

# ***CLEETHORPES ACADEMY***

## ***HOME LEARNING***

Year 7  
Autumn Term 1



NAME: \_\_\_\_\_  
FORM: \_\_\_\_\_

We Are ***CARING***

We Are ***CURIOUS***

We Are ***CREATIVE***

## **SELF QUIZZING**

### **OUR EXPECTATIONS**

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

### **WHAT YOU SHOULD DO**

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

## Home Learning Monitoring

Subject	w/c 8 <sup>th</sup> Sept	w/c 15 <sup>th</sup> Sept	w/c 22 <sup>nd</sup> Sept	w/c 29 <sup>th</sup> Sept	w/c 6 <sup>th</sup> Oct	w/c 13 <sup>th</sup> Oct
<i>English Literature</i>						
<i>English Language</i>						
<i>Mathematics</i>						
<i>Biology</i>						
<i>Chemistry</i>						
<i>Physics</i>						
<i>History</i>						
<i>Geography</i>						
<i>French</i>						
<i>Art</i>						
<i>Music</i>						
<i>Personal Development</i>						

## **WEEK 1**

### *English Literature*

#### **Dickens' Childhood**

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

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

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

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



## WEEK 1

### *English Language*

#### Introduction to Gothic Texts

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

Gothic texts often include:

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

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

#### **What Makes Something Gothic?**

Ask yourself:

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

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

**WEEK 1**  
*Mathematics*

Sequences

Useful definitions:

Sequence	A sequence is a set of numbers arranged in a specific order, following a pattern or rule.
Term	A term is a number in a sequence
Rule	A rule describes how to find the next term in the sequence, given the previous one.
Term to term rule	How to get from one term to the next.
Nth term	Is using algebra to find terms in a sequence.

Diagrams:

Example: What are the next 3 terms in the sequence?

8, 10, 12, 14, 16... 18 20 22

+2 +2 +2 +2 +2 +2 +2

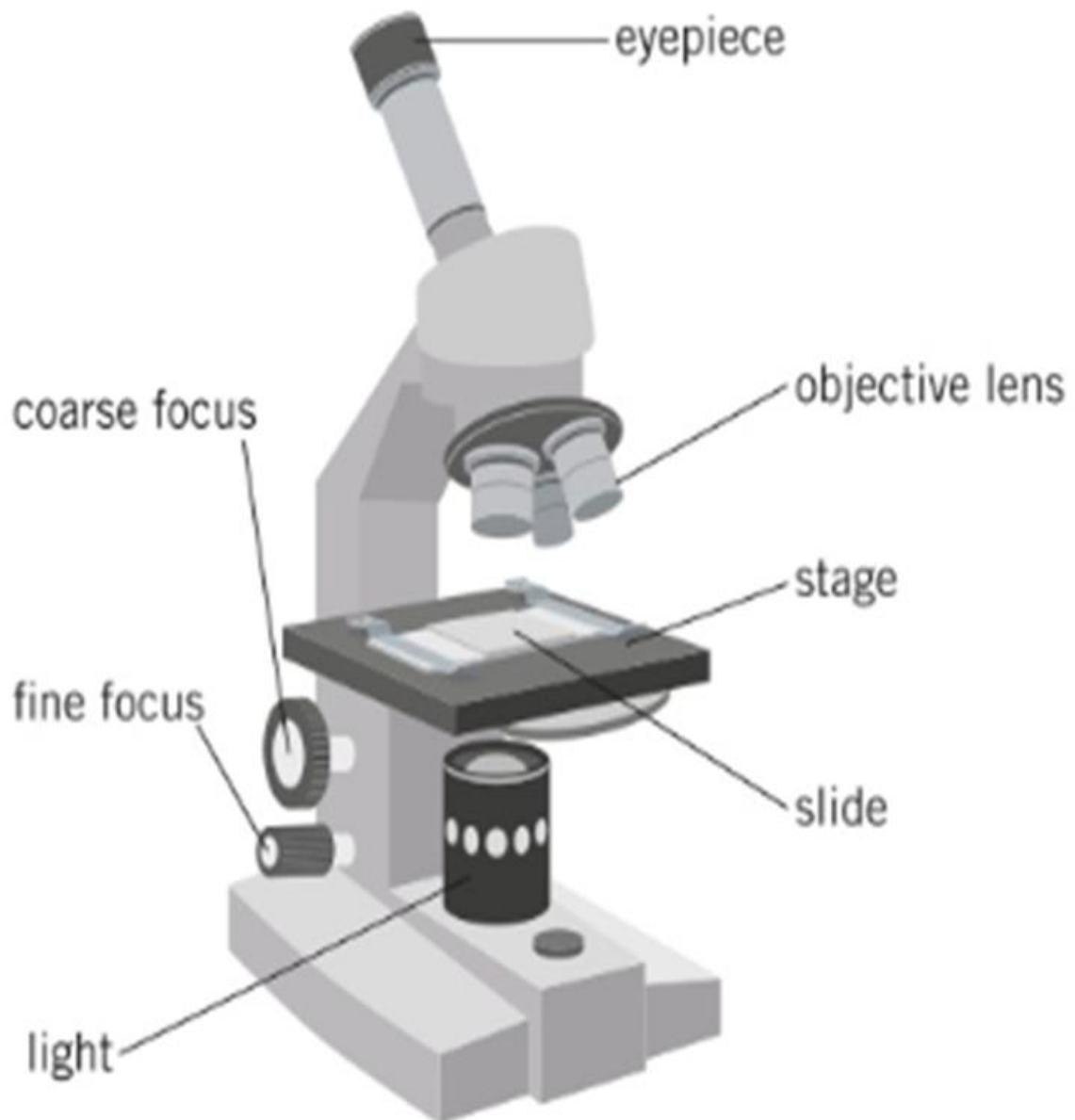
Example: What are the next 3 terms in the sequence?

35, 34, 32, 29, 25... 20 14 7

-1 -2 -3 -4 -5 -6 -7

## WEEK 1

### *Biology*



**Write out the parts of a microscope.**

**For additional challenge, why not try and draw the microscope?**

**WEEK 1**  
*Chemistry*

## Hazard symbols



Explosive



Flammable



Corrosive



Toxic



Oxidising



Harmful to the Environment



Moderate Hazard



Severe Health Hazard

**Write down the 8 hazard symbols.**

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

## WEEK 1

### *Physics*

#### Types of Forces

##### **Contact Forces**

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

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

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

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

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

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

##### **Non-Contact Forces**

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

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

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

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

**Write out the definitions for different types of forces.**

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

## **WEEK 1**

### *History*

#### *Key Historical Terms*

Social: People

Economic: Money

Political: Government/rulers

Cultural: Human intellect or creative output.

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

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

Revolt: To go against the government or ruler.

Reform: A change for the better.

Chronology: Time order from earliest to latest.

Consequence: The result or effect of an action.

**Can you remember the 10 historical words and their definitions?**

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

## WEEK 1

### Geography

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


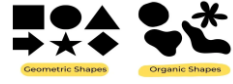
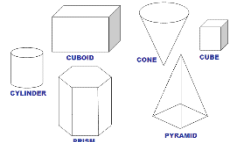

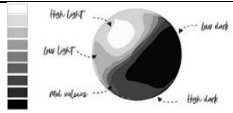

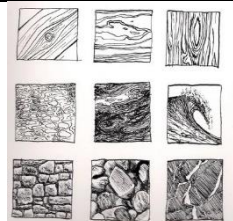


**Can you list the 13 areas of Geographical study in your home learning book?**

## WEEK 1

### *Art*

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

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

**Define the 7 main elements of art.**

**You could draw an example to support your understanding.**



## WEEK 1

### *French*

#### *Symbols and Accents*









acute accent	é An accent going from down to up on a letter
grave accent	è, ù, ò An accent going from up to down
circumflex accent	â, ê, î, ô, and û An accent that looks like a small 'hat' over the vowel
cedilla	ç A symbol below the letter 'c' that changes the sound of the letter to an 's'

**Explain the different accents. Can you try and add examples to support your understanding?**

## WEEK 1

### *Personal Development*

### *Protected characteristics*

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

## WEEK 1

### *ICT*

Draw and label the keyboard in your exercise book.



## **WEEK 2**

### *English Literature*

### **Victorian London**

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

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

**Write down everything you can remember about Victorian London.**

## WEEK 2

### *English Language*

## Tips for Exploring Setting and Atmosphere

### **1. Look Closely at the Setting**

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

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

### **2. Highlight Descriptive Language**

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

### **3. Spot Weather and Nature Imagery**

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

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

### **4. Think About the Atmosphere**

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

### **5. Use These Sentence Starters When Discussing or Writing**

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

**Write down everything you remember about exploring setting and atmosphere.**

## WEEK 2

### *Mathematics*

#### Types of sequences

##### Useful definitions:

Key Vocabulary	Definition
Sequence	A sequence is a set of numbers arranged in a specific order, following a pattern or rule
Linear Sequence	A Linear sequence goes from one term to the next by always adding and subtracting the same value.
Non-linear sequence	A Non-linear sequence does not go up or down by the same value. There are different types of non-linear sequences, such as Geometric, Fibonacci or Quadratic.
Geometric sequence	A Geometric sequence, multiplies or divides each term by a constant value to get to the next term.
Fibonacci Sequence	A Fibonacci sequence follows a specific pattern by summing the previous two terms.

##### Diagrams:

Linear sequences	Not linear sequences
8, 16, 24, 32, 40, ...	2, 5, 9, 14, 20, ...
7, 15, 23, 31, 39, ...	7, -7, 7, -7, 7, ...
-3, -10, -17, -24, ...	2, 4, 6, 8, 11, ...
31, 32, 33, 34, ...	100, 80, 70, 65, ...
7, 2.5, -2, -6.5, ...	1, 4, 9, 16, ...
$a, a + 3, a + 6, \dots$	

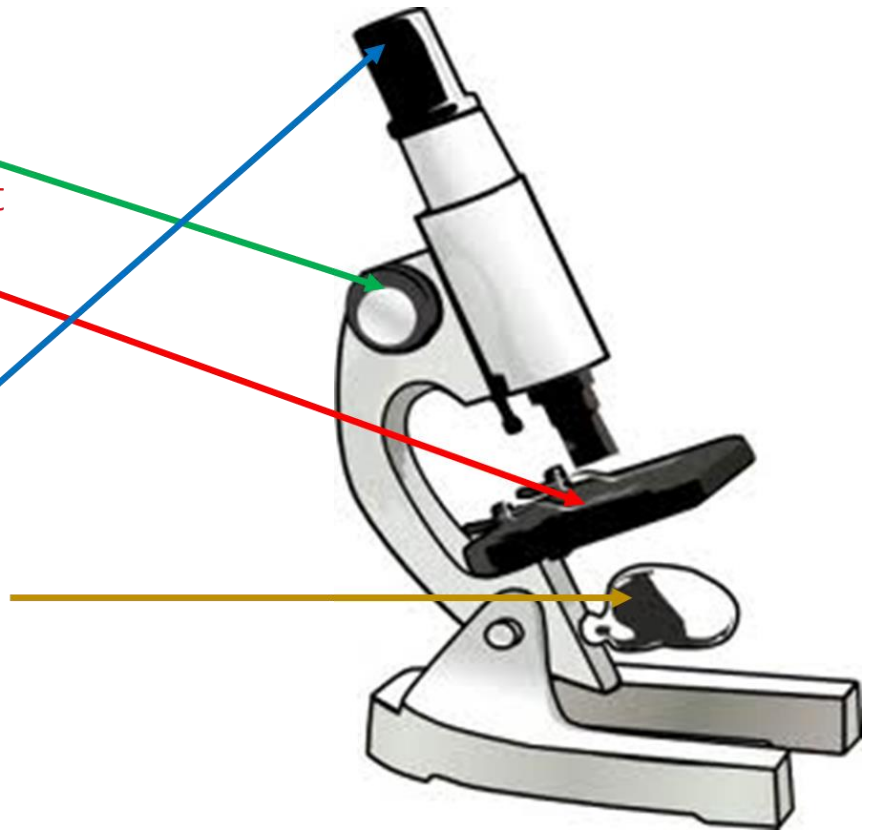
**WEEK 2**  
*Biology*

1. The focusing knob.

2. Stage: where you put the slide.

3. Eyepiece: the bit you look through.

4. The mirror that reflects light up into the microscope.



Can you remember the functions of each part of the microscope?

## WEEK 2

### *Chemistry*

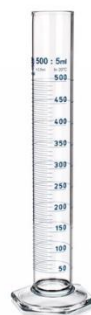
## Equipment in the laboratory



Goggles



Beaker



Measuring Cylinder



Balance



Tongs



Bunsen Burner

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

**You could add an accompanying image.**



## **WEEK 2**

### *Physics*

#### **Measuring Forces**

Forces are measured in newtons (N).

Forces can be measured using a newton meter.



#### **Interaction Pairs**

Forces always act in pairs.

The person's weight pushes down on the chair.

The reaction force from the chair pushes the person up.



**Now write out what you can remember about forces.**

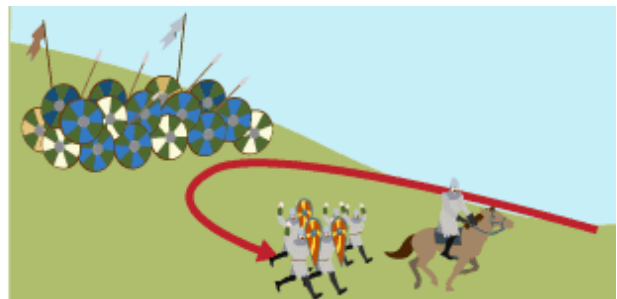
## WEEK 2

### *History*

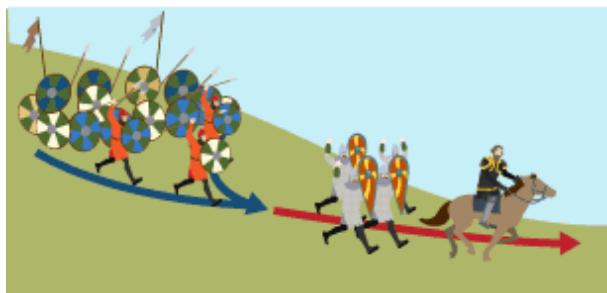
#### Battle of Hastings



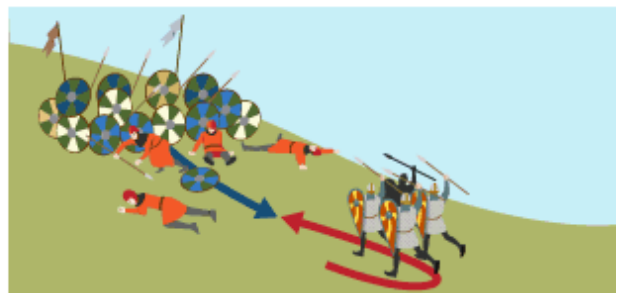
1. The position at the start of the battle. Harold's army is at the top of Senlac Hill. William's is at the bottom.



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



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



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



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

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

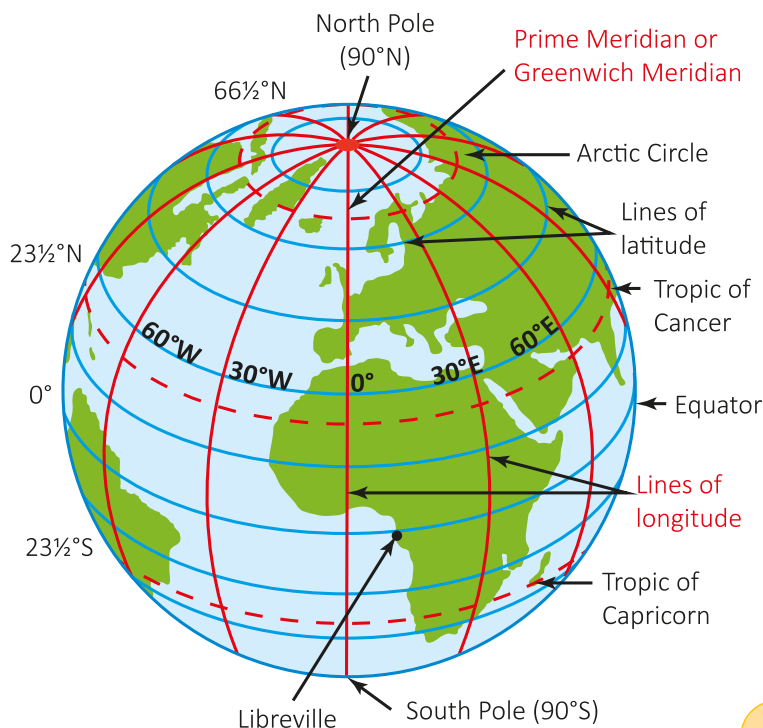
## WEEK 2

### *Geography*

Read through the descriptions and explanations for latitude and longitude.

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

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



Lines of latitude and longitude

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

## WEEK 2

### *French*

#### *Key Phonics and the Alphabet*

oi	'waa' sound
ch	'sshh' sound
il	'ee' sound
gn	'ny' sound (like onion)
qu	'k' sound
r	rolled 'r' sound at the back of the throat, silent at the end of the word
ain	'an' sound

**A** ah    **H** ash    **O** oh    **V** vay  
**B** bay    **I** ee    **P** pay    **W** doobla-vay  
**C** say    **J** shee    **Q** coo    **X** ix  
**D** day    **K** car    **R** air    **Y** ee-grek  
**E** er    **L** ell    **S** ess    **Z** zed  
**F** eff    **M** emm    **T** tay  
**G** shay    **N** enn    **U** ooo

Can you write out the vowels and consonants of the French alphabet and their accompanying phonic?

## WEEK 2

### Art

#### *Maria Sibylla Merian*

### *Biography*

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

### **Observation**

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

### **Illustration**

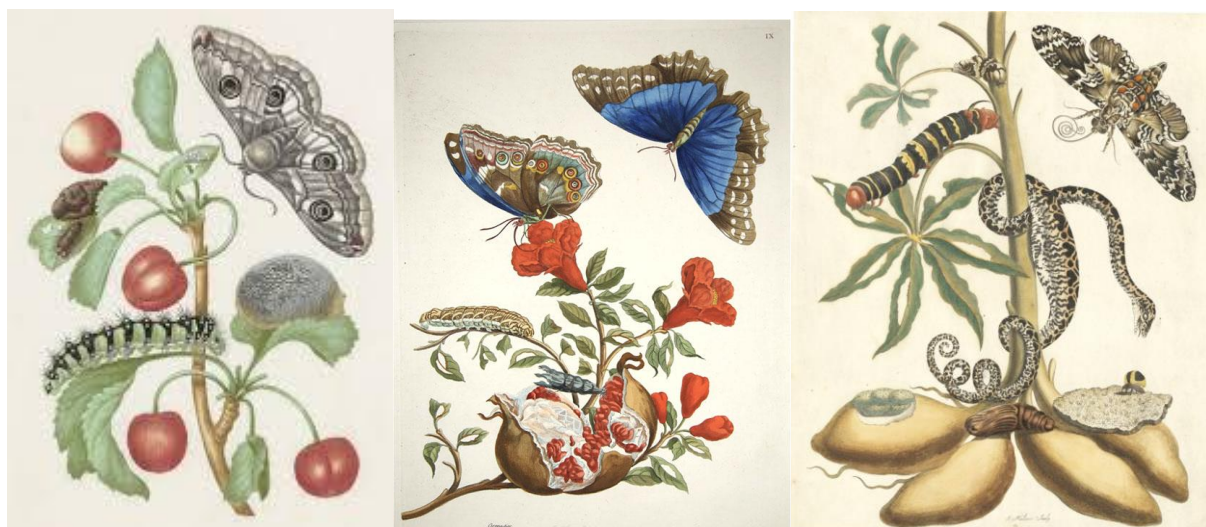
Merian's illustrations were ground breaking for their scientific accuracy and detail. She would create sketches on the spot, which she would later transform into detailed compositions, in bright colours, applied in watercolour and body colour, on large sheets of vellum (parchment paper made from animal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

### **Life Cycle Focus**

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

### **Publications**

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








## WEEK 2

### *Personal Development*

#### British Values

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

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

## WEEK 2

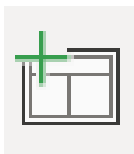
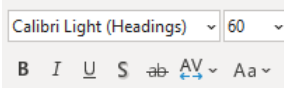


### *ICT*

#### Microsoft PowerPoint Tools

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

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

You do not have to draw the icon.

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

## **WEEK 3**

### *English Literature*

#### **The Workhouse System**

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

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

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

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



## WEEK 3

### *English Language*

## Tips for Annotating Mood and Atmosphere

### **1. Read Slowly and Visualise**

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

### **2. Spot Descriptive Words**

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

### **3. Look for the Five Senses**

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

### **4. Think About the Weather and Setting**

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

### **5. Ask: What Feeling Does This Create?**

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

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

**WEEK 3**  
*Mathematics*

Function Machines

Useful definitions:

Key Vocabulary	Definition
Function Machine	A function machine is a visual way to represent a function or equation. To find output or input values.
Input	The input is the starting value that goes into a function machine.
Output	The output is the result of applying the function to the input.
Function (rule)	The operation or calculation that the function machine performs on the input.

Diagrams:

Example: Find the outputs

4 → Add 7 → 11

14 → Minus 9 → 5

7 → Multiply By 4 → 28

Example: Find the inputs

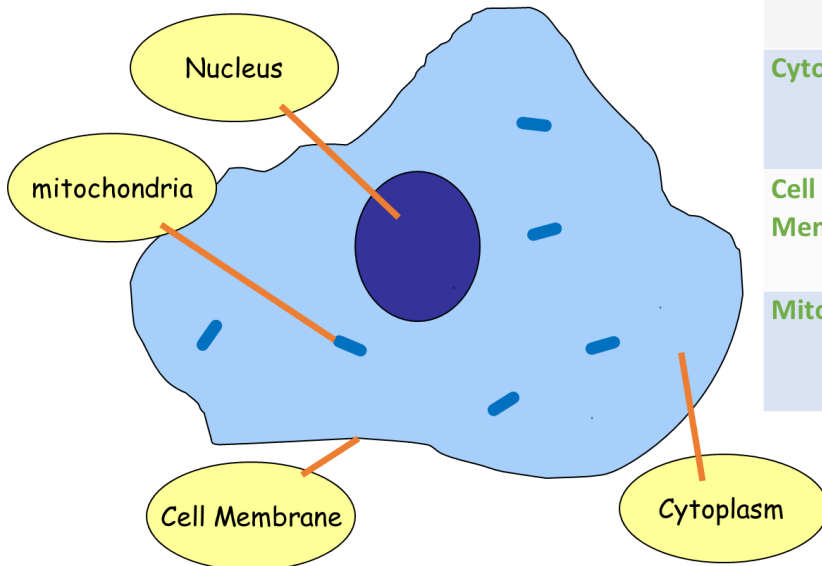
? → Add 4 → 9      ? → Divide By 3 → 6

5 ← Subtract 4      18 ← Multiply By 3

The diagram illustrates how to find inputs for a function machine. It shows two separate function machines. The first machine has an operation 'Add 4' and an output of 9. A red arrow points from the output 9 down to the input 5, and another red arrow points from 5 to the 'Subtract 4' box. The second machine has an operation 'Divide By 3' and an output of 6. A red arrow points from the output 6 down to the input 18, and another red arrow points from 18 to the 'Multiply By 3' box.

**WEEK 3**  
*Biology*

## Animal Cell



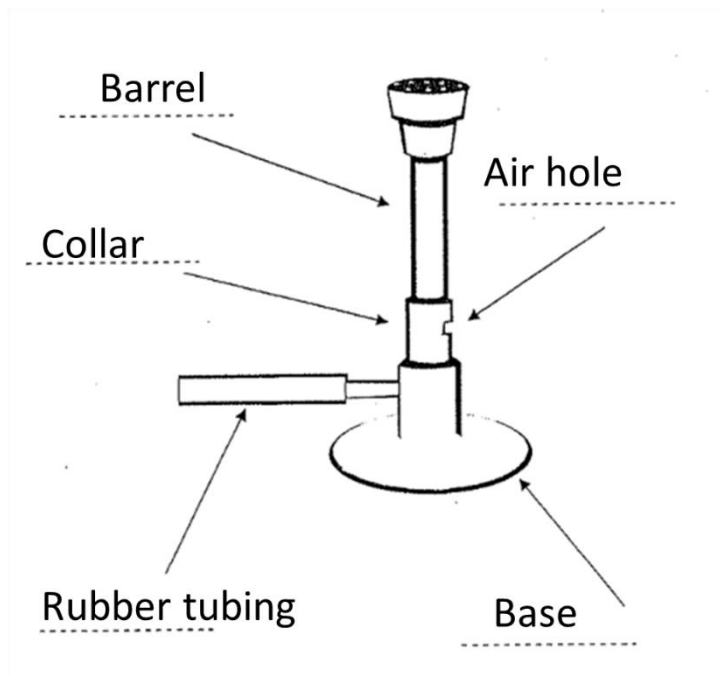
Feature	Function
Nucleus	Where respiration occurs. (where energy is released from glucose)
Cytoplasm	Controls the cell and contains the genetic material (DNA)
Cell Membrane	A barrier around the cell. Controls what enters and leaves the cell.
Mitochondria	"Jelly Like" substance where chemical reactions take place

Can you draw an animal cell from memory and label its key features?

## WEEK 3

### *Chemistry*

## Parts of a Bunsen Burner



**Can you recall the parts of a Bunsen burner?**

**You could even try and draw a Bunsen burner from memory.**

## WEEK 3

### *Physics*

#### Mass and Weight

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



mass: 65kg  
weight 650N



mass: 65kg  
weight 104N

#### Mass

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

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

#### Weight

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

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

To calculate weight we use the equation:

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

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

**What can you recall about mass and weight?**

## WEEK 3

### *History*

#### Harrying of the North

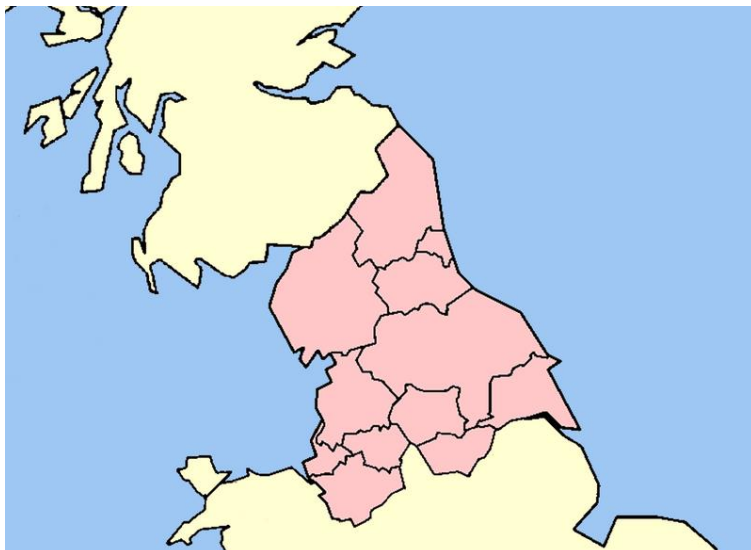
The Harrying of the North was a series of harsh military actions led by William the Conqueror during the winter of 1069–1070. William had recently conquered England, and these actions were meant to crush rebellions in Northern England.

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

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

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

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



## WEEK 3

### *Geography*

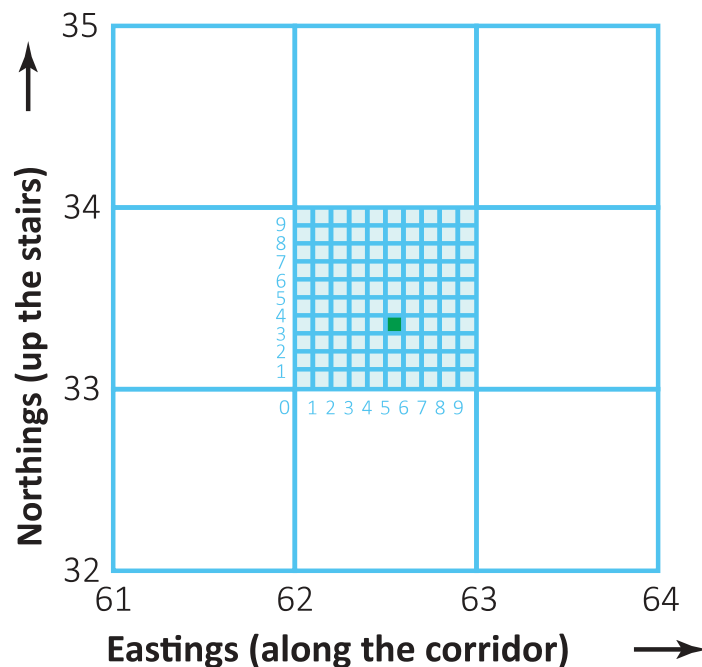
#### Grid References

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

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

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

#### OS grid squares



## **WEEK 3**

### *French*

#### *Classroom Instructions*

Levez-vous	Stand up
Asseyez-vous	Sit down
Levez la main	Raise your hand
Rangez vos affaires	Put away your things
Écrivez	Write
Parlez	Speak/talk
Écoutez	Listen
Regardez	Look/watch
Cahier	Exercise book
En paires	In pairs
En anglais	In English
En français	In French

**Can you list the 12 classroom commands in French and what they mean?**



## WEEK 3

### Art

Natalie McIntyre

### Biography

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

### Source

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

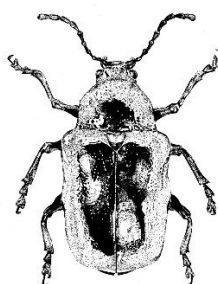
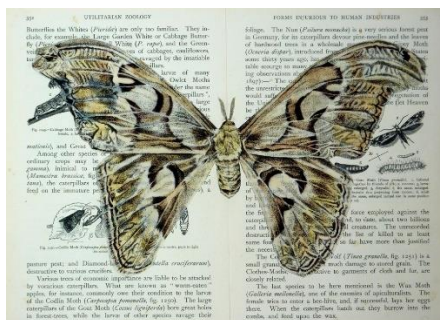
She mainly draws from life or from photographs she has taken. She will also often find more exotic specimens in Museums.

### Art Style

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

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









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



## WEEK 3

### *Personal Development*

#### Protected Characteristics

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

## WEEK 3

### *ICT*

#### Who is Bill Gates?



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

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

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

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

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

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

## **WEEK 4**

### *English Literature*

#### **Crime and Punishment**

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

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

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

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

## **WEEK 4**

### *English Language*

## **Language Analysis Vocabulary Table**

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

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

**WEEK 4**  
*Mathematics*

Algebraic Notation

Useful definitions:

Key Vocabulary	Definition
Substitution	Substitution means putting numbers in place of letters to calculate the value of an expression.
Expression	An expression is a set of terms combined using the operations + - $\times$ $\div$
Equation	An equation show that two mathematical expressions have the same value
Inverse	The inverse of a function "reverses" the action of the original function.
Algebraic rule	An algebraic rule, refers to a mathematical relationship or pattern expressed using letters (variables) and symbols.

Diagrams:

$x + 11$     11 more than  $x$

$x - 4$     4 fewer than  $x$

$5x$     5 times as many as  $x$

$\frac{x}{2}$     Half of  $x$

## WEEK 4

### *Biology*

# Plant cell

**Chloroplasts** are organelles and contain chlorophyll (green pigment) for photosynthesis.

**CHLOROPLASTS**  
for photosynthesis

Thick, outer  
**CELL WALL**

A **cell wall** which is a strong outer layer made up of cellulose to support the cell and give it shape.

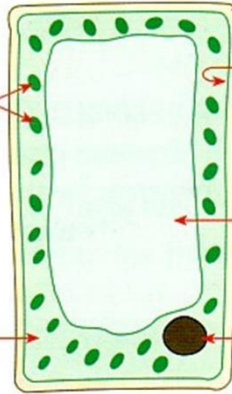
Cell membrane

Watery, central  
**VACUOLE**

A **vacuole** where the plant cell stores sap (the food that it has made; a mixture of sugars, salts and water).

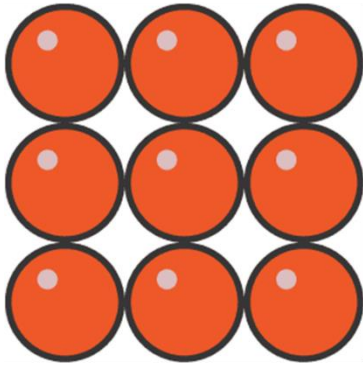
Cytoplasm

Nucleus



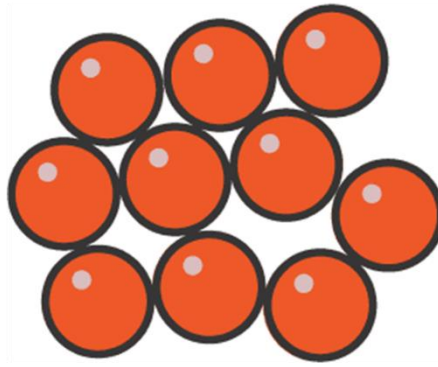
**WEEK 4**  
*Chemistry*

## Solid, Liquid and Gas Particle Diagrams



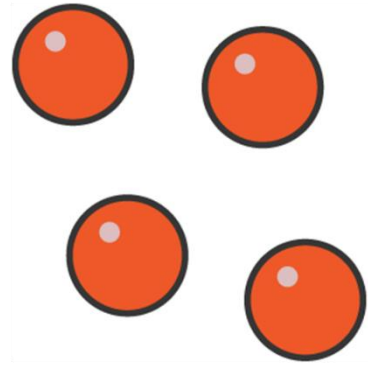
**Solid**

All atoms touching  
Ordered in rows and columns  
No gaps



**Liquid**

Atoms mostly touching  
Randomly arranged  
Some small gaps



**Gas**

Atoms spread far apart  
Randomly arranged  
Big gaps

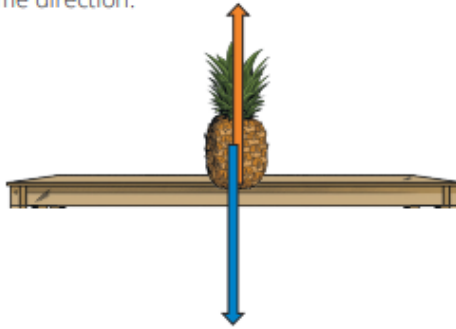


## WEEK 4

### *Physics*

#### Balanced Forces

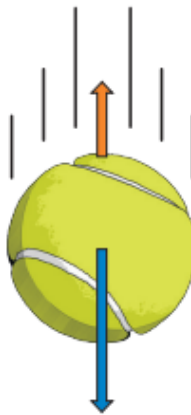
When the forces acting on an object are the same size but in opposite directions, we say that the forces are **balanced**. When this happens, the object is in a state of **equilibrium**. There will be no change to the motion of the object: a stationary object will remain stationary and a moving object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



#### Unbalanced Forces

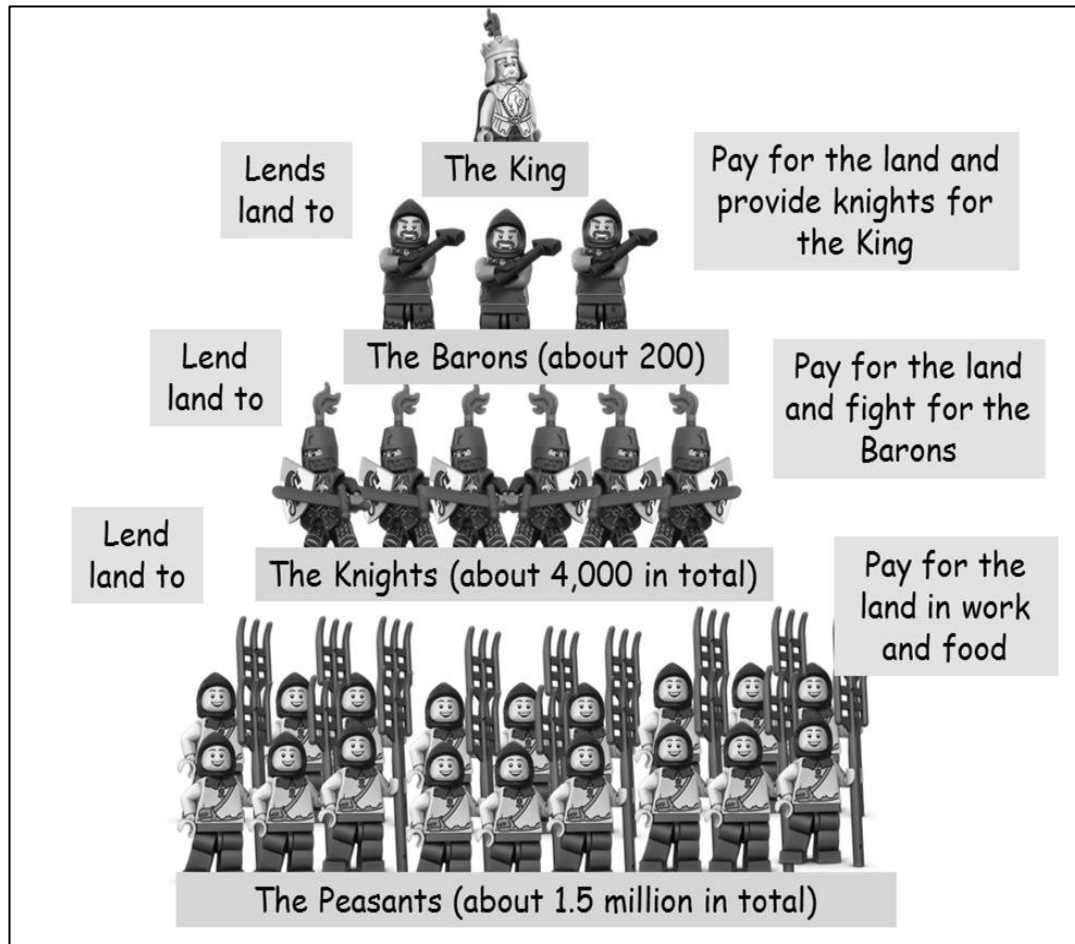
**Unbalanced** forces act in opposite directions but are not the same size. One force is greater than the other.

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



## WEEK 4

### *History*



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

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

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

## **WEEK 4**

### *Geography*

#### OS Maps

#### OS maps:

##### **Who are the Ordnance Survey?**

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

##### **What are the origins of their name?**

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

##### **What do they do?**

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

#### Scale

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

Scale is shown on a map in three ways:

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

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

## **WEEK 4**

### *French*

### *Meetings and Greetings*

Comment t'appelles-tu ?	What are you called?
Je m'appelle	I am called
Salut !	Hi!
Bonsoir	Good evening
Bonne Nuit	Good night
Au revoir	Good bye
Oui	Yes
Non	No
Merci	Thank you
S'il vous plaît	Please

Ça va?	How are you?
Ça va bien	I am well
Ça va très bien	I am very well
Ça ne va pas	I am not well
Pas mal	Not bad
Bof!	So-so
Et toi?	And you?

## WEEK 4

### Art

#### *Hojalata Embossing*

##### *What is Embossing?*

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

Here are some examples: -



*Blind embossing*



*Foil embossing*



*Heat embossing*

##### *Hojalata technique*

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

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

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

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








## **WEEK 4**

### *Personal Development*

#### British Values

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

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

## **WEEK 4**

### *ICT*

## Computer Literacy

Complete the vocabulary table in your exercise books.

Useful definitions:

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

## **WEEK 5**

### *English Literature*

#### **Orphans and Vulnerable Children**

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

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

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

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



## WEEK 5

### *English Language*

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

### **1. Use the Five Senses**

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

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

### **2. Describe the Setting in Detail**

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

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

### **3. Use Body Language and Reactions**

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

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

### **4. Choose Eerie, Powerful Words**

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

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

### **5. Let the Reader Imagine**

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

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

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

**WEEK 5**  
*Mathematics*  
Equality

Useful definitions:

Key Vocabulary	Definition
Equality	Equality refers to two things that are equal, represented by (=) symbol
Equation	An equation links two expressions that are equal, with an equal symbol.
Solving an equation	Solving an equation means finding the values that make two expressions equal.
Equals	Equals (=) indicates two expressions that have the same value.
Expressions	Expression is a mathematical statement with no equals symbol.

Diagrams:

Solve:

The inverse of + 7 is - 7

$$x = 9 - 7 \quad \text{so } x = 2$$

To get x on its own we need to minus 7 from both sides of the equation

Substitution

When substituting, you need to replace a letters with a given numbers

$$c = 5b + 7$$

Find c when b = 4

$$\begin{aligned} c &= 5 \times 4 + 7 \\ &= 20 + 7 \\ &= 27 \end{aligned}$$





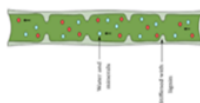

$$h = \frac{g + 4}{v}$$

Find h when g = 6 and v = 2

$$h = \frac{6 + 4}{2} = \frac{10}{2} = 5$$

# WEEK 5

## Biology

<p><b>SPECIALISED CELLS</b></p>	<p>Nerve _____ CELL</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>They are thin, long have a fatty (myelin) sheath that surrounds them</u></li> <li>Where is this cell found? <u>Animals</u></li> <li>What does it do? <u>transmit electrical signals in the nervous system</u></li> </ul>	<p>Sperm _____ CELL</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>Tail, lots of mitochondria, streamline shape.</u></li> <li>Where is this cell found? <u>Animals</u></li> <li>What does it do? <u>swim towards the ova (egg cell) to fertilise it.</u></li> </ul>
<p>Root _____ CELL</p> <p>Hair _____ CELL</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>A large surface area to absorb as much water as possible</u></li> <li>Where is this cell found? <u>Plants</u></li> <li>What does it do? <u>absorb water and dissolved minerals from the soil</u></li> <li>Describe one thing different about this plant cell compared to other plant cells <u>No chloroplasts</u></li> </ul>	<p>Palisade _____ CELL</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>Lots of chloroplasts for photosynthesis</u></li> <li>Where is this cell found? <u>Plants</u></li> <li>What does it do? <u>absorb sunlight for photosynthesis</u></li> </ul>	<p>Xylem _____ Cell</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>No cytoplasm Cell walls are made up of lignin.</u></li> <li>Where is this cell found? <u>Plants</u></li> <li>What does it do? <u>transports water and dissolved minerals up the stem</u></li> </ul>
<p>Red _____ Blood _____ CELL</p>  <ul style="list-style-type: none"> <li>What is special about this cell? <u>Biconcave in shape to increase surface area</u></li> <li>Where is this cell found? <u>Animals</u></li> <li>What does it do? <u>absorbs and carries oxygen</u></li> <li>Describe one thing different about this cell compared to other cells <u>No nucleus</u></li> </ul>		

## WEEK 5

### *Chemistry*

# Atoms, molecules and compounds

## **Atom or particle**



- Just one, the smallest we can break down to

## **Molecule**



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



## **Compound molecule**

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

## WEEK 5

### *Physics*

#### Changing Speed

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

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



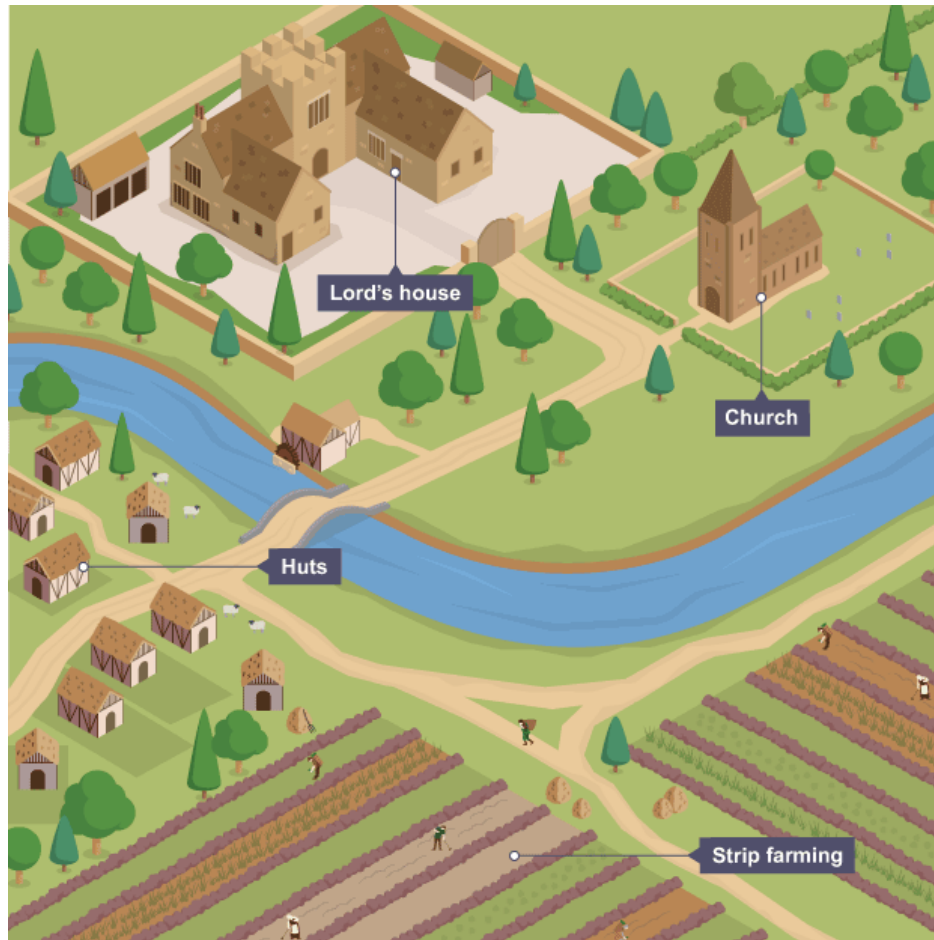
If the resistive forces on an object are larger than the driving force, the object will slow down.

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



## WEEK 5

### *History*



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

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

## WEEK 5

### *Geography*

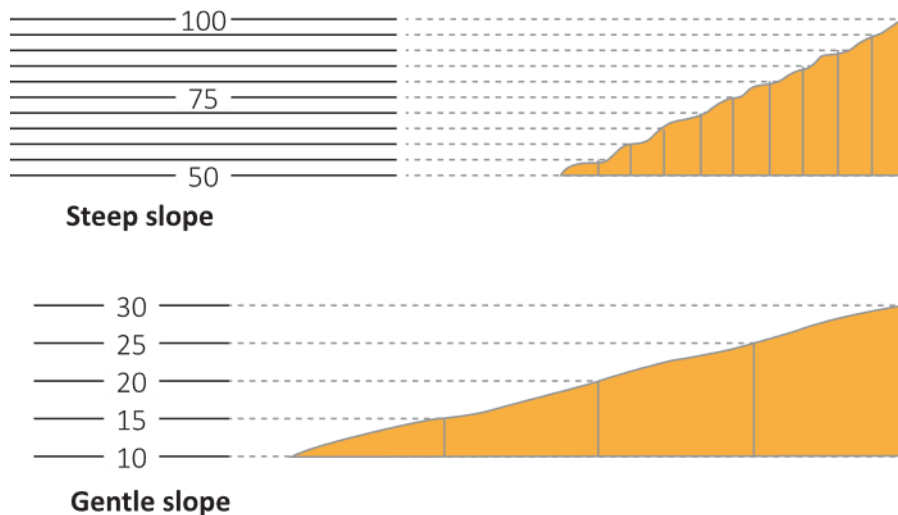
#### Height on a map

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

. 144

Heights are to the nearest metre above mean sea level

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



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



Triangulation pillar

## WEEK 5

### *French*

#### *Numbers, age and birthdays*

zéro	0
un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt et un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente et un	31

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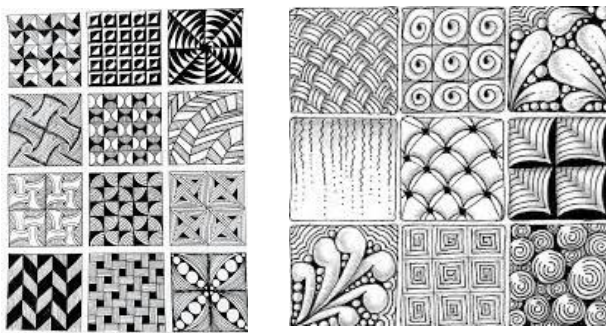
## WEEK 5

### *Art*

#### *Zentangles & Rosalind Monks*

##### *Zentangles*

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



##### *Rosalind Monks*

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









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



## WEEK 5

### *Personal Development*

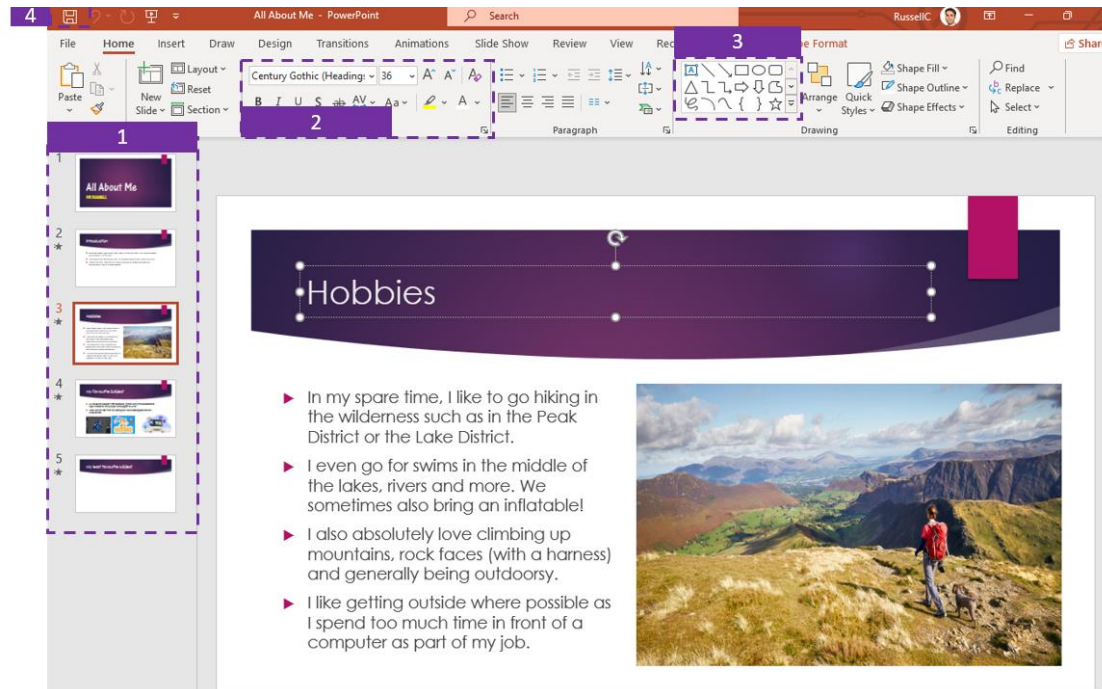
#### Protected Characteristics

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

## WEEK 5

### *ICT*

## Microsoft PowerPoint Tools



### Useful definitions:

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

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

## **WEEK 6**

### *English Literature*

#### **Women in Victorian Society**

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

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

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

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

## WEEK 6

### *English Language*

## Tips for Analysing the Narrator in a Text

### 1. Identify the Type of Narrator

Ask: *Who is telling the story?*

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

*This can feel personal, emotional or biased.*

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

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

### 2. Think About What the Narrator Knows

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

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

### 3. Look at the Narrator's Tone

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

### 4. Ask: Can We Trust the Narrator?

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

### 5. Think About How the Narrator Makes You Feel

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

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

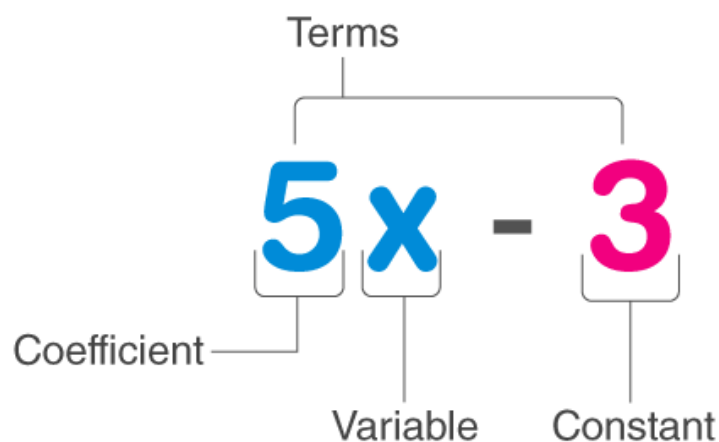
**WEEK 6**  
*Mathematics*

Equality and Equivalence

Useful definitions:

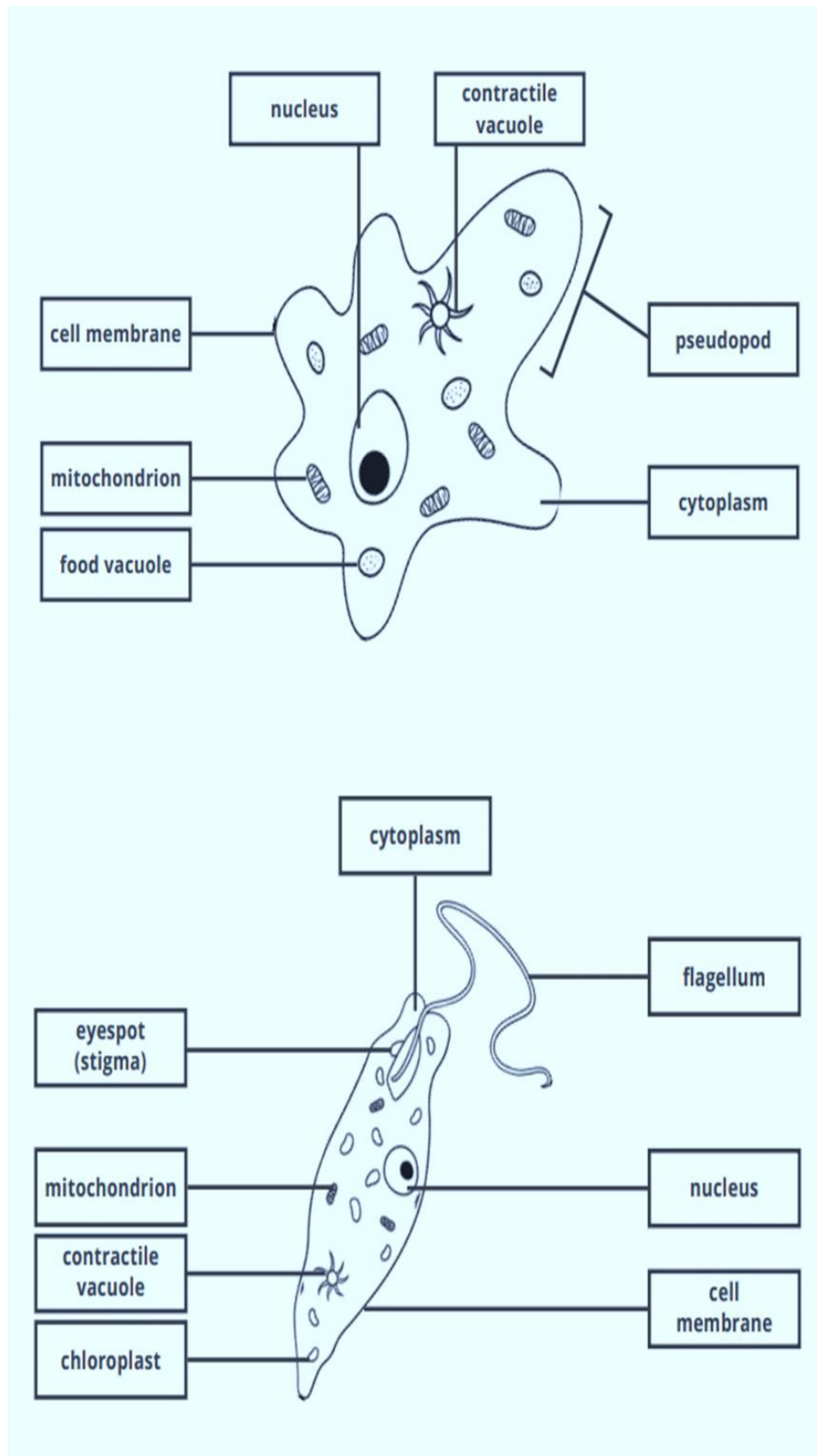
Key Vocabulary	Definition
Equivalence	Equivalence in algebra are expressions or equations that have the same value or solution.
Term	A term is one element in an algebraic sentence. It could be a number, a variable or a combination of numbers and variables.
Variables	Variables are letters that represent unknown or changing values.
Constants	Constants are numbers that are stand-alone without any variables.
Coefficient	Coefficients are numbers that multiply the variable.

Diagrams:



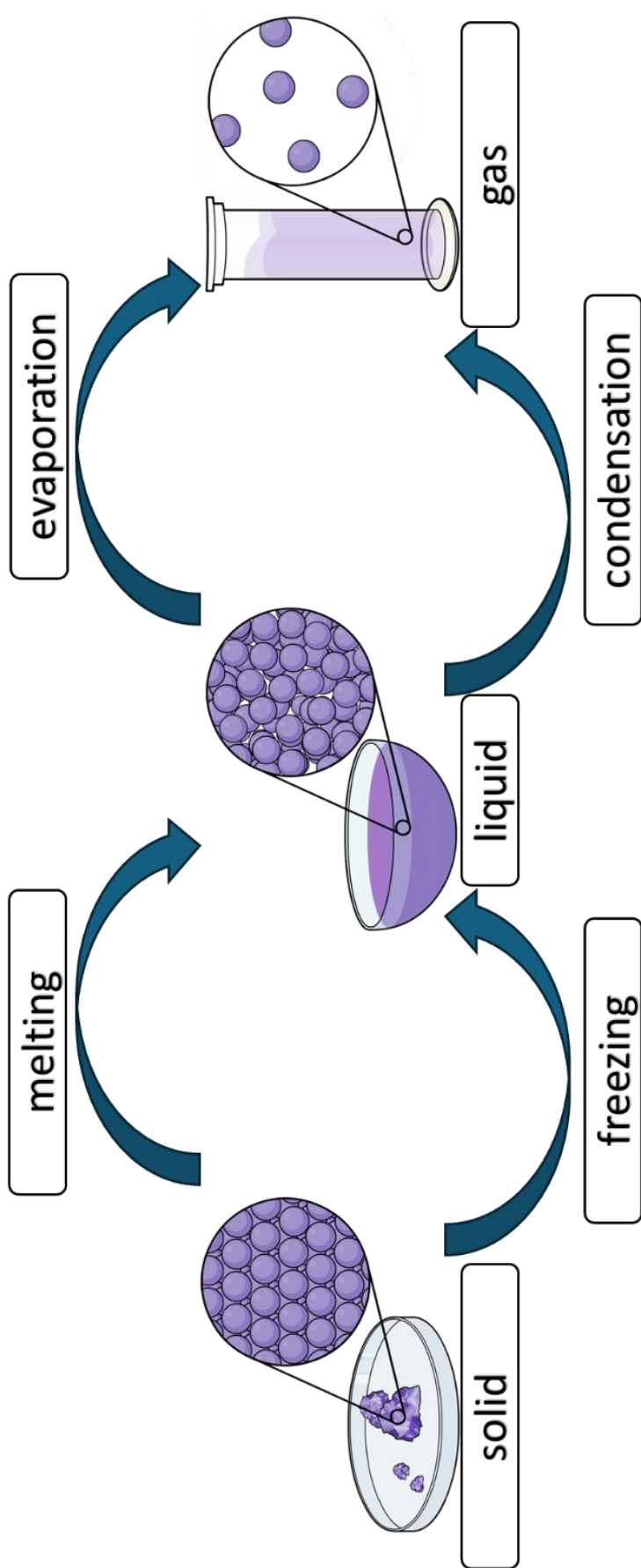
## WEEK 6

### *Biology*



**WEEK 6**  
*Chemistry*

# Changes of state





## WEEK 6

### *Physics*

#### Hooke's Law

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

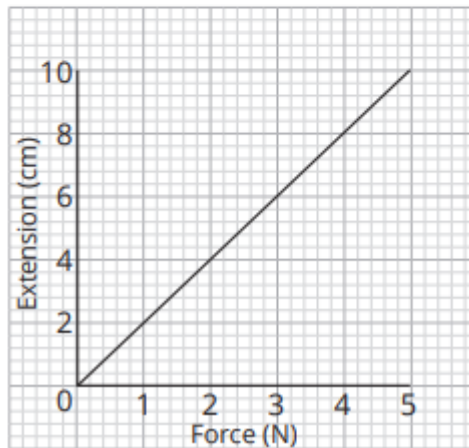
$$\text{force (N)} = \text{spring constant (N/m)} \times \text{extension (m)}$$

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

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

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

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



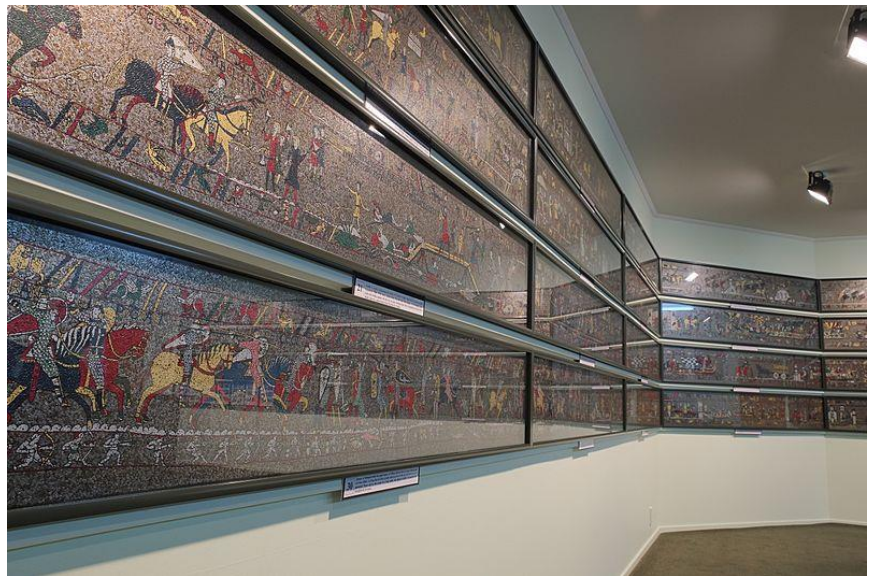
## WEEK 6

### *History*

#### The Bayeux Tapestry

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

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



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

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

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

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

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

## **WEEK 6**

### *Geography*

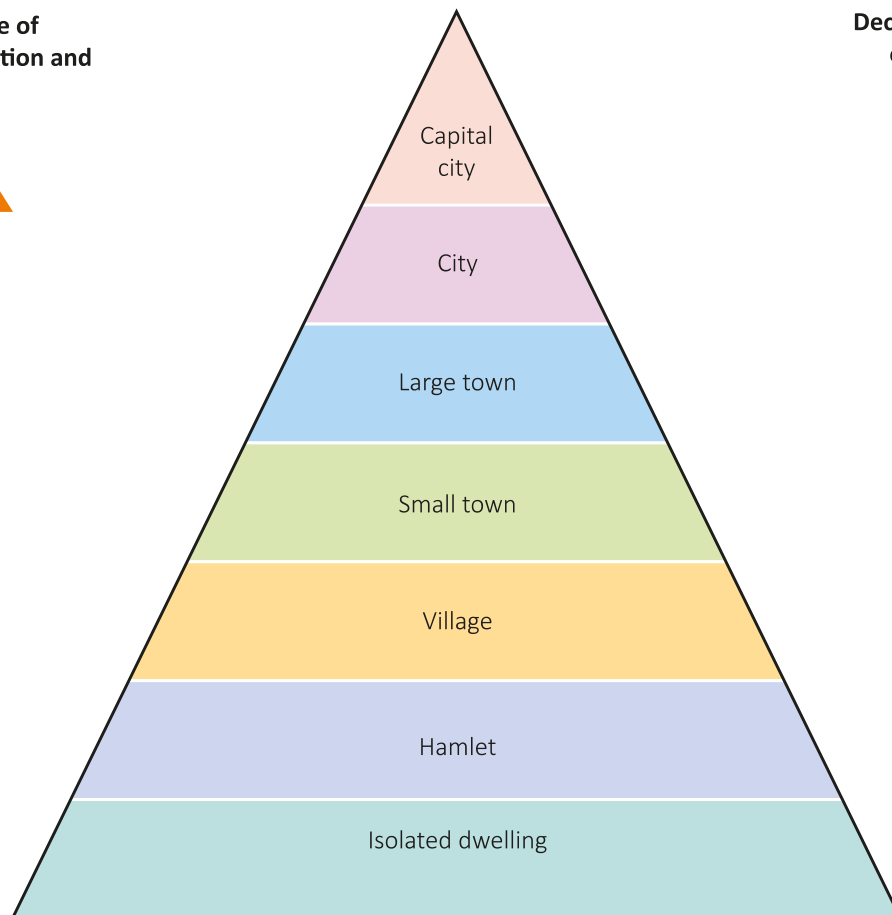
#### What are settlements?

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

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

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

**Increase in size of  
settlement, population and  
services**



**Decrease in numbers  
of settlements**



## **WEEK 6**

### *French*

#### *Possessive Adjectives and Family Members*

mon	my (masculine noun)
ma	my (feminine noun)
mes	my (plural noun)
ma mère	My Mum
mon père	My Dad
ma belle-mère	My Step-Mum
mon beau-père	My Step-Dad
ma sœur	My sister
mon frère	My brother
ma demi- sœur	My half sister
mon demi- frère	My half brother
ma belle- sœur	My step sister
mon beau- frère	My step brother
ma grand-mère	My Grandma
mon grand-père	My Grandad
ma tante	My auntie
mon oncle	My uncle
ma cousine	My cousin (female)
mon cousin	My cousin

## WEEK 6

### Art

#### *Abbie Diamond*

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

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

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








## **WEEK 6**

### *Personal Development*

#### British Values

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

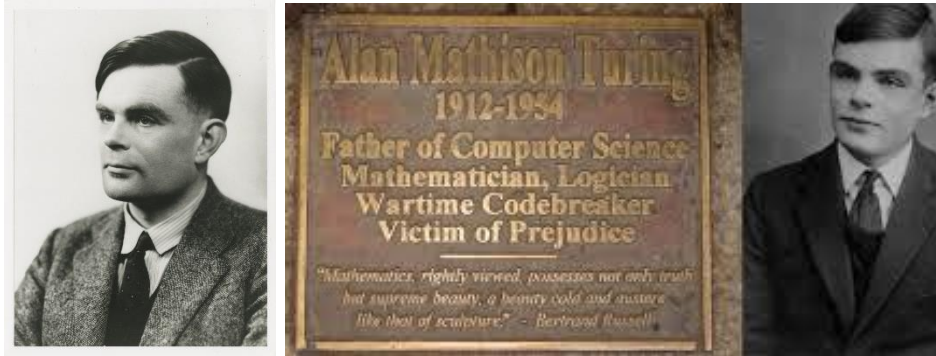
Democracy	Everyone has the right to have a say and make decisions, by voting or expressing their opinion.	
Rule of Law	Laws exist to keep people safe and ensure fairness. It's important to follow the law and respect rules, both at school and in society.	
Individual Liberty	Everyone has the freedom to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



## WEEK 6

### *ICT*

#### Who is Alan Turing



**Alan Turing** was a **British** mathematician and problem-solver, born in **1912**. From a young age, he loved puzzles and tricky challenges. His ideas were so clever that today, he's known as the father of modern computers because he came up with the idea that machines could follow instructions to solve any problem – just like our computers do today!

During **World War II**, Turing worked in secret at a place called **Bletchley Park**. He helped **crack secret enemy messages** that were scrambled by a machine called **Enigma**. His work helped the Allies win the war faster — and saved millions of lives.

Turing's way of breaking codes inspired what we now call **encryption** — the way we keep information safe online. Every time you use a password or send a private message, you're using modern versions of the ideas he started.

Alan Turing is remembered as a true computing legend. One of the biggest awards in technology is named after him — the **Turing Award**, given to people who change the world through computer science.

Write down as much as you can remember about Alan Turing in your exercise book.