



Year 8

Knowledge & Gwaith Cartref

Materials

Summer Term

2025-2026

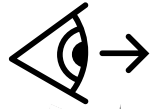
Name _____

Tutor group _____

HOW DO I USE MY KNOWLEDGE BOOKLET?

4 simple strategies to memorise information:

LOOK, COVER, WRITE, CHECK



1) LOOK at a box of information, a diagram, or the definition of a word.



2) COVER it up



3) WRITE down the information/definition or draw the diagram from memory.



4) CHECK your work and use a different colour pen to correct any mistakes.

Keep doing this until you get it completely right

FLASHCARDS

- 1) To make a flashcard, write a question on one side of a piece of paper/card, and the answer on the other.
- 2) Mix up your flashcards from different subjects.
- 3) Use them to quiz yourself or a friend.

The best flashcards are simple, numerous and overlapping.

Q: What is an integer?

A: A whole number.

Q: What is the mathematical word for a whole number?

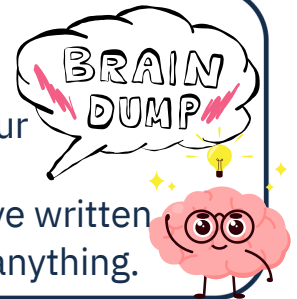
A: An integer.

FILL IN THE BLANKS

- 1) Copy out part of the Knowledge Booklet with key words, formula, dates, etc. missing.
- 2) Fill in the blanks without looking at the original.
e.g. 14th October ...10...6...6... : The Battle of ...H...a...sti...n.g.s

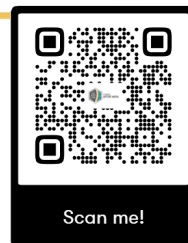
BRAIN DUMP

- 1) Without looking at it, write down everything you can remember from your Knowledge Booklet on a piece of paper.
- 2) When you're done, compare what you've written to the original to see if you've missed anything.



HOW TO USE QR CODES

- 1) Open the camera on your device.
- 2) Hold your device over a QR Code so that it's clearly visible within your screen.
- 3) The device will automatically scan the code and a pop-up will appear on your screen. Tap the pop up to open the link.



You will use your Knowledge Booklet consistently throughout the entire half term. It will play a crucial role in your lessons, homework, and revision. Your teachers will provide guidance on which sections to concentrate on at any given moment.

CWRE
RSE

If you see either of these acronyms (CWRE/RSE), this is what they mean:

CWRE: This task is giving you an opportunity to explore a job role or future career/job skill.

RSE: This task will be linked to relationships and sex education

CREATIVITY



YSGOL
AFON WEN
CREATIVITY
FACULTY



ENGLISH

Term 3 War Poetry



This page helps you understand the key skills and knowledge you will develop in this war poetry unit. Use it to support your reading, writing, speaking, and listening work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Authorial Intent	The message or meaning the writer wants you to understand from their work.
Empathy	Understanding and sharing the feelings of characters in a story.
Language Features	Tools writers use to make their writing interesting, such as similes, metaphors, alliteration.
Context	Societal, political or historical factors that affect or influence the creation of a text. What was happening at the time?
Tone	The writer's attitude or feeling expressed through their choice of words.
Propaganda	Information, especially of a biased or misleading nature, used to promote a particular cause, doctrine, or point of view.

Skills developed throughout this unit:

- Inference
- Empathy
- Deduction
- Comparison
- Technical terminology
- Persuasive writing



Context

All written work is influenced by what goes on in the world around the writer. This is called context.

Social and cultural	When the writer is influenced by how people lived and what they believed.
Historical	What historical events were happening around the world before and during that time.
Political	How the politics of the time affected the text's production.
Literary	When a writer chooses a particular form or genre with a established literary tradition.
Biographical	The life experiences of the writer.

Revision: Do you know what these poetic devices are?

Alliteration	Personification	Metaphor
Onomatopoeia	Enjambment	Anaphora

ENGLISH Gwaith Cartref: Term 1 War Poetry

Below are a range of activities for you to complete independently whilst we are learning about War Poetry. You will be set these tasks by your English teacher as part of the YAW Gwaith Cartref Cycle.

1

Poetic technique Detective

Pick five poetic techniques identified from a war poem studied this term, and define their meanings. Then, write your own sentences using these techniques to show you understand them.



2

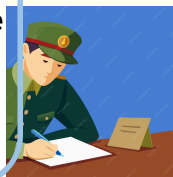
Soldier's Letter Home

Write a letter from the perspective of a soldier. Describe their feelings and thoughts about a key event in the war (a Battle/Trench life/Frontline attack etc). Use descriptive language and show empathy by imagining how they might feel. Aim to write at least half a page in your book.

3

Research and Infographic

Using a laptop, research the historical context of WW1. Create a simple infographic with key facts and interesting details.



4

Propaganda poster

Design a propaganda poster from WW1, encouraging boys and men to enlist. You should aim to include at least 5 'PERSUADERS', and any illustrations you feel would help persuade.



5

Watch this clip and use it to write a description of life on the frontline. Refer to all 5 senses and use 4 descriptive techniques. Aim for 2 paragraphs.



6

Poetry corner!

Write a stanza for a poem about WW1. It doesn't have to rhyme, but it does need to include:

- A simile
- An example of personification
- Onomatopoeia
- A motif/imagery

Tick off and date the ones you have completed

Poetic Techniques Detective	Propaganda Poster	Description
Infographic	Letter Writing	Poetry Writing



This page helps you understand the key skills and knowledge you will develop in the gwyliau unit. Use it to support your work in lessons and Gwaith Cartref.

Gwyliau

Cwestiynau ac atebion - Questions and answers

C: Ble est ti ar dy wyliau?

S: Where did you go on holidays?

C: Es i i (Gwlad)/(Lle) ar fy ngwyliau i.

S: I went to (Country)/ (Place) on my holidays.

C: Pryd est ti?

S: When did you go?

C: Es i yn ystod (Pryd)

S: I went during (When)

C: Es i ym mis (Mis)

S: I went in the month of (Month)

C: Am faint est ti?

S: How long did you go for?

C: Es i am (Amser)

S: I went for (Time)

C: Gyda phwy est ti?

S: Whith who did you go?

C: Es i gyda (Pobl)

S: I went with (People)

C: Ble arhosoch chi?

S: Where did you (pl) stay?

C: Arhoson ni (Llety)

S: I went with (Accommodation)

C: Sut teithiast ti?

S: How did you travel?

C: Teithiais i (Teithio)

S: I travelled (Travel)

C: Beth wnest ti yno?

S: What did you do there?

C: (Berfau amser gorffennol)

S: (Past tense verbs)

C: Sut oedd y tywydd?

S: How was the weather?

C: Roedd hi'n (Tywydd)

S: It was (Weather)

C: Ble faset ti'n hoffi mynd ar wyliau?

S: Where would you like to go on holidays?

C: Baswn i'n hoffi fynd i (gwlad)

S: I would like to go to (country)

Gwledydd Countries

Sbaen

Spain

Ffrainc

France

America

America

Y Swistir

Switzerland

Norwy

Norway

Loegr

England

Iwerddon

Ireland

'r Alban

Scotland

'r Eidal

Italy

Twrci

Turkey

Yr Aiff

Egypt

Gwlad Groeg

Greece

Ogledd Cymru

North wales

Orllewin Cymru

West wales

Ne Cymru

South wales

Amser Time

y dydd

the day

wythnos

a week

benwythnos

weekend

bythefnos

fortnight

fis

month

Pryd When

gwyliau'r haf

the summer holidays

gwyliau'r pasg

the easter holidays

gwyliau'r nadolig

the christmas holidays

hanner tymor

half term

Teithio Travel

mewn tacsï

in a taxi

mewn car

in a car

mewn bws

in a bus

mewn awyren

in a plane

mewn cwch

in a boat

ar long

on a ship

ar drên

on a train

ar gefn beic

on a bike

Lle Place

i ffwrdd

away

i lan y môr

the seaside

i wersylla

camping

i sgïo

skiing

dramor

abroad

Pobl People

fy rhieni

my parents

fy ffrindiau

my friends

fy rheulu

my family

'r ysgol

the school

Tywydd Weather

braf.

fine

wyntog.

windy

bwrw glaw.

raining

gynnes.

warm

ddiflas.

miserable

stormus.

stormy

bwrw eira.

snowing

oer.

cold

Berfau Verbs

gwylïo

to watch

teithio

to travel

ysgrifennu

to write

mwynhau

to enjoy

nofïo

to swim

torheulo

to sunbathe

bwyta

to eat

cysgu

to sleep

aros

to stay

cerdded

to walk

Llety Accommodation

mewn pabell

in a tent

mewn gwesty

in a hotel

mewn fflat gwylïau

in a holiday flat

mewn carafan

in a caravan

mewn gwersyll

in a campsite

mewn bwthyn

in a cottage

mewn tŷ haf

in a summerhouse

Below are a range of activities for you to complete independently whilst we are learning about gwyliau. You will be set these tasks by your Welsh teacher as part of the YAW Gwaith Cartref Cycle.

1



QR code to Quizlet

Please use the QR code which will lead you to Quizlet. You will find a list of countries that you will need to learn and revise, you need to be able to spell each country on the list and also say them. You will be tested by your teacher.



2



Diary entry

Use the knowledge organiser in your booklet to write a diary entry about one day on a holiday that you have been on recently. Remember to state where you went, how long you went for, how you travelled there and where you stayed. It does not have to be true.

3



Oracy template

Please fill in your answers to the oracy grid on this page - you need to practice reading it out loud as you will be doing this with your teacher in your lessons.

Tick off and date the ones you have completed

1	2	3

Sut teithiaist ti?

Beth wnest ti yno?

Sut oedd y tywydd?

Gwyliau



Bocs Bendigedig

a/ac - and
on - but
achos - because
iawn/dros ben - very
weithiau - sometimes
hefyd - also
ar y llaw arall - on the other hand
beth bynnag - however

Ble faset ti'n hoffi mynd ar wyliau?

Ble est ti ar dy wyliau?

Pryd est ti?

Am faint est ti?

Gyda phwy est ti?

Ble arhosoch chi?

LES QUESTIONS ET LES REPONSES

Q: Où habites-tu?

Where do you live?

R: J'habite à au Pays de Galles .

I live in..... in Wales.



Q: Qu'y a-t-il dans votre ville ?

What is there in your town?

R: Dans ma ville, il y a.....

In my town there is....

Q: Où vas-tu le week-end ?

Where do you go on the weekend?

R: Je vais **au** / **à la** / **aux**...

*I go **to the**...*

Q: Où se trouve le parc ?

Where is the park?

R: Le parc est... (use a preposition)

The park is (use a preposition)

Q: Tu aimes ta ville? Pourquoi?

Do you like your town? Why?

R: Oui/Non, j'aime/je n'aime pas ma ville parce que c'est...

Yes/No, I like/don't like my town because it's...

Q: Que peut-on faire dans ta ville?

What can you do in your town?

R: On peut...

You can....



LES OPINIONS

J'aime - I like

Je n'aime pas - I don't like

J'adore - I love

Je déteste - I hate

Je préfère - I prefer



LES MOTS MAGNIFIQUES

et - and

mais- but

parce que- because

très - very

parfois- sometimes

c'est - it's

il y a - there is



LES PRÉPOSITIONS

en face de - opposite

à côté de - next to

entre -between

sous - under

sur - on

dans - in

près de - near to

loin de - far from

devant - in front of

derrière - behind



EN VILLE

un café - a café

un collège - a high school

une piscine - a swimming pool

un cinéma - a cinema

une église - a church

une mosquée -a mosque

un restaurant - a restaurant

des magasins - some shops

un centre commercial - a shopping centre / shopping mall

un centre de loisirs - a sports / leisure centre

un parc - a park

un stade - a stadium

une patinoire - an ice-skating rink

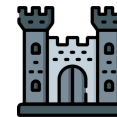
un marché - a market

un supermarché - a supermarket

un musée - a museum

un château - a castle

une bibliothèque - a library



LES ACTIVITÉS (LES VERBES)

on **peut**... - you **can**...

jouer au foot - **play** football

jouer au rugby - **play** rugby

faire les courses - **do** the food shopping

faire du shopping - **do** (go) shopping

regarder un film - **watch** a film

manger un repas - **eat** a meal

boire un café / un thé - **drink** a coffee/tea

faire du patin à glace - **do** ice-skating

lire des livres - **read** books

faire de la natation - **do** swimming

at the...

au (masculine)

à la (feminine)

aux (plural)

Below are a range of activities for you to complete independently whilst we are learning about places in town. You will be set these tasks by your French teacher as part of the YAW Gwaith Cartref Cycle.

1



QR code to Quizlet

Please use QR code which will lead you to Quizlet. You will find a list of countries that you will need to learn and revise, you need to be able to spell each place on the list and also say them. You will be tested by your teacher.



2



Tour guide

Use the vocabulary to write about all of the places you can visit in your town and the things you can do. Remember to use prepositions to describe how close on place is to another.

E.g. Le parc est devant la piscine

3



Oracy template

Please fill in your answers to the oracy grid on this page - you need to practice reading it out loud as you will be doing this with your teacher in your lessons.

Tick off and date the ones you have completed

1	2	3

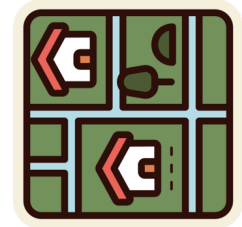
Où vas-tu le week-end ?

Tu aimes ta ville? Pourquoi?

Que peut-on faire dans ta ville?

Les mots magnifiques!

et - and
mais- but
parce que- because
très - very
parfois- sometimes
c'est... - it's...
génial - great
nul - rubbish



Où habites-tu? à

Qu'y a-t-il dans votre ville ?

Où se trouve le parc ? (use a preposition)

the - le (masculine)
la (feminine)
les (plural)

a - un
une

at the... - au (masculine)
à la (feminine)
aux (plural)

Expressive Arts

Term 3

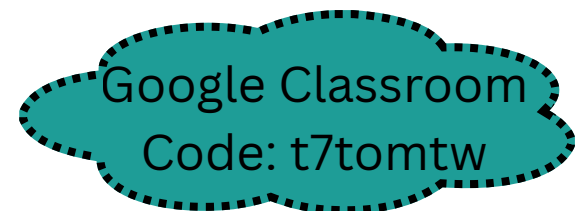
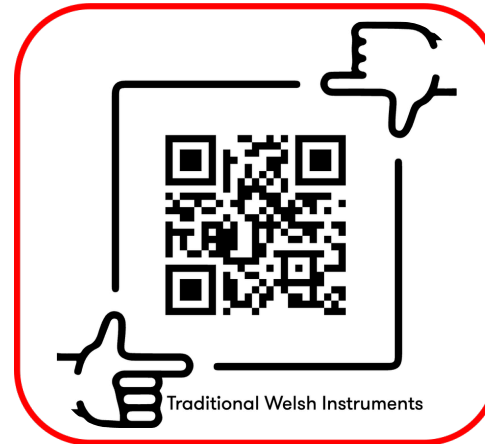
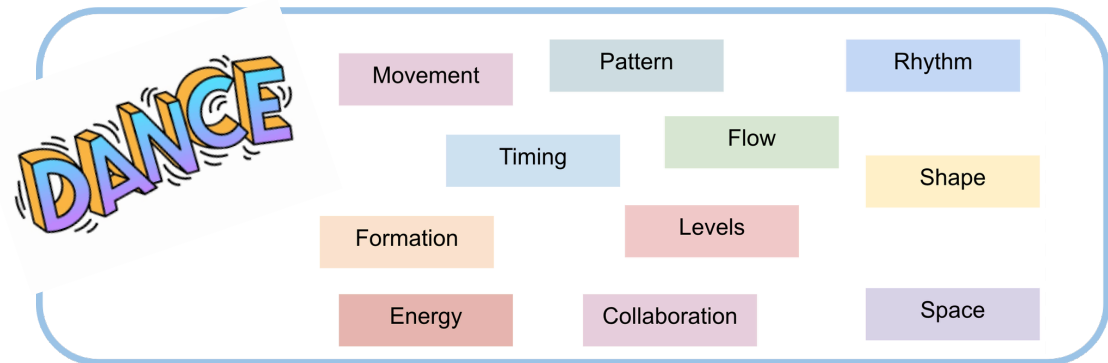
Unit: What is the nature and purpose of creative expression? Theme: Cynefin



This page helps you understand the key skills and knowledge you will develop in the 'Cynefin' unit. Use it to support your work in lessons and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Cynefin	A deep sense of belonging, habitat, and intimate connection to a place
Composer	Person who creates their own music.
Folk music	Traditional music of the people, typically learned through listening and passed on orally.
Culture	Ideas, customs, and social behaviour of a particular people or society.
Tradition	Customs or beliefs passed from generation to generation.
Grotesque	A fantastic or mythical figure carved from stone and fixed to the walls or roof of a building.
Gargoyle	A grotesque with a spout to drain water away from the building.
Choreography	The planned sequence of steps and movements in dance.



Below are a range of activities for you to complete independently this term.
You will be set these tasks by your expressive arts teachers as part of the YAW Gwaith Cartref Cycle.

1

Create a google slide presentation comparing a traditional Welsh musical instrument with a traditional Chinese musical instrument.



4

Complete the comprehension task about Sir Karl Jenkins. Use the QR code to learn more about him and his music.



Sir Karl Jenkins

2



Create a presentation about one style of dance that you have explored in this unit.

5

Continue to work on and develop your group dance. How can you improve it before your performance?



Evolution of Dance

3

Create your own page of gargole or grotesque faces. This can be from ancient to modern in any materials.



6

Find and upload a photo of a gargole or grotesque of your choice. This can be one you've seen in person, or online. Why did you choose it?

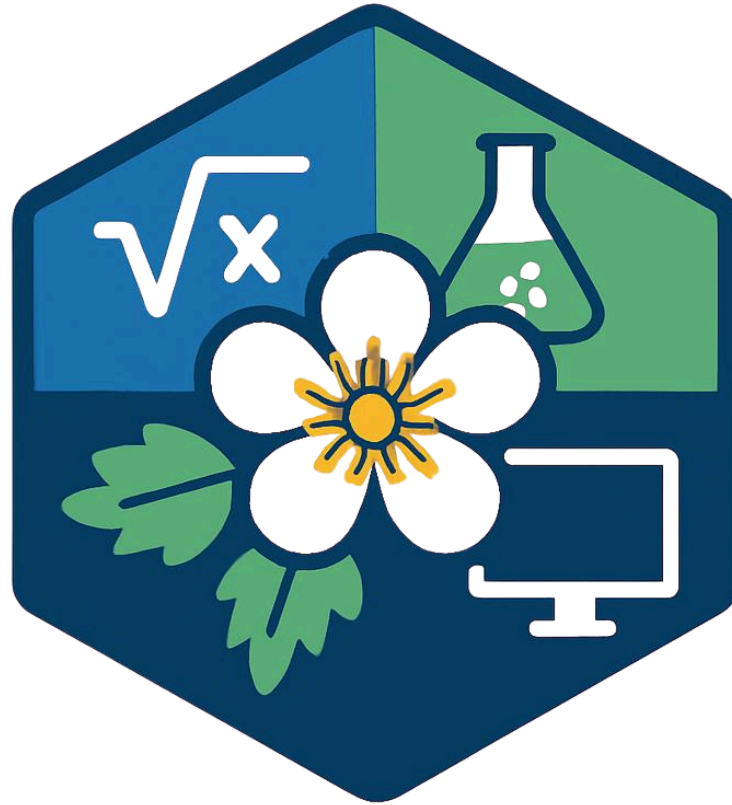


Notre Dame Gargoyles

Tick off and date the ones you have completed

1	2	3
4	5	6

Innovation



**FACULTY OF
INNOVATION**

This page helps you understand the key skills and knowledge you will develop in the drugs and health unit. Use it to support your work in lessons and Gwaith Cartref.

What is a drug

Drugs are substances that can have physiological or psychological affects on the body. However, we have legal and illegal drugs.

Key vocabulary

Recreational - Doing something for enjoyment.

Units - A standardised way to express the amount of pure alcohol in a drink.

Legal - Within the law.

Illegal - Against the law.

Legal recreational drugs

- Cigarettes
- Alcohol

Illegal drugs

- Cannabis
- Cocaine
- Heroin

Legal or illegal

The classification of drugs as legal or illegal is determined by a combination of factors, including their accepted medical use, potential for abuse, and the harm they may cause to individuals and society. Legal drugs are regulated to ensure they are safe for public consumption under specific guidelines, while illegal drugs are prohibited due to their high potential for abuse and lack of accepted medical use.

Medicines

Medicines are used for the treatment of injuries or illnesses. Medicines are classed as drugs as they alter the chemical reactions that occur within our body.

Below are a range of activities for you to complete independently whilst we are learning about drugs and health. You will be set these tasks by your Science teacher as part of the YAW Gwaith Cartref Cycle.

1

Create a poster indicating the side affects of both illegal and legal substances. You must include atleast two legal and 2 illegal drugs and discuss the different affects they have on our bodies in the short and long term.

2

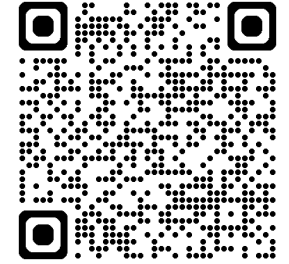
Write a letter to the Welsh government stating why alcohol and cigarettes should be categorized as an illegal drug. Alternatively write a letter opposing the idea of categorizing alcohol and cigarettes as illegal drugs (why should they be kept legal?).

3

Create a comic strip on the affects of alcohol over a prolonged period time. Timeline could go as follows 1 day, 1 week, 1 month, 1 year, 10 years +

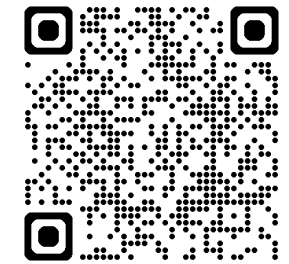
4

Watch the video and create a summary. Include key facts.



5

Watch the **BBCBITESIZE** clip and create a mural on the finding of Marie Curie, Harold Gillies and Alexander Fleming.



Tick off and date the ones you have completed



Food technology



Food technology

Homework booklet

Task 1:

Using the word bank and success criteria on page 5, evaluate your practical lessons to identify areas of weakness and success.

Use these evaluations to better your performance in future.

Task 2:

On page 5 & 6, test your lesson recall by naming at least 3 facts you learnt in the lesson.

Practical

EVALUATION

Use the success criteria and word bank on page 4 to help you evaluate your dishes:

Lesson 1:

What did you make? _____

Evaluate your dish:

Lesson 2:

What did you make? _____

Evaluate your dish:

Lesson 3:

What did you make? _____

Evaluate your dish:

Teacher feedback

PRACTICAL'S EVALUATION

Highlighted comments apply:

Strengths:

- Excellent health and safety conduct.
- Good health and safety conduct.
- Equipment used correctly and with care.
- Dishes made to a high standard.
- Dishes made to a good standard.
- Dishes made to a fair standard.

Targets:

- Improve health and safety conduct.
- Build on understanding and awareness of health and safety.
- Use equipment with more care and precision.
- Stick to the time constraints given in practical lessons.
- Follow recipes accurately.
- Practice at home to improve your skills.

Additional comments



Sensory term word bank

Appearance		Aroma		Texture		Taste	
Burnt	Lumpy	Acidic	Sweet	Brittle	Hard	Bitter	Rich
Clear	Mushy	Aromatic	Weak	Chewy	Lumpy	Bland	Salty
Cloudy	Pale	Bland	Yeasty	Creamy	Moist	Burnt	Sour
Crisp	Rough	Burnt	Rotten	Crisp	Runny	Creamy	Spicy
Crumbly	Smooth	Citrus	Smoky	Crumbly	Smooth	Fatty	Strong
Dark	Sticky	Fishy	Spicy	Crunchy	Soft	Hot	Sweet
Dull	Uneven	Fragrant	Strong	Dry	Sticky	Mild	Tart
Firm	Round	Fruity	Mild	Fatty	Tender		Weak
Flaky	Square	Pungent	Sweet	Flaky			
Flat	Bubbly	Meaty	Sugary				
Glossy	Curved	Sour					
Golden	Oval						
Hard	Soft						
Light	Goey						



Success Criteria

When evaluating you should consider:

- Can you follow the recipe steps in the correct order.
- Can you use kitchen tools and equipment safely.
- Can you measure ingredients accurately.
- Can you keep your workspace clean and organised.
- Can you work well with others and communicate respectfully.
- Does your final dish match the expected appearance and taste.

Food technology

Lesson RECALL

Lesson 1:

What did you learn about? _____

Lesson 2:

What did you learn about? _____

Lesson 3:

What did you learn about? _____

Lesson

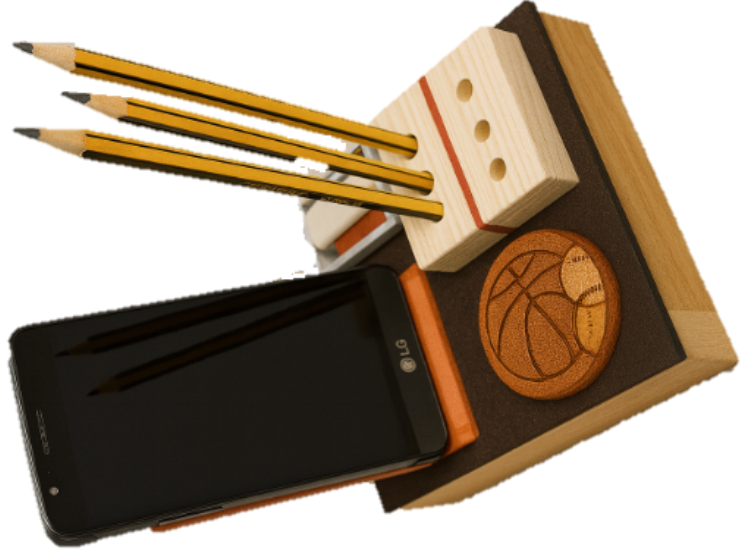
RECALL

Lesson 4:

What did you learn about? _____

Lesson 5:

What did you learn about? _____



Desk Tidy Project

Homework

1.Product Analysis:

Carry out a product analysis using ACCESS FM for the desk tidy on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2.Initial Idea

Using the template on page 5. Create an initial sketch of what you would like your desk tidy to look like. Consider the colour and themes you would select. You may want to personalise it, text, images and patterns could all be used. Shade the idea using coloured pencils. Annotate the idea using the guidance on the page.

Product Analysis



Product Information:

This product is a Lego inspired desk tidy that costs £20 and can be bought on amazon. There are 4 areas to store items and the product uses lots of colours which links with the Lego brand. The compartments can be removed if needed. The product is made through injection moulding with a plastic called polypropylene because its low costing and it can produce.

Introduction

.....

.....

.....

.....

Aesthetics

.....

.....

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.....

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.....

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Cost

.....

.....

.....

.....

Customer

.....

.....

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Environment

.....

.....

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.....

.....

.....

.....

Size

Safety

Function

Materials

Personal Opinions

Use this success criteria to check you have included everything you need to!

Success criteria for Product Analysis

Key: [✓] = met, [-] = partly met, [] = not met.

- 5. [] Introduction – Have you introduced the product you are analysing? What is it? How does it function? How much does it cost? Where can you buy it from?
- 6. [] ACCESS FM – Have you explained in detailed, each part of ACCESS FM for this product?
- 7. [] Personal Opinions – What aspects of the product do you like and dislike? Why? Can the product be improved? How could this be achieved?
- 8. [] Design & Technology Keywords – Aesthetics, colour scheme, dimensions, function, sustainable. environmentally friendly, manufacture etc.

Assessing writing

- 1. [] Audience and purpose – Who are you writing for? Why are you writing?
- 2. [] Literacy criteria
 - a. Use capital letters for all proper nouns (e.g., names of people, names of places, months of the year);
 - b. Use a range of punctuation, including full stops to end sentences.
 - c. Describe, using longer sentences that include linking connectives (e.g., and, including, so, which)
 - d. Use connectives to introduce examples (e.g., for example, such as, for instance etc)
 - e. Is your handwriting clear? Does your work make sense?
 - f. Have you used paragraphs when writing your analysis? (New paragraph in the correct point in your writing e.g. time, place, topic, person).

Targets:

AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off
or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single
function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more
expensive? Why do you think this?

SIZE

What are the key dimension?
Is it suitable for it's task?
What makes it suitable?

MATERIAL

What is it made from?
Are the materials appropriate? Why?
How is it made? Is it well made?
What components are there?

CUSTOMER

Who is the product aimed at?
Age range?
Interests?
Taste & Style?
What would they use it for? How?

DESIGN SPECIFICATION

Use each of the ACCESS FM headings & answer the questions to
describe in detail all the elements of your design.
Write each point as a justified sentence:
'It must/ There should be.... because.....'

ENVIRONMENT

Does it produce harmful chemicals?
Does it make other people
uncomfortable?
Did the manufacture cause
pollution? What?
Does it use energy? What?
What is the effect of this energy?

PRODUCT ANALYSIS

Analyse existing products to understand what is commercially
successful.
Explore all aspects of the product using these headings.
Give your personal opinions about each of the headings.
A visual or actual disassembly of the product will help you to
understand how the product was manufactured.

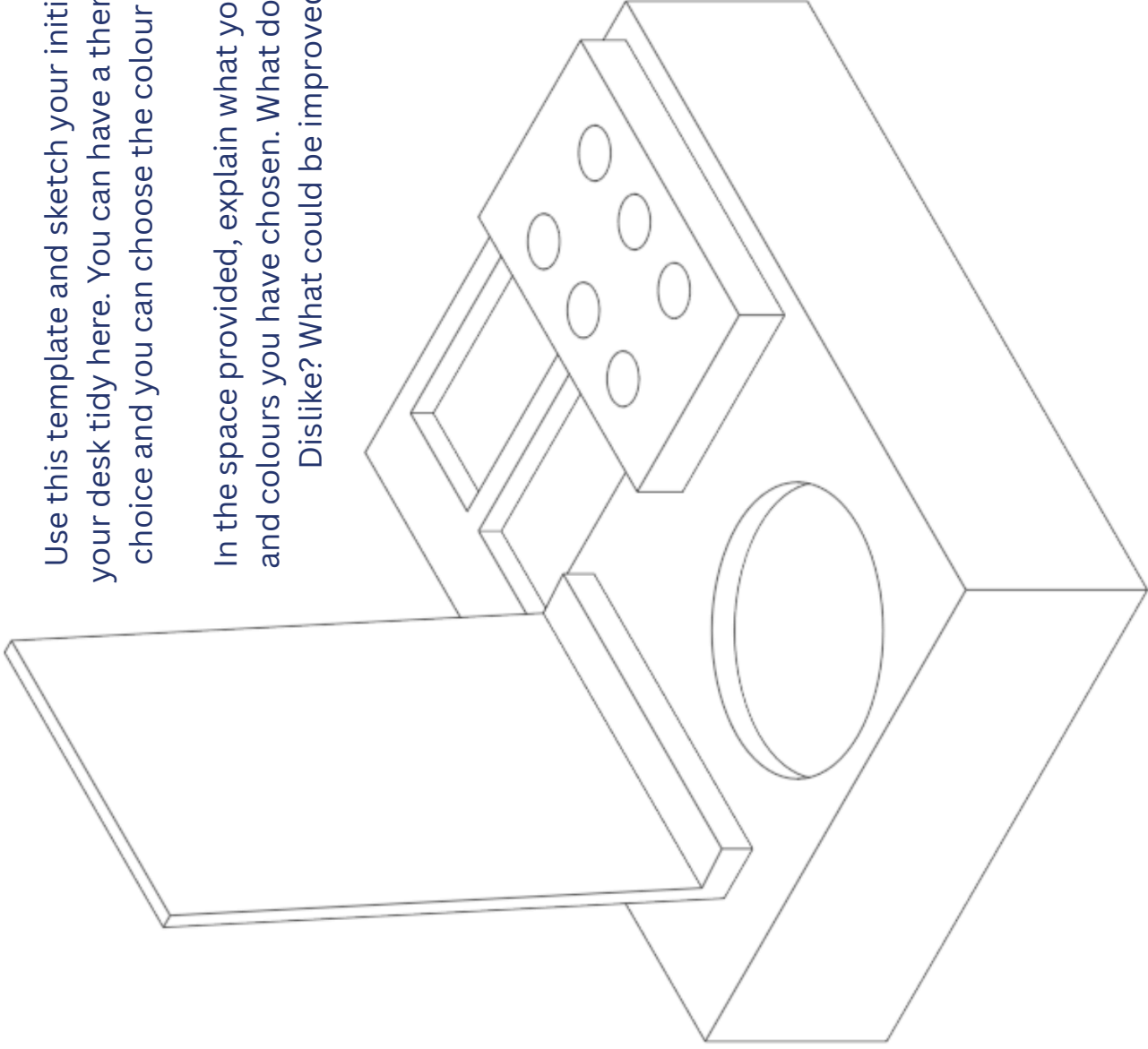
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Initial Idea

Use this template and sketch your initial idea of your desk tidy here. You can have a theme of your choice and you can choose the colour scheme.

In the space provided, explain what you themes and colours you have chosen. What do you like? Dislike? What could be improved?

This image shows a vertical rectangular sheet of white paper designed for handwriting practice. It features ten evenly spaced, horizontal dotted lines running from the left edge to the right edge. The lines are thin and black, providing a guide for letter height and placement. There are no margins, text, or other markings on the page.



Pop Art Cushion

Homework

1.Product Analysis:

Carry out a product analysis using ACCESS FM for the Pop Art cushion on page 2. Use the resource attached to help build up responses for each ACCESS FM point. Include your personal opinions and give reasons for your answers.

2.Initial Idea

Create a sketch of what you would like your Pop Art cushion to look like. Consider the colour and the Pop Art symbols you want it to include. Shade the idea using coloured pencils. Annotate the idea using the guidance on the page.

Product Analysis



Product Information:

This vibrant £20 Pop Art Cushion features a bold comic-style design with bright speech bubbles like “WOW!” and “ZAP!”, making it a fun decorative piece for any room. Cushions like this are typically made with a durable polyester cover and a soft polyester fibre filling, though common cushion materials also include cotton, linen blends, foam, or feather fillings. This product was made in China.

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Introduction

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Aesthetics

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Cost

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Customer

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Environment

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Size

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Safety

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Function

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Materials

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Personal Opinions

.....

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.....

Success criteria for Product Analysis

5. [] **Introduction** – Have you introduced the product you are analysing? What is it? How does it function? How much does it cost? Where can you buy it from?

6. ☐ ACCESS FM - Have you explained in detailed, each part of ACCESS FM for this product?

7. [] **Personal Opinions** – What aspects of the product do you like and dislike? Why? Can the product be improved? How could this be achieved?

8. [] **Design & Technology Keywords** – Aesthetics, colour scheme, dimensions, function, sustainable, environmentally friendly, manufacture etc.

1. ☐ Audience and purpose
2. ☐ Literacy criteria

1. [] **Audience and purpose** – Who are you writing for? Why are you writing?
2. [] **Literacy criteria**
 - a. Use **capital letters** for all proper nouns (e.g. names of people, names of places, months of the year);
 - b. Use a **range of punctuation**, including **full stops** to end sentences.
 - c. Describe, using longer sentences that include **linking connectives** (e.g. and, including, so, which)
 - d. Use **connectives to introduce examples** (e.g. for example, such as, for instance etc).
 - e. Is your **handwriting** clear? Does your work **make sense**?
 - f. Have you used paragraphs when writing your analysis? (New paragraph in the correct point in your work)

f. Have you used paragraphs when writing your analysis? (New paragraph in the correct point in your writing e.g. time, place, topic, person).

Use this success criteria to check you have included everything you need to!

AESTHETICS

What does it look like?
What shape is it?
What colours?
What style?
Do you like it? Why?

SAFETY

Are there any sharp edges/corners?
Are there any loose bits?
Is there anything that could come off
or harm a child?

FUNCTION

What does it do?
How does it work?
Easy to use?
Does it have many or a single
function?

COST

How much does this cost?
Is it good value for money? Why?
Does the brand name make it more
expensive? Why do you think this?

SIZE

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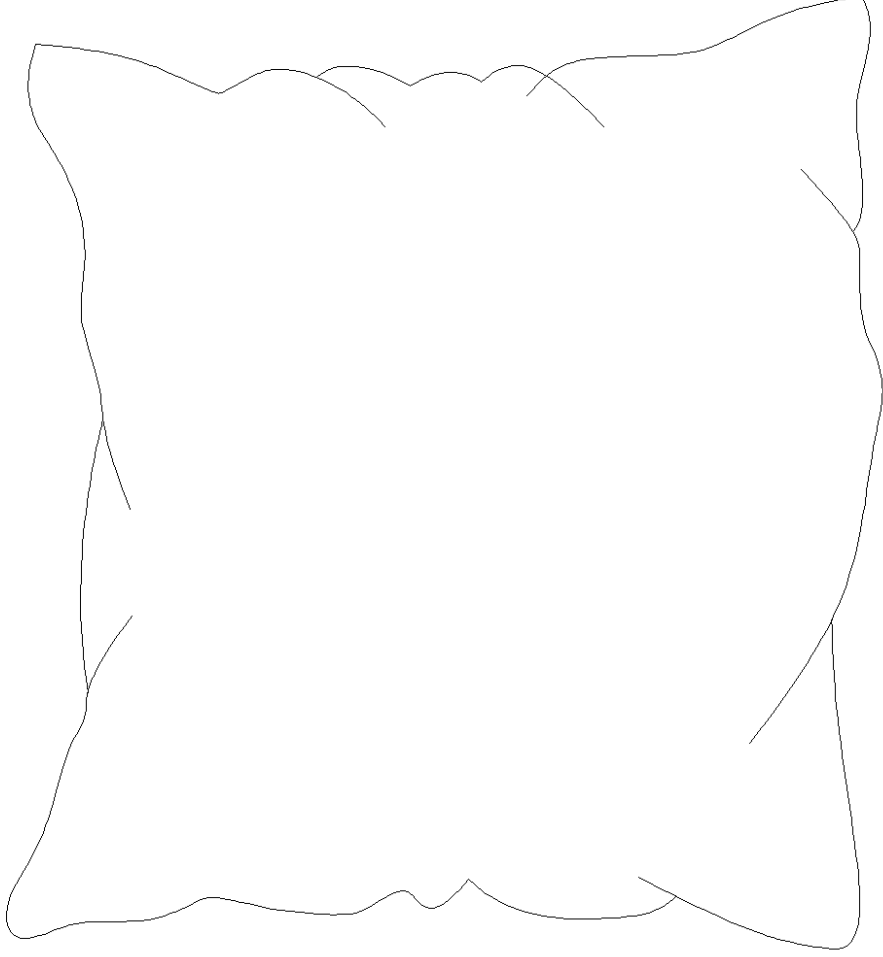
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Initial Idea

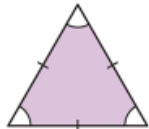
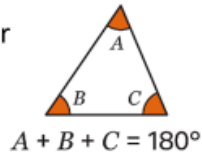
Use this page to sketch your initial idea of your Pop Art cushion. Be creative, explore the different texts and images used in Pop Art, customise it to suit your client! How can you make your idea different to others?

In the space provided, explain what you have chosen for your cushion. Explain your colours/ text/ image selection. What do you like? Dislike? What could be improved?

[illegible]

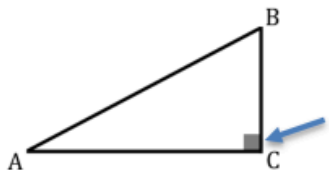
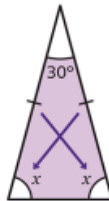
Types of Triangles and their angles properties

ALL Triangles have interior angles that sum to 180° .



For equilateral triangle, all three angles are equal to 60° .

For isosceles triangle, two of the angles are equal. These equal angles are opposite the equal length sides of the triangle.

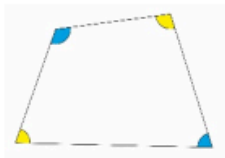


Remember right-angled triangles may not have the right angles (90°) labelled.

Types of quadrilaterals and their angles properties

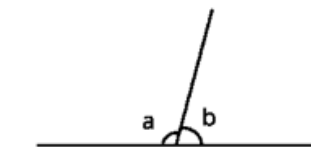
•The sum of interior angles in a quadrilateral is 360° .

•In a square or rectangle, each interior angle is 90° .

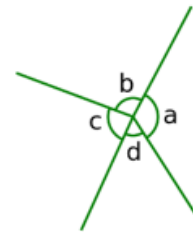


Types of quadrilaterals and their angles properties

Angles in a right-angle sum to 90°



Angles on a straight-line sum to 180°

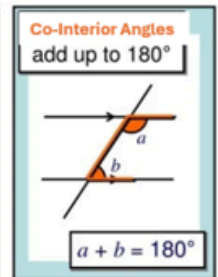
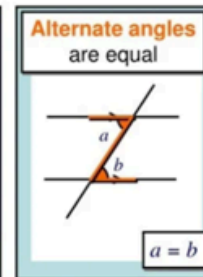
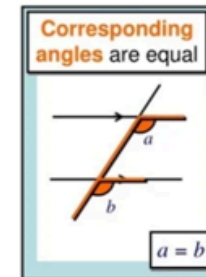


Angles at a point/in a full circle sum to 360°

Function Notation	Type of Transformation	Change of Coordinates
$f(x) + a$	Vertical translation up a units	$(x, y) \rightarrow (x, y + a)$
$f(x) - a$	Vertical translation down a units	$(x, y) \rightarrow (x, y - a)$
$f(x + a)$	Horizontal translation left a units	$(x, y) \rightarrow (x - a, y)$
$f(x - a)$	Horizontal translation right a units	$(x, y) \rightarrow (x + a, y)$
$af(x)$	Vertical stretch for $ a > 1$ Vertical compression for $0 < a < 1$	$(x, y) \rightarrow (x, ay)$
$f(ax)$	Horizontal compression for $ a > 1$ Vertical stretch for $0 < a < 1$	$(x, y) \rightarrow (\frac{x}{a}, y)$

Parallel lines and their angles properties

Lines on a plane that never meet. They are always the same distance apart.



Transformations of graphs



Rotation



Enlargement



Reflection



Parallel Lines and their angles



Mathematics

Term 3

Unit 9: Angles

Unit 10: Transformations

Unit 11: Averages and Range



Two Way
Tables



Reading Pie
Charts



Drawing Pie
Charts



Line of Best
Fit



Stem and Leaf



Median (Middle)

The number which is in the middle or the middle value.

11 7 11 18 9 7 6 23 7

6 7 7 7 9 11 11 18 23

Median: 9

Mode (Most)

The number that appears the most.

11 7 11 18 9 7 6 23 7

6 7 7 7 9 11 11 18 23

Mode: 7

Mean (Average)

The total of the numbers divided by how many numbers there are.

11 7 11 18 9 7 6 23 7

$11+7+11+18+9+7+6+23+7=99$

$99 / 9 = 11$

Mean: 11

Range (Difference)

The difference between the largest and the smallest number.

11 7 11 18 9 7 6 23 7

Large : 23 Small : 6

$23 - 6 = 17$

Range: 17

Stem and Leaf Diagrams

When finding averages, it is often less helpful for the data to be organised in a list. We can find more useful ways to organise data.

A stem and leaf diagram can do this:

12, 14, 14, 15, 16, 18, 18, 22, 24, 24, 24, 27, 31

Stem	Leaf
1	2 4 4 5 6 8 8
2	2 4 4 4 7
3	1

Key: 2|1 = 21

A key to explain our diagram is important

Discrete Data

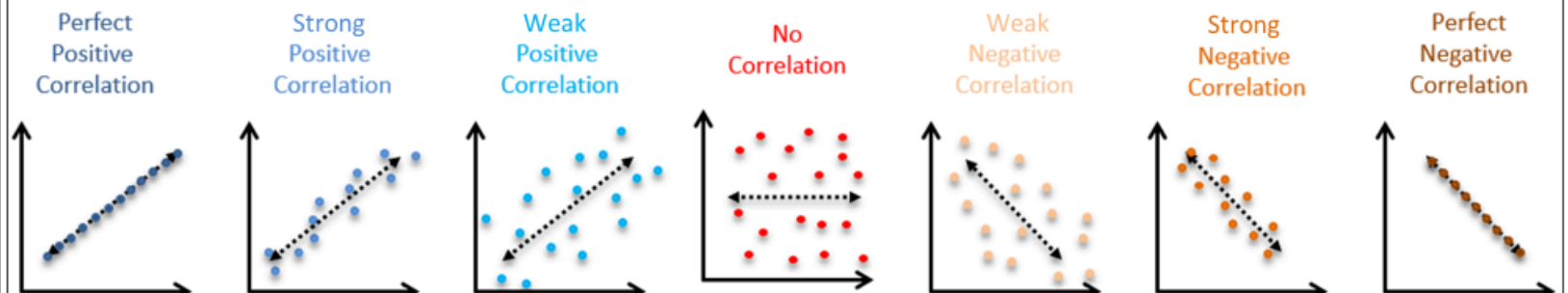
Definition

Data that can only take certain values. For example: the number of students in a class (you can't have half a student).

Continuous Data

Continuous Data can take any value (within a range) Examples: A person's height: could be any value (within the range of human heights), not just certain fixed heights.

Scatter Plots & Correlation Examples



Gwaith Cartref Tasks

Below are a range of activities for you to complete independently whilst we are learning about _____. You will be set these tasks by your _____ teacher as part of the YAW Gwaith Cartref Cycle.

1

Complete questions 1 and 2 in your book. Use the QR code to access the questions



2

Your teacher will give you a paper copy of the work sheet to attempt on your use of angle facts.

3

Your teacher will set you this transformations of graphs task on Maths Watch.

4

Complete questions 1 to 10, in your book. Use the QR code to access the questions



5

Your teacher will give you a paper copy of the work sheet to attempt on your knowledge of graph transformations.

6

Your teacher will set you this averages task on Maths Watch.

LIFE



FACULTY OF LIFE

This page helps you understand the key skills and knowledge you will develop in this term. Use it to support your class work and Gwaith Cartref.

Key Definitions and Concepts

Term	Definition
Describe	To give a detailed account or picture of something, explaining its characteristics, features, or qualities clearly and accurately.
Explain	To give reasons to support the point being made.
Infer	To draw a logical conclusion or understanding based on evidence, reasoning, or information that is not explicitly stated.
Analyse	To examine in detail in order to discover meaning.
Evaluate	To weigh up arguments based on evidence.
Conclude	To provide a judgement on an issue.

Topics this term:

The Tudors

Population and Migration

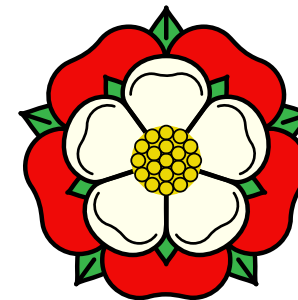


The Tudors ruled England from 1485 to 1603, a period of major change. Henry VII started the dynasty by winning the Wars of the Roses. His son, Henry VIII, is famous for his six marriages and creating the Church of England. His daughter, Elizabeth I, led the Elizabethan Era, a time of exploration and cultural growth with figures like Shakespeare. The dynasty ended with Elizabeth I's death, paving the way for the Stuarts. The Tudors' influence remains significant in British history.



Population and migration affect society and the environment. As people move, they bring diverse cultures and skills, enriching communities and boosting economies. However, migration also poses challenges like integration, resource management, and social impacts.

Useful websites!



Below are a range of activities for you to complete independently whilst we are learning about the Tudors and Population. You will be set these tasks by your Humanities teacher as part of the YAW Gwaith Cartref Cycle.

1

Tudor Monarch Profile



Choose one Tudor monarch (Henry VII, Henry VIII, Edward VI, Mary I, or Elizabeth I) and create a one-page fact file including: Key dates, major achievements or failure, one interesting fact, a small drawing or printed image

4

Tudor Towns Fact Bubbles



Draw three speech bubbles coming from three different Tudor towns (London, Norwich, York).

Inside each bubble, write one simple fact about the town's population or why people moved there.

Example: "London: People moved here for jobs and trade!"

2

Why Did Henry VIII Break from Rome?



Write a paragraph (8–10 sentences) explaining the main reasons Henry VIII split from the Catholic Church.

Include the following: personal reasons, political reasons, religious reasons.

5

Tudor Traveller Passport

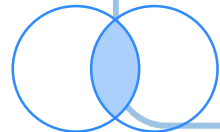


Create a "passport" for a Tudor person who moves from one place to another.

Include: Name, where they started, where they moved, one push reason, one pull reason, small drawing of them

3

Tudor Life Comparison



Create a Venn diagram comparing rich and poor people in Tudor England. Consider: Food, clothing, housing, work

6

Sentence Starters: Population



Finish these four sentences in your own words:

1. London grew in the Tudor period because...

2. People moved from the countryside because...

3. A problem with growing towns was...

4. One thing that changed about Tudor population was...

Physical Education

Term 3

In this term your topic of studies will be athletics and striking and fielding. This page will provide you with the essential techniques and tactics surrounding these activities and support you with your homework relating to these topics.

Key Definitions and Concepts

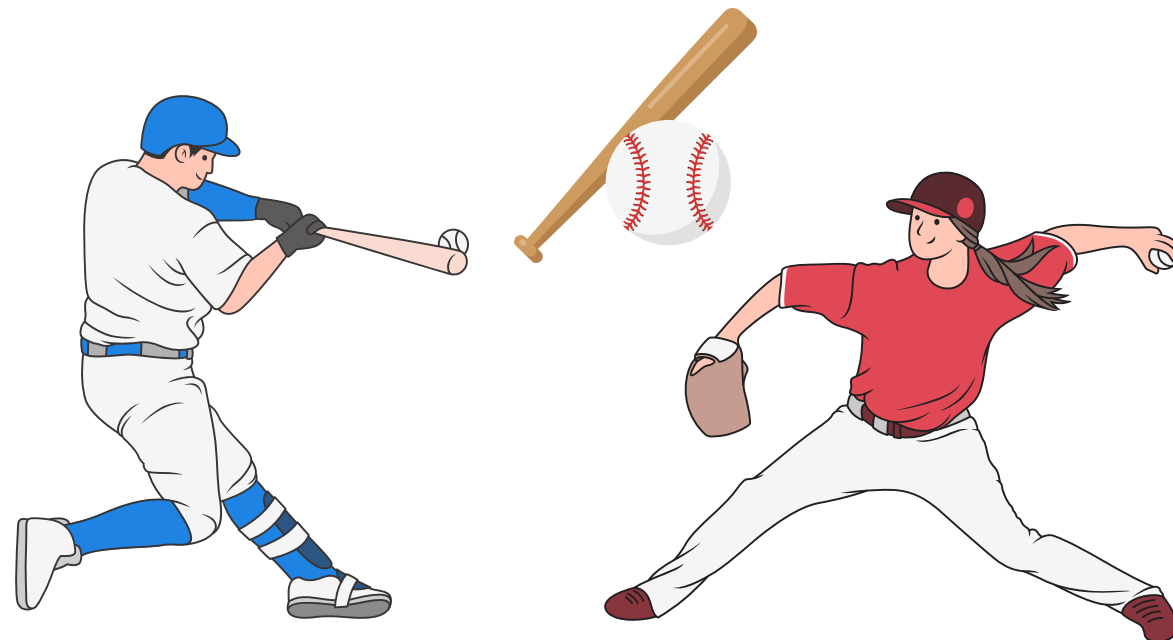
Term	Definition
Bowling	The act of delivering the ball toward a batter (striker) by a designated player (bowler).
Batting	The act of using a bat (or similar equipment) to strike a ball away from defenders,.
Backstop/Wicket Keeper	Specialist defensive players positioned behind the batter to catch or stop the ball.
Wickets/Bases	Wickets and bases serve as designated safe havens for batters and targets for fielders.
Long barrier	Used to stop a ball traveling along the ground, and decrease the chances of the ball being misfielded.

Gwaith Catref

1. Describe three rules that are essential for fair play in rounders.
2. Identify two key skills (e.g., throwing accuracy, batting, fielding agility) and explain how they influence success in a game
3. Explain two strategies that a team could use to win a game (e.g., field positioning, timing of runs).
4. Reflect on how teamwork and communication affect performance in rounders.

Extension:

1. Design a mini coaching tip sheet for a team, including how to improve both attacking and defending strategies.



Physical Education

Term 3



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Term	Definition
Pace	The speed at which someone moves.
Trajectory	The path followed by a projectile moving under given forces of gravity (javelin, discus, shotput)
Stance	The starting position.
Follow through	The movement with the throw to ensure balance and optimal acceleration of power.
Long Jump	An athletic event in which competitors jump as far as possible along the ground in one leap.
High Jump	An athletic event in which competitors jump over a bar that is raised until only one competitor can jump over it without dislodging it.

Gwaith Catref

1. Choose one athletics event (sprint, longjump, high jump, shot put, or javelin).
2. Describe the key technique required for the event.
3. Identify three components of fitness that are most important for this event and explain why.
4. Suggest two training exercises that could improve these components.
5. Reflect on common mistakes in this event and explain how they affect performance.

Extension:

1. Watch a video of a professional athlete performing the event and critique their technique, giving one thing you could adopt and one thing to improve.

