CLEETHORPES ACADEMY HOME LEARNING

Year 8

Autumn Term 2

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

English Literature

POINT, EVIDENCE, EXPLAIN, LINK

Point, Evidence, Explain (also known as PEE or PEEL) is a method for structuring arguments, particularly in writing, where a claim is supported by evidence and then explained to demonstrate its relevance.

- **Point:**

This is the main idea or claim you are making in a paragraph or argument. It should be a concise and clear statement that directly addresses the topic or question.

- **Evidence:**

This involves providing factual information, examples, data, or quotes to support your point. The evidence should be relevant and credible, backing up your claim.

- **Explanation:**

This is where you connect the evidence back to your point, explaining how the evidence supports your claim and why it is significant. It demonstrates the relevance of the evidence and strengthens your overall argument.
In simpler terms:

1. **Say what you mean:** State your point clearly.
2. **Show me:** Provide evidence to back it up.
3. **Explain why:** Explain how the evidence supports your point.

Example:

- **Point:**

"The author effectively uses vivid imagery to create a sense of unease in the reader."

- **Evidence:**

"For example, the description of the 'dark, swirling fog' and the 'eerie silence' creates a feeling of suspense."

- **Explanation:**

"The use of these sensory details, focusing on darkness and silence, contributes to the overall atmosphere of unease, making the reader feel apprehensive about what might happen next."

Write down everything you can remember about writing a successful PEEL paragraph.

WEEK 1

English Language

Armistice Day

Every year on 11 November, Armistice Day commemorates the armistice signing between the Allied armies and Germany at 11am – the eleventh hour of the eleventh day of the eleventh month. While hostilities continued in some areas, the armistice ended four years of fighting in World War Two. On 11 November, British tradition calls for a two-minute silence to remember those who have died in both world wars and the 12,000 British service members killed or injured since 1945.

11 November is also known as Remembrance Day. It's not to be confused with Remembrance Sunday, which always falls on the second Sunday in November. Most schools, offices, and churches take part in a two-minute silence at 11am and hold services at war memorials on either or both days.

Why do we wear poppies?

Upon losing a friend at Ypres in 1915, Canadian doctor Lieutenant Colonel John McCrae was inspired to write the now famous poem In Flanders Fields by seeing poppies growing in battle-scarred fields. The red poppy is a hardy flower that flourished despite fields being destroyed by war.

His poem resonated with Moina Michael, an American teacher who began making and selling silk poppies to friends to raise money for the ex-service community. After the formation of the Royal British Legion in 1921, poppies soon became the symbol of the Legion. Over £106,000 was raised by the year's first-ever Poppy Appeal in the UK. Major George Howson MC established the poppy factory the following year, providing jobs to disabled veterans.

Where does the money go?

Those who benefit from the appeal are the Royal British Legion Benevolent Fund, armed forces' dependents, veterans, and the bereaved. 11 November is also observed around the world. After World War II, many countries changed the day's name from Armistice Day to Remembrance Day.

Write down everything you can remember about Armistice Day from the text.

WEEK 1

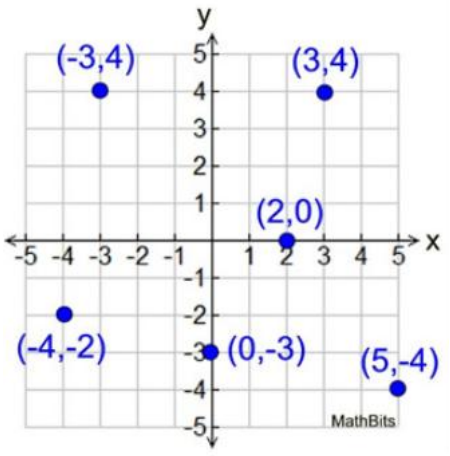
Mathematics

Cartesian Plane

Useful definitions:

Key Vocabulary	Definition
Quadrant	A quadrant is a region defined by the two axes (x-axis and y-axis), where they intersect each other at 90 degrees.
Coordinate	Coordinates are two numbers used to describe points position on a grid.
Origin	The origin is the point where the x-axis and y-axis interest. It is the (0,0)
Axis	The axis are the lines used to locate points on a graph.
Horizontal	Horizontal are lines that run from left to right, parallel to the horizon.
Vertical	A straight-line is a line that runs up and down, or from top to bottom, and is perpendicular to a horizontal line.

Diagrams:



WEEK 1

Biology

Anaerobic respiration in animals

There are 2 types of respiration (the chemical reaction that makes energy)

Aerobic respiration (oxygen is available)

Anaerobic respiration (Oxygen is NOT available)

You only respire anaerobically if you are forced to!

You respire anaerobically when no oxygen is getting into your body

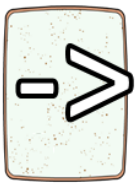
You use anaerobic respiration:

- When NOT ENOUGH OXYGEN is getting into your body to keep up with the amount of energy needed.

- Only for short periods of times

- For strenuous exercise

- When you need energy quickly!

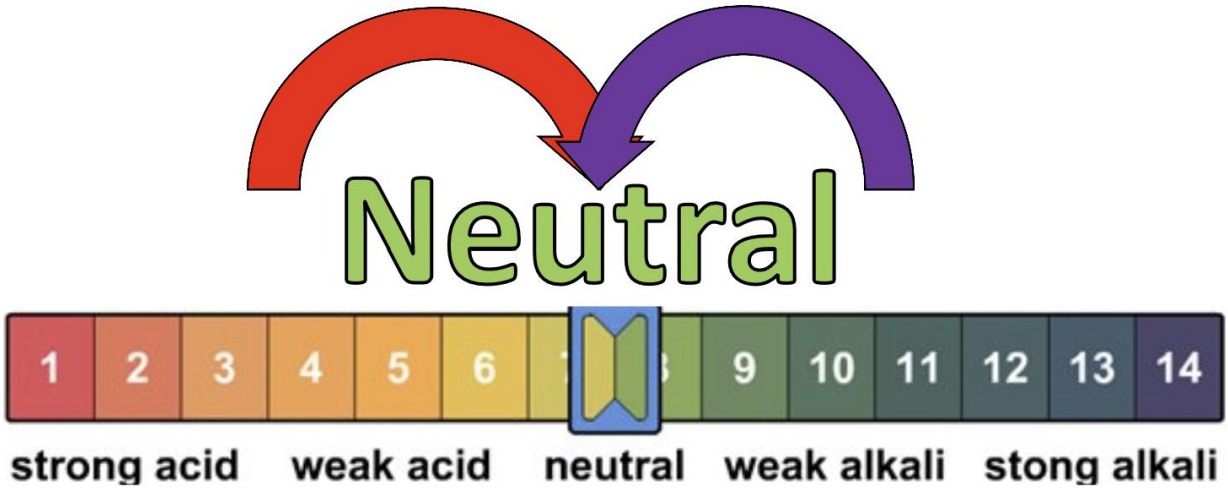
Glucose  ENERGY 120 kJ/mol + Lactic acid

WEEK 1

Chemistry

A base is solid, an alkali is a dissolved base. Acids have a pH between 1 and 6. Bases have a pH between 8 and 14. pH 7 is Neutral.

We can neutralise an acid by adding a base to it until the pH becomes 7. This is neutralisation. Uses of neutralisation reactions include indigestion remedies, neutralisation of soil in farming and in medicines production.



WEEK 1

Physics

Electrical circuits are often represented by **circuit diagrams**. They are simple and easy to interpret. **Circuit symbols** are used to represent the **components** used in a circuit.

switch (open)	
switch (closed)	
bulb	
cell	
battery	
ammeter	
voltmeter	
resistor	
motor	

WEEK 1

History

<u>Economic</u>

- Ottoman Empire: mainly agricultural trade but Constantinople was made as a trading centre of the empire. People were forced to migrate to the capital specifically craftsmen.
- Roman empire: Used the roads they built in order to be able to trade all over their empire.
- Aztec Empire: markets in every village and the grandest market was visited by over 60,000 people per day. Sold medicine, materials, foods and weapons.
- Mongol Empire: Most famous trade route was the Silk Road which went from China to Europe.
- British Empire: made money through the Transatlantic Slave Trade where slaves were captured from Africa and taken to the Americas to work on plantations growing cash crops e.g. sugar that was taken back to Europe to trade.

<u>Political</u>

Maintain:

- Aztec allowed territories to run themselves as they always had.
- Ashanti chiefs of territories allowed to continue self-rule as long as they acknowledge of the King

Change:

- Persian split the empire into areas run by a Persian governor.
- Roman were run by Roman army generals to give them greater security
- British always put their systems of government and law and order in their colonies.

<u>Religion</u>

- Romans tolerant of other religions
- Mongols were tolerant of most religions, they were known for organising competitions of religious debates.
- Mali wanted everyone to be Muslim but after facing resistance allowed people to continue to believe what they liked
- British forced all in their colonies to become Christian
- Mughal enforced religious tolerance and encourage conversations between religious leaders at the House of Worship

<u>Cultural</u>

- British Empire: The British forced their colonies to speak English, convert to Christianity, wear British styled clothing and follow their customs.
- Spanish Empire: The Spanish forced a social system called the casta system where the Spanish elite were at the top of society and indigenous "Indians" and enslaved people were at the bottom. They completely replaced their colonies cultures with Spanish culture.
- Aztec Empire: In the Aztec Empire most colonies were left to self-govern and kept their own cultures.
- Mongol Empire: The Mongol Empire are accepting of other cultures and often taken on other cultures themselves for example, the Eastern Mongols adapted to Islamic culture and Western Mongols adapted to a Chinese culture.

WEEK 1

RE

Pilgrimage – a spiritually motivated journey to a scared place
Prayer – communicated with God
Prostration – lying face downward in worship

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 1

Geography

What is development?

Development is a complex, changing and disputed idea.

It means different things to different people around the world. Development should be about a change for the better, including the growth of a country's economy, making people wealthier, as well as improvements in quality of life through better health care, education and environment.

There are four theories of development:

Modernisation theory

The modernisation theory is focused on economic development. It argues that there are a series of stages a country must pass through:

- More jobs are in the primary sector
- Industrialisation
- A rise in standards of living
- Mass consumption.

This theory is based on the experiences of the UK and the USA.

Exploitation theory

The exploitation theory is that development has come about as a result of exploitation. Between 1650 and 1945, Britain and other European nations used their powers to colonise the world, for their own economic benefit. They established colonies, forced people into enslavement and used them to work on plantations growing crops.
These colonies are now independent but have been left with economies that rely on exports.
These products are bought cheaply, then processed and sold profitably in the rich countries.

Human development theory

The human development theory is an approach focusing on people and the opportunities they have. It argues that development cannot be achieved through economic growth alone. Instead, human development is about giving people more freedom and opportunities to live their lives as they wish.

Sustainable development theory

The sustainable development theory focuses on the need to maintain a balance between human needs, natural resources and the Earth's systems. It aims to create growth but without disturbing or limiting the quality of life for future generations. It is about finding better ways of doing things, both now and for the future.

WEEK 1

French

Food - Fruit

Quel fruit manges-tu normalement ?	**What fruit do you normally eat?**
Quel est ton fruit préféré ?	**What is your favourite fruit?**
Je mange	I eat
Je ne mange pas	I don't eat
Je ne mange jamais	I never eat
Je prends	I have (food)
Je ne prends pas	I don't have (food)
Je ne prends jamais	I never have (food)
J'aime	I like
Je n'aime pas	I don't like
Je préfère	I prefer
Mon fruit préféré est/son	My favourite fruit is/are
les bananes	Bananas
la poire	Pear
la pastèque	watermelon
l'orange	Orange
la pomme	Apple
les fraises	Strawberries
l'ananas	Pineapple

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	
Disability	People with physical or mental disabilities must be treated fairly, with **reasonable adjustments** made to support them in school, work, and life.	
Gender Reassignment	A person is considered to be *transitioning* if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	
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).	
Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	
Sex	People must not be treated unfairly because they are biologically male or female.	

WEEK 2

English Literature

THEMES IN: "Curious Incident with a dog in the Night time."

Themes

Themes are the main ideas that appear repeatedly in a novel. Some of the important themes in *The Curious Incident of the Dog in the Night-Time* are:

Truth

Lies make Christopher feel unsteady and sick so telling the truth is important to him. He associates truth with love, saying that:

"loving someone is helping them when they get into trouble, and looking after them, and telling them the truth."

When he finds out that his father has lied to him, he thinks his father doesn't love him anymore.

By the end of the story, Christopher begins to accept that the truth can be just as painful as a lie.

Logic

Christopher tries to apply logic to everything he does. For example:

- He decides whether he will have a good day or a bad day by the colours of the cars he sees on his way to school.
- He uses prime numbers as the chapter numbers in his book because there is a logic to them even though they seem random.

Christopher really likes the fictional detective Sherlock Holmes because he uses logic to solve mysteries. Christopher's decision to write a murder mystery is inspired by Holmes.

Independence

Throughout the book, Christopher becomes more independent. He finds new places and situations overwhelming, but pushes himself to achieve his goals. For example:

- Christopher usually avoids talking to strangers, but he talks to his neighbours in order to find out more about Wellington's death.
- Christopher has never travelled by himself, but he takes the train to London. When in London, Christopher has to talk to strangers and put himself in situations he finds very stressful in order to get to his mother's flat.

Write down everything you can remember about the themes in the novel.

WEEK 2

English Language

HELP FOR HEROES TURNS 10

The epic story of Help for Heroes that has saved 17,276 wounded soldiers

After The Sun teamed up with the newly formed charity in 2007 more than £300million has been raised to help thousands of wounded, sick and injured veterans

TEN years ago the bodies of British soldiers were being flown home from Afghanistan and Iraq on an almost daily basis to a public outpouring of grief. There were also hundreds of servicemen and women returning with life-changing injuries. But their plight was hidden from view.

That was until October 2007, when we teamed up with a new charity called Help for Heroes and asked readers to help raise £5million for a swimming pool to aid their recovery.
The response was phenomenal. Now, a decade on, £300MILLION has been donated and gone towards helping 17,276 veterans rebuild their lives. Along the way, Help for Heroes has grown to become one of Britain's best-loved charities. It was set up by Bryn Parry, a retired Army captain, and his wife Emma. They decided to launch it after a meeting with General Sir Richard Dannatt, then Chief of the General Staff, the head of the British Army.
Our joint appeal to fund the rebuilding of the pool at the Military Rehabilitation Centre at Headley Court, Surrey, touched the hearts of millions.

The facilities at Headley Court were so overstretched that Portakabins were being used as wards and the gym was in a tent. Word spread across the world about what the charity wanted to do after princes William and Harry — then both serving in the forces — were photographed wearing the charity's red and blue wristbands.
Money flooded in and soon there was enough to build an £8.6million rehab complex. To date some seven million wristbands have been sold.

Emma, 56, recalls taking donations over the phone at the charity's office in a tin hut near the couple's home in Tidworth, Wilts, after our appeal. The next day sackloads of cheques from readers arrived and the money kept on rolling in. Emma said: "I still can't believe what was happening. Once The Sun got involved it was as if the whole world responded."

Help for Heroes has since spent £70million building four recovery centres.

Other charities have also benefited with Help for Heroes donating more than £42million in grants.

Lord Dannatt, now the President of the charity, said last night: "I offer my thanks to the readers of this paper and to everyone who stands with Help for Heroes. "Not since World War Two has there been such an improvement in the way we treat out Forces."

Write down everything you learn about the charity Help for Heroes from the article.

WEEK 2

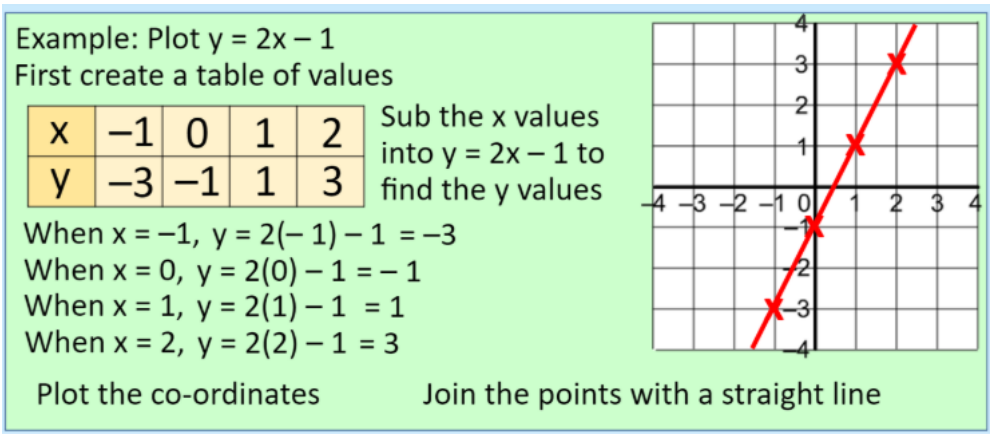
Mathematics

Straight Line Graphs

Useful definitions:

Key Vocabulary	Definition
Straight Line Graph	A straight-line graph is in the form of $y = mx + c$. Where m is the gradient and c is the y-intercept.
Gradient	The gradient is the steepness of the line. A positive gradient is an upward slope and a negative gradient is downward slope.
y-intercept	The y-intercept is where the lines cross the y-axis. It's the y-coordinate when $x = 0$.
Substitute	When substituting with a straight-line graph, you can substitute different x -values into the equation of the line, to find the corresponding y-values.
Table of values	Is a method for organising the x and y values into an organised table. It helps in plotting graphs.

Diagrams:



WEEK 2

Biology

Oxygen debt

High heart rate and breathing rate are supplying lots of oxygen to your cells that you don't need lots of oxygen as you are NOT exercising and therefore not respiring.

Your cells are owed missing oxygen.

When you owe something and you pay it off you are paying off an oxygen debt

Oxygen breaks down the lactic acid

That's why doing a 'cool down' (low intensity exercise) is important after strenuous exercise as it the best way to break down the lactic acid

If you don't 'cool down' after strenuous exercise it can take days to break down ALL the lactic acid and your muscles can feel sore for days afterwards.

WEEK 2

Chemistry

Pure molecule	Atoms bonded together are the same
Compound molecule	Atoms bonded together are different
Mixture	Atoms or molecules can be separated quite easily

The soluble solids “disappear”. Insoluble solids float or sink to the bottom of the container	dissolve
Only particles that are smaller than the holes can get through. Larger particles will not be able to pass through.	sieve
This will attract materials such as iron and leave non-metal materials behind.	magnets
Has tiny holes in it (so small you cant see them). Only extremely small dissolved particles can get through the holes. Large particles will stay on the paper.	filter
When the liquid has gone, anything that was dissolved in it will be left behind and will form a solid	evaporate

WEEK 2

Physics

Magnetism

Magnetism is a **non-contact force**. Magnetic materials can be magnetised or will be attracted to a magnet. There are three magnetic metals: **iron, nickel** and **cobalt**. Steel is also magnetic because it contains iron.

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

Like poles repel. This means that the two poles push each other away.



Opposite poles **attract**. This means that the invisible magnetic force between the magnets pulls the poles towards each other.

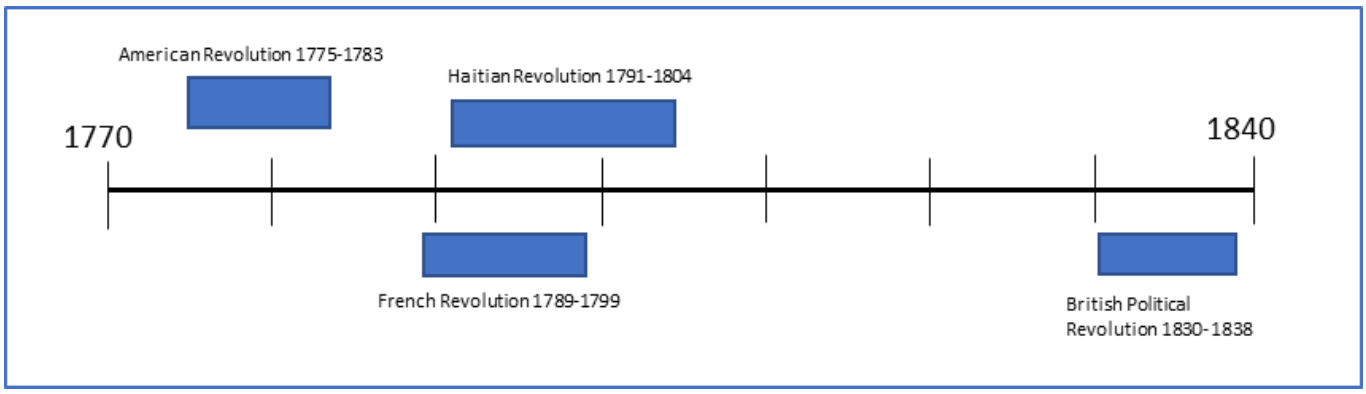


WEEK 2

History

Definitions of revolution- the term revolution can be defined in many ways, here are some examples:

1. A forcible overthrow of a government or social order, in favour of a new system
2. A single complete turn
3. The overthrow of a government by those who are governed
4. A drastic and far-reaching change in ways of thinking and behaving
5. A revolution is also a drastic change in a field such as the fashion industry or technology, or similarly, a sudden, often violent uprising from the people to change the political system.
6. Revolution is a period of constitutional crisis that has a severe change on society.



WEEK 2

RE

Synagogue

A synagogue is the holy place where Jewish people gather to pray, study the Torah and come together as a community. It is often called a "house of assembly" or a "house of study" because it serves several different purposes.

The main features you will find inside and outside a synagogue:

- **The Ark (Aron Kodesh):** This is a special, decorative cabinet usually built into the wall that faces toward Jerusalem.
- **Ner Tamid:** This is a lamp that hangs right above the Ark. It stays lit 24/7 to remind people of God's permanent presence, just like the eternal light that burned in the ancient Temple in Jerusalem.
- **Bimah:** This is a raised desk or platform located in the middle or front of the synagogue.
- **Seating (Pews or Chairs):** There might be separate seating for men and women in traditional synagogues, or mixed seating in others.

WEEK 2

Geography

Measuring Economic Development

In the last lesson, you discovered that development is not easy to define. It is no surprise, then, that it is also difficult to measure. In this and the next two lessons, you will explore approaches to measurement and development indicators.

Modernisation theory

The **modernisation theory** is focused on **economic development**. It argues that there are a series of successive stages of economic growth through which all countries must pass:

- a traditional stage where more jobs are in the primary sector
- a take-off stage where countries industrialise
- a maturity stage where standards of living rise, use of technology increases and more people are employed in tertiary jobs
- a most developed stage of mass consumption.

This theory is based on the experiences of Western, capitalist countries, such as the UK and the USA.

Geographers use categories of statistical data to make sense of spatial patterns and to reach conclusions. A choropleth map uses colour coding to show categories of quantitative data across geographical areas on a map – in this case, **Gross National Income (GNI) per capita** for countries of the world.

WEEK 2

French

Food – Vegetables

Quel(s) légume(s) manges-tu normalement ?	**What vegetables do you normally eat?**
Quel est ton légume préféré ?	**What is your favourite vegetable?**
Mon légume préféré est	**Mi favourite vegetable is**
Je déteste	I hate
le brocoli	Broccoli
les carottes	Carrots
les pommes de terre	Potatoes
le maïs	Sweet corn
les petits pois	Peas
les poivrons	peppers
les tomates	Tomatoes
l'oignon	onion

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 3

English Literature

Structural features used in a text

Openings	The start of a text must interest the reader.	Comment on how the writer introduces ideas and raises questions.
Shifts	Changes in ideas and perspectives, e.g outside to inside.	Comment on how this change is effective, e.g creates contrast.
Contrast	The differences between two things.	Comment on the effect a drastic difference produces.
Repetition or patterns	When words, phrases or ideas are repeated for effect.	Repetitive features can highlight key meanings, indicate a development or show a lack of change.
Pace	The feeling of speed in the writing – are events and ideas revealed to the reader slowly or quickly?	Ask what effect is created by altering the pace, e.g a slow pace builds tension or suggests boredom, a quicker pace may suit a piece about things happening at speed.
Temporal references	References to time.	Comment on how time is used to speed up or slow down the pace of the text.
Order of events	This could be chronological or writers might choose to start at the end, in the middle, or with flashbacks / flash forwards.	Comment on how the order of events introduces and prioritises key ideas – and how this engages the reader.
Endings	The conclusion of a text may be neat or leave us with questions.	Think about how the reader feels at the end. Have their feelings changed since the opening?
Dialogue	Conversations and speech.	How does dialogue move the text forward?
Sentence structures	Varied types of sentences, e.g simple, compound and complex.	Comment on how sentence structures affect the fluency of the text, e.g a sudden short sentence could reveal shocking information.
Paragraph lengths	These vary like sentences eg, to highlight significant points or to provide a detailed account.	Comment on how paragraph lengths affect the development of the text, e.g a final paragraph might summarise key points in an argument.

Write down all the structural features and their definitions and effect that you can remember.

WEEK 3

English Language

Where did the evacuees go in WW2?

At the start of WW2, on 1 September 1939, children, pregnant women, mothers with infants and teachers were evacuated from British towns and cities thought to be at risk of bombing to the country. On 1 September 1939 the British government's plans for evacuation swung into operation. Most evacuees were taken to billets in the British countryside, or on the south and east coasts.

How many evacuees were there, and how old were they?

There were 1.5 million child evacuees aged between 4 and 14.

What did evacuees take with them?

Prior to 1 September, each evacuee was given an Evacuation Notice that explained what they should take. The first items listed were a gas mask, identity card and ration book. Each child was told to carry enough food to last one day – egg or cheese sandwiches; packets of nuts or raisins; biscuits with little packets of cheese; barley sugar rather than chocolate; and an apple or an orange. Clothing requirements included a spare set of underwear; night clothes; handkerchiefs; spare stockings or socks; house shoes or plimsolls; and a warm coat or mackintosh.

This proved problematic for many of the children, as one former evacuee Joan Watson remembered. "When my mum saw the evacuation list, she realised that I didn't own a spare pair of shoes, a spare set of underclothes or a warm coat! I know that she was embarrassed about this, but what could she do? Most of my school friends didn't own such things either." Jean Barrington recalled, "The list seemed very funny to me as we were very poor. For a start, I had never even seen an orange! Also the list said that we should use a rucksack for the journey. We couldn't afford one, so Mum put my few belongings in a spare pillowcase."

What was life like for evacuees in WW2?

My interviews with hundreds of child evacuees show that their experiences varied greatly. Many had positive experiences and formed loving relationships with their wartime foster families. When Rita Roberts was evacuated from Birmingham to Bromsgrove, her foster parents bought her new clothes and toys. "They also took me to Aberystwyth in Wales to see the sea, which I'd never done before. All I could say was, 'Ooh, look! All that water!'"

Their new environment, however, was often unfamiliar to the children who encountered differences in housing, dress, food, language, dialect and religion. Audrey Patterson was placed with a family in Bideford, Devon. "My sister Gwen and I were lucky to be placed with Mr and Mrs Shute who were very kind to us.

On the other hand, some children were ill-treated by those who took them in. John Mathews was badly underfed, and after school each day his billeters locked him in his bedroom with no toys or books. John stated, "It was obvious that my letters home were going to be censored, so in the first one I wrote the sort of thing one should – 'Having a wonderful time, wish you were here.' The following morning I somehow managed to steal an envelope and stamp and wrote a rather more truthful letter home. The gist of it was that if something didn't happen quickly, I was going to run away. Two Saturdays later my mother turned up at the door to collect me." Rosemary Hall and her brother also endured harsh treatment from the woman who took them in: "We slept on camp beds in a hallway and we were constantly hungry. After four months our mum tracked us down. She saw the state of us and immediately removed us from the premises."

On 8 May 1945, the war in Europe was finally over and the evacuees began to return home. However, for some the five years of separation had dire consequences, not least John Helyer: "When I was reunited with my mum and dad, I didn't understand them and they didn't understand me. We just couldn't get on." For others, the bonds forged with their foster families endured. Sheila Gibson explained, "I wrote to Mr and Mrs Croft in Derby regularly and I visited them every year until they passed away. I will never forget them."

Write down everything you learn about children during evacuation.

WEEK 3

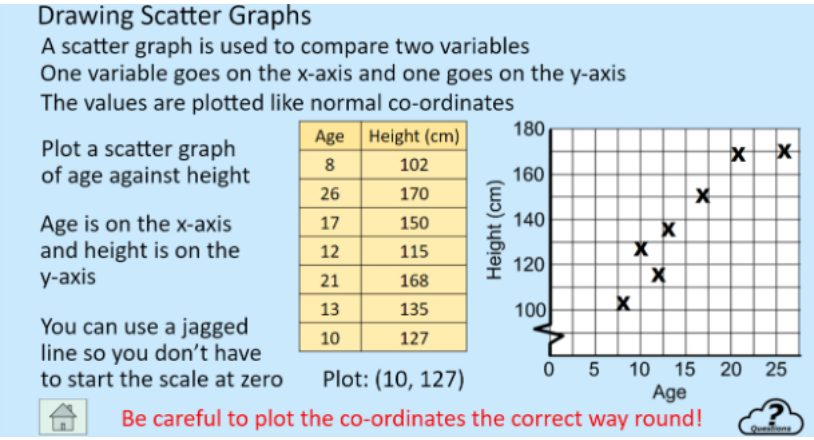
Mathematics

Representing data

Useful definitions:

Key Vocabulary	Definition
Scatter graphs	Scatter graphs are good ways of displaying two sets of data.
Variables	When comparing two variables you are able to see if there is any correlation between them.
Line of best fit	A line of best fit can be drawn on a scatter graph to show if there is a trend.
Correlation	If the data points on a graph tend to cluster around a line, it can suggest correlation. This could be positive or negative correlation.
Positive	Positive Correlation is when one variable increases and so does the other variable.
Negative	Negative Correlation is when one variable increases and the other variable decreases.

Diagrams:



WEEK 3

Biology

Anaerobic respiration in microbes

Respiring micro-organisms are used in the commercial production of many different products, including:

bread

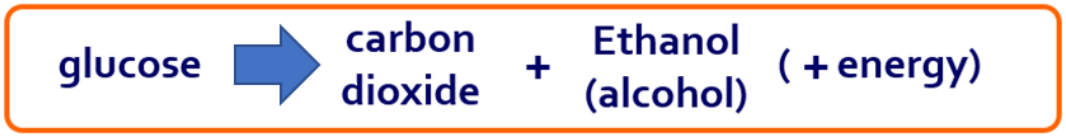
alcohol

biofuels

These micro-organisms break substances down using aerobic or anaerobic respiration. The effect of anaerobic respiration is often called fermentation.

Yeast is a type of fungus used in bread production. Yeast digests the carbohydrates in flour, producing carbon dioxide.

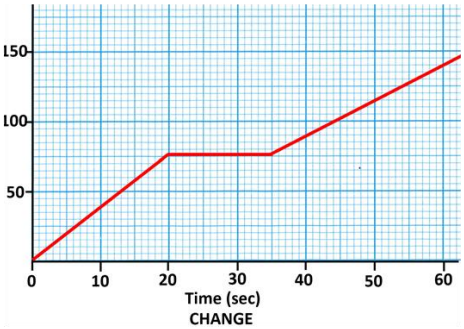
Yeast converts the sugar into alcohol by anaerobic respiration



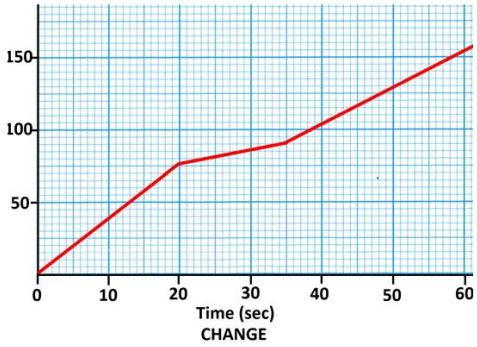
WEEK 3

Chemistry

- Every PURE substance has its own distinct melting and boiling point
- If you had a substance and its melting point is not a single point, it is probably a MIXTURE.



A pure substance has a sharp melting point and stays at a fixed temp until it all melts/boils.



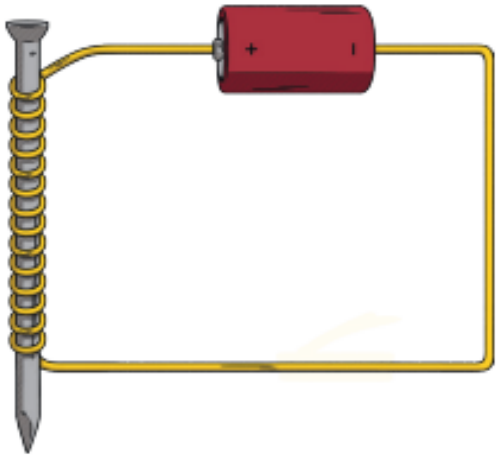
A mixture does not have sharp melting point

WEEK 3

Physics

Electromagnets

When electrical charge flows in a wire, a magnetic field is created around the wire. The larger the current, the stronger the electromagnet. The strength of the magnetic field can be increased by wrapping the wire around a magnetic material, such as iron.



The strength of an electromagnet can be changed by changing the number of coils of wire around the iron core. This can be measured by counting the number of paperclips that become attracted to the electromagnet.

Independent variable – number of coils of wire
Dependent variable – number of paperclips picked up
Control variables – current supplied to the circuit, core material, width of wire, length of wire, potential difference of the battery or power pack

The **greater the number of coils**, the **stronger the electromagnet** and the more paperclips it will pick up.

WEEK 3

History

American Revolution	
Cause	From the 1600s America was controlled by the British. The British treated the colonists poorly with high taxes (Stamp Act) and unfair laws. The American colonists wanted change.
Events	1773- Boston Tea Party- 342 chests, £11,000 of tea dumped in Boston Harbour to protests high taxes. 1775- American War of Independence begins 1781- Battle of Yorktown- fought in Virginia, last major battle of the revolutionary war, British lose. 1783- Treaty of Paris- formally ends the revolutionary war, makes the US independent.
Consequence	After the signing of the Treaty of Paris the United States are independent. This led to the US making new trading partners and making their own manufacturers as they need to make an independent economy. New American culture and identity, ideas of freedom, liberty and equality.

WEEK 3

RE

Judaism is both a religion and a way of life, faith is practiced both **at home** and **in the synagogue**.

Daily Prayers and Blessings (Tefillah)

- **Three Times a Day:** Traditional Jewish people say prayers three times a day—in the morning, afternoon, and evening.
- **Prayer Items:** During morning prayers, adult men (and some women, depending on the community) wear a **tallit** (a fringed prayer shawl) and **tefillin** (small black leather boxes containing Torah verses strapped to the arm and forehead).

Keeping Kosher (Jewish Dietary Laws)

- **Food Rules:** Many Jewish people follow dietary laws called *kashrut* (keeping "kosher"). This means eating only certain foods prepared in specific ways.
- **Main Rules:**
  - Eating meat from animals that chew their cud and have cloven hooves (like cows and sheep), and fish that have both fins and scales (like salmon, but not shellfish).
  - **Separating Milk and Meat:** Kosher rules state that meat and dairy products cannot be cooked or eaten together. This is why traditional kitchens have separate sets of dishes, pots, and cutlery for meat and dairy.

Living by Values and Study

- **Mitzvot (Commandments):** The Torah contains 613 commandments (mitzvot) that guide how to live a good, moral life. They cover everything from treating others with kindness and giving to charity (*tzedakah*) to environmental care and honesty in business.
- **Learning:** Studying the Torah and Jewish texts is considered a lifelong act of worship.

WEEK 3

Geography

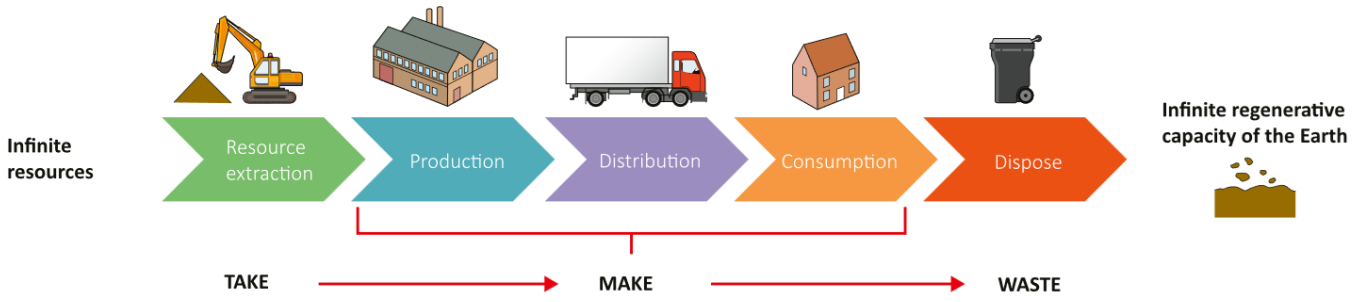
What is your ecological footprint?

Sustainable development theory

The **sustainable development theory** focuses on the need to maintain a balance between human needs, natural resources and the Earth's systems. It aims to create growth but without disturbing or limiting the quality of life for future generations. It is about finding better ways of doing things, both now and for the future.

Our **ecological footprint** is a measure of the impact we have on the planet. It represents the amount of productive land and sea needed by Earth's systems to regenerate the natural resources people use.

To live within the means of our planet's resources, the world's ecological footprint should be no more than 1.6 global hectares. Where a nation's ecological footprint per person is 6.4 global hectares, its citizens are demanding four times the resources and waste that our planet can regenerate and absorb in the atmosphere. The lifestyle of the population is unsustainable.



WEEK 3

French

Que prends-tu normalement au petit-déjeuner ?	**What do you normally eat for breakfast?**
Pour le petit-déjeuner, je prends	**For breakfast I have (food)**
J'aimerais prendre	**I would like to have (food)**
tous les jours	every day
le week-end	at the weekends
toujours	always
souvent	often
parfois	sometimes
jamais	never
pour le petit-déjeuner	For breakfast
je prends	I have (take)
je mange	I eat
je bois	I drink
le pain	bread
la baguette	baguette/French stick
une tartine	toast
avec	with
du beurre	butter
de la confiture	jam
le bacon	bacon
les œufs	eggs
les céréales	cereal
les croissants	croissants
les saucisses	sausages
un yaourt	yogurt

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	
Disability	People with physical or mental disabilities must be treated fairly, with **reasonable adjustments** made to support them in school, work, and life.	
Gender Reassignment	A person is considered to be *transitioning* if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	
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).	
Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	
Sex	People must not be treated unfairly because they are biologically male or female.	

WEEK 4

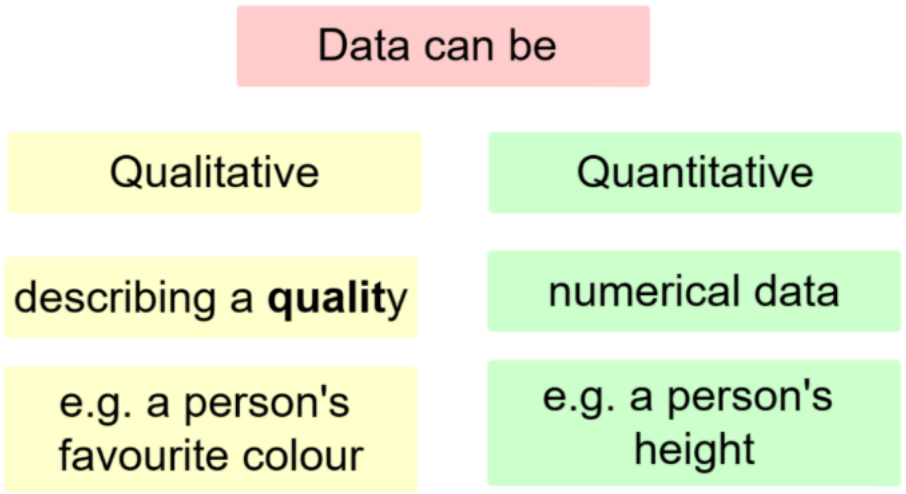
Mathematics

Representing Data

Useful definitions:

Key Vocabulary	Definition
Data	Data is information collected and displayed in tables, charts or graphs to make it easier to understand.
Quantitative	Quantitative Data is numerical data that can be counted or measured.
Qualitative	Qualitative data is in words and descriptions.
Continuous	Continuous data can take any value within a given range and can be measured.
Discrete	Discrete data can only be specific values, whole numbers which can be counted.

Diagrams:

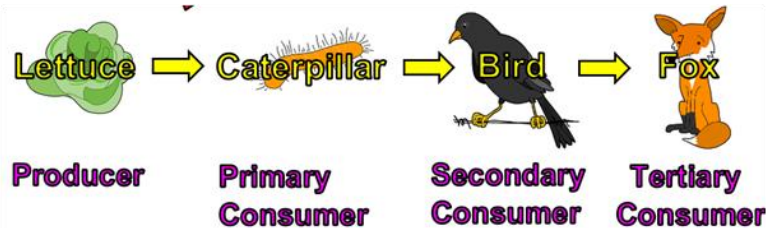


WEEK 4

Biology

Food chains

A food chain is a diagram that shows what an organism eats. It shows the transfer of energy between organisms.



The arrow show the flow of energy.

The energy available at each stage of the food chain decreases.

Food chains don't have anymore than 4/5 links.

As energy is transferred along the food chain some is transferred (lost) to the surroundings as heat and in waste products.

WEEK 4

Chemistry

Solute	The solid that dissolved.
Solvent	The substance the solute dissolves in.
Solution	The dissolved solute in the solvent
Dissolve	When a solute is added to a solvent and seems to disappear
Soluble	Dissolves in a solvent
insoluble	Does not dissolve in a solvent

If you add sugar to water, it dissolves. Sugar is the solute and water is the solvent.

A mixture of sugar and water, in which you cannot see the separate substances, is a Solution.

Scientists say that sugar is Soluble in water. Sand does not dissolve in water. It is insoluble. (6 marks)

WEEK 4

Physics

Energy Stores



Chemical Store
The energy stored in the bonds of a substance or group of substances. Examples include the chemicals inside a battery, food or muscles.



Kinetic Store
The energy stored in a moving object.



Elastic Potential Store
The energy stored when an object has been stretched or compressed.



Thermal Store
The total energy of the particles in an object. The more energy there is in this store, the higher the temperature of the object.



Gravitational Potential Store
The energy stored when an object is lifted in a gravitational field.



Nuclear Store
The energy stored in the nucleus of an atom.



Magnetic Store
The energy stored when repelling poles have been pushed closer together or when attracting poles have been pulled further apart.



Electrostatic Store
The energy stored when repelling charges have been pushed closer together or when attracting charges have been pulled further apart.

WEEK 4

History

American Revolution	
Cause	From the 1600s America was controlled by the British. The British treated the colonists poorly with high taxes (Stamp Act) and unfair laws. The American colonists wanted change.
Events	1773- Boston Tea Party- 342 chests, £11,000 of tea dumped in Boston Harbour to protests high taxes. 1775- American War of Independence begins 1781- Battle of Yorktown- fought in Virginia, last major battle of the revolutionary war, British lose. 1783- Treaty of Paris- formally ends the revolutionary war, makes the US independent.
Consequence	After the signing of the Treaty of Paris the United States are independent. This led to the US making new trading partners and making their own manufacturers as they need to make an independent economy. New American culture and identity, ideas of freedom, liberty and equality.

WEEK 4

RE

Pesach (Passover)

- **What it celebrates:** Pesach is the spring festival that commemorates the story of the Exodus—when the ancient Israelites were freed from slavery in Egypt, as told in the Bible.
- **The Seder Meal:** The main event of Pesach is a special family meal called the **Seder**. During the meal, everyone reads from a book called the Haggadah, which tells the story of the escape from Egypt.
- **Eating Matzah:** During Pesach, Jewish people do not eat anything leavened (bread or food made with yeast that rises). Instead, they eat **matzah**, which is a flat, cracker-like unleavened bread. This is to remember how the Israelites had to flee Egypt so quickly that their bread didn't have time to rise.
- **The Four Cups:** Everyone at the Seder drinks four cups of wine (or grape juice) to symbolise freedom and God's promises.

WEEK 4

Geography

What progress has been made towards the Sustainable Development Goals?

The United Nations (UN) is an international organisation of 193 countries. It was established in 1945, at the end of the Second World War. It aims to bring nations together to prevent future conflict.
In 2015, all UN member countries agreed 17 Sustainable Development Goals (SDGs), to be achieved by 2030. The goals are not legally binding, but the UN monitors governments to see if they are working towards the goals. The year 2023 was just beyond the halfway point for the goals to be achieved. In this lesson, you will consider what progress has been made.



WEEK 4

French

Lunch/Dinner

Que prends-tu normalement au déjeuner ?	**What do you eat normally eat for lunch?**
Que prends-tu normalement au dîner ?	**What do you normally eat for tea (evening meal)?**
Pour le déjeuner, je prends	**For lunch I eat**
Pour le repas de midi, je prends	**For lunch I eat**
Pour le dîner, je prends	**For tea (evening meal) I eat**
le poisson	fish
le saumon	salmon
la viande	meat
les fruits	fruit
les légumes	vegetables
les pâtes	pasta

la pizza	pizza
du pain à l'ail	garlic bread
le fastfood	fast food
des frites	chips
le poulet rôti	roast chicken
un hot-dog	hot dog
un sandwich au jambon et au fromage	ham and cheese sandwich
un hamburger	a burger
le riz	rice
les gallettes/les biscuits	biscuits
une glace	ice cream
le chocolat	chocolate
la pâtisserie	cakes/sweet treats

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		
Rule of Law		
Individual Liberty		
Mutual Respect		
Tolerance of Others		

WEEK 5

English Literature

What is character development?

Character development in storytelling refers to the process of creating and evolving a fictional character's personality, motivations, and traits throughout a narrative. It encompasses both the initial construction of the character and the changes they undergo in response to events and their own actions. This can involve crafting a detailed backstory, giving them clear goals, and placing them in situations that reveal their strengths and weaknesses.

Building a Character:

- **Backstory:**
  Developing a character's history, including their upbringing, significant life events, and relationships, helps explain their current behaviour and motivations.
- **Personality Traits:**
  Giving a character a distinct trait, such as being brave, funny, or shy, shapes how they interact with the world and other characters.
- **Motivations:**
  Understanding what a character wants and why they want it is crucial for driving their actions and creating compelling storylines.
- **Flaws:**
  Recognizing that characters, like real people, have weaknesses, such as anger issues or procrastination, adds depth and relatability.

Write down everything you can remember about character development.

WEEK 5

English Language

What is inference?
When we read stories, watch films or TV shows, look at pictures or play video games, we use lots of different skills to work out what is happening.

One of these skills is called inference.

Inferring is a bit like being a detective. You have to find the clues to work out the hidden information.

Imagine the main character in a story skips into a room, smiling brightly and waving to their friends. You could infer that the character is happy. The text hasn't told you the character is happy, but you can work it out from the clues given.

What is analysis?
Analysis allows us to see the smaller parts of something and understand more about them.
Think about a woollen scarf. If you pull it apart, the strands become looser and you can start to see how it is made – the weave, the threads, the pattern etc.

When asked to analyse a piece of writing, you need to look in detail at what the writer has done.
Instead of weave, threads and pattern, look for words, techniques, and the structure of the writing. This can help you understand how the piece of writing was created and the effect the writing has on the reader.
Analysing language is about unpicking the words and structure of a text to see its smaller, simpler elements.

You could focus your analysis of a text on one the following areas:

- **Language**
  - Words – adjectives, adverbs, verbs, etc
  - Sentences – simple, compound, complex
  - Paragraphs – structure, length
  - Literary techniques – *metaphor*, *simile*, *repetition*, *imagery* etc
- **Whole text**
  - Characters – appearance, mannerisms, motivations, dialogue
  - Themes – where a theme appears, which characters represent the theme
  - Plot – what happens and when, and to whom
  - Symbols – links to character, links to themes

An analytical paragraph needs to do three main things:
1. Identify **what** the writer has done
2. Consider **how** the writer's choice affects the reader
3. Consider **why** the writer made that choice

Write down everything you can remember about inferences and analysing.

WEEK 5

Mathematics

Tables and Probability

Useful definitions:

Key Vocabulary	Definition
Outcomes	An outcome is a possible result of an event.
Sample Space	Sample Space Diagram is a set of possible outcomes. You can use a sample space diagram to find the probability of a combined event.
Probability	Probability or chance is how likely something is to happen.
Two Way Table	A two-way table is a way of organising data about two specific variables.
Chance	A chance or probability is the measure of how likely an event is to occur.

Diagrams:

A six sided dice is rolled and a spinner numbered 1 to 4 is spun
The scores are added together
Record the possible outcomes in a sample space
Add the scores to fill in the sample space

Spinner \ Dice	1	2	3	4	5	6
1	2	3	4	5	6	7
2	3	4	5	6	7	8
3	4	5	6	7	8	9
4	5	6	7	8	9	10

WEEK 5

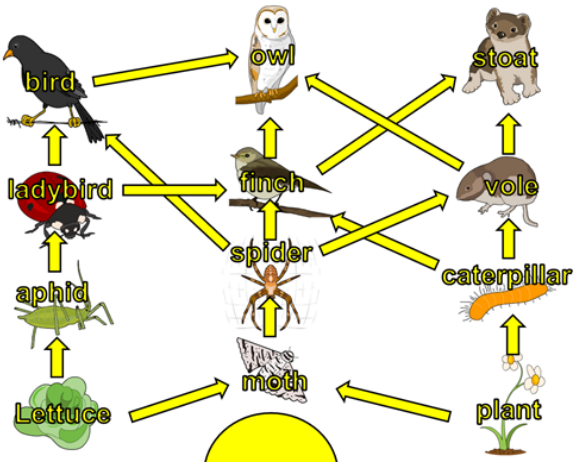
Biology

Food webs

A food web is a set of linked food chains. Food webs show the feeding relationships of organisms more realistically than food chains.

In a food web animals can be in competition with each other

Each species in the food web depends upon other species for their survival.
A change to any one species will have an effect on all of the others.
The more interdependence there is (bigger food web with more connections, the more likely the food web will survive in adverse conditions.



WEEK 5

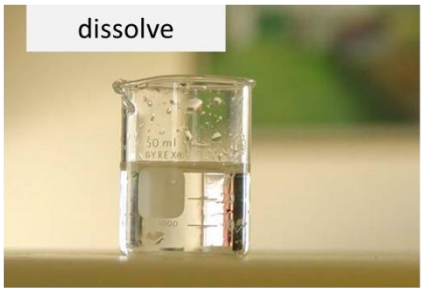
Chemistry

Practical Salt and sand separation



1. Add 20 ml water to the rock salt. Stir it with the glass rod.
2. Filter the solution.
3. Pour the filtrate (what is in the conical flask) into the evaporating basin.
4. Leave the evaporating basin on the window until next lesson.

dissolve

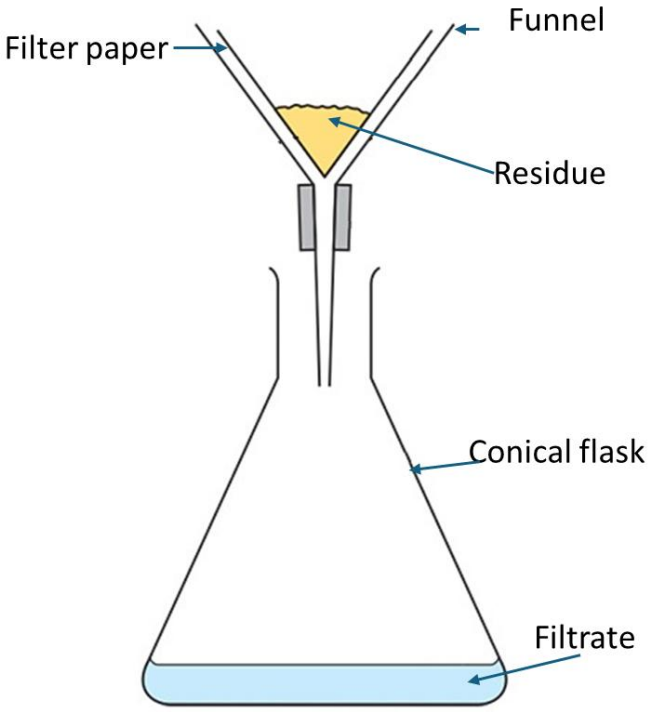




filter

evaporate



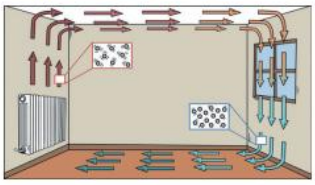


WEEK 5

Physics

Energy Pathways

Heating via Particle Movement



Energy is transferred by conduction or convection because of a temperature difference between two objects.

Heating via Radiation



Energy is transferred by waves.

Work Done Electrically



Energy is transferred by a current when charges move due to a potential difference.

Work Done Mechanically



Energy is transferred by a force making something move through a distance.

French Revolution

Cause- there were many problems in France:
-Estates system is unfair and leaves all responsibility on the thirds estate.

- People disliked Louis XVI and Marie Antionette
- Poor harvests led to food shortages
- France was in debt



Events:
-Calling of the Estates General
-National Assembly created
-Storming of the Bastille
-Grand Peur



Consequence:
-Declaration of the Rights of Man
-Feudal system abolished
-Louis XVI killed, absolute monarchy ends
-Reign of Terror
-Directiore rules then Napoleon takes over
-Inspires other revolutions for example, the Haitian Revolution

WEEK 5

RE

Sukkot

- **What it celebrates:** Sukkot is an autumn harvest festival that lasts for seven days. it reminds Jews of the 40 years the Israelites spent traveling through the desert living in temporary shelters.
- **Building the Sukkah:** To remember those desert shelters, families build a temporary hut outside called a **sukkah**. A sukkah has walls made of wood, canvas, or fabric, and a roof made of branches or leafy thatch.
- **Eating and Sometimes Sleeping:** During Sukkot, families try to eat all their meals—and sometimes even sleep—inside the sukkah to feel connected to their history and nature.
- **The Four Species (Lulav and Etrog):** During prayers, people wave a special bundle made of four plants: branches from palm, myrtle, and willow trees, along with a citrus fruit called an **etrog**. They wave them in all directions to show that God is everywhere.

WEEK 5

Geography

Causes of poverty in Nepal

Nepal is a beautiful but remote country, with the Himalayan mountain range containing eight of the world's ten highest peaks.

Its topography offers Nepal great potential for hydro-electric power and tourism, but it is also challenging, forming a natural barrier to development in the following ways:

- **Poor transportation** infrastructure and inadequate public transportation – in rural areas, almost 40 per cent of households live two hours or more from a road.
- It is a **landlocked country with no coastline**, so access to Nepal is limited. This means it is difficult to trade with other countries.
- In **2015, massive earthquakes struck Nepal**. This damaged and destroyed infrastructure and homes and set back development.

Nepal has also been transitioning from a monarchy to a democracy. This has been a difficult journey marked by armed conflicts, ethnic protests and many changes in government.

WEEK 5

French

Ma nourriture préférée est…	**My favourite food is..**
Ma nourriture que j'aime le moins est…	**My least favourite food it..**
J'ai goûté…	**I have tried..**
J'aimerais goûter	**I would like to try..**
la cuisine française	French food
la cuisine mexicaine	Mexican food
la cuisine indienne	Indian food
la cuisine chinoise	Chinese food
la cuisine thaïlandaise	Thai food
la cuisine grecque	Greek food
la restauration rapide	Fast food
la cuisine végétarienne	Vegetarian food
la cuisine faite maison	Home-made food
savoureuse	tasty
délicieuse	delicious
épicée	spicy
fade	bland, tasteless
sucrée	sweet
grasse	greasy, fatty
saine	healthy
amère	bitter

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	
Disability	People with physical or mental disabilities must be treated fairly, with **reasonable adjustments** made to support them in school, work, and life.	
Gender Reassignment	A person is considered to be *transitioning* if they change their gender through actions like changing their name, pronouns, appearance, or having medical treatment to match their identity.	
Marriage and Civil Partnership	People must be treated equally whether they are married, in a civil partnership, or single.	
Pregnancy and Maternity	Pregnant people and new parents must not be treated unfairly because they are having or have had a baby.	
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Religion or Belief	Everyone has the right to follow their religion or beliefs, or to have no religion, without discrimination.	
Sex	People must not be treated unfairly because they are biologically male or female.	

WEEK 6

English Literature

How is atmosphere created in a text?

Atmosphere in a story is created through the careful crafting of setting, tone, and language to evoke a specific mood or feeling in the reader. It's about immersing the reader in the world of the story and making them feel what the characters are experiencing.

1. Setting the Scene:

- **Descriptive Language:**
  Authors use vivid descriptions of the physical environment, including sights, sounds, smells, and textures, to paint a picture in the reader's mind.
- **Sensory Details:**
  Appealing to the five senses helps readers connect with the setting on a deeper level and experience it more fully. What can you see, smell, touch, taste and feel?
- **Objects and Details:**
  Specific objects or details can carry symbolic meaning or contribute to the overall mood, such as a creaky old house evoking a sense of mystery or decay.

2. Tone and Language:

- **Author's Attitude:**
  The author's attitude or perspective towards the story, characters, or events shapes the tone, which in turn influences the atmosphere.
- **Word Choice:**
  The selection of words, including verbs, nouns, and adjectives, can significantly impact the mood. Can you use adverbs?
- **Figurative Language:**
  Metaphors, similes, and personification are great to bring detail to your text.

Write down everything you can remember about how a writer creates atmosphere in a text.

WEEK 6

English Language

Christmas Truce 1914

By Christmas 1914 soldiers from the Allied and German armies had dug-in along a trench system reaching from Switzerland to the North Sea. On Christmas Eve the guns fell silent. The following morning - Christmas Day - troops on both sides climbed from their trenches and met together in no man's land, between the battle lines. They shared drinks, played football, embraced, exchanged presents and sang carols. This spontaneous truce was observed in several places along the Western Front, but by no means everywhere. The following day - Boxing Day - the fighting began once again.

Published: 30th January 1915

Lance-Corporal Henderson of the Royal Engineers wrote to his family from the trenches.

Christmas Eve, Dec 24: "We were working on trench improvements when we saw a board in the German trench: 'CONCERT OVER HERE TONIGHT. ALL BRITISH TROOPS WELCOME.' Later that night, machine-gun fire scattered us as we tried to return to our billets, but we were safe.

Christmas Day, Dec 25: Woken at 4:30 a.m. by the sentry, we returned to the line to find no firing. Both sides were singing. At daybreak, Germans were visible on their parapets, shouting, 'No shoot, no work today.' Some came forward without rifles. Our men met them, shook hands, and exchanged smokes.

German officers shared cigars and drinks with our men. One of ours cleverly had the German officer drink first — we've learned to be cautious. We repaired barbed wire under mist cover, though by noon a German officer warned us to stop or he'd resume fire. We agreed. The infantry spent the day enjoying food and tea.

Boxing Day, Dec 26: The truce continued. Germans approached, asking to surrender. One soldier offered black bread and cigars in exchange for an English newspaper, hoping to find real news. He spoke perfect English and had a wife and children in Liverpool.

That night, British artillery resumed. By morning, the ground where men had exchanged gifts was littered with the dead."

Write down everything you learn about the1914 Christmas Truce.

WEEK 6

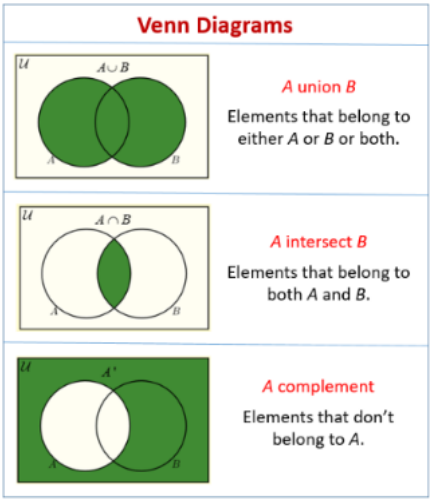
Mathematics

Venn Diagrams

Useful definitions:

Key Vocabulary	Definition
Venn Diagram	A Venn Diagram shows the relationship between groups of different things.
Intersection	The intersection of a Venn Diagram of two sets (or circles) is the area where the circles overlap, representing elements that are common to both sets.
Region	The regions are areas inside the circles.
Union	The union of a Venn Diagram is the numbers in set A or Set B. It combines all the elements
Universal Set	Is the set containing all elements under consideration in a specific context

Diagrams:



WEEK 6

Biology

Changes to food webs

The environment is made of many different types of ecosystems, such as seashores, forests, lakes and deserts.

Each ecosystem can be divided into a:

habitat – the non-living (abiotic) part, i.e. the physical area in which organisms live eg Wild Field or pond

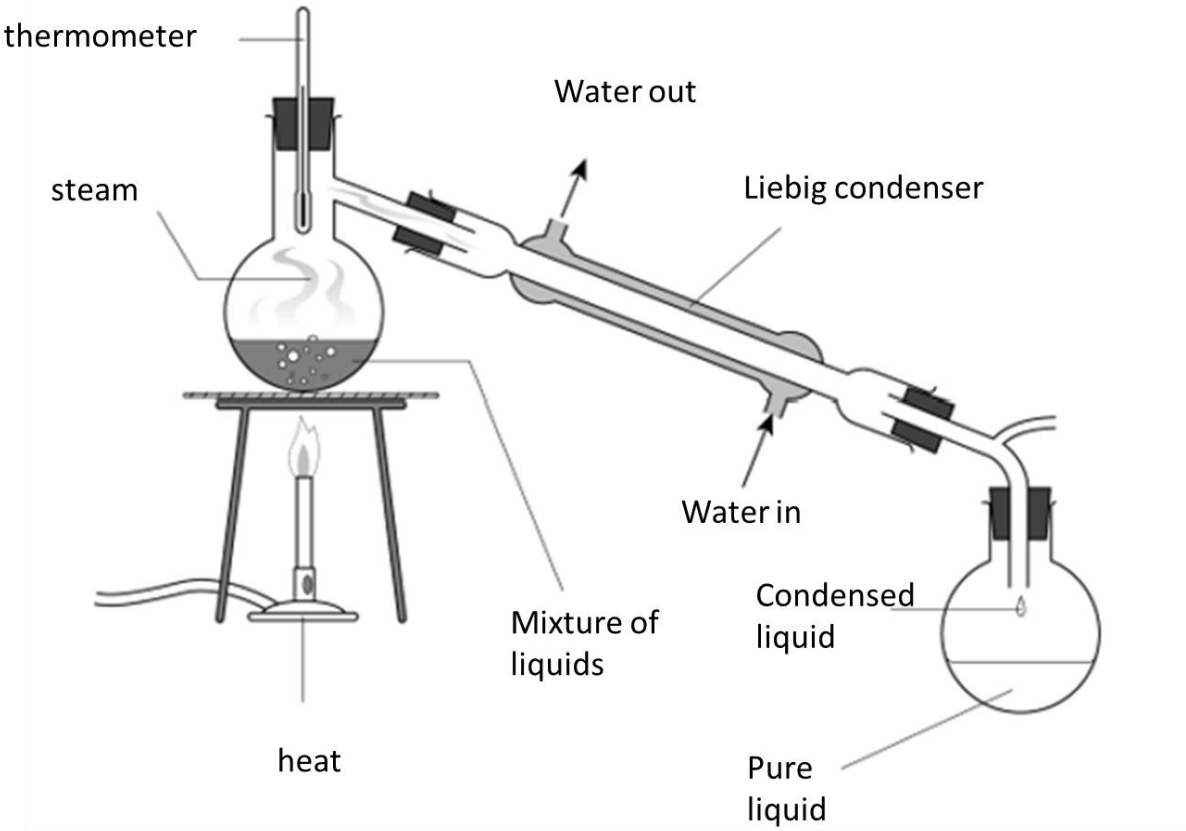
community – the living (biotic) part, i.e. all the different organisms living in that particular habitat.(shown by the food web)

ECOSYSTEM= community (living/biotic) + habitat (non-living/abiotic)

Each community is made up of many different populations. A population is all the members of a particular species living in one habitat – for example, the population of red squirrels in an oak wood.

WEEK 6

Chemistry



WEEK 6

Physics

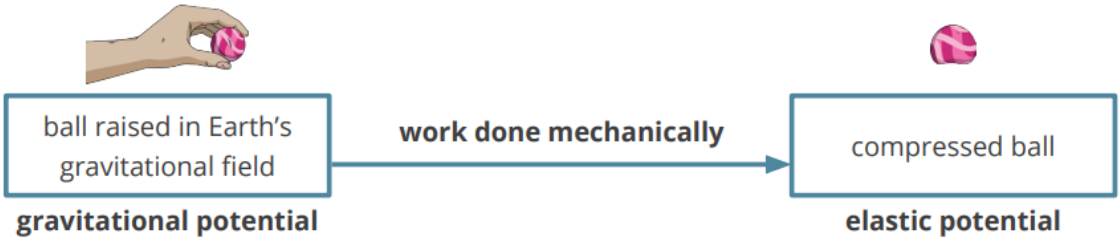
Energy Transfers

Energy Transfers

Energy transfers can be displayed in an energy transfer diagram.

The boxes identify the parts of the system where energy is stored. The type of energy store is labelled underneath each box.

The arrows represent the pathways that transfer energy from one store to the next.



When energy is transferred, the total amount of energy is **conserved** because energy can only be stored or transferred. It cannot be created or destroyed.

French Revolution

Cause- there were many problems in France:
-Estates system is unfair and leaves all responsibility on the thirds estate.

- People disliked Louis XVI and Marie Antionette
- Poor harvests led to food shortages
- France was in debt



Events:
-Calling of the Estates General
-National Assembly created
-Storming of the Bastille
-Grand Peur



Consequence:
-Declaration of the Rights of Man
-Feudal system abolished
-Louis XVI killed, absolute monarchy ends
-Reign of Terror
-Directiore rules then Napoleon takes over
-Inspires other revolutions for example, the Haitian Revolution

WEEK 6

RE

The Three Pilgrimage Festivals

In the Torah, God commanded the ancient Israelites to travel to the holy Temple in Jerusalem three times a year for major festivals. These festivals are:

- Pesach (Passover): Celebrating freedom from slavery in Egypt.
- Shavuot (The Feast of Weeks): Celebrating the giving of the Torah (God's laws) at Mount Sinai.
- Sukkot (The Feast of Tabernacles): Celebrating the autumn harvest and the journey through the desert.

During biblical times, Jewish people from all over would travel—often walking in large, joyful groups—bringing offerings and celebrating together at the Temple.

What Happens Today?

Since the ancient Temple was destroyed nearly 2,000 years ago, Jews can no longer make the ritual pilgrimage sacrifices in Jerusalem. However, the tradition is still alive in modern ways:

- Visiting Jerusalem: Many Jews around the world try to visit Jerusalem today, especially during these festivals or for important life events.
- The Western Wall (Kotel): When people visit Jerusalem, they often pray at the Western Wall, which is the last surviving retaining wall of the ancient Temple mount. It is the most sacred place where Jews can gather and pray today.
- Spiritual Connection: Even for those who stay home, keeping the festivals connects modern Jews to their history and to the generations of people who made the journey to Jerusalem long ago.

WEEK 6

Geography

What is gender inequality?

The unequal treatment of individuals based on their gender.
There are different forms of gender–based discrimination – gender stereotyping and an unequal distribution of power between women, men, girls and boys, and other genders.

Gender equality is a fundamental human right. Gender inequality occurs when men and women are treated differently and given different opportunities in life.

Gender inequality Fact file

- Gender inequality is a major cause and effect of hunger and poverty. It is estimated that 60 per cent of chronically hungry people are women and girls (WFP Gender Policy and Strategy).
- More women than men in the world live on less than US$2.15 a day.
- In 2021, nearly one in five young women globally were married before the age of 18.
- Every day, 830 women die from preventable causes related to pregnancy and childbirth around the world. Globally, that amounted to about 303,000 women in 2015.
- Women make up more than two-thirds of the world's 796 million illiterate people (UN, 2024).
- Every additional year of primary school increases girls' eventual wages by 10–20 per cent. It also encourages them to marry later and have fewer children, and leaves them less vulnerable to violence.
- Violence against women and girls is found in all countries and affects women of all ages. Globally, 26 per cent of ever-partnered women aged 15 and older (641 million) have been subjected to physical and/or sexual violence by a husband or intimate partner at least once in their lifetime (UN SDG report, 2021).
- Only 57 per cent of women aged 15 to 49 who are married or in a union make their own informed decisions regarding sexual relations, contraceptive use and reproductive health care, according to data from 64 countries for the period 2007–2021.
- As of 1 January 2024, the global share of women in lower and single houses of national parliaments reached 26.2 per cent, up from 22.4 per cent in 2015.
- In the UK, in 2019, women were, on average, more likely to enter the workforce with higher qualifications than men, but earned less per hour.
- Women do the majority of unpaid work in the UK, such as cooking, cleaning and caring – on average, around 60 per cent more than that undertaken by men.

WEEK 6

French

Ordering food in a French café

Je voudrais	**I would like**
Je vais prendre	**I am going to have**
une salade complète	a big, main course salad
Le bœuf bourguignon	beef stew
Un croque-monsieur	a cheese and ham toasted sandwich
Une soupe à l'oignon	French onion soup
La quiche lorraine	Ham and cheese quiche
La ratatouille	Vegetable stew
La crêpe	Crepe
Les moules-frites	Mussels and chips
du fromage	cheese

une bière	a beer
un vin	a wine
une limonade	a lemonade
de l'eau	water
du jus d'orange	orange juice
c'est combien ?	How much is it?
c'est un euro	It's one euro
ça fait ... euros	It's.....euros
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10