

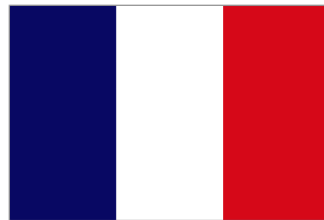


CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Name: _____

Home Learning Number: _____

Benton Park School
Year 8 Knowledge Organiser
Semester 1B
2023-2024



Creating a climate for great learning, success and opportunity

Creating a climate for great learning, success and opportunity



Endeavour

Resilience

Inspiration

Collaboration

Compassion

All Benton Park students follow three simple expectations:

- Work hard
- Be kind and respectful
- Follow staff instructions first time

To drive students' success, we actively encourage all learners to adopt the Benton Park Values

Student Support Sheet

Organisation and Planning Sheets

Use the organisation and planning sheets to record your home learning each day.

It is your responsibility to solve any issues you may have with your home learning before the due date.

Always have your learning number and full name on your work.

Where can I go if I need to do my work or get help?

My Key Stage Leader:
Mrs Collins



My Year Leader:
Miss Ratcliffe



**Any of my
Subject
teachers or
Subject
Directors or
Leaders**

In the Library you can:

- Access books and resources
- Use the internet to complete any online home learning
- See staff who can give you any advice and guidance you may need
- Study independently in a quiet place

Year 8 Homework Timetable

Day	Homework Due
Monday	English
Tuesday	Humanities
Wednesday	Science
Thursday	Languages
Friday	Maths (Sparx)

Emails and Passwords

School Email:

Password:

Other Usernames and Passwords:

Who else can I get support from?

Year Leaders



**Mrs
O'Donoghue**
Year 7



Miss Ratcliffe
Year 8



Mr Nicholls
Year 9

Key Stage Leaders



Mrs Collins
Key Stage 3



Miss Dobby
Key Stage 4

**You can also speak to all of your subject teachers, your
PD teacher and all of your pastoral staff:**

Miss Howe, Miss Leonard, Miss Downing, Mrs Owen, Miss
Moss, Miss Webster, Miss Charlton

Safeguarding



Mrs Howard
Designated
Safeguarding
Lead (DSL)



Mrs Bentley
Deputy
Designated
Safeguarding
Lead (DDSL)

Other support



**Miss
Tizard**
SENDCo

SLT Links

Year 7 – Mr Coltman
Year 8 – Miss Tyldsley
Year 9 – Miss Smith
Year 10 – Mr Bownass
Year 11 – Mr Marsh
KS3 – Miss Taylor
KS4 – Mr Hackshaw

Creating a climate for great learning, success and opportunity



Organisation, Planning & Home Communication

Date set	Task/Note	Date due	Tick when complete

Date set	Task/Note	Date due	Tick when complete



Organisation, Planning & Home Communication

Date set	Task/Note	Date due	Tick when complete

Date set	Task/Note	Date due	Tick when complete

Word Revolution	Gender	The distinction of a person's sex.
	Patriarchy	A system of society where men hold positions of dominance and privilege.
	Independence	Freedom from the control or influence of others.
1: CONTEXT	The Bronte's lived during the Victorian era. 'Victorian era' is the name of the period when Queen Victoria was the Queen of England. She was queen from 1837 – 1901. And the second longest reigning monarch, after Queen Elizabeth I.	
	Women and men were not equal in the Victorian era. Women were seen as 'the weaker sex'. The ideal woman was to be 'the angel in the house' and support her husband with all domestic responsibilities, for example, cooking, cleaning and being a mother.	
	Women had very few rights of their own. They had even less once they were married. Upon marriage, women became the property of their husband. Divorce did not happen very often. It wasn't until 1857 that women could divorce an abusive husband.	
	Politics and government were only for men. Women were not seen as being intelligent enough and so were not included at all. Women did not have the right to vote, and it was after the suffragette movement that women got this right In 1918, 17 years after the Victorian era.	
3: LIFE IN HAWORTH	The Bronte's lived in Haworth, West Yorkshire. Their father was the priest at Haworth Parish Church. The well-known parsonage that you can visit today in Haworth is where the family lived. The town was polluted, smelly and very unhygienic.	
	Haworth was a crowded industrial town during the Bronte period. Although Haworth is situated in a rural area, the town was overpopulated from workers. The population increased rapidly between 1800 and 1850.	
	There was no sewers and the water supply in Haworth was polluted and inadequate, which resulted in a high death rate. The average age of death was 25 years old; 40% of babies died before their sixth birthday.	
	The people who lived in Haworth were typically farmers and had jobs that were linked to agriculture. This changed with the industrialisation of the town and mills were built along the river in Haworth, changing work from farming to factory production powered with machinery.	
2: THE BRONTES	Charlotte Bronte: She was a famous novelist and poet. Charlotte was the eldest of the Bronte sisters, and the sister who lived the longest. She lived from 1816 to 1855. She is best known for her most popular novel named Jane Eyre.	
	Emily Bronte: She was a famous novelist and poet. She is best known for her most popular novel named Wuthering Heights. She lived from 1818 to 1848, and passed away at the age of 30 after catching the common nineteenth century disease tuberculosis.	
	Anne Bronte: She was also a famous novelist and poet. She is the youngest of the Bronte literary siblings. She published a book of poetry with her sisters Charlotte and Emily, and later went on to publish two novels. Her novel The Tenant of Wildfell Hall is often considered one of the first feminist novels. She lived from 1820 to 1849 and also died from tuberculosis.	
Questions	1. Who was the monarch during the Victorian era?	
	2. In which year were women given the right to vote?	
	3. What were the names of the famous Bronte sisters?	
	4. What common nineteenth century disease killed the Brontës'?	
	5. True or False: Women became property of their husbands once married	
	6. Where did the Brontës' live?	



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Subject: English Topic: 'Jane Eyre' by Charlotte Bronte

Year 8 Semester 1 W13

Word Revolution	Narrative	A spoken or written account of connected events e.g. a story.
	Isolation	The process of being isolated or isolating.
	Empathy	The ability to understand and share the feelings of another person.

1: CONTEXT	The plot of Jane Eyre follows the form of a Bildungsroman, which is a novel that tells the story of a child's life as they mature and focuses on the emotions and experiences that lead to adulthood.
	Although many women writers were read by the Victorian public, to gain respect from society for your work you required a masculine name. This resulted in women publishing their novels under a male pseudonym or pen name. Charlotte Brontë used the pen name "Currer Bell."
	Women had very few alternatives for survival. If they were not supported by a father or a husband, they were likely to have nothing at all. An educated, middle-class woman was likely to be forced to become a governess which resulted in a life with hardly any freedom.

2: SUMMARY CHAPTER 1 AND 2	The novel begins on a dull November afternoon at Gateshead, the home of a wealthy family named the Reeds. A young girl named Jane Eyre is introduced to readers. She is the novel's main character.
	Mrs. Reed has forbidden Jane to play with her cousins Eliza, John and Georgiana. John bullies Jane and teases her about being an orphan who is only allowed to live with the Reeds because of his mother's charity. John and Jane fight after he throws a book at her.
	Mrs. Reed blames Jane for the fighting and as her punishment, she sends her to the 'red-room' – the frightening chamber where her uncle died.
	Jane starts to reflect on the events that led her to life at Gateshead. She remembers her kind Uncle Reed bringing her to Gateshead after her parents died, and she remembers his dying wish that his wife promise to raise Jane as one of her own children.
	Jane suddenly thinks that her uncle's ghost is in the red room with her, and she imagines that he has come to take revenge on his wife for breaking her promise. Jane cries out in fear, but Mrs. Reed believes she is trying to escape her punishment. Jane faints in exhaustion and fear.

2: CHARACTERS	Jane Eyre	The main character. A young, intelligent, and passionate orphan.
	Mrs. Reed	Jane's spiteful aunt through marriage.
	John Reed	John is Jane's cousin. He is 14 years old and a schoolboy. He is cruel towards Jane and is the master of the house due to being the only male.
	Eliza Reed	Eliza is Jane's cousin. Jane describes her as 'selfish'.
	Georgiana Reed	Georgiana is also Jane's cousin. Jane describes her as 'spiteful'.
	Mr. Reed	Jane's uncle who passed away.
	Bessie	A servant at Gateshead

Questions	1. What was the male name Charlotte Bronte used as a pseudonym?
	2. What is empathy?
	3. What is Jane's punishment in Chapter 1?
	4. Who is Jane living with at the beginning of the book?
	5. What is the form Bildungsroman?
	6. What are Jane's feelings about her life?

Word Revolution	Social class	Position in society based on wealth and family background.
	Humiliation	The act of making someone feel ashamed or foolish.
	Injustice	Lack of fairness or justice.

1: CONTEXT	Lowood school reflects Bronte's own harsh schooling at Cowan Bridge. Being from not a very high-class family, Bronte and her sisters were forced to study in Cowan Bridge, a school for the children of clergymen.
	Victorian attitudes toward education differed considerably between the classes. The level of one's schooling was determined by social class and also by gender. In all levels of the education system, boys and girls were taught separately. The children of poor or working-class families were taught in local schools, such as the one in which Jane Eyre is a pupil.
	The character of Mr. Brocklehurst, is based on the Reverend Carus Wilson, the Evangelical minister who ran Cowan Bridge where the Bronte sisters studied. Charlotte took revenge upon the school that treated her so poorly by using it as the basis for the fictional Lowood.

2: SUMMARY CHAPTER 5, 6 AND 7.	Jane travels alone to Lowood school. The next day she is introduced to her new classmates and learns the daily routine. She meets Miss Temple, who is kind to her and Miss Scatcherd, who is unpleasant. Jane and Helen become friends, and Jane learns that Lowood is a charity school for female orphans. She also learns of Mr. Brocklehurst.
	Jane quickly learns that life at Lowood is harsh. The pupils are overworked and underfed. Helen and Jane talk about the punishments at Lowood and Jane expresses her disagreement with the injustice Helen receives from Miss Scatcherd.
	For most of Jane's first month at Lowood, Mr. Brocklehurst spends time away from the school. When he returns, Jane becomes nervous as she remembers his promise to her aunt that he will warn the school about Jane's 'lying'.
	Jane drops something in Mr. Brocklehurst's presence. He is furious and tells her that she is careless. He orders Jane to stand on a stool while he tells the school that she is a liar, and he forbids the other students to speak to her for the rest of the day. Helen makes Jane's day of humiliation better as she smiles at her every time she passes by.

2: CHARACTERS	Mr. Brocklehurst	The cruel headmaster of Lowood school.
	Miss Miller	A teacher for the younger students at Lowood school. She greets Jane on her arrival at Lowood.
	Miss Temple	A very kind teacher at Lowood, who looks after Jane and Helen and treats them with respect.
	Miss Scatcherd	Jane's cruel history and grammar teacher at Lowood, who constantly humiliates and punishes Helen.
	Helen Burns	Jane's friend at Lowood.

Questions	Why were boys and girls taught differently at school?
	Why do you think Jane was sent alone from Gateshead?
	What does Mr. Brocklehurst do to Jane?
	What is the name of Jane's first friend at Lowood?
	What was the name of the school Charlotte Bronte studied at?
	True or False: 'Miss Temple is evil and treats the pupils badly'.



CREATING A CLIMATE FOR GREAT LEARNING
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Subject: English Topic: 'Jane Eyre' by Charlotte Bronte

Year 8 Semester 1 W15

Word Revolution	Ward	A child, who is legally under the protection or care of another person.
	Officious	Assertive of authority in a domineering way, especially with regard to trivial matters.
	Ireful	Full of intense anger; wrathful.

1: CONTEXT	<p>Byronic Heroes</p> <p>The label 'Byronic Hero' (after Lord Byron) has been applied to a number of Romantic male characters who feature some combination of the following characteristics:</p> <ul style="list-style-type: none"> Unusually handsome and attractive Wounded or physically disabled in some way Moody, mysterious, and/or gloomy Passionate and emotional Full of remorse or regret for a past sin Wandering Isolated (both physically and emotionally) Self-reliant (often rejecting people on both physical and emotional levels) <p>Mr. Rochester, who Jane meets in this chapter, has many characteristics of a Byronic hero and is presented by Bronte as a dark, moody and mysterious man.</p>
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2: SUMMARY CHAPTER 12.	<p>Jane Eyre moves to Thornfield Hall to take on the role of governess for a young French girl called Adele. She is satisfied with her position but is bored by her mundane domestic life. She jumps at the opportunity to take a letter for Mrs. Fairfax to the local post office in Hay.</p> <p>On her way to Hay, she meets a mysterious man on a horse with a large dog. The man is injured when he is thrown from his horse in front of Jane.</p> <p>Jane later discovers that the mysterious man she met is her employer, Edward Rochester.</p>
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2: CHARACTERS	Mr. Rochester	The Byronic Hero of the novel and owner of Thornfield Hall.
	Jane Eyre	The protagonist of the novel.
	Bessie	Bessie is Jane's nursemaid and it is her job to look after Jane.
	Mrs. Fairfax	Is an elderly housekeeper at Thornfield Hall.
	Adele	Is Rochester's ward and the girl that Jane is employed to teach.

Questions	1. How do Jane and Rochester meet?
	2. What is Jane doing away from Thornfield?
	3. How does Jane feel about her new position as governess at Thornfield Hall?
	4. Who is Jane employed to teach?
	5. What characteristics of a Byronic hero does Mr. Rochester have?
	6. Who is Mrs. Fairfax?



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Word Revolution	Victorian Heroine	Women who are surprisingly strong willed, empowered and rebellious
	Patriarchy	A system of society or government in which men hold the power and women are largely excluded from it.
	Tension	A feeling of nervousness before an important or difficult event

1: CONTEXT	If women were not supported by a father or a husband, an educated, middle-class woman was often forced to become a governess. A governess would live in a wealthy family's home and have responsibility for teaching the household's children. A governess would have very little freedom and the job involved a lot of personal sacrifice. Charlotte Bronte herself worked as a governess, so Jane's experiences may have had a lot in common with her own.
	Jane Eyre is set in the north of England sometime in the first half of the nineteenth century. During this period, British society was undergoing slow but significant change. Perhaps most apparent was the transition from a rural to an industrial economy.
	The treatment of Bertha Mason, a creole woman, is a subject of controversy as mental illness was not widely understood in Victorian times.

2: SUMMARY CHAPTER 15.	Mr. Rochester is engaged to a woman Blanche Ingram. He does not love her but feels it is the right thing to do.
	Jane and Rochester love each other but neither knows the other's feelings.
	Jane is going to leave Thornfield before Rochester marries Blanche Ingram.
	Before Jane leaves, Rochester has a conversation with her in the grounds of Thornfield Hall. He admits his feelings for Jane and she reveals her love for him. He proposes marriage

3. Themes	Love and Hate
	Gender inequality
	Religion
	Personal discovery
	Family

Questions	1. What job did single educated women often have?
	2. Who is Mr. Rochester engaged to?
	3. Why is Jane leaving Thornfield?
	4. What does Jane confess to Rochester in the grounds of Thornfield?
	5. What changes was society going through at the time the novel was written?
	6. Why is the character of Bertha Mason controversial?

Word Revolution	Matrimony	The state of being married; marriage.
	Clergyman	A male priest, minister, or religious leader, especially a Christian one.
	Testimony	Evidence or proof of something.

1: Model P.E.A.L paragraph	Point: Bronte presents the character of Bertha Mason as a monstrous Gothic character.
	Evidence: This is shown in the text where she is described through the onomatopoeia of 'growl' and the aggressive verb 'snatch' at Mr. Rochester
	Analysis: The use of the onomatopoeic verb 'growl' suggest that she is animal like and gives the impression that she is less human.
	Link: The verb 'snatch' is also showing her to be a monstrous character and a stark contrast to the peaceful and calm character of Jane.

2: 2: Summary of Chapter 26	In the lead up to their marriage day, more strange events occur. Jane imagines a strange vampiric woman in her bedroom, trying on her bridal veil. When Jane wakes in the morning, her veil is torn in two.
	On the day of the wedding, as they are about to say their vows, the ceremony is interrupted by a man claiming that Rochester is already married!
	Mr. Rochester has been married to a woman called Bertha Mason, a letter is shown as proof from her brother Mr.. Mason that claims Rochester married his sister in Jamaica.
	Mr. Rochester brings everyone back to Thornfield to show them Bertha Mason, who then attacks him and tries to strangle him. Jane is incredibly upset and prays to God for help.

3: Characters	Mr. Edwards Rochester: The Byronic Hero of the novel, master of Thornfield Hall and suitor to Jane Eyre.
	Jane Eyre: The protagonist of the novel, employed as a governess at Thornfield to educate Adele, is engaged to Rochester.
	Bertha Mason: Mr. Rochester's dark secret, he has kept her in the attic of Thornfield Hall as she is violent and suffers from serious mental health. She is also still married to Rochester after their wedding in Jamaica, years before.
	Richard Mason: The brother to Bertha, when he visits Thornfield a few weeks before the wedding, he is attacked by his sister. He arrives at the wedding with a lawyer to stop the wedding taking place/
	Mr. Briggs: is the lawyer for John Eyre, he travels with Richard Mason to stop the wedding and to give Jane her inheritance

Questions	1. What strange event occurs before the wedding?
	2. Why are Jane and Mr. Rochester prevented from being married?
	3. Where did Mr. Rochester marry his first wife?
	4. Who attacks Mr. Rochester?
	5. What does Jane do when she has learnt about Mr. Rochester's dark secret?
	6. Why is Bertha Mason violent towards Mr. Rochester?



CREATING A CLIMATE FOR GREAT LEARNING,
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Word Revolution	Journey	An act of travelling from one place to another.
	Voyage	A long journey involving travel by sea or in space.
	Adventurous	Willing to take risks or to try out new methods, ideas, or experiences.

1: CONCEPTS	<p>We start off by thinking about different meanings of the word 'journey' and how the word is used in different situations. It can mean literally moving from one place to another – travelling to a particular place. We also use the word metaphorically, perhaps to describe an emotional or developmental change.</p> <p>The word journey has many synonyms (words with similar meanings) and we will look at some examples of these and explore their different connotations (the ideas suggested by a word). For example, going for a walk and going on a trek suggest very different experiences.</p> <p>As part of this introduction, you will be asked to think about your own life in terms of a journey – where did you start and where have you ended up? What were the key milestones (another journey metaphor) on the way?</p>	3: SKILLS	<ul style="list-style-type: none">You can explore different meanings of the word 'journey' and consider how its meaning changes in different situations.You understand the difference between literal and metaphorical meanings.You can explore different connotations words can have, beyond their dictionary definitions.You can identify key ideas in a text and comment on the way Shakespeare uses images in his writing to convey ideas.
	<p>Learning something from scratch and then becoming good at it can be seen as going on a kind of journey. Equally, growing up and growing old can also be seen as a kind of journey. You might be able to think of examples of sports stars or reality TV contestants talking about having been on 'a journey' through their experiences.</p> <p>One example of this view of life is Shakespeare's 'The Seven Ages of Man' from his play 'As You like it'. In this speech, he describes human life as having seven ages, from the 'mewling' infant to old age and 'mere oblivion'</p>		<div>Questions</div> <ol style="list-style-type: none">1. What is the literal meaning of the word 'journey'?2. What metaphorical meaning could the word have?3. How many 'ages' does life consist of, according to Shakespeare?4. What are synonyms?5. What is connotation?6. Give one synonym for the word 'walk'



Word Revolution	Exploration	The action of exploring an unfamiliar area.
	Nomads	A group of people that travels from place to place and has no permanent home.
	Trek	A long, difficult journey, especially one made on foot.

1: BACKGROUND	<p>This week we look at two accounts of journeys in extreme places.</p> <p>Michael Asher is a desert explorer and travel writer. In 1982, Asher went to live among the Kababish nomads of the western Sudan, with whom he stayed. His book, 'A Desert Dies' focuses on the way of life of these people, and their struggles through a severe drought that began in 1984.</p> <p>Captain Scott was a British naval officer and explorer, who led an expedition to the South Pole in 1912. Hoping to be among the first people ever to reach the South Pole, he was beaten to it by a Norwegian expedition who arrived there 5 weeks before him. Scott and his fellow explorers died on their return journey, but his diaries lived to tell the tale of his ordeal.</p>	3: SKILLS	<ul style="list-style-type: none">You can locate key information in a textYou can make inferences about a writer's thoughts and feelings, using evidence to support your ideas.You can identify descriptive techniques used in a text.You can comment on the effect of descriptive techniques and how they create ideas for the reader.
	<p>Here are some quotes from 'A Desert Dies'. Can you spot any of the descriptive techniques Michael Asher uses? (<i>look for personification, violent verbs, similes</i>)</p> <p>'A savage sandstorm punched into us'</p> <p>'The wind screamed past us'</p> <p>'The storm was as thick as a blizzard'</p> <p>'The flat plain... was licked by slipstreams of sand that streaked across the surface like currents of electricity.'</p> <p>'the storm raged over us'</p> <p>The sea-spray hiss of the wind stopped abruptly;</p>		<p>Questions</p> <ol style="list-style-type: none">What was the name of Michael Asher's book about the nomads of Sudan?What difficulty did the Kababish people suffer in 1984?Who was Captain Scott?Where was Captain Scott's expedition aiming to get to?How do we know what happened to Captain Scott?What descriptive technique is being used here? '<i>a savage sandstorm punched into us</i>'

Word Revolution	Expedition	A journey undertaken by a group of people with a particular purpose.
	Excursion	A short journey or trip, especially one taken as a leisure activity.
	Pilgrimage	A trip, often a long one, made to a holy or meaningful place.

1: BACKGROUND	<p>This week, we look at some incredible real-life accounts of journeys in extreme places and survival against the odds. Joe Simpson is a British climber who wrote 'Touching the Void' - an account of an ill-fated expedition to climb Siula Grande in Nepal. Aron Ralston is an American climber and adventurer who had a life-changing accident whilst canyoning in a remote area in the US and later wrote about his experience.</p> <p>In both these accounts, we look at the way writers use language effectively to convey their extraordinary survival journey. To do this, we revisit descriptive techniques such as similes, metaphor, personification and sensory language and consider how these techniques help to describe physical and emotional experiences to the reader.</p>	3: SKILLS	<ul style="list-style-type: none"> You can locate key information in a text You can make inferences about thoughts and feelings in a text, using evidence to support your ideas. You can identify descriptive techniques used in a text. You can comment on the effect of descriptive techniques and how they create ideas for the reader. You can use descriptive techniques effectively to describe your own life experiences.
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2: WRITER'S TECHNIQUE	<p>Simile – a comparison using 'like' or 'as'</p> <p>Metaphor – a comparison which describes something as though it is something else</p> <p>Personification - describing an object as though it is alive</p> <p>Sensory language – Descriptions of different senses (sound, sight, touch, taste and smell)</p> <p>Onomatopoeia – Sound effect words which create the sound of the thing they describe.</p> <p>Alliteration – Repeating the same sound at the beginning of words in a phrase.</p> <p>Sibilance – Repetition of 's' sounds</p>	Questions	<ol style="list-style-type: none"> What is the name of Joe Simpson's book about his experience? Where was Joe Simpson climbing when he had his accident? Who is Aron Ralston? What kind of techniques do writers use when writing about extraordinary experiences? What is personification? What is a metaphor?
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Word Revolution	Introspection	Exploring your own thoughts, feelings and experiences.
	Metaphorical	Describing something in a non-literal way, using comparison.
	Retrospective	Looking back on a past experience.

1: BACKGROUND	<p>This week, we look at examples of travel writing by Bill Bryson, an American writer, mostly known for his humorous accounts of his travels in various countries.</p> <p>He travelled Europe in the early 1970s and when he got to the UK, he decided to stay. Bryson lived in the UK for twenty years.</p> <p>One of his most famous books is 'Notes from a Small Island' , which is an account of his final trip around the UK before moving back to the United States</p> <p>You will also be working this week on your own travel writing – an autobiographical account of a journey or visit you have been on.</p>	3: SKILLS	<ul style="list-style-type: none"> You can identify style features in a piece of travel writing and give examples. You can comment on the way a writer uses style features to engage a reader. You can make inferences to comment on the writer's thoughts and feelings about places they describe. You can use key features of travel writing in your own writing. You can use range of effective vocabulary and techniques to make you writing interesting to read.
	<p>Features of Travel Writing:</p> <ul style="list-style-type: none"> Usually written in first person Usually chronological and retrospective Include vivid and imaginative description People and places are described in detail Reader gets a clear sense of the writer's personality Describe moments of introspection and the metaphorical journeys taken by the writer Are personal accounts and opinions of the writer Should be entertaining! 		<p>Questions</p> <ol style="list-style-type: none"> Who is Bill Bryson? What kind of writing is Bill Bryson most famous for? What is the title of Bryson's book about Great Britain? True or False? Travel writing is usually written in third person. True or False? Travel writing includes the writer's personal opinions. True or False? Retrospection involves looking ahead to the future

Word Revolution	Hemisphere	A half of the earth, usually divided into northern and southern halves by the Equator
	Revolution	A sudden and great change
	Torah Scroll	Jewish Holy Book

1: Geography	<ul style="list-style-type: none"> Russia is the largest country in the world by area and it lies in the Northern Hemisphere and spans the continents of Asia and Europe. It covers an area of 17,098,242 km², which is approximately 70 times greater the size of the UK. The country spans 11 time zones. Russia is the ninth most populous country in the world, with a population of approximately 144 million people. The major language is Russian. The capital city is Moscow. It lies to the west of the country and is home to around 12 million people. Russia contains several biomes, including tundra, taiga, temperate woodland, steppe and desert. 	3: Religious Studies	<ul style="list-style-type: none"> Judaism is one of the world's oldest religions. It started in the Middle East. Three Jewish symbols are The Menorah Candle, The Torah Scrolls and the Star of David. Many Jewish people believe that you are Jewish if your mother is Jewish, although anyone can convert to Judaism. Abraham was the first person within the Torah scrolls to speak to God and receive a covenant. A covenant is a promise between God and his people.
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2:History	<p>The Industrial Revolution, which took place between 1750 - 1900, was a period of great change in Britain. There were huge technological advances which had an impact on every aspect of life. These technological advances were happening while the British Empire was growing. Not all of these changes were positive. Conditions in factories and coal mines in particular were dangerous and difficult. The main features involved in the Industrial Revolution were technological, socioeconomic, and cultural. The technological changes included the following: the use of new basic materials, chiefly iron and steel, the invention of new machines, such as the spinning jenny and the power loom that permitted increased production with a smaller expenditure of human energy, a new organisation of work known as the factory system, which entailed increased division of labour and specialisation of function</p>	Questions	<ol style="list-style-type: none"> How many times larger than the UK is Russia? What is the population of Russia? What was the Industrial Revolution? When did the Industrial Revolution take place in Britain? Name two Jewish symbols What is a covenant?
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Word Revolution	Distribution	The way in which the population is spread over an area
	Invention	To create or design something that has not existed before
	Covenant	A promise with God

1: Geography	<p>What are the human characteristics of Russia?</p> <p>Life expectancy and literacy rates With approximately 144 million people, Russia is the ninth most populous country in the world. Life expectancy is almost 73 years, so the average person in Russia can expect to live beyond retirement age. Literacy rates are above 99 per cent. This means that almost all Russian people can read and write.</p> <p>Population distribution Most people live in the west of the country. This is where the capital city of Moscow and is located, as well as many other larger cities, such as St Petersburg and Kazan. Around 75 per cent of Russia's population live in cities, where there are jobs and opportunities. Few people live in the far north, where temperatures are very low.</p>	3: Religious Studies	<p>The Story of Abraham</p> <p>God spoke to Abraham and told him to leave his family and his home. He was told to do this with Isaac his son. When Abraham travelled into the wilderness, God spoke to him. God told him to sacrifice his son. Abraham was confused but he never once doubted God. When Abraham went to kill his son, Isaac, God spoke to him and revealed he was now in a covenant with him and not to kill his son. He told him to sacrifice an animal in God's name instead.</p> <p>This story shows that all Jewish people should have ultimate faith in God and never doubt him.</p>
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2: History	<p>In 1778, James Watt and Matthew Boulton invented a steam engine that could efficiently power factory machinery. Coal was burned to heat water to make steam. This led to a huge increase in the demand for coal. Factories were opened near to supplies of water and coal so they could power their machinery. John Kay's Flying Shuttle was a very successful innovation in weaving. Spinning technology needed frequent development over the next fifty years before weaving experienced further major changes.</p> <p>Large purpose-built factories were a new idea, eg Arkwright's Mill at Cromford, full of machines.</p>	Questions	<p>1. What is the life expectancy in Russia?</p> <p>2. Why do few people live in the far north of Russia?</p> <p>3. What was coal used for in factories?</p> <p>4. Who invented the steam engine?</p> <p>5. Who was told to sacrifice his son in the Torah?</p> <p>6. What is the moral of this story?</p>
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Word Revolution	Conflict	Different groups of people with competing interests fighting over a space
	Entrepreneur	A person who sets up a business or businesses
	10 Commandments	A list of religious principles to live by, in the Old Testament

1: Geography	<p>The Russian Revolution took place in 1917 when the peasants and working-class people of Russia revolted against the government of Tsar Nicholas II. They were led by Vladimir Lenin and a group of revolutionaries called the Bolsheviks. The new communist government created the country of the Soviet Union.</p> <p>Ukraine was invaded by its neighbour Russia in February 2022. There has been conflict between the two countries since 2014, when Russia invaded and took control of the Crimean peninsula, which is a part of Ukraine. Relationships between Russia and its neighbouring countries have been complex since the USSR collapsed in 1991. At least 12 million people fled their homes in Ukraine in 2022.</p>	3: Religious Studies	<ul style="list-style-type: none"> The Torah is the Jewish Holy Book, it contains all the same information as the Old Testament in Christianity. The laws Jews should follow are found in the Torah, this includes the ten commandments. Jewish people also have food and clothing laws they have to follow. Jews worship in a synagogue. The word synagogue means meeting place. A Rabbi is a Jewish holy leader, they conduct religious ceremonies and give advice to Jewish people.
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2: History	<p>The living conditions in the cities and towns were miserable and characterised by overcrowding, poor sanitation, spread of diseases, and pollution. As well, workers were paid low wages that barely allowed them to afford the cost of living associated with their rent and food.</p> <p>Wealthy factory owners and entrepreneurs constructed the homes for their workers but also used the homes as a means of making more profit. The homes were made with the cheapest materials available and lacked basic features such as windows and proper ventilation. As well, most of the homes were built without running water or sanitation. As a result, many people were unable to properly bathe and thus suffered from very poor hygiene.</p>	Questions	<ol style="list-style-type: none"> When did Russia take control of the Crimea peninsula? How many people fled their homes in Ukraine in 2022? What were living conditions like in cities and towns? How were homes built? What is a synagogue? What is a Rabbi?
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Word Revolution	Reserves	A discovered energy source that is of known quantity that can be extracted and used or sold
	Ventilation	The provision of fresh air to a room or a building
	The Trinity	God is made up of three parts, The Father, The Son and The Holy Spirit.

1: Geography	<p>What are Russia's main natural resources?</p> <p>Russia is a major producer of cobalt, chrome, copper, gold, lead, manganese, nickel, platinum, tungsten, vanadium, and zinc. Russia has large reserves of oil and gas. The country has more natural gas than any other nation, with approximately 20 per cent of the world's total supply. It also has large reserves of oil, equating to around six per cent of the world's total. Russia relies heavily on money made from oil and natural gas, which in 2021 made up 45% of Russia's federal budget. Russia is the world's second-largest producer of natural gas, behind the United States, and has the world's largest gas reserves. Russia is the world's largest gas exporter.</p>	3: Religious Studies	<ul style="list-style-type: none"> Christianity is the largest religion in the world. Christianity has two main festivals, Christmas celebrating the birth of Jesus and Easter remembering the death of Jesus. Jesus is the Son of God according to Christians. Christians believe in the Trinity, God is The Father, Son and Holy Spirit. God, The Father is the God Christians pray to. God, The Son is Jesus Christ. God, The Holy Spirit is usually shown as a dove and is present at all times on earth. Some Christians may choose to wear a cross or crucifix to show their faith. A cross is empty remembering the risen Jesus. A crucifix shows Jesus on the cross remembering Jesus' suffering.
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2: History	<p>Working conditions were difficult and exposed employees to many risks and dangers, including cramped work areas with poor ventilation, trauma from machinery, toxic exposures to heavy metals, dust, and solvents. The working conditions that working-class people faced were known to include long hours of work (12-16 hour shifts), low wages that only just covered the cost of living, dangerous and dirty conditions and workplaces with little or no worker rights. In general, industrial workers were paid very small amounts and struggled to survive. For example, adult men were paid around 10 shillings per week, while women were paid 5 shillings for the same work, and children were paid just 1 shilling. In comparison, families were usually charged 5 shillings per month for rent. workers often had their pay deducted for being late or for taking a break during their shift.</p>	Questions	<ol style="list-style-type: none"> What does Russia have large reserves of? Which country is the world's largest producer of natural gas? What were working conditions like? What were the wages for people working in factories? What three parts make up The Trinity? What is the difference between a cross and a crucifix?
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Word Revolution	Nuclear power	Energy created from uranium via the process of splitting atoms
	Textiles	Materials made of natural or synthetic fibres
	Eternal	Having no beginning and no end.

1: Geography	<p>On April 26, 1986, the Number Four RBMK reactor at the nuclear power plant at Chernobyl, Ukraine, went out of control during a test at low-power, leading to an explosion and fire that demolished the reactor building and released large amounts of radiation into the atmosphere. Air currents then carried it great distances.</p> <p>The Chernobyl disaster caused serious radiation sickness and contamination. Millions of acres of forest and farmland were contaminated, livestock was born deformed, and humans suffered long-term negative health effects. The explosion changed people's perception of nuclear power forever, making them question its safety. It is still radioactive today - Chernobyl will be habitable again in about 20,000 years due to the long-lasting effects of ground absorption of radiation.</p>	<p>3: Religious Studies</p> <p>Christians describe God as: Omnipotent- all powerful Omnibenevolent – all loving Omniscient – all seeing Just – Fair Creator – He made the universe Eternal – He has not beginning and no end.</p> <p>Christians believe God has all these qualities and is not comparable to any living being. Christians believe God is in heaven with Jesus on his right hand side. All Christians have the opportunity to join both God and Jesus in heaven through believing in Jesus Christ and by good works on earth.</p>
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2: History	<p>Bradford was a very important city for producing textiles. In 1800, Bradford's population was 13,000 and it had just one spinning mill. By 1850, the population had grown to 103,000, while the number of spinning mills had surged to 129. In 1900, the number of mills had increased further to 350. Two-thirds of the country's wool production was now processed in Bradford.</p> <p>Bradford coal kept the mills and other industries in power and local sandstone was mined for building the many mills. By 1875, the population had risen to 182,000 attracting yet more workers to jobs in the textile mills.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. When did the Chernobyl nuclear plant disaster happen? 2. What effect did this disaster have on livestock? 3. Why was Bradford and important city? 4. What happened to the population of Bradford? 5. Name two qualities of God. 6. Give one way Christians can get to heaven.
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Word Revolution	Amenities	A desirable or useful feature or facility of a building or place
	Biome	A large ecosystem with its own distinct climate, plants and animals.
	Creed	A statement of belief

1: Geography

Asia is the largest continent in the world with diverse physical and human Geography
Many Asian countries experience monsoons which are seasons of prolonged rainy and windy weather.
Monsoons are formed when cool, moist air from the Indian Ocean is forced to rise over the Himalayas creating heavy rain.

3: Religious Studies

- All Christians have several key Christian beliefs.
- These beliefs can be summarised in **creeds** (a statement of belief).
- The word '*creed*' comes from the Latin word *credo* which means '**I believe**'. One of the earliest creeds is the **Apostle's Creed** - this dates back to the **8th Century**!
- The Creeds were useful for teaching the Christian faith and **helping it spread**. They were useful if you couldn't read as you could learn them by heart.
- Creeds are **still said in Church today** – they provide a **reminder of key beliefs** and provide a **sense of community** with Christians around the world.

2: History

Sir Titus Salt was one of the most notable entrepreneurs in Victorian Britain and left a legacy of buildings. He was born at Morley, Yorkshire, the son of a wool-stapler who traded in Bradford. He is best known for the creation of Saltaire – an entirely purpose-built town connect to the vast Salts Mill. The town was built to house, educate and better the lives of his workers (over 4,500 at its peak). The town provided decent housing for all workers and other beneficial amenities such as hospitals, schools and public bath houses. Workers had a fresh water supply, gas and the community eventually became self-sufficient with its own shops, churches, libraries and parks. Productivity skyrocketed along with life expectancy and the happiness of the workers. Their lives had improved immeasurably.

Questions

1. What continent is the largest in the world?
2. Why do Asian counties experience monsoons?
3. What did Titus Salt build?
4. What were the living conditions in Saltaire?
5. Define the term creed.
6. Name one Christian creed.

Word Revolution	Megacity	A city with 10 million people or more
	Philanthropist	A person who seeks to promote the welfare of others
	Mool Mantar	A key holy text which contains Sikh beliefs.

1: Geography	<p>Asia has many of the world's megacities, which are key human Geography features. Tokyo in Japan is one of the biggest megacities in the world.</p> <p>Megacities have many challenges including pollution, traffic congestion and poor sanitation.</p> <p>The Himalayas in Asia, are the highest mountain range in the world and the tallest mountain, Mount Everest is located there.</p> <p>The Himalayas are constantly growing due to being located on a collisional plate boundary.</p> <p>Glaciers are large, moving rivers of ice. They erode the ground underneath by abrasion and plucking.</p>	3: Religious Studies	<p>Sikhism is one of the six world religions.</p> <p>Sikhs worship in a gurdwara.</p> <p>Guru Nanak is the founder of Sikhism and the first of the ten Gurus. Sikhs follow the teachings of the Guru Granth Sahib, which is their holy book, it is treated as a Guru.</p> <p>The Mool Mantar is a key text for understanding Sikh beliefs, it was written by Guru Nanak.</p> <p>Sikhs often use it in prayer.</p> <p>The Ik Onkar (there is only one God) are the first words of the Mool Mantar and is also a popular Sikh symbol.</p>
2: History	<p>In many ways Salt was forward-thinking, willing to spend considerable amounts of money to make his mill - with good ventilation, heating and lighting - a safe place to work in. He added an infirmary to cater for those injured in the workplace and provided pensions, and a sickness insurance scheme for his workers.</p> <p>Salt banned pubs in Saltaire because he disliked drunkenness and wanted punctual sober workers, but did not ban alcohol per se. He allowed the sale of alcohol in the village store. His father had possessed a substantial cellar of wine.</p> <p>He is described by some as a philanthropist, as they believe his creating of Saltaire was selfless and for the good of his workers. Others believe he did it to benefit himself and his profits.</p>	Questions	<ol style="list-style-type: none"> What is a megacity? How do glaciers shape the land? Were the mills in Saltaire safe to work in? Why did Salt ban alcohol? How many Gurus are there in Sikhism? What is the translation of the Ik Onkar?

Word Revolution	Cholera	A bacterial disease usually spread through contaminated water
	Economy	How much money a country is making through selling and making goods.
	Guru Nank	The founder of Sikhism.

1: Geography	<p>Development indicators are measures which show us how developed countries are. They include birth rate, death rate, life expectancy and calorie intake.</p> <p>There are different levels of development all over Asia. For example, Japan and South Korea are classed as HIC whereas Bangladesh and North Korea are classed as LIC.</p> <p>Thailand attracts thousands of tourists throughout the year. This causes benefits, such as jobs and money but also challenges such as over-crowding and noise.</p>
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2: History	<p>Disease accounted for many deaths in industrial cities during the Industrial Revolution. With a chronic lack of hygiene, little knowledge of sanitary care and no knowledge as to what caused diseases (let alone cure them), diseases such as cholera, typhoid and typhus could be devastating. As the cities became more populated, so the problem got worse. Cholera was a greatly feared disease. Caused by contaminated water, it could spread with speed and with devastating consequences.</p> <p>Industrial Britain was hit by an outbreak of cholera in 1831-32, 1848-49, 1854 and 1867. The cause was simple – sewage was being allowed to come into contact with drinking water and contaminating it. As many people used river water as their source of drinking water, the disease spread with ease. In Britain, 32,000 people died of cholera in 1831 and 1832.</p>
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3: Religious Studies	<p>Who was Guru Nanak?</p> <p>*As a young boy - he had dreams about a life with no arguments about God, or which religion was right (Hindu or Muslim). He spent time with the holy men who lived in the forest talking about God.</p> <ul style="list-style-type: none"> •He was sent to the market by his father to sell goods and make money – Nanak gave his goods away to poor people. He was protected by a Cobra as he slept – people recognised him as special. •He grew up and had a family – meditated and bathed in the river every day – one day he went under the water and disappeared for 3 days! •He saw a vision of God while he was in the river and God had given him a message that there was one true God and 'no Hindu or Muslim'. •Made 4 long journeys to give people God's message - God loves everyone and everyone is equal and God wants everyone to live peacefully and love each other. He was given the title 'Guru' (teacher).
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Questions	1. Which countries in Asia are classed as HIC?
	2. What are the benefits of tourism in Thailand?
	3. Why did disease get worse over time?
	4. How many people died of Cholera?
	5. What animal protected Guru Nanak?
	6. What message did Guru Nanak receive from God?

Word Revolution	Epidemic	A widespread development of an infectious disease in a community at a particular time.
	Population pyramid	A graph that shows information about a countries population including life expectancy, birth rate and death rate.
	Panji Pyare	The five beloved ones

1: Geography	<p>India has one of the highest populations in the world. It has a high birth rate and a relatively short life expectancy. Population growth in India has many benefits such as an increased work force and economic growth but also disadvantages including overcrowding and traffic congestion.</p> <p>North Korea is governed by a dictatorship and its media is censored and restricted. There are lots of social and economic issues, most of which are kept quiet from the rest of the world.</p>	<p>What is the Khalsa? Guru Gobind Singh was the last of the Ten (human) Gurus.</p> <ul style="list-style-type: none"> • He lead the Sikhs at a time when they were being treated badly by Muslim and Hindu rulers and spoke about the importance of fighting for justice and against persecution. • He asked a crowd of Sikhs if anyone was willing to die for their faith and 5 brave Sikhs came forward - he called them the Panji Pyare (the Five Beloved Ones). • To show their new status they would dress and act differently – they wore the 5 K's and followed a set of rules to show their commitment. • As Guru Gobind Singh believed everyone was equal regardless of gender, race, religion or wealth, everyone was welcome to join the Khalsa if they were committed enough.
2:History	<p>The first time that the disease cholera came to Britain was in 1831. Some people who caught it died in less than a day. Many people believed that cholera was spread by bad air and would try to prevent it by burning barrels of tar to remove the bad air, praying, taking medicines that promised protection, burning the clothes and bedding of victims. When a cholera epidemic broke out in 1854, John Snow decided to investigate. His surgery was near Broad Street in central London, and hundreds of people around the area had died from cholera within ten days. Snow was able to prove that dirty water was causing the spread of cholera.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. What does a population pyramid show? 2. What are the disadvantages of population growth? 3. What did many people do to prevent Cholera? 4. How was Cholera being spread? 5. Name two things Guru Gobind Singh believed were important. 6. How many Sikhs were brave enough to die for their faith when Guru Gobind Singh asked them?

Word Revolution	Affluent	Having a great deal of money or wealth
	Development	The progress of a country as it becomes more economically and technologically advanced
	The 5Ks	The items Khalsa Sikhs should wear at all times.

1: Geography	<p>The Thar Desert, located in northwest India is one of the major hot deserts in the world. It has a high population density. Many people living in this desert are subsistence farmers but with increasing development opportunities, the human population is also growing. Development opportunities include mining, energy production and tourism. However, some challenges include extreme heat, inaccessibility and poor water supply.</p>	<p>What are the 5Ks of Sikhism</p> <ul style="list-style-type: none"> - Kesh – Uncut hair , Sikhs believe their hair is a gift from God so it should not be cut. - Kara – The steel bangle/bracelet, is used to symbolise strength. - Kangha – The wooden comb, it is used to keep the hair tidy but also as a sign of discipline. - Kirpan – A short sword, it is used to remind Sikhs of their duty to defend their faith. - Kachera – Undershorts, these are worn to remind Sikhs that they are pure, dignified and have honour.
2: History	<p>England had grown immensely in technology, the scope of industry and in population as well. For the affluent, life was good. For the middle and lower classes, life was harsh. Working and living conditions were still terrible. It was at this time and into this environment that one of the most infamous and ominous names in history unleashed himself - Jack the Ripper. His victims were among the lowest class of society, and from one of the worst slums in London, a place called Whitechapel. He allegedly killed five women. In her book, <i>The Five</i>, the historian Hallie Rubenhold researched the lives of five women who lived in Whitechapel to find out more about them, and to retrace the footsteps of five women, to consider their experiences within the context of their era, and to follow their paths through the gloom and the light.</p>	<p>Questions</p> <ol style="list-style-type: none"> 1. Why does the Thar Desert have a high population density? 2. What are the challenges of living in the desert? 3. Who were the victims of Jack the Ripper? 4. Why did Hallie Rubenhold write her book? 5. What is the Kara and what does it symbolise? 6. What is the Kangha and what does it symbolise?

Word Revolution	Nobel prize	A prestigious award dedicated to individuals who confer a great benefit to humankind. Three of the five awards are for science subjects.
	Scientist	A person who is studying or has expert knowledge of one or more of the natural or physical sciences.
	Biology	A natural science that studies life and living organisms.
	Chemistry	Chemistry is the scientific discipline involved with elements and compounds composed if atoms, molecules and ions.
	Physics	A science that deals with matter and energy and their interactions.

1: Rosalind Franklin

Rosalind Franklin (born July 25, 1920, London, died April 16, 1958, London), was a British scientist best known for her contributions to:

- the discovery of the molecular structure of deoxyribonucleic acid (DNA)
- new insight on the structure of viruses, helping to lay the foundation for the field of structural virology.



3: Dorothy Hodgkin

Dorothy Hodgkin was awarded the 1964 Nobel Prize in Chemistry. Her discoveries included:

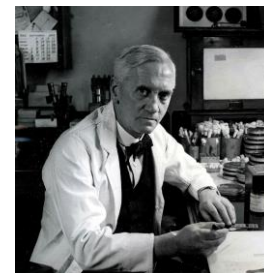
- solving the atomic structure of molecules such as penicillin and insulin, using X-ray crystallography.
- Discovering the formula of vitamin B12.
- Worked out the structure of insulin.

Generous, humble and hard-working throughout her half-century long career, she was undeterred by the rheumatoid arthritis that affected her from her late twenties.



2: Alexander Fleming

Alexander Fleming was a Scottish physician-scientist who was recognised for discovering penicillin. The simple discovery and use of the antibiotic agent has saved millions of lives, and earned Fleming – together with Howard Florey and Ernst Chain, who devised methods for the large-scale isolation and production of penicillin – the 1945 Nobel Prize in Physiology/Medicine.



Questions

1. What is Biology?
2. What did Alexander Fleming discover?
3. What is Chemistry?
4. Who's research allowed us to see the structure of DNA?
5. What is Physics?
6. Who won a Nobel prize for Chemistry in 1964?

Reactivity	How easily a substance reacts chemically with other substances.
Melting point	The temperature at which a substance turns from a solid to a liquid.
Boiling point	The temperature at which a substance turns from a liquid to a gas.

1: Group 0 Trends

Group 0 elements are known as Noble gases. They are non-metal elements that are very unreactive. This means they are unlikely to react with other elements to form compounds. Their names are Helium, Neon, Argon, Krypton, Xenon and Radon. Their boiling points increase as you go down the group.

2
He
10
Ne
18
Ar
36
Kr
54
Xe
86
Rn

3: Group 7 Trends

Group 7 elements are known as the Halogens. They are non-metals and exist as pairs of atoms eg Cl₂. As you move down Group 7, the elements become less reactive and their melting and boiling points increase. They all react in similar ways, for example with group 1 metals:-

Sodium + halogen → sodium halide
Eg sodium + chlorine → sodium chloride
 $2\text{Na} + \text{Cl}_2 \rightarrow 2\text{NaCl}$

9
F
17
Cl
35
Br
53
I
85
At

2: Group 1 Trends

Group 1 elements are known as alkali metals. They are very reactive metals and so will react easily with oxygen in the air making metal oxide compounds. Their names are Lithium, Sodium, Potassium, Rubidium, Caesium and Francium. As you move down Group 1, their melting points increase, they become more dense and softer. The metals become more reactive. They react with oxygen and water in very similar ways.

Metal + oxygen → Metal oxide
Eg Sodium + oxygen → Sodium oxide

Metal + water → Metal hydroxide + hydrogen
Eg sodium + water → sodium hydroxide + hydrogen

Li
Na
K
Rb
Cs
Fr

Questions

1. Write an equation for lithium reacting with water.
2. Why does potassium will react more vigorously with water than lithium?
3. What is a difference between Group 1 and Group 7 elements?
4. Describe what is meant by boiling point
5. Would a substance with a boiling point of less than 10 degrees celcius be a solid, liquid or gas at room temperature?
6. Why are Group 1 metals rarely found as pure substances?

Respiration	The process that organisms used to release energy from digested food.
Aerobic	With oxygen.
Anaerobic	Without oxygen.

1: Aerobic Respiration

Glucose + Oxygen \longrightarrow Carbon Dioxide + Water (+ Energy)



Aerobic respiration is the process where energy is released when glucose and oxygen react.

Glucose is supplied to the cells through the absorption of the food we eat and oxygen is supplied via the lungs.

Carbon dioxide and water are the waste products formed during respiration.

Respiration happens in the mitochondria of cells.

3: Anaerobic Respiration in yeast

Glucose \longrightarrow Carbon Dioxide + Ethanol (+ Energy)

Fermentation is anaerobic respiration in yeast.

It is used in the production of beer and wine as it produces alcohol. The carbon dioxide produced allows the bread to rise when cooking. In baking the ethanol is evaporated away from the bread.

2: Anaerobic Respiration

Glucose \longrightarrow Lactic Acid (+ Energy)

When the body cannot supply the cells with the oxygen needed to break down glucose, it has to carry out anaerobic respiration. Energy is released without using oxygen.

Lactic acid is produced. Lactic acid builds up in the muscle cells and prevents the muscles from doing their job. This causes fatigue and sometimes cramping.

After exercise, the body needs to remove the lactic acid using oxygen. The amount of oxygen needed to remove the lactic acid is called the oxygen debt.

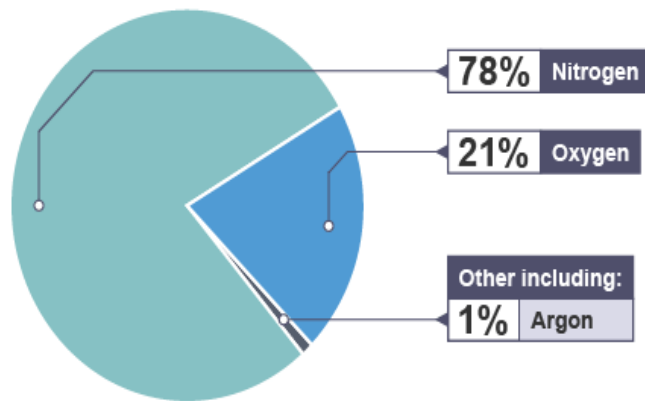
Lactic Acid + Oxygen \longrightarrow Carbon Dioxide + Water

Questions

1. Give 3 differences between aerobic and anaerobic respiration
2. What is the equation for aerobic respiration?
3. What is the chemical formula for glucose?
4. What is the function of anaerobic respiration in yeast?
5. Name one similarity and one difference for anaerobic respiration in humans and in yeast.
6. In which part of the cell does aerobic respiration take place?

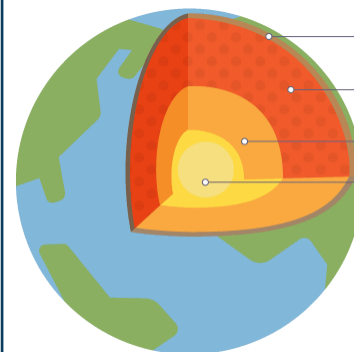
Word Revolution	Igneous rock	Formed when liquid rock (lava or magma) cools or freezes. Their minerals are arranged in crystals. Examples are granite, basalt and obsidian.
	Metamorphic rock	Formed from existing rocks that are exposed to heat and pressure over a long time, Examples are marble, slate and schist.
	Sedimentary rock	Formed from layers of sediment, which can contain fossils. Examples are chalk, limestone and sandstone.
	Mineral	Chemicals that rocks are made form.
	Sediment	Pieces of rock that have broken away from their original rock.

1: Composition of the atmosphere



The Earth's atmosphere is the thin layer of gases surrounding the planet. The atmosphere is held close to Earth by gravity, but the higher you go away from the Earth's surface, the thinner the air.

2: Structure of the Earth



- the **crust** – the rocky outer layer made up of tectonic plates.
- the **mantle** – the semi-solid middle layer called magma.
- the **core** - the innermost layer which is divided into an inner core and outer core. This is made of iron.

3: Metamorphic rocks

Metamorphic rocks are formed from other rocks which change due to **heat** or **pressure**.

The original rocks are usually sedimentary rocks or igneous rocks. Sometimes one metamorphic rock can be turned into a different metamorphic rock.

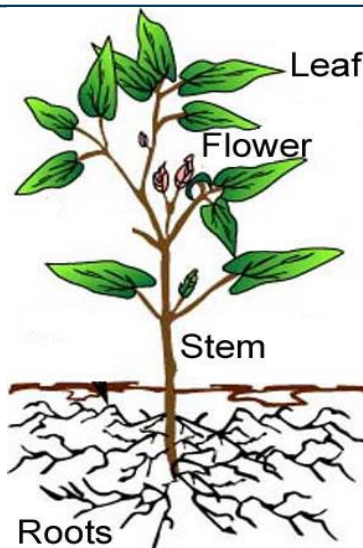
There are three stages involved in the formation of metamorphic rocks:
 Earth movements cause rocks to be deeply buried or compressed. This causes the rocks to be heated and puts them under great pressure.
 They do not melt, but the minerals they contain are changed chemically, and form metamorphic rocks.

Questions

1. What is the Earth's core made of?
2. What is the name of the outer layer of the Earth?
3. What are the names of the plates that make up the surface of the Earth?
4. What is magma?
5. How do sedimentary rocks form?
6. What two things causes rocks to be turned into metamorphic rocks?

Word Revolution	Photosynthesis	The process of converting carbon dioxide and water into glucose and oxygen.
	Chloroplast	The site of photosynthesis in plants.

1: Parts of a Plant



Leaf – site of food production (photosynthesis) for the plant
Roots – anchor the plant to the ground. Absorb water and nutrients from the soil
Flower – coloured and scented to attract insects
Stem – support the plant and carries food, water and nutrients to the rest of the plant

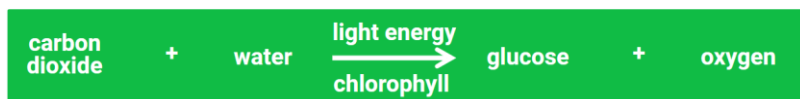
3: Uses of glucose

Glucose can be:-

- converted into fats and oils for the seeds
- joined together to make cellulose for the cell walls
- converted to fructose for the fruit
- combined with nutrients from the soil to make proteins for the new growth
- used in respiration to release energy
- joined together to make starch for storage.

2: Photosynthesis

Plants make their own food using a process called photosynthesis. This takes place in the leaf and produces glucose.

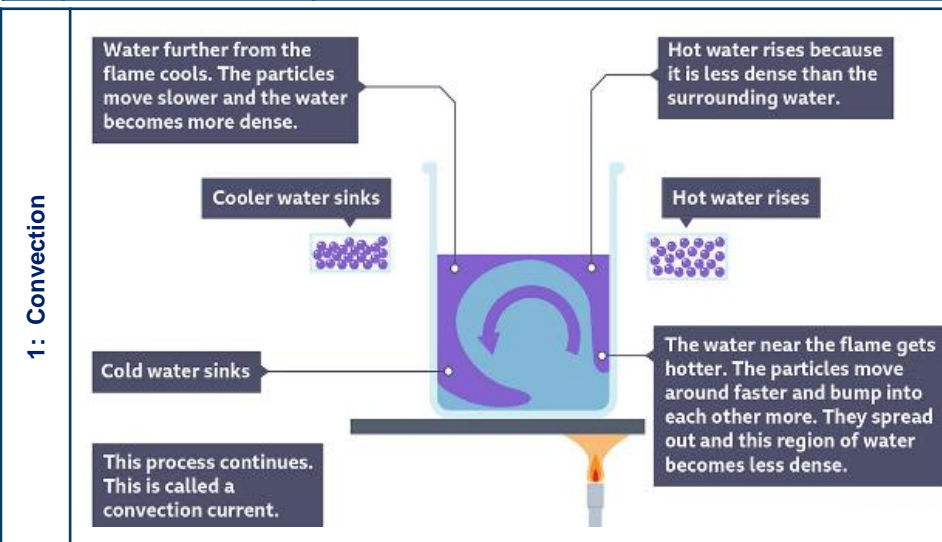


Chlorophyll is a green pigment found in the chloroplasts in leaves which absorbs the sunlight that is used for photosynthesis. Water is absorbed through the roots of the plant. Carbon dioxide diffuses into the leaves.

Questions

1. Give 3 uses of glucose in plants
2. What are the reactants of photosynthesis?
3. What are the products of photosynthesis?
4. Give the function of the roots in a plant
5. In which part of a plant does photosynthesis occur?
6. What is the name of the chemical in chloroplasts which absorbs sunlight for photosynthesis?

Word Revolution	Infrared radiation	Electromagnetic radiation emitted from a hot object.
	Insulator	Material that does not allow charge or heat to pass through it easily.
	Internal energy	Energy stored in all materials, including energy due to the motion of particles and the chemical bonds between them.
	Convection	A transfer of heat that only occurs in liquids and gases as the particles are free to move.



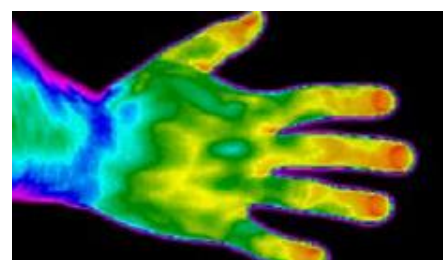
3: Insulation

Insulation is used to reduce unwanted thermal energy transfers and maintain the temperature of an object. Insulators have low thermal conductivity – this means they don't allow heat to move through them easily. There is insulation in the walls and roofs of houses. This is a wool-like material. Air is trapped between the fibres. Air is a poor conductor so reduces energy transferred by conduction. The air cannot easily circulate therefore convection is reduced. Double glazed windows have two panes of glass rather than one. A thin layer of air is trapped between the two panes of glass. The trapped air reduces both conduction and convection. Air is a gas and gases are insulators.

2: Radiation

All objects transfer energy to their surroundings by infrared radiation. The hotter the object, the more infrared radiation it emits. Infrared radiation is a type of electromagnetic wave. Unlike conduction and convection, there are no particles involved. This means that energy can be transferred by radiation when there are no particles, like the vacuum of space.

Radiation is why we feel the warmth of the Sun. Thermal imaging cameras detect the amount of infrared radiation emitted by an object.



- Questions**
1. What type of wave is infrared radiation?
 2. Which state of matter will convection not occur in?
 3. Which form of energy transfer does not need particles?
 4. What happens to particles in a liquid or gas when they are heated?
 5. What does a materials thermal conductivity tell you?
 6. Which materials have low thermal conductivity?



Word Revolution	Atom	The smallest part of an element that can exist.
	Molecule	A collection of two or more atoms held together by a chemical bond.
	Element	A substance made up of only one type of atom.
	Compound	A substance formed by two or more elements held together by a chemical bond.
	Mixture	Two or more different elements/compounds which are not chemically bonded to each other.

1: The periodic table

The periodic table can be used to find out if an element is a metal or a non-metal. Metals are found on the left and in the middle, whereas non-metals are all on the right.

																H																	He
Li	Be															B	C	N	O	F	Ne												
Na	Mg															Al	Si	P	S	Cl	Ar												
K	Ca	Sc	Ti	V	Cr	Mn	Fe	Co	Ni	Cu	Zn	Ga	Ge	As	Se	Br	Kr																
Rb	Sr	Y	Zr	Nb	Mo	Tc	Ru	Rh	Pd	Ag	Cd	In	Sn	Sb	Te	I	Xe																
Cs	Ba	La	Hf	Ta	W	Re	Os	Ir	Pt	Au	Hg	Tl	Pb	Bi	Po	At	Rn																
Fr	Ra	Ac	Rf	Db	Sg	Bh	Hs	Mt	Ds	Rg	Cn	Nh	Fl	Mc	Lv	Ts	Og																

Metals **Non-metals**

2: Chemical symbols

A compound is a substance that contains atoms of two or more different elements.

The elements are chemically bonded together in a specific ratio of atoms.

The formula of a compound shows how many atoms of each element are bonded together.

The numbers are written as **subscript**, which means they are smaller than the symbol, and slightly lower down. For example, the formula for water is **H₂O**.

H ₂ O	Two hydrogen atoms, one oxygen atom	3 atoms in total
CO ₂	One carbon atom, two oxygen atoms	3 atoms in total
C ₄ H ₁₀	Four carbon atoms, ten hydrogen atoms	14 atoms in total

3: Metals and non-metals

The table shows some other differences in physical properties of metals and non-metals, when solid.

Properties of a typical metal (when solid)	Properties of a typical non-metal(when solid)
Good conductor of electricity	Poor conductor of electricity
Good conductor of heat	Poor conductor of heat
Shiny	Dull
High density	Low density
Malleable	Brittle
Ductile	Brittle

Questions

1. What is an atom?
2. What is an element?
3. What is a compound?
4. What is a mixture?
5. How many of each element are in a molecule of H_2O ?
6. Name some common properties of metals

Word Revolution	Thermal equilibrium	A situation where two objects are at the same temperature and there is no overall transfer of energy between them.
	Insulation	Materials that do not allow charge or heat to pass through them easily.
	Thermal energy	Energy transferred as heat.
	Double glazing	Two panes of glass separated by a vacuum (no particles) or thin layer of gas (low thermal conductivity) used in windows.
	Cavity wall	The space between the outside wall and the inside wall of a house.

1: insulating your home

Heat energy is transferred from homes by *conduction* through the walls, floor, roof and windows.
It is also transferred from homes by *convection*. For example, as hot air in rooms rise, cold air can enter the house through gaps in doors and windows to replace it. These convection currents can transfer heat energy into the loft.
Heat energy also leaves the house by *radiation* - through the walls, roof and windows.
There are several different ways to reduce heat loss:
Heat loss through windows can be reduced by using double glazing.
Heat loss through walls can be reduced using cavity wall insulation.
Heat loss through the roof can be reduced by laying loft insulation.

3: energy in the home



This image shows where energy is lost in the home and which parts of the house lose heat energy. Insulation should be used to reduce this heat loss.

2: energy needs

Area	% heat loss	Method	How it works
Roof	25	Insulate loft with mineral wool or fibre glass.	Trapped air between glass or wool reduces heat loss by conduction and convection.
Walls	35	Cavity wall insulation fills the with mineral wool, polystyrene foam.	Trapped air between fibres, beads or within foam reduces heat loss by conduction and convection.
Floor	15	Thick carpets on floors. Mineral wool under floorboards.	Trapped air between carpet threads and wool reduces heat loss by conduction.

Questions

1. Name 2 ways of insulating your home
2. What % of heat is lost through the windows of a house?
3. Where is the most amount of energy lost in the home?
4. How is thermal energy transferred from the home?
5. What is insulation?
6. How does double glazing help prevent heat loss from the home?

Word Revolution	Combustion	The process of burning by heat.
	Fuel	A material that is a store of energy. They can produce heat when burnt e.g. coal, oil or gas.
	Oxidation	The gain of oxygen atoms, or loss of electrons by a substance during a chemical reaction.
	Incomplete combustion	Burning when there is a limited supply of oxygen.
	Bond	The chemical link that holds atoms together in a molecule.

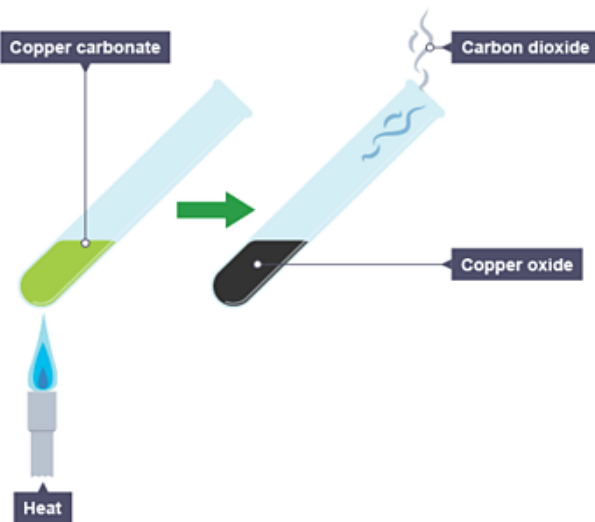
1: Combustion

Combustion, or burning, is an example of an oxidation reaction. This is because a fuel reacts with oxygen to release energy. In an oxidation reaction, an element or compound gains oxygen atoms. Oxidation reactions occur when a substance reacts with the element oxygen to produce an oxide. Iron reacts with oxygen in the air and produces iron oxide. Iron oxide is the scientific name for rust!

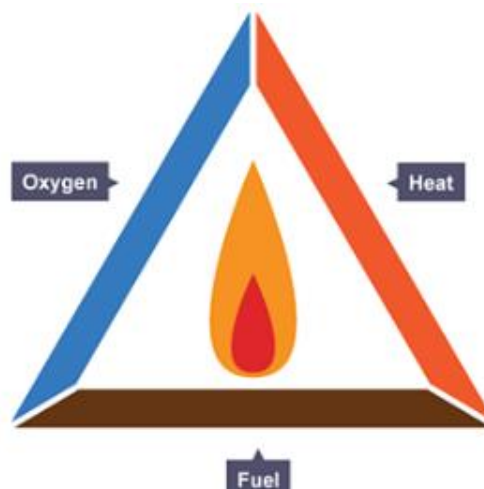
The word equation for rusting is: Iron + oxygen → iron oxide

3: thermal decomposition

Thermal means heat. **Decomposing** is the process of breaking down. Thermal decomposition is what happens when a compound breaks down when heated. Thermal decomposition reactions happen at high temperatures. The reactants absorb lots of energy as they break down.



2: The Fire Triangle



The fire triangle summarises the three things needed for combustion - a fuel, heat and oxygen. If one of these things is removed from a fire, the fire goes out.

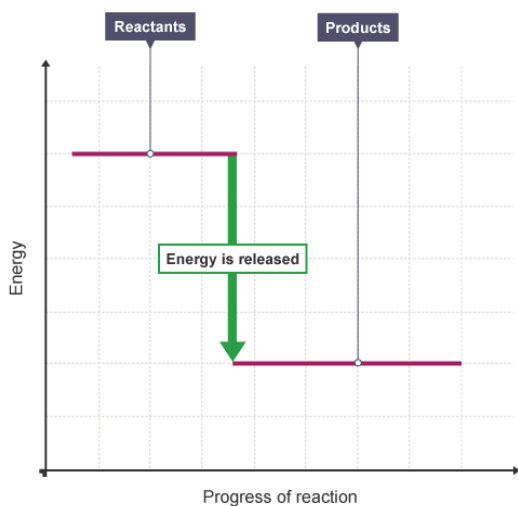
Questions

1. What is combustion?
2. What are the 3 parts of the fire triangle?
3. What is a fuel?
4. What is produced when a metal reacts with oxygen?
5. What is a bond?
6. What happens to compounds when they are heated?

Word Revolution	Energy	The capacity of a system to do work or the quantity required for mechanical work to take place. Measured in joules.
	Energy level diagram	A graph showing the energy in the reactants and products and the difference between them.
	Catalyst	A substance that changes the rate of a chemical reaction without being changed by the reaction itself.
	Activation energy	The minimum amount of energy that colliding particles must have for them to react. This is shown as a hump on a reaction profile diagram.
	Thermal decomposition	A type of reaction in which a compound breaks down to form two or more substances when it is heated.

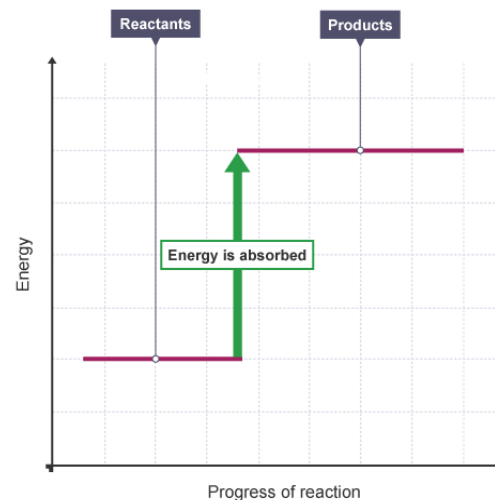
1: Exothermic reactions

Exothermic reactions are chemical reactions which release energy from the chemicals into the surroundings. This energy is usually released as heat, so the surroundings get hotter. Handwarmers are an example of an exothermic reaction. Sometimes the energy is released as light. For example, glowsticks release light without increasing in temperature.



2: Endothermic reactions

Endothermic reactions absorb energy from the surroundings. This energy is usually absorbed as heat, so the surroundings get colder. Photosynthesis is an endothermic reaction because leaves absorb light energy. Thermal decomposition reactions are endothermic because they absorb energy when the chemicals are heated.



3: Catalysts

A catalyst is a substance that speeds up a chemical reaction without being used up or chemically changed. Catalysts are usually specific to a particular reaction. The best catalyst for one reaction is unlikely to have any effect at all on a different reaction. The mass of the catalyst at the end of the reaction will be the same as the mass of the catalyst at the start.

Questions

1. What is an exothermic reaction?
2. In an endothermic reaction does the reaction lose or gain energy?
3. What is the name given to the 'hump' in a reaction profile
4. What is a catalyst?
5. Why are thermal decomposition reactions Endothermic?
6. What happens to the mass of a catalyst during a reaction?



CREATING A CLIMATE FOR GREAT LEARNING
SUCCESS AND CONFIDENCE

Subject: French

Topic: School

Year 8 Semester 1 W12

Word Revolution	Comparatives	more ... than → plus ... que
	Comparatives	less ... than → moins ... que
	Comparatives	as ... as → aussi ... que

1:	La chemise – the shirt	Le pantalon – the trousers
	La cravate - the tie	Les chaussettes – the socks
	La jupe - the skirt	Les chaussures – the shoes
	Le tshirt - the T-shirt	Le jean – the jeans
	Le sweat-shirt - the sweatshirt	L'uniforme – the uniform
2:	Porter - to wear	
	Je préférerais porter - I would prefer to wear	
	Confortable / inconfortable - comfortable / uncomfortable	
	Élégant - chic	
	Beau / moche - beautiful / ugly	
3:	Coloré - colourful	Orange - orange
	Violet - purple	Bleu - blue
	Jaune - yellow	Rouge - red
	Rose - pink	Blanc - white
	Marron - brown	Noir - black
Translations:	1. Je porte un pantalon noir et une chemise blanche	
	2. Je ne porte pas de cravate parce que c'est inconfortable	
	3. J'aime porter l'uniforme parce que c'est élégant	
	4. Je préférerais ne pas porter d'uniforme parce que c'est moche	
	5. L'uniforme est plus pratique	
	6. La cravate est aussi inconfortable que les chaussures	



Word Revolution	Modal verb 'falloir'	falloir (to have to) followed by infinitive verb
	il faut you must	il faut être ponctuel – you must be on time
	il ne faut pas you mustn't	il ne faut pas manger de chewing-gum – you must not chew gum

1:	Il faut – we must	On ne peut pas – we can't
	Il ne faut pas – we mustn't	C'est interdit de - it is forbidden to
	On devrait –we should	On doit – we must
	On ne devrait pas – we shouldn't	On ne doit pas – we mustn't
	On peut – we can	On est obligés de – we have to

2:	Dormir – to sleep	Porter – to wear
	Danser – to dance	Écouter – to listen
	Manger – to eat	Étudier – to study
	Boire – to drink	Écrire – to write
	Courir – to run	Réfléchir – to think
	Jouer – to play	Aider – to help
	Chanter – to sing	Mâcher – to chew

3:	Dans les couloirs – in the corridors
	Dans la cour – in the yard
	Dans le gymnase – in the sports hall
	Dans la salle des profs – in the staff room
	Dans la bibliothèque – in the library
	.Dans la cantine – in the dining hall
	Dans les vestiaires – in the changing rooms
	Dans la classe – in the classroom

Questions	1. Il faut porter l'uniforme.
	2. On ne peut pas manger dans la classe.
	3. On ne doit pas dormir dans la bibliothèque.
	4. On devrait aider ses amis.
	5. Il ne faut pas courir dans les couloirs.
	6. C'est interdit de danser dans la classe.



Word Revolution	Perfect tense	The most popular tense in French is the perfect . 17 verbs use être to form this tense. Every other verb uses avoir .
		This can be translated into English as both “ I have watched ” or “ I watched ” which is good news as you only have to learn one tense and it can have 2 different meanings.
		In the perfect tense most verbs are made up of the present tense of the verb “ to have ” « j’ai » along with the past participle “ watched ” « regardé ». Regular past participles always end in é . As always there are irregular past participles which don’t follow the same pattern

1:	Le premier jour – the first day	En fait – in fact	3:	En train – by train
	L’après-midi – in the afternoon	En tout – in total		Au parc – to the park
	Le matin – in the morning	Finalement - finally		Le musée – the museum
	Ensuite – then	Enfin - finally		Un chocolat chaud – a hot chocolate
	Le dernier jour – the last day	Le lendemain – the next day		Des souvenirs - souvenirs
2:	On est arrivés - we arrived			La Tour Eiffel – the Eiffel Tower
	On est allés – we went			À la maison – at home
	On a visité – we visited		Questions	1. Le premier jour, on est arrivés en train.
	On a vu – we saw			2. Après on a vu la Tour Eiffel.
	J’ai mangé – I ate			3. Le lendemain, j’ai mangé un croissant.
	J’ai bu – I drank			4. L’après-midi j’ai acheté des souvenirs.
	J’ai acheté – I bought			5. Le dernier jour, j’ai bu un chocolat chaud.
	On est rentrés – we returned			6. Finalement, on est rentrés à la maison.



Word Revolution	Imperfect (descriptive past)	We use the imperfect to describe something that happened regularly in the past . It is also used for description using c'était (it was), il y avait (there was / were), cela avait (it had)
		To form the imperfect tense, remove the ER, IR or RE and add the imperfect tense endings to the stem .

1:	Est / sont – is / are	Je portais - I used to wear	2:	Parce que / car - because
	Il y a - there is / are	J'aimais - I used to like		Vu que - because
	C'était – it was	J'adorais - I used to love		La journée scolaire - the school day
	Ils/Elles étaient - they were	Je détestais - I used to hate		Mais - but
	Ça avait / Ils avaient - it had / they had	Ça m'intéressait - it interested me		Aussi - also

3:	Vieux / vieille - old	Moderne - modern	Questions	1. Mon collège était à Paris
	Court(e) – short	Long(ue) – long		2. J'adorais mon école car elle était grande et moderne
	Facile - easy	Difficile - difficult		3. Je préfère mon école parce qu'elle est mieux
	Poli(e) – polite	Malpoli(e) – rude		4. Je portais un uniforme dans mon collège
	Grand(e) - big	Petit(e) – small		5. La journée scolaire était longue et stressante
				6. Je détestais mon école vu qu'elle était vieille



CREATING A CLIMATE FOR GREAT LEARNING,
SUCCESS AND OPPORTUNITY

Word Revolution	Number agreement	In French there are singular and plural nouns and adjectives
		If a noun is plural add an -s, just like English e.g. une bibliothèque (a library) des bibliothèques (some libraries)
		If an adjective is plural add an -s e.g. une bibliothèque neuve (a new library) des bibliothèques neuves (some new libraries)

1:	Dans mon collège il y a... In my secondary school there is / are...	3:	plus more	vieux / vieille / vieilles : old
	Dans mon école primaire il y avait... In my primary school there was / were...			nouveau / nouvelle / nouveaux / nouvelles : new
	Mon collègue a... My secondary school has...		moins less	ennuyeux/se : boring
	Mon école primaire avait... My primary school had...			petit(e): small
	Mon collègue a toujours eu... My secondary school has always had...			grand(e) : big

2:	une salle de classe a classroom	une cantine: a canteen	Questions	1. Dans mon collège il y a des grandes salles de classe
	une salle de sport: a sports centre	plus d'élèves: more pupils		2. Mon collège a toujours eu une salle de sport
	des tableaux: some whiteboards	un gymnase: a gym / sports hall		3. Mon école primaire avait une cantine moins grande
	une salle informatique: an IT room	la grande salle: the main hall		4. Dans mon école primaire il n'y avait pas de salle informatique
	la bibliothèque: the library	la cour: the playgroud		5. Mon collège a beaucoup de salles informatique
				6. Mon école primaire n'avait pas de gymnase



Word Revolution	Reference to Others	Referring to others means someone other than 'I' is the subject of the verb
		Verb endings change, depending on who is the subject (ie. I, you, we, he etc)
		il/elle/c' est : he/she/it is il/elle/c' était : he / she / it was il/elle/cela a : he / she / it has il/elle/cela avait : he / she / it had

1:	Mon prof de My teacher of	dessin / art : art
		sciences : science
	Ma prof de My teacher (fem.) of	informatique : ICT
		année six : year six
		maternelle : nursery school

3:	et de plus and furthermore	parlait beaucoup spoke a lot
		parlait peu spoke little
		enseignait bien taught well
		enseignait mal taught badly
		expliquait bien explained well

2:	était was	tolérant : tolerant
		sévère: strict
		sympa : friendly
		froid : unfriendly
		ennuyeux/se : boring

Questions	1. Mon prof d'art était sévère
	2. Ma prof de sciences enseignait bien
	3. Ma prof d'informatique était ennuyeuse
	4. Ma prof de maternelle était sympa
	5. Mon prof d'année six était tolerant
	6. Mon prof d'année un expliquait bien



Word Revolution	En train de = in the process of	It describes an action that is happening right now. It is formed by: être (to be) + en train de + infinitive verb		
		Il/elle est en train de parler (s/he is talking) Il/elle est en train de manger (s/he is eating)		

1:	Sur la photo <i>In the photo</i>	des gens : some people	3:	De plus il y a furthermore there is	un bâtiment : a building
	je peux voir <i>I can see</i>	des garçons : some boys		Il y a aussi There is also	des arbres : some trees
	il y a <i>there is / are</i>	des filles : some girls		De plus je peux voir furthermore I can see	une table : a table
	on peut voir <i>you can see</i>	une femme : a woman		Je peux aussi voir I can also see	une maison : a house
	sur l'image <i>in the image</i>	un homme : a man		De plus on peut voir furthermore you can see	une salle de classe : a classroom

2:	Il/elle est en train de <i>she / he is in the process of...</i> Ils/elles sont en train de <i>they are in the process of...</i>	sourire smiling	Questions	1. Sur la photo on peut voir un homme
		parler <i>talking</i>		2. De plus il y a des arbres
		étudier studying		3. Sur l'image je peux voir une femme
		manger eating		4. La femme est en train de manger
		fêter celebrating		5. Les garçons sont en train de célébrer
				6. Sur la photo il y a un homme en train de parler

Word Revolution	Two verb sentences for a future plan	You can combine two verbs in French to talk or write about future plans.
		When there are two verbs together in a sentence, the second verb will be in the infinitive.
		In French, an infinitive verb ends in –er, –ir or –re, meaning ‘to ____’ in English eg. jouer = to play

1:	Quand je serai plus vieux/vieille : When I’m older	2:	étudier une langue / la géographie / l’histoire / la technologie study a language geography history technology
	Quand je quitterai le collège: When I leave school		passer le bac : take A levels
	Dans le futur : In the future		faire un apprentissage : do an apprenticeship
	Après le brevet : after the GCSEs		chercher un travail : look for a job
	Pour mon brevet : for my GCSEs		continuer mes études : continue with my studies

3:	je pense : I’m thinking of	Questions	1. Quand je serai plus vieux je pense étudier une langue
	je vais : I’m going to		2. Dans le futur je vais passer le bac
	j’espère : I hope to		3. Je veux faire un apprentissage
	je veux : I want to		4. J’ai l’intention de continuer mes études
	j’ai l’intention de : I have the intention of		5. Pour mon brevet j’espère étudier l’histoire
			6. Après le brevet je veux chercher un travail

Word Revolution	The <i>venir de + infinitive</i> structure	We use it to express to have just done something
	Formation	Conjugate the verb <i>venir de + infinitive</i> : Je viens de jouer - I have just played
	Example	Je viens de commencer : I have just started

1:	Je viens de manger : I have just eaten	2:	avec ma famille : with my family
	Je viens de sortir : I have just exited		avec mes amis : with my friends
	Je viens de finir : I have just finished		avec mon partenaire : with my partner
	Je viens de lire : I have just read		avec mes grand-parents: with my grandparents
	Je viens de dormir: I have just slept		avec des gens de mon collège : with people from school

2:	Du gymnase : from the gym	Questions	1. Je viens de finir de manger une salade avec beaucoup de legumes
	Un livre relaxant : a relaxing book		2. Je viens de sortir du gymnase avec mon partenaire
	Une sieste : a nap		3. Je viens de dormir
	Cuisiner un repas sain : to cook a healthy meal		4. Je viens de lire un livre relaxant avec des gens de mon college
	Une salade avec beaucoup de legumes : a salad with lots of vegetables		5. Je viens de finir un film avec mes grand-parents
			6. Je viens de cuisiner un repas sain avec ma famille



Word Revolution	Time phrases / adverbs of frequency	toujours	normalement	souvent	parfois	tous les jours	les samedis	les weekends
	(Used to describe how often you do something)	<i>always</i>	<i>normally</i>	<i>often</i>	<i>sometimes</i>	<i>every day</i>	<i>on Saturdays</i>	<i>at weekends</i>

1:	Pour le petit-déjeuner <i>for breakfast</i>	je bois <i>I drink</i>
	Pour le déjeuner <i>for lunch</i>	je mange <i>I eat</i>
	Pour le dîner <i>for dinner</i>	je prends <i>I have</i>
	Normalement <i>Normally</i>	
	Presque toujours <i>Nearly always</i>	

3:	délicieux / délicieuse <i>delicious</i>
	malsain(e) <i>unhealthy</i>
	c'est rafraîchissant <i>it is refreshing</i>
	je le prends parce que <i>I have it because</i>
	je n'aime pas du tout <i>I do not like at all</i>

2:	du pain avec du beurre <i>bread with butter</i>	un sandwich de jambon/fromage <i>ham/cheese sandwich</i>
	de la junk food <i>junk food</i>	la nourriture chinoise / italienne
	des pâtisseries <i>pastries</i>	des hamburgers/des pâtes/ de la pizza <i>hamburgers/pasta/pizza</i>
	du jus de pomme / d'orange / d'ananas <i>apple/orange/pinapple juice</i>	des frites <i>chips</i>
	de l'eau minérale <i>spring water</i>	du poulet avec du riz <i>chicken with rice</i>

Questions	1. Normalement je prends du pain avec du beurre
	2. Presque toujours je bois un jus d'orange
	3. La junk food est malsaine
	4. Je n'aime pas du tout les frites
	5. Pour le dîner je prends de la nourriture italienne
	6. Pour le déjeuner je prends du poulet avec du riz

Timetable:

Please stick a copy of your timetable here.



Creating a climate for great learning, success and opportunity