

"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

---

Tutor

---



# St Cuthbert Mayne School

## Year 9 Summer Term



### Key Stage 3 Subject Specialist Home Learning Support – W7IT

Monday	Tuesday	Wednesday	Thursday
<b>Maths</b>	<b>English</b>	<b>Science &amp; RE</b>	<b>French Geography History</b>

Subjects in this booklet are in alphabetical order

Need to Know Booklet



**St Cuthbert Mayne**  
Educating for life in all its fullness

## 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	Fri
1					
2					
3					
4					
5					

### Week B


	Mon	Tue	Wed	Thur	Fri
1					
2					
3					
4					
5					



**WHERE ? 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 !**



“Nothing is more powerful for your future than being a gatherer of good ideas and information. That’s called doing your homework.”

 Jim Rohn



# ENGLISH



- 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**

absorb process gradually nurse intend treasure actual symbol disease plunge chill wander custom discipline flutter imitate device limit struggle respect



## 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.

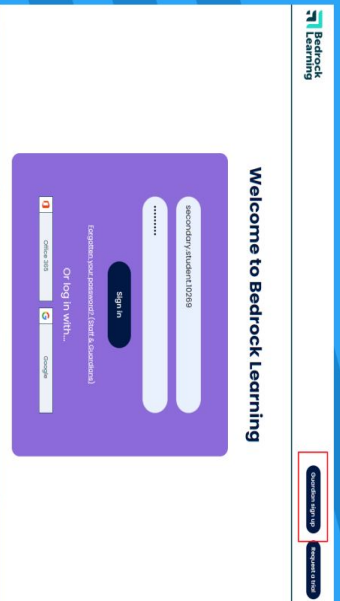
## What if I can't get online?

- 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.*

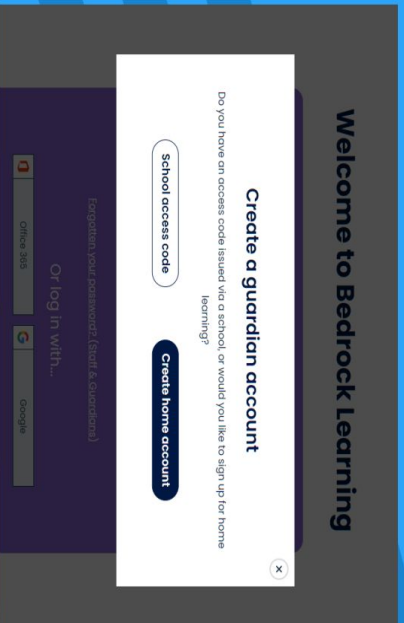
# ADDING A PARENT ACCOUNT

1. Open your browser and type the URL [bedrocklearning.org](http://bedrocklearning.org)
2. Click the 'Guardian sign up' box in the top right hand corner



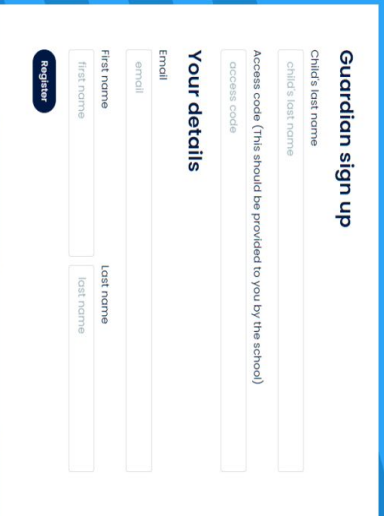
The screenshot shows the Bedrock Learning homepage. At the top right, there are three buttons: 'Guardian sign up' (highlighted with a red rectangle), 'Parent sign up', and 'Teacher sign up'. Below the header, the main content area has a 'Welcome to Bedrock Learning' heading. Underneath, there is a 'Sign in' button and two input fields for 'Secondary student ID/ID#'. Below these, there is a link to 'Forgot your password? (Email & Secondary)' and another 'Sign in' button. At the bottom of the sign-in section, there is a link 'Or log in with...' followed by icons for Office 365, Google, and Google+.

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



The screenshot shows the 'Welcome to Bedrock Learning' page. A modal window titled 'Create a guardian account' is open. It contains the text 'Do you have an access code issued via a school, or would you like to sign up for home learning?' and two buttons: 'School access code' and 'Create home account'. Below the modal, there is a link 'Forgot your password? (Email & Guardian)' and a section 'Or log in with...' with icons for Office 365, Google, and Google+.

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



The screenshot shows the 'Guardian sign up' form. It has four input fields: 'Child's last name', 'Child's first name', 'Access code (This should be provided to you by the school)', and 'Access code'. Below these fields is a section titled 'Your details' with three input fields: 'Email', 'First name', and 'Last name'. At the bottom right of the form is a 'Register' button.

**IF YOU HAVE ANY ACCESS ISSUES PLEASE ASK YOUR CHILD TO SPEAK WITH THEIR TEACHER.**



## Year 9 French - Need To Know - Summer Term 2024

Dynamo 3, Module 4 - Le meilleur des mondes (A better world)

Dynamo3, Module 5 - Le monde francophone (The French-speaking world)



Active  
Learn

- 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 every week. It is set **weekly on Friday 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.
- 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 Cooper on Monday after school in the Library.

You must achieve either...

- 100% accuracy

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](http://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. 21smith.d

**Password:**

Bonjour123

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

## How do I learn new words?

Try a different technique each time you have to learn new vocabulary.

Enter the date you tried it and then provide feedback.



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

# 1

Qu'est-ce qu'on mange à la cantine scolaire?	<i>What do you eat at the school canteen?</i>
Dans le repas, il y a ...	<i>In the meal, there is ...</i>
du fromage / du lait	<i>cheese / milk</i>
du pain / du riz	<i>bread / rice</i>
de la soupe	<i>soup</i>
de la viande	<i>meat</i>
de l'eau	<i>water</i>
des frites / des haricots	<i>chips / beans</i>
des légumes	<i>vegetables</i>
des pommes de terre	<i>potatoes</i>
des sandwiches	<i>sandwiches</i>
un fruit	<i>a piece of fruit</i>
un jus de fruits	<i>a fruit juice</i>
C'est ...	<i>It is ...</i>
Ce n'est pas ...	<i>It isn't ...</i>

délicieux / savoureux.	<i>delicious / tasty.</i>
sain / simple.	<i>healthy / simple.</i>
Mon repas préféré, c'est ...	<i>My favourite meal is ...</i>
Sur la photo, il y a ...	<i>In the photo, there is ...</i>
un homme / une femme.	<i>a man / a woman.</i>
un garçon / une fille.	<i>a boy / a girl.</i>
Il/Elle est ...	<i>He/She is ...</i>
au collège.	<i>at school.</i>
à la plage.	<i>at the beach.</i>
à la campagne.	<i>in the country(side).</i>
Il/Elle porte ...	<i>He/She is wearing ...</i>
un tee-shirt.	<i>a tee-shirt.</i>
un gilet vert.	<i>a green hi-vis/waistcoat.</i>
Il/Elle ramasse des déchets.	<i>He/She is picking up litter.</i>
Il fait beau.	<i>The weather is nice/sunny.</i>
Il fait mauvais.	<i>The weather is bad.</i>
Il pleut.	<i>It is raining.</i>



Est-ce que tu manges de la viande?	<i>Do you eat meat?</i>
Je mange ...	<i>I eat ...</i>
du poisson.	<i>fish.</i>
de la viande.	<i>meat.</i>
beaucoup de fruits et de légumes.	<i>lots of fruit and vegetables.</i>
Je bois du lait.	<i>I drink milk.</i>
Je ne mange pas ...	<i>I don't eat ...</i>
Je ne mange jamais ...	<i>I never eat ...</i>
de viande / de poisson.	<i>meat / fish.</i>
de produits d'origine animale.	<i>animal products.</i>
Je ne bois pas de lait.	<i>I don't drink milk.</i>
Est-ce que tu es pour ou contre le véganisme?	<i>Are you in favour of or against veganism?</i>

Je suis pour le véganisme.	<i>I am in favour of veganism.</i>
Je suis contre le véganisme.	<i>I am against veganism.</i>
C'est sain.	<i>It's healthy.</i>
La production de viande, c'est mauvais pour l'environnement.	<i>Meat production is bad for the environment.</i>
Manger des animaux, c'est cruel.	<i>Eating animals is cruel.</i>
Il y a beaucoup de vitamines dans la viande, le lait et le poisson.	<i>There are lots of vitamins in meat, milk and fish.</i>
La viande, c'est très savoureux.	<i>Meat is very tasty.</i>
Manger des animaux, c'est normal.	<i>It is normal to eat animals.</i>

# 3

Le panda géant	<i>The giant panda</i>
Le tigre	<i>The tiger</i>
La tortue marine	<i>The sea turtle</i>
L'ours polaire	<i>The polar bear</i>
Le rhinocéros	<i>The rhinoceros</i>
Le crocodile	<i>The crocodile</i>
habite ...	<i>lives ...</i>
dans la forêt.	<i>in the forest.</i>
dans l'eau.	<i>in the water.</i>
à la campagne.	<i>in the countryside.</i>

est menacé(e) par ...	<i>is threatened by ...</i>
le changement climatique.	<i>climate change.</i>
la chasse.	<i>hunting.</i>
la déforestation.	<i>deforestation.</i>
la pollution.	<i>pollution.</i>
Qu'est-ce qu'il faut faire pour protéger les animaux menacés?	<i>What must you do to protect endangered animals?</i>

Il faut ...	<i>You must ...</i>
ramasser les déchets.	<i>pick up litter.</i>
recycler le papier et les bouteilles.	<i>recycle paper and bottles.</i>
aller au collège à pied ou à vélo.	<i>go to school on foot or by bike.</i>

Il ne faut pas ...	<i>You must not ...</i>
manger trop de viande.	<i>eat too much meat.</i>
utiliser trop d'énergie.	<i>use too much energy.</i>
laisser de sacs en plastique sur la plage.	<i>leave plastic bags on the beach.</i>

Qu'est-ce qu'on a fait récemment pour aider l'environnement?	<i>What have we done recently to help the environment?</i>	On a utilisé moins d'énergie.	<i>We used less energy.</i>
J'ai ramassé des déchets.	<i>I picked up litter.</i>	On a organisé une campagne anti-plastique.	<i>We organised an anti-plastic campaign.</i>
J'ai recyclé du papier et du plastique.	<i>I recycled paper and plastic.</i>	je recycle	<i>I recycle</i>
J'ai acheté des produits bio.	<i>I bought organic products.</i>	j'ai recyclé	<i>I recycled</i>
Je suis allé(e) au collège à pied.	<i>I went to school on foot.</i>	j'utilise	<i>I use</i>
		j'ai utilisé	<i>I used</i>
		je ramasse	<i>I collect/pick up</i>
		j'ai ramassé	<i>I collected/picked up</i>
Qu'est-ce que tu voudrais faire pour changer le monde?	<i>What would you like to do to change the world?</i>	faire du travail bénévole.	<i>to do voluntary work.</i>
Je voudrais ...	<i>I would like ...</i>	être membre d'un groupe écolo.	<i>to be a member of a green group.</i>
utiliser moins de plastique.	<i>to use less plastic.</i>	Il faut aider les animaux menacés.	<i>You/We must help endangered animals.</i>
acheter moins de vêtements.	<i>to buy fewer clothes.</i>	Il faut protéger la planète.	<i>You/We must protect the planet.</i>
manger moins de viande.	<i>to eat less meat.</i>	Il faut combattre le changement climatique.	<i>You/We must fight climate change.</i>
organiser une campagne anti-déchets.	<i>to organise an anti-litter campaign.</i>	Il faut aider les autres.	<i>You/We must help others.</i>

## Les mots essentiels *High-frequency words*

### For giving opinions

Je suis pour / contre ... ..... *I am for / against ...*

À mon avis, ... ..... *In my opinion, ...*

Pour moi, ... ..... *For me, ...*

Je pense que ... ..... *I think that ...*

Tu es d'accord? ..... *Do you agree?*

Je suis d'accord. .... *I agree.*

Je ne suis pas d'accord. .... *I disagree.*

Tu rigoles! ..... *You must be joking!*

### Time phrases

hier ..... *yesterday*

lundi dernier ..... *last Monday*

le weekend dernier ..... *last weekend*

la semaine dernière ..... *last week*

l'année dernière ..... *last year*

## Stratégie

When you are learning new vocabulary, grouping words together can help you remember them.

You can group by **meaning**:

e.g. *du pain / du fromage / de la viande* are all **foods**.

You can group by **word type**:

e.g. *faire / manger / être* are all verb **infinitives**.

You can group by **word family**:

e.g. *du plastique / en plastique / anti-plastique*  
all contain the word **plastique**.



## Unité 1 (pages 102–103) Quel pays voudrais-tu visiter?

Je voudrais visiter ...	<i>I would like to visit ...</i>	au lac de Genève.	<i>to Lake Geneva.</i>
la Belgique.	<i>Belgium.</i>	au parc national.	<i>to the national park.</i>
le Laos.	<i>Laos.</i>	à la plage.	<i>to the beach.</i>
le Canada.	<i>Canada.</i>	aux temples bouddhistes.	<i>to the Buddhist temples.</i>
le Vietnam.	<i>Vietnam.</i>	Je voudrais manger ...	<i>I would like to eat ...</i>
le Gabon.	<i>Gabon.</i>	du poulet fumé.	<i>(some) smoked chicken.</i>
le Sénégal.	<i>Senegal.</i>	du chocolat.	<i>(some) chocolate.</i>
la Martinique.	<i>Martinique.</i>	de la soupe.	<i>(some) soup.</i>
la Tunisie.	<i>Tunisia.</i>	des fruits de mer.	<i>(some) seafood.</i>
la Suisse.	<i>Switzerland.</i>	des moules-frites.	<i>mussels and chips.</i>
les Seychelles.	<i>the Seychelles.</i>	J'adore / J'aime ...	<i>I love / I like ...</i>
car il y a ...	<i>because there is/are ...</i>	le surf.	<i>surfing.</i>
un festival de jazz.	<i>a jazz festival.</i>	la musique.	<i>music.</i>
une mosquée.	<i>a mosque.</i>	l'histoire.	<i>history.</i>
des plages.	<i>beaches.</i>	les animaux.	<i>animals.</i>
des éléphants.	<i>elephants.</i>	les frites.	<i>chips.</i>
Je voudrais aller ...	<i>I would like to go ...</i>		



## Unité 2 (pages 104–105) On va voir des choses extraordinaires!

Le Mont-Saint-Michel est ...	<i>Mont-Saint-Michel is ...</i>	célèbre	<i>famous</i>
La dune du Pilat est ...	<i>The Dune of Pilat is ...</i>	historique	<i>historical</i>
grand/grande	<i>big</i>	unique	<i>unique</i>
beau/belle	<i>beautiful</i>	un château	<i>a castle</i>
vieux/vieille	<i>old</i>	un monument	<i>a monument</i>
impressionnant/ impressionnante	<i>impressive</i>	un pont	<i>a bridge</i>
intéressant/intéressante	<i>interesting</i>	une montagne	<i>a mountain</i>
fabuleux/fabuleuse	<i>fabulous</i>	une mosquée	<i>a mosque</i>
mystérieux/mystérieuse	<i>mysterious</i>	une ville	<i>a town</i>

2

## Unité 3 (pages 106–107) Réserver de excursions

Est-ce que tu aimes ...?	<i>Do you like ...?</i>	On peut ...	<i>You can ...</i>
J'adore ...	<i>I love ...</i>	Je veux ...	<i>I want to ...</i>
J'aime ...	<i>I like ...</i>	Je ne veux pas ...	<i>I don't want to ...</i>
Je n'aime pas ...	<i>I don't like ...</i>	jouer ...	<i>play ...</i>
Je déteste ...	<i>I hate ...</i>	au minigolf.	<i>mini-golf.</i>
manger au resto.	<i>eating out.</i>	au tennis.	<i>tennis.</i>
visiter des musées.	<i>visiting museums.</i>	au volleyball.	<i>volleyball.</i>
visiter des monuments historiques.	<i>visiting historical monuments.</i>	visiter ...	<i>visit ...</i>
aller à la piscine.	<i>going to the pool.</i>	le château.	<i>the castle.</i>
aller à la plage.	<i>going to the beach.</i>	des maisons historiques.	<i>historic houses.</i>
faire du surf.	<i>going surfing.</i>	faire du sport.	<i>do sport.</i>
faire du vélo.	<i>going cycling.</i>	faire un pique-nique.	<i>have a picnic.</i>
faire des promenades.	<i>going for walks.</i>	porter un costume médiéval.	<i>wear a medieval costume.</i>
Qu'est-ce qu'on peut faire ici?	<i>What can you do here?</i>		

## Unité 4 (pages 108–109) Visite à un pays francophone!

Le pays est sur quel continent?	<i>Which continent is the country in?</i>
en Afrique	<i>in Africa</i>
en Europe	<i>in Europe</i>
en Océanie	<i>in Australasia</i>
Il est comment, le paysage?	<i>What is the landscape like?</i>
Il y a ...	<i>There are ...</i>
des forêts (tropicales).	<i>(tropical) forests.</i>
des montagnes.	<i>mountains.</i>
des plages.	<i>beaches.</i>
des rivières.	<i>rivers.</i>
des volcans.	<i>volcanoes.</i>
Qu'est-ce qu'on peut visiter ici?	<i>What can you visit here?</i>
On peut visiter ...	<i>You can visit ...</i>
Je veux visiter ...	<i>I want to visit ...</i>

le circuit de formule 1.	<i>the Formula 1 track.</i>
le parc national.	<i>the national park.</i>
le port.	<i>the port.</i>
l'église.	<i>the church.</i>
J'adore ...	<i>I love ...</i>
le surf.	<i>surfing.</i>
la nature.	<i>nature.</i>
la formule 1.	<i>Formula 1.</i>
À mon avis, ...	<i>In my opinion, ...</i>
Je pense que ...	<i>I think that ...</i>
Monaco est plus célèbre que le Laos.	<i>Monaco is more famous than Laos.</i>
le Gabon est plus intéressant que Monaco.	<i>Gabon is more interesting than Monaco.</i>

## Unité 5 (pages 110–111) Rencontrer des jeunes francophones

Je suis ...	<i>I am ...</i>	J'habite en ... / au ...	<i>I live in ...</i>
Il/Elle est ...	<i>He/She is ...</i>	Je chante.	<i>I sing / am singing.</i>
acteur/actrice.	<i>an actor/actress.</i>	Je dessine.	<i>I draw / am drawing.</i>
artiste.	<i>an artist.</i>	Je fais des albums.	<i>I make / am making albums.</i>
athlète (paralympique).	<i>a(n) (paralympic) athlete.</i>	Nous faisons du karaté.	<i>We do / are doing karate.</i>
blogueur/blogueuse.	<i>a blogger.</i>	Je joue à des jeux vidéo.	<i>I play / am playing video games.</i>
chanteur/chanteuse.	<i>a singer.</i>	Je présente (des émissions à la radio).	<i>I present / am presenting (programmes on the radio).</i>
cuisinier/cuisinière.	<i>a cook.</i>	Nous jouons au tennis.	<i>We play / are playing tennis.</i>
footballeur.	<i>a footballer.</i>	Je marque des buts.	<i>I score / am scoring goals.</i>
Je porte ...	<i>I wear / am wearing ...</i>	Je poste des vidéos.	<i>I post / am posting videos.</i>
Il/Elle porte ...	<i>He/She wears / is wearing ...</i>	Je prépare de la soupe.	<i>I prepare / am preparing soup.</i>
Ils/Elles portent ...	<i>They wear / are wearing ...</i>	Je regarde la télé.	<i>I watch / am watching the TV.</i>
un tee-shirt blanc.	<i>a white tee-shirt.</i>	Je représente la France.	<i>I represent / am representing France.</i>
des lunettes.	<i>glasses.</i>	Où habites-tu?	<i>Where do you live?</i>
J'ai ...	<i>I have ...</i>	Qu'est-ce que tu fais comme métier?	<i>What job do you do?</i>
Il/Elle a ...	<i>He/She has ...</i>	Qu'est-ce que tu fais pendant ton temps libre?	<i>What do you do during your free time?</i>
Ils/Elles ont ...	<i>They have ...</i>		
les cheveux ...			
longs / courts.	<i>long / short ...</i>		
noirs / bruns.	<i>black / brown hair.</i>		
Il/Elle est grand(e).	<i>He/She is tall.</i>		

## Unité 6 (pages 112–113) On va jouer au foot!

Qu'est-ce que tu vas faire? *What are you going to do?*  
 Je vais ... *I am going ...*  
 manger beaucoup de pizza. *to eat lots of pizza.*

passer du temps avec ma famille. *to spend time with my family.*  
 poster des photos. *to post photos.*  
 jouer au foot. *to play football.*  
 faire les magasins. *to go shopping.*

## Unité 6 (pages 112–113) On va jouer au foot!

faire du sport. *to do sport.*  
 aller à la plage. *to go to the beach.*  
 lire des romans. *to read novels.*  
 regarder des vidéos. *to watch videos.*  
 dormir. *to sleep.*  
 à l'avenir *in the future*  
 un jour *one day*  
 l'année prochaine *next year*  
 Quel est ton sport préféré? *What is your favourite sport?*  
 Mon sport préféré, c'est ... *My favourite sport is ...*  
 Ma passion, c'est ... *My passion is ...*  
 le cyclisme. *cycling.*  
 le ping-pong. *table tennis.*  
 le rugby. *rugby.*

le ski acrobatique. *acrobatic skiing.*  
 Qu'est-ce que tu vas faire un jour? *What are you going to do one day?*  
 Je vais habiter ... *I am going to live ...*  
 en Angleterre. *in England.*  
 en Australie. *in Australia.*  
 en Belgique. *in Belgium.*  
 au Canada. *in Canada.*  
 Je vais ... *I am going ...*  
 gagner une compétition importante. *to win an important competition.*  
 représenter mon pays. *to represent my country.*  
 faire une formation. *to do a training course.*  
 être joueur/joueuse professionnel(le). *to be a professional player.*



## Unité 7 (pages 114–115) *On a fait le tour du monde!*

Comment est-ce que tu as fait le tour du monde? *How did you do the world tour?*

J'ai fait le tour du monde ... *I did the world tour ...*  
 en bus / en train. *by bus / by train.*  
 à vélo / à pied. *by bike / on foot.*  
 en avion. *by plane.*

Je n'ai pas voyagé en / à ... *I didn't travel by / on ...*

Où est-ce que tu es allé(e)? *Where did you go?*

Je suis allé(e) dans (trente) pays différents. *I went to (thirty) different countries.*

Qu'est-ce que tu as fait? *What did you do?*

J'ai blogué. *I blogged.*

J'ai fait des vidéos. *I made videos.*

J'ai pris beaucoup de photos. *I took lots of photos.*

J'ai mangé dans des restos traditionnels. *I ate in traditional restaurants.*

J'ai vu beaucoup de sites extraordinaires. *I saw lots of extraordinary places.*

J'ai logé (dans une tente / dans un hôtel). *I stayed (in a tent / in a hotel).*

J'ai commencé mon tour du monde en (2018). *I started my world tour in (2018).*

J'ai travaillé dans un camp de réfugiés. *I worked in a refugee camp.*

Il y avait ... *There was/were ...*  
 un lac / un volcan. *a lake / a volcano.*

une forêt tropicale. *a tropical forest.*

des animaux sauvages. *wild animals.*

beaucoup de problèmes. *lots of problems.*

C'était ... *It was ...*

vraiment intéressant. *really interesting.*

absolument fabuleux. *absolutely fabulous.*

très difficile. *very difficult.*





# OUR RESOURCEFUL WORLD – using the Earth's natural resources

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

Natural resources are materials found in nature that we need to live. These include clean drinking water; fuel for energy; wood and rocks for building; fertile soil for growing crops and keeping animals; fish; and minerals. Humans have always depended on the Earth's natural resources. Humans can use these resources as raw materials to produce something else to meet these needs. We can use a tree, for example, to produce timber, which is then used to make furniture. Every item in your home was made from a raw material that came from a natural resource.

## The Earth's Systems

The Earth is a complex system that has evolved over millions of years. A system is a combination of interdependent and interacting elements working together to form an entity. The Earth has four major parts, all working together and evolving in harmony to make the planet function properly. These four parts are called spheres (and can be seen on the diagrams). The Earth's natural resources are formed and exist in these spheres.

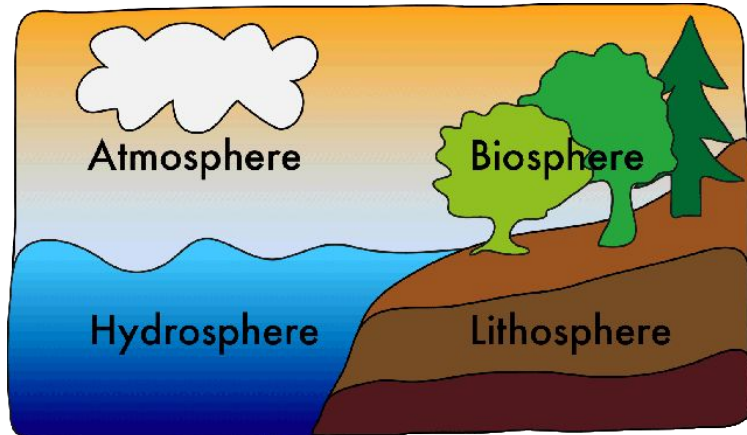
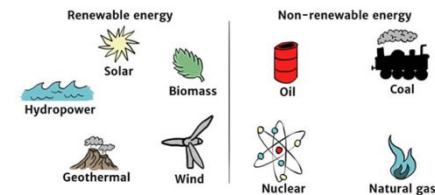
## Renewable and Non-renewable Resources

The time taken for a resources to be replaced determines whether it is described as **renewable** or **non-renewable**.

A **renewable resource** is one that is replaced by the natural processes of the Earth's spheres, which take place in less time than an average human life. These are air, water, wind, sunlight and living things.

Some resources like coal and oil take millions of years to be replaced naturally. Within a human's lifetime these resources would seem like they are never replaced.

## Renewable and Non-Renewable Energy Sources



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

1. Look carefully at the diagram opposite – name the four spheres, and in your own words describe each sphere. Draw an annotated (that means well labelled) diagram to explain how you think how the 4 spheres are interconnected
2. Choose one of the Earth's spheres and either draw a detailed diagram showing all the different features of this sphere, or create a model - you can use cardboard, Lego, play-doh, cake! Amaze us with your imagination!
3. Write a letter outlining the problems with non-renewable sources of energy, and how we should be using more renewable sources . . . .

# GEOGRAPHY OUR RESOURCEFUL WORLD – Soils the root of all

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

## What is soil?

Soil is a thin layer on the Earth's surface between the lithosphere and biosphere. It is a layer of minerals, water and organic matter that forms the weathered rock below, and decaying vegetation above. Soil is very precious. Plants root in it and take up minerals and water to grow. Soil has a vital role to play in the four main spheres we learnt about previously.

The factors that influence the formation of soil are:

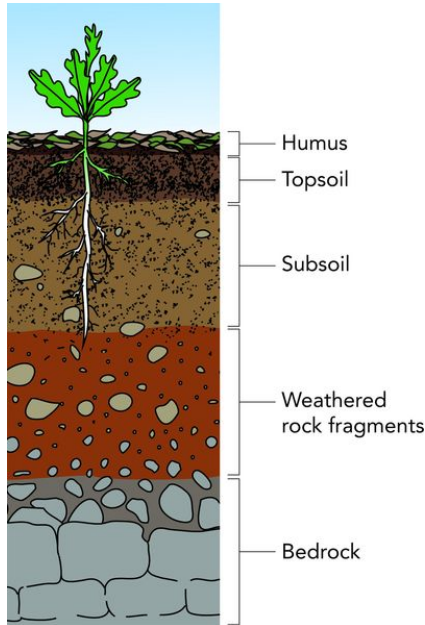
- Climate – high temperatures increase the rate of soil formation
- Organisms – micro-organisms, insects, worms, and plants
- Parent material – the type of rock that the soil has been weathered from
- Relief – the shape of the land
- Time



life

Created by Kuku Wachy

Approximately 75 billion tonnes of soil are lost from fields due to soil erosion globally each year, which is equivalent to 100 000km<sup>2</sup> of farmland disappearing.



## A Typical Soil Profile

There are many different types of soil. It is usually 1-3 metres deep. It can take between 100 and 1000 years for just one centimetre of soil to build up. If you dug down through any soil, however, you would find layers as shown in the diagram opposite. Soil is alive with organisms, like fungi, bacteria, earthworms, insects and burrowing animals – all have a role to play in developing the soil. Scientists believe there are probably more individual species living below ground than above the surface. Worms digest decaying leaves and clay, their waste puts nutrients into the soil, the tunnels they dig help the circulation of air and water through the soil.

## Soil in the UK

The soil found in deciduous woods and forests in the UK is known as brown earth, it covers 45% of the UK. Brown Earth is usually 1-2 metres deep with a relatively thick layer of topsoil (20cm on average). Brown earth soil is approximately 10, 000 years old.

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

1. Draw a detailed diagram of a soil profile, make sure it is neatly labelled and coloured to show the different horizons
2. Write a paragraph to explain the importance of soil
3. Find out some more about the different types of soil in the world and some of the issues that are faced

# GEOGRAPHY OUR RESOURCEFUL WORLD – the importance of the hydrosphere

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

Water is our most basic need. It accounts for 71% of the Earth's surface. It exists in three states: gas, liquid and solid. Water lubricates the Earth's system, interconnecting its spheres. It is continuously flowing between the ocean, atmosphere and land, powered by the Sun, through the water cycle.

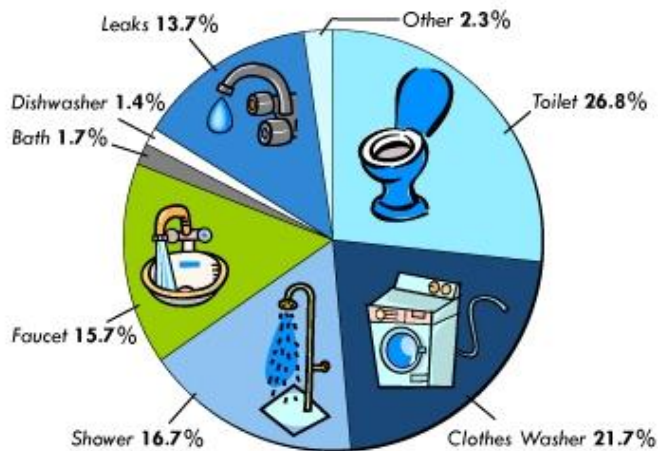
Until recently many people thought that water was limitless. However, 97% of the Earth's water is saltwater and only 2.5% is freshwater. Of this freshwater, 79% is frozen in glaciers and polar ice caps. Only 0.01% of the Earth's water is freshwater that is easily accessible to us, in rivers and lakes. About 2 billion people suffer water shortages.

**Water Management in the UK** – It was only from the late 18<sup>th</sup> century that most people in the UK had access to piped water. Today over 50 million households receive good quality water, sanitation and drainage services. These services are provided by 32 water companies in England and Wales. This water is cleaned, treated and pumped from reservoirs, rivers and underground supplies to your tap. We take for granted what seems like an endless supply of high-quality water for use in the home, industry, farming and the generation of electricity. Our daily consumption of water increases with the development of new time-saving technologies, like dishwashers and washing machines. Many of our homes now have more than one toilet and bathroom.

## **Water is not evenly shared**

There is a relationship between water availability – supply - and its uses – demand. In many parts of the world demand already exceeds supply – this is called **water scarcity**. Fresh water is not evenly spread around the world. In some places there isn't enough water to meet people's needs. This can be due to several factors such as low rainfall, too many people, or overuse of existing water. Some places have enough water but can't access the water due to poverty. These people can't afford the technology to pump and pipe water from underground supplies. In many parts of the world, life is very different to ours.

**Indoor Household Water Use**



Source: Awwa Research Foundation (1999)

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

1. Explain the importance of water in your own words.
2. Create a graph (if your choice) showing the information in the pie chart opposite
3. Explain what is meant by water scarcity and why some places experience it – can you find any real-life examples?



Created by Ben Didier  
from the Noun Project

# GEOGRAPHY



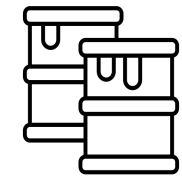
# OUR RESOURCEFUL WORLD – why are we so

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

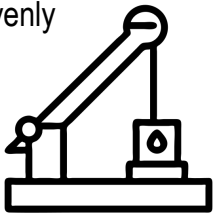
**Oil** is used to fuel cars, ships and planes, to generate electricity, and to produce plastics and fertilisers, even clothes. However up until the middle of the 18<sup>th</sup> century people burnt whale oil to produce artificial light with lamps. This almost led to the extinction of whales. In the USA at this time, it was noticed that a black substance seeping from rocks had a slow burning quality. People began to use this in lamps, calling it kerosene or coal oil. The invention of the car and the electric light bulb helped to transform us into an oil dependent world.

**What is oil and how is it formed?**

Oil and coal are fossil fuels. They are called this because they are formed from fossils of plants and sea creatures. Geologists search the planet to find traps of oil and gas to drill into and bring to the surface, While just about every country in the world depends on oil, not all countries produce it as the deposits are unevenly spread globally.



Created by Made from the Noun Project



Created by Iconiqu

## dependent on oil?

**Oil Refineries**

**Crude Oil** is the term used to describe the oil extracted from the ground. Once brought to the surface, it is transported by ship or pipeline to an oil refinery. Here the crude oil is processed and separated into refined oil and other raw materials. Petrochemical factories also tend to locate next to the refinery to make oil-based products. There are 6 operating oil refineries in the UK, all located on the coast. Teesside stopped refining in 2009 due to a drop in oil prices. Today it is still used as an oil and gas depot.

 Candies and Gum	 Computer Monitors and Keyboards	 Eyeglasses	 Crayons	 Credit Cards
 Life Jackets	 Pajamas	 Permanent Press Clothes	 Golf, Soccer and Basketballs	 Skis
 Artificial Limbs	 Contact Lenses	 Toothpaste	 Dentures	 Phones

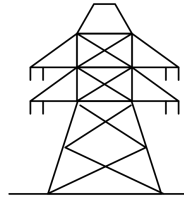
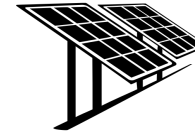
**ACTIVITIES** – Choose **one** of the following activities (you can do more if you like!)

1. Write at least paragraph explaining why we are so dependent on oil
2. Create a poster showing all the products that oil is used to generate – use the ones on this page and find some more of your own if you can.
3. Produce a storyboard to show how oil is formed and how it ends up in refineries.
4. Find some new stories about the importance of oil around the world.





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



Created by Adam Terpening  
from the Noun Project

Heat, light and cooking all require energy. At the flick of a switch, we can have instant energy in our homes and at school and work. Electricity plays a huge part on our everyday lives. Many different natural resources can be used to generate electricity – each has its own advantages and disadvantages in their use.

**Natural resources that can generate electricity – read through the boxes outlining the different ways . . .**

**SOLAR POWER** – this is the conversion of the Sun's energy into electricity. This method is ideal in hot, cloudless conditions but less effective in areas that have a lot of cloudy days or are located at high latitudes, which effects the angle of the Sun. Locations at mid-latitudes are more suitable

**WIND POWER** – this is becoming more and more common; The wind turns the large turbine blades to generate electricity. The turbines need to be located in areas with regular strong winds, This method will obviously only generate electricity when there is wind, so it is inconsistent



Created by Jacqueline Fernandes  
from the Noun Project

**HYDROELECTRIC POWER** – this uses fast flowing water to turn generators to produce electricity. A reliable supply of fast-flowing water is needed. This may be near a waterfall. The dams are expensive to build and can lead to the flooding of farmland. There is a limited choice of locations with the necessary requirements, This method produces very little pollution.

**FOSSIL FUELS** – such as natural gas, coal and oil are all used to produce electricity on a large scale. They can generate huge amounts of electricity in just a single location. They are efficient and have been cheap. They can keep generating all the time. The process involves burning the fuel to produce steam that drives the turbines. This unfortunately pollutes the atmosphere. The fossil fuel reserves are also running out, and are expected to last only another 100 years, given our current rate of consumption.

**NUCLEAR REACTION** releases energy. Atoms of the mineral uranium are split creating heat energy which turns to steam and drives huge turbines to create electricity. This is expensive to build and there are risks of radioactive leaks.

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

1. Write down all the different ways you have used electricity today
2. Create a table of advantages and disadvantages of the different ways that electricity can be generated using different natural ways – use some more examples of your own if you can.
3. Design a poster showing all the renewable and non-renewable sources of energy that can be used in the generation of electricity.



# GEOGRAPHY



# OUR RESOURCEFUL WORLD – the global distribution of resources

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

**The Global Distribution of Food** - your health is affected by how much you eat and the food’s nutritional value. The World Health Organisation (WHO) suggests that we need 2000-2400 calories per day to be healthy. Over 1 billion people in the world fall below this level and are described as malnourished.

A further 2 billion people suffer from undernutrition – a poorly-balanced diet lacking in minerals and vitamins. This can result in a range of illnesses and diseases. It can have economic effects. People need to be well fed to be productive at work and contribute to the economic development of the country. Obesity (being overweight) is an increasing problem.

**The Global Distribution of Energy** – energy is required for economic development. It powers factories and machinery and provides fuel for transport. In the past many countries could depend on their own energy resources. Today the situation is much more complex, with energy being traded around the world.

Energy consumption is increasing as the world becomes more developed and demand increases. The world’s richest countries use far more than the poorer countries in Africa and the Middle East. The Middle East supplies much of the world’s oil yet its own consumption is relatively small. As NEEs become more industrialised, the demand for energy will increase and patterns of energy trading will change.

**The Global Distribution of Water** – the quantity and quality of water are important for our well-being and for economic development. Water is not only essential for people and animals to drink, but it is vital for crops and food supply. It is also an important source of power for producing energy. As the world’s population grows, more people are faced with a shortage of water. The imbalance in water supply is mainly due to variations in climate and rainfall. Rainwater needs to be captured and stored in reservoirs or taken from rivers or aquifers deep underground. All of these are very expensive and require high levels of investment.

Many of the world’s poorest countries, particularly in Africa, have a shortage of water. They become trapped in a cycle of poverty. The UN estimates that by 2025 there will be 50 countries facing water scarcity. There are significant differences in water use between low/middle and high-income countries. Low/middle income countries use a higher proportion of water for agriculture (farming) compared to high-income countries which use most for industry.



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

1. Explain why water, food and energy are vital to our survival
2. Choose one of the resources (water/food/energy) and explain why some people don’t have enough
3. Find some real-life examples of places in the world that don't have enough water, good or energy



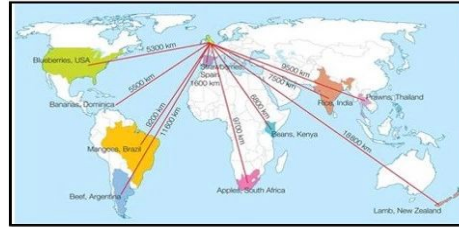
**w/b Monday 3 June** – read through this information and then complete the activities at the bottom of the page

**Provision of Food in the UK – How is the demand for food changing in the UK?** By 2037 the population of the UK is expected to rise to 73 million. This will increase the future demand for food. Despite the UK's efficient and productive farming sector the UK is not self-sufficient for food supplies. In fact, the UK imports about 40% of food consumed and this is increasing.

### Why does the UK import so much food?

- UK climate unsuitable for the production for some foods, e.g., bananas, cocoa
- Demand for seasonal produce all year around, e.g., strawberries
- Demand for greater choice and more exotic foods
- Availability for cheaper food imported from abroad
- UK produced food can be expensive because of poor harvests and price of animal feed.

### What is the Impact of Importing Food?



The distances travelled by foods imported to the UK are known as air miles. Transporting food by air is very expensive. Importing food also adds to our carbon footprint – the emission of carbon dioxide into the atmosphere. This comes from producing the energy for commercial cultivation, and from transport by planes and lorries.



### Importing High-Value foods from Kenya

The growing of vegetables such as mangetout is Kenya's biggest source of income. The cost of air travel to keep the produce fresh is very high, but UK customers are prepared to pay higher prices for such vegetables when they are not in season. Kenyan farmers only earn a fraction of the price of the vegetables in the UK supermarket.

**How is the UK responding to these challenges?** There is concern about the UK's dependency on foreign food imports and the need for greater food security. This has led to a growing interest in sourcing food locally to reduce carbon emissions. People are being encouraged to eat seasonal foods produced in the UK.

There are two major recent trends:

- **Agribusiness** – intensive farming aimed at maximising the amount of food produced. Farms are run as commercial businesses. They have high levels of investment and use modern technology and chemicals.
- **Organic Produce** – grown without the use of chemicals. Organic food has become increasingly popular, although higher labour costs often make it more expensive. Organic food production is often associated with buying local produce and producing seasonal foods

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

1. Explain in your own words why the UK exports so much food
2. Find out the food miles for some of your favourite foods – where have they come from? How far have they travelled?
3. What are the benefits of organic food? Can you give some examples of food that is grown or reared organically?

# GEOGRAPHY OUR RESOURCEFUL WORLD – Water in the UK

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

## Provision of Water in the UK – What are the demands for water in the UK?

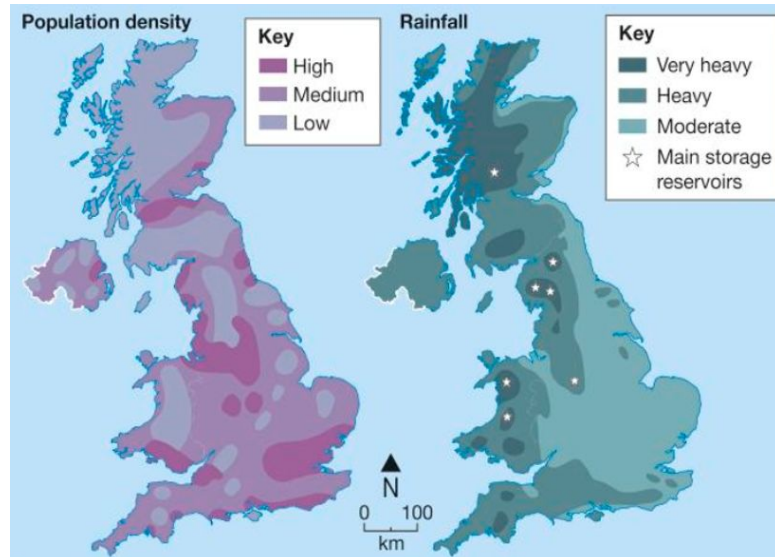
The Environmental Agency estimates that the demand for water in the UK will rise by 5% by next year because:

- The growing population
- More houses being built
- An increase in the number of water-intensive domestic appliances

**Water Transfer** – in 2006 the government proposed to establish a water grid to transfer water from areas of water surplus to areas of water deficit. The enormous cost put a stop to this project. Water is only transferred via the Rivers Tyne, Derwent, Wear and Tees to as far south as Yorkshire. There is a growing need to transfer water in order to meet demand, but there is opposition to such projects because of environmental concerns

**How far does the UK'S water supply meet demand?** The main sources of water in the UK are rivers, reservoirs and groundwater aquifers. The UK currently receives enough rain to supply the demand but the rain doesn't always fall where it's most needed. The **north and west** of the UK has a **water surplus** where supply exceeds demand. There is high rainfall, lower evaporation rates and plenty of potential reservoir sites. These areas have low population densities. The **south and east** of the country has a **water deficit** where demand exceeds supply. This is the most densely populated part of the country and has the lowest annual rainfall.

**Water Stress** (where demand exceeds supply) is experienced in more than half of England. The SE of England ranks very low in the world in terms of water availability. The situation is made worse in times of drought.



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

1. Explain in your own words the problem with the water supply in the UK
2. Draw a diagram (that's fully labelled) to show where the most water is (supply) and the least water, and the greatest demand and the least demand – use the maps opposite to help

# GEOGRAPHY OUR RESOURCEFUL WORLD – Energy in the UK

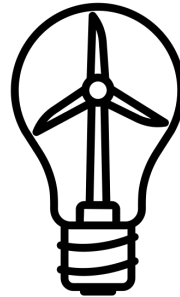
**w/b Monday 17 June** – read through this information and then complete the activities at the bottom of the page

**The Provision of Energy in the UK – How is the UK's demand for energy changing?** Despite increasing demand for electricity in the UK, energy consumption has fallen in recent years. This is due mainly to the decline of heavy industry and improved energy conservation. Low-energy appliances, better building insulation and more fuel-efficient cars have resulted in a 60% fall in energy use by industry and a 12% fall in domestic use.

**How has the UK's energy mix changed?** The UK's energy mix (this is the range and proportions of different energy sources) has changed in the last 25 years. By 2020 the UK aims to meet 15% of its energy requirement from renewable sources.



Created by Tom VanAntwerp from the Noun Project



**What is the Fracking Issue?** The UK has rich reserves of natural gas trapped deep underground in shale rocks. To extract the gas, high pressure liquids (water, sand and chemicals) are introduced to fracture the shale and release the gas. This process is fracking.

Fracking has become a very controversial issue. People are concerned about::

- The possibility of earthquakes
- Pollution of underground water sources
- The high costs of extraction

**How and why has the UK's energy mix changed?** The UK is no longer self-sufficient in energy. About 75% of the UK's known oil and gas reserves have been exhausted. By 2020 the UK is likely to be importing 75% of its energy.

Two-thirds of UK gas reserves remain with oil remaining in less accessible oilfields.

The major change in the UK's energy mix has been the decline of coal. Between 1990-2007 there was a steady decline because of concerns about greenhouse gas emissions and ageing coal-fired power stations.

However, fossil fuels are likely to remain important in the future because:

- The UK's remaining reserves of fossil fuels will provide energy for many years
- Coal imports are cheap – over  $\frac{3}{4}$  of the UK's coal now comes from overseas (Russia, China)
- Existing UK power stations use fossil fuels

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

1. Think about your typical day – what have you done that uses electricity?
2. Have a look around your home and write a list of all the low-energy products you have
3. Find out some more about fracking – what it is and do people support or oppose this as a method of accessing energy?
4. In your own words explain why the UK's energy mix will include both renewable and non-renewable sources of energy in the future





# OUR RESOURCEFUL WORLD – Global food demand

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

## FOOD MANAGEMENT

The Global Patterns of Food Consumption – the level of food consumption varies across the world. Canada, the USA and Europe consume the most with an average daily intake of over 3400 per day. Most countries consume close to 2000-2400 recommended daily allowance. However, in some parts of the world, such as Sub-Saharan Africa daily calorie intake per person is below this level.

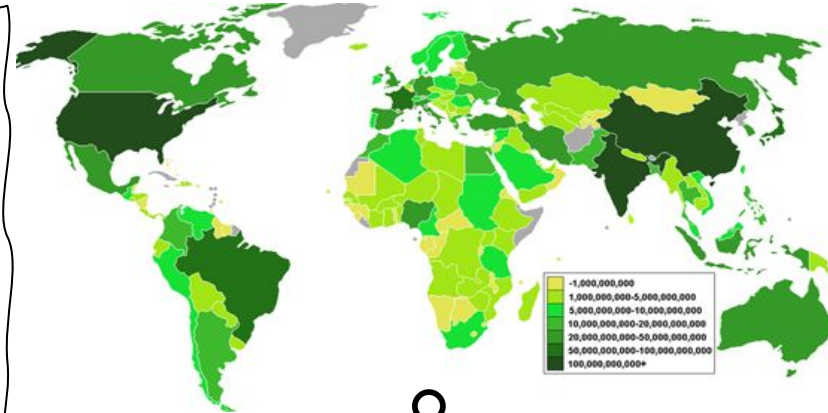
Global food consumption is increasing for several reasons:

- Increasing levels of development and higher standards of living mean that people can afford to buy more food.
- There are growing populations, particularly in India, Indonesia, China and much of Africa
- There is greater availability of food due to improved transport and storage

**The Global Patterns of Food Supply** – the global supply of food is also uneven. Countries with vast human resources like China and India have high agricultural outputs. The USA, Brazil and UK also achieve high outputs due to intensive farming methods and high capital investment. But countries in Sub-Saharan Africa produce less food because they have unreliable rainfall, drought, low investment and a lack of education and training.

## What Factors Affect Food Supply?

- Climate affects productivity and the types of food that can be grown
- Climate change affects global farming as weeds and pests will thrive in warmer conditions
- In HICs mechanisation and agribusiness give high levels of productivity
- Lack of water affects many areas that suffer food scarcity
- Conflicts can lead to the destruction of crops and livestock
- Poverty – the poorest people cannot afford any form of technology, irrigation or fertilisers



Created by ProSymbols

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

1. In your own words and using the map above, describe the global distribution of food.
2. Create an information poster that displays what the food problem is and the factors that affect the food supply – add some extra information of your own if you can.



# GEOGRAPHY OUR LIVING WORLD – food security and insecurity

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

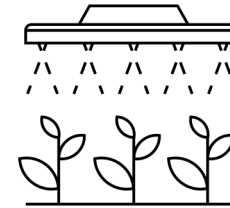
**What is meant by Food Security?** This means having access to enough safe affordable nutritious food to maintain a healthy and active life. Global Food Insecurity is measured by the Food Security Index (FSI). This is calculated using indicators such as a country's level of nutrition, political stability and food stocks. The highest concentration of countries at risk of food insecurity is in Sub-Saharan Africa. Countries which produce more food than is needed by their population have a food surplus.

**Impact of Food Insecurity** – this occurs when a country cannot supply enough food to feed its people:

1. **Famine** – this is a widespread shortage of food often causing malnutrition, starvation and death. There have been some devastating famines (Former Soviet Union, China, Ethiopia)
2. **Undernutrition** – this is the lack of a balanced diet and deficiency in minerals and vitamins. It is particularly a problem in Southern Asia & Sub-Saharan Africa – diets in these regions are deficient in protein, carbohydrates, fats, minerals and vitamins.
3. **Soil Erosion** – this involves the removal of fertile top soil layers by wind and water. Causes of this are overgrazing, growing crops over and over again and deforestation.
4. **Rising Prices** – food prices are rising across the world. This is mainly due to increased prices for fertilisers, animal feed, food storage and transportation.
5. **Social Unrest** – these incidents (called food riots) have been common in areas like the Middle East and North Africa. They coincide with times of high food prices.

**Increasing Food Supply** – globally there is enough food to feed the world's population. Food supply is unevenly distributed and food consumption varies greatly from one region to another. As the world's population grows, traditional methods and modern technology are being used to increase food production:

- **Irrigation** – this is the artificial watering of land – most methods involve the extraction of water from rivers and underground aquifers. Irrigation is needed where there are water shortages during the growing season
- **Aeroponics and Hydroponics** – most plants obtain nutrients from the soil. Modern techniques are used to deliver these straight to the plants



Created by Tatyana  
from the Noun Project

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

1. Write an acrostic poem about **FOOD SECURITY** and **FOOD INSECURITY**
2. Write a letter or a speech that discusses the impacts of food insecurity – can you add any real-life examples that you have found out about?
3. Choose one of the ways to increase food supply outlined in the table above and explain in more detail how this strategy would increase food supplies.

# GEOGRAPHY OUR LIVING WORLD – food security and insecurity

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

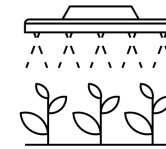
**What is meant by Food Security?** This means having access to enough safe affordable nutritious food to maintain a healthy and active life. Global Food Insecurity is measured by the Food Security Index (FSI). This is calculated using indicators such as a country's level of nutrition, political stability and food stocks. The highest concentration of countries at risk of food insecurity is in Sub-Saharan Africa. Countries which produce more food than is needed by their population have a food surplus.

**Impact of Food Insecurity** – this occurs when a country cannot supply enough food to feed its people:

1. **Famine** – this is a widespread shortage of food often causing malnutrition, starvation and death. There have been some devastating famines (Former Soviet Union, China, Ethiopia)
2. **Undernutrition** – this is the lack of a balanced diet and deficiency in minerals and vitamins. It is particularly a problem in Southern Asia & Sub-Saharan Africa – diets in these regions are deficient in protein, carbohydrates, fats, minerals and vitamins.
3. **Soil Erosion** – this involves the removal of fertile top soil layers by wind and water. Causes of this are overgrazing, growing crops over and over again and deforestation.
4. **Rising Prices** – food prices are rising across the world. This is mainly due to increased prices for fertilisers, animal feed, food storage and transportation.
5. **Social Unrest** – these incidents (called food riots) have been common in areas like the Middle East and North Africa. They coincide with times of high food prices.

**Increasing Food Supply** – globally there is enough food to feed the world's population. Food supply is unevenly distributed and food consumption varies greatly from one region to another. As the world's population grows, traditional methods and modern technology are being used to increase food production:

- **Irrigation** – this is the artificial watering of land – most methods involve the extraction of water from rivers and underground aquifers. Irrigation is needed where there are water shortages during the growing season
- **Aeroponics and Hydroponics** – most plants obtain nutrients from the soil. Modern techniques are used to deliver these straight to the plants



**ACTIVITIES** – Choose **one** of the following activities (you can do both if you like!). **Complete a different activity to the one you did last week**

1. Write an acrostic poem about **FOOD SECURITY** and **FOOD INSECURITY**
2. Write a letter or a speech that discusses the impacts of food insecurity – can you add any real-life examples that you have found out about?
3. Choose one of the ways to increase food supply outlined in the table above and explain in more detail how this strategy would increase food supplies.

## 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](mailto:ahammond@stcm.torbay.sch.uk)) for advice.

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

The History Department

## Challenges:

**w/c 22/4/24:** The Treaty of Versailles was one of many treaties signed to end WW1. Find at **least three** details on each of the following treaties:

- Brest Litovsk
- Saint Germanie en Laye
- Neuilly
- Trianon

**w/c 29/4/24:** There were only 31 villages in England that sent soldiers to fight in WW1 and all returned. They became known as the 'Thankful Villages'. This, unfortunately, was not the case for any village in Torbay.

- Go to your local war memorial and count the number of dead soldiers from your local area.
- Research the Census from 1911. How many men lived in the area at the time? What percentage of men fought and did not return?

**w/c 6/5/24:** The period after WW1 was known as the 'Roaring Twenties'. Complete independent research to find out how this period got its name. Find at least **10** facts about the 'Roaring Twenties'.

**w/c 13/5/24:** Research Europe during the 'interwar' years (1919 - 1939). Make lists of the countries who were described as:

- Democracies
- Fascist
- Communist



## Challenges:

**w/c 20/5/24:** Democracy is one of the key British Values. Complete independent research into your local MP (Member of Parliament). Find out at least **10** pieces of information about them. Make sure these include the following:

- Their background
- Which political party they represent

Their policies for the local area.

**w/c 3/6/24:** We live in a democracy. This means people have a choice of which political party they want to vote for. Research the following British political parties and create a Mind Map to cover their ideas / policies / and values:

- Conservatives
- Labour
- Liberal Democrats

**w/c 10/6/24:** . One of the most controversial figures in Russian history is the 'mad monk', Rasputin. Complete independent research into how this favourite of the Russian royal family was finally murdered. You could use the following methods:

- Newspaper report
- Obituary
- Storyboard
- Timeline

Challenges:

**w/c 17/6/24:** Russian history is not just about cruel rulers and despotic monks. Russia has provided some of the most important artist and writers of the last century. Create a mind map on one of the following:

- Alexander Solzhenitsyn
- Fyodor Dostoyevsky
- Leo Tolstoy
- Tchaikovsky
- Prokofiev

Make sure you include key details and images to support your research.

**w/c 24/6/24:** Today, there are still several communist countries in the world. These include:

- China
- North Korea
- Vietnam
- Laos
- Cuba

Research **two** of these countries and find out the answers to the following questions:

- What is the population?
- Who is the leader of the country?
- When did they become Communist?
- What features of the country make it 'communist?'

Challenges:

**w/c 1/7/24:** 1. The 'interwar years' were dominated by several political figures. Please research one of the following leaders and create a fact file on them. Remember, you need to find **at least** 10 different pieces of information.

- Neville Chamberlain
- Benito Mussolini
- Adolf Hitler
- General Franco
- Josef Stalin
- F.D. Roosevelt
- Édouard Daladier

**w/c 8/7/24:** The interwar years saw the creation of many political cartoons to show how the world was sliding into war again. Create your own cartoon to show the mistakes made by national leaders that led to war.

Consider the following:

- What symbolism will you use?
- What language will you use?
- Which perspective will you take (which country?)
- Which colours will you choose (or will you use black and white?)

# 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 hand-written questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent learning.



### Receive reassurance

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.



### 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.



### Personalised learning for every student

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.



### Keeps your child motivated

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

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.

**" 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.



Religious Education – Summer	
Week Beginning	Tasks – Read information on following pages to complete
22/4/24	PAGE 1 - Create a mindmap or a list to explain how Christians describe God. Give a definition and a reason for each of God's characteristics. Explain why Christians believe God is omnipotent using a biblical source of wisdom as part of your answer.
29/4/24	PAGE 2 - "Science is the exploration of God's creation" - evaluate this statement, explaining clearly what you agree/disagree with in both the Christian creation story and scientific accounts of the origins of the universe. Support your answer with biblical words of wisdom. Aim for three paragraphs.
6/5/24	PAGE 3 - Explain the different interpretations of creation in Genesis. Why are there differing interpretations of the Genesis account of creation? Why is it called 'the fall' and why is it significant for Christians? What do you think the quote from the Gospel of John means?
13/5/24	PAGE 4 - Create a mind map or list of bullet points of the characteristics of God, based on the words of the Apostles Creed. Explain the different views of the origins of Original Sin for Christians, and show clearly who/what you believe is responsible for the evil present in the world today.
20/5/24	PAGE 5 - Why do Christians believe Jesus was divine? Write down four bullet points about the incarnation?
3/6/24	PAGE 6 - Create a timeline of the events for Jesus' crucifixion. Explain why the crucifixion of Jesus would have been a significant event.
10/6/24	PAGE 7 - Explain why Jesus' life and death on earth is so important to Christians. Use the information about the book of Isaiah and consider how it related to the life of Jesus. For example "despised and rejected" - The Jewish authorities pursued and arrested Jesus.
17/6/24	PAGE 8 - Create a newspaper article about Jesus' resurrection as if you were reporting it when it happened. Think about the chronology of what happened, how people would have felt and what would people be talking about. Include a biblical quote.
24/6/24	PAGE 9 - Describe Jesus' ascension. Explain why the ascension is important to Christians.
1/7/24	PAGE 10 - How does Jesus' resurrection link to life after death? What is eschatology and why is it important to Christians?
8/7/24	PAGE 11 - Describe Christian beliefs about the afterlife. Include biblical quotes in your answer. What do you think happens after we die?
Extension Task	PAGE 12 - How do Christians believe the Holy Spirit is still at work today? Use to quote from Acts to answer why was it important for the disciples to receive the Holy Spirit?

# The Nature of God - Page 1

## What is God like?

Christians believe in one God, this is called monotheism. Christians believe God has a variety of qualities:

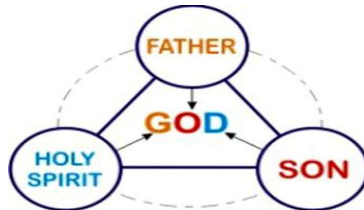
Omnipotent - all powerful  
Omnipresent - everywhere  
Omniscient - all knowing  
Omnibenevolent - all loving  
Transcendent - outside of the world

Christians believe God is timeless and eternal.

***"In the beginning God created the Heavens and the Earth" - Genesis 1:1***

Christians believe that God created everything, that humans are made specially by God and is still involved in world.

***"Then God said 'let us make mankind in our image'"***



## The Trinity

### **God as three in One:**

Christians are **monotheists** i.e. they believe in just one God Yet they often talk about God in terms of the **Trinity**. This doctrine is unique to Christianity. THIS IS NOT A BELIEF IN 3 GODS. The Trinity is a way of describing the God- God the Father, God the Son and God the Holy Spirit. It describes the relationship between these three 'persons' which are all part of the one God..

Each person of the Trinity is **fully** God, **not just a part** of God

This idea was developed by the early Christian church. St Paul writes to a new church in Corinth: ***"May the grace of our Lord Jesus Christ and the love of God and the fellowship of the Holy Spirit be with you all"*** - 2 Corinthians 13:14

Belief in God as Trinity is described in **The Apostles Creed**, the Christian statement of faith.

Christians believe that God as Trinity was present at Creation:

- God the Father as Creator
- God the Son as the Word ***"In the beginning was the Word, and the Word was with God, and the Word was God"*** ( John 1:1)
- God the Spirit - ***"the Spirit of God was hovering over the waters"*** (Genesis 1:1)

# Creation - Page 2

The biblical account of the creation of the world is in Chapter 1 of the Book of Genesis.

***"In the beginning God created the heavens and the earth. Now the earth was formless and empty, darkness was over the surface of the deep, and the Spirit of God was hovering over the waters. And God said 'let there be light' and there was light". - Genesis 1:1-3***

Science shows that the earth was created by a Big Bang. 13,7000 million years ago all matter in the universe was concentrated at a single point. A huge explosion (big bang) sent this spiralling outwards, eventually creating the universe as we know it today. Scientists say that the universe is still expanding due to the force from that explosion and the energy can still be detected.

Lots of Christians believe that the Big Bang helps them to understand God's power and how he brought the world into being.



## Day 1 – God created night and day:

God called the light Day, and the darkness he called Night.



## Day 2 – God created the heavens:

And God made the firmament and separated the waters which were under the firmament from the waters which were above the firmament. And it was so. And God called the firmament Heaven.



## Day 3 – God created land and plants:

And God said, 'Let the waters under the heavens be gathered together into one place, and let the dry land appear.' And it was so. And God said, 'Let the earth put forth vegetation, plants yielding seed, and fruit trees bearing fruit in which is their seed, each according to its kind, upon the earth.'



## Day 4 – God created the sun, moon and stars:

And God made the two great lights, the greater light to rule the day, and the lesser light to rule the night; he made the stars also.



## Day 5 – God created birds and fish:

And God said, 'Let the waters bring forth swarms of living creatures, and let birds fly above the earth across the firmament of the heavens.'



## Day 6 – God created living creatures including man:

Then God said, 'Let us make man in our image, after our likeness; and let them have dominion over the fish of the sea, and over the birds of the air, and over the cattle, and over all the earth, and over every creeping thing that creeps upon the earth.'



## Day 7 – God rested:

And on the seventh day God finished his work which he had done, and he rested on the seventh day from all his work which he had done.



# The Fall - Page 3

In Genesis 2 Adam lives in paradise in the Garden of Eden. God creates a companion for Adam from his rib - this companion is Eve.

***Then the Lord God made a woman from the rib he had taken out of the man, and brought her to the man. The man said 'this is bone of my bones and flesh of my flesh; she shall be called 'woman' for she was taken out of man'" - Genesis 2:22-23***

Christians have different views about how the story of Genesis should be interpreted.

Some fundamentalist Christians believe the story to be absolutely true in every detail. They are said to have a literal interpretation of the creation story.

Other Christians believe the story is more symbolic and needs to be interpreted. They do not believe every detail of the story to be literally accurate or true.



The nature of humankind is that people are made in the image of God but are sinful and need God's forgiveness.

The Fall - Adam and Eve were tempted by the devil in the form of a serpent, to eat the fruit off the tree of knowledge against God's will. Eve at first resists the serpent she finally gives into temptation and eats the fruit, giving some to Adam. They confess to God what they had done and as a punishment he sends them away from the Garden of Eden.

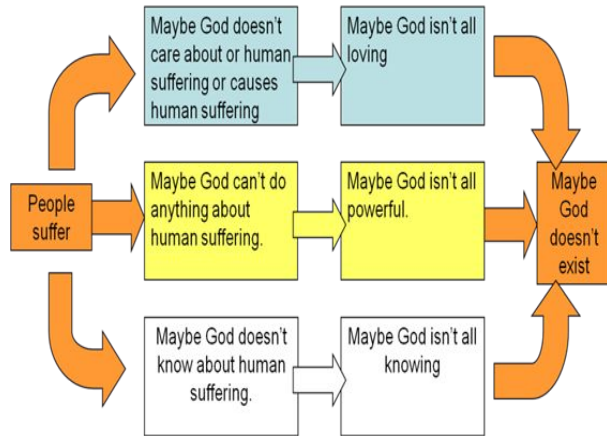
This is very significant for Christians as it represents the point when the perfect relationship between humans and God was broken. Because of this Christians believe humans are born with 'original sin' and is the reason why it was necessary for Jesus to die and pay for human sins.

In the Gospel of John he writes "in the beginning there was the word and the word was with God and the word was God. He was with God in the beginning"



# The Problem of Evil - Page 4

If God is omnibenevolent (all loving) and omnipotent (all powerful) how can He allow evil and suffering to exist in the world?



## Original Sin -

Some Christians believe that humans are born with a tendency to disobey God (original sin) which came into the world following the Fall. There are problems with this for Christians though - why would God punish all humanity for an act committed by one couple? Non-literal Christians do not accept the account of the Fall as literal, and if they did, how does original sin pass from one generation to the next? Many Christians believe original sin is a useful way of understanding that humans are prone to doing bad things and mistreating each other.

The book of Job is a story about a good man who is tested by Satan to see if he would remain faithful to God. The purpose of the Book of Job is to rightly understand life's testing's so that we will faithfully serve and trust God during difficult times and also to prove that even the righteous can suffer.



## The Apostles' Creed

I believe in God,  
the Father almighty,  
Creator of heaven and earth,  
and in Jesus Christ, his only Son, our Lord,  
who was conceived by the Holy Spirit,  
born of the Virgin Mary,  
suffered under Pontius Pilate,  
was crucified, died and was buried;  
he descended into hell;  
on the third day he rose again from the dead;  
he ascended into heaven,  
and is seated at the right hand of God the Father almighty;  
from there he will come to judge the living and the dead.  
I believe in the Holy Spirit,  
the holy catholic Church,  
the communion of saints,  
the forgiveness of sins,  
the resurrection of the body,  
and life everlasting.  
Amen.

# Incarnation - Page 5

Christians believe that there are a number of important events in the life of Jesus. Four of them are:

- Incarnation - God becomes man
- Crucifixion - Jesus' death
- Resurrection - Jesus conquering death
- Ascension - Jesus going to heaven

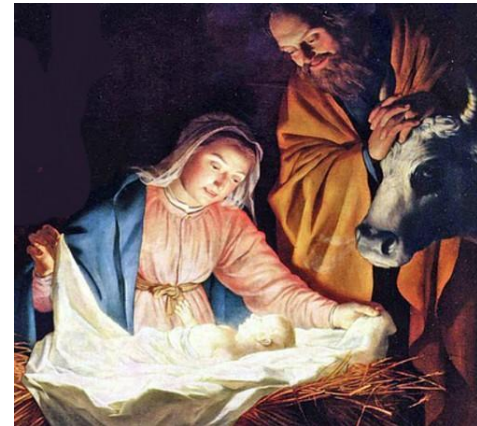
Christians believe that Jesus was God incarnated, this means he was 'God in flesh'. Jesus was not conceived in the same way as other humans through sex.

Mary was told by an angel that she would give birth to a child named Jesus.

***"The angel went to her and said 'greetings, you are highly favoured! The Lord is with you'". - Luke 1:28***

For many Christians there are many events or miracles from the life of Jesus which provide evidence that he is divine, one being that his birth was a miracle.

***"The word became flesh and made his dwelling among us. We have seen his glory, the glory of the one and only son, who came from the Father, full of grace and truth." - John 1:14***



# Crucifixion - Page 6

## Friday Morning, 6 a.m.

- Jesus stands trial before Pontius Pilate
- Jesus is sent to Herod.

## 7 a.m.

- Herod returns Jesus to Pilate.
- Jesus was sentenced to death.

## 8 a.m.

- Jesus is led away to Golgotha carrying a heavy cross.

## 9 a.m. - "The Third Hour"

- The soldiers cast lots for Jesus' clothing, leaving him to wear only a loincloth.

## 10 a.m.

- Jesus' feet and hands were nailed to a wooden cross.
- The crowd mocked Jesus by putting a crown of thorns on His head and a sign above His head that read: King of the Jews. They told Him to come down and save Himself.

## 11 a.m.

- Jesus was between two thieves on the cross.
- One thief mocked Jesus while the other one didn't. Jesus told him, "Today, you will be with me in paradise."

## Noon - "The Sixth Hour"

- Darkness covered the land. It became dark for three hours from the sixth to the ninth hour. In other words, it was from noon to mid-afternoon around 3 p.m.
- Jesus cried out to the Father.
- Jesus said, "I thirst."

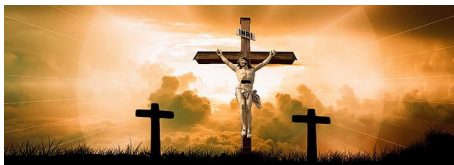
## 2 p.m.

- Jesus said, "It is finished."

## 3 p.m. - "The Ninth Hour"

- Jesus died.

Jesus' teachings brought him into conflict with the Jewish authorities. The Jewish authorities viewed Jesus with suspicion and accused him of blasphemy because he claimed to be able to forgive sin. His followers believed he was the Messiah and this was seen as a challenge to the authorities. This led to Jesus' arrest and death. Jesus was executed by the Romans, a common form of punishment for those committing treason was crucifixion. Its purpose was to ensure the criminal died in agony and intimidate the population.



# Salvation - Page 7

For Christians, Jesus' death on the cross is an act of atonement. The Fall destroyed the perfect relationship between humans and God. Christians believe that God sent Jesus to earth to repair the broken relationship and by dying Jesus atoned for human sin. This offers humans salvation.

Before Jesus the Jews would often sacrifice animals to make up for the sins they had committed.

***“And when he has made an end of atoning for the holy place and the tent of meeting and the altar, he shall present the goat” - Leviticus 16:20***

Christians believe that the sacrifice Jesus made by dying on the cross meant that he became the sacrifice to atone for the sins of humanity. Jesus became the sacrificial lamb to take away the sins of world. His sacrifice meant that there was no longer any need to sacrifice animals as he paid for human sins and provided salvation.

**Atonement:** the belief that Jesus' death on the cross healed the rift between humans and God.

**Salvation:** the ability to live with God in heaven due to Jesus' sacrifice.



In the biblical book Isaiah prophecies are made about Jesus.

- Despised and rejected by mankind
- Was pierced for our transgressions
- He was oppressed and afflicted, yet he did not open his mouth
- He was led like a lamb to the slaughter

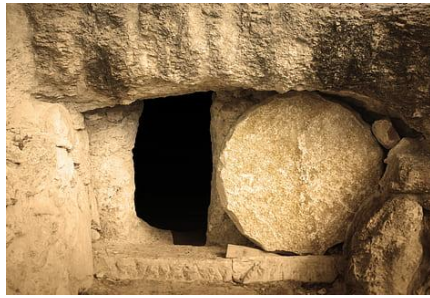


# Resurrection - Page 8

Belief in the resurrection is central to Christianity. It is evidence that Jesus was God on earth and it is considered by many Christians to be proof of life after death. Many Christians also think of Jesus' resurrection as evidence of God's omnipotent and omnibenevolent nature.

Jesus' resurrection is recorded in the Gospels; Matthew, Mark, Luke and John. The different Gospels have slightly different accounts of the resurrection but they all agree that on the Sunday following Jesus' crucifixion, some of his followers went to his tomb. They found the stone covering the entrance had been moved and the tomb was empty.

***"For what I received I passed on to you as of first importance: that Christ died for our sins according to the Scriptures, that he was buried, that he was raised on the third day according to the Scriptures, and that he appeared to Cephas, and then to the Twelve" - 1 Corinthians 15:3-5***



**Resurrection:** The belief that Jesus rose from the dead on Easter Sunday, conquering death.

The Gospel of Matthew includes a detailed account of how Jesus' followers discovered that he had been resurrected:

- Mary Magdalene and Mary, Jesus' mother, go to Jesus' tomb on the Sunday after the crucifixion.
- An angel appears like lightning and rolls away the stone covering the entrance to the tomb, causing an earthquake. The guards at the tomb are so afraid that they shake and become like dead men.
- The angel speaks to the women, telling them that Jesus is not there, that he has risen from the dead and that he is on his way to Galilee.
- The women rush away to tell Jesus' disciples.
- Jesus greets them on the way. The women clutch his feet and worship him. He tells them not to be afraid and tells his followers to go to Galilee to see him there.

# Ascension- Page 9

After Jesus rose from the dead there are references in the Gospels to what he did next. He appeared to the disciples and groups of other people.

Christians believe that after Jesus rose from the dead, he did not die a second time. Instead, 40 days after his resurrection, Jesus left the Earth by being taken up, body and soul, to Heaven to re-join God the Father. This event is called the ascension, and it was witnessed by Jesus' eleven remaining apostles.



In the Bible, the book called the Acts of the Apostles describes this event and how angels, described as 'men dressed in white', helped the apostles to understand what was happening:

After he said this, he was taken up before their very eyes, and a cloud hid him from their sight. They were looking intently up into the sky as he was going, when suddenly two men dressed in white stood beside them. 'Men of Galilee,' they said,

***"why do you stand here looking into the sky? This same Jesus, who has been taken from you into heaven, will come back in the same way you have seen him go into heaven." - Acts 1:9-11***

The ascension is important to Christians because:

- It shows that Jesus really had overcome death – he wasn't just resurrected to die again, but to live forever.
- For many Christians, the fact that Jesus' followers witnessed him ascending into the clouds leaves no doubt that Jesus is alive and with God the Father in Heaven, and is no longer limited to living on Earth.
- The ascension demonstrates God's omnipotence.

# Eschatology- Page 10

Christians believe in life after death. Jesus' resurrection supports this belief as there were three days Jesus would have been in heaven before returning to earth. In the Nicene Creed and Apostles creed the afterlife is mentioned showing its importance to Christianity.

The Nicene Creed end ***"i look for the resurrection of the dead, and the life of the world to come"***.

The Christian faith states that the death of the physical body is not the end. After time on Earth, the faith believes that humans will have eternal life in the afterlife.

Christianity teaches that:

- all humans have a soul
- the soul is a non-physical part of a human being that lives on after the death of the physical body

**Eschatology** refers to the beliefs about the 'last things' such as death, judgement, heaven and hell.

For Christianity, the main distinction between the body and soul is that:

- the body is mortal
- the soul is immortal

According to the Christian faith, humans' time on Earth will be judged by God and this will determine what happens to the soul in the afterlife. The Christian faith states that humans will either go to Heaven or Hell.

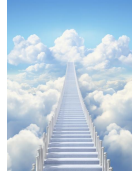
***"For God so loved the world that he gave his one and only son, that whoever believes in him shall not perish but have eternal life." - John 3:16***



# Afterlife- Page 11

Christian beliefs about life after death are based on the resurrection of Jesus Christ. Christianity teaches that:

- Jesus' death and resurrection are part of God's divine plan for humankind
- through his death on the cross, Jesus pays the penalty for humankind's sin and humankind's relationship with God is restored - this is called atonement
- three days after the crucifixion, God raised Jesus from the dead and he once again appeared to his disciples
- Jesus' sacrifice was a victory over sin and death
- although physical death still happens, those who believe in Christ and live good lives will be given eternal life in Heaven



For the Christian faith, Heaven is:

- an eternity in the presence of God
- the ultimate aim for all Christians in order for their soul to be reunited with God and united with Christ

In the Gospels, Christ often describes and teaches about Heaven using parables, such as the Mustard Seed and the Pearl.

***"Again, the kingdom of heaven is like a merchant seeking beautiful pearls, who, when he had found one pearl of great price, went and sold all that he had and bought it." - Matthew 13:45-46***

The Christian faith teaches that God has given human beings free will, and so there must be an opportunity for people to reject God. This is the basis of the idea of Hell. For the Christian faith:

- Hell is the opposite of Heaven, it is eternity in the absence of God
- Hell is very rarely mentioned in the Bible so little is known about what it consists of
- it is often depicted as a place of eternal fire that symbolises pain and suffering
- it is seen as the result of the refusal to accept the happiness that God wants people to share with him

In the Parable of the Rich Man and Lazarus, the rich man describes Hell, which he refers to as Hades, as a place of torment.

***The rich man also died and was buried. In Hades, where he was being tormented... - Luke 16:22***

# Grace and Spirit - Page 12 (extension)

Christians believe that in order to help them to live a good life, God sends the Holy Spirit to bring grace. This supernatural gift of grace means that Christians are able to pray for help from God, to turn away from sin and live good lives. This gift from God of the Holy Spirit is recorded in the Book of Acts. When the Holy Spirit appears to the disciples after Jesus' ascension to heaven.

***"When the day of Pentecost came, they were all together in on place. Suddenly a sound like the blowing of a violent wind came from heaven and filled the whole house where they were sitting. They saw what seemed to be tongues of fire that separated and came to rest on each of them. All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them." - Acts 2:1-5***

Many Christians believe in special 'rites' called sacraments (such as Baptism and the Eucharist). When these ceremonies occur the Holy Spirit comes down upon them as the sacraments are performed. Christians believe that the Holy Spirit is still at work on earth today.



The role of the Holy Spirit is particularly important in charismatic worship. Evangelical Christians use a form of worship where worshippers are encouraged to be moved by the Holy Spirit, influencing their prayers and causing them to shout out and praise God, some even feel they moved to speak in tongues. Also some Christians believe acts of faith healing may take place through the Holy Spirit.



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 completed 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.