

English

Year	Term 4 topics	resources/activities	additional research/helpful links
7	A Midsummer Night's Dream	<p>-Shakespeare is one of our most famous playwrights – but how much do we really know about him? Watch this video and write down some of the key facts shared about Shakespeare's life.</p> <p>-There is a lot of characters in 'A Midsummer Night's Dream' which can get quite confusing! Create a who's who guide which includes these main characters: Oberon, Titania, Puck, Bottom, Hermia, Helena, Lysander, Demetrius and Egeus. Draw arrows between the characters and explain how they are linked.</p> <p>-As well as knowing all the characters in the play, it's also good to understand the key themes (ideas) that Shakespeare explores. Visit this website and take some notes on the key themes of love, order & disorder, and appearance & reality.</p>	<p>-The theatre was quite different in Shakespeare's time, so take a trip back to the Elizabethan era with this video which provides some fascinating information on the theatre that Shakespeare knew and loved.</p> <p>-Understanding what happens in the play (the plot) is really important. Watch this video summary and then create a timeline that includes all the key events/moments that happen.</p>
8	Dystopian Fiction	<p>-Before we are able to write our own dystopian fiction, we need to be able to recognise the main features of the genre. Watch this video and make a list of the main features of a dystopia.</p> <p>-Now you need to start considering some famous dystopian texts. Visit this website which gives information on the 30 best Dystopian fiction texts. Just look at the first 10 – for each one, make a note of:</p> <ol style="list-style-type: none"> 1. The title and author 2. The setting – where/what time period does the story happen? 3. Who is the main character 4. Who is in charge in the story – who controls everything? <p>-Finally, draw a picture of a setting for a Dystopian story – label it with all the things you have included which shows that it is going to be a Dystopian genre story.</p>	<p>-Choose a dystopian novel to read. Some really good suggestions can be found here</p> <p>-A big part of your work on dystopian literature will involve you writing your own dystopian stories. This website provides some really useful information on how to write stories and how to create an exciting plot.</p>

9	Romeo and Juliet	<p>-The way Shakespeare starts his play is both practical and exciting! Remind yourself of the Prologue by visiting this website and watching the video at the top.</p> <p>-Shakespeare creates really rich and convincing characters. Create character profiles for our main characters (Romeo, Juliet, Tybalt, Benvolio and Mercutio), writing down what their personality is like, what they do in the play and any key quotes you've come across that reveal what they're like.</p> <p>-Romeo and Juliet is one of Shakespeare's most famous tragedies! Have a look and complete these lessons looking at the components of a tragedy and tragic hero.</p>	<p>-Dating in Shakespeare's time was a little different to now. Watch this video looking at courting in Shakespeare's time and how this applies to our play.</p> <p>-It's really important to understand the plot of our play. Using this cartoon strip to help you, create your own timeline of what happens in the play. If you can, highlight which of these events were typical for a tragedy.</p>
10	Revising English Language Paper 1	<p>- Read some great fiction! Pick up a book and dive in, or, if you crave variety, you can find excerpts here from books by Nobel Prize winning authors (that means they're pretty good!) going back 100 years.</p> <p>- Hone your analysis skills. For whatever book or extract you're reading from the first activity, answer the following question:</p> <p>How does the writer use language to create a memorable character or atmosphere?</p> <p>Remember to use evidence and comment on its impact.</p> <p>- Get creative! Find an image that you like and use it to prompt a piece of descriptive or narrative writing. There's a constantly changing selection of images here that you can use. If you want to challenge yourself and push your writing further, there's a bunch of videos on 'The Extra Mile' on the student English page that are worth looking at.</p>	<p>- Here's the lovely Mr Bruff talking you through the three main questions for the 'Reading' section of English Language Paper 1.</p> <p>Question 2</p> <p>Question 3</p> <p>Question 4</p> <p>- There's a whole heap of stuff on Bitesize about how to analyse fiction. Find it here.</p> <p>There's also some useful tips on creative writing. They can be found here.</p> <p>- Never forget that 50% of your marks on this paper come from writing your own creative piece. Here's some tips on how you can improve your writing skills.</p> <p>Here's how to avoid some common grammatical mistakes.</p> <p>Some useful tips on narrative writing.</p>

			You won't be asked to write a poem in the exam, but they are the best proving ground for practising your skills.
11	Preparing for Internal Assessments	<p><i>Remember – you've got a revision booklet packed with past papers and example answers to help you revise for your internal assessments for English!</i></p> <p><u>English Language</u></p> <ul style="list-style-type: none"> - Read some great fiction! Pick up a book and dive in, or, if you crave variety, you can find excerpts here from books by Nobel Prize winning authors (that means they're pretty good!) going back 100 years. - Hone your analysis skills. For whatever book or extract you're reading from the first activity, answer the following question: <p>How does the writer use language to create a memorable character or atmosphere?</p> <p>Remember to use evidence and comment on its impact.</p> <ul style="list-style-type: none"> - Get creative! Find an image that you like and use it to prompt a piece of descriptive or narrative writing. There's a constantly changing selection of images here that you can use. If you want to challenge yourself and push your writing further, there's a bunch of videos on 'The Extra Mile' on the student English page that are worth looking at. <p><u>English Literature</u></p> <ul style="list-style-type: none"> - Use your revision booklet for past papers for Literature. Plan out your responses. - Create character pages for the key characters in your modern text and Shakespeare's Macbeth, featuring key quotations, a timeline and key words to describe the characters. 	<p>- Here's the lovely Mr Bruff talking you through the three main questions for the 'Reading' section of English Language Paper 1.</p> <p>Question 2</p> <p>Question 3</p> <p>Question 4</p> <p>- There's a whole heap of stuff on Bitesize about how to analyse fiction. Find it here.</p> <p>There's also some useful tips on creative writing. They can be found here.</p> <p>- Never forget that 50% of your marks on this paper come from writing your own creative piece. Here's some tips on how you can improve your writing skills.</p> <p>Here's how to avoid some common grammatical mistakes.</p> <p>Some useful tips on narrative writing.</p> <p>You won't be asked to write a poem in the exam, but they are the best proving ground for practising your skills.</p>

Geography

Year	Term 5 topics	Resources/activities	Additional research/helpful links
7	Complete Flooding Then into: Microclimate Investigation	<ul style="list-style-type: none"> ○ Revision for the Flooding Assessment: <ul style="list-style-type: none"> ○ Key words from the topic e.g. Source, Mouth etc., ○ The Water cycle, ○ The stages of a river and how it changes, ○ Physical and Human Causes of Flooding and ○ Storm Dennis and the problems that flooding causes. ○ Weather or Climate- Work through the tasks on the PPT. ○ Microclimate worksheet- Complete the questions linked to Microclimates. 	Flooding - Rivers and flooding - KS3 Geography Revision - BBC Bitesize River characteristics - The water cycle and river terminology - KS3 Geography Revision - BBC Bitesize Microclimates - Weather patterns and processes – WJEC - GCSE Geography Revision - WJEC - BBC Bitesize
8	Rich and Poor	<ul style="list-style-type: none"> ○ Development Overview- Work your way through task sheet 1. This includes reading articles and pulling together fact-files for different countries. This task will take more than one lesson. ○ Comparing Countries – Produce a report comparing different countries as outlined on the task sheet 2. 	Development - KS3 Geography - BBC Bitesize Countries Data (worldbank.org)
9	Globalisation	<ul style="list-style-type: none"> ○ What are my connections in the world? - Sheet 1 (2 lessons can be spent on this) ○ Identifying Multinational companies- Sheet 2 (1 lesson) ○ Impacts of globalisation TNC's – Sheet 3 (1 lesson) 	Globalisation - Globalisation and global trade - KS3 Geography Revision - BBC Bitesize
10	UK Landscapes- Glaciation	<p>Work through the tasks in the glaciation booklet.</p> <p>Complete Revision of Glaciation topic- Glacial processes and features, Land use and the Lake District.</p> <p>Produce revision material for other topics studied so far: Hazards, Urban issues and Challenges</p>	Glacial landscapes in the UK - GCSE Geography Revision - AQA - BBC Bitesize The Earth's structure and plate tectonics - Plate margins and plate tectonics - AQA - GCSE Geography Revision - AQA - BBC Bitesize

			Urban issues and challenges - GCSE Geography Revision - AQA - BBC Bitesize
11	Revision	<p>Create revision material for your assessments. Topics include:</p> <ul style="list-style-type: none"> ○ Hazards- Tectonics and weather hazards ○ Living World- Ecosystems and Tropical rainforests ○ Rivers ○ Urban issues and Challenges- Rio, Bristol Curitiba ○ Changing Economic world- Development gap, Nigeria and UK economy ○ Resource management- UK overview only 	<p>GCSE Geography - AQA - BBC Bitesize</p> <p>AQA GCSE Geography - Internet Geography</p> <p>Welcome to Coolgeography.co.uk</p>

Health and Social Care

Year 10	Health and Social	Resources/Activities	Research/helpful links
L1	Personal hygiene	Using the revision book on SMSC Resources, focus on the following areas. 1] How personal hygiene measures protect individuals.	SMSC Resources/Health and Social/Revision Guide and Knowledge Organisers.
L2	Safety procedures and measures	1] Safety procedures and safety measures – know the difference. 2] Emergency procedures inc. fire safety for reference/example. 3] Equipment considerations – what are the five? 4] Moving and handling techniques; protection of care workers and protection of service users.	
L3	Security measures	1] What measures can be taken and why? Inc. lanyards and visitor badges.	
L4	Reducing the spread	How are individuals protected? 1] General cleanliness 2] Correct food preparation practices 3] Hand washing 4] Wearing disposable gloves 5] Protective clothing	
L5	Reducing the risk and accidents	Methods for reducing risks and dangers. 1] Carrying out a risk assessment 2] Reasons for risk assessments	

		Procedures to prevent accidents and promote good practice. 1] How safety procedures protect service users.	
L6	Revision prior to assessment	Some of the above may take more than two lessons. Create revision materials for the above.	

History

Year	Term 5 topic	resources/activities	additional research/helpful links
7	Medieval Life	All lessons are numbered with resources which can be found here https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Hi/Resources/Year%207/Medieval%20Life%20SOW?csf=1&web=1&e=XsmXsq	Horrible Histories Book – Measly Middle Ages
8	Empire	All lessons are numbered with resources which can be found here https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Hi/Resources/Year%208/New%20Empire?csf=1&web=1&e=Jb1udg	KS3 BBC Bitesize site on Empire interpretations A summary of the British Empire - The British Empire through time - KS3 History Revision - BBC Bitesize
9	The Second World War	All lessons are numbered with resources which can be found here https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Hi/Resources/Year%209/04%20Second%20World%20War?csf=1&web=1&e=TCnml6	Horrible Histories book – Woeful World World Two London Museum of the Docklands website on the Blitz Explore Docklands at War Museum of London Imperial War Museum website Second World War Imperial War Museums (iwm.org.uk)

10	GCSE Medicine through Time	<p>Medieval Medicine</p> <p>Renaissance Medicine</p> <p>18th-19th Century Medicine</p> <p>Modern Medicine</p> <p>All lessons are numbered with resources which can be found here https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Hi/Resources/Year%2010/02%20Medicine%201250-2000?csf=1&web=1&e=WpAGRW</p>	<p>Medicine through Time YouTube Playlist Medieval Medicine Secondary History - Medicine Through Time - YouTube</p> <p>GCSE revision page by the department with videos to support the topics and other materials too</p> <p>Hardenhuish School (google.com)</p>
11	Revision	<p>Revision booklet to work through with tasks, questions on each sub topic and past paper questions (already given to pupils, but a copy can be found here https://hardenhuish.sharepoint.com/:w:/s/subjects/Hi/EfHvZ5YT4_NCjV0DUIUYqn8BiY0cCK8hIRfGYuQDnN-kYQ?e=Owjnzd</p>	<p>GCSE revision page by the department with videos to support the topics and other materials too</p> <p>Hardenhuish School (google.com)</p>

Law War and More

Year	Term 5 topic	Resources/activities	Additional research/helpful links
9 Law, War and More	W/C 19 th April	<p>British Values: Democracy. See SMSC Resources on SharePoint: https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%2009%202020-2021/Law,%20War%20and%20More%20Option/Term%204%20-%20British%20Values?csf=1&web=1&e=AwQct8</p>	
	W/C 26 th April	<p>British Values: Religion. See SMSC Resources on SharePoint: https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%2009%202020-2021/Law,%20War%20and%20More%20Option/Term%204%20-%20British%20Values?csf=1&web=1&e=AwQct8</p>	
	W/C 3 rd May	<p>British Values: Law. See SMSC Resources on SharePoint:</p>	

		https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%209%202020-2021/Law,%20War%20and%20More%20Option/Term%204%20-%20British%20Values?csf=1&web=1&e=AwQct8
W/C 10 th May		The Police: Role of the Police. See SMSC Resources on SharePoint: https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%209%202020-2021/Law,%20War%20and%20More%20Option/Term%205%20-%20The%20Police?csf=1&web=1&e=7DttgQ
W/C 17 th May		The Police: Role of the Police. See SMSC Resources on SharePoint: https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%209%202020-2021/Law,%20War%20and%20More%20Option/Term%205%20-%20The%20Police?csf=1&web=1&e=7DttgQ
W/C 24 th May		The Police: Stop and Search. See SMSC Resources on SharePoint: https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%209%202020-2021/Law,%20War%20and%20More%20Option/Term%205%20-%20The%20Police?csf=1&web=1&e=7DttgQ

Maths

Please click on the following link for the [Maths resources for isolating pupils](#).

Physical Education

Year	Term 3 topics	resources/activities	additional research/helpful links
<u>7</u>	<u>Badminton</u> <u>Rounders</u>	Create a series of posters for either badminton, Rounder and Softball covering one of the following topics -Rules -Scoring	Badminton Factfile Badminton scoring, rules and officials - Badminton - factfile - GCSE Physical Education Revision - Rounders Factfile Rounders Facts for Kids KidzSearch.com

	<u>Softball</u>	-Positions	Softball Factfile Softball Facts (softschools.com)
<u>7</u>	<u>Fitness</u>	<p>The Year 7 Health & Fitness link opposite will take you to the content you are have covered in your single lessons during term 4.</p> <ul style="list-style-type: none"> - Produce a poster to include all the muscles and bones that we would like you to learn. - Produce a step by step guide of how to complete the fitness test that you been doing in your single lessons. <p>The link opposite will take you to our Hardenhuish PE You Tube channel. If for any reason it does not work then you can just search for 'Hardenhuish PE' on You Tube to find it.</p> <p>There are numerous videos and joe Wicks style workouts that you can complete. We will also be adding more to this channel as the year progress</p>	<p>Year 7 Health & Fitness</p> <p>https://hardenhuish.sharepoint.com/:b:/s/subjects/Pe/EbdGpv5PiFNPhPtU6jJ7m3IBxmxpB0je4s_TLSlcYqXg5w?e=U2KWAd</p> <p>Hardenhuish You Tube Channel</p> <p>https://www.youtube.com/channel/UCNsj4g2qX3q2EK5_rjmYA/pla/ylis</p> <p>Extension Task - PE-opoly Fitness game to play at home</p> <p>https://hardenhuish.sharepoint.com/:p:/s/subjects/Pe/EbHmjsSwTd5ErXNQRJE34GcBekl4RGGnQsNni55AFzOZAA?e=fl54dv</p>
<u>8</u>	<u>Badminton</u> <u>Rounders</u> <u>Softball</u>	<p>Create a series of posters for either Badminton, Rounders or softball covering each of the components of fitness below. Each poster should outline why that component of fitness is important and how you could improve it</p> <ul style="list-style-type: none"> . - Cardiovascular Endurance - Flexibility - Muscular Endurance - Power - Agility 	<p>Badminton Factfile</p> <p>Badminton scoring, rules and officials - Badminton - factfile - GCSE Physical Education Revision -</p> <p>Rounders Factfile</p> <p>Rounders Facts for Kids KidzSearch.com</p> <p>Softball Factfile</p> <p>Softball Facts (softschools.com)</p>

	<p><u>Fitness</u></p>	<p>The Year 8 Health & Fitness link opposite will take you to the content you are covering in your single lessons during term 4.</p> <ul style="list-style-type: none"> - Produce a poster to include all the muscles and bones that we would like you to learn. - Produce a poster that explains different methods of training that you been doing in your single lessons and give examples of different sporting stars who would use that training method -Interval/Hill Training -Circuit Training -Fartlek Training -Weight Training -Plyometric Training -Continuous Training <p>The link opposite will take you to our Hardenhuish PE You Tube channel. If for any reason it does not work then you can just search for ‘Hardenhuish PE’ on You Tube to find it.</p> <p>There are numerous videos and joe Wicks style workouts that you can complete. We will also be adding more to this channel as the year progresses.</p>	<p>Year 8 Health & Fitness</p> <p>https://hardenhuish.sharepoint.com/:b:/s/subjects/Pe/EboQYF4HBgBKtVxk4iA-GcBLbMGOcavPBGW22VhIILCBg?e=cPIWEW</p> <p>Hardenhuish You Tube Channel</p> <p>https://www.youtube.com/channel/UCNsj4g2qX3q2EK5_rjmYA/pla ylists</p> <p>Training Methods</p> <p>https://www.bbc.co.uk/bitesize/guides/z9ntfrd/revision/2</p> <p>Extension Task - PE-opoly Fitness game to play at home</p> <p>https://hardenhuish.sharepoint.com/:p:/s/subjects/Pe/EbHmjsSwTd5ErXNQRJE34GcBekl4RGGnQsNni55AFz0ZAA?e=fl54dv</p>
<p><u>9</u></p>	<p><u>Badminton</u></p> <p><u>Rounders</u></p>	<p>Develop a series of posters that cover the following topics for either Rounders, Softball or Badminton</p> <ul style="list-style-type: none"> - Rules & regulation (positions, scoring, pitch / court etc) 	<p>Badminton Factfile</p> <p>Badminton scoring, rules and officials - Badminton - factfile - GCSE Physical Education Revision -</p> <p>Rounders Factfile</p>

	<p><u>Softball</u></p>	<ul style="list-style-type: none"> - An outline of the history of the game. - Tactics that are used within the games. - A poster that can be used to advertise extra-curricular netball and rugby clubs at Hardenhuish. Think about the benefits you would get from taking part. 	<p>Rounders Facts for Kids KidzSearch.com</p> <p>Softball Factfile</p> <p>Softball Facts (softschools.com)</p>
<p><u>9</u></p>	<p><u>Sports Leaders</u></p>	<p>Create a poster explaining the roles of a sports leader and referee/umpire in sport</p> <p>Produce a resource bank focusing on different drills related to passing in the following sports:</p> <ul style="list-style-type: none"> -Rounders -Softball -Athletics <p>Remember to include on your drills what equipment you need and how you are going to organise each one.</p> <p>Each plan should include:</p> <ul style="list-style-type: none"> - An introduction explaining what is going to happen - Arrows to show direction of the ball and the players <p>You may find it easier to get pictures from the internet rather than trying to explain in words.</p>	<p>Sports Leaders</p> <p>https://www.bbc.co.uk/bitesize/guides/z2sbkqt/revision/1</p> <p>Rounders</p> <p>Rounders Warm up Games - YouTube</p> <p>Rounders Drills Conditioned games Coaching Skills Sportplan</p> <p><u>Softball</u></p> <p>Softball Spot - Fastpitch softball drills for hitting, pitching, defense and more (softball-spot.com)</p> <p>Softball Spot - Fastpitch softball drills for hitting, pitching, defense and more (softball-spot.com)</p> <p><u>Athletics</u></p> <p>Athletics - GCSE Physical Education Revision - OCR - BBC Bitesizegr</p>

			Speed Training Drills : 16 Acceleration Starts For Athletes - YouTube Long Jump Drills For Track And Field Training Track And Field Training - YouTube throwing Athletics Drills, Videos and Coaching Plans - Sportplan
10	GCSE PE Respiratory system Aerobic and Anaerobic exercise Principles of training Methods of training Warm-ups/Cool downs Short term and long term effects of exercise Prevention of injury.	Please complete revision of the topics below using the class powerpoints which you can find in TEAMS. You can also use BBC bitesize to test your understanding- Links have been provided. If unsure please contact your class teacher njp@hardenhuish.wilts.sch.uk or hfc@hardenhuish.wilts.sch.uk	Structure of the respiratory system - Respiratory system - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize Anaerobic respiratory system - Aerobic and anaerobic exercise - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize Definitions and descriptions of the principles of training - Principles of training - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize The effects of the warm up and cool down process - Methods and effects of training - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize Short term effects of exercise on the body systems - Long and short term effects of exercise - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize Health screening - PAR-Q questionnaire - Preventing injury in sport - OCR - GCSE Physical Education Revision - OCR - BBC Bitesize

	There are numerous videos and joe Wicks style workouts that you can complete. We will also be adding more to this channel as the year progresses.	https://www.youtube.com/channel/UCNsj4g2qX3q2EK5_rjmYA/plists Extension Task - PE-opoly Fitness game to play at home https://hardenhuish.sharepoint.com/:p:/s/subjects/Pe/EbHmjsSwTd5ErXNQRJE34GcBekl4RGGnQsNni55AFz0ZAA?e=fl54dv
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PSRE

Year 7	Term 5	Resources/activities	Additional research/helpful links
Churches	<p>What is a symbol?</p> <p>What is a church?</p> <p>What can you find in a church?</p>	<ul style="list-style-type: none"> ➤ Watch and make a list and categorise in to adverts/logos, information and religion. https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%207%202020-2021/Term%205-%20What%20would%20a%20church%20building%20for%20all%20Christians%20be%20like/Lesson%201-%20What%20is%20a%20symbol?csf=1&web=1&e=0W7Mg1 ➤ What does the fish, the dove, the cross and the wine and bread represent and what is its meaning in Christianity? <p>What is a church?</p> <ul style="list-style-type: none"> ➤ Follow the task sheet using the information from each 'station' to help you. https://hardenhuish.sharepoint.com/:f:/r/sites/subjects/Re/Resources/Year%207%202020-2021/Term%205-%20What%20would%20a%20church%20building%20for%20all%20Christians%20be%20like/Lesson%202-%20What%20is%20a%20church?csf=1&web=1&e=J4w1hH <ul style="list-style-type: none"> ➤ Research at least 8 things you could find in a church and what their purpose is. Research a possible church layout. ➤ Produce a detailed poster/ mood boards about the different the Christian Denominations- Orthodox, Roman Catholic, Anglican, Baptists and Quakers. <p>Include three or more items in each style of church, explain how they have different needs and explain why they have different needs for the church.</p>	<p>Role of the local Catholic Church - Catholic Church - GCSE Religious Studies Revision - WJEC - BBC Bitesize</p> <p>Public worship - Worship - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Orthodox worship - Worship - GCSE Religious Studies Revision - BBC Bitesize</p> <p>Quaker (Society of Friends) worship - Worship - GCSE Religious Studies Revision - BBC Bitesize</p> <p>The Baptist Church - The Christian Church: Sacraments, ordinances and role - CCEA - GCSE Religious Studies Revision - CCEA - BBC Bitesize</p>

Year 8	Term 5 topics	resources/activities	additional research/helpful links
8	Why do bad things happen?	<p><u>Lesson 1: What is suffering?</u></p> <p>Task 1: think of examples of things happening in the world which show:</p> <ul style="list-style-type: none"> a) Amazing, wonderful, miraculous things happening b) Awful, upsetting, worrying, evil things happening. <p>Task 2: Define the word 'suffering'.</p> <p>Task 3: Complete the work sheet on the link opposite.</p> <p>Plenary: create an acrostic poem with the word suffering. e.g. Sadness Unbearable F Fear E R I N G</p> <p><u>Lesson 2: How do people suffer?</u></p> <p>Task 1: create a mind map of the different types of suffering.</p> <ul style="list-style-type: none"> - Physical (e.g. breaking a bone) - Mental/psychological (e.g. phobia) - Emotional (e.g. depression) <p>Task 2: Answer the questions below:</p> <ul style="list-style-type: none"> a) I think that most of the bad things in the world are caused by (nature or people?)... This is because... 	<p>Task 3 worksheet https://hardenhuish.sharepoint.com/:w:/s/subjects/Re/EX2FbXRzhHtDhohQs24_OzIBQ03kdUwlZFb6wS2JONVDyA?e=Ej9ggY</p>

	<p>b) If all of these bad things have happened does that mean there is no God? What do you think?</p> <p>Task 3: Read Ishmael's story. See link opposite. Answer the questions below:</p> <p>a) In what ways did Ishmael suffer? b) How did his suffering change him?</p> <p><u>Lesson 3: Is suffering a problem for religion?</u></p> <p>Task 1: define the three key words:</p> <ul style="list-style-type: none"> - Omnibenevolent - Omnipotent - Omniscient <p>Task 2: Problems for religious believers work sheet. See link opposite.</p> <p><u>Lesson 4: How do we deal with suffering?</u></p> <p>Task 1: Create a mindmap of organisations that help in times of suffering/ disasters e.g. red cross.</p> <p>Task 2: Pick one organisation and create a fact file explaining what they do to help in times of suffering/ disaster e.g. provide emergency aid, offer counselling.</p> <p><u>Lesson 5: Where did Buddhism come from?</u></p> <p>Task: Watch the two video clips which explain the life of the Buddha. Answer the questions below:</p> <ol style="list-style-type: none"> 1) What was life like inside the palace for the Buddha 2) What was life like outside the palace? 3) Explain whether or not you would choose to live your life inside somewhere like the palace, where you didn't experience suffering, or not, & why. 4) Explain what the Buddha was saying about escaping suffering. What is the best way to do this? 	<p>Task 3 – Ishmael's story https://hardenhuish.sharepoint.com/:w:/s/subjects/Re/EQSyI2Lu-phLs3-5FLDWj8sBIqAqwkMTK2MdA6dqHgvrda?e=5YlgGJ</p> <p>Task 2 sheet https://hardenhuish.sharepoint.com/:w:/s/subjects/Re/EVrVvWah1UpBuokwZpFQnY4BqRLuUfNuxojSdA1Xl6cWOw?e=kOHAhj</p> <p>Video clip 1 https://www.youtube.com/watch?v=-mhQ494IUc</p> <p>Video clip 2 https://www.youtube.com/watch?v=PHDeYayIDKI</p>
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		<p><u>Lesson 6: How do Buddhists deal with suffering? Mandala</u></p> <p>Task 1: What is a mandala? Write a definition. Watch video link opposite to help you.</p> <p>Task 2: Why are mandalas used in Buddhism? What to they represent?</p> <p>Task 3: Watch video – how to grow your own mandala</p> <p>Task 4: Create your own mandala with pen(s). Use ideas from the video.</p> <p>Task 5: Complete the sentence below: <i>Mandalas can help Buddhist to deal with suffering by/because....</i></p> <p>Key words: Impermanent, concentrate, relax, suffering, detach</p> <p><u>Lesson 7: Greed, desire, suffering</u></p> <p>Task 1: Read the information sheet opposite and answer the questions below:</p> <ol style="list-style-type: none"> 1. Define the word Tanha 2. How does Tanha cause suffering? 3. How does Tanha affect the world we live in? Can you think of examples? <p>Task 2: Do you agree that tanha causes suffering? Explain giving reasons.</p> <p><u>Lesson 8: The Four Noble Truths</u></p> <p>Task 1: Watch the video link opposite</p> <p>Task 2: Complete the tasks (Bronze, silver and gold)on the four noble truths. Click link opposite.</p>	<p>Task 1 video clip – what is a mandala? https://www.youtube.com/watch?v=ga5s_qYgJS8</p> <p>Task 3 video – how to grow your own mandala https://www.youtube.com/watch?v=g16B64myG-E</p> <p>Task 1 information sheet – tanha https://hardenhuish.sharepoint.com/:w:/s/subjects/Re/EczVC9bmfPVGn9fpALAElekBZBeqakOX77C7mwdI1dAmyA?e=I3mlzS</p> <p>Task 1 video https://www.youtube.com/watch?v=TK-MbNj83NM</p> <p>Task 2 – task sheet https://hardenhuish.sharepoint.com/:u:/s/subjects/Re/ETZ5TdlnC7xFpRMQXfPxdscB1zsqnUPrmKylu4d0ahsITA?e=CbSNdQ</p>
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Lesson. 9: The Eightfold path

Task: Create a summary poster on the eightfold path in Buddhism. Explain what each section means with examples and pictures if possible.

Right View

Right Intention

Right Speech

Right Action

Right Livelihood

Right Effort

Right Mindfulness

Right concentration

Lesson 10: Meditation:

Task 1: Answer the questions below:

What is meditation?

Why do Buddhists meditate?

Task 2: Create a short guided meditation. Use the steps below to help.

Step 1: You can start off the meditation by making people feel calm (think about breathing and relaxing the body)

Step 2: You can create a short journey for people to follow (think about location, weather,) You can use describing words to help people to focus on where they are

Step 3: You can make people feel calm by using adverbs and adjectives in your guided meditation (temperature, sounds, location) Your guided meditation is not frightening and makes people feel safe

Step 4: Your guided meditation involves an activity that helps the person to find something in their mind without having to think about it (e.g. a table and a message) Your guided meditation allows people to find something on their journey without telling them what it is.

Step 5: Bring them back up from their calmness to the classroom.

Year	Topic	Resources/Activities	Research/Helpful Links
Yr 9	<p data-bbox="266 177 398 236">Drugs Education</p> <p data-bbox="266 284 421 416">Lesson 1: Introduction to drugs education</p> <p data-bbox="266 501 405 671">Lesson 2: Substance misuse and young people</p> <p data-bbox="266 1075 394 1174">Lesson 3: Drugs and the Law</p>	<ul style="list-style-type: none"> <li data-bbox="495 284 1585 424">• Fill in the drugs questionnaire to check your knowledge at the start of the module. <li data-bbox="495 320 1480 352">• Find out the definitions of: drugs, drug use and drug misuse. Note these down. <li data-bbox="495 357 1585 424">• What can you see in the pictures? How does this link to drugs? Complete the table in as much detail as you can. <li data-bbox="495 501 1570 641">• In 2017/18, there were 15, 583 young people being supported to overcome drug and alcohol issues in the UK. This number has significantly decreased since 2008/9 when it was over 24,000. Can you think of any reasons why the number of young people struggling with drug and alcohol misuse may have decreased? <li data-bbox="495 687 1547 858">• Can you use the document linked to find out the answers to the questions below: <ol style="list-style-type: none"> <li data-bbox="539 719 1458 751">1. What is the percentage of young people who have ever tried a cigarette? <li data-bbox="539 756 1547 823">2. What is the percentage of young people who have consumed alcohol in the past week (at the time the survey was conducted)? <li data-bbox="539 828 1413 858">3. What is the percentage of young people who have ever taken drugs? <li data-bbox="495 904 1464 936">• Do any of the answers to the above questions surprise you? Why or why not? <li data-bbox="495 941 1536 1008">• Do you think the answers would be different if we just surveyed pupils in Wiltshire? Explain your opinion. <li data-bbox="495 1086 1420 1118">• Complete the starter quiz to see what you know about drugs and the law. <li data-bbox="495 1123 1585 1477">• Research questions: <ol style="list-style-type: none"> <li data-bbox="539 1155 1585 1222">1. Drugs are classified as either Class A, Class B or Class C. Why are drugs classified this way? <li data-bbox="539 1227 1547 1259">2. What is the maximum punishment for someone in possession of a Class A drug? <li data-bbox="539 1264 1424 1331">3. What is the maximum punishment for someone who has been caught dealing/supplying a Class A drug? <li data-bbox="539 1335 1547 1402">4. Why do you think the punishment for supply/dealing is more severe than the punishment for possession? Do you agree that this is the way the law should be? <li data-bbox="495 1407 1541 1474">• Create an information leaflet to be given to next year's Y9 class about drugs and the law. 	<p data-bbox="1615 245 2011 416"> Drugs Education module starter reflection.docx (sharepoint.com) Whats the connection table.docx (sharepoint.com) Pictures.ppt (sharepoint.com) </p> <p data-bbox="1615 501 2107 600"> Smoking, Drinking and Drug Use among Young People in England 2018 [NS] - NHS Digital </p> <p data-bbox="1615 1075 1973 1107"> Starter.docx (sharepoint.com) </p> <p data-bbox="1615 1144 2078 1176"> Starter answers.pptx (sharepoint.com) </p> <p data-bbox="1615 1212 2096 1244"> Drugs penalties - GOV.UK (www.gov.uk) </p> <p data-bbox="1615 1281 2096 1313"> What are the UK drug laws? – DrugWise </p>

	<p>Lesson 4: What are the effects of alcohol misuse?</p> <p>Lesson 5: Staying safe with alcohol</p> <p>Lesson 6: The effects of drugs</p> <p>Lesson 7: Caffeine</p> <p>Lesson 8: E-cigarettes and vaping</p>	<ul style="list-style-type: none"> • Complete the Exploring Alcohol fill in the gaps. • Use the DrinkAware website to write down three ways that alcohol affects: mental health and physical health. • Use the DrinkAware website to identify two different alcohol related diseases. • Watch the Panorama documentary and answer the questions on the sheet. <ul style="list-style-type: none"> • Find out the definition of the term ‘binge drinking’. • What is the guideline maximum number of alcohol units recommended for men and women? • Watch the DrinkAware video and answer the questions about alcohol units on the linked sheet. • Using the DrinkAware website, can you advise Robert and Rebecca about how to stay safe if they choose to consume alcohol. <ul style="list-style-type: none"> • This is a research lesson on the effects of drugs. Please use the TalkToFrank website to complete the table linked in as much detail as you can. <ul style="list-style-type: none"> • Write down the definition of caffeine. • Can you find out at least three different foods and drinks that contain caffeine? • Using the information sheet, answer the questions within the caffeine research task. • Do you think caffeine should be banned? Why or why not? <ul style="list-style-type: none"> • Find out the definition of the terms ‘e-cigarette’ and ‘vaping’. • Complete the fill in the gaps activity using the word bank at the bottom of the sheet • Complete the sorting activity – can you sort the arguments into those for the use of e-cigarettes and those against? • What is your opinion? Complete the following sentences: <ul style="list-style-type: none"> - Some people may argue that vaping is less harmful than smoking tobacco because... - Other people may disagree with this point of view because... - My opinion is that... 	<p>Starter sheet.doc (sharepoint.com) Drinkaware Home Drinkaware Britain's Drink Problem - BBC Panorama - YouTube Panorama question sheet.odt (sharepoint.com)</p> <p>Drinkaware Home Drinkaware What is a unit of alcohol? - Drinkaware - YouTube Alcohol Unit Questions .docx (sharepoint.com) Advice Activity.pptx (sharepoint.com)</p> <p>Honest information about drugs FRANK (talktofrank.com)</p> <p>Drugs Table.doc (sharepoint.com)</p> <p>Research Task.docx (sharepoint.com) SMSC - 26-overuse of caffeine.pdf - Tagging view (sharepoint.com)</p> <p>what are e-cigarettes gap fill new.docx (sharepoint.com)</p>
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Science

Year	Term 5 topic	resources/activities	additional research/helpful links
7	7F Acids & Alkalis 7D Ecology	Acids, alkalis and salts - KS3 Chemistry - BBC Bitesize Ecosystems and habitats - KS3 Biology - BBC Bitesize	Jon Chase investigates how acids and alkalis affect us Chemistry - Bitesize Science - YouTube Adaptation in animals Biology – Life Lessons - YouTube
8	7F Acids & Alkalis 8G Metals 7J Electricity	Acids, alkalis and salts - KS3 Chemistry - BBC Bitesize The reactivity series - Metals - KS3 Chemistry Revision - BBC Bitesize Electricity - KS3 Physics - BBC Bitesize	Jon Chase investigates how acids and alkalis affect us Chemistry - Bitesize Science - YouTube Chemical Reactions BBC19LS05 - YouTube Electrical circuits and symbols Physics - Live Lessons - YouTube
9	Physics Topic 3 - Energy	Conservation of energy - GCSE Physics Revision - Edexcel - BBC Bitesize	Oak National Academy Resources Edexcel GCSE Physics Revision Notes Save My Exams Edexcel GCSE Physics Topic 3: Conservation of Energy Revision - PMT (physicsandmathstutor.com)
9	Chemistry C1ab – Atomic structure and the periodic table	BBC Bitesize - Atomic structure BBC Bitesize - The Periodic table Science Shared OneNote - Topic C1 page	 14(2) - Snooker balls plum puddings and sc Oak National Academy Resources
10	B9 Ecosystems (combined)	Ecosystems- GCSE Biology Revision- Edexcel- BBC Bitesize	Biology OneNote Oak National Academy Resources

	<p>B1,2,3,5 separate lessons</p> <p>P10 Electricity</p> <p>C6 – Groups of the periodic table</p> <p>C9a – Qualitative tests for ions</p>	<p>Separate Biology Bitesize links:</p> <p>Topic 2- The Brain</p> <p>Topic 2- The Eye</p> <p>Topic 3- Reproduction</p> <p>Topic 3- Protein Synthesis</p> <p>Topic 5- Plant Disease</p> <p>Topic 5- Monoclonal Antibodies</p> <p>Electricity and circuits - GCSE Physics Revision - Edexcel - BBC Bitesize</p>	<p>Edexcel GCSE Physics Revision Notes Save My Exams</p> <p>Edexcel GCSE Physics Topic 10: Electricity and Circuits Revision - PMT (physicsandmathstutor.com)</p>
10 Chem	<p>C4a – Metals (Combined)</p>	<p>BBC Bitesize - Obtaining and using metals</p>	<p> 22(4) - Olympic alloys.pdf</p> <p> 26(2) - Alloys and aircraft.pdf</p>
	<p>C9a – Qualitative tests for ions (Separate only)</p> <p>C9b – Hydrocarbons (Separate only)</p>	<p>BBC Bitesize - Tests for ions</p> <p>BBC Bitesize - Hydrocarbons</p>	<p> 27(3) - What is analytical science.pdf</p> <p> 23(3) - Fracking An energy revolution.pdf</p>
11	<p>B8 Respiration</p> <p>B6 Plants and Photosynthesis (combined)</p>	<p>Exchange, Transport and Respiration- GCSE Biology Revision- Edexcel- BBC Bitesize</p> <p>Plants and Photosynthesis- GCSE Biology Revision- Edexcel- BBC Bitesize</p>	<p>Biology OneNote</p> <p>Oak National Academy Resources</p> <p>Edexcel GCSE Physics Revision Notes Save My Exams</p>

	P12 Magnetism and the motor effect	Magnetism and the motor effect - GCSE Physics Revision - Edexcel - BBC Bitesize	Edexcel GCSE Physics Topic 12: Magnetism and the Motor Effect Revision - PMT (physicsandmathstutor.com)
11 Chem	Revision of paper 1 content	BBC Bitesize - Key concepts BBC Bitesize - States of matter and mixtures BBC Bitesize - Chemical changes BBC Bitesize - Extracting metals and equilibria BBC Bitesize - Separate Chemistry 1	