

"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 8 Summer Term



Key Stage 3 Subject Specialist Home Learning Support – W7IT

Monday	Tuesday	Wednesday	Thursday
Maths	English	Science & RE	French Geography History

Tutor

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

		Wee	ek A		
	Mon	Tue	Wed	Thur	
5					
		Wee	ek B		
	Mon	Tue	Wed	Thur	





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.



<u>STEM Club</u> Attend the STEM Club to support your learning. Nothing is more powerful for your future than being a gatherer of good ideas and information. That's called doing your homework.





ENGLISH Redrock

- $\circ~$ 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.

Redrock Learning

- 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.

-ING A ... PREZT AGCOUNT

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

Or leg in with	Santari Santari Santari Santari Santari	secondary andern 10269	Welcome to Bedrock Learning	Bednock Connected	
				Contentints	

your child's teacher 3. Click 'School Access Code' – you will have received this from

C Office 385 C Geogle	Forgotten your possword?.(Stoff & Guardiana)	School access code	Do you have an access code issued via a school, ar would you like to sign up for home learning?	Create a guardian account	Welcome to Bedrock Learning	

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

Email Guardian sign up First name **Your details** Child's last name ess code (This ild be pr ded to you by the school) Last name

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

Register

Yea	ar 8 French - Need To Know - Summer Term 2024		Active
Dyı	namo 2, Module 4 - Le monde est petit (Our small world)		Learn
\checkmark	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	If you are stuck on Active Learn homework then	Website:
>	homework tasks set on Active Learn. Active Learn is your home learning for French <u>every week</u> . It is set weekly	you can attend the support club with Ms Cooper on <u>Monday after</u>	www.pearsonactivelearn.com
	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	school in the Library.	Username:
	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.	You must achieve either - 100% accuracy	(beginning of your email address/what you use to log on to a school computer - usernames attached to homework posts on Google Classroom)
~	Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments.	or	e.g. 23smith.d
	The Active Learn homework is to help embed it in your memory.	- spend 30 minutes effort (it only counts	Password:
A	There is a sentence builder boxes after each vocabulary lists to show you how to make sentences with what you have learned.	the time you are typing)	Bonjour123
A	Learning a language is only successful in you do it 'little but often'.	The conquest of learning is achieved	You live a new life for every new language you
×	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.	through the knowledge of languages.	speak. If you know only one language, you live only once.

How do I learn new words?

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

	l 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.			
l 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.			
l do mind-maps or spider diagrams.			
l create and use my own flashcards / memory cards.			
l 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.			

Où habites-tu? J'habite dans un village. J'habite dans une ville. J'habite dans une grande ville.

J'habite à la campagne. J'habite à la montagne. J'habite au bord de la mer. J'habite en France. J'habite en Suisse. J'habite au Maroc. Quel temps fait-il sur la photo? Il fait beau. Where do you live? I live in a village. I live in a town. I live in a city.

I live in the country.
I live in the mountains.
I live at the seaside.
I live in France.
I live in Switzerland.
I live in Morocco.
What's the weather like in the photo?
The weather's fine.

Il fait mauvais. Il fait chaud. Il fait froid. ll y a du soleil. ll y a du vent. Il neige. ll pleut. C'est comment? C'est animé. C'est calme. C'est tranquille. C'est ennuyeux. C'est joli. C'est nul.

The weather's bad. It's hot. It's cold. It's sunny. It's windy. It's snowing. It's raining. What is it like? It's lively. It's peaceful / quiet. It's boring. It's pretty. It's awful.

Où hab	ites-tu?	Where do you live?				Quel temps f	ait-il? What's	s the weather like?
	dans in	un village <i>a village</i> une ville <i>a town</i> une grande ville <i>a city</i>		très	animé. <i>lively.</i> calme. <i>quiet.</i>	Au printemps, In spring,	il fait the weather's	beau. <i>fine.</i> chaud. <i>hot.</i> froid. <i>cold.</i> mauvais. <i>bad.</i>
J'habite <i>I live</i>	à la in the	campagne <i>country</i> montagne <i>mountains</i> France <i>France</i>	et c'est and it's	very trop too	ennuyeux. boring. joli. pretty.	En été, In summer, En automne, In autumn,	ilyadu <i>it's</i>	soleil. sunny. vent. windy.
	en in au at/in	Suisse Switzerland bord de la mer the seaside		vraiment really	nul. <i>awful.</i> tranquille. peaceful.	En hiver, In winter,	il <i>it</i>	neige. snows. pleut. rains.
		Maroc Morocco						

Qu'est-ce qu'on peut faire dans ta région? Dans ma ville ... Dans ma région ... On peut manger des crêpes. On peut manger du fastfood.

On peut visiter des grottes. On peut visiter le marché. On peut visiter des monuments historiques. On peut faire du canoë-kayak. On peut faire des randonnées. On peut faire du ski. What can you do in your region? In my town ... In my region ... You can eat pancakes. You can eat fast food.

You can visit some caves. You can visit the market. You can visit historic monuments. You can go canoeing.

You can go for walks.

You can go skiing.

On peut faire les magasins. On peut aller au cinéma. On peut aller à la plage. Elle est comment, ta région? ll y a des ... Il y a beaucoup de ... ll n'y a pas de ... bâtiments. champs. lacs. touristes. forêts. montagnes. plages. voitures.

You can go shopping. You can go to the cinema. You can go to the beach. What is your region like? There are (some) ... There are lots of ... There are no ... buildings. fields. lakes. tourists. forests. mountains. beaches. cars.

Qu'est-ce qu'on What can you do in yo		e dans ta régi	ion?	Elle est comment, What is your region like?			
		aller go faire go manger eat	au cinéma. <i>to the cinema.</i> à la plage. <i>to the beach.</i> du canoë-kayak. <i>canoeing.</i> du ski. <i>skiing.</i> des randonnées. <i>for walks.</i> les magasins. <i>shopping.</i> du fastfood. <i>fast food.</i> des crêpes. <i>pancakes.</i>				
	visiter _{visit}		le marché. the market. des grottes. some caves. des monuments historiques. historic monuments.		touristes. <i>tourists.</i> voitures. <i>cars.</i>		

Qu'est-ce que tu dois faire à la maison? Je dois laver la voiture. Je dois rapporter l'eau. Je dois ranger ma chambre. Je dois garder le bébé. Je dois garder le bébé. Je dois faire la cuisine. Je dois faire la vaisselle. Je ne fais rien. What must you do at home?

I must wash the car. I must fetch the water. I must tidy my bedroom. I must look after the baby. I must feed the dog. I must do the cooking. I must do the washing-up. I do nothing./I don't do anything. Mon frère doit (laver la voiture). Ma sœur doit (ranger sa chambre). Mon frère ne fait rien.

Ma sœur ne fait rien.

tous les jours souvent quelquefois le weekend le lundi My brother must (wash the car). My sister must (tidy her room).

My brother does nothing/ doesn't do anything. My sister does nothing/ doesn't do anything. every day often sometimes at weekends on Mondays

Je pense que c'est juste. I think i	it's fair. Je pense que ce r iuste.	'est pas I think it's unfair.	
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Qu'est-ce que tu dois fai	re à la maison'	? What must you do at home?		
Le lundi, <i>On Mondays,</i> Le week-end, <i>At weekends,</i> Quelquefois, <i>Sometimes,</i> Souvent, <i>Often,</i> Tous les jours, <i>Every day,</i> Je ne fais rien. <i>I do nothing.</i> Mon frère ne fait rien. <i>My bro</i> Ma sœur ne fait rien. <i>My siste</i>	je dois <i>I must</i> mon frère doit <i>my brother must</i> ma sœur doit <i>my sister must</i>	faire la cuisine. <i>do the cooking.</i> faire la vaisselle. <i>do the washing-up.</i> garder le bébé. <i>look after the baby.</i> laver la voiture. <i>wash the car.</i> nourrir le chien. <i>feed the dog.</i> ranger ma/sa chambre. <i>tidy my/his/her bedroom.</i> rapporter l'eau. <i>fetch the water.</i>	Je pense que I think that	c'est juste. <i>it's fair.</i> ce n'est pas juste. <i>it's unfair.</i>

Je me lève.
Je prends le petit déjeuner.
Je me douche.
Je m'habille.
Je me coiffe.
Je me lave les dents.
Je me couche.

l get up. I have breakfast. I have a shower. I get dressed. I do my hair. I brush my teeth. I go to bed.

à sept heures à sept heures et quart à sept heures moins le quart at quarter to seven à sept heures et demie à sept heures (vingt) à sept heures moins (dix)

at seven o'clock at quarter past seven at half past seven at (20) past seven at (10) to seven

J'ai déménagé.	l moved house.	Voici ma nouvelle maison.	This is my new house.
J'ai déménagé en ville.	I moved to the town.	C'est un vieux village.	lt is an old village.
J'ai déménagé à la	I moved to the countryside.	ll y a un beau jardin.	There is a beautiful garden.
campagne.		ll y a une belle cuisine.	There is a beautiful kitchen.
Voici mon nouveau collège.	This is my new school.	ll y a une vieille église.	There is an old church.

Elle est comment, ta routine? What is yo	our routine	like?		
Je me lève <i>I get up</i> Je prends le petit déjeuner <i>I have breakfast</i> Je me douche <i>I have a shower</i> Je m'habille <i>I get dressed</i> Je me coiffe <i>I do my hair</i> Je me lave les dents <i>I brush my teeth</i> Je me couche <i>I go to bed</i>	à at	six six sept seven huit eight neuf nine dix ten onze eleven	heures o'clock	cinq. 5 past. dix. 10 past. et quart. quarter past. vingt. 20 past. vingt-cinq. 25 past. et demie. half past. moins vingt-cinq. 25 to. moins vingt. 20 to. moins le quart. quarter to. moins dix. 10 to. moins cinq. 5 to.

Où habites-tu?	Where do you live?	Qu'est-ce que tu dois faire à	What must you do at home?
J'habite en Corse.	l live in Corsica.	la maison?	
La Corse, c'est comment?	What is Corsica like?	Je dois faire la cuisine.	l must do the cooking.
C'est vraiment animé.	lt's really lively.	Qu'est-ce que tu as fait le	What did you do last
Qu'est-ce qu'on peut faire	What can you do in Corsica?	weekend dernier?	weekend?
en Corse?		Je suis allé(e) à Ajaccio.	l went to Ajaccio.
On peut faire des	You can go hiking.		
randonnées.			
À quelle heure est-ce que	What time do you get up?		
tu te lèves?			
Je me lève à neuf heures.	l get up at 9 a.m.		

Les mots essentiels *High-frequency words*

vraiment	really
très	very
trop	too

Stratégie

Play your cards right

- Make yourself a set of little cards write a French word or phrase on one side, and the English translation on the back.
- Use the cards on your own or with a friend to help learn new words, and how to spell them.

	à la campagne.		un beau jardin. a beautiful		je suis a	llé <mark>(e)</mark> I went	au café. to the café. au cinéma. to the cinema. à la plage. to the beach. en ville. into town.			
	to the countryside.		garden.			acheté bought	un cadeau. <i>a present.</i> des vêtements. <i>some clothes.</i>			
	à la montagne.		une belle cuisine.			bu drank	un coca. <i>a cola.</i> un Orangina. <i>an Orangina</i> .			
J'ai déménagé I moved	to the mountains.	ll y a There is	a beautiful kitchen. un vieux	Le week-end dernier, Last weekend,		fait did/had/went	du sport. <i>sport.</i> un pique-nique. <i>a picnic.</i> les magasins. <i>shopping.</i>			
	au bord de la mer. to the seaside.		collège. an old school.		j'ai <i>I</i>	mangé ate	du fastfood. some fast food. une glace. an ice cream. une pizza. a pizza.			
	en ville.		une vieille église. an old church.			visité visited	le centre commercial. the shopping centre.			
	to the town.		an old church.			VU saw	le château. <i>the castle.</i> la cathédrale. <i>the cathedral.</i> un film. <i>a film.</i>			

ensuite next puis then aussi as well et and

cent		
quatre	pourquoi-	
quatre	od! où- where	Très bien! Very good!
soixant	(French- quoi-	Je kiffe ça l love
soixant	easy qui- who	cool
cinqua	ater alligator	À plus dans le bus See you l
quaran	Ouestion words	Cool phras
trente	menu (m uh noo)	A A
trente	-The rest of the time. it sounds like uh –	
trente	circumflex - $\hat{\mathbf{e}}$ - then it sounds like eh – e.g	
Vingt-r	-If it has a grave accent $-\dot{e}$ - or a	
	sounds like av café	
vingt-	b .	même si even if
vingt-s	problems. At the end of a word, it isn't	
vingt-s	In French, the letter e can cause lots of	donc so/therefore
vingt-c		isi
vingt-q	The letter c with an accent underneath $-c$	
vingt-t	The latter a with an event we down atte	ırtant
vingt-d	of a word	
A-18uiv	-H is silent when found at the beginning	narce nile becalice
uinat o		
vingt	ofa	
dix-net	-D, P, S, T, X, Z are silent when found at	COLFIGERED
dix-hui	Pronunciation	Connactínias
dix-sep	Can I go to the toilet?	Je peux aller au toilette?
seize	Can I close the window?	Je peux fermer la fenêtre?
quinze	Can Lopen the window?	Je peux aller a ma leçon de musique: le peux aller a ma leçon de musique:
. quaroi		Comment dit-on en trançais
	How do you spell it?	rit?
traiza	What is it in English?	C'est quoi en anglais?
douze	Les Questions	
onze		
dix	liet	Calmez-vous = be quiet
neuf	e = talk with your partner	ec votre par
huit	write 1 to 10	Écrivez 1-10 = writ
sept	Wn	=S
six	stand up	
cinq	close the door	Fermez la porte = cios
quatre	look at the board	au =
1013	listen to the teacher	
trois	open the books	Ouvrez les cahiers = ope
deux	close the books	Fermez les cahiers = clos
S	Les Instructions	

-

cent	quatr	qu	soi	soi	cin	qu	tre	tre	tre	vin	vin	vin	vingt	vingt-	vingt-	vingt-	vingt-	vingt-	vingt	dix	dix	dix	seize	q	qu	tre	do	onze	dix	neuf	huit	sept	six	cinq	quatr	trois	deux	S
nt.	e-vingts-	quatre-vingts	soixante-dix	soixante	cinquante	quarante	trente-deux	trente-et-un	ente	vingt-neuf	vingt-huit	vingt-sept		gt-cinq	gt-quatre	gt-trois	gt-deux	gt-et-un	gt	dix-neuf	dix-huit	-sept	ze	quinze	quatorze	treize	douze	ze		uf	it	ot		p	atre	is	их	509-05.
	dix																																					
100	90	80	70	60	50	40	32	31	30	29	28	27	26	25	24	23	22	21	20	19	18	17	16	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1



OUR WEATHER WORLD – Introduction to Weather

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

Key Terms

WEATHER – the condition of the air around us over a short period of time. It is about being hot or cold, wet or dry, windy or calm, cloudy or sunny CLIMATE - The average weather conditions within a particular area or region in general, for a longer period of time METEOROLOGY – the study of the weather TEMPERATURE – a measure of how hot or cold it is. THERMOMETERS – piece of equipment to measure the temperature PRECIPITATION – water in the air falls to the ground in one

of several forms – rain, hail, sleet, snow

Weather affects our lives in many ways. It can affect the sort of activities we do, the type of clothes we wear, what we plan to do at the weekend, and where and when we go on holiday .





A lifequard on a beach

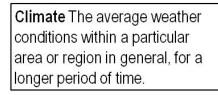
in South Devon

The owner of a ski

and Climate

What's the difference between weather and climate?

Weather describes the conditions right here, right now. It might be sunny, hot, windy or cloudy, raining or snowing.





ACTIVITIES - Choose two of the following activities (you can do more if you like!)

trawler in the North

Sea

- 1. Make a set of flashcards that show the important key weather terms in the box opposite
- 2. Write your own definitions of weather and climate try to include some examples of each one
- 3. Write a list of the ways that the weather has affected you in the last week
- 4. Choose at least 3 of the photographs above and write down the ways in the which the weather will affect them and their jobs

OUR WEATHER WORLD – Measuring the Weather

Cloud

cover

0

Clear sky

One okta

Two oktas

Three oktas

Four oktas

Five oktas

Six oktas

Eight oktas

Seven

Sky

Symbol Precipitation Symbol

Drizzle

Showei

Rain

Hail

Thunderstorm

Heavy rain

Snow shower

Sleet

Mist

Fog =

 \bigtriangledown

...

畿

*

Wind speed

Calm

1-2 knots

5 knots

10 knots

15 knots

20 knots

2.

0

Symbol

0

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

What's the weather like today? Is it raining outside? How warm or cold is it? Is it calm or windy? These are the questions we need to answer when observing the weather

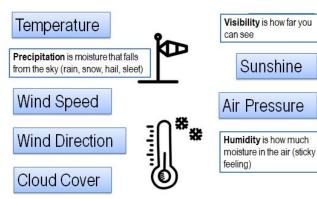
METEOROLOGY is the scientific study of the atmosphere. Most countries have developed a central organisation responsible for weather forecasting. In the UK, weather is measured and recorded; the data is then collected. processed, analysed and turned into weather forecasts These are then communicated to us, the general public by the Meteorological Office which is based in Exeter We will learn more about this later!

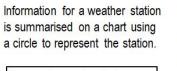


Once we have collected the weather data it is then presented in special symbols – this is called the synoptic code.

Measuring the weather usually involves

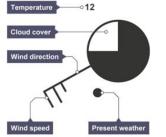
the following





Presenting the data?

Temperature - given in degrees Celsius Wind Speed - measured in knots (1 knot = 1.85 km/hr)Cloud Cover is measured in 8ths (oktas), where 8 oktas is complete cloud cover, 4 oktas is half cloud cover Precipitation is indicated by a symbol Wind Direction is where the wind comes from



ACTIVITY 1 - Use your synoptic chart. Write your own description of the weather for the station show above . . .

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

- 1. Write a weather report for today's weather. How does it compare to what the weather was like the day before? Remember to use good geography! Could you present your information using the special symbols in the synoptic chart above? Write a weather report for another location - it can be anywhere in the world. Use good geography and be specific about the weather being experienced.
- 3. Keep a weather diary for a week - each day make a note on the different aspects of the weather Watch a variety of different 4. weather reports (either on TV or online) - make a note on the differences and similarities you have seen



OUR WEATHER WORLD – World Climate Zones

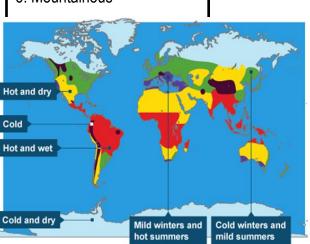
w/b Monday 6 May – read through this information and then complete the activities at the bottom of the page



The weather is not the same all over the world. There are in fact **6** climate zones.

1. Arid

- 2. Temperate
- 3. Tropical
- 4. Polar
- 5. Mediterranean
- 6. Mountainous



Factors Affecting Climate – there are several different reasons why we have different climate zones. Read through these boxes carefully to give you more information on each factor



Created by Eucalyp

ALTITUDE - this is a measure of the land's height above sea level. Temperatures decrease by about 1°C for every 100m increase in height above sea level. This is because at higher altitudes air becomes less dense so it is less able to retain the heat it receives from the ground. Many parts of the Alps mountain range in Europe are over 4000m above sea level, which means they are 40°C colder than coastal areas. This explains why snow remains for several months a year on Scottish mountains, and also why there is snow on Mount Kilimanjaro which is located on the Equator in Africa.

PREVAILING WINDS – prevailing wind is the direction from which the wind usually blows. For most of Europe this is from the south-west. The prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows over the Atlantic Ocean from the Gulf of Mexico . . .



Created by Danil Polshin from the Noun Project LATITUDE – places nearer the Equator are much warmer than places near the Poles. This is because the angle at which the Sun shines. At the Equator, the Sun is at a high angle and shines directly at a small area, making it very hot. As a result of this, places around the Equator remain hot and dry all year round.

DISTANCE FROM SEA – land and sea heat up at different rates. The sea, as a liquid is less dense than the land, which is solid. As a result, the sea takes much longer to warm up than the land; it also keeps its heat longer, as more than just the surface is heated. In the winter, the sea keeps coastal areas warm and in summer it cools them down.

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

1. Name some countries that are in each of the 6 climate zones shown in the map opposite. Make a note of what their climate is like.

2. Draw a labelled diagram to show each of the 4 factors that affect climate (altitude, latitude, distance from the sea, prevailing winds

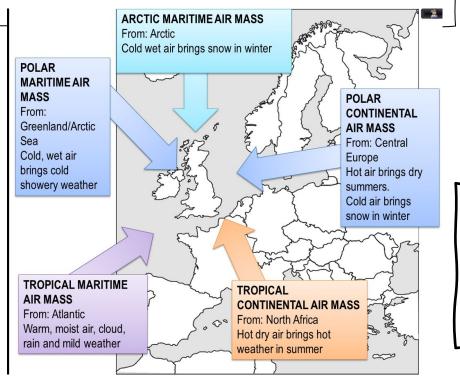
OUR WEATHER WORLD - The UK's Weather

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

Sometimes the UK can experience severe, extreme weather conditions – read through this report about the Beast from the East . . .

We live in a **TEMPERATE ZONE** – this means we rarely experience extremes, but even within the UK there are variations. The UK experiences very changeable weather. One day can be cold and wet whereas the next day can be warm and sunny. The main reason is to do with air masses.

The UK is rather like a 'weather roundabout'! It is affected by several different **air masses** arriving from several different directions. Look at the diagram below which shows several different air masses and the conditions they bring to the UK



WARNINGS AS BEAST FROM THE EAST GRIPS THE UK!

The UK is experiencing some of the most difficult weather conditions for years. Snow, ice, strong winds and bitter cold are causing death and disruption as a cold snap – 'Beast from the East' - blasts the country.

As temperatures dropped and up to 50cm of snow fell on high ground, the Met Office issued its most severe alert – a red warning, meaning the weather conditions may pose a risk to life.

Across the UK, thousands of schools have been closed and hospital operations cancelled. Travel has been disrupted too. Thousands of drivers were left stranded in freezing temperatures as police urged people not to travel, and air passengers faced delays.

And the UK economy is feeling the effects too. The weather is costing the UK millions. Shops and businesses have been forced to close early, and some supermarkets ran out of the basics such as bread and milk. And with over 8000 road accidents in just three days, costs to insurance companies have already reached over £10 million.

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

- 1. Draw your own labelled diagram to show the UK's weather roundabout and the different directions the air masses come from
- 2. Write a news report about the Beast from the East try to find some more information if you can and add to your report
- 3. Find another example of an extreme weather event in the UK (think about what we experienced earlier this year). Write down what happened and how the UK was affected.



OUR WEATHER WORLD – Rain and Clouds

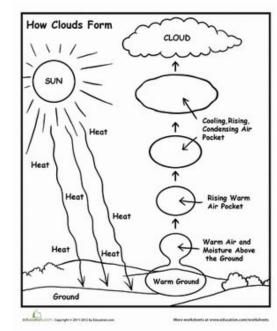


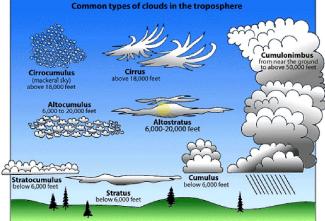
w/b Monday 20 May – read through this information and then complete the activities at the bottom of the page

We often talk about the weather in the UK, especially the RAIN!



PRECIPITATION is any form of water – liquid or solid – falling from the sky. It includes rain, hail, sleet, snow and drizzle. Water is present in the atmosphere in three forms: Liquid Solid (snow, hail) Gas (water vapour) **CLOUDS** are made up of millions of water droplets and ice particles floating in the sky





You may not know this, but there are different types of cloud which bring different kinds of weather . .

The classification of clouds into types was first proposed by Luke Howard in 1802 and we largely use the same system today. This splits clouds into three main types - stratus, cumulus and cirrus, which are divided into three levels - cloud low (CL), cloud medium (CM) and cloud high (CH) - according to the part of the atmosphere in which they are usually found.

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

- 1. Write an acrostic poem about RAIN and CLOUDS
- 2. Create your own way of showing how clouds are formed you could draw a diagram, make a model, write a poem . . . Impress us with your creativity!
- 3. Write a cloud journal for one day make a note of the type of cloud you see, and what time it is . . . Do this for a whole day if you can. How does the cloud type change during the day?



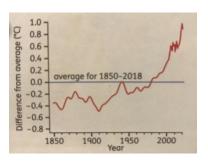
OUR WORLD'S FUTURE – Introduction to Climate

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

Change

CLIMATE CHANGE	Changes in climate (temperature and rainfall) as a result of natural causes or human activity
global Warming	The recent increase in global temperatures
GREENHOUSE EFFECT	Warming of the lower atmosphere by heat released from the Earth
GREENHOUSE GASES	Gases such as carbon dioxide and methane which absorb heat from the Earth

Climate change is nothing new. It has been going on since Earth formed some 4600 million years ago. But since the 1970s, global temperatures have been rising faster than in the past – this is **GLOBAL WARMING**.





What's the evidence that climate change is occurring - an overview

- There have been many more examples of extreme weather events
- Since 1900 the global sea level has risen by 20cm
- 16 out of the 17 warmest years on record have occurred since 2001
- The ice sheets in Greenland and Antarctica are melting at an alarming rate



- Changes in the seasons are affecting wildlife. Some birds are migrating earlier, and some plants are flowering earlier
- Across the world glaciers are melting and retreating

Ice cores - Scientists often use **ice cores** to detect changes in temperatures. When snow falls it traps air into the ice. When scientists take a sample of ice it reveals the atmospheric gas concentrations at the time the snow fell. This is used to calculate temperature at that time. The ice can reveal the temperature of each year for the past 400,000 years. Scientists that study the ice cores say there is clear evidence that there has been a rapid increase in temperature in the past decades.

Early spring - In recent years there have been signs of a seasonal shift - spring arrives earlier and winters tend to be less severe. These seasonal changes affect the nesting and migration patterns of wildlife.

Rising sea levels - Between 1900 and 2018, average global sea level rose by 0.21 m.

Glacier retreat - Over the past 50 to 100 years, photographic evidence has shown that the world's glaciers have been melting, which has caused them to retreat. The increase in global temperatures is causing glaciers to disappear and is increasing the melting of sea ice in the Arctic.

- ACTIVITIES Choose one of the following activities (you can do both if you like!)
- 1. Describe the pattern shown on the graph opposite make sure you include some good detail and statistics in your answer
- 2. Create a spider diagram showing all the key pieces of evidence for climate change. Can you find some real life examples to add to your diagram?



OUR WORLD'S FUTURE – Causes of Climate

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

NATURAL CAUSES OF CLIMATE CHANGE

VOLCANIC ERUPTIONS - Big volcanic eruptions can change the Earth's climate. Volcanic eruptions produce ash and sulphur dioxide gas. If the ash and gas rise high enough, they will be spread around the Earth in the stratosphere (2nd layer of the Earth's atmosphere) by high level winds. The blanket of ash and gas will stop some sunlight reaching the Earth's surface. Instead, the sunlight is reflected off the ash and gas, back into space. This cools the planet and lowers the average temperature.

SUNSPOTS - The Sun's output (amount produced) is not constant. Cycles have been detected that reduce or increase the amount of solar energy. Over 2000 years ago Chinese astronomers started to record sunspots. These are black areas on the surface of the sun. Sometimes the sun has lots of these spots. At other times they disappear. Even though the sports are dark, they tell us that the sun is more active than usual. Lots of spots mean more solar energy being fired out from the sun towards Earth.

ASTEROID THEORY - If a one-kilometre asteroid hit the Earth, it would send millions of tonnes of ash and dust into the atmosphere. This would then block out the sun and therefore lower global temperatures, just like a volcanic eruption. It is estimated that an asteroid of this size will only hit Earth once every 500,000 years

Change

HUMAN CAUSES OF CLIMATE CHANGE Climate Change – Our Fault?

Some gases in the lower atmosphere act like a warm blanket around Earth trapping heat in – this is the Greenhouse Effect. Without the Greenhouse Effect temperatures would be too cold for life to exist. The gases called Greenhouse Gases occur naturally in the atmosphere

In recent decades, however, there has been an increase in the amount of Greenhouse Gases such as carbon dioxide and methane emitted into the atmosphere. This traps even more heat given off by Earth and explains why there is an increase in global temperatures

Deforestation one of the main causes of climate change. Trees can store carbon (which if released would make the greenhouse effect worse). The deforestation of trees reduces the amount of carbon stored in trees and it also releases the carbon stored into the air. This is because when trees die, they release the stored carbon.

About 80-90% of a car's environmental impact, will be due to fuel consumption and emissions of air pollution and greenhouse gases that scientists say are driving global warming.

These images all show activities that lead to increased greenhouse gases





The more cattle we keep, the more methane there is in the atmosphere. Cattle belch methane out as a by-product of eating grass

ACTIVITIES - Choose one of the following activities (you can do both if you like!)

- 1. Draw a poster to show the different causes of climate change
- 2. Write a letter to your local newspaper outlining your concerns about climate change. Make sure you include both human and natural causes

OUR WORLD'S FUTURE – Effects of Climate

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

page

Consequences for the UK

Rising sea levels will have a significant impact on the country. In 2018 the Environment Agency warned the population that flooding would only get worse with climate change.





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

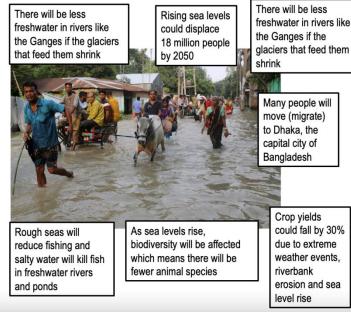
- 1. Use the pictures above to write down all the effects shown of climate change
- 2. Using the map of the UK above, describe the areas most at risk of sea level rising
- 3. Find out some more about how climate change has affected Bangladesh
- 4. Do your own research about how climate change has affected the world (or you could do a specific location)



Change

Bangladesh is a low-income country in South Asia. It has a population of 163 million people and is one of the most densely populated countries in the world. Much of the country is low-lying and occupies the world's largest delta at the mouth of the River Ganges.

Bangladesh is at great risk from the effects of climate change



OUR WORLD'S FUTURE – Managing Climate

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

There are two approaches through which climate change is managed: Through MITIGATION these deal with the cause of the problem. They reduce or prevent greenhouse gases which cause climate change Through **ADAPTATION** - these strategies respond to the impacts of climate change and try to make populations less vulnerable

Governments around the world are working together to cut greenhouse gas emissions. However, global temperatures will continue to rise because of the gases that have already been released into the atmosphere Adaptation strategies do not aim to reduce or stop global warming. Instead they aim to respond to climate change by limiting its negative effects. Strategies include: Agriculture - farmers will have to adapt as some crops may not be able to grow in a warmer climate. However, other crops (e.g. oranges and grapes) will be able to be planted. Water supply - water transfer schemes

could be used. This is where water is transferred from an area of water surplus to an area of water shortage.

Reducing risk from sea level rise - areas at risk from sea level rise may use sea defences to protect the land from being eroded away.



Created by ProSymbols







Change

Mitigation means to reduce or prevent the effects of something from happening. Mitigation strategies include:

Alternative energy - using alternative energy such as solar, wind or tidal can reduce the use of fossil fuels. This will reduce the amount of carbon dioxide released into the atmosphere. **Carbon capture** - this is the removal of carbon dioxide from waste gases from power stations and then storing it in old oil and gas fields or coal mines underground. This reduces the amount of emissions into the atmosphere.

Planting trees -

encouraging **afforestation**, means that there will be more trees to absorb the carbon dioxide in the atmosphere during the process of photosynthesis.

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

1. "Climate change is a global problem that requires global solutions."

What do you think this quote means?

2. Choose **one adaptation strategy** and **one mitigation strategy**. Explain **WHY** they will deal with the cause of Climate Change problem. Can you think of any other solutions?



OUR WORLD'S FUTURE – Plastics in the Ocean

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

The Issue with Plastic

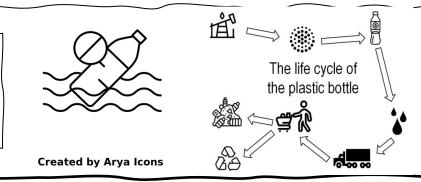
Did you know that every year **8 million tonnes** of plastic end up in our planet's beautiful blue oceans? And that's seriously bad news. . . Over **700 species of marine animals** have been reported to have eaten or been entangled in plastic – and scientists think that the amount of **plastic in the ocean may triple by 2050!** Plastic is made from crude oil extracted from the ground. It can be used for many purposes and is a relatively cheap material.



Created by Tippawan Soo

Animals and birds can get trapped, tangled and even strangled by all kinds of plastic waste, such as discarded fishing nets and six-pack rings from drinks cans. They also mistake small bits of plastic, such as bottle tops and wrappers, for food and gobble them up – leaving no room in their swollen tummies for *real* food. And the problem doesn't end there...

When plastic breaks down in the ocean, **it doesn't break down** *completely* – it just gets smaller and ends up being swallowed by fish and other marine animals and birds. The tiny particles of plastic absorb **toxic industrial chemicals** which, when eaten by fish, are absorbed into their tissues and are eventually eaten by humans. Plastic takes a long time to decompose (break down), so it stays in the natural world, causing damage, for a very long time . . . Plastic is an **amazing man-made material** used to make all kinds of important things. **Bike helmets**, **car airbags** and many **medical supplies** made with plastic save lives, and plastic water bottles can bring **clean drinking water** to people who don't have it. The problem is that **most of us use more plastic than we need to**, and *half* of the plastic we produce is designed to be used **just once** and chucked away. This so-called '**single-use plastic**' is used to make all kinds of items, such as shopping bags, straws, food wrappers and various packaging . And because plastic takes **over 400 years to decompose** (break down), it stays in the natural world, causing damage, for a very long time. Let's look at the life cycle of a plastic water bottle



ACTIVITIES - Choose one of the following activities (you can do both if you like!)

- 1. In your own words explain the problem with plastic
- 2. Draw a fully labelled diagram of the life cycle of a plastic bottle add some of your own information too
- 3. Use the internet to find out more about reductions in the use of plastics. Write a short report to outline how the following are helping to reduce plastic use: major retail chains, supermarkets and shops, and you and your family.

OUR WORLD'S FUTURE – The Great Pacific Garbage

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

There is a concentration of plastic waste in the oceans, part of which is known as the **Great Pacific Garbage Patch.** In the Pacific Ocean circulating ocean currents (which form a gyre) have trapped two huge areas of plastic waste. Together these form the Great Pacific Garbage Patch. The Eastern Garbage Patch is about **twice the size of the UK!**

What Is a Garbage Patch?

A garbage patch is a large area of human-produced debris usually trapped by a circulating ocean current called a gyre. Every ocean has at least one garbage patch. Garbage patches also accumulate in coastal ecosystems where rivers meet the sea or where tidal flows trap buoyant plastic—important habitats for many marine species.

The Great Pacific Garbage Patch is only the best known and largest deposit of ocean trash, and its clean-up has become a focal point of efforts to address the global problem of ocean plastic pollution.





Created by The Icon Z







Created by Eucalyp

What can be done to reduce plastic waste?

This needs to be tackled in two ways: clean up the existing waste and reduce the use of plastic.

Cleaning up existing plastic waste - a huge amount of plastic is already in the oceans. It needs to be collected and reused, recycled or incinerated. Floating barriers called booms are being used to collect plastic waste from the Great Pacific Garbage Patch. These booms can be 2km long. Across the world, people and organisation are reducing the

Across the world, people and organisation are reducing the use of plastic:

McDonald's introduced the paper straw

New York City is considering banning plastic straws in all its cafes and restaurants

The UK plans to ban the use of plastic straws, earbuds and drink stirrers

Plastic bags now have to be paid for in many shops Single use coffee cups are being replaced by more sustainable options

Many people have stopped buying plastic water bottles choosing to fill their own water bottles from water fountains

ACTIVITIES - Choose one of the following activities (you can do both if you like!)

- 1. Design your own poster to encourage people to reduce their single use plastic. You could focus on a single product or choose a variety of products. If you have internet access, then have a look for some ideas
- 2. Write a letter to Mr Down explaining why we should reduce our plastic use in school and how this could be done think carefully about all the plastic uses in school and who else could be involved in this . . . Your letter should be informative and persuasive!

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, **<u>please can they speak to their teacher</u>**. 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 (<u>ahammond@stcm.torbay.sch.uk</u>) for advice. Thank you for the continued support of your child's education,

The History Department

w/c 22/4/24: We all have the 'stereotype' of a witch. For your first challenge:

- Draw a stereotypical witch. Label all the different elements of the image, explaining why you have included them.
- Why do you think this stereotype has been created? Who do you think created it? What impact did the creators want on the people looking at it? Remember to explain your ideas.

w/c 29/4/24: Matthew Hopkins was known as the 'Witch Finder General'. Complete independent research into him and find at least 10 fact about him. These could include the following:

- Where / when was he born?
- What job did he do?
- What methods did he use?
- How 'successful' was he?
- What happened to him?

w/c 6/5/24: Independent Research Activity. Find answers to the following key questions:

- How many women were executed for witchcraft in England between 15th -18th century?
- When was the last execution in England for witchcraft?
- Where did that execution take place?
- What were the most common methods of punishing witches?
- When was witchcraft decriminalised?

w/c 13/5/24: By 1900, the British Empire cover ¼ of the world's surface. Please research one of the following countries that were once part of the British Empire:

- Kenya
- India
- Canada
- Australia

Research the following:

- What is the population?
- What does the flag look like?
- · What type of political system does the country have?
- · What are the main religions in the country?
- What are the main languages?

w/c 20/5/24: The British language is very good at 'adopting' words from other cultures. One of the legacies of Empire is a wider range of words not usually found in the British Isles. Investigate **five words** that come from parts of the Empire (Canada / India/ Africa / Pacific / Australia / New Zealand) and explain what they mean and why we still use them today.

w/c 3/6/24: The British Empire formally ended after WW2. It was replaced with the 'British Commonwealth. Please research this organisation and find answers to the following:

- Who is the head of the Commonwealth?
- · How many countries are members?
- · What are the values of the Commonwealth?
- · What roles does the Commonwealth perform?

w/c 10/6/24: 1.We often assume that the Industrial Revolution happened in the Midlands and North of England. However, all parts of the country, including the South West were affected by the events of the Industrial Revolution. Research one of the following:

- Babbacombe Cliff Railway
- •Berry Head Lighthouse
- Newton Abbot Train Station
- Watcombe Potteries
- Consider the following points:
- •When was it opened / constructed?
- •Why was it open /constructed?
- •What did it produce?
- •When did it close / is it still open?

<u>w/c 17/6/24</u>: Brunel was one of the most important individuals during the Industrial Revolution. He was an architect, engineer, railway designer and visionary shipwright. It could be argued that Brunel fundamentally changed the South West, bringing the modern world to our door. Investigate Brunel, considering the following points:

- •His early life.
- •The building of the GWR
- •The Royal Albert Bridge
- •The Atmospheric Railway
- Brunel Manor

w/c 24/6/24: . Without the Industrial Revolution, there would be no tourist industry in Torbay. Create a timeline of the development of tourism in the Bay, considering the following:

- •When did it start?
- •What factors led to tourism growth?
- •Who were the first tourists to the Bay?
- •When did tourism reach its peak?
- •How many people visit the Bay in 2023?
- •https://www.tlh.co.uk/blog/torquays-history-tourist-destination/

w/c 1/7/24 - w/c 8/7/24: Legacy of the Slave Trade in Devon

Devon is a county with coastlines to the north and south. In the past the ports on Devon's coastline played a more important part in travel locally and beyond. Their role today as holiday resorts hides their past importance as centres of trade.

We can find evidence which shows Devon's world-wide influence and particularly rich connections with people of African origins. Devonians took their familiar names with them as they explored and settled the world. There are at least forty Plymouths in the world today.

The slave trade and slavery are not the only parts of Devon's history where we can find black people. But the contribution from black people in slavery, especially to the wealth of some people in Devon, is significant. The Atlantic slave system had many results. One is that people of African descent live all over the world today. History needs to include slavery as a part of Devon history itself, not something quite separate.

Devonians also played their part in the abolition of the slave trade and slavery. There were sermons in churches and numerous meetings were held in cities, towns and villages throughout Devon to call for the abolition of the slave trade and to collect signatures for petitions to Parliament. On 10 August 1837 there were reports of meetings in Crediton, Ashburton, Plymouth, Tavistock, Tiverton and Topsham to celebrate the anniversary of the abolition of slavery.

https://www.ucl.ac.uk/lbs//media-new/pdfs/devonandslaveownership.pdf

How to remember slavery and the slave trade?

Death is sad for us humans. Even if we are not personally involved, most of us can share the sad feelings of bereavement. Britain commemorates the Nazi Holocaust with a Holocaust Memorial Day each January. Should we mark the deaths which occurred because of slavery and the slave trade in the same way?

Task: Create a memorial to those involved in the slave trade against their will, those who died and those who worked in horrendus condition for no pay.

You can approach this in any way you think is suitable for the topic. It could be a memorial statue, a detailed letter to the government persuading them to consider a day of memorial, some poetry, or something that could be displayed in school to show the horror and tragedy of what happened. These are just a few ideas - it is up to you!

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 learning.

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.



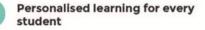
Receive reassurance

You will receive a weekly email keeping you up-todate with your child's homework hand-in dates and what they are studying in the coming week.



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.



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 maths.

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.



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

" I used to hate maths. now I want to do maths everv dav "

> 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 8 Religious Education – Summer

Complete these tasks
PAGE 1 - 1. Write down the life of Abraham in at least 6 bullet points 2. Write a paragraph about God's covenant with Abraham. 3. Draw 4 pictures (with captions) to show the life of Moses
PAGE 2 - 1. Write down five of the 10 commandments you think are the most important. Explain why you think they are important. 2. Draw a poster that contains some of the key words (at least 5) and some pictures.
PAGE 3 - 1. Write down the three parts of the Tenakh (you can copy the diagram) and add a picture for each. 2. Write down what the Torah is in 5 bullet points. 3. Write down three items that are important to you and why. Try to include a book if you can!
PAGE 4 - 1. Draw a table with two columns, one "Orthodox Judaism" and the other "Reform Judaism". Fill the table in with information about these different types of Jews. 2. Can you think of any examples of how our society in 2024 is different to the past?
PAGE 4 - Create a guide to Shabbat! Write down what happens and what it remembers. Draw pictures and decorate your guide!
PAGE 4 - 1. Draw a synagogue in your book. 2. Label the key features (Ark etc). 3. Copy and finish this sentence starter: "The synagogue is important in Judaism because"
PAGE 5 - 1. Write a paragraph explaining what a Bar Mitzvah is. 2. Write a paragraph explaining what a Bat Mitzvah is. 3. Design an invitation to a Bar;/Bat MItzvah! Explain what they are being invited to and add drawings/decorations!
PAGE 5 - Write out what kosher means. Design a poster which shows the following things: 1. What animals you can/can't eat 2. What fish you can/can't eat 3. What birds you can't eat 4. What insects you can/can't eat. Add pictures!
PAGE 5 - 1. Write out what Pesach is 2. Draw the seder plate and the different items on it. 3. Draw or write out what meal you'd have for a special occasion and explain the reasons for your choices
PAGE 1-5 1. Choose the 5 things you think are the most interesting facts you've learnt about Judaism during your RE homelearning and write out a paragraph for each explaining why you find it interesting.
PAGE 1-5 Imagine an alien landed from space and asked you "What is Judaism?" Draw a cartoon strip that shows your answer (explaining what the religion is all about)

Judaism began nearly 4,000 years ago in a place called the Middle East. This is a large area on the border of Asia, Africa and Europe.

Jews believe that there is only one God. They believe they have a special agreement with God called a covenant. Jews promise to obey God's laws to say thank you to him for looking after them.

How did Judaism begin?	God's covenan	with Abraham
Judaism began when Abraham made a covenant with God. Abraham was a good and thoughtful man. God spoke to him and asked him to make some promises. In return God promised some things to Abraham too. Abraham did as he had promised and soon God began to fulfil his side of the	God promised Abraham That he would have a son That he would have more descendants than the stars in the sky	That he would worship him and only him
promise – Abraham was given a son, Isaac, which was a surprise as Abraham and his wife were old and thought they would never have children.	That Abraham's descendants would be God's chosen people That he would give Abraham's descendants a special land of their own.	That he would tell his family abouthim That he would take his family on a long journey, guided by God to their special land.

God asks Abraham to sacrifice Isaac!

When Isaac was still a boy, God told Abraham to take him up a mountain and kill him as a sacrifice to prove he would keep his promise to obey and worship God. When they reached the top of the mountain, God sent an angel to stop the sacrifice and told Abraham it was a test to see if he would keep his promise.

The Exodus- with God's help, Moses rescues the Hebrews from Egypt. Hundreds of years later, Abraham's descendants eventually became slaves in Egypt and were known as the Hebrews. God chose one Hebrew man, Moses, to lead their rescue. Moses told the Pharaoh (the ruler of Egypt) to let the Hebrew people go, but Pharaoh refused. God sent ten plagues of terrible events to punish the Egyptians and force Pharaoh to give in. But it was only when he sent the last plague that Pharaoh agreed to Moses' demands. God sent the Angel of Death to kill the firstborn sons in every Egyptian family. The Angel passed over the Hebrew families because Moses had warned them to paint lambs' blood on their doors as a sign. Pharaoh finally let the Hebrews go, but in order for them to escape, God had to help Moses to part the Red Sea so they could cross it safely.











10 Commandments

Moses saved the Jewish people from persecution in Egypt when he led them to safety across the Red Sea. After this, the Jews lived in the desert where God gave Moses a set of rules which they should live by, including the Ten Commandments. Moses is the most important Jewish prophet

The 10 commandments are found in the Torah (first 5 books of the Hebrew Bible and teaches Jews about the covenant God made with all Jewish people at Mount Sinai. God gave Moses a set of ten laws that they should follow in order to please him. God told Moses that if these rules were not followed, God would punish people who disobeyed them. Today these laws are known as the Ten Commandments. The Ten Commandments are found in the book of Exodus.

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David & the star of David

The Star of David is a 6 pointed star that is used as a symbol to identify Jewish communities and refers back to King David's shield. King David was a shepherd boy who beat the giant Goliath in a fight, before growing up to become King.

Today, the symbol is religiously important for Jews, but is also on the Israeli flag as a national symbol.

	Key words
Abraham	The first Jew, whom made a covenant with God
commandment	An order or rule from God
Covenant	A two sided promise
Exodus	The time when Moses led the Hebrews out of slavery in Egypt
Jewish	The name for someone who belongs to the religion of Judaism
Moses	The man chosen by God to rescue the Hebrews and lead them out of slavery in Egypt and to whom God gave the Ten Commandments
Passover (Pesach)	The festival when Jews remember how God rescued them from slavery in Egypt
Rabbi	A Jewish religious teacher or leader
Synagogue	A Jewish place of worship
Torah	The main Jewish holy book

The Ten Sayings/Ten Commandments These were given to Moses by God when he led the Hebrews through the desert after their escape from Egypt.	
Believe in one God only	Do not murder
Do not worship anyone else	Do not be unfaithful to your husband or
Speak about God with respect	wife
Rest on the Sabbath day	Do not steal
Respect your parents	Donotlie
	Do not be jealous of what other people have



Honour your father & mother Do not murder Do not commit adultery Do not steal Do not lie Do not covet



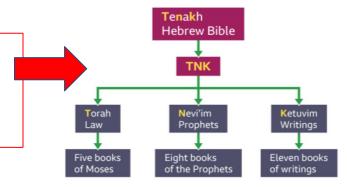
The Tenakh is the main sacred Jewish text and governs all aspects of Jewish life. Often the Tenakh is written TeNaKh. The capital letters are the initials of the different sets of books that make it up: T for Torah, N for Nevi'im and K for Ketuvim.

The Torah is considered by Jews to be the holiest part of the Tenakh (Hebrew Bible). It was given by God to Moses on Mount Sinai. Because of this, many Jews see it as the direct word of God. The Torah contains the five books of Moses: **Genesis, Exodus, Leviticus, Numbers, Deuteronomy**

The Torah contains many laws that guide Jews on how to live a life that pleases God. The Torah contains 613 laws. These are known by Jews as the mitzvot. Jews use the Torah as a guide for living.

The significance of the Torah is seen in many ways:

- It is read aloud weekly at the synagogue. It takes a year to recite the whole Torah.
- The commandments in the Torah shape the way that Jews live their lives today.









ORTHODOX Judaism

- Believe God gave the Torah at Mount Sinai and Jews must follow it.
- Rigid in their beliefs & practices
- Society may change but Jewish teachings don't
- For an Orthodox Jew, one of the most important things is the continuation of ancient Jewish traditions
- The Jewish laws came from God whose words must be obeyed rather than interpreted.
- The orthodox try to observe the 613 mitzvot. These commandments are constant.

REFORM Judaism

- Believe that practices have to be harmonised with modern life
- Most reform Jews believe only ethical laws of the **Torah** are binding Believe religion should move with the time.
- Don't take all teachings literally you can interpret them to see how they suit your life and the modern world

SOME DIFFERENCES

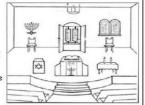
- In Reform Judaism prayers are shorter than those read in an Orthodox synagogue, and some are read in English rather than in Hebrew alone.
- In Reform Judaism men and women sit together in the synagogue, they sit separately in Orthodox synagogues.
- Some Reform synagogues have women as rabbis, this would not be the case in Orthodox synagogues.

Shabbat (Sabbath)

- Lasts from sunset on Friday until just after sunset on Saturday every week.
- Remembers that God created the world in 6 days then rested on the seventh day and links to one of the Ten Commandments.
- Starts with a special meal which begins with the lighting of candles, prayers and blessings.
- No work of any kind is allowed this includes writing, switching on electrical items, carrying things and driving. All the preparations for Shabbat must be completed before it begins.
- A time to rest, spend with family and worship God.
- Jewish people will go to the synagogue to worship together.
- Ends with the Havdalah ceremony which involves a special plaited candle, sweet spices, wine and saying prayers, Jewish people say goodbye to the sweetness and specialness of Shabbat and return to their everyday lives.

Synagogue

- Jewish place of worship
- Built so that it faces Jerusalem, the Jewishholy city
- <u>Usually contains the following:</u>
- The Ark a cupboard where the Torah scrolls are kept these are the Jewish holy books.
- The Bimah- a platform from where the Torah is read to the people
- The Ner Tamid an everlasting light that hangs over the Ark
- The Ten Sayings (Ten Commandments) are displayed on the wall
- A menorah a candlestick with seven branches, a reminder of the Temple where Jews used to worship
- The Star of David a symbol which represents Judaism
- Seats for the people to sit in, facing the Ark. In a traditional (Orthodox) synagogue, there will
 be separate seating areas for men and women, but in a Reformsynagogue, men and women will sit
 together
- What happens in a synagogue?
- Men will cover their heads and wear a prayer shawl called a tallit. Sometimes women do this as well
- The service is lead by a rabbi (religious teacher) and chazzan (prayer leader)
- There will be a reading from the Torah scrolls, which are taken out of the Ark in a ceremony
- The people will pray and listen to the rabbi give a talk







Havdalah Candle

Bar/Bat Mitzvah

- Bar Mitzvah means 'Son of the Law'
- Bat Mitzvah means 'Daughter of the Law'
- This takes place usually when a boy is 13 and a girl is 12
- It marks the time when the boy or girl is considered mature enough to take responsibility for their own choices, behaviour and religious beliefs. From now on, they are an adult in the eyes of their religion.
- It is usually celebrated with a public service when the boy o girl will read from the Torah in the Hebrew language. This mostly happens in the synagogue but in some traditional (Orthodox) communities, the girls will have a more private ceremony as they are not allowed to lead the service in the synagogue. They will practise and study for this with the rabbi for a long time beforehand!
- It is a time of celebration for the family and often there is a party afterwards. One tradition is for the boy or girl to be showered with sweets to represent the idea that they will be showered with blessings.



Kosher: "fit" or "proper". that are permitted to be eaten according to Leviticus chapter 11. It also refers to the purity of ritual objects such as Torah scrolls.

Treyfah: food that Jews cannot eat.

Parev: edible food that contains neither dairy or meat ingredients (fruit/vegetables etc).

Leviticus 11:1-23 - Animals that may be eaten

11 The LORD gave Moses and Aaron the following regulations 2 for the people of Israel. You may eat any land animal 3 that has divided hoofs and that also chews the cud, 4-6 but you must not eat camels, rock badgers, or rabbits. These must be considered unclean; they chew the cud, but do not have divided hoofs. 7 Do not eat pigs. They must be considered unclean; they have divided hoofs, but do not chew the cud. 8 Do not eat these animals or even touch their dead bodies; they are unclean.

9 You may eat any kind of fish that has fins and scales, 10 but anything living in the water that does not have fins and scales must not be eaten. 11 Such creatures must be considered unclean. You must not eat them or even touch their dead bodies. 12 You must not eat anything that lives in the water and does not have fins and scales.

13-19 You must not eat any of the following birds: eagles, owls, hawks, falcons; buzzards, vultures, crows; ostriches; seagulls, storks, herons, pelicans, cormorants;^[a] hoopoes; or bats.

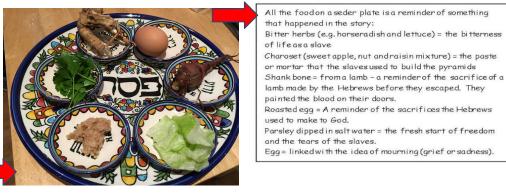
20 All winged insects are unclean, 21 except those that hop. 22 You may eat locusts, crickets, or grasshoppers. 23 But all other small things that have wings and also crawl must be considered unclean.



Pesach (Passover)

This is an important Jewish festival when the story of the rescue of the Hebrews from Egypt is remembered.

- Any food items which contain grain that has been allowed to rise is removed from the house. This type of food is called chametz. It recalls the fact that the Hebrews had to leave Egypt in a hurry and did not have time for their bread to rise.
- Special bread called Matzah is eaten instead. This is flat, like a cracker.
- A family meal takes place which has some important traditions
- A seder pate containing symbolic food is placed on the table and the food is shared at special moments in the meal.
- The story of the Exodus is read aloud.
- Wine is drunk to celebrate freedom, but ten drops are taken out as a reminder of the ten plagues that God sent, which made the Pharaoh agree to let the Hebrews go.







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



Singing Scientist Teacher

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.