**Summer 2 - Year 8  Name:**

Just reading through your books or a knowledge organiser is not always an effective way to revise. Instead, you should do something with the information. Choose an example of the revision methods on the pages or see if you can come up with another method.

The knowledge is evolutionary not revolutionary. Approximately half the knowledge is new and half helps you revise. Many of the activities are changing. We hope you enjoy them.

| Idea | | Explanation |
|---|---|---|
| Make some flash cards or PowerPoint slides. Make top trumps. |  | Write down key words, quotation, questions or equations on one side of a card. On the other side, write the definition or answer. Use them to test yourself. |
| Make a poster. |   Plant Cell | Turn your notes into posters with lots of colour and illustrations. Summarising the key information in a different way is an effective way of learning and your brain will remember the colours more easily. Do the title last! |
| Draw spider diagrams, or for the adventurous mind maps. |  | Write the topic/keyword in the centre of your page. Add everything you know in subtopics. Then explore each subtopic in turn adding more ideas. Colour/pictures help you recall. |
| Write a song or a rap. |  | Are there songs that stick your head. Change the lyrics to the information you want to learn. If you record and listen back it will be a more fun way of revising. |
| Plan a lesson |  | If you teach something to someone else the chance of recalling it is really high. This has been found to be the most effective way of learning something for the long term. |
| Write a story or comic strip. |  | Take the keywords or facts that you need to learn and turn them into a story or a cartoon. The sillier the story the more likely you are to remember it. |
| Write a quiz. Design a game. |  | Playing is how we learn as young children and it is a very powerful way of learning throughout life. If we enjoy the game it helps us remember. |

# READING: DIFFICULT TEXTS

## 1. PRE-READING

Think about what you already know about the topic or type of text you are going to read. For example:

- For nineteenth century texts, what do you know about Victorian Britain?
- For fiction, what other books have you read in the same genre? What would you expect to find in this book?

Use images, the blurb, the title/ headline to predict what the text will be about.

## 2. DURING READING

Re-read sections if you are finding them confusing. Try and get a general understanding before you move on.

Ask questions of the text, for example:

- Does that make sense?
- Why is the character doing that?
- What would I expect to happen next?
- Do I agree with the author? Are they presenting fact, fiction or opinion?

## 3. VOCABULARY

When you come across a word you don't know:

- look up the definition
- see if you can figure out the meaning from the surrounding sentence (what would make sense)
- look for common pre-fixes, suffixes and root words- for example words starting with BIO are to do with living things.

## 4. BULLET POINTS

Pause regularly to ensure you understand what is being said. For non-fiction, make a quick bullet point for each paragraph to sum up the main ideas. For fiction, you may do this by chapter.

## 5. AFTER READING

Summarise the text in your own words. Remember to only pick out the key details. Your summary could be written out, or you could add images or create a comic-style summary.

1.Pre-Reading

2. During reading

3. Vocabulary

4. Bullet Points

openacademy

5. After Reading
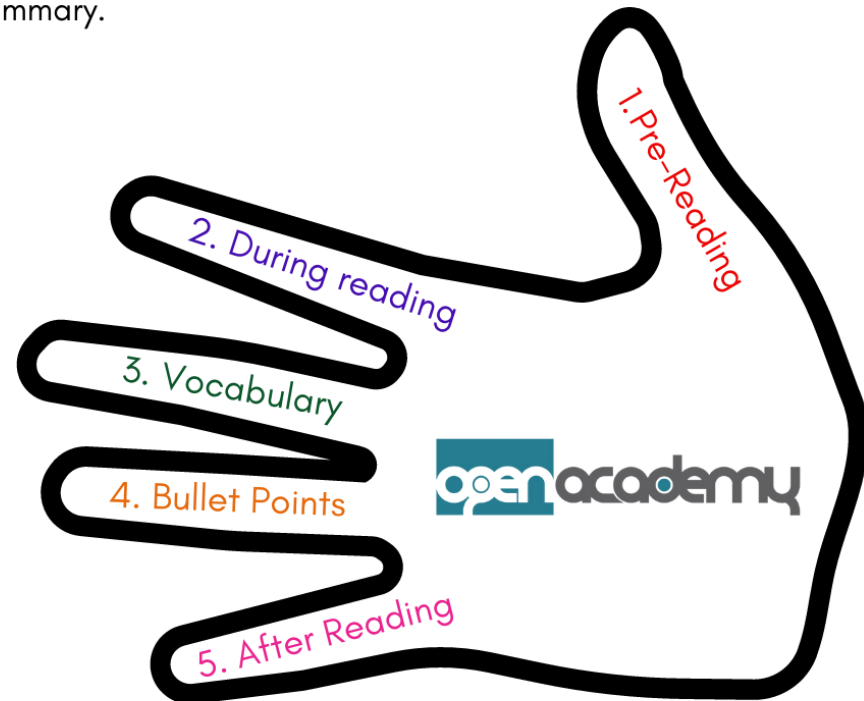
# Sharing the Love of Reading: 11-16-year olds

1. Can I read aloud to a friend or relative?

2. Can I hide a story or poem to be found?

3. Can I deliver a speech from a character or public figure?

4. Can I share my reading journey over the last week?

5. Can I learn about a book from someone's past?

6. Can I…

7. Can I discover what books mean to someone else?

8. Can I…

9. Can I create a paper chain of poetry?

10. Can I gain a '7-day streak' of reading?

11. Can I design my own reading den?

12. Can I recreate a scene/poem using various materials?

13. Can I read in an unusual & unexpected place?

14. Can I set up a news desk & give a report?

15. Can I recreate a favourite book or comic cover?

16. Can I find an online video of an illustrator drawing and draw along?

17. Can I make an A-Z of authors, book titles or favourite characters?

18. Can I make my own mini book?

RfP

"Reading can seriously damage your ignorance."

L Birchall

**Year 8- Summer 2**

We have been looking at drawing and painting Eyes this term.

This sheet shows the
Different stages of simple outline to detailed drawing. Try to practise this at home using your own eye or a parent. Remember the secret is "looking really hard!"
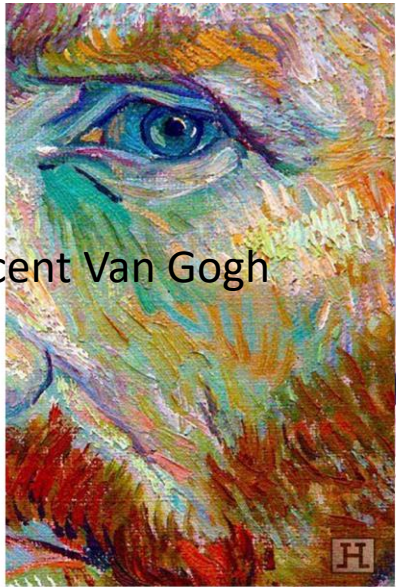
Agnes Cecile

Vincent Van Gogh

We have also studied these two artists and how they painted their own eyes.

**Rub out your guideline and add <u>tone</u> to make the eye look more <u>realistic</u>**

**ALL**: Draw the basic shape of an eye, looking at the shapes and starting to add tones.

**MOST**: Carefully draw the shapes in the eye, adding a variety of <u>tones</u> and <u>details</u>.

**SOME**: Draw the eye with accuracy, adding lots of details and tones. You will fill the space and draw what you can see, not what you imagine!

The iris should have a variety of <u>tones</u> and tends to get darker towards the outer ring.

Even the white part of the eye has tone towards the edges, giving the eye <u>form</u>.

# YEAR 8 DRAMA – METAMORPHOSIS

**Physical Theatre** is a **genre** of theatre where physical movement is used to tell the story rather than dialogue.

**Physical theatre** shows that you don't have to use words to express ideas. It uses techniques such as **movement, mime, gesture** and **dance** and can be used to explore complex social and cultural issues.

Physical theatre is often **abstract** in style and uses movement in a **stylised** and **representational** way.

**Abstract** is the opposite of realistic, a character or concept may be symbolised rather than literal.

**Stylised** is an attempt to enhance a scene using unnatural methods.

**Representational** is to represent reality or an aspect of real life rather than show realistically.





**The Metamorphosis** adapted by Steven Berkoff and based on the 1915 novella by German writer Franz Kafka.

It tells the story of Gregor Samsa, a travelling salesman who has his whole life ahead of him, but awakes one morning as a massive insect. The Samsa family have to adjust to Gregor's new state but as time goes on, the family lose hope that Gregor will ever return to his normal state.

**Steven Berkoff** is a British actor, playwright and **theatre practitioner**. He is recognised for staging work with a heightened performance style. His work combines **physical theatre, total theatre** which combines all elements such as music, voice, movement and spectacle, together and **expressionism** which seeks to express the inner world of emotion rather than external reality.

# Food Packaging

## Food packaging
Food is packaged to protect the product during transport and whilst sitting on shelves.

## Why is food labelling important?
Symbols on packaging show important information to customers.

| | | | | |
|---|---|---|---|---|
| FAIRTRADE | FSC | (snowflake) | British Lion Quality | V (Vegetarian) |
| Giving farmers a fair price for their products. | Forest Stewardship Council – helping effectively manage forests. | Suitable for home freezing. | Eggs have been produced to the highest standards of food safety. | Vegetarian approved – free from animal products. |
| (recycle) | ASSURED FOOD STANDARDS | (tidy man) | HALAL | RSPCA ASSURED |
| This product can be recycled. | A British organisation that promotes and regulates food quality. | Tidy man – do not litter. | Food which abides by the Islamic law. The Islamic way of slaughtering is cutting the throat and draining the blood. | An ethical food label – helping farm animals have a good life. |

## Example exam questions:
### Seasonal produce and air miles
What are the advantage of buying locally produced, seasonal produce? (6 marks)
Explain the disadvantages of buying imported foods. (10 marks)
Explain the term 'air miles' (3 marks)
Explain the term 'seasonal produce' (3 marks)
How might a restaurant use the fact they only use

### Food packaging
Compare the two dishes and explain which dish is a healthier choice. Use the traffic light system to help you with your answer (6 marks).
Why is it important to include a vegetarian symbol on food packaging of vegetarian products? (2 marks)

# Reference intake

You'll see reference intakes referred to on food labels. They show you the maximum amount of calories and nutrients you should eat in a day. Most packaging has a colour coded label on the front to help you make healthy choices.

Reference in take amounts:
Kcal (calories) – 2000
Total Fat -70g
Saturated fat – 20g
Sugar – 90g
Salt – less that 6g

Each serving (150g) contains

| Energy 1046kJ 250kcal | Fat 3.0g LOW | Saturates 1.3g LOW | Sugars 34g HIGH | Salt 0.9g MED |
|---|---|---|---|---|
| 13% | 4% | 7% | 38% | 15% |

of an adult's reference intake
Typical values (as sold) per 100g: 697kJ/ 167kcal
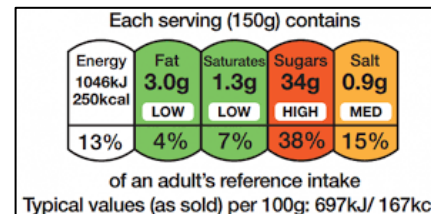
**Red means HIGH** in that nutrient
**Amber means MEDIUM** in that nutrient
**Green means LOW** in that nutrient

Reference intakes are not meant to be targets. They just give you a rough idea of how much energy you should be eating each day, and how much fat, sugar, salt and so on.
The percentages represent how much of your reference intake is in the product, e.g. the product has 3.0g of FAT in it, that is 4% of 70g of fat.

# Food Provenance

## Manufactured foods

Manufactured foods are foods that have undergone any process that has changed them from their natural state. This includes products that have many ingredients and several processing steps such as a pre-prepared meal


Crisps


Sausage rolls


Sandwiches

## Foraging and gathered Foods

Foraging or gathering food from the wild is a way of getting fresh, good quality, local ingredients. Food gathered from the forests, countryside and hedgerows can provide a huge range of ingredients (for free!).


Mushrooms


berries


apples

## Grown Foods

Foods that are grown on giant farms, greenhouses, or giant poly-tunnels. Often the foods are sprayed with chemical pesticides and fertilisers to make identical shape and size foods. Many processes are done by machine to make these foods cheaper.


Poly tunnels


Fields


Green houses

## Reared Foods

Animals raised for their use, often for food. Intensive farming produces cheap produce, but does not always provide the best welfare for the animals involved. Free Range is a kinder but more expensive method of farming animals. More space is needed for fewer animals


Dairy cows


Pigs for Pork


Chicken

# Chocolate orange cookies

Ingredients

125g butter, softened

100g light brown soft sugar

125g caster sugar

1 egg, lightly beaten

225g self-raising flour

200g chocolate chips

1 orange


Equipment

Weighing scales

Bowl

Spoon

Baking tray

jug


Skills

Weighing

Whisking

Shaping

Baking



1. Pre-heat the oven to 190C. Weigh out the butter and the sugar.



2. Cream the butter and sugar together.
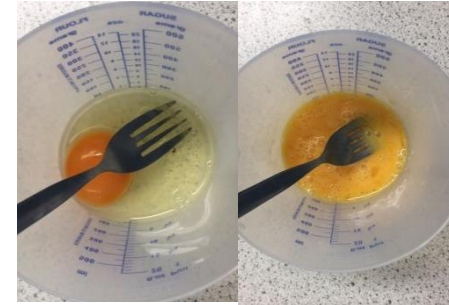


3. Mix the egg in a jug and add a little at a time to the butter mixture.



3. Add the flour and chocolate chips and orange zest. Mix well.



4. Split the mixture into 12 even balls, 6 per tray. Bake for 10 minutes until golden on the edges and soft in the middle.

You can change this recipe to make:
-Chocolate orange cookies
-Cranberry and white chocolate cookies
-Peanut butter cookies

# Jambalaya

## Ingredients
1 pepper
1 onion
1 garlic clove
½ can chopped toms
125g rice
250ml boiling water
1 vegetable stock cube
1 chicken breast
Salt
Pepper
paprika

## Equipment
Pan
Spoon
Knife
Chopping board
Jug
Kettle

## Skills
Seasoning
Frying
Chopping



1. Chop the onion, pepper and garlic. Cut the chicken into cubes



2. Heat the oil, add the chicken, onion and garlic. Cook until the onions are soft and the chicken is white.



3. Add the paprika and mix so its all coated.



4. Cut the pepper into chunks.



5. Add the peppers and rice and stir.



6. Mix the stock cube with 250ml until it is dissolved.

7. Add all the stock and cook for around 10 minutes.



8. Add half the can of tomatoes and stir until the water has soaked into the rice.



9. Once the rice is cooked and the liquid has gone stir through the sweetcorn and cook for a couple of minute.

# Practical Assessment 3: Creamy chicken pie

## Ingredients

1 onion

2 chicken breasts

Optional: 4 rashers of bacon

90g cream cheese

Stock cube

4 large potatoes

Salt and pepper

Splash of milk

Tbsp butter

## Optional vegetables (choose at least 1)

Mushrooms

Leek

Sweetcorn

## Equipment
Saucepan
Masher
Knife
Red chopping board
White chopping board
Frying pan
Wooden spoon
Pie dish

## Method

1. Fill a saucepan just over half way with water and put onto boil. Pre-heat the oven to 180°C.

2. Prepare your vegetables: dice the onion, slice your vegetables and cut your potatoes into chunks. Dice the chicken.

3. When the water has boiled, add your potatoes and cook for around 20 minutes until soft.

4. Fry the onions and chicken for 10 minutes, until the onions are translucent and the chicken white.

5. Add the vegetables and cook for another 3-5 minutes. (Leeks will take 5 minutes longer than mushrooms or sweetcorn).

6. Stir through the cream cheese, half the stock cube and season with and salt and pepper.

# Year 8 Design and Technology


MOVEMENT


PROPORTION


CONTRAST


BALANCE


Fretsaw


Metal File


Belt Sander

These are the key principles of design we will be looking at this term when working in the Workshop. The project is to design and make a sweet dispenser.

Key Questions?
- What is the function of a sweet dispenser? Will it have any extra practical design features?
- What key aesthetics do you need to consider when designing?
- How will accurate measuring affect the quality and function of your product?

Word Bank

| | | |
|---|---|---|
| Material properties | Aesthetics | Measurements |
| Template | Product | |
| Analysis | Fretsaw | Sander | Relief |

Using 2D Design, you will transfer your hand drawn designs onto CAD.

Using CAD helps to present work professionally, and adds to your portfolio of skills working towards GCSE level.
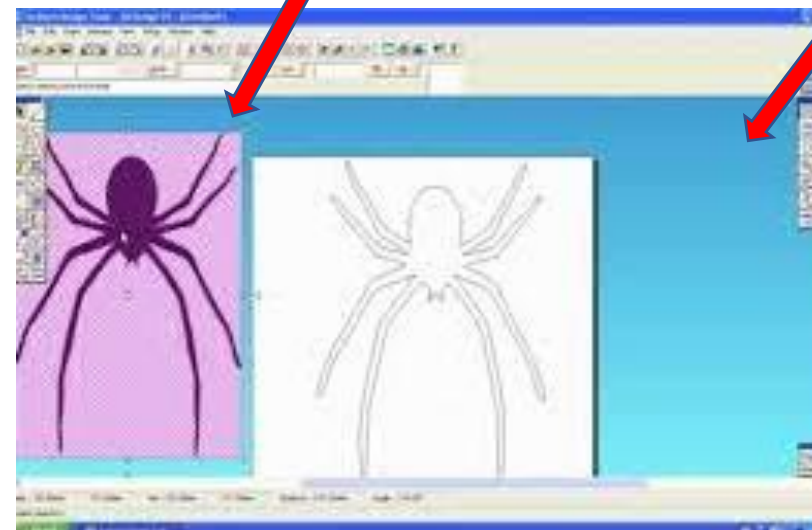
# Muscular Endurance

## Muscular Endurance

'The ability of the muscles to work efficiently for long periods of time'

Watch this for information on components of fitness!

Muscular Endurance requires your muscles to work for long periods, but they also need to work without getting tired. Below are some images of the world's greatest sporting performers. Each of these will require a large amount of muscular endurance. Can you give 3 specific sporting examples of these in the empty column? i.e. a cyclist continuing to peddle for many miles in the Tour de France.


Laura Kenny


Anthony Joshua


Harry Kane


Roger Federer

Press-ups and Sit-ups are a simple, cheap and effective way of building muscular endurance. It is easy because there is not many pieces of equipment needed and you can do these exercises anywhere. The negatives of these exercises is that if your technique is not very good or correct, you could become injured and your results will be affected.

Sporting examples using the FITT principle.

1. .......................................................
.......................................................
.......................................................
.......................................................

2. .......................................................
.......................................................
.......................................................
.......................................................

3. .......................................................
.......................................................
.......................................................
.......................................................

It is important to understand that different sports and sports performers require different aspects of fitness. Many sports need the same types of physical and skill related fitness, however some are unique and require specific components.



Dina Asher-Smith is a British and World Champion sprinter. She needs to have great **muscular endurance** for her races as well as **speed, power and reaction time** to cover as much distance as possible, respond to the starter's pistol and move powerfully out of the blocks to get a good start.

Circuit training sessions could help Dina when she is training for her events. Research what circuit training is and plan 5 exercises Dina could attempt to help her.
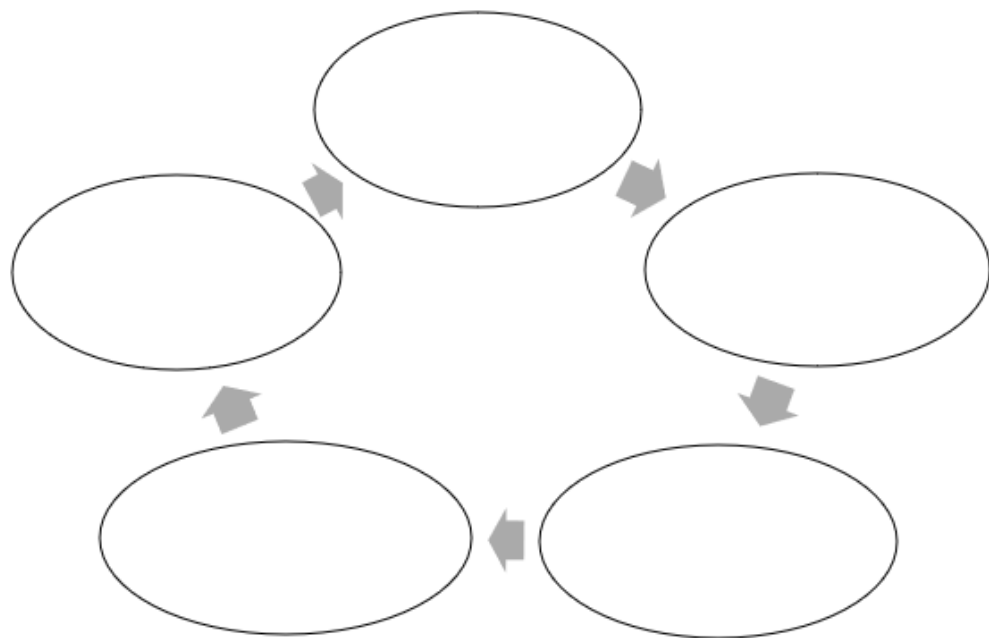
Key words and terminologies to consider in PE

| Aerobic Endurance | Muscular Endurance | Muscular Strength |
|---|---|---|
| Speed | Flexibility | Body Composition |
| Pulse Raiser | Stretches | Skill related |
| Gastrocnemius | Hamstring | Gluteus Maximus |
| Quadriceps | Triceps | Pectorals |
| Pectorals | Oblique | Fibula |
| Biceps | Tibia | Humerus |
| Femur | Radius | Ulna |
| Scapula | Clavicle | Vertebral Column |
| Cranium | Ribs | Sternum |
| Agility | Power | Balance |
| Co-ordination | Reaction Time | Max. Heart Rate |

# Earths resources and climate change

## Fuels as Energy Resources

Fuels store chemical potential energy. Many fuels are used a great deal by humans, including fossil fuels:
- Oil – used to make petrol/diesel/aircraft fuel especially
- Coal – burned in power stations to generate electricity
- Natural gas – used as a fuel for heating homes and for cooking.

These are all very useful fuels, but the problem is that they are **non-renewable** and when they are burned, carbon dioxide is produced. Carbon dioxide contributes to climate change because it is a greenhouse gas.

## Other Energy Resources

We don't have to use fossil fuels for the uses given above. There are many other energy resources on Earth, including many **renewable resources**. E.g.
- Sunlight, which we can use to generate electricity with solar cells
- Wind, which can be used to generate electricity using wind turbines
- The tides, which can be used to generate electricity
- Waves in the sea, which can be used to generate electricity.

## Choosing energy resources

Many things should be considered to choose an energy resource:
- The **reliability** of the energy resource
- The **usefulness** of the energy resource
- **How long the resource lasts**, and if it is renewable
- The **environmental impact** of the energy resource.

### Global Warming Predictions



2070-2100 Prediction vs. 1960-1990 Average

Based on HadCM3

Temperature Increase (°C) 0 1 2 3 4 5 6 7 8

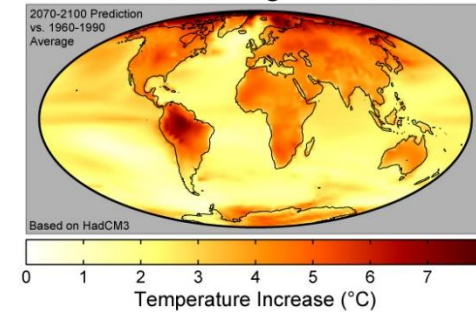| | |
|---|---|
| Carbon dioxide, water vapour and methane | *Examples of greenhouse gases that maintain temperatures on Earth in order to support life* |
| The greenhouse effect | *Radiation from the Sun enters the Earth's atmosphere and reflects off of the Earth. Some of this radiation is re-radiated back by the atmosphere to the Earth, warming up the global temperature.* |

| Global warming | |
|---|---|
| *Levels of $CO_2$ and methane in the atmosphere are increasing.* | Decreased land availability from sea level rise, temperature rise damages delicate habitats, extreme weather events harm populations of plants and animals. |

| Effects of climate change |
|---|
| Rising sea levels |
| Extreme weather events such as severe storms |
| Change in amount and distribution of rainfall |
| Changes to distribution of wildlife species with some becoming extinct |

| | |
|---|---|
| Carbon dioxide | *Human activities that increase carbon dioxide levels include burning fossil fuels and deforestation.* |
| Methane | *Human activities that increase methane levels include raising livestock (for food) and using landfills (the decay of organic matter released methane).* |
| Climate change | *There is evidence to suggest that human activities will cause the Earth's atmospheric temperature to increase and cause climate change.* |

The total amount of greenhouse gases emitted over the full life cycle of a product/event. This can be reduced by reducing emissions of carbon dioxide and methane.

There is a global consensus about global warming and climate change based on systematic reviews of thousands of peer reviewed publications.
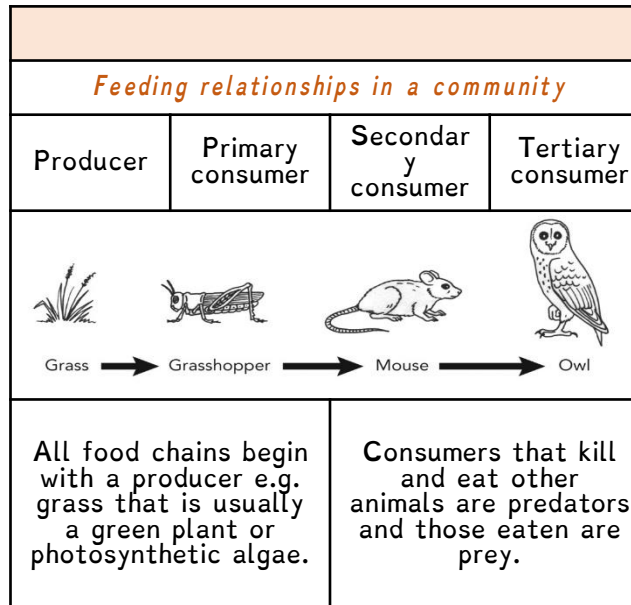
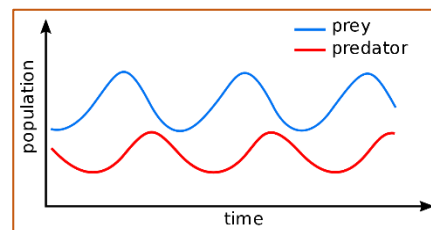| | |
|---|---|
| Environment | The conditions surrounding an organism; abiotic and biotic. |
| Habitat | Place where organisms live e.g. woodland, lake. |
| Population | Individuals of a species living in a habitat. |
| Community | Populations of different species living in a habitat. |

| Plants | Animals | Extremophiles |
|---|---|---|
| Cactus in dry, hot desert | Polar bear in extreme cold artic | Deep sea vent bacteria |
| No leaves to reduce water loss, wide deep roots for absorbing water. | Hollow hairs to trap layer of heat. Thick layer of fat for insulation. | Populations form in thick layers to protect outer layers from extreme heat of vent. |

Organisms adaptations enable them to survive in conditions where they normally live.

### Feeding relationships in a community

| Producer | Primary consumer | Secondary consumer | Tertiary consumer |
|---|---|---|---|
| Grass | Grasshopper | Mouse | Owl |

| | |
|---|---|
| All food chains begin with a producer e.g. grass that is usually a green plant or photosynthetic algae. | Consumers that kill and eat other animals are predators and those eaten are prey. |

In a stable community the numbers of predators and prey rise and fall in cycles.



| Non-living (ABIOTIC) factors that affect a community | Living factors (BIOTIC) that affect a community |
|---|---|
| Living intensity. | Availability of food. |
| Temperature. | |
| Moisture levels. | |
| Soil pH, mineral content. | New predators arriving. |
| Wind intensity and direction. | |
| Carbon dioxide levels for a plant. | New pathogens. |
| Oxygen levels for aquatic organisms. | One species outcompeting so numbers are no longer sufficient to breed |

| | |
|---|---|
| Competition | Plants in a community or habitat compete with each other for light, space, water and mineral ions. |
| | Animals compete with each other for food, mates and territory. |
| Interdependence | Species depend on each other for food, shelter, pollination, seed dispersal etc. Removing a species can affect the whole community |

# Pressure on surfaces

You may have been warned about swinging around on one leg of a chair. Apart from the risk that you will damage the chair or hurt yourself, the chair leg can damage the floor. This is because it puts too much pressure on the floor.

Calculating pressure
To calculate pressure, you need to know two things:

the force or weight exerted
the surface area over which the force or weight is spread
Pressure is calculated using this equation:

pressure = force ÷ area
Example
A force of 20 N acts over an area of 4 $m^2$. Calculate the pressure.

pressure = force ÷ area

= 20 N ÷ 4 $m^2$ = 5 N/$m^2$

Using pressure
If you walk through snow, you usually sink into it. This is because your shoes have a small surface area. Your weight is only spread out over a small area, so the pressure on the snow is high. However, you will not sink so far into the snow if you are on skis. This is because your weight is spread out over a greater surface area, so the pressure on the snow is low.

Metal drawing pins.
Drawing pins make good use of different pressures for the same force
Drawing pins have a large round end for your thumb to push. The round end has a large area, so it exerts a low pressure to your thumb. The sharp end has a very small area. The same pushing force produces a high pressure there, so it pushes into the notice board.

If you swing round on one leg of a chair, you put four times as much pressure on one point of the floor as you do if you sit properly. This is because four chair legs spread the pressure over four times more area than one chair leg can.

## Simple levers and rotation

A simple lever could be a solid beam laid across a pivot. As effort is applied to rotate one end about the pivot. The opposite end is also rotated about the pivot in the same direction. This has the effect of rotating or lifting the load.

Levers, such as this one, make use of moments to act as a **force multiplier**. They allow a larger force to act upon the load than is supplied by the effort, so it is easier to move large or heavy objects.

**The longer the lever, and the further the effort acts from the pivot, the greater the force on the load will be. It is easier to use a longer spanner when trying to turn a nut, and easiest to push furthest from the hinge when opening a door.**

**Example**

.
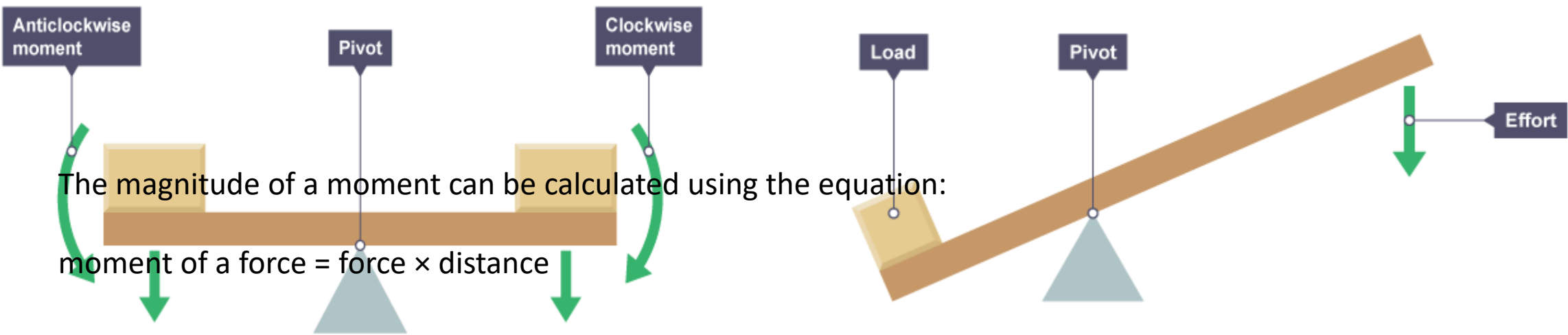


The magnitude of a moment can be calculated using the equation:

moment of a force = force × distance

This is when:

moment (M) is measured in newton-metres (Nm)
force (F) is measured in newtons (N)
distance (d) is measured in metres (m)

## Summary

Computers require **input** hardware, **processing** hardware, **storage** hardware and **output** hardware.

**CPU** - The **Central Processing Unit** or **CPU** is arguably the most important component of a computer. You can think of the CPU is being like the brain in a human.
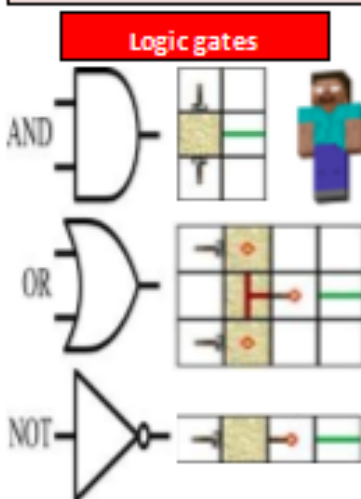
**Storage** - stores programs and files long term, even when they are not in use. Devices such as hard drives, USB memory sticks or SD cards are used to store files such as photos, music and software applications long term.

An **input device** is any piece of computer hardware **used to provide data to a computer system.** Examples include: keyboard, mouse, scanner, digital camera and webcam.

An **output device** is any piece of computer hardware used to communicate the results of data that has been processed. Examples include: monitor, printer, projector and speaker.

**Binary** is still the language for computers Binary's 0 and 1 method is quick to detect an electrical signal's off or on state.
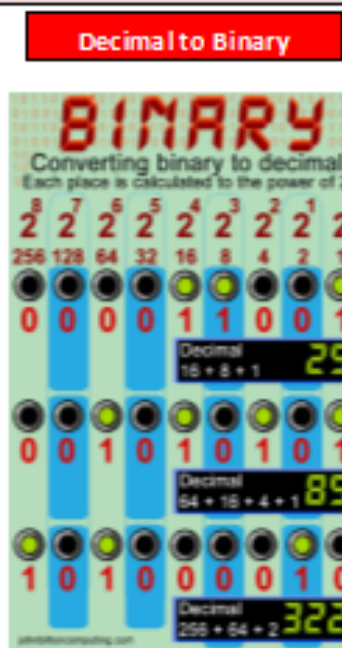
**Binary** is the most efficient way to control **logic gates**

## Key Vocabulary

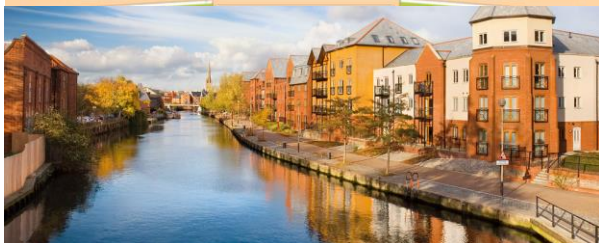| | |
|---|---|
| **Binary** | Base 2. Symbols include up of 1 and 0 |
| **Decimal** | Base 10 also known as denary. Symbols include up of 0 1 2 3 4 5 6 7 8 and 9. |
| **CPU** | Central Processing Unit - the brains of the computer that processes program instructions. Also called a **microprocessor**. |
| **Logic gate** | Compares the state switch inputs to decide what the state at their output should be |
| **Hardware** | The **physical** parts of a computer system, e.g. a graphics card, hard disk drive and CD drive. |
| **Input Device** | Hardware that sends data to a computer, allowing you to interact with and control it. |
| **Output Device** | Hardware which converts information into human-readable form. It can be **text**, **graphics**, **tactile**, **audio**, and **video**. |
| **Storage** | Hardware on which information can be stored |
| **Software** | Software is the programs that run on a computer. Commonly called apps |

### Logic gates



AND Gate will only turn on if both switches are in the on position.

OR Gate—When **any** switch is turned on, the power is turned on

NOT Gate—A light switch.

### Decimal to Binary



### Binary to Decimal

### Computer system



**Feedback**



The **Central Processing Unit** or **CPU** is arguably the most important component of a computer.

You can think of the CPU is being like the brain in a human.

### Units of information

| Bit | 1 or 0 |
|---|---|
| **Byte** | **8 bits** |
| **Kilobyte** | **1,000 bytes** |
| **Megabyte** | **1,000 kilobytes** |
| **Giga byte** | **1,000 Mega bytes** |
| **Terabyte** | **1,000 Giga bytes.** |

http://bit.ly/2Qxi9ab

KEEP CALM AND GO PRACTICE

BBC Bitesize

# Year 8 Local Fieldwork Project – Norwich

open academy

## Key Ideas:

1. I can define my local area
2. I can describe different areas within Norwich
3. I can ask geographical questions about my local area
4. I can test ideas and theories about my local area
5. I can report on the findings of my local area investigation

## Key Terms Used in this Unit

❑ Primary data
❑ Secondary data
❑ Hypothesis
❑ Transect
❑ Sampling
❑ Bi-polar analysis
❑ Fieldsketch
❑ Pie chart
❑ Scattergraph
❑ Radar graph
❑ Correlation
❑ Proportional symbols
❑ Averages (mean/mode/median)
❑ Conclusion
❑ Judgement
❑ Reliability
❑ Limitations
❑ Evaluation

## Topics covered

✓ What is Norwich like?
✓ Natural/man-made features
  How is Norwich changing?
✓ Do geographical ideas and theories work in Norwich?
✓ What are data types?
✓ How can I collect data?
✓ How can I present data?
✓ What does my data tell me?

## Skills

❑ To use **GIS** (digital mapping) to describe/ locate my local area
❑ To use mapping to investigate features
❑ To collect primary (my own) data on my local environment (could also be secondary data)
❑ To construct tables/graphs/sketches to record observations
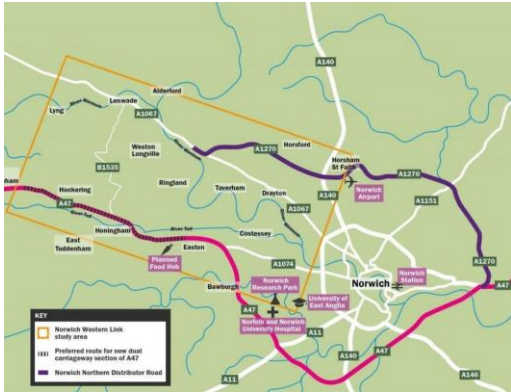❑ To write a detailed analysis of results

## Places and Environments

❖ Open Academy
❖ Heartsease
❖ Norwich
❖ Trowse
❖ Riverside
❖ Anglia Square
❖ Gentlemans Walk
❖ Chapelfield

Norwich has seen many changes to its Land Use over time. Sometimes this was driven by transport changes, WW2, new housing demand and retail changes.

Norwich is continuing to grow outwards over time. This means that the surrounding countryside is being lost to 'urban' land use.

The demand for housing is the main cause of recent changes along with the building of new main roads.

The NDR is now built. Currently there is on-going debate about the need to link up the A47 and the NDR to enable a 'ring road' type scenario.

Environmental groups and members of the public have voiced concerns over the route.

Business leaders are in favour of moving ahead with the plans.

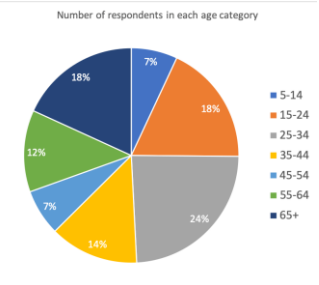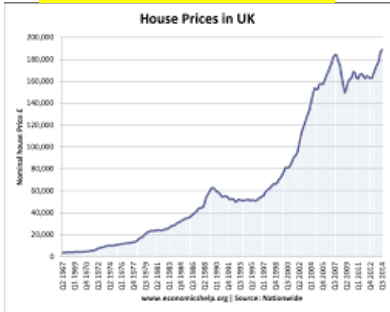Does Norwich need a restricted housing development 'green belt' like Cambridge and London?

Do you think that the NDR – A47 link is a good idea?

A 'hypothesis' is a type of question or idea that could be tested to be True or false.

A good fieldwork project always introduces the study area in detail.

Null hypothesis

H₀ ???

A null hypothesis is a form of hypothesis that is deemed "true" until proven wrong based on experimental data.

Are there any ideas that could be tested linked to the previous images?

How would you introduce the location of Norwich?

Why do house prices keep rising?

House Prices in UK

Number of respondents in each age category

- 5-14
- 15-24
- 25-34
- 35-44
- 45-54
- 55-64
- 65+

Pie graphs are good ways to show data but why are they so effective?

TOP TIPS
FOR GEOGRAPHICAL FIELDWORK

MAKE A PLAN

EXPECT THE UNEXPECTED

RECORD EVERYTHING

WHAT WAS THE QUESTION?

REFLECT

Line graphs enable us to compare types of data. If the data is linked it will show a Diagonal trend line.

Positive correlation
As one variable increases so does the other variable.

Negative correlation
As one variable increases the other variable decreases.

No correlation
There is no relationship between the two variables.

Can you think of 2 types of data that would be linked?

Arguably the most important part of an investigation is the Evaluation. Here you can weigh up the successes and failures. In Geography admitting you made mistakes is a good thing, its also a chance to say how you could improve the project if done again.

Once data has been analysed it is important to re-visit the original hypothesis. Ideally you will have different types of data as evidence. You must then make summary statements and observations about what this told you.

CONCLUSION

Accurate    Not accurate

Precise

Not precise

Why is it important that you have good data?

What have you learned about your project?

# German

Here is the vocabulary you will need for Stimmt 2, Module 4.

Remember, you can hear the German pronunciation by clicking on the **Soundfile** links on the electronic version of this KO.

**In der Jugendherberge**
• **In the youth hostel**

| | |
|---|---|
| die Hausordnung | rules of the house |
| Man muss vor 22:00 Uhr ins Bett gehen. | You have to go to bed before ten o'clock. |
| Man muss das Bett machen. | You have to make the bed. |
| Man muss das Zimmer sauber halten. | You have to keep the room clean. |
| Man muss vor acht Uhr aufstehen. | You have to get up before eight o'clock. |
| Man muss abwaschen. | You have to wash up. |
| Man darf nicht rauchen. | You must not smoke. |
| Man darf nicht im Zimmer essen. | You must not eat in the room. |
| Man darf keine laute Musik hören. | You are not allowed to listen to loud music. |

In this Module you will learn how to:
- talk about typical breakfasts
- discuss typical German food
- understand and use recipes
- talk about healthy lifestyles
- understand and respond to longer texts
- describe and compare dinner parties

www.textivate.com
Username: openacademy
Password: surname800
Go to 'my resources' to find your work.

Soundfile

# German

## Der Tagesablauf • Daily routine

| German | English |
|---|---|
| Ich stehe auf. | I get up. |
| Ich wasche mich. | I get washed. |
| Ich dusche mich. | I have a shower. |
| Ich ziehe mich an. | I get dressed. |
| Ich frühstücke. | I have breakfast. |
| Ich gehe aus. | I go out. |
| Ich komme zurück. | I come back. |
| Ich esse zu Abend. | I have dinner/the evening meal. |
| Ich gehe ins Bett. | I go to bed. |

## Um wie viel Uhr? • At what time?

| German | English |
|---|---|
| um ... Uhr | at ... o'clock |
| um fünf/zehn/zwanzig nach ... | at five/ten/twenty past ... |
| um fünfundzwanzig vor ... | at twenty-five to ... |
| um Viertel nach ... | at quarter past ... |
| um Viertel vor ... | at quarter to ... |
| um halb acht | at half past seven |

Soundfile

Soundfile

## Wie komme ich zum/zur ...?
### • How do I get to the ...?

| German | English |
|---|---|
| Geh/Geht/Gehen Sie ...! | Go ...! |
| (nach) links | (to the) left |
| (nach) rechts | (to the) right |
| geradeaus | straight on |
| Nimm/Nehmt/Nehmen Sie ...! | Take ...! |
| die erste Straße links | the first street on the left |
| die zweite Straße rechts | the second street on the right |
| Geh an der Ampel links! | Go left at the lights. |
| Geh an der Kreuzung rechts! | Go right at the crossroads. |
| der Bahnhof | station |
| der Park | park |
| die Bushaltestelle | bus stop |
| die Kirche | church |
| das Schwimmbad | swimming pool |
| das Hallenbad | indoor swimming pool |
| das Museum | museum |
| der Markt | market(place) |
| der Lehrer | teacher (male) |
| die Lehrerin | teacher (female) |
| das Souvenirgeschäft | souvenir shop |
| die Imbissstube | snack bar |
| das Eiscafé | ice cream parlour |
| vor dem/der ... | in front of the ... |
| Entschuldigung/Bitte, ... | Excuse me, ... |
| Danke (sehr/schön)./ Vielen Dank. | Thank you very much. |
| Bitte (sehr/schön). Nichts zu danken. | You're welcome./ Don't mention it. |

# German

## Auf einem Fest • At a festival

| | |
|---|---|
| der Umzug(¨e) | procession, parade |
| der Festwagen(–) | float (in a parade) |
| die Band(s) | band, group |
| das Kostüm(e) | costume, outfit |
| der Hut(¨e) | hat |
| die Fahne(n) | flag |
| die Kirmes(sen) | funfair |
| das Fahrgeschäft(e) | ride (at funfair) |
| der Imbiss(e) | snack |
| bunt | colourful |
| traditionell | traditional |
| der Trick(s) | trick |
| das Handy(s) | mobile phone |
| die Haare (pl) | hair |
| die Schuhe (pl) | shoes |

[Soundfile](#)

Read the Strategy Box to improve your accent.

## Oft benutzte Wörter • High-frequency words

| | |
|---|---|
| zu (zum/zur) | to (to the) |
| vor | before, in front of |
| groß | big |
| lang | long |
| laut | loud |
| lecker | tasty |
| schön | nice, beautiful |
| toll | great |
| Das macht Spaß. | That's fun. |
| Das hat Spaß gemacht. | That was fun. |

[Soundfile](#)

## Strategie 4

### Improving your pronunciation

By now, you should have a good idea of how German words are pronounced, but it is always good to practise. The vowels often cause problems, especially when there are two together. Link the words to the key phonics you learned in *Stimmt! 1* and say them out loud.

**au** – s*au*ber as in *Haus*

**ei** – Klassenr*ei*se as in *Ei*s

**ie** – V*ie*rtel as in *Bie*ne

**eu** – Kr*eu*zung as in *Freu*nd

But note that *Museum* is a foreign word (from Latin) and the **e** and **u** are pronounced separately (like 'moo-zay-um').

Sometimes it's hard to recognise that a word is actually made up of two or more words joined together. Each part of the word is said separately. For example, by themselves *gerade* means 'straight' and *aus* means 'out'. Join them together and you have *gerade|aus* (straight on) – written as one word, but sounded as two.

Similarly, there's a triple **s** in *Imbiss|stube* – the double **s** belongs to *Imbiss* and the other **s** belongs to *stube* – so it is said as two words.

You will recognise some parts of compound words, but with some new words you'll just have to listen carefully and imitate the pronunciation.

Britain prides itself in being a **DEMOCRACY**. This means people have an equal say in who runs the country and how. But in the 1800s it meant something very different to today...

The people were not equally represented through enough **CONSTITUENCIES**

To vote you had to be over 21, own property and **MALE** (only 3% of men could vote)

There were only two main parties: **WHIGS** and **TORIES**

Voting was not anonymous

**GENERAL ELECTIONS** were held every 7 **YEARS**

**The Chartists are an example of a campaign group that tried to change this:**

This was a working-class movement, which emerged in 1836 and was most active between 1838 and 1848. The aim of the Chartists was to gain political rights and influence for the working classes.



Chartists argued more men should be able to vote., MPs should be paid, secret ballot, annual elections, equal-sized electoral districts. They organised huge rallies and petitions to Parliament in the 1840s. Although there was a Chartist riot in Newport in 1839, Britain avoided the revolutions that swept Europe in 1848. Most of the Chartists demands eventually became law.

| Timeline of Key Events | |
|---|---|
| 1897 | **NUWSS** formed. Millicent Fawcett is leader. |
| 1903 | **WSPU** formed by Emmeline Pankhurst and daughters. |
| 1905 | **Militant Campaign begins** |
| 1908 | Mass rally in London — 300,000 to 500,000 activists attend. Window smashing using stones with written pleas on them. |
| 1909 | Hunger strike and force feeding starts — Marian Wallace Dunlop becomes the first hunger striker. |
| 1913 | **Militant** bomb and arson campaigns and increasing arrests which results in the passing of the "**Cat and Mouse**" Act,: hunger strikers temporarily released then rearrested to prevent dying in police custody |
| 1913 | Emily Wilding Davison attempts to pin a **Suffragette** scarf onto the King's Horse at the Derby. She is struck by the horse and dies 4 days later. |
| 1914 | WW1 starts — **Suffragette** leaders urge women to join the war effort. **NUWSS** continues to campaign for recognition for their work. |
| 1918 | The **Representation of the People Act** is passed, allowing men over 21 and women over 30 to vote. |

| Emmeline Pankhurst — WSPU | Christabel Pankhurst – WSPU | Emily Wilding Davison – WSPU | Millicent Fawcett – NUWSS |
|---|---|---|---|
| Led the WSPU from October 1903. Took more militant action such as windows smashing, arson and hunger strikes. Arrested numerous times, went on hunger strike and was force fed. Died in 1928. | Became a speaker for the WSPU in 1905. She trained as a lawyer but could not practice as woman. Arrested with her mother. Fled England in 1912 for fear of being arrested again. Unsuccessfully ran for Parliament in 1918. | Joined WSPU in 1906. Became a suffragette full time. Frequently arrested for number of crimes inc. setting fire to post box. By 1911, become increasingly militant. | Leading **suffragist** and led **NUWSS**. Played a key role in getting women the vote. Dedicated to using constitutional means, and argued that militancy was counter-productive. |

## Timeline of Key Events

| | |
|---|---|
| 28 June 1914 | Assassination of Arch-Duke Franz Ferdinand |
| 4 August | Britain declares war on Germany |
| August to December 1914 | Germany's Schlieffen Plan fails to defeat France and Britain quickly; system of trenches is dug from Switzerland to the English Channel: **STALEMATE** |
| April 1915 | Second Battle of Ypres – poison gas used for the first time |
| 31 May–1 June 1916 | Battle of Jutland – the only major sea battle of the war proves inconclusive |
| 1 July – Nov | Battle of the Somme |
| 6 April 1917 | USA declares war on Germany |
| March 1918 | Russia signs the Treaty of Brest Litovsk with Germany after the Bolshevik Revolution |
| 9 Nov 1918 | Kaiser Wilhelm abdicates |
| 11 Nov 1918 | Germany signs armistice, ending the war |

## Why did British men join up in 1914?

| | |
|---|---|
| Patriotism | British men were brought up to love their King and country |
| Social pressure | Fear of being called a coward or being given a white feather by a woman |
| Sense of adventure | Many British men had never travelled abroad – this was a chance to see the world! |
| Propaganda | British propaganda posters used very persuasive techniques |
| Belief in a quick victory | Many men thought that the war would be 'over by Christmas |

## Long-Term Causes of World War One

**Militarism** – the arms race between Britain and Germany to build Dreadnaughts resulted in increasing tension and conflict between them

**Alliances** – the Triple Alliance (Germany, Austria-Hungary and Italy) and Triple Entente (Britain, France and Russia) had agreed to support each other in a war

**Imperialism** – Britain and France had large empires overseas. Germany wanted an empire too, but most of the available land had already been taken, resulting in tension between the 'great powers'

### Short-Term Causes of World War One:

Assassination of Franz Ferdinand – Serbian nationalist Gavrilo Princip shot and killed the heir to the Austro-Hungarian throne, along with his wife, while was visiting Sarajevo. This caused Austria to declare war on Serbia, which led to Russia attacking Austria and a domino effect of other nations joining in...

## Which new weapons helped Britain to win the war?

**Tanks:** First used in 1916, they broke through German defence's and sheltered British troops in getting across **NO MANS LAND**

**Poison gas:** Although cruel and at the mercy of the weather, it instilled fear into soldiers on both sides

**Airplanes:** Very useful for reconnaissance and bombing / preventing bombing raids

**Artillery:** Forced Germans to remain in their shelters while the British advanced

Why did Germany surrender in November 1918? American entry into the war, Failed German/Ludendorff offensive, German civilians starving due to the Allied Blockade of German ports. This all put pressure on the Kaiser to surrender.

## Vocabulary to learn

Conflict
Courage
Inspire
Relevant
Anxiety
Protagonist
Synonym
Emphasis
Omniscient narrator

## Suggested Reading

## Structure analysis - methods:

- Zoom in/out
- Repetition of an image/idea
- Links and connections between paragraphs
- Shifts:
  - inside to outside (and vice versa)
  - focus
  - time
  - topic
  - setting/place
  - mood/atmosphere
  - description to dialogue
(and vice versa)

## Language analysis Checklist:

- Link to task
- Relevant quote
- Meaning of quote
- Method named
- Effects explained
- Word zoomed in on
- Meaning of word
- Implied meanings
- Aim higher: layers of meaning

## Evaluate

weigh up, form a judgement

This question asks you to **evaluate** the **extent** to which you agree with a given statement about a text.

how much

You will need to consider:

- The impressions (**opinions**) you have of the text in relation to the statement
- The methods the writer has used to create these impressions
- How the particular methods create these impressions

Words/phrases
Linguistic devices
Structural features
Sentence forms

| Sentence Form | Definition | Example |
|---|---|---|
| Fragment sentence | An incomplete idea. | Rolling thunder. |
| Simple sentence | Contains one complete idea in an independent clause. | The lightning flashed. |
| Compound sentence | Contains two independent clauses linked by a conjunction or a semi-colon. | The lightning flashed **and** the rain fell. The lightning flashed; the rain fell. |
| Complex sentence | Contains an independent clause and at least one dependent clause. | Despite the thunder and lightning, there was no rain. |

## Literary devices and word class

- Metaphor – a literal comparison – *she was a monster*
- Personification – human qualities – *the grass danced in the wind*
- Simile – as/like/as if – *he was like a man possessed*
- Onomatopoeia – the sound words – *bang, pop, sizzle*
- Alliteration – same starting sounds - *really rather raucous*
- Lists – to emphasise many reasons
- Verbs – doing words
- Adjectives – describing words
- Nouns – objects or abstract things e.g. love
- Adverbs – describe doing words e.g. wrote **neatly**
- connotations of words – associations – night-time = mystery

## What do I need to be able to do?

By the end of this unit you should be able to:

- Set up a statistical enquiry
- Design and criticise questionnaires
- Draw and interpret multiple bar charts
- Draw and interpret line graphs
- Represent and interpret grouped quantitative data
- Find and interpret the range
- Compare distributions

## Keywords

**Hypothesis:** an idea or question you want to test

**Sampling:** the group of things you want to use to check your hypothesis

**Primary Data:** data you collect yourself

**Secondary Data:** data you source from elsewhere e.g. the internet/ newspapers/ local statistics

**Discrete Data:** numerical data that can only take set values

**Continuous Data:** numerical data that has an infinite number of values (often seen with height, distance, time)

**Spread:** the distance/ how spread out/ variation of data

**Average:** a measure of central tendency — or the typical value of all the data together

**Proportion:** numerical relationship that compares two things

## Set up a statistical enquiry

Write a suitable hypothesis → Design a data collection sheet → Pros/ Cons of sampling → Pros/ Cons primary or secondary data → Discrete or continuous data?

### Features of a data collection sheet

Grouped or ungrouped categories

| Data Title | Tally | Frequency |
|---|---|---|
| | IIII | |

Total number of that group observed

## Design and criticise a questionnaire

**The Question** - be clear with the question - don't be too leading/ judgemental

e.g. How much pocket money do you get a week?

**Responses** — do you want closed or open responses? — do any options overlap? — Have you an option for all responses?

Zero option →  ☐ £0   ☐ £0.01 - £2   ☐ £2.01 - £4   ☐ more than £4  ← More option

NOTE: For responses about continuous data include inequalities $< x \leq$
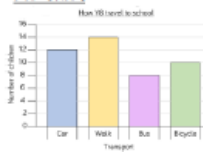
## Pictograms, bar and line charts  🅡

Represents quantitative data

### Pictogram

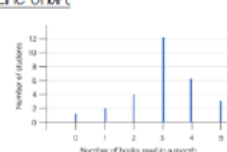| Language | |
|---|---|
| French | ◯◯◯◯ |
| Spanish | ◯◯◯ |
| German | ◯ |

◯ = 4 people

- Need to remember a key
- Visually able to identify mode

### Bar Chart

- Gaps between the bars
- Clearly labelled axes
- Scale for the axes
- Title for the bar chart
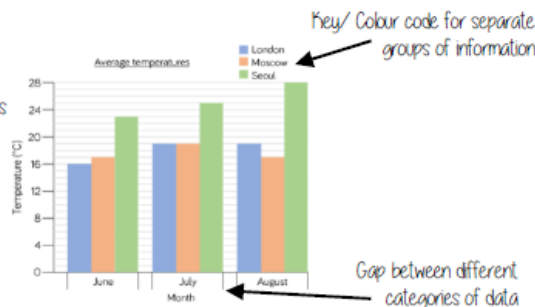- Discrete Data

### Line Chart

- Gaps between the lines
- Clearly labelled axes
- Scale for the axes
- Discrete Data

## Multiple Bar chart

Compares multiple groups of data

- Clearly labelled axes
- Scale for axes
- Comparable data bars drawn next to each other

Key/ Colour code for separate groups of information

Gap between different categories of data

**Bar Charts**

**Questionnaires**

**Pictograms**

## Draw and interpret Pie Charts (R)

Remember a circle has 360°

There were 60 people asked in this survey (Total frequency)

| Type of pet | Dog | Cat | Hamster |
|---|---|---|---|
| Frequency | 32 | 25 | 3 |

$\frac{32}{60}$  "32 out of 60 people had a dog"

This fraction of the 360 degrees represents dogs

$\frac{32}{60}$ X 360 = 192°
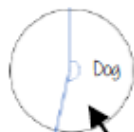
Use a protractor to draw
This is 192°

**Multiple method**
As 60 goes into 360 — 6 times.
Each frequency can be multiplied by 6 to find the degrees (proportion of 360)

Represents quantitative, discrete data

## Draw and interpret line graphs

- Commonly used to show changing over time
- The points are the recorded information and the lines join the points.

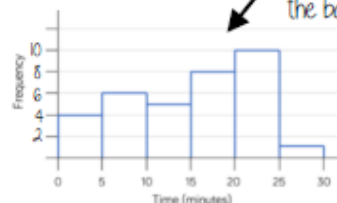Line graphs do not need to start from 0

More than one piece of data can be plotted on the same graph to compare data
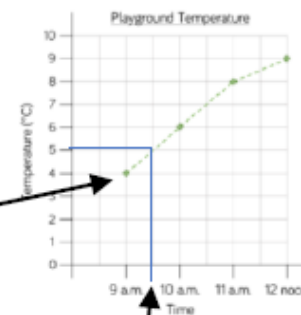
It is possible to make estimates from the line e.g. temperature at 9.30am is 5°C

## Grouped quantitative data

| Time (minutes) | Frequency |
|---|---|
| $0 \le t < 5$ | 4 |
| $5 \le t < 10$ | 6 |
| $10 \le t < 15$ | 5 |
| $15 \le t < 20$ | 8 |
| $20 \le t < 25$ | 10 |
| $25 \le t < 30$ | 1 |

This is a frequency diagram
There are no gaps between the bars

"More than or equal to 25 and less than 30 minutes"

The use of inequalities shows that this will be a frequency diagram

Grouping the data is useful if there is a large spread of data to begin with

## Find and interpret the range

Difference between the biggest and smallest values

The range is a measure of **spread**

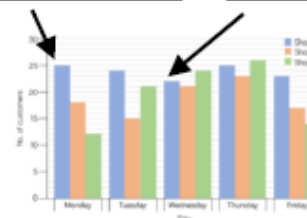A smaller range means there is less variation in the results — it is more consistent data

A range of 0 means all the data is the same value

Shop 1 has the smallest range — this indicates it has a more consistent flow of customers each week

Shop 1 highest value

Shop 1 lowest value

Range of customers = 25 – 22 = 3 (Shop 1)

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### A job that relies on the Data Handling Cycle: Statistician

Line Graphs

The Range

Pie Charts

Grouped Data

A statistician gathers numerical data and then displays it, helping companies to make sense of quantitative data and to spot trends and make predictions.

They work in a range of sectors, including:
Education ,The Environment, Finance, Forensics, Government, Market Research, Sport and Transportation.

Statisticians design and manage experiments and surveys and deal with the initial collection of data. They process and analyse the data in context, looking for patterns to help make decisions. They then advise on findings and recommend strategy.

Statisticians often work in teams, usually including professionals from other disciplines. Strong analytical and IT skills are essential, as are interpersonal and communication skills in order to share findings with your colleagues and clients.

## What do I need to be able to do?

By the end of this unit you should be able to:

- Understand and use mean, median and mode
- Choose the most appropriate average
- Identify outliers
- Compare distributions using averages and range

## Keywords

**Spread:** the distance/ how spread out/ variation of data
**Average:** a measure of central tendency – or the typical value of all the data together
**Total:** all the data added together
**Frequency:** the number of times the data values occur
**Represent:** something that show's the value of another
**Outlier:** a value that stands apart from the data set
**Consistent:** a set of data that is similar and doesn't change very much
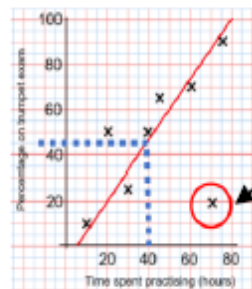
## Identify outliers

Outliers are values that stand well apart from the rest of the data

Outliers can have a big impact on range and mean. ← Sometimes it is best to not use an outlier in calculations
They have less impact on the median and the mode.

Height in cm
152 150 142 158 (182) 151 153 149 156 160 151 144

Where an outlier is identified try to give it some context.
This is likely to be a taller member of the group.
Could the be an older student or a teacher?

Outliers can also be identified graphically e.g on scatter graphs

## Comparing distributions

Comparisons should include a statement of average and central tendency, as well as a statement about spread and consistency.

Here are the number of runs scored last month by Lucy and James in cricket matches
Lucy       45, 32, 37, 41, 48, 35
James      60, 90, 41, 23, 14, 23

Lucy
Mean: 39.6 (1dp), Median: 38 Mode: no mode, Range: 16

James
Mean: 41.8 (1dp), Median: 32, Mode: 23, Range: 76

James has two extreme values that have a big impact on the range

"James is less consistent that Lucy because his scores have a greater range. Lucy performed better on average because her scores have a similar mean and a higher median"

The Mode

The Mean

The Median

## Mean, Median, Mode

**The Mean**

A measure of average to find the central tendency... a typical value that represents the data

24, 8, 4, 11, 8,

Find the sum of the data (add the values)  55

Divide the overall total by how many pieces of data you have

$55 \div 5$

Mean = 11

**The Median**

The value in the center (in the middle) of the data

24, 8, 4, 11, 8,

Put the data in order    4, 8, 8, 11, 24

Find the value in the middle    4, 8, 8, 11, 24

Median = 8

NOTE: If there is no single middle value find the mean of the two numbers left

**The Mode (The modal value)**

This is the number OR the item that occurs the most (it does not have to be numerical)

24, 8, 4, 11, 8,

This can still be easier if it the data is ordered first

4, 8, 8, 11, 24

Mode = 8

---

## Choosing the appropriate average

The average should be a representative of the data set – so it should be compared to the set as a whole – to check if it is an appropriate average

Here are the weekly wages of a small firm

| | | | | |
|---|---|---|---|---|
| £240 | £240 | £240 | £240 | £240 |
| £260 | £260 | £300 | £350 | £700 |

Which average best represents the weekly wage?

The Mean  = £307

The Median  = £250

The Mode  = £240

Put the data back into context

Mean/Median – too high (most of this company earn £240)

Mode is the best average that represents this wage.

It is likely that the salaries above £240 are more senior staff members – their salary doesn't represent the average weekly wage of the majority of employers

---

A job that relies on geometry:  **Retail Management**

Management in shops need to analyse different pieces of data so they can optimise profits. Averages they analyse include:
- Stock Sales (How much of each item is sold)
- Employee Performance
- Patterns in peak times and seasons
- Averages profit per item

# Year 8 RS: How do Christians interact with culture and society?

| Key words | |
|---|---|
| Worship | Act of religious honour or devotion |
| Liturgical worship | service which follows a set pattern |
| Non-liturgical worship | service which does not follow a text or set pattern |
| Informal Worship | a type of non-liturgical worship which is spontaneous |
| Private Worship | Someone praises or honours God on their own |
| Prayer | Communicating with God. |
| | |

## The Church

Church means a gathering of people and originally the church didn't have special buildings but met at people's homes. The church therefore is about people who meet to worship Christ. *"And God placed all things under his (Jesus') feet and appointed him to be head over everything for the church, which is his body"*. The church as a building provides a place where Christians in the local community can meet, socialise, worship and gain spiritual guidance. Christians meet at church on a Sunday, but many churches have events happening throughout the week. Traditionally the role of the church helped with schooling, medical needs and other services. In modern times the church has projects in the community to help others following the teachings of Jesus.

## Worship

It is a way for Christians to show love and respect for God. It shows Christians how important God is to them. They worship in different ways but the public worship takes place at church on Sunday. Christians prayer to ask for forgiveness, to say thanks, to ask for help or for comfort and strength. There are different types. Liturgical, non-liturgical, informal and private

## Prayer

Prayer is all about communication with God. Christians ask God for help for themselves or others, ask for forgiveness, to be provided with strength or comfort or to say sorry, confess sin and ask for forgiveness or to praise God. People pray in different ways, which might include standing, kneeling or using rosary beads — for Catholics and Orthodox Christians use Icons. Christians do believe God answers prayers, but because he is transcendent (beyond our understanding) we cannot understand when or how he does it and perhaps not in the way we would want or expect. For example when Jesus is praying in the Garden of Gethsemane he asks God to *"remove this cup from me"*. He is asking God to help him not have to go through the crucifixion. God doesn't stop this as there is a purpose to Jesus' suffering.

## The Lord's Prayer

This is the prayer which Jesus taught he disciples to pray. *"Our father who art in heaven….".* This is an example of set prayer and is important as it sets out how to live, for example to show forgiveness to others. It also reminds how God is part of the whole community and is said out loud together.

## Pilgrimage

A pilgrimage is a special religious journey and can be seen as an act of worship in itself.

For Christians the Holy Land, where Jesus lived and died is particularly important. Pilgrimage is important as it allows people to get closer to God, strengthen faith, ask for forgiveness, pray, ask for a cure, help others and meet others who share your faith. Two important places are Lourdes and Iona.

**Lourdes –** In France dedicated to Mary as Bernadette believed to have seen visions of Mary in the 19$^{th}$ Century. A spring of water was discovered which had healing powers. Now millions of people have been to drink from the spring of water in the hope of being healed. Many sick or disabled people go to Lourdes.

**Iona –** An Island off the west coast of Scotland. In the 6$^{th}$ Century St. Columba, an Irish missionary brought Christianity to Scotland and set up a small monastic community there. Pilgrimages happen there in dedication to the virgin Mary. The community in Iona hold daily services in the Church leading a seven-mile hike to holy spots.

## Festivals

Festivals remember important events in a religions calendar, for Christians this is Christmas and Easter. They are centered around Jesus who is the most important person in their religion.

**Christmas –** Remembers the birth of Jesus – his incarnation. It is celebrated on the 25$^{th}$ December. Trees and homes are decorated with nativity scenes. Lights remember Jesus is the light of the world. Carol services happen in Churches with readings from the bible. Children act out nativity plays and midnight mass takes place on Christmas Eve. *"I bring you glad tidings that today a king is born"*

**Easter –** It is the most important festival which celebrates Jesus' resurrection from the dead leading up from holy week. Jesus was crucified on Good Friday and rose on Easter Sunday. Special services take place and processions led by someone carrying a cross. On Easter Sunday special services take place with hymns which celebrate the resurrection. Eggs are used as a reminder of new life. *"Christ is risen from the dead"*.

## The Sacrament of Baptism

This is important as it is the initiation ceremony to become a Christian and part of the church and therefore receives the grace of God. Sins are forgiven and they start a new life in Christ. Jesus was baptized by John in the river Jordan, here is received the Holy Spirt and sets an example for Christians to do the same. "Therefore go and make disciples of many nations, baptising them in the name of the father, son and Holy Spirit.

**Infant Baptism –** Catholic, Orthodox, Anglican Methodist practice this. Everyone is a descendent of Adam and Eve and therefore carries Original Sin and so baptism washes this away. It also welcomes them to the church community.

**Believer's Baptism –** Baptist and Pentecostal's think children are too young to understand the meaning and therefore don't baptise infants. They have believers baptisms when a person is old enough to understand the meaning behind what they are doing. This includes a full immersion in a pool to wash away sin and start a new life in Jesus.

Something to think about….

## KEY QUOTE OF THE WEEK:

'Every unselfish act of love whispers God's name.' Bob Goff, Restore International

**LISTEN:** *Where is the Love?* by the Black Eyed Peas asks challenging questions about who we should be showing love to and how:
https://www.google.com/search?q=where+is+the+love%3F&ie=&oe=

*Reckless Love* by Cory Ashby: https://www.youtube.com/watch?v=Sc6SSHuZvQE This Christian worship song is about God's unconditional love for mankind. It uses the analogy of the lost sheep to describe the Christian belief that God loves everyone so much, that he will come and find us.

*Love Divine, All Loves Excelling* by Charles Wesley:
https://www.youtube.com/watch?v=sw5ZCZeS32M The words of this favourite hymn describes the love Christians believe that God has for mankind and how they see Jesus as the ultimate demonstration of this love.



**BIBLE STORY OF THE WEEK**: The Good Samaritan: Luke 10:25-37 & Mark 12: 28-31

"Of all the commandments, which is the most important?" "The most important one," answered Jesus, "is this: 'Hear, O Israel: The Lord our God, the Lord is one. Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.' The second is this: 'Love your neighbour as yourself.' There is no commandment greater than these."

But the expert in the law wanted to justify himself so he asked: 'And who is my neighbour?'



Darkness cannot drive out darkness; only light can do that.

Hate cannot drive out hate; only love can do that.

Martin Luther King Jr.

### THINK:



What does this picture make you think of?

Is it better to give or to receive love?

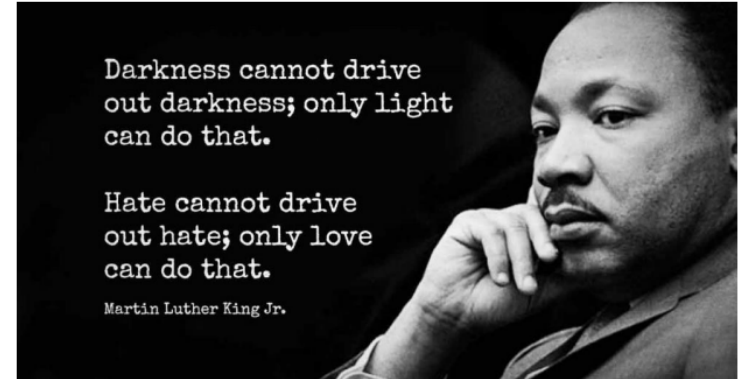How would you characterise the love of the parent, and the love of the child?

Which do you need right now?

## ACTIVITIES that can help develop PRACTICES-HABITS:

Your nearest neighbours are in your family. **Read** about love languages and ask a family member how you can show that you love them today.

Everyone gives and receives love differently, but with a little insight into these differences, we can be confidently equipped to communicate love well. This is true for all forms of relationship – for couples, for children and teenagers, for friends and co-workers, for long-distance relationships, or even – at this time – socially-distanced relationships. Understanding how we give and receive love can help us understand how others might like to be shown love, too.

Ideas include: Washing up (act of service), playing a game (quality time), giving encouragement (words of affirmation), giving a hug (physical affection), making a small homemade present (gifts).

**Eq4KidS®**

EMOTIONAL INTELLIGENCE DEVELOPMENT
PROGRAMME FOR KIDS AGES 3 - 18

| Love Language | How to communicate | Actions to take | Things to Avoid |
|---|---|---|---|
| Words of Affirmation | Encourage, affirm, appreciate, empathize, compliment. Listen actively | Say I love you Write notes saying you are proud of them. Praise them in front of others. Be specific in your praise | Non-constructive criticism, not recognising or appreciating effort. |
| Physical Touch | Non-verbal - use body language & touch to emphasize love. | Hold hands, give hugs, pats on the back. Read stories together Give family group hugs | Physical neglect, abuse of any kind. |
| Receiving Gifts | Gifts & gestures show that you are known, loved and cared for. | Give thoughtful gifts & gestures. Small things matter in a big way. Express gratitude when receiving a gift. | Forgetting special occasions, unenthusiastic gift receiving. |
| Quality Time | Uninterupted and focuses one-on-one time. Give undivided attention. Watch as they are playing. | Create special moments together. Make eye contact Pay attention to details Eat togther as a family. | Distractions when spending time together. Long stints without one-on-one time. |
| Acts of Service | Use action phrases like "I'll help..." They want to know you're with them and there to help. | Do chores together. Work on projects together. Pick them up on time. | Making the requests of others a higher priority, lacking follow -through on tasks big and small. |

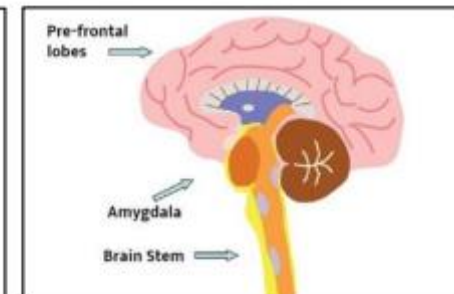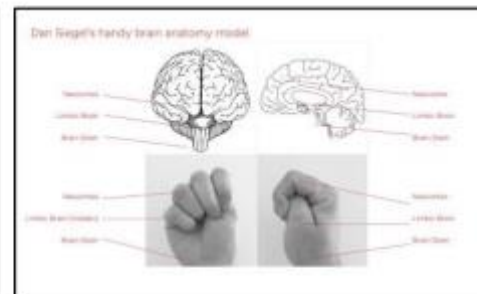BASED ON "THE 5 LOVE LANGUAGES", A BOOK BY GARY CHAPMAN

# KS3 Knowledge Organiser - Understanding and Training our Brain

## BRAIN STRUCTURE
Be able to use the hand model and the upstairs/downstairs model to explain the brain. Know the term amygdala.



## WHEN OUR BODY PERCEIVES A THREAT
1. The amygdala floods our body with the hormones adrenaline and cortisol
2. This prompts us to either FIGHT, FLIGHT or FREEZE
3. Our heart rate and blood pressure increase
4. Our skin pales or flushes
5. Our ability to feel pain decreases
6. Our pupils dilate
7. Our memory might be affected
8. We might be trembling
9. Sometimes people lose control of their bladder!
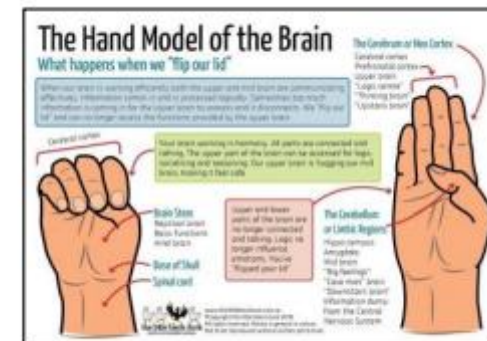
## WHERE TO SEEK SUPPORT IF YOU NEED IT

- Shelf help books in the library or public library
- Parent or other adult at home
- Friends
- Older student
- Tutor or achievement leader
- Learning mentor
- Wellbeing team (Miss Neal, Mrs Freds, Mrs Dobell, Mrs Crissall, Mrs Horne)
- Mrs Whitcombe or another member of the leadership team
- School nurse drop in
- School nurse referral
- Kooth
- Emotional wellbeing hub
- Dr Hope
- Samaritans

## HOW TO HELP YOUR BRAIN LEARN

1. Challenge your brain
2. Be curious and imaginative
3. Deal with stress or anxiety first
4. Drink plenty of water
5. Eat a healthy diet
6. Get enough sleep
7. Take plenty of physical exercise
8. Break your learning into chunks
9. Take brain breaks regularly

## FIVE WAYS TO WELLBEING
*Know the five; know what they mean; give examples*



CONNECT — TALK & LISTEN, BE THERE, FEEL CONNECTED
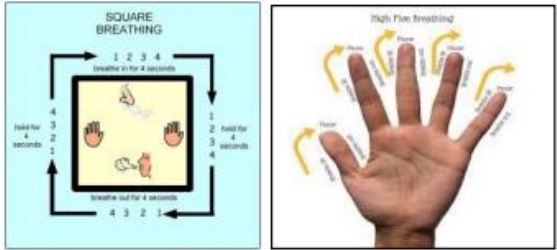Give — Your time, your words, your presence
TAKE NOTICE — REMEMBER THE SIMPLE THINGS THAT GIVE YOU JOY
KEEP LEARNING — EMBRACE NEW EXPERIENCES. SEE OPPORTUNITIES. SURPRISE YOURSELF
BE ACTIVE — DO WHAT YOU CAN. ENJOY WHAT YOU DO. MOVE YOUR MOOD

## BREATHING

**4, 5, 6 breathing**
Breathe in for 4, hold for 5, breathe out for 6. Repeat as long as you need to.





## WHAT TO DO WHEN YOU WORRY TOO MUCH

- Stop your worries growing by paying less attention to them
- Fight your thoughts with logical answers
- Use planned worry time
- Imagine and deal with a worry monster
- Re-set your system with exercise
- Re-set your system with relaxation techniques
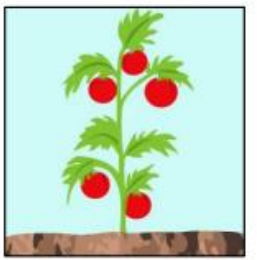
## GROUNDING



The 5-4-3-2-1 Coping Technique
Ease your state of mind in stressful moments.

- Acknowledge 5 things that you can see around you.
- Acknowledge 4 things that you can touch around you.
- Acknowledge 3 things that you can hear around you.
- Acknowledge 2 things that you can smell around you.
- Acknowledge 1 thing that you can taste around you.

#DeStressMonday   DeStressMonday.org

## Keeping *everybody* safe at

**open**academy

We aim to keep everyone in our community safe. If you feel worried about yourself or someone else, please **speak to someone you trust as soon as you can**. Please find your trusted or an emotionally available adult in the academy who will be there to listen and support you. Our Designated Safeguarding Leads (DSL) are **Mr Davis, Mrs Milroy, Mr Ford, Mr Ward, Miss Wenlock, Mr Fisher, Mr Richardson, Mrs Molloy, Mrs Clayton and Mrs Hewitt-Coleman.**

What is abuse in safeguarding concerns?

**Physical Abuse** - Physical abuse is any way of intentionally causing physical harm to a person or purpose. This could result in injuries such as in bruises, broken bones, burns or scalds or bite marks.

**Emotional Abuse** - Emotional abuse is any type of abuse that involves the continual emotional mistreatment of a person. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore and stopping you from seeing friends or family.

**Sexual Abuse** - When a child or young person is sexually abused, they're forced or tricked into sexual activities without permission. This include being forced to look at images or videos. Sexual abuse can happen anywhere – and it can happen in person or online.

**Neglect** - Neglect can be a lot of different things. It is when you do not get enough help or care from someone who should be looking after you. This could include having a lack of food, clothing and attention and medical care.

**Bullying** is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. Online bullying is called Cyber-bullying. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.

**County Lines** is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Someone who starts to believe in or supports extreme views linked to terrorism and forms of extremism leading to terrorism is linked to **Radicalisation**. Extremism can also be linked to this as extreme views, vocal or active opposition to fundamental British values, including democracy, the rule of law, mutual respect and tolerance of different faiths and beliefs.

**Where do I go for help and advice?**

Speak to any available adult in school. This could include your Head of Year, Mr Davis, Mrs Milroy, Mr Richardson or Mr Ford. Advice can be found by scanning the QR codes at the top.

**If you feel you need support or see or hear something that concerns you, report it! We are here to help.**

Links to advice

| | | | | |
|---|---|---|---|---|
| Childline – 0800 1111 www.childline.org.uk | Advice on mental health. www.youngminds.org.uk | Staying safe online www.childnet.com | Advice on LGBT+ issues www.theproudtrust.org | Advice for young people www.themix.org.uk |

# Five Ways to Wellbeing

## Activity Sheet

Use the challenges on this sheet to help your child feel better and find ways of managing their own mental wellbeing.
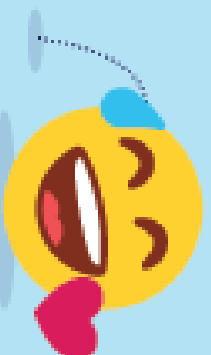
Why not cut them all out and encourage them to choose one or two per day to do. Once they have tried them all they can pick their favourites to do regularly.

## Be active

Do a half an hour walk around the local area and write about what you saw when you get back including how it made you feel.

Set up an indoor obstacle course to get your heart rate up

Have a kitchen disco with your household – each pick your favourite songs and do your most energetic dancing together.

## Connect

Write a letter to someone that you haven't seen for a long time. Ask how they have been feeling. Draw pictures or take photos to print and go with it.

Make contact with a friend from school – ask a parent to help you set up a video call so that you can see each other and talk.
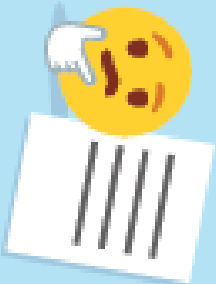
Connect with those you live with by spending time playing a board game together.
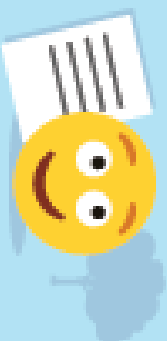
Norfolk County Council

**open academy**

## Take notice

Sit outside and listen to the birds sing, and notice what other sounds you can hear.

Write a list of the three things you look forward to doing the most when we are allowed to do them again.

Go for a walk in your local park and look at the trees around you noticing what colour the leaves are. Write about what you see and how it made you feel.

## Learn

Choose something you are interested in and spend some time reading about it and learning interesting facts to tell people.

Choose a country you might like to visit one day and learn five words from the language
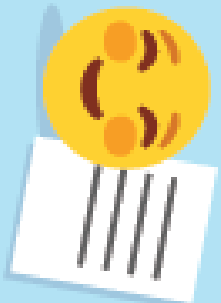
Learn to cook a meal with the person in the household that usually cooks. Help them with the preparation and the cleaning up

## Give

Make a homemade card to send to a friend or family member that you can't see at the moment.

Write a list of the things you appreciate most about the people you live with and let them see it.

Help with some of the chores around the house whether it's doing the hoovering or pairing the socks.