



“If you’re not willing to learn no one can help you. If you’re determined to learn no one can stop you.”

Name

Tutor



St Cuthbert Mayne School

Year 8 Summer 2026



Should you require support with your home learning, please attend one of the subject specialist lead Home Learning Support Sessions in W7-W9

	Week A	Week B
Monday	Maths	Maths
Tuesday	English	English
Wednesday	Science	RE
Thursday	Learning Mentor support for all other subjects	

Subjects in this booklet are in alphabetical order

Need to Know Booklet



Important information

You need to use this booklet **together** with Classcharts Homework screen to ensure **all** work is being completed on time.

Many subjects use online platforms for home learning tasks and these subjects will communicate this to students, along with expectations. Should you have any issues with online access please speak to your subject teacher in the first instance. For further information on online systems, please see the **subject page** in this booklet.

The **minimum requirement** from you in each subject is detailed below, along with the online system used by that subject:

Subject	Platform	Time
English	Sparx Reader	1 hour per week - checked weekly
French	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B
Geography	Tasks in booklet	30 minutes a fortnight - checked week A
History	Tasks in booklet	30 minutes a fortnight - checked week A
Maths	Sparx Maths	1 hour per week - checked weekly
RE	Google forms, extension tasks in booklet	30 minutes a fortnight - checked week A
Science	Sparx Science	40 minutes a fortnight - checked week B
Spanish	Seneca, Google forms and tasks in booklet	30 minutes a fortnight - checked week B

Your home learning will be checked by your subject teachers see table above. Any student who receives a “**home learning not completed**” subject mark on Classcharts **must** attend a catch up session the following week, see table on front cover. Students should check the registers displayed every Monday morning on the yellow notice board in Westminster block for details of any support sessions you need to attend..



English - Sparx Reader

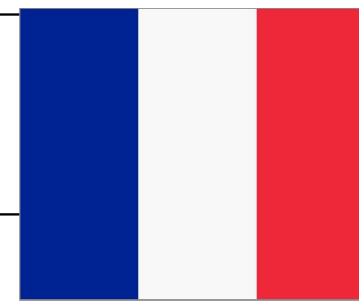
What to do:

- Go to **sparxreader.com**
- Log into Sparx Reader using your details - speak to your teacher if you have any issues.
- Read your text and answer the questions
- Achieve a minimum of **300 SRP**
- Homework is due every **week**.
- Catch-up Tuesday after school in W7/W8
- Need support? Attend catch-up or speak with your teacher

Year 8 French - Need To Know - Summer Term 2026

Dynamo 2, Module 1 - Vive les vacances (Holidays)

- The vocabulary in this French section covers the basics of *all of the words and phrases that you will need to succeed in French lessons and in French homework tasks*.
- Your home learning for French is set fortnightly. It is set **every two weeks on a Friday and is due in on the Thursday 2 weeks later, at 8am**.
- Each page has words, phrases and sentences in French and English, and will also be the vocabulary that is tested in assessments. The home learning tasks are to help embed it in your memory.
- There are some sentence builder boxes after the vocabulary lists to show you how to make sentences with what you have learned. You use these sentence builders in lessons.
- Learning a language is only successful in you do it '*little but often*'.
- Home learning will be a mixture of Seneca tasks, vocabulary learning from your Need to Know booklet, and other assignments your teacher will set you on Google Classroom and Class Charts.
- You must learn the vocabulary, there are ideas to help you do this on the next page.



If you are stuck with French homework then you can attend the support club - posters are displayed with the day and classroom.

You must achieve either...

A high level of accuracy (75% or more correct answers)

or...

spend 30 minutes effort

To learn a foreign language is to have one more window from which to look at the world

Ask Ms Rowbury, Ms Dowler Cross or Ms Cooper if you have any questions.

A new language is a new life.

Quelle est la date aujourd'hui? What is the date today?

1	2	3	4	
Aujourd'hui c'est... Today is...		premier <i>first</i> deux <i>second</i> trois <i>third</i> quatre <i>fourth</i> cinq <i>fifth</i> six <i>sixth</i> sept <i>seventh</i> huit <i>eighth</i> neuf <i>ninth</i> dix <i>Tenth</i> onze <i>eleventh</i> douze <i>twelveth</i> treize <i>thirteenth</i> quatorze <i>fourteenth</i> quinze <i>fifteenth</i> seize <i>sixteenth</i> dix-sept <i>seventeenth</i> dix-huit <i>eighteenth</i> dix-neuf <i>nineteenth</i> vingt <i>twentieth</i>		
	lundi <i>Monday</i>		vingt-et-un <i>twenty first</i> vingt-deux <i>twenty second</i> vingt-trois <i>twenty third</i> vingt-quatre <i>twenty fourth</i> vingt-cinq <i>twenty fifth</i> vingt-six <i>twenty sixth</i> vingt-sept <i>twenty seventh</i> vingt-huit <i>twenty eighth</i> vingt-neuf <i>twenty ninth</i> trente <i>thirtieth</i> trente-et-un <i>thirty first</i>	janvier <i>January</i> février <i>February</i> mars <i>March</i> avril <i>April</i> mai <i>May</i> juin <i>June</i> juillet <i>July</i> août <i>August</i> septembre <i>Septembre</i> octobre <i>October</i> novembre <i>November</i> décembre <i>December</i>
	mardi <i>Tuesday</i>			
	mercredi <i>Wednesday</i>			
	jeudi <i>Thursday</i>			
	vendredi <i>Friday</i>			
	samedi <i>Saturday</i>			
	dimanche <i>Sunday</i>			

Les Instructions

Fermez les cahiers = close the books
 Ouvrez les cahiers = open the books
 Écoutez la prof = listen to the teacher
 Regardez le tableau = look at the board
 Fermez la porte = close the door
 Levez la main = put up your hand
 Levez-vous = stand up
 Asseyez-vous = sit down
 Écrivez 1-10 = write 1 to 10
 Parlez avec votre partenaire = talk with your partner
 Silence = silence
 Calmez-vous = be quiet

Les Questions

C'est quoi en anglais? What is it in English?
 Comment ça s'écrit? How do you spell it?
 Comment dit-on ___ en français? How do you say ___ in French?
 Je peux aller à ma leçon de musique? Can I go to my music lesson?
 Je peux ouvrir la fenêtre? Can I open the window?
 Je peux fermer la fenêtre? Can I close the window?
 Je peux aller au toilette? Can I go to the toilet?

Connectives

et	and
mais	but
parce que	because
car	because
pourtant	however
aussi	also
ou	or
donc	so/therefore
si	if
même si	even if

Pronunciation

-D, P, S, T, X, Z are silent when found at the end of a word

-H is silent when found at the beginning of a word

The letter **c** with an accent underneath – ç – sounds like the letter **s** in English

In French, the letter **e** can cause lots of problems. At the end of a word, it isn't sounded out.

-If it as an acute accent – é – then it sounds like **ay**. - *café*

-If it has a grave accent – è – or a circumflex – ê – then it sounds like **eh** – e.g. *père, tête*

-The rest of the time, it sounds like **uh** – menu (*muhnoo*)



Cool phrases

À plus dans le bus	See you later alligator
Prends ça cool	Take it easy
Je kiffe ça	I love that (French-Arab slang)
Très bien!	Very good!
Trop bien!	Too good!

Question words

comment-	how
qui-	who
quel-	which/what
quoi-	what
quand-	when
où-	where
pourquoi-	why

un	1
deux	2
trois	3
quatre	4
cinq	5
six	6
sept	7
huit	8
neuf	9
dix	10
onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20
vingt-et-un	21
vingt-deux	22
vingt-trois	23
vingt-quatre	24
vingt-cinq	25
vingt-six	26
vingt-sept	27
vingt-huit	28
vingt-neuf	29
trente	30
trente-et-un	31
trente-deux	32
quarante	40
cinquante	50
soixante	60
soixante-dix	70
quatre-vingts	80
quatre-vingts-dix	90
cent	100

How do I learn new words?

Try a different technique each time you have to learn new vocabulary.
Enter the date you tried it and then provide feedback.



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

Language Learning Skills

Learning vocabulary

- 1 Look, say, cover, write, check.** Use this strategy when trying to memorise vocabulary.
- 2 Sticky notes.** Write new words on sticky notes and stick them around your bedroom or in places where you will see them regularly. When learning vocabulary, 'a little and often' is better than 'a lot only once'.
- 3 Language links.** Make links in your mind when you are learning a new word. Is it like English? Does it remind you of another word? If so, make a little link. For example, *poisson* looks like poison, so imagine a poisonous fish.
- 4 Vocabulary ranking.** List new vocabulary from the easy ones to the most difficult. Don't spend too much time on the easy words. Start with the difficult ones and spend more time learning those!

Listening strategies

- 1 Know the task.** Before you hear the recording, make sure you know exactly what you are listening out for. Read the instructions for the listening exercise very carefully.
- 2 Guess the answers in advance.** Always think about the range of possible answers beforehand. What could the answer be?
- 3 Relax.** Sometimes, when you concentrate too hard, you panic and it stops you hearing properly. Focus on key words and do not panic, if you don't understand absolutely everything.
- 4 Note taking.** Try different ways of taking notes. Do you find it better to make notes in English or French? Are symbols or images better for you than words?

Reading strategies

- 1 Cognates.** Look for words that are closely related to the French words. Look out for similarities that will help you work out what individual words mean.
- 2 Context.** Use the context to help you work out the meaning of new words. If all of the texts are about the pets people have, and you have already spotted *chien*, *chat* and *lapin*, when someone else says that they have a *tortue*, you could make an educated guess at tortoise.
- 3 References.** Where can you look if you don't know the meaning of a word? Make sure that you know where vocabulary lists are and how to use a simple dictionary!
- 4 Structure of text.** The answers to an exercise are usually in the same order as the text. If you have found the answers to number one and number three, the answer to number two will probably be in between.

Study Skills

- 1 Stay organised.** Keep all of your French work together in a folder. Stick to a system - know where you keep vocabulary, grammar notes and exercises.
- 2 Check and redraft.** Always check cover your work. Focus on checking particular elements in the test, e.g. spelling and accents, verb endings etc.
- 3 Work with others.** Working with others can be more effective, since you can help each other when you are stuck, and it is more motivating. Get someone at home to help test you!
- 4 Review targets.** Don't just set targets and ignore them. Review them regularly. Read your teacher's marking and respond to it. It really will help you improve!

Days of the Week

Monday	lundi
Tuesday	mardi
Wednesday	mercredi
Thursday	jeudi
Friday	vendredi
Saturday	samedi
Sunday	dimanche

Months of the year

janvier	
février	
mars	
avril	
mai	
juin	
juillet	
août	
septembre	
octobre	
novembre	
décembre	



Numbers 1-30

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

Articles that can go before the noun

	Masculine	Feminine	Plural	Before a vowel (singular)
a	un	une	des	un/une
the	le	la	les	l'
my	mon	ma	mes	mon
your	ton	ta	tes	ton
his/her	son	sa	ses	son
our	notre	notre	nos	notre



Numbers 40-100

40	quarante
50	cinquante
60	soixante
70	soixante-dix
80	quatre-vingts
90	quatre-vingt-dix
100	cent



6 SERIOUSLY USEFUL VERBS

TO HAVE	AVOIR
I have	J'ai
You have	tu as
He has	il a
She has	elle a
We have	nous avons
You have	vous avez
They have	ils ont

TO BE	ÊTRE
I am	Je suis
You are	Tu es
He is	Il est
She is	Elle est
We are	Nous sommes
You are	Vous êtes
They are	ils sont

TO GO	ALLER
I go	Je vais
You go	Tu vas
He goes	Il va
She goes	Elle va
We go	Nous allons
You go	Vous allez
They go	ils vont

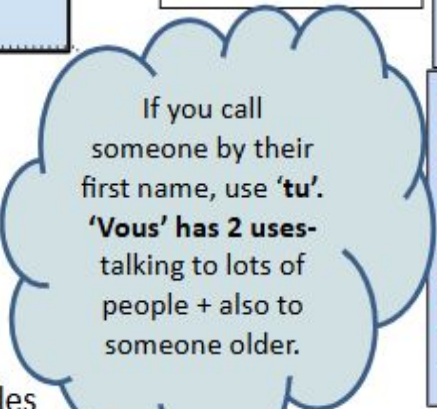
TO DO / MAKE	FAIRE
I do	Je fais
You do	tu fais
He does	il fait
She does	elle fait
We do	nous faisons
You do	vous faites
They do	ils font

TO WANT	VOULOIR
I want	Je veux
You want	tu veux
He wants	il veut
She wants	elle veut
We want	nous voulons
You want	vous voulez
They want	ils veulent

CAN	POUVOIR
I can	Je peux
You can	tu peux
He can	il peut
She can	elle peut
We can	nous pouvons
You can	vous pouvez
They can	ils peuvent

Pronouns

I	Je, J'
You	tu
He	il
She	elle
One	on
We	nous
You	vous
They	ils, elles



Holidays (Present Tense) - Vocabulary

J'ai ...	<i>I have ...</i>	à la campagne.	<i>in the countryside.</i>
une semaine de vacances.	<i>a week of holiday.</i>	en colonie de vacances.	<i>at a holiday camp.</i>
deux semaines de vacances.	<i>two weeks of holiday.</i>	chez mes grands-parents.	<i>at my grandparents' home.</i>
en janvier / février (etc.)	<i>in January / February (etc.)</i>	C'est amusant.	<i>It is fun.</i>
C'est pour Noël.	<i>It's for Christmas.</i>	C'est ennuyeux.	<i>It is boring.</i>
C'est pour Pâques.	<i>It's for Easter.</i>	C'est intéressant.	<i>It is interesting.</i>
C'est pour les grandes vacances.	<i>It's for the summer holidays.</i>	C'est sympa.	<i>It is nice.</i>
Tu es où en vacances?	<i>Where are you on holiday?</i>	C'est nul.	<i>It is rubbish.</i>
Je suis en vacances ...	<i>I am on holiday ...</i>	un peu	<i>a bit</i>
au bord de la mer.	<i>at the seaside.</i>	assez	<i>quite</i>
à la montagne.	<i>in the mountains.</i>	très	<i>very</i>
		complètement	<i>completely</i>

Holidays (Present Tense) - Sentence Builder

Tu as combien de semaines de vacances? *How many weeks' holiday do you have?*

J'ai <i>I have</i>					
Tu as <i>You have</i>			en mars. <i>in March.</i>		
Il a <i>He has</i>	trois jours <i>three days</i>		en avril. <i>in April.</i>		l'Aïd. <i>Eid.</i>
Elle a <i>She has</i>					Noël. <i>Christmas.</i>
On a <i>We have</i>	deux semaines <i>two weeks</i>	de vacances <i>of holiday</i>	en mai. <i>in May.</i>		Pâques. <i>Easter.</i>
Nous avons <i>We have</i>			en juillet. <i>in July.</i>	C'est pour <i>It's for</i>	les grandes vacances. <i>the summer holidays.</i>
Vous avez <i>You have</i>	six semaines <i>six weeks</i>		en août. <i>in August.</i>		
Ils ont <i>They have</i>			en décembre. <i>in December.</i>		
Elles ont <i>They have</i>					

Holiday Visits (Past Tense) - Vocabulary

Qu'est-ce que tu as visité?	<i>What did you visit?</i>	après	<i>after(wards)</i>
J'ai visité le château.	<i>I visited the castle.</i>	finalement	<i>last of all</i>
J'ai visité le lac.	<i>I visited the lake.</i>	C'était comment?	{ <i>How was it?</i> <i>What was it like?</i>
J'ai visité le musée.	<i>I visited the museum.</i>	C'était amusant.	<i>It was fun.</i>
J'ai visité le parc.	<i>I visited the park.</i>	C'était cool.	<i>It was cool.</i>
J'ai visité le stade.	<i>I visited the stadium.</i>	C'était génial.	<i>It was great.</i>
J'ai visité la cathédrale.	<i>I visited the cathedral.</i>	C'était ennuyeux.	<i>It was boring.</i>
J'ai visité la mosquée.	<i>I visited the mosque.</i>	C'était intéressant.	<i>It was interesting.</i>
J'ai visité la chocolaterie.	<i>I visited the chocolate shop.</i>	C'était sympa.	<i>It was nice.</i>
d'abord	<i>first of all</i>	C'était moderne.	<i>It was modern.</i>
ensuite	<i>next</i>	C'était nul.	<i>It was rubbish.</i>
puis	<i>then</i>		

Holiday Visits (Past Tense) - Sentence Builder

Qu'est-ce que tu as visité? <i>What did you visit?</i>				C'était comment? <i>How was it?</i>			
D'abord, <i>First of all,</i>	j'ai visité <i>I visited</i>	le <i>the</i>	château. <i>castle.</i>	C' était <i>It was</i>	assez <i>quite</i>	amusant. <i>fun.</i>	
Ensuite, <i>Then,</i>	Tu as visité <i>You visited</i>		lac. <i>lake.</i>			cool. <i>cool.</i>	
Puis <i>Then,</i>	Il a visité <i>He visited</i>		musée. <i>museum.</i>			ennuyeux. <i>boring.</i>	
Après, <i>After(wards)</i>	Elle a visité <i>She visited</i>	la <i>the</i>	parc. <i>park.</i>			complète- ment <i>completely</i>	génial. <i>great.</i>
, Finalement <i>Last of all,</i>	On a visité <i>We visited</i>		stade. <i>stadium.</i>			très <i>very</i>	intéressant. <i>interesting.</i>
			cathédrale. <i>cathedral.</i>			un peu <i>a bit</i>	moderne. <i>modern.</i>
			chocolaterie. <i>chocolate shop.</i>		nul. <i>rubbish.</i>		
			mosquée. <i>mosque.</i>		sympa. <i>nice.</i>		

Holiday Activities (Past Tense) - Vocabulary

Qu'est-ce que tu as fait pendant les vacances?

What did you do during the holidays?

Pendant les vacances ...

During the holidays ...

J'ai joué au tennis.

I played tennis.

J'ai joué au foot.

I played football.

J'ai mangé des glaces.

I ate ice creams.

J'ai mangé une pizza.

I ate a pizza.

J'ai écouté de la musique.

I listened to music.

J'ai acheté des baskets.

I bought some trainers.

J'ai acheté un tee-shirt.

I bought a tee-shirt.

J'ai acheté des BD.

I bought some comics.

J'ai regardé des clips vidéo.

I watched video clips.

J'ai regardé un film à la télé.

I watched a film on TV.

J'ai nagé dans la mer.

I swam in the sea.

J'ai retrouvé Léo.

I met up with Léo.

J'ai traîné au lit.

I hung around in bed.

J'ai dormi.

I slept.

J'ai visité un parc d'attractions.

I visited a theme park.

J'ai bu un coca.

I drank a cola.

J'ai vu un spectacle.

I saw a show.

J'ai vu mes personnages préférés.

I saw my favourite characters.

J'ai fait une balade en bateau.

I went on a boat ride.

J'ai fait les manèges.

I went on the rides.

J'ai pris des photos.

I took photos.

Je n'ai pas mangé de glaces.

I didn't eat any ice creams.

Je n'ai pas acheté de souvenirs.

I didn't buy any souvenirs.

Holiday Activities 1 (Past Tense) - Sentence Builder

Qu'est-ce que tu as fait pendant les vacances?

What did you do during the holidays?

Pendant les vacances, <i>During the holidays,</i>	j'ai /	acheté <i>bought</i>	des baskets. <i>some trainers.</i> un tee-shirt. <i>a t-shirt.</i>
		écouté <i>listened</i>	de la musique. <i>to music.</i> un podcast. <i>to a podcast.</i>
		joué <i>played</i>	au foot. <i>football.</i> au tennis. <i>tennis.</i>
		mangé <i>ate</i>	des glaces. <i>ice creams.</i> une pizza. <i>a pizza.</i>
		nagé <i>swam</i>	dans la mer. <i>in the sea.</i> dans la piscine. <i>in the swimming pool.</i>
		regardé <i>watched</i>	des clips vidéo. <i>video clips.</i> un film à la télé. <i>a film on TV.</i>
		retrouvé <i>met up with</i>	Léo. <i>Léo.</i> mes parents. <i>my parents.</i>
		traîné <i>hung around</i>	au lit. <i>in bed.</i> dans le parc. <i>in the park.</i>
		dormi. <i>slept.</i>	

Holiday Activities 2 (Past Tense) - Sentence Builder

Qu'est-ce que tu as fait? <i>What did you do?</i>					
Sentence Opener	Noun	Sequencer (Time phrase)	Subject Pronoun (Person)	Past Verb Part (past participle)	Extra Detail/Information
Pendant les vacances, j'ai visité <i>During the holidays, I visited</i>	Futuroscop e. <i>Futuroscope</i> un parc d'attraction s. <i>a theme park.</i>	D'abord, <i>First of all,</i> Ensuite, <i>Then,</i> Puis <i>Then,</i>	J'ai <i>I</i>	bu <i>drank</i>	un coca. <i>a cola.</i>
				fait <i>went on</i>	une balade en bateau. <i>a boat ride.</i> les manèges. <i>the rides.</i>
				pris <i>took</i>	des photos. <i>photos.</i>
				vu <i>saw</i>	un spectacle. <i>a show.</i> mes personnages préférés. <i>my favourite characters.</i>
			Je n'ai pas <i>I didn't</i>	acheté <i>buy</i>	de souvenirs. <i>any souvenirs.</i>
				mangé <i>eat</i>	de glaces. <i>any ice creams.</i>

Holiday Destination & Transport - Vocabulary

Tu es allé(e) où en vacances?	<i>Where did you go on holiday?</i>	Avec mes parents.	<i>With my parents.</i>
Je suis allé(e) en Espagne.	<i>I went to Spain.</i>	Avec mes amis.	<i>With my friends.</i>
Je suis allé(e) en Grèce.	<i>I went to Greece.</i>	Tu as voyagé comment?	<i>How did you travel?</i>
Je suis allé(e) au Maroc.	<i>I went to Morocco.</i>	J'ai voyagé en avion.	<i>I travelled by plane.</i>
Je suis allé(e) aux États-Unis.	<i>I went to the USA.</i>	J'ai voyagé en bateau.	<i>I travelled by boat.</i>
Avec qui?	<i>Who with?</i>	J'ai voyagé en car.	<i>I travelled by coach.</i>
Avec mon frère.	<i>With my brother.</i>	J'ai voyagé en train.	<i>I travelled by train.</i>
Avec ma famille.	<i>With my family.</i>	J'ai voyagé en voiture.	<i>I travelled by car.</i>

Stratégie

Cognates, near-cognates and faux amis

Cognates are spelt the same in French as in English. But remember to learn the correct pronunciation, as it is usually different from English! How do you pronounce the following?

le train des photos des souvenirs mes parents

Near-cognates are nearly – but not exactly – the same as English words. Take extra care when learning to spell words like this!

le lac le parc la musique ma famille

Some words look like cognates, but they are *faux amis* (false friends). What do these words mean in English?

le car le spectacle des baskets

Holiday Destination & Transport - Sentence Builder

Tu es allé(e) où en vacances? Avec qui? <i>Where did you go on holiday?</i> <i>Who with?</i>			
Je suis allé(e) <i>I went</i>	au Maroc <i>to Morocco</i>	avec <i>with</i>	mon frère. <i>my brother.</i>
	aux États-Unis <i>to the USA</i>		ma famille. <i>my family.</i>
	en Espagne <i>to Spain</i>		mes amis. <i>my friends.</i>
	en Grèce <i>to Greece</i>		mes parents. <i>my parents.</i>

Tu as voyagé comment? <i>How did you travel?</i>	
J'ai voyagé <i>I travelled</i>	en avion. <i>by plane.</i>
	en bateau. <i>by boat.</i>
Nous avons voyagé <i>We travelled</i>	en car. <i>by coach.</i>
	en train. <i>by train.</i>
	en voiture. <i>by car.</i>

C'était comment? <i>How was it?</i>	
C'était <i>It was</i>	amusant. <i>fun.</i>
	cool. <i>cool.</i>
	ennuyeux. <i>boring.</i>
	génial. <i>great.</i>
	intéressant. <i>interesting.</i>
	nul. <i>rubbish.</i>
	sympa. <i>nice.</i>

Les mots essentiels *High-frequency words*

Qualifiers

assez	<i>quite</i>
très	<i>very</i>
un peu	<i>a bit</i>
complètement	<i>completely</i>

Sequencing words

d'abord	<i>first of all</i>
ensuite	<i>next</i>
puis	<i>then</i>
après	<i>after(wards)</i>
finalement	<i>last of all</i>

Prepositions

au (+ masculine country)	<i>to / in</i>
en (+ feminine country)	<i>to / in</i>
aux (+ plural country)	<i>to / in</i>

Question words

comment?	<i>how?</i>
combien de?	<i>how much / how many?</i>
où?	<i>where?</i>
qu'est-ce que?	<i>what?</i>
(avec) qui?	<i>who (with)?</i>

This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 27th April 2026**.
Mine will be checked on _____ period _____.



The weather is not the same all over the world. There are in fact **6** climate zones.

1. Arid
2. Temperate
3. Tropical
4. Polar
5. Mediterranean
6. Mountainous

Factors Affecting Climate – there are several different reasons why we have different climate zones. Read through these boxes carefully to give you more information on each factor



Created by Eucalypt

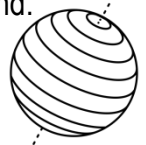
ALTITUDE - this is a measure of the land's height above sea level. Temperatures decrease by about 1°C for every 100m increase in height above sea level. This is because at higher altitudes air becomes less dense so it is less able to retain the heat it receives from the ground. Many parts of the Alps mountain range in Europe are over 4000m above sea level, which means they are 40°C colder than coastal areas. This explains why snow remains for several months a year on Scottish mountains, and also why there is snow on Mount Kilimanjaro which is located on the Equator in Africa.

PREVAILING WINDS – prevailing wind is the direction from which the wind usually blows. For most of Europe this is from the south-west. The prevailing wind is affected by the area it blows over. The North Atlantic Drift is a warm ocean current that flows over the Atlantic Ocean from the Gulf of Mexico . . .

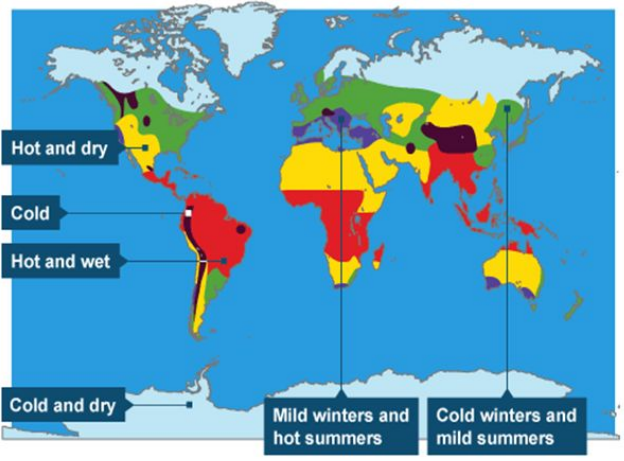


Created by Danil Polshin from the Noun Project

LATITUDE – places nearer the Equator are much warmer than places near the Poles. This is because the angle at which the Sun shines. At the Equator, the Sun is at a high angle and shines directly at a small area, making it very hot. As a result of this, places around the Equator remain hot and dry all year round.



DISTANCE FROM SEA – land and sea heat up at different rates. The sea, as a liquid is less dense than the land, which is solid. As a result, the sea takes much longer to warm up than the land; it also keeps its heat longer, as more than just the surface is heated. In the winter, the sea keeps coastal areas warm and in summer it cools them down.



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

1. Name some countries that are in each of the 6 climate zones shown in the map opposite. Make a note of what their climate is like.
2. Draw a labelled diagram to show each of the 4 factors that affect climate (altitude, latitude, distance from the sea, prevailing winds)

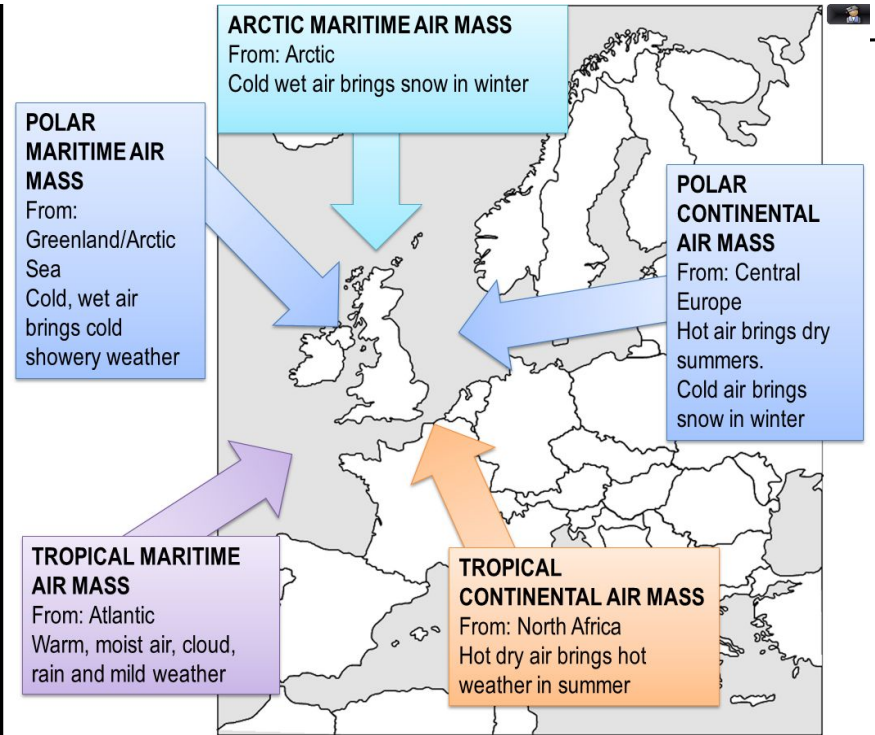


This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 11th May 2026**.
 Mine will be checked on _____ period _____.

Sometimes the UK can experience severe, extreme weather conditions – read through this report about the Beast from the East . . .

We live in a **TEMPERATE ZONE** – this means we rarely experience extremes, but even within the UK there are variations. The UK experiences very changeable weather. One day can be cold and wet whereas the next day can be warm and sunny. The main reason is to do with air masses.

The UK is rather like a ‘weather roundabout’! It is affected by several different **air masses** arriving from several different directions. Look at the diagram below which shows several different air masses and the conditions they bring to the UK



WARNINGS AS BEAST FROM THE EAST GRIPS THE UK!

The UK is experiencing some of the most difficult weather conditions for years. Snow, ice, strong winds and bitter cold are causing death and disruption as a cold snap – ‘Beast from the East’ - blasts the country.

As temperatures dropped and up to 50cm of snow fell on high ground, the Met Office issued its most severe alert – a red warning, meaning the weather conditions may pose a risk to life.

Across the UK, thousands of schools have been closed and hospital operations cancelled. Travel has been disrupted too. Thousands of drivers were left stranded in freezing temperatures as police urged people not to travel, and air passengers faced delays.

And the UK economy is feeling the effects too. The weather is costing the UK millions. Shops and businesses have been forced to close early, and some supermarkets ran out of the basics such as bread and milk. And with over 8000 road accidents in just three days, costs to insurance companies have already reached over £10 million.

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

1. Draw your own labelled diagram to show the UK’s weather roundabout and the different directions the air masses come from
2. Write a news report about the Beast from the East – try to find some more information if you can and add to your report
3. Find another example of an extreme weather event in the UK (think about what we experienced earlier this year). Write down what happened and how the UK was affected.

This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 1st June 2026**.

Mine will be checked on _____ period _____.



Created by Viral Fataleover
www.the-learn-project.com

NATURAL CAUSES OF CLIMATE CHANGE

VOLCANIC ERUPTIONS - Big volcanic eruptions can change the Earth's climate. Volcanic eruptions produce ash and sulphur dioxide gas. If the ash and gas rise high enough, they will be spread around the Earth in the stratosphere (2nd layer of the Earth's atmosphere) by high level winds. The blanket of ash and gas will stop some sunlight reaching the Earth's surface. Instead, the sunlight is reflected off the ash and gas, back into space. This cools the planet and lowers the average temperature.

SUNSPOTS - The Sun's output (amount produced) is not constant. Cycles have been detected that reduce or increase the amount of solar energy. Over 2000 years ago Chinese astronomers started to record sunspots. These are black areas on the surface of the sun. Sometimes the sun has lots of these spots. At other times they disappear. Even though the spots are dark, they tell us that the sun is more active than usual. Lots of spots mean more solar energy being fired out from the sun towards Earth.

ASTEROID THEORY - If a one-kilometre asteroid hit the Earth, it would send millions of tonnes of ash and dust into the atmosphere. This would then block out the sun and therefore lower global temperatures, just like a volcanic eruption. It is estimated that an asteroid of this size will only hit Earth once every 500,000 years

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

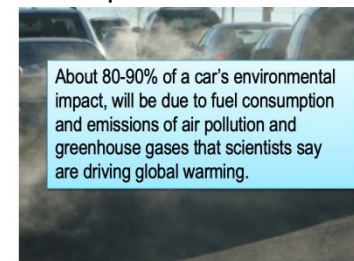
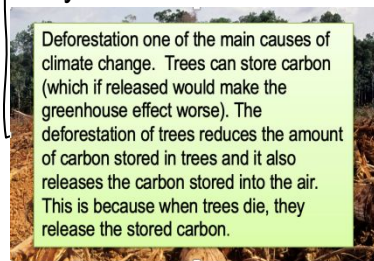
1. Draw a poster to show the different causes of climate change
2. Write a letter to your local newspaper outlining your concerns about climate change. Make sure you include both human and natural causes

HUMAN CAUSES OF CLIMATE CHANGE

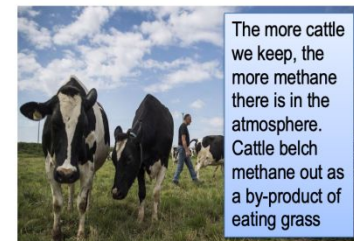
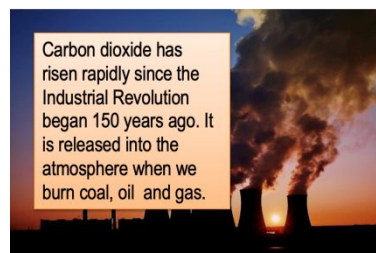
Climate Change – Our Fault?

Some gases in the lower atmosphere act like a warm blanket around Earth trapping heat in – this is the Greenhouse Effect. Without the Greenhouse Effect temperatures would be too cold for life to exist. The gases called Greenhouse Gases occur naturally in the atmosphere

In recent decades, however, there has been an increase in the amount of Greenhouse Gases such as carbon dioxide and methane emitted into the atmosphere. This traps even more heat given off by Earth and explains why there is an increase in global temperatures



These images all show activities that lead to increased greenhouse gases



This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 15th June 2026**.
Mine will be checked on _____ period _____.



Consequences for the UK
Rising sea levels will have a significant impact on the country. In 2018 the Environment Agency warned the population that flooding would only get worse with climate change.



Bangladesh is a low-income country in South Asia. It has a population of 163 million people and is one of the most densely populated countries in the world. Much of the country is low-lying and occupies the world's largest delta at the mouth of the River Ganges.



Bangladesh is at great risk from the effects of climate change

There will be less freshwater in rivers like the Ganges if the glaciers that feed them shrink

Rising sea levels could displace 18 million people by 2050

There will be less freshwater in rivers like the Ganges if the glaciers that feed them shrink



Many people will move (migrate) to Dhaka, the capital city of Bangladesh

Rough seas will reduce fishing and salty water will kill fish in freshwater rivers and ponds

As sea levels rise, biodiversity will be affected which means there will be fewer animal species

Crop yields could fall by 30% due to extreme weather events, riverbank erosion and sea level rise

- ACTIVITIES** – Choose **one** of the following activities (you can do more if you like!)
1. Use the pictures above to write down all the effects shown of climate change
 2. Using the map of the UK above, describe the areas most at risk of sea level rising
 3. Find out some more about how climate change has affected Bangladesh
 4. Do your own research about how climate change has affected the world (or you could do a specific location)

This Home Learning will be checked by your teacher in a lesson during the Week A beginning **Monday 29th June 2026**.
Mine will be checked on _____ period _____.

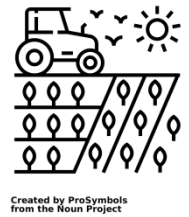
There are **two approaches** through which climate change is managed:
Through **MITIGATION** – these deal with the **cause of the problem**. They reduce or prevent greenhouse gases which cause climate change
Through **ADAPTATION** – these strategies **respond to the impacts** of climate change and try to make populations less vulnerable

Adaptation strategies do not aim to reduce or stop global warming. Instead they aim to respond to climate change by limiting its negative effects. Strategies include:
Agriculture - farmers will have to adapt as some crops may not be able to grow in a warmer climate. However, other crops (e.g. oranges and grapes) will be able to be planted.
Water supply - water transfer schemes could be used. This is where water is transferred from an area of water surplus to an area of water shortage.
Reducing risk from sea level rise - areas at risk from sea level rise may use sea defences to protect the land from being eroded away.



Mitigation means to reduce or prevent the effects of something from happening. Mitigation strategies include:
Alternative energy - using alternative energy such as solar, wind or tidal can reduce the use of fossil fuels. This will reduce the amount of carbon dioxide released into the atmosphere.
Carbon capture - this is the removal of carbon dioxide from waste gases from power stations and then storing it in old oil and gas fields or coal mines underground. This reduces the amount of emissions into the atmosphere.
Planting trees - encouraging **afforestation**, means that there will be more trees to absorb the carbon dioxide in the atmosphere during the process of photosynthesis.

Governments around the world are working together to cut greenhouse gas emissions. However, global temperatures will continue to rise because of the gases that have already been released into the atmosphere



ACTIVITIES – Choose **one** of the following activities (you can do more if you like!)
1. “Climate change is a global problem that requires global solutions.”
What do you think this quote means?
2. Choose **one adaptation strategy** and **one mitigation strategy**. Explain **WHY** they will deal with the cause of Climate Change problem. Can you think of any other solutions?

History Home Learning:

All History Home Learning is completed through Google Forms.

This will be posted once a fortnight on your History Google Classroom.

You will have been invited by your class teacher at the beginning of term / when you joined the group.

Please ensure that you have accepted the invitation and can access the Google Classroom.

Google Forms mark instantly, and will provide you with your score.

If, for any reason, you can not access the Google Classroom, **please speak to your teacher.** We can then provide either:

- A paper copy of the quiz.
- An opportunity to complete the Home Learning in the department.

If you would like to stretch and challenge yourself, please look through the Weekly Challenges.

Any questions, please contact Mr Hammond (ahammond@stcm.torbay.sch.uk) for advice.

The History Department

Challenges:

w/c 27/4/26: We often assume that the Industrial Revolution happened in the Midlands and North of England. However, all parts of the country, including the South West were affected by the events of the Industrial Revolution. Research **one** of the following:

- Babbacombe Cliff Railway
- Berry Head Lighthouse
- Newton Abbot Train Station
- Watcombe Potteries

Consider the following points:

- When was it opened / constructed?
- Why was it open /constructed?
- What did it produce?
- When did it close / is it still open?

w/c 4/5/26: Brunel was one of the most important individuals during the Industrial Revolution. He was an architect, engineer, railway designer and visionary shipwright. It could be argued that Brunel fundamentally changed the South West, bringing the modern world to our door. Investigate Brunel, considering the following points:

- His early life.
- The building of the GWR
- The Royal Albert Bridge
- The Atmospheric Railway
- Brunel Manor

w/c 11/5/26: Without the Industrial Revolution, there would be no tourist industry in Torbay. Create a timeline of the development of tourism in the Bay, considering the following:

- When did it start?
- What factors led to tourism growth?
- Who were the first tourists to the Bay?
- When did tourism reach its peak?
- How many people visit the Bay in 2023?

•<https://www.tlh.co.uk/blog/torquays-history-tourist-destination/>

Challenges:

w/c 18/5/26: Democracy is one of the key British Values. Complete independent research into your local MP (Member of Parliament). Find out at least **10** pieces of information about them. Make sure these include the following:

- Their background
- Which political party they represent

Their policies for the local area.

w/c 25/5/26: We live in a democracy. This means people have a choice of which political party they want to vote for. Research the following British political parties and create a Mind Map to cover their ideas / policies / and values:

- Conservatives
- Labour
- Liberal Democrats
- Reform
- Greens

w/c 1/6/26: Any British citizen can write to their local MP to raise awareness of the issues in their local area.

Write a letter to your local MP using the following criteria:

- What is the biggest problem facing your local area.
- What issues does it cause for the local area?
- What potential solutions have you considered?
- What would you like your MP to do about the issue?

Challenges:

w/c 8/6/26: Two of the most important political groups to emerge at the beginning of the 20th century are the Suffragists and Suffragettes. Research each of them and find answers to the following questions:

What year were they established?

What were the aims of the group?

Who were the most important figures in the groups?

What tactics did they use?

w/c 15/6/26: We have looked at several key turning points in political history over this term. Research one of the following changes to the voting system:

- 1832 Great Reform Act
- 1867 Reform Act
- 1884 Reform Act
- 1918 Representation of the People Act.

Consider the following elements:

- Who was given the vote?
- What percentage of the population was able to vote?
- What improvements did the Act make?
- Who still lacked representation?

w/c 22/6/26: Over the course of lessons this term we have investigated three key individuals who challenged gender expectation in the 19th /20th centuries.

Research one of the following:

- Anne Lister
- Dr James Barry
- Kitty Marion

Find out at least five new pieces of information on your chosen individual.

Challenges:

w/c 29/6/26 - w/c 7/7/26: Legacy of the Slave Trade in Devon

Devon is a county with coastlines to the north and south. In the past the ports on Devon's coastline played a more important part in travel locally and beyond. Their role today as holiday resorts hides their past importance as centres of trade.

We can find evidence which shows Devon's world-wide influence and particularly rich connections with people of African origins. Devonians took their familiar names with them as they explored and settled the world. There are at least forty Plymouths in the world today.

The slave trade and slavery are not the only parts of Devon's history where we can find black people. But the contribution from black people in slavery, especially to the wealth of some people in Devon, is significant. The Atlantic slave system had many results. One is that people of African descent live all over the world today. History needs to include slavery as a part of Devon history itself, not something quite separate.

Devonians also played their part in the abolition of the slave trade and slavery. There were sermons in churches and numerous meetings were held in cities, towns and villages throughout Devon to call for the abolition of the slave trade and to collect signatures for petitions to Parliament. On 10 August 1837 there were reports of meetings in Crediton, Ashburton, Plymouth, Tavistock, Tiverton and Topsham to celebrate the anniversary of the abolition of slavery.

<https://www.ucl.ac.uk/lbs//media-new/pdfs/devonandslaveownership.pdf>

How to remember slavery and the slave trade?

Death is sad for us humans. Even if we are not personally involved, most of us can share the sad feelings of bereavement. Britain commemorates the Nazi Holocaust with a Holocaust Memorial Day each January. Should we mark the deaths which occurred because of slavery and the slave trade in the same way?

Task: Create a memorial to those involved in the slave trade against their will, those who died and those who worked in horrendous condition for no pay.

You can approach this in any way you think is suitable for the topic. It could be a memorial statue, a detailed letter to the government persuading them to consider a day of memorial, some poetry, or something that could be displayed in school to show the horror and tragedy of what happened. These are just a few ideas - it is up to you!

Maths

The power of Sparx for students, parents and carers.

Be empowered to become a pivotal part of your child's education.

The challenge

Engaging young people with any homework can be tough, let alone tackling maths. At Sparx, we know that parents and carers can be very influential when it comes to homework, and that is why we are so keen for you to be involved in their maths learning journey.

What is Sparx?

In schools, Sparx Maths Homework automatically sets one hour of personalised learning for every student, every week.

Unique content, covering the KS3 and GCSE maths curriculum, is devised and written by our in-house teams. Over 33,000 hand-written questions are supported by more than 7,800 tutorial videos, which help explain concepts and encourage independent learning.

Home Learning is set weekly and the platform will email you with deadlines, reminders and updates during the week.

If you do not have access to a computer at home, please speak to your Maths teacher in the first instance who will be able to provide alternative work.

If you forget your password: Click on the 'Forgot login details' button on SPARX login page.

SPARX support, supervised by the Maths Department, is available every Monday lunchtime and Wednesday lunchtime and after school in W2IT. This is open to anyone who may have issues logging in or would like help on any aspect of their home learning.



Receive reassurance

You will receive a weekly email keeping you up-to-date with your child's homework hand-in dates and what they are studying in the coming week.



Helpful videos

Your weekly emails contain a link to a topic-based video that can help you to understand the topic your child will be covering.



Personalised learning for every student

Our technology learns where students' strengths and weaknesses lie, and how long they take to complete different types of questions. It then determines which homework questions would help improve and consolidate their learning. Question difficulty is gradually increased to suit the learner and topics are repeated during the year to help them fully understand the skill for the long term.



Improves attainment

Additional teacher time and a bespoke learning experience drive both progress and attainment in maths.



Supports mental health

Progress in core subjects such as maths has a recognised effect on overall attainment. Tackling issues such as 'maths anxiety' and rewarding progress for all students creates confidence that is evidenced at a school-wide level.



Keeps your child motivated

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

" I used to hate maths, now I want to do maths every day "

Student from All Saints Academy

RE Home Learning

Your RE home learning will be completed on Google Forms.

This will be posted every week into your Google Classroom.
(you should be invited to join your Google Classroom at the beginning of the term)

The Google Form will be posted on Monday week B and will be due in the following Wednesday week A.

If you are unable to access the Google Form then you must tell your teacher so they can give you a paper copy or an alternative piece of home learning.

If you wish to stretch and challenge yourself then please see the following pages where further RE home learning tasks can be found.

Extension tasks Instructions:

Read the RE page numbered 1 (Natural Law) and do the tasks on it.

Read the RE page numbered 2 (Kant) and do the tasks on it.

Read the RE page numbered 3 (Situation Ethics) and do the tasks on it.

Read the RE page numbered 4 (Utilitarianism) and do the tasks on it.

1. Natural Law

Ethical theories are all about studying and determining what is good and bad, right and wrong. Thomas Aquinas developed the **Natural Law** ethical theory.

•When God created humans, He wanted us to be guided towards the highest end, being with Him in heaven. •To achieve this God created us with a natural inclination (natural law) built into our nature that would guide us. Aquinas believed there were 5 things all people should do, called the primary precepts:

The Primary Precepts
P reservation of life (save life)
O rdered Society (a peaceful society)
W orship God
E ducate the young
R eproduction (have children)

The Primary Precepts	What actions/things would you do to complete these precepts?	What actions/things would these precepts mean you couldn't do?
P reservation of life (save life)	*Help someone in pain	*Hurt someone
O rdered Society (a peaceful society)		*Bully people
W orship God	*Pray to God	
E ducate the young		*Make education illegal
R eproduction (have children)		



Task 1

Copy the table out on the left. Then try and fill in the two columns with actions you would do to follow these precepts, and actions you couldn't do. We have included a few examples for you

Task 2:

1. Which precept do you agree with the most? WHY?
2. Which do you disagree with the most? WHY?
3. Would you add any?

Task 3 - Want to really stretch yourself?

Read these statements, copy as many as you want out and write whether you agree/disagree

- a) "There is no such thing as right and wrong. It just depends on your personal preference."
- b) "What we think is right/wrong are just ideas based on our culture and upbringing."
- c) "Everyone's beliefs about what is right/wrong are just as valid as everyone else's."

2. Kant

DUTY - A moral or legal obligation; a responsibility



Kant believed why you did an act was very important. You only do something because it is your duty, and must ALWAYS do your duty, even if you don't want to. **Example - It is a duty to always tell the truth - "I must always tell the truth and never lie". So if you take some chocolate that isn't yours and are asked if you took it, you MUST tell the truth as it's your duty.** Kant developed 3 MAXIMS (principles) that all people must follow:

1. UNIVERSALISABILITY

Kant asks that any rule, law or moral principle must be able to be followed by EVERYONE. **Example - "I can lie but others have to tell the truth" - this means everyone can lie and there would be no truth**

2. PEOPLE AS ENDS NOT MEANS

Kant asks that people aren't used as a way (means) of getting what we want (end). **Example - deliberately getting someone in trouble to make ourselves feel better**

3. Kingdom of Ends

Kant believed that if everyone followed the first two maxims, we would live in a kingdom of ends where all people treat each other equally.

4

TASK 1

Draw an instagram/snapchat/social media post which shows the different maxims (above) that Kant believed people should follow. You could do one post, or one post for each maxim

Task 2

Write down whether you agree with these maxims. Explain your views

Task 3

Can you write down any examples of people "doing their duty"? Can you write down any examples of you doing your duty?



3. Situation Ethics



To make you think... You're walking home from school, and you're really hungry because you forgot to bring your lunch that day. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. **What do you do? What influences your decision?**

Jesus taught us that the greatest commandment was to LOVE both God and our neighbour. The love he was talking about was **AGAPE** Christian love.

Agape love - Selfless love of one person for another that you don't expect back. A love that is Holy. The love of JESUS

Love forms the basis of an idea called SITUATION ETHICS. Joseph Fletcher, a Christian minister put forward a different approach to moral decision making. He claimed it was based on Jesus' teaching and that we should **always try to do the most loving thing.** Instead of saying is it wrong to lie he would want us to ask "Is telling a lie the most loving thing?"

He answered,
"Love the Lord your God
with all your heart and with all your soul
and with all your strength
and with all your mind';
and, 'Love your neighbor as yourself.'"

Luke 10:27

A new command I give
you: **LOVE ONE
ANOTHER.** As I
have loved you, so you
must love one another.

JOHN 13:34



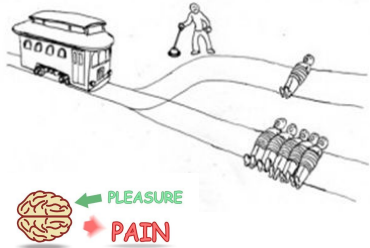
1 CORINTHIANS 16:14

TASK 1 - Choose one of the Bible verses above (there are 3) and create a card for someone, putting the verse on the front. Then decorate it and write a nice message for the person you're going to give it to

Task 2 - write a list of all the loving things you do, and all the loving things people do for you

Task 3 - try and do at least one loving thing a day for the rest of lockdown (example, make someone you live a drink)

4. Utilitarianism



THE TROLLEY PROBLEM - There is a runaway train barrelling down the railway tracks. Ahead, on the tracks, there are five people tied up and unable to move. The train is headed straight for them. You are standing some distance off in the train yard, next to a lever. If you pull this lever, the train will switch to a different set of tracks. Unfortunately, you notice that there is one person on the side track. You have two options:

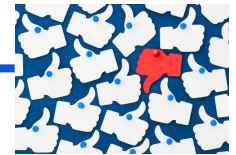
- (1) Do nothing, and the trolley kills the five people on the main track.
- (2) Pull the lever, diverting the trolley onto the side track where it will kill one person.

Which is the correct choice?

It is hard to make difficult decisions... Some people called 'ethicists' have thought up rules that people can use to help them make a difficult decision. Utilitarianism says that a decision should be made based on whether it makes the most amount of people happy, so you must always do **'The greatest good for the greatest number'**. **Jeremy Bentham** thought the whole point of life was to maximise pleasure and minimise pain.

It is the greatest good to the greatest number of people which is the measure of right and wrong.

-Jeremy Bentham



Task 1 - answer these questions

1. Do you like the idea of making a decision based on it making the most amount of people happy?
2. What could be the problems with this idea?
3. Is goodness and happiness the same for everybody? (Is everybody made happy by the same things?)
4. Why could this be a problem if we followed Utilitarianism?

Task 2 - Write a diary for a few days, writing down any action you do that causes pleasure/good, and any actions that cause pain. Try to work out each day whether you are doing "the greatest good for the greatest number" and are a Utilitarian!

To really stretch you...Task 3 - Choose a topic (for example war) and try to work out whether it will lead to "the greatest good for the greatest number". Think about how long the "good" will last, whether it will lead to "good" for a lot of people, whether it will cause a lot of pain

Home learning will be set on Sparx on a Friday at 15.30 and should be completed by the following Friday morning at 07.30

Come along to home learning support on a Wednesday after school or Sparx support sessions in W2IT on a Wednesday lunchtime to access help with completing the task.

Stuck with logging in? See your Science teacher for support

