

"If you're not willing to learn no one can help you. If you're determined to learn no one can stop you."

Anon

Name



St Cuthbert Mayne School Year 7 Summer Term

Key Stage	Key Stage 3 Subject Specialist Home Learning Support – W7IT			
Monday	Tuesday	Wednesday	Thursday	
Maths	English	Science & RE	French Geography History	

Subjects in this booklet are in alphabetical order



Introduction

This booklet supports you with the KNOWLEDGE that you will need to succeed in your learning this term. Many subjects are now using online platforms to facilitate their subject specific tasks and those subjects will communicate this to students. Should you have any issues with online access please speak to your subject teacher in the first instance.

The minimum requirement from you in each subject is detailed below, along with online system used by that subject:

Subject	Platform	Time
English	Bedrock	1 hour, plus 30 mins reading
Maths	Sparx	1 hour
Science	Seneca	1 hour
French	Active Learn	30 minutes
Geography	Work in booklet	30 minutes
History	Google forms, extension tasks in booklet	30 minutes
RE	Bedrock	30 minutes

For further information on online systems, please see subject specific page in this booklet.

Your home learning will be checked by your subject teachers each week. Teachers will routinely test core subject knowledge.

My Timetable

Week A

	Mon	Tue	Wed	Thur	
5					

Week B

	Mon	Tue	Wed	Thur	
5					



KS3 Design Technology Optional Home Learning



<u>WHEN</u>? Design and Technology Home learning will be set every D&T lesson by your class teacher. Completed home learning needs to be brought to your D&T lesson with your name and date on it. Each piece of home learning will be put in your class exercise book in the lesson. Praise points will be awarded for excellent home learning.

<u>WHY</u>? Every piece of home learning that you complete will add to your knowledge and understanding of this subject. It will support your learning in class and will help you to progress and achieve. It will help you to be successful in D&T.

<u>WHERE</u>? All home learning should be completed at home or in the school library, in a quiet environment so that you can concentrate. It should take about 30 minutes to complete. D&T lessons are timetabled every other week so it should be easy to meet the deadline - the teacher will set it in one lesson and you can complete it and return it in the next lesson!

To be ready for tomorrow's opportunities, do your homework today.
Learn, refine your skills and focus on growth.



STEM Club
Attend the STEM Club
to support your
learning.





ENGLISH Thearning

- English home learning is completed through Bedrock, an online learning app.
- Your English teacher will give you your username and password and show you how to get started.



- Adaptive and personalised learning our tech guarantees that learning is just right for every individual to guarantee long-term retention
- Live parent dashboards reveal the progress and engagement of learners



What do I have to do?

You should log in to Bedrock and complete your assigned tasks each week - it should take you about an hour.

Where can I get help?

- All Learning Mentors are able to help with Bedrock at Home Learning Support after school.
- Weekly support sessions run by the English team, Tuesday after school in W7-W9.

What if I can't get online?

 Tell your English teacher and they can give you a printed workbook to complete.

Parents can track their child's progress by creating a parent account on Bedrock. Instructions of how to get started are on the next page.

DING A PARENT ACCOUNT

- Open your browser and type the URL app.bedrocklearning.org
 Click the 'Guardian sign up' box in the top right hand corner



your child's teacher Click 'School Access Code' – you will have received this from



- your school 5. Click 'Register' and your account will be created 4. Enter your child's details, and the access code provided by



F YOU HAVE ANY ACCESS ISSUES PLEASE ASK OUR CHILD TO SPEAK WITH THEIR TEACHER.

Year 7 French - Need To Know - Summer Term 2024

Dynamo 1, Module 3 - Mon temps libre (My free time)

- The vocabulary in this French section covers the basics of all of the words and phrases that you will need to succeed in French lessons and in French homework tasks set on **Active Learn**.
- ➤ Active Learn is your home learning for French <u>every week</u>. It is set weekly on Friday by 4pm and is due in on Thursday 8am (same as Sparx!)
- ➤ It is the same vocabulary as in your exercise book, and includes all content from in-school lessons, as well as extra information around the topic. You must learn the vocabulary, there are ideas to help you do this on the next page.
- Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments.
 The Active Learn homework is to help embed it in your memory.
- > There is a sentence builder boxes after each vocabulary lists to show you how to make sentences with what you have learned.
- > Learning a language is only successful in you do it 'little but often'.
- ➤ If you do not have access to a computer at home, you can use the school facilities (Library computers at break, lunch or after school) or speak to your teacher.



If you are stuck on **Active Learn** homework then
you can attend the
support club with Ms

You must achieve either...

Cooper on Monday after

- 100% accuracy

school in the Library.

or...

spend 30 minutes effort (it only counts the time you are typing)

The conquest of learning is achieved through the knowledge of languages.



Website:

www.pearsonactivelearn.com

Username:

(beginning of your email address/what you use to log on to a school computer - usernames attached to homework posts on Google Classroom)

e.g. 23smith.d

Password:

Bonjour 123

You live a new life for every new language you speak. If you know only one language, you live only once.

Enter the date you tried it and then provide feedback. Try a different technique each time you have to learn new vocabulary.

	I used it on	My opinion (e.g. useful, did not help me, boring, easy, difficult)	Will I use this technique again?
I read and repeat the words in my head.			
I read and repeat the words aloud.			
I repeat the words with a rhythm / song tune.			
I record myself saying/singing the words and then listen to the recording.			
I do mind-maps or spider diagrams.			
I create and use my own flashcards / memory cards.			
I write the words in the target language and English (several times).			
I test myself by looking at, saying, covering, writing, checking the word.			
Someone in my family tests me.			
I study with my friend/s and we ask each other.			

Quel temps fait-il?	What's the weather like?	II neige.	It's snowing.
Il fait beau.	The weather's fine.	au printemps	in spring
Il fait mauvais.	The weather's bad.	en été	in summer
Il fait chaud.	It's hot.	en automne	in autumn
Il fait froid.	It's cold.	en hiver	in winter
ll y a du soleil.	It's sunny.	Quand (il pleut /	When (it rains / it is hot)
Il y a du vent.	It's windy.	il fait chaud)	
Il pleut.	It's raining.	Je reste à la maison.	I stay at home.

Quel temps	fait-il? What's the weather like?						
Au printemps, In spring, En été, In summer,	il fait the weather's	beau fine chaud hot froid cold mauvais bad		un a	chapeau. hat. jean. pair of jeans. pull. jumper. short. pair of shorts.		amusant. fun/funny. génial. great. sympa. nice.
En automne, In autumn, En hiver,	il y a there is (it's)	du soleil sun (sunny) du vent wind (windy)	et je porte and I	vear	sweat. sweatshirt. tee-shirt. tee-shirt.	C'est It's	triste. sad.
	il pleut it rain			une a	veste. jacket/blazer.		ennuyeux. boring.

l play	assez	quite
basketball	très	very
pool	sportif / sportive	sporty
football	ll y a un garçon / une fille.	There is a boy / a girl.
rugby	II/Elle joue	He/She is playing
hockey	II/Elle porte	He/She is wearing
tennis	un short	a pair of shorts
volleyball	un chapeau	a hat
boules	une casquette	а сар
cards	Le ciel est bleu / gris.	The sky is blue / grey.
chess	Il y a un bâtiment.	There is a building.
'am	Il y a une maison.	There is a house.
'am not	Il y a des arbres.	There are some trees.
	basketball pool football rugby hockey tennis volleyball boules cards chess	basketball pool football rugby hockey tennis volleyball boules cards chess li y a un garçon / une fille. Il/Elle joue Il/Elle porte un short un chapeau une casquette Le ciel est bleu / gris. Il y a un bâtiment. Il y a une maison.

Tu es sportif? Tu es s	sportive? An	e you sporty?		4	
Je suis I am	assez quite très very	sportif. sporty. sportive. sporty.	Je joue <i>I play</i>	au	basket. basketball. billard. pool. foot(ball). football. hockey. hockey. rugby. rugby. tennis. tennis. volleyball. volleyball.
Je ne suis pas I am not	très very			à la aux	pétanque. boules. boules. boules. cartes. cards. échecs. chess.

Je fais de l'athlétisme.I do athletics.tous les lundis/mardis,every Monday/Tuesday,Je fais de l'équitation.I go horse riding.(etc.)(etc.).	Qu'est-ce que tu fais? Je fais du skate. Je fais du patin à glace. Je fais du vélo. Je fais du ski. Je fais du judo. Je fais du théâtre. Je fais de la cuisine. Je fais de la gymnastique. Je fais de la natation.	What do you do? I go skateboarding. I go ice skating. I go cycling. I go skiing. I do judo. I do drama. I do cookery. I do dancing. I do gymnastics. I go swimming.	Je fais des randonnées. Je ne fais pas de sport / danse, (etc.). Est-ce que tu fais souvent (du vélo)? Je fais (du vélo). parfois souvent tout le temps tous les jours tous les weekends	I go hiking. I don't do sport / dancing, (etc.). Do you do / go (cycling) often? I do / go (cycling) sometimes. often. all the time. every day. every weekend.
	Je fais de l'athlétisme.	I do athletics.	tous les lundis/mardis,	every Monday/Tuesday,

Qu'est-ce que	e tu fais?	What do you do?	
	du	judo judo patin à glace ice skating skate skateboarding ski skiing théâtre drama vélo cycling	tout le temps. all the time. tous les jours. every day.
Je fais / do/go	de la	cuisine cookery danse dancing gymnastique gymnastics natation swimming	tous les jours. every day. tous les week-ends. every weekend. tous les lundis. every Monday.
	de l'	athlétisme athletics équitation horse riding	
	des	randonnées hiking	

Je ne fais pas de sport.

I don't do sport.

souvent often

Je fais parfois de la natation. I sometimes go swimming. parfois sometimes Je fais souvent du skate. I often go skateboarding.

Qu'est-ce que tu aimes faire sur ton portable? Qu'est-ce que tu aimes faire sur ta tablette? J'aime Je n'aime pas J'adore Je déteste bloguer écouter de la musique envoyer des SMS prendre des selfies partager des photos / des vidéos What do you like doing on your tablet? Ilike J'ado you like doing on your tablet? I like J'ado you like doing on your tablet? I like Je don't like I love I hate blogging listening to music sending texts taking selfies sharing photos/videos sharing photos/videos	regarder des films tchatter avec mes copains / copines télécharger des chansons. parce que c'est amusant marrant ennuyeux facile intéressant rapide	watching films chatting (online) with my mates downloading songs because it's fun funny boring easy interesting fast
---	---	--

Qu'est-ce que tu aime What do you like doing on yo	es faire sur ton portable ou ta tablette? ur phone or your tablet?			
J'adore I love J'aime I like Je n'aime pas I don't like Je déteste I hate	bloguer blogging écouter de la musique listening to music envoyer des SMS sending texts partager des photos sharing photos partager des vidéos sharing videos prendre des selfies taking selfies regarder des films watching films tchatter chatting (online) télécharger des chansons downloading songs	avec mes copains with my mates avec mes copines with my mates sur mon portable on my phone sur ma tablette on my tablet sur YouTube on YouTube sur Snapchat on Snapchat sur iTunes on iTunes	parce que c'est because it's	amusant. fun. ennuyeux. boring. facile. easy. intéressant. interesting. marrant. funny. rapide. fast.

utez la prof = listen to the teacher ardez le tableau = look at the board mez la prof = listen to the teacher ardez le tableau = look at the board mez la prof = close the door ez la main = put up your hand ez-vous = stand up eyez-vous = stand up en français How do you spell it? How do you say in French? How do you say in French? Can I open the window? His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the beginning of a word His silent when found at the begi	T											
open the books listen to the teacher look at the board close the door put up your hand stand up sit down write 1 to 10 tenaire = talk with your partner silence be quiet Les Questions What is it in English? How do you spell it? en français How do you spell it? en français How do you say in French? on de musique? Can I go to my music lesson? tre? Can I open the window? tte? Can I go to the toilet? Pronunciation -D, P, S, T, X, Z are silent when found at the beginning of a word The letter c with an accent underneath - ç -sounds like the letter s in English In French, the letter s in English In French, the letter s in English sounded outIf it as an acute accent - é - then it sounds like ay cofé -If it has a grave accent - è - or a circumflex - ê - then it sounds like eh - e.g père, tête -The rest of the time, it sounds like uh -		et mais parce que car pourtant aussi ou donc si	Je peux all Je peux ou Je peux fer Je peux all	C'est quoi (Comment (Calmez-voi	Parlez avec Silence =	Écrivez 1-1	Levez-vous Assevez-vo	Fermez la p	Regardez le	Ouvrez les Écolitez la	
en the books ten to the teacher ok at the board se the door t up your hand ind up down ite 1 to 10 aire = talk with your partner ence ence quiet Les Questions What is it in English? How do you spell it? How do you spell it? français How do you spell it? Can I go to my music lesson? Can I close the window? Can I close the window? Can I go to the toilet? Pronunciation -H is silent when found at the beginning of a word The letter c with an accent underneath - ç - sounds like the letter s in English In French, the letter e can cause lots of problems. At the end of a word, it isn't sounded outIf it as an acute accent - é - then it sounds like ay cofé -If it has a grave accent - è - or a circumflex - è - then it sounds like eh - e.g père, tête -The rest of the time, it sounds like uh -		and but because because however also or so/therefi if	er à ma leço vrir le fenêt mer la fenê er au toilett	en anglais? ça s'écrit? dit-one		: votre parte	0 =			п	II S.	
cher rd d ions What is it in English? What is it in English? How do you spell it? How do you spell it? How do you spell it? Can I go to my music lesson? Can I close the window? Can I close the window? Can I close the window? Can I close the mindow? Can I close the window? Can I close the mindow? Can I clo	sound -If it h -if it h -ircum -ircum -ircum -ircum -ircum	25 10 10 10 10 10 10 10 10 10 10 10 10 10	on de musiqu re? tre? e?	Les Qu n français	be quiet	enaire = talk silence	write 1 to 10	stand up	close the do	look at the b	open the bo	
It the beginning the beginning in English a word, it isn't a word like eh - e.g ounds like eh - e.g	s an acure ac is like ay c as a grave ac iflex - ê - the iflex est of the tin	ilent when for ord iter c with a ord like the letters. At the edout.	Common that Common Common	-		with your p			or hand	oard	oks	
French? esson? in the series of lots	afé cent – è – or cent sounds l	silent when f ound at the t ound at the t ound at the t etter s in Eng etter s in Eng end of a word and of a word	en the windo se the windo to the toilet	it in English? you spell it? you say		artner						
trois quatre cinq six sept huit neuf dix onze douze treize quatorze quinze seize dix-neuf vingt-trois vingt-quatre vingt-quatre vingt-sept vingt-neuf trente-et-un trente-et-un	ike eh – e.g	ound at eginning erneath – c lerneath – c lerneath – c lish jit isn't	c lesson? ow? ow? ?	in French?								
	vingt-neuf trente trente-et-un	vingt-e vingt-t vingt-t vingt-c vingt-c vingt-s vingt-s	quinze seize dix-sept	douze treize quatorze	dix	neuf	huit	six	cinq	quatre	trois	

17 16 15 14 13 12 11 10 Fermez les cahiers =

close the books

deux S

w 2 -

4

9

 ∞ 7 6 S. Les Instructions

Je kiffe ça

Prends ça cool

Trop bien! Très bien!

Too good! Very good! Arab slang) I love that (French-

pourquoi-

why where when what

cent

100 90 80

quatre-vingts-dix quatre-vingts soixante-dix À plus dans le bus

See you later alligator

Take it easy

quel-

q.

who which/what

quandquoiCool phrases

Question words comment- how

cinquante quarante

50

6

trente-deux

32

31 30 29 28

soixante

8

70

menu (muhnoo)

25

24 23 22 21 20 19 18

27 26



OUR LIVING WORLD – The Importance of Bamboo

w/b Monday 22 April - read through this information and then complete the activities at the bottom of the page



What is Bamboo?

Bamboo is a large and very fast growing type of grass that forms stiff, strong stems. It thrives in warm and wet environments. In parts of Asia it can form thick forests growing up to 30 metres in height.

What is Bamboo Used For?

Bamboo is one of the most useful plants. It can be used in cooking, construction, furniture and even clothing!

Construction - bamboo is very strong and is used for buildings and simple bridges. It can be made into sheets and planks and used as flooring, and can also be made into furniture.

Fuel - bamboo charcoal is made in China and India. It is used as a fuel for cooking but also in products such as toothpaste!

Food - bamboo shoots are used in cooking throughout South and East Asia. Bamboo leaves are also used to wrap food and the hollow stems can be used to cook food!

Is bamboo a sustainable resource for the future?

a long lasting, renewable resource that does not damage the environment

Sustainable resource =

YES!



- Regrows from stem when
- Fast growing
- Requires no extra watering
- Produces oxygen and absorbs CO2
- Helps reduce soil erosion

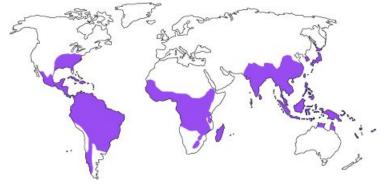


- Chemicals are used making fabric
- Shipped from Asia using energy
- Animal habitats destroyed



This young giant panda is eating fresh bamboo shoots in a forest in China. Bamboo shoots, leaves and stems make up 99% of a giant panda's diet. They have to eat about 20 kg of bamboo per day because it is low in nutrition. That's LOTS of bamboo!

The map below shows the global distribution of Bamboo.



- Find out more about the importance of Bamboo. Create your own 10 point fact file with some amazing facts about bamboo
- Find some everyday products that are made from Bamboo maybe draw these or take photographs.
- Is bamboo a sustainable resource for the future? Use the information above in the 3. boxes to write a speech outlining your views on this issue



OUR LIVING WORLD - Breakfast!



w/b Monday 29 April – read through this information and then complete the activities at the bottom of the page

Breakfast - the most important meal of the day!

What did you have for breakfast today? Was it cereal, toast or maybe a bowl of porridge? Some people enjoy a full English breakfast at the weekend! Breakfast sets you up for the day ahead and provides important fuel for our brain and body. But have you ever stopped to think where your breakfast has come from?

The Geography of Breakfast Cereals - Breakfast cereals are extremely popular in Western societies. They are made from processed cereal grains such as wheat and rice. The breakfast cereal industry is huge and very profitable. For example, large American companies employ thousands of people across the world.

However, traditional breakfast cereals are facing competition from alternatives such as yogurt and cereal breakfast bars. Food 'on the go' is becoming increasingly popular with busy people who are always on the move!

How far has my breakfast travelled?

Today many people buy locally sourced food, This supports local farms and businesses. It also reduces the energy needed to transport food long distances and reduces the fumes emitted into the atmosphere.

Some of our breakfast foods can be locally sourced, such as eggs. But other items, such as coffee and blueberries come from faraway countries where the climate is very different to ours. The transport of these foods may involve thousands of **FOOD MILES** (these are the number of miles that food has travelled from where it is produced to where it is consumed/ eaten.

The Story of Porridge

Porridge is a traditional breakfast food, In the UK it is made by boiling oats in water or milk.

It is a **STAPLE FOOD** in many parts of the world, particularly in Africa, Russia and Northern Europe (this term means it is a food eaten in large amounts and supplying most of a person's energy)

- 1. Find out about the journey of a breakfast food where was it grown? How has it travelled to the shop?
- 2. Find out some more about food miles. What does this term mean? Can you find out some examples of food miles for food that you enjoy?
- 3. Draw a storyboard using the images opposite to show the journey of porridge from the fields to your bowl!







OUR LIVING WORLD – Introduction to Ecosystems

w/b Monday 6 May – read through this information and then complete the activities at the bottom of the page

Life and Death in the Forest - many different plants, birds and animals live in a temperate deciduous forest as can be seen in the diagram below. The connections between these organisms, the climate and the soil is called an ecosystem. All the living things within an ecosystem depend on each other for their survival.

Key Terms

Deciduous Forest – a woodland ecosystem dominated by trees that shed their leaves in winter

Ecosystem – a community of living organism and their connections with the climate and the soil

Food Chain – links between organisms that feed on each other

Herbivore – an animal that eats only plants

Omnivore - an animal that eats a varied diet of plants and animals

Fungi – organisms that break down dead plants and animals – for example, mushrooms

Decomposers – fungi and bacteria that break down dead organic matter, releasing nutrients to support plant growth

Nutrients – plant foods

Carnivore – an animal that only eats meat Food Web – interconnected food chains that make up a large ecosystem







Organism	What the organism eats
Deer (herbivore)	Plants (grass), fruit, acorns
Fox (omnivores)	Small animals (frogs, mice, rabbits, young deer) as well as worms, fruit and fungi
Badger	Worms and also fruit, eggs, snakes, small animals (mice)
Squirrel	Nuts, fruit, caterpillars, young snakes
Wood Mouse	Nuts, grass, fungi, fruit, worms
Fungi (decomposers)	Remains of dead animals
Frog (Carnivores)	Worms, insects, small snakes, mice
Owl	Worms, small mammals (mice)

- 1. Create a set of flash cards to show the key terms
- 2. Design a poster showing what organisms eat use the information in the table above. Can you add any of your own examples?
- 3. Find out about an ecosystem of your choice it can be large or small (some examples river, field, pond, desert) create an information sheet on that ecosystem



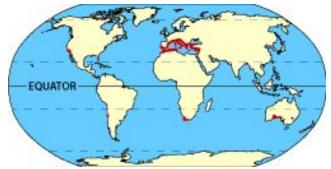
OUR LIVING WORLD - Global Biomes

w/b Monday 13 May— read through this information and then complete the activities at the bottom of the page

Global Ecosystems – ecosystems exist at different scales. Small-scale ecosystems include hedges, ponds and even run-down urban areas. On a larger scale, these global ecosystems can cover huge continental areas – these are called BIOMES. Different biomes are found in different areas of the world – temperate deciduous forests cover much of Europe including the UK, parts of Asia and North America. The pattern if biomes matches the climate zones of the world very closely – this is because climate is the main control on the types of plants that will grow in any biome

The Mediterranean Biome – the Mediterranean diet is a healthy diet based on the foods grown in countries around the Mediterranean Sea such as Greece, Spain and Italy. The diet is high in vegetables, fruit, grains, nuts and seeds. Olive oil is used in cooking and as a salad dressing. The diet is low in meat and dairy products. All of these foods grow in the Mediterranean biome which has hot, dry summers and warm, wet winters.

Where is the Mediterranean Biome? It mainly encircles the Mediterranean Sea, but can also be found in other places around the world. Typically Mediterranean regions have a scrub vegetation, consisting of small shrubs, grasses and herbs. Other plants found in the Mediterranean biome include trees, such as evergreen pines and oaks, as well as fruit trees and vines such as grapes, figs, olives, lemons and oranges





The Story of Olive Oil – the olive tree is a native tree of the Mediterranean. With its thin leaves, thick bark and deep tap roots, it is ideally suited to cope with long dry summers. Olives have been harvested for their oil for thousands of years. Today olive oil is used in cooking and also in skincare products. Olives themselves are a tasty savoury snack and can even be found on pizzas! Olives are usually harvested during the autumn. They are then taken to a pressing mill where they are cleaned, crushed and pressed to extract the oil. Some are processed and packaged for sale as whole olives

> Created by Marco Livolsi from the Noun Project

- 1. Find out the names and a couple of facts of the main global ecosystems (desert, savanna, tropical rainforest etc...)
- 2. Find out some names of countries that experience a Mediterranean Biome
- 3. Find out some more about olive trees why do olive trees need long hours of sunshine, how do the leaves reduce water loss? How do the roots search for water? Draw a diagram of an olive tree and add good geography labels to show how they have adapted to the climate of the Mediterranean.



OUR LIVING WORLD - Coral Reefs



w/b Monday 20 May – read through this information and then complete the activities at the bottom of the page

Coral Reef Key Terms

CORAL REEF – an underwater
ecosystem made up of a ridge
or mound of coral

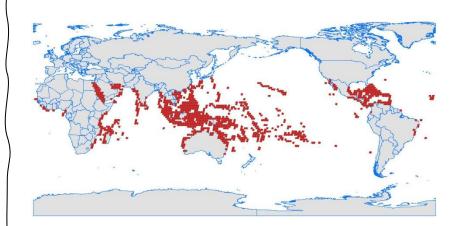
CORAL – very small animals
with a hard exoskeleton

ALGAE – tiny plant-like
organisms that provide food for
coral

FRINGING REEF – a coral reef developing along a coastline BARRIER REEF – originally a fringing reef but now surrounded by deeper water due to seal level rise

CORAL ATOLL – a circular coral reef commonly formed on top of an underwater volcano

Coral Reefs – Rainforests of the Seas - a coral reef is a hard, rocky ridge formed on the sea-bed from the external skeletons of many tiny coral animals. They are one of the richest ecosystems on Earth and are sometimes called 'rainforests of the sea'. They are home to 25% of all known marine fish (fish that live in the sea)

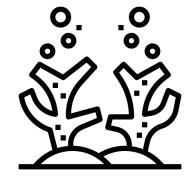


Where are coral reefs found?

They are only located in certain areas of the world because they need special conditions to survive and thrive:

- Temperature tropical corals only live in seawater with a temperature of 18°C and above. Most corals are found where water temperatures are 23-25°C
- Depth corals feed on tiny algae, which require sunlight. So corals are found in shallow water where sunlight penetrates through the water
- Salinity coral reefs require salty water. So they do not live where freshwater reaches the sea from rivers
- Clear Water corals need clear water.
 Sediment (such as sand and small pieces of stone) reduces sunlight in the water and can settle on corals, stopping them from feeding.

- 1. Create an information poster on Coral Reefs make sure that you include plenty of good geography and your work is clear and neatly presented.
- Find a map to show where coral reefs are found around the world. Identify one sea or ocean that has
 many coral reefs; identify two countries that have coral reefs off their coasts; suggest reasons why
 the UK has no coral reefs around the coast
- 3. Produce a fact file on Coral Reefs try to find some really interesting coral reef facts!





OUR FANTASTIC WORLD - Planet Earth

w/b Monday 3 June – read through this information and then complete the activities at the bottom of the page

1

PLANET EARTH

Our home planet is large – about 40,000 miles around the middle. It is made of rock, and deep inside, two metals- iron and nickel. Over two-thirds is covered by oceans. These are very deep in places, but compared with the size of the Earth, they are just a thin film of water. Around the Earth is a layer of gas that travels with it. This layer is called the atmosphere. It is over 100km deep – but most of the gas lies in the lowest 30km. We call it air and we breathe this in!

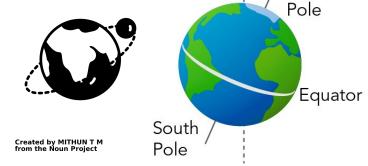
From space our planet looks cold and lonely. But it is full of life. There are around 1.8 known species of living things on land and in the sea. New species are being found all the time. Scientists say there may be up to 30 million species on Earth . . .

From space the Earth looks quiet and unchanging. But it is changing all the

time because of natural processes and

the actions of humans . . .

How many people live	7 billion
on Planet Earth?	
How long does it take	24 hours
Planet Earth to spin	
around its Poles?	
Why should Planet	Because two-thirds is
Earth be called Planet	covered with water
Ocean?	
What is the Milky	System of stars
Way?	
What is Planet Earth	Rock – nickel and iron
made of?	
How fast is Planet	108,000km/hr
Earth moving?	
How can lifeforms live	Because the air contains
on Planet Earth?	oxygen
How big is Planet	40,000km
Earth around its	
middle?	
Which two planets	Mars and Venus
does Earth lie	
between?	



North

The axis is an imaginary line that runs through the centre of the Earth. The axis of the Earth is not upright. It is tilted at an angle of 23°. The tilted axis means that we get different seasons throughout the year.

The equator is an imaginary line that runs around the middle of the Earth. The equator divides the Earth into two halves.

- Find out more about the species on our planet. Which ones are endangered?
 What new species have been discovered recently?
- 2. Draw a diagram to show the main features of Planet Earth
- 3. Create a spider diagram that outlines the main key facts on Planet Earth as shown in the table above



OUR FANTASTIC WORLD - Easter Island

w/b Monday 10 June – read through this information and then complete the activities at the bottom of the page





EASTER ISLAND (RAPA NUI)

Admiral Roggeveen discovered Easter Island on Easter Day 1722.

He found an island that was almost uninhabited (had very few people living on it). The people that did live there had a very basic life and lived in caves. They even ate each other! Yet they had created these fantastic stone statues.

Easter Island is famous for having 887 massive statues, called Moai, which were sculpted and erected by the early Rapa Nui people. But in the end the increasing numbers and ambitions of the islanders proved too great for the limited resources available to them. When the environment was ruined by the pressure, the society very quickly collapsed.

Message for Planet Earth

Like Easter Island the earth has only limited resources to support our society and all its demands. Like the islanders, the human population of the earth has no practical means of escape. We must look after our planet and its resources!

The islanders were greeted with a lush tropical paradise when they first discovered it. It must have seemed inexhaustible. The trees were cut for lumber for housing, wood for fires, and eventually for the rollers and lever-like devices used to move and erect the moai.

As the deforestation continued the moai building competition turned into an obsession. The quarry was producing moai at sizes that probably could never have been moved very far (one unfinished moai in the quarry is 70 feet tall!) And still the trees came down. With the loss of the forests, the land began to erode. The small amount of topsoil quickly washed into the sea. The crops began to fail and the clans turned on one another in a battle for the scarce resources. The symbols of the islanders' power and success, the moai, were toppled. Eyes were smashed out of the moai and often rocks were placed where the statues neck would fall so it would decapitate the moai.

The violence grew worse and worse. It was said that the victors would eat their dead enemies to gain strength, bones found on the island show evidence of this cannibalism. With the scarce food supplies it may have been a question of hunger as well as being ceremonial. With no wood left to build boats, all the Rapa Nui people could do was look enviously at the birds that sail effortless through the sky. The Rapa Nui culture and community, which had developed over the past 300 years, collapsed.

Their island was in shambles, and their villages and crops destroyed. There was no wood left on the island to build escape boats. The few survivors of the conflict, perhaps numbering as low as 750, began to pick up the pieces of their culture. One thing they left behind, however, were the moai....

- Describe what the island looked like when Admiral Roggeveen arrived perhaps you could even draw a labelled diagram
- 2. Find out what Easter Island is like today how many people live there? What features does it have?
- 3. Write a speech or a news article describing the problems that Easter Island faced, and why it is an important message for us here on Planet Earth



OUR FANTASTIC WORLD - Antarctica

w/b Monday 17 June – read through this information and then complete the activities at the bottom of the

page

Antarctica is covered by ice. Antarctica's thickest ice is at Dome A in East Antarctica. Here it is 4.8km deep, about as deep as the Alps are high!

Some of the biggest icebergs in the world break off from Antarctica's ice shelves. One was over 115km long and the same size as Jamaica! Icebergs gradually melt as they drift further away or become grounded in shallow water. Here they can be sculpted by the waves into amazing shapes and frozen into the sea-ice to form huge towers of ice

ACTIVITIES – Choose one of the following activities (you can do more if you like!)

- Design an information leaflet about Antarctica using all this information add some more of your own if you can
- 2. Explain in your own words what glaciers are and the different types can you find any real-life examples of your own?
- 3. You are on a visit to Antarctica, design and write a postcard outlining your trip and all the geography you have seen

Glaciers

There are two main types of glaciers

- Valley glaciers
- · Continental glaciers.

Valley Glaciers mainly form in cold mountain ranges where snow still accumulates, for example in the Alps. The



Continental Glaciers are extremely slow moving thick ice sheets that cover part of a continent, for example in Antarctica. In Antarctica ice forms a dome in the centre of the continent and extremely slowly moves down towards the edges of the ice sheet.



ACTIVITY – In your own words describe the difference between Valley Glaciers and Continental Glaciers



What's the highest point on Antarctica?	Vinson Massif at 4, 987m
What type of vegetation can be found on Antarctica?	No trees or shrubs, only two species of flowering plants
What ocean is Antarctica surrounded by?	Southern Ocean
How thick is the ice that most of Antarctica is covered with?	Over 1.6km (1 mile)
What animals live in Antarctica?	Species including penguins and seals
What work do the people in Antarctica do?	Research/Scientists
Does anybody live permanently on Antarctica?	No
Describe the conditions found on Antarctica (this information may be found on more than one slide)	Harsh conditions, icy
What does the name 'Antarctica' mean?	Comes from a Greek word meaning 'opposite to the north'
How much of the Earth's ice is found in Antarctica?	90%
If all Antarctica's ice were to melt how much would sea levels rise?	Sea Levels would rise about 60m (200ft)
How much rain does Antarctica receive? What does this make it?	Only two inches per year. This makes Antarctica the world's largest desert
What season is Antarctica experiencing when the UK is in its summer?	Winter

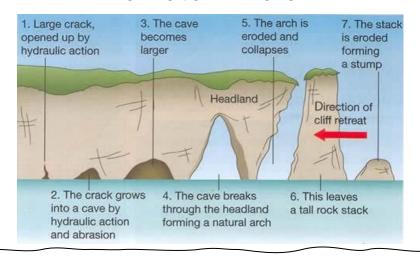


OUR FANTASTIC WORLD – The Totem Pole

w/b Monday 24 June – read through this information and then complete the activities at the bottom of the page

The Totem Pole is an example of a feature called a Sea Stack. This is in part of Tasmania that is famous for the highest and most spectacular cliffs. Climbers attempt to climb the Totem Pole – it is considered one of the most challenging climbs. Its 65 metre (~213 feet) height makes it a tempting attraction for climbers all over the world. The bottom of the Totem Pole is constantly being pounded by waves – it is a miracle of nature that it is still standing as it has a diameter of only 4m (13ft). This makes climbing the Totem Pole a real challenge for many climbers as it could collapse at any time





The Formation of a Sea Stack

Weathering and erosion can create caves, arches, stacks and stumps along a headland.

- •Caves occur when waves force their way into cracks in the cliff face. The water contains sand and other materials that grind away at the rock until the cracks become a cave. Hydraulic action is the predominant process.
- •If the cave is formed in a headland, it may eventually break through to the other side forming an arch.
- •The arch will gradually become bigger until it can no longer support the top of the arch. When the arch collapses, it leaves the headland on one side and a stack (a tall column of rock) on the other.
- •The stack will be attacked at the base in the same way that a wave-cut notch is formed. This weakens the structure and it will eventually collapse to form a stump.

A sea stack is a steep vertical column that has been eroded (worn away) over time by the wind and waves – it has become isolated from the mainland. Stacks are amazing features to see, but they eventually collapse because of continued erosion.

What makes the Totem Pole so special is that it has been standing for about 100 years!

- 1. Create a 10-point fact file about the Totem Pole is Tasmania
- Show the formation of a sea stack in a creative way you could make a model, play-doh, Lego, even a cake, or simply draw a diagram.
- 3. Find some other examples of real-life stacks write down where they are? Do we have any in our local area?



OUR FANTASTIC WORLD - Svalbard

w/b Monday 1 July— read through this information and then complete the activities at the bottom of the page

Svalbard, land of the **polar bear**, has long fascinated travellers. Unique wildlife, wild nature and old mining towns are all found on the islands. Svalbard is made up of **4** main islands and about **150** smaller ones. The name Svalbard means **"cold coasts"** and was first mentioned in Icelandic texts in the 12th century.



The **Northern Lights** or 'Aurora Borealis' are a natural light show that can be seen in Svalbard and at the North Pole.

They are a spectacular display of different shades and colours of light rapidly moving in the sky. The lights occur very high above the Earth, usually over 40 miles high – this is even higher that jet planes fly! But the lights have also been seen as high as 600 miles high – this is even higher than space shuttles fly!

What causes the Northern Lights?

Particles from the Sun (smaller than an atom!) are captured in the Earth's magnetic field (the same field that makes compass needles point to the north).

The captured energy causes the gases of the atmosphere to become excited and this causes the emission of light with different colours.

ACTIVITIES – Choose one of the following activities (you can do more if you like!)

1. You are to write a tweet (no longer than 140 characters) about Svalbard. Try to include the following:

What is it like there? How different is it from your home? What do you think would be interesting to tell people who have never visited Svalbard?

- **2.** Research something called the **GLOBAL SEED VAULT**. Try to find out where it is, why it is in this place and what it does.
- 3. Create your own information poster about Svalbard and its geographical features

Created by WEBTECHOPS LLP from the flour Project	
What is the summer	Around 5°C
temperature of Svalbard?	
How many people live in	Approximately 2, 400
Svalbard?	
What is the winter temperature	Around -12°C
of Svalbard?	
What is the capital of	Longyearbyen
Svalbard?	
Which ocean is Svalbard	Arctic Ocean
located in?	
What jobs are there for people	Coal mining, fishing, tourism
to do in Svalbard?	
What country does Svalbard	Norway
belong to?	
Which animals are found in	Reindeer, polar foxes, seals,
Svalbard?	walrus, polar bears
What is the name of the 'light	The northern lights
show' often seen in the skies	
above Svalbard?	
What is the correct name for	Aurora borealis
the 'light show'?	
How big is Svalbard?	61, 022km²
What language is spoken in	Norwegian
Svalbard?	
During which months is there	May through to August
24 hours of daylight?	
During which months is there	December and January
24 hours of darkness?	
Svalbard is an archipelago.	A group of islands
What is an archipelago?	
	•



OUR FANTASTIC WORLD - Top of the World

w/b Monday 8 July – read through this information and then complete the activities at the bottom of the page

Mount Everest is a peak in the Himalayan mountain range. It is located between Nepal and Tibet, an autonomous region of China. At 8,849 meters (29,032 feet), it is considered the tallest point on Earth. In the nineteenth century, the mountain was named after George Everest, a former Surveyor General of India. The Tibetan name is Chomolungma, which means "Mother Goddess of the World." The Nepali name is

Sagarmatha, which has various meanings.

Climbing Mount Everest has become a popular expedition for mountain climbers. However, it is a dangerous undertaking. Climbing Everest requires a lot of experience mountaineering elsewhere, as well as a certificate of good health, equipment, and a trained Nepalese guide. The snow and ice on the mountain create deadly hazards like avalanches, and there is only a limited climbing season due to bad weather conditions. But perhaps the biggest danger is the altitude. Most climbers are not accustomed to the high altitude and low oxygen levels and rely on bottled oxygen they bring along. This is why the area above 8,000 metres (26,000 feet) elevation on Everest is called the "death zone." Climbers who spend long periods in this region can develop altitude sickness and even brain swelling.

Mount Everest's climbing industry has become controversial. As popularity of the climb has increased, there have been more "traffic jams" as climbers spend too much time in the death zone waiting for their chance to go to the summit. With more people has also come more pollution up near the summit as climbers often discard unwanted items all along the mountain. Additionally, the Sherpa people have been exploited by climbers, and their traditional way of life has been disrupted by foreign climbers. Sherpa guides are faced with some of the highest death rates of any field of employment, for comparatively little pay. Most disturbingly, because many climbers have died along the way, and their bodies are impossible to retrieve, climbers must frequently travel past corpses as they make their way up the mountain.







- 1. Create an acrostic poem on **MOUNT EVEREST**
- 2. Find out about how Mount Everest was formed (hint it has to do with fold mountains!)
- 3. Read through the amazing facts on the next slide and produce an information poster add some more of your own if you can
- "Climbing Mount Everest should be banned." Write a speech either agreeing or disagreeing with the statement



OUR LIVING WORLD – 8848 Top of the World

Amazing Mount Everest Facts!

- The last year that no one climbed to the Everest summit was 1974
- In 1856, the mountain was named after George Everest, a retired Surveyor General who never even saw the peak.
- Peter Hillary, Sir Edmund Hillary's son, climbed the mountain in 1990, making the pair the first father and son to do so.
- The Indian mathematician Radhanath Sikdar was the first to put a figure on the height of the mountain. He calculated that it reached 29,002 feet (now adjusted to 29,035 feet), the highest point ever recorded on earth.
- The first flight over Everest took place in April 1933. Douglas Douglas-Hamilton and fellow pilot David Fowler MacIntyre flew a Westland PV-3 biplane over the summit.
- The mountain has even been skied down. On October 7, 2000, a 38-year-old Slovenian, Davorin Karnicar, skied 12,000 feet back to the south-side Base Camp.
- The first two men to snowboard down Everest were the Frenchman Marco Siffredi and Austrian Stefan Gatt in May 2001. In September 2002 Mr Siffredi attempted to descend the mountain a second time, choosing the steepest and most hazardous route. However, this proved to be a challenge too far, and he disappeared midway through the descent.
- In May 2005 Didier Delsalle claimed to be the first helicopter pilot to land on the summit of Everest. Delsalle's unmodified helicopter hovered while making contact with the summit for around two minutes.
- The worst year on Everest, in terms of deaths, was 1996 when 15 climbers died in the season, including nine in a single incident (documented in Jon Krakauer's book, 'Into Thin Air'). A close second was as recently as 2012, when 11 climbers lost their lives. Hundreds of corpses are thought to be still on the mountain.
- The most dangerous area of the mountain is often considered to be the Khumbu Ice Fall, which is particularly dangerous due to the unpredictable movement of the icefall.
- The oldest person to climb Everest is 80 year-old Yuichiro Miura of Japan
- Yiuchio Miura also successfully skied down nearly 4,200 vertical feet of the mountain (although not the whole way) from the South Col. A documentary, The Man Who Skied Down Everest, was the first sports film to win an Academy Award for best documentary in 1975.

History Home Learning:

All History Home Learning is completed through Google Forms.

This will be posted once a fortnight on your child's History Google Classroom.

Your child will have been invited by their class teacher at the beginning of term / when they joined the group.

Please ensure that your child has accepted the invitation and can access the Google Classroom.

Google Forms mark instantly, and will provide your child with their score.

If, for any reason, your child can not access the Google Classroom, please can they speak to their teacher.

We can then provide either:

- A paper copy of the quiz.
- An opportunity to complete the Home Learning in the department.

If your child would like to stretch and challenge themselves, please look through the Weekly Challenges.

Any questions, please contact Mr Hammond (ahammond@stcm.torbay.sch.uk) for advice.

Thank you for the continued support of your child's education,

The History Department

Challenges:

<u>w/c 22/4/24:</u> People in the Middle Ages tried many different 'cures' to try and stop the spread of the Black Death. Research **five** 'cures' used in the Middle Ages and **explain** why you think they would have worked / failed to stop the Black Death.

w/c 29/4/24: The Black Death had many 'miracle cures' for the disease. These were often hoaxes; making the sellers a lot of money and not helping those suffering from the Black Death! Create your own miracle cure and make a poster advertising it.

<u>w/c 6/5/24:</u> The Wars of the Roses lasted for 30 years, dividing England between the Houses of York and Lancaster. However, many of the main figures involved are not well known to historians. Research **two** of the following individuals and create a 'fact file' on each. These can include words / images to support your ideas:

- Margaret of Anjou.
- Henry VI
- Elizabeth Woodville
- Edward IV
- Richard III
- The Princes in the Tower
- The Earl of Warwick, the 'Kingmaker'.

<u>w/c 13/5/24</u>: Many women have helped to shape British history. However they are rarely covered in text books or documentaries. Your challenge is to investigate one of the following and create a biography for them:

- Empress Matilda
- Joan of Arc
- Eleanor of Aquitaine
- Isabella of France (wife of Edward II)
- Anne Neville

Challenges:

w/c 20/5/24: Women's lives in the Middle Ages were dictated by their husbands and social rank. Research and complete two story boards to show the difference in the daily lives of a rich and poor woman. Consider the following aspects:

- Daily jobs
- Education
- Entertainment
- Food
- Clothing

w/c 3/6/24: In Britain we have laws protecting the rights of all people, regardless of race, gender or identity. This was not the case in the Middle Ages. Research 10 things women are now legally allowed to do in the 21st century that they were not able to do during the Middle Ages. Explain

which of these you believe is the most important change.

w/c 10/6/24: Top Trumps! There have been 61 monarchs in England since 1066. But who was the best? Create your own set of 'Top Trump'

- cards for the following:
- Henry II Edward I
- Edward III
- Henry V
- Edward IV

w/c 17/6/24: Top Trumps! English history has been littered with 'bad monarchs'. But who was the worst? Create your own set of 'Top Trump' cards for the following: •King John Edward II Richard II Henry VI w/c 24/6/24: In the Middle Ages, there were many famous princes who never became king. Research one of the following and investigate their personality, the major events in their life and discover why they never became king. •Edward, the Black Prince Edward of Westminster, Prince of Wales Edward of Middleham Arthur Tudor w/c 1/7/24: 1.Edward I was the first English monarch to claim control over Wales. However, he had an irrepressible rival, Llewellyn, 'Prince of Wales'. Research this individual and create a fact file containing at <u>least</u> 10 pieces of information. Please make sure you include images to

w/c 8/7/24: In an effort to defeat the Welsh, Edward I created his 'Ring of Iron'. This was a system based around building impressive castles.

Research **two** of the following castles. All were built by Edward I. Make sure you include images of these castles to support your research:

 Beaumaris Caernarfon

Conwy

support your research.

Challenges:

Harlech

Rhuddlan

Maths The power of **Sparx for** students, parents and carers.

Be empowered to become a pivotal part of your child's education.

The challenge

Engaging young people with any homework can be tough, let alone tackling maths. At Sparx, we know that parents and carers can be very influential when it comes to homework, and that is why we are so keen for you to be involved in their maths learning journey.

What is Sparx?

In schools, Sparx Maths Homework automatically sets one hour of personalised learning for every student, every week.

Unique content, covering the KS3 and GCSE maths curriculum, is devised and written by our in-house teams. Over 33,000 handwritten questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent

Home Learning is set weekly every Friday at 2pm and due every Thursday at 8pm. If you have only completed 15% by Tuesday morning, we advise that you attend SPARX support on Tuesday lunchtime in W2IT.

If you do not have access to a computer at home, please speak to your Maths teacher in the first instance who will be able to provide alternative work.



Helpful videos

Your weekly emails contain a link to a topic-based video that can help you to understand the topic your child will be covering.

You will receive a weekly email keeping you up-to-

date with your child's homework hand-in dates and what they are studying in the coming week.

Personalised learning for every student

Receive reassurance

Our technology learns where students' strengths and weaknesses lie, and how long they take to complete different types of questions. It then determines which homework questions would help improve and consolidate their learning. Question difficulty is gradually increased to suit the learner and topics are repeated during the year to help them fully understand the skill for the long term.

Improves attainment

Additional teacher time and a bespoke learning experience drive both progress and attainment in

Supports mental health

Progress in core subjects such as maths has a recognised effect on overall attainment. Tackling issues such as 'maths anxiety' and rewarding progress for all students creates confidence that is evidenced at a school-wide level.

Keeps your child motivated

Students collect XP (experience points) and are rewarded with mini-games.

" I used to hate maths. now I want to do maths every day "

> Student from All Saints Academy

If you forget your password: Click on the 'Forgot login details' button on SPARX login page.

SPARX support, supervised by the Maths Department, is available every Monday, Tuesday and Thursday lunchtime and Monday-Wednesday after school, all in W2IT. This is open to anyone who may have issues logging in or would like help on any aspect of their home learning.

Year 7 Religious Education – Summer		
Complete these tasks		
PAGE 1 - 1. Write down what Waheguru means. 2. Write down 6 facts about the Mool Mantar. 3. Make your own creed (set of beliefs). You must have 10 beliefs you have. 4. Draw your own symbol to represent your creed.		
PAGE 2 - 1. Write out the key terms and definitions. Include a picture for each one. 2. Write 6 facts about Guru Nanak's life and include a picture for each fact 3. Copy and complete this sentence starter: "I think Guru Nanak is important to Sikhs because"		
PAGE 3 - 1. Draw a cartoon strip of Guru Gobind Singh choosing the Khalsa during Vaisakhi. 2. Write down what you think the people would have worn in 2024 to show bravery, and why you've chosen this. 3. Write down what the Khalsa is.		
PAGE 4 - 1. Write down what the 5ks are (with detail). 2. Copy and complete this sentence starter: "The link between the 5ks and the Khalsa is" 3. Design a poster that shows what you think the 5ks might be if they were designed in 2024. (example - Kara represents God)		

Cave (what does it teach?)

and "Plato's Cave is important because..."

because..."

PAGE 5 - 1. Write down what a Gurdwara is and the rooms you would find there 2. Write done 3 ways the Guru Granth Sahib is shown

PAGE 6 - 1. Write down the definition of philosophy 2. Draw a picture to represent philosophy and explain what your picture shows

PAGE 7 - 1. Summarise the story of Plato's cave in 3 sentences 2. Write a poem or lyrics to a song/rap that describe the lesson of Plato's

1. Write down 10 choices/decisions you make in a day 2. Copy and finish this sentence starter: "I am/am not totally free to make choices

PAGE 6 and 7 - 1. Revise the information on these slides 2. Write out and finish these sentence starters "Thinking philosophically means..."

PAGE 8 - 1. Write down the definition of determinism and free will 2. Add a drawing for each keyword 3. Copy and finish this sentence

PAGE 8 - 1. Write down what Libertarianism means in 5 sentences 2. Give 3 examples of when you've changed your mind (swerved) 3. Make a Movie poster with 'Libertarianism' as the title of the film - add a picture and details that describe what the movie would be about

respect 3. Copy and complete this sentence starter: "Sikhs respect the Guru Granth Sahib because..."

starter: "I agree/disagree with free will because..." and "I agree/disagree with determinism because..."

20/5/24

3/6/24

10/6/24

17/6/24

24/6/24

1/7/24

8/7/24

A **creed** is **a statement of beliefs** that people live by.

MOST religions have some form of creed-also called a credal statement. Another way of describing a creed is an **affirmation of belief**. To **affirm** something is to say it is true and you believe it.

- ★ The Mool Mantar is the closest thing Sikhs have to a creed. The Mool Mantar is at the root of Sikhism.
- ★ It should be learnt by Sikhs, who will often get up early in the morning to meditate on what the mool means.
- ★ The Mantar sums up the essence of Sikh belief about God. Sikhs have many words to describe God.
- ★ The name most widely used for God by Sikhs is Waheguru, which means 'wondrous enlightener'.
- ★ The first line of the Mool Mantar is "Ik Onkar", which means "There is only one God".
- ★ This symbolises the importance of the belief in the oneness of God and the oneness of humanity (the belief that everyone is equal).
- ★ The symbol meaning "Ik Onkar" is seen in gurdwara and Sikh homes. Its widespread use highlights the fact that this is the most important belief in Sikhism and that it should always be in the mind of Sikhs.
- ★ The symbol helps Sikhs to focus on Waheguru when praying and meditating.

There is only one God	Ik onkar
Eternal truth is his name	Sat Nam
He is the creator	Kurtah Purakh
Without fear	Nir Bhau
Without hate	Nir Vair
Immortal without form	Akaal Moorat
Beyond birth and death	Ajooni
Self-existent	Saibhang
By the Guru's grace	Gurprasaad







Where did it begin? - Guru Nanak

- Sikhism, known to Sikhs as 'Sikhi', is the youngest of the six main world religions, but has roots in faith and practices that are much older.
- The founder of Sikhism is Guru Nanak, who was born into a Hindu family, and wanted nothing more than to worship the One True God, which Sikhs call by many names, including Waheguru.
- Guru Nanak looked beyond the religious practices around him at the time (Hinduism and Islam) and encouraged his followers to search only for God.
- Guru Nanak worked, married young (19 years old) and had two sons.
 One morning when he was about 30 years old he went to bathe in the river, as usual. But he disappeared; people searched for him for 3 days with no luck, they thought he must have drowned.
- Then he returned. The first thing he said was; 'there is no Hindu nor Muslim'. He told people that while he was away he had a been taken to God. He had a vision which told him that just following a religion did not make a difference, it is the way they live their lives which really matters.
- He said that he had been told by God to spend the rest of his life teaching people. From this time on Nanak was known as Guru Nanak.
- For 20 years Guru Nanak travelled, before finally settling with his first followers who became the first 'Sikhs'. They met together to meditate, listen to Guru Nanak preach and sing hymns.
- An important part of their lives was that they often ate together; free food was given to everyone, no matter what religious or social group they belonged to. In India at the time, this was unheard of, but Guru Nanak said that it was very important.

Key Terms	Definitions
Guru	A spiritual leader
Guru Nanak	The founder of Sikhism and the first of the 10 Gurus
The 5 Ks	Items which represent beliefs that are fundamental to the Sikh faith.
Panj piare	The beloved ones
Khalsa	The community of initiated Sikhs who want to make a higher level of commitment
Amrit	Initiation ceremony in Sikhism





The story of the Khalsa

- ★ In 1699, **Guru Gobind Singh (the last living Guru)** chose the festival as the moment to establish the Khalsa that's the collective name given to Sikhs who've been baptised.
- ★ The story goes that at the festival, he came out of a tent carrying a sword and said that any Sikh prepared to give his life for his faith should come into the tent.
- ★ He ordered all the Sikhs to meet him during the festival of Vaisakhi. To the astonishment of the crowd, the Guru came demanding the head of one of his followers as a sign of ultimate commitment.
- ★ One man came forward and went into the tent. The sound a blow was heard and the Guru came out with a bloody sword. The crowd was horrified as the Guru then asked for another 4 men to come forward.
- ★ Suddenly to the amazement of the crowd all 5 men the appeared with Guru dressed in orange robes and turbans with blue sashes. Guru Gobind Singh honoured the men for their bravery and gave them the title; The Panj Piare: The beloved one.
- ★ The formation of the Khalsa is celebrated each year during the festival of Vaisakhi. Vaisakhi is one of the most important dates in the Sikh calendar. Vaisakhi is a spring festival which happens on the 13 or 14 April every year. It is a day to celebrate 1699 the year when Sikhism was born as a collective faith
- ★ It reminds Sikhs of the importance of their commitment to their faith and the fact that they are part of a wider community. The Khalsa is still growing today. It is the community of Sikhs who have decided to show their dedication to their faith by being initiated as one of the 'beloved ones'.
- ★ Not all Sikhs choose to do this, but most do and this demonstration of their faith is shown by taking part in the Amrit ceremony and the daily wearing of the 5K's.
- ★ The purpose of the Khalsa is to respect the poor, defend the weak and understand that everyone is equal.

 Members of the Khalsa often see themselves as spiritual warriors, battling for the rights of those in need.









The 5 K's

Sikhs demonstrate their membership of the Khalsa by committing to perform daily prayers and also by wearing the 5 K's. These objects are not special in themselves, but they represent beliefs and practices that are significant for Sikhs. The Turban is not one of the 5 K's, but it is an important outward sign of their faith for Khalsa Sikhs.

Key Terms	Definitions
The 5 K's	Items which represent beliefs that are fundamental to the Sikh faith.
Turban	A head covering for a male Sikh to wear in order to keep his hair clean
	and tidy
Kesh	Uncut hair – Hair should be left to grow, but must be kept clean and
	combed. This represents that sikhs are not altering what God created,
	showing devotion.
Kirpan	A sword – reminds Sikhs that it is their duty to fight against evil. The
	Kirpan should never be used for attack.
Kachera	Shorts worn as underwear – at the time they were introduced most men
	wore long , loose clothes. Guru Gobind Singh said that it was a symbol
	of changing times. But they were also more practical during battle!
Kara	Steel bracelet – At first was very broad and used to protect arms in
	battle; today, the circle bangle remind Sikhs that God has no beginning
	or end and the steel is a symbol of strength.
Kanga	Small comb – keeping clean and tidy is part of a Sikh's religion. The
	comb helps the hair stay neat and reminds them that their lives should
	be tidy and organised

THE FIVE K'S

All Sikh men wear five signs of their faith. Each begins with the letter K in Punjabi. They are known as the Five K's.







Key Terms	Definitions
Gurdwara	The Sikh place of worship
Guru Granth Sahib	The eternal Guru of Sikhs. A book with the teachings of the ten Sikh Gurus
Seva	Community service

L.F: Know and understand religious practices.

The Gurdwara

The Sikh place of worship is called the gurdwara. This means 'Door to the Guru'. Some gurdwaras are purpose built but some, especially outside of India, may be in converted houses or other buildings. The important thing is not the building, it is the fact that that the Guru Granth Sahib, the Sikh holy book, is there.

Inside the Gurdwara

- Diwan Hall Room where Sikhs worship
- •Guru Granth Sahib's bedroom Where the Guru Granth Sahib is put at night

• Langar – Kitchen and dining room where a communal vegetarian

- meal is served after worship
- Washroom To wash hands and feet before worship
 Shoe Rack/Room To keep shoes as they are not worn inside the gurdwara

Outside the Gurdwara

The one thing by which all gurdwaras can be recognised is the Nishan Sahib. The Nishan Sahib a yellow/orange flag with the Sikh symbol, the khanda, on it. The flag flies high above the gurdwara

The Guru Granth Sahib

Guru Granth Sahib.

In Sikhism there were 10 human Gurus (teachers). The last human Guru (Guru Gobind Singh 1675-1708) announced that after him there would be no more human Gurus. Instead he said that in future the Guru would be the Sikh holy book. This contained the teachings of the Gurus, and it would be the Sikh's only teacher. Since that time, it has been called the Guru Granth Sahib.

How the Guru Granth Sahib is treated

-There is usually one person in each gurdwara responsible for reading from the Guru Granth Sahib and leading prayers. This person is known as the granthi.

-Sometimes the granthi waves a chauri over the Guru Granth Sahib. This is a special fan. It is the same sort of fan which was held over kings in India.
-Before entering the Diwan Hall everyone removes their shoes, covers their

head and may wash their hands and feet to show respect to the Guru

Granth Sahib.
-In the Diwan Hall Sikhs go to the front of the room and bow/kneel in front of the Guru Granth Sahib before sitting down, without turning their back on the

-Because the Guru Granth Sahib is so important to Sikhs it should never be kept on a shelf with other books, but should have its own room.

-A Guru Granth Sahib is put away at night and brought back out again in the morning. Carrying the Guru Granth Sahib during these times is a great honour for a Sikh. It is always held above the person's head.

How to think philosophically

KEY CONCEPT - PHILOSOPHY

'The study of the fundamental nature of knowledge, reality, and existence'.

Quite literally, the term "Philosophy" means "a lover of wisdom". Wisdom is the quality of having experience, knowledge, and good judgement; the quality of being wise.

- Philosophy is all about seeking to understand fundamental truths about you, the world you live in and those around you.
- Asking questions is a key aspect of Philosophy as the whole aim is to be "a lover of wisdom" –
 to do this you must become wiser.... and questions help you to do this!
- When the ancient Greek philosophers Socrates, Plato, Aristotle, Pythagoras discussed big issues, they weren't saying "learn this", they were saying "what do you think of this?"

How do we become philosophers?

- By consulting God/Holy Book
- Logic
- Fact & Opinion
- Parents/family
- Friends
- Your conscience





Conscience - Definition:

The ability to make practical judgements about what is the right thing to do when faced with a particular moral choice

How to think philosophically

Story of the Cave

The story of the Cave explains Plato's explanation of people who are not aware of the World of the Forms. The story shows the prisoners chained in a cave who are unable to turn their heads. All they can see is the wall of the cave. Behind them a fire burns. Between the fire and the prisoners there is a ledge where puppeteers who are behind the prisoners and hold puppets that cast shadows on the walls of the cave. The prisoners are unable to see the puppets or the real objects which pass behind them. What the prisoners do see and hear are shadows and echoes cast by the objects they are unable to see.

The Prisoners would mistake the appearances for reality and would think that the things they see on the wall (the shadows) were real; they would not know the real causes of the shadows. The Prisoners when they talk are talking about shadows where as they think they are reality. Plato meant that the prisoners would be mistaken, for example if a prisoner says "That's a book" he thinks that the word "book" refers to the very thing he is looking at. But he would be wrong. He's only looking at a shadow. The reality of the word "book" cannot be seen. To see it, he would have to turn his head around. When the prisoners are released they can turn their heads and see the real objects, and then realise their errors. The prisoners are then free to escape the cave into reality, so they can have a full understanding of the real world. This climb - education - may be difficult, but reality will be learnt and the prisoners would then understand the Forms.



Freewill and Determinism



Key Concept - Free Will

The power of acting without the control of necessity (need) or fate (destiny); a person's ability to make free choices in life. If we have free will

- We are free to act how we wish
- We are morally responsible for our actions – we can choose to do something else
- We are free agents with minds we can think and choose
- Having a mind is necessary to have freewill

DETERMINISM is the philosophical idea that every event including human actions and decisions is the inevitable and necessary consequence of previous events. Every action is the consequence of a previous cause.

Soft determinism

- Some of our actions are conditioned by genetics and environment.
- But we are still morally responsible for what we do.
- Within the complex web of prior events, there is still a limited amount of choice left for human beings.
- Needs to define what is determined and what is open to choice

In philosophy, the argument in favour of humans having free will is called **LIBERTARIANISM**. The Oxford Companion to Philosophy defines Libertarianism as:

'the theory about freedom that despite what has happened in the past, and given the present state of affairs and ourselves just as they are, we can choose or decide differently than we do – act so as to make the future different.'

Libertarianism has roots in ancient Greek philosophy. Epicurus (341 – 270 BCE) argued that as atoms moved through the void, there were occasions when they would "swerve" from their otherwise determined paths, thus initiating new causal chains

This can be described as Libertarianism – we have free will, as we can "swerve" and choose what we want to do.

Christians believe that we are free as God gave human beings the gift of free will. This is shown in the story of Adam and Eve who disobeyed God in the Garden of Eden.



Science

During the first 2 weeks of term your class teacher will spend a lesson signing you up to Seneca and helping you understand the format.

Home learning will be set on Seneca on a Monday and should be competed on your science home learning day

Come along to home learning support or Seneca support sessions to access help with completing the task



Evidence-it works! One student completed 148 hours on Seneca. Was predicted 5s. Achieved 9/8/8 in Sciences. Never needed convincing of the power/impact of the website. One awesome tool.