿tienes animales?	do you have any pets?
tengo	I have
no tengo	I don't have
un perro	a dog
un gato	a cat
un conejo	a rabbit
una cobayo	a guinea pig
un pez	a fish
una serpiente	a snake
un caballo	a horse
un hámster	a hamster
un ráton	a mouse
una tortuga	a tortoise
una araña	a spider
no tengo animales	I don't have any pets
sí	yes
no	no
one	uno
two	dos
three	tres
four	cuatro
five	cinco
se llama	(is) called
que se llama	which is called

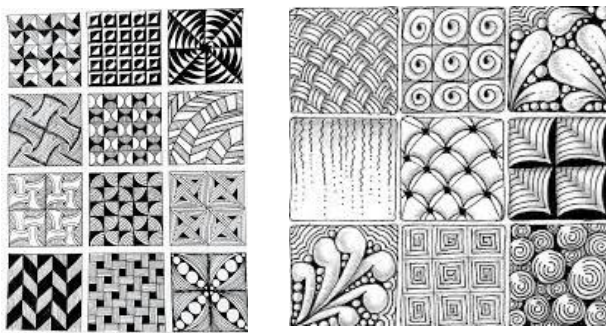
WEEK 5

Art

Zentangles & Rosalind Monks

Zentangles

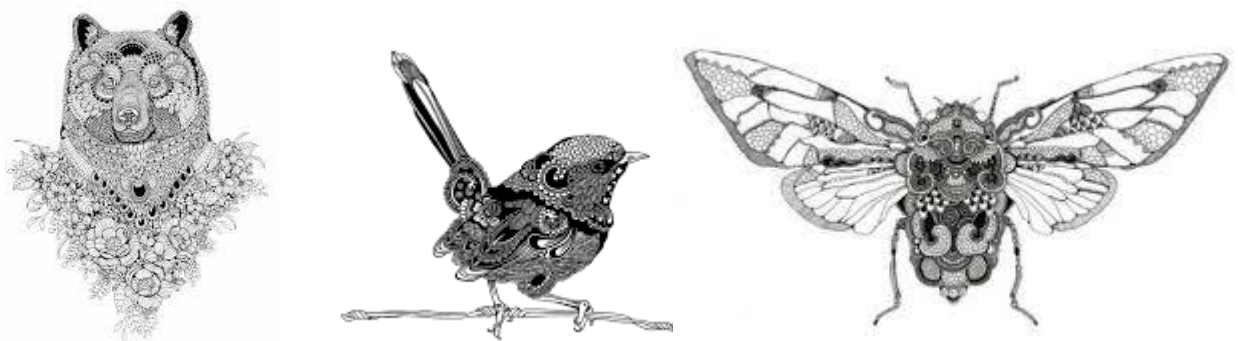
Zentangle is a structured method of drawing repetitive patterns, often within a defined space like a square tile, to create intricate and abstract designs. It's known for promoting relaxation, focus, and mindfulness through its meditative process. While it utilizes simple, repeating patterns called "tangles", the method encourages creativity and a sense of calm. It can also be used to create more unique and abstract forms of art. There are no set rules in order or type of pattern.



Rosalind Monks

Rosalind Monks is a contemporary artist and illustrator, from Switzerland, who studied in England and attended the University of Brighton. Her work is inspired by the world around her, from the ocean, skiing, hiking and just around her home, she captures the vivid colours and patterns from both urban and natural environments. Her work is predominantly based around insects, birds and other animals, in which she works at a range of different scales, handrawn, using fineliners. These images are digitally transformed and sold around the world.

Her unique style is, to combine the use of zentagles, to create intricate patterns, line, and shapes to fill the body of her subject matter. She uses no colour, only the build up of these shapes and black ink, that creates tone.



WEEK 5

Personal Development

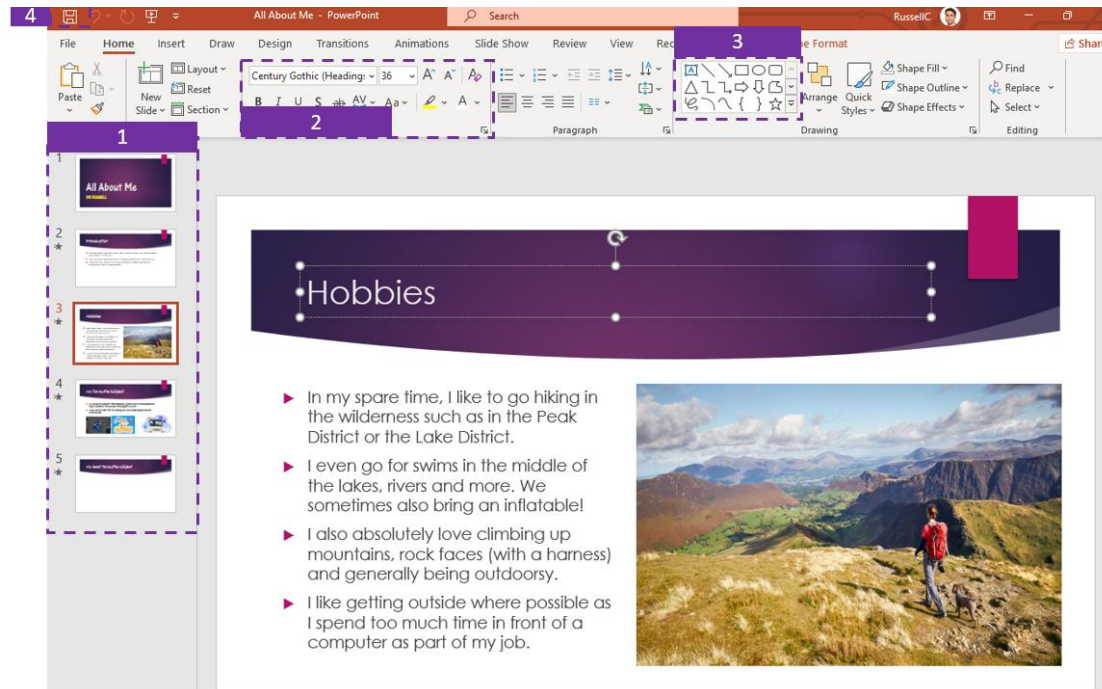
Protected Characteristics

Age	People cannot be treated unfairly because they are young or old. Everyone deserves respect, no matter their age	 AGE
Disability	People with physical or mental disabilities must be treated fairly, with reasonable adjustments made to support them in school, work, and life.	 DISABILITY
Gender Reassignment	A person is considered to be <i>transitioning</i> if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	 GENDER REASSIGNMENT
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	 MARRIAGE AND CIVIL PARTNERSHIP
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	 PREGNANCY AND MATERNITY
Race	No one should be treated unfairly because of their skin colour, nationality, or ethnicity (a person's cultural identity, which may include shared language, traditions, and history).	 RACE
Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	 RELIGION OR BELIEF
Sex	People must not be treated unfairly because they are biologically male or female.	 SEX

WEEK 5

ICT

Microsoft PowerPoint Tools



Useful definitions:

1. Slides	Allows you to click between all of your slides in a PowerPoint. You can have as many or as few as you need.
2. Text Formatting	Allows you to change the look and size of your text to make it look more interesting and visible.
3. Insert Shapes	Allows you to quickly add a range of shapes, including rectangles, squares, arrows and much more!
4. Save	Allows you to save the progress of your work. You can then revisit this work at a later time without losing your progress.

Write down as much as you can remember about each tool in Microsoft PowerPoint.

WEEK 6

Literacy

Word of the Week:



Prefix: de

Meaning: down or away from

Examples:

defrost – to remove ice from something

decrease – to make or become smaller or less

detach – to separate or remove something

WEEK 6

English Literature

Women in Victorian Society

In Victorian Britain, women had limited rights and were expected to live very traditional lives. Most women were expected to marry, run a household, and raise children. Middle- and upper-class women were rarely allowed to work, while poorer women worked as maids, factory workers, or seamstresses. Education and voting were not available to most women, and their futures depended heavily on men.

In 'Oliver Twist', Nancy is a powerful female character who lives in a dangerous world. She is involved with criminals but also shows incredible kindness and courage. She risks her life to protect Oliver and tries to help him escape from those who would harm him. Her story is tragic but meaningful, as it highlights both the strength and vulnerability of women in Victorian society.

Dickens shows that women like Nancy were judged harshly, even when they acted with bravery. Through Nancy, he questions how society treats women who don't fit the ideal image of purity and obedience. Nancy may not be perfect, but she has a conscience and deep moral strength. Dickens challenges the reader to look beyond appearances and understand the struggles faced by women like her.

Write everything you can remember about the treatment of women in Victorian England.

WEEK 6

English Language

Tips for Analysing the Narrator in a Text

1. Identify the Type of Narrator

Ask: Who is telling the story?

- **First person** – uses *I, me, my*. The narrator is a character in the story.

This can feel personal, emotional or biased.

- **Third person** – uses *he, she, they*. The narrator is outside the story.

They may know only one character's thoughts or all of them (omniscient).

2. Think About What the Narrator Knows

- Does the narrator know everything (an **omniscient** narrator)?
- Or do they only know what one character sees or feels (a **limited** narrator)?

This affects how much the reader understands and whether we trust the narrator.

3. Look at the Narrator's Tone

- Is the narrator calm, frightened, angry, mysterious, funny, or formal?
- The **tone** of the narrator helps create mood and atmosphere.

4. Ask: Can We Trust the Narrator?

- Are they reliable and truthful?
- Do they leave things out, exaggerate, or seem confused?
- An **unreliable narrator** can make the story more mysterious or dramatic.

5. Think About How the Narrator Makes You Feel

- Do they help you understand the main character better?
- Do they make you feel close to the action, or like an observer?
- What is the **effect** of the narrator's point of view on the reader?

Write everything you can remember about how to explore and understand the narrator in a text.

WEEK 6
Mathematics

Expressions and Equations

Useful definitions:

Inverse	Opposite effect of
Unknown	value not yet known, indicated with a letter and used in an equation or inequality
Solve	Find the value(s) of an unknown in an equation
Solution	value of an unknown that satisfies an equation or inequality
Coefficient	number in front of a variable indicating the multiple of the variable

Diagrams: Solve Equations

Solve each equation:

$$\begin{array}{ccc} x - 3 = 7 & & \\ +3 & & +3 \\ \hline x = 10 & & \end{array}$$

$$\begin{array}{ccc} 4p = 12 & & \\ \div 4 & & \div 4 \\ \hline p = 3 & & \end{array}$$

$$\begin{array}{ccc} -y = 6 & & \\ \div -1 & & \div -1 \\ \hline y = -6 & & \end{array}$$

$$\begin{array}{ccc} \frac{n}{2} = 8 & & \\ \times 2 & & \times 2 \\ \hline n = 16 & & \end{array}$$

$$\begin{array}{ccc} u^2 = 25 & & \\ u = \pm\sqrt{25} & & \\ u = \pm 5 & & \\ u = 5 \text{ or } -5 & & \end{array}$$

WEEK 6

Biology

A tissue

A group of similar cells working together to perform a specific function.

An organ

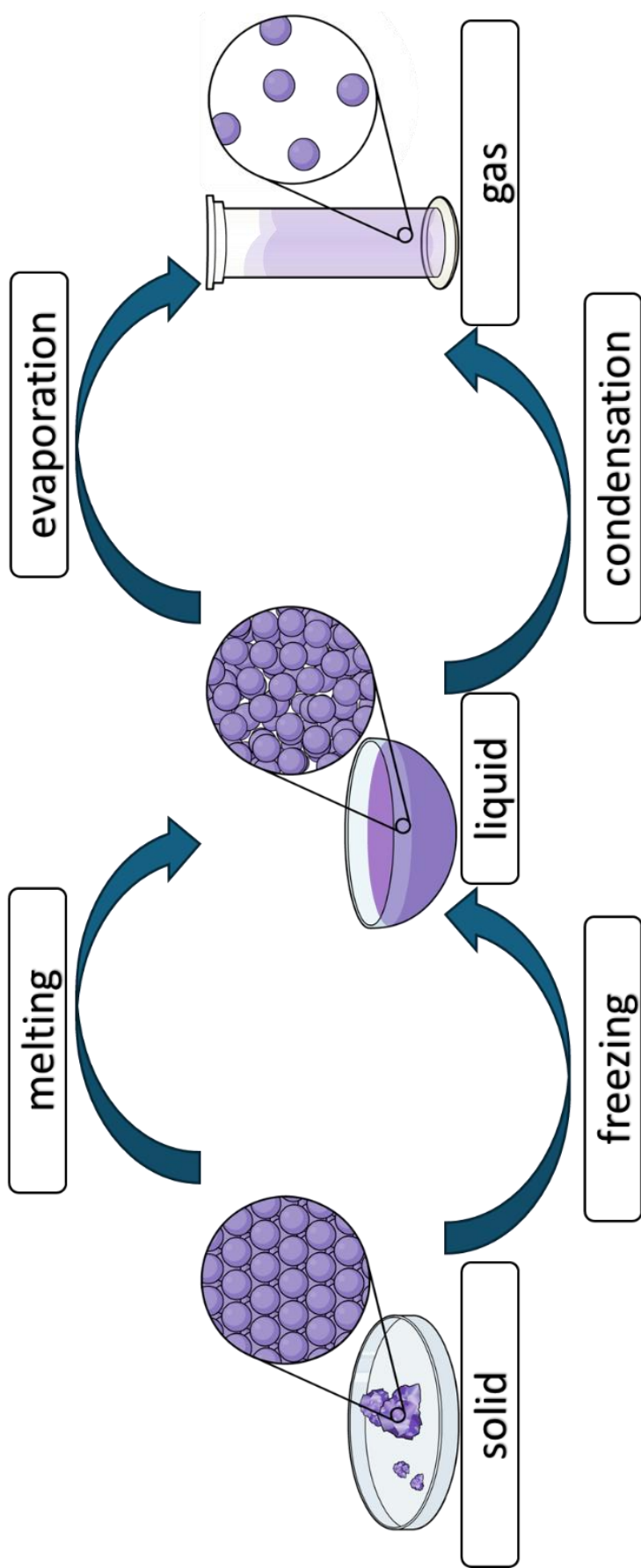
A structure made up of different types of tissues that work together to carry out a specific function.

An organ system

A group of organs that work together to perform a common function.

WEEK 6
Chemistry

Changes of state



WEEK 6

Physics

Hooke's Law

The extension of some elastic objects can be described by Hooke's law.

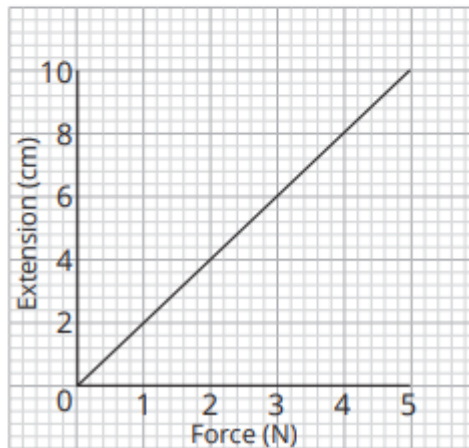
$$\text{force (N)} = \text{spring constant (N/m)} \times \text{extension (m)}$$

Spring constant is a measure of the stiffness of a material. It indicates the force needed to change the length of a material by 1m. The greater the spring constant, the greater the force needed to stretch the material.

If you plot the extension of a spring against the force applied to the spring the results give a straight line through the origin.

The graph shows that if you double the force, the extension also doubles.

Hooke's law states that extension is **directly proportional** to the force applied.



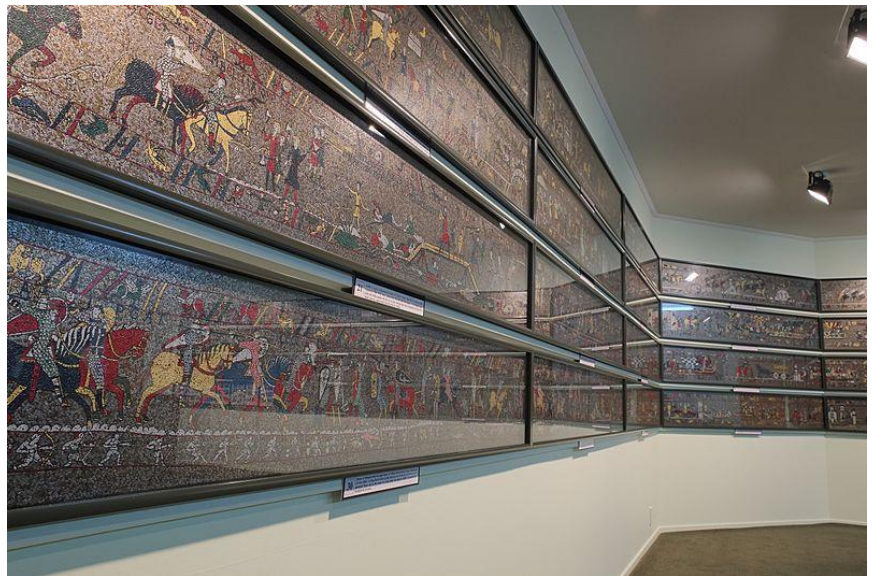
WEEK 6

History

The Bayeux Tapestry

The Bayeux Tapestry is often called a "tapestry." However, it is actually an embroidery. This means the pictures are stitched onto a piece of cloth. A true tapestry has its design woven directly into the fabric. People consider the Bayeux Tapestry as one of the greatest examples of Anglo-Saxon art. Even though a Norman ordered it, English (Anglo-Saxon) artists made it. It is also a very important historical document. It helps us understand what happened during that time.

The Bayeux Tapestry is made from wool yarn stitched onto a linen cloth. The linen fabric is made of several pieces sewn together to form a 70m long giant embroidered image! It has also been repaired in many places over time.



This amazing artwork shows the story of the Norman conquest of England. It depicts Harold's journey to

Normandy and relationship with Duke William in the years before the Battle of Hastings and ends with Harold's death and the Norman victory. The tapestry provides a unique insight into the medieval weapons, customs and dress of soldiers in Medieval England. Currently, it is in a special museum in Bayeux, Normandy, France but it is returning to the UK for the first time in more than 900 years in 2026!

"The Bayeux Tapestry is one of the most important and unique cultural artefacts in the world, which illustrates the deep ties between Britain and France and has fascinated people across geographies and generations," said the director of the British Museum Nicholas Cullinan.

"It is hard to overstate the significance of this extraordinary opportunity of displaying it at the British Museum.

The tapestry will be displayed in the Sainsbury Exhibitions Gallery of the British Museum in September next year until July 2027.

WEEK 6

RE

The Golden Rule: Treat others how you want to be treated.

Buddhism: 'Treat not others in ways that you yourself would find hurtful'

Christianity: 'Do to others as you would have them do to you'

Hinduism: 'Do not do to others what would cause pain if done to you'

Islam: 'Not one of you truly believes until you wish for others what you wish for yourself'

Judaism - 'What is hateful to you, do not do to your neighbour.'

Sikhism – 'I am a stranger to no one; and no one is a stranger to me, I am a friend to all.'

WEEK 6

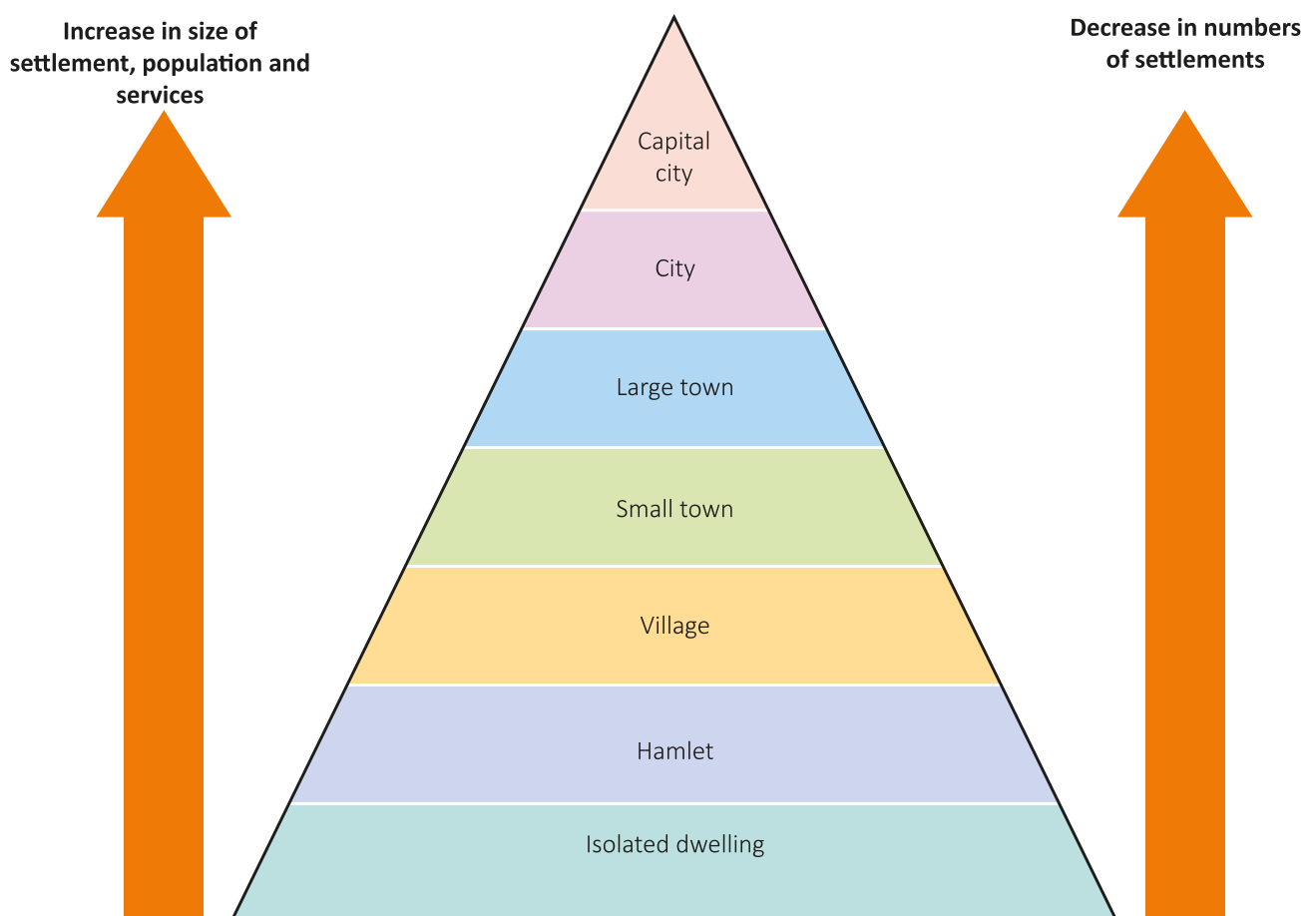
Geography

What are settlements?

A settlement is where people live. Settlements vary in size. In some parts of the world, many people live in single houses that are not close to others. These are often on farms, in rural areas.

Most people live in houses closer to others, forming larger settlements. More than half of the world's population live in urban areas, in larger towns and cities.

A settlement hierarchy is a model that orders settlements based on their population size and area, and the range and number of services in that settlement.



WEEK 6

Spanish

Pets: Description

es	<i>It is</i>
verde	<i>green</i>
violeta/ morado	<i>purple</i>
marrón	<i>brown</i>
gris	<i>grey</i>
azul	<i>blue</i>
blanco/a	<i>white</i>
amarillo/a	<i>yellow</i>
negro/a	<i>black</i>
naranja	<i>orange</i>
rojo/a	<i>red</i>
rosa	<i>pink</i>
me gusta	<i>I like</i>
me encanta	<i>I love</i>
no me gusta	<i>I like</i>
odio	<i>I hate</i>
porque es	<i>because he/she/it is</i>
divertido/a	<i>fun</i>
adorable	<i>cuddly</i>
lindo/a	<i>cute</i>
molesto	<i>annoying</i>
tonto/a	<i>silly</i>

WEEK 6

Art

Abbie Diamond

Abby Diamond is a freelance illustrator from Pennsylvania, America. She graduated in 2012 with a BFA in Studio Art.

Abby Diamond gets inspired mostly by birds, insects and nature; she creates beautiful colourful illustrations of a wide variety of different species. Abby Diamond uses watercolour, ink and marker pen to create her illustrations. Her technique involves using watercolour and ink, which she then allows to dry, before soaking the paper with a sponge and finishing with marker pens and fountain pens. Often the lines created are continuous, unbroken lines. Abby Diamond achieves a layered look within her pieces where she uses watercolour painting and ink drawing. She has a beautifully fluid motion and great sense of movement in her illustrations.

Abby Diamond uses watercolour paint almost as if she is letting it do what it wants, such as the splatters, faded areas, how the colours blend together, and the way she lets the colour bleed outside of the lines, all these elements make her work look effortless. Abby Diamond creates artwork and visual materials for a wide range of industries including, children's art, editorial illustration, clothing design, and the music industry, advertising agencies, magazines, musicians, and a variety of publishers.



WEEK 6

Personal Development

British Values

Schools follow British values to promote fairness, respect, and equality. They help create a safe, inclusive environment where everyone can learn, grow, and feel valued, no matter their differences. The British Values are as follows:

Democracy	Everyone has the right to have a say and make decisions, by voting or expressing their opinion.	
Rule of Law	Laws exist to keep people safe and ensure fairness. It's important to follow the law and respect rules, both at school and in society.	
Individual Liberty	Everyone has the freedom to make their own choices, whether it's about their beliefs, where they live, or what they want to do in life.	
Mutual Respect	We must respect each other's opinions, beliefs, and differences. Treating others with kindness and fairness is key to building a strong community.	
Tolerance of Others	It's important to respect and understand people's different religions, cultures, and beliefs, even if they are not the same as ours.	