

# Half-Term 3

## Year 7 Homework

### Academic Year 2025/26



Name: \_\_\_\_\_

<b>Contents Page</b>		
<b>Date Due</b>	<b>Subject</b>	<b>Page Number</b>
-	Maths	3
/	Drama Task 1	4
/	Drama Task 2	5
/	Drama Task 3	6
/	Physical Education	7
/	Art	8
/	Geography (1)	11
/	Geography (2)	13
/	History (1)	15
/	History (1)	16
/	RE	17
/	English (1)	18
/	English (2)	21
/	English (3)	24
/	Information Technology (1)	27
/	Information Technology (2)	28
/	Food Technology	30
/	Science (1)	32
/	Science (2)	34
/	Science (3)	36
/	French	38

/	<b>Spanish</b>	<b>41</b>
-	<b>Extra Lined Paper</b>	<b>44</b>

## Maths

[www.sparxmaths.com](http://www.sparxmaths.com)

**Username:**

**Password:**

<b>Week</b>	<b>Topic</b>	<b>Score</b>
<b>1</b>	<b>Problem-Solving - Addition and Subtraction</b>	
<b>2</b>	<b>Problem-Solving - Addition and Subtraction</b>	
<b>3</b>	<b>Problem Solving - Multiplication and Division</b>	
<b>4</b>	<b>Problem Solving - Multiplication and Division</b>	
<b>5</b>	<b>Directed Numbers</b>	
<b>6</b>	<b>Directed Numbers</b>	

## Drama: Homework 1:

### Your task:

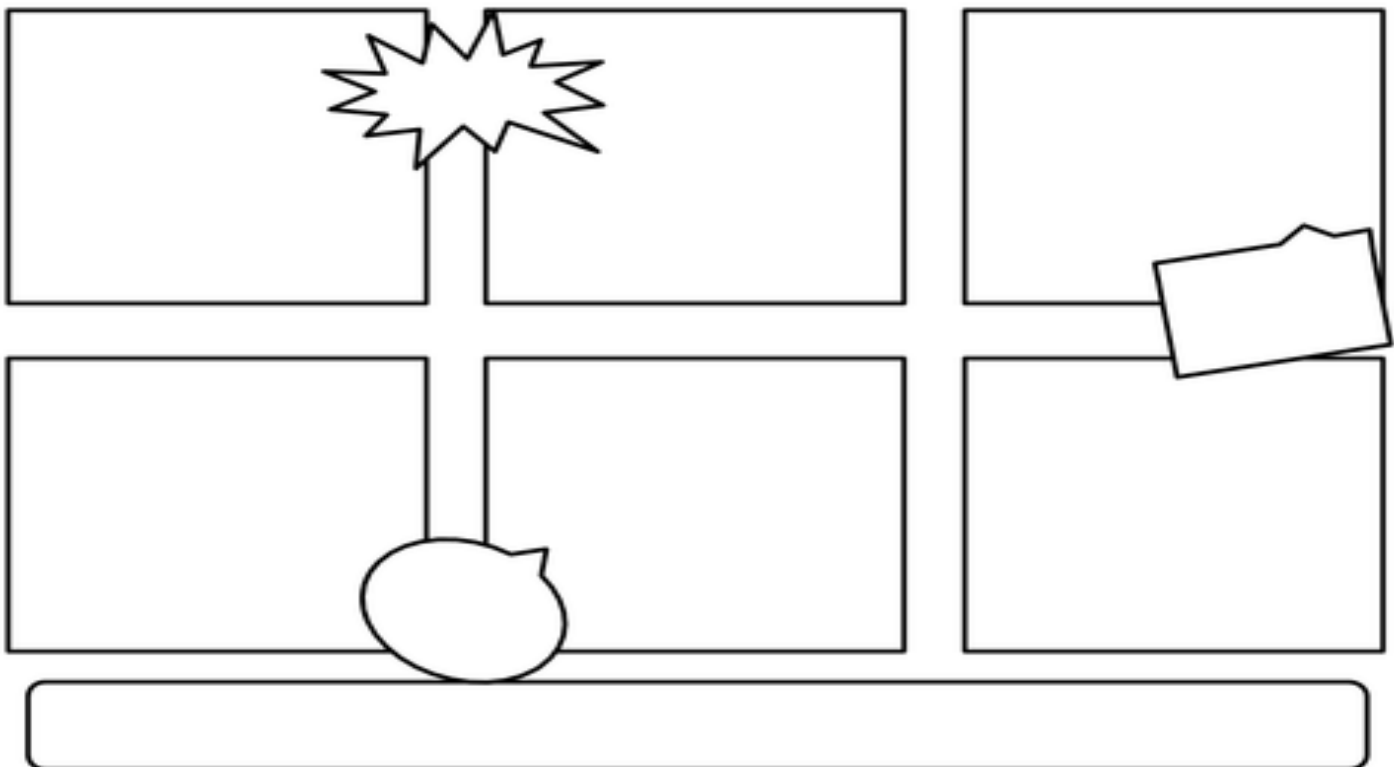
Create a storyboard of the plot of Macbeth.

Use photos or drawings to show the key moments.

Include narrations that tell the story

### Success Criteria:

- Detailed drawings
- Clear narrative
- All key points covered
- Coloured pictures
- Named characters
- Detailed explanation
- Pictures link to narrative



A storyboard template consisting of four rectangular panels arranged in a 2x2 grid. The top-left panel contains a starburst shape with a vertical stem extending downwards. The bottom-left panel contains a circular shape with a small notch at the top, also with a vertical stem extending upwards from the top-left panel. The top-right panel contains a rectangular shape with a wavy top edge, tilted slightly. The bottom-right panel is empty. Below the grid is a long, horizontal rounded rectangle, likely intended for a title or a final narration.

## Drama: Homework 2:

### Shakespeare quiz!

1. What is William Shakespeare's nickname? \_\_\_\_\_
2. Why were female roles in Shakespeare's plays performed by boys or young men? \_\_\_\_\_
3. Which two English monarchs did Shakespeare's theatre company perform for? \_\_\_\_\_
4. Which famous theatre, which burnt down in 1613, hosted many performances of Shakespeare's plays? \_\_\_\_\_
5. According to the timeline, theatres in London were closed in 1593. Why was this? \_\_\_\_\_
6. What do a bandit and a critic have in common?  
\_\_\_\_\_
7. What is a poem that is 14 lines long with 10 syllables per line called? \_\_\_\_\_
8. What was the first play that Shakespeare wrote? \_\_\_\_\_
9. What is the name given to parts in Shakespeare's plays where characters voice their internal thoughts out loud to the audience?  
\_\_\_\_\_
10. What did Shakespeare do before he became a playwright? \_\_\_\_\_





# TONE

## TASK ONE:

Practice creating a range of tones on the tonal bars



Use graduated tone and blend seamlessly from dark to light

**HOW DO I CREATE A RANGE OF TONES?**

Press down hard on your pencil to create a **DARK TONE**

Use your pencil lightly on the paper to create a **LIGHT TONE**  
Always make sure your tones are **SMOOTH** (no gaps)

# Geography

Use the subject summary below to answer the questions on Task 1 and Task 2

KPI 8.2.1

### Population distribution:



- Sparsely Populated** – Places which contain few people per km sq.
- Densely populated** – Places which contain many people per km sq.
- Population density** – The number of people per km sq.

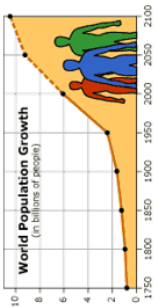
The world population distribution map shows that the world's population is not evenly distributed. Some areas, such as western Europe are densely populated, whilst other areas such as central Australia are sparsely populated. Population density is influenced by both human and physical factors, as can be seen from the table below.

Densely populated areas (positive factors)	Sparsely populated areas (negative factors)
<ul style="list-style-type: none"> <li>• Pleasant climate</li> <li>• Flat or gently sloping land</li> <li>• Good fertile soil</li> <li>• Good food supply</li> <li>• Good water supply</li> <li>• Money available for investment</li> <li>• Good communication links</li> <li>• Natural resources for industry</li> <li>• Industry and jobs</li> </ul>	<ul style="list-style-type: none"> <li>• Too hot or cold</li> <li>• Too wet or dry</li> <li>• Steep slopes</li> <li>• Poor soils</li> <li>• Dense forest</li> <li>• Poor water supply</li> <li>• Few natural resources</li> <li>• Poor transport links</li> <li>• Little industry</li> <li>• Lack of investment</li> </ul>

Can you develop / explain the above points?  
**Red = Physical**   **Black = Human**

KPI 8.2.2

### Population growth



The graph shows that the world population is rapidly increasing. In the past this has been referred to as an **explosion**, which started in 1950 and is predicted to peak by 2100.

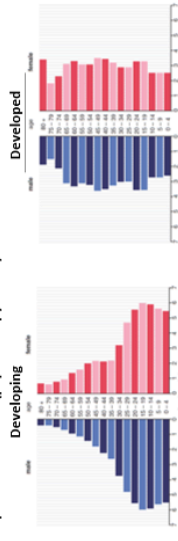
It is happening as **birth rates** are greater than **death rates** causing a **natural increase** in population.

**Birth rates** - number of births per 1000.

**Death rates** – number of deaths per 1000.

**Infant mortality** – the number of babies that die before their first birthday per 1000.

### Population structure (population pyramids):



**Population structure** means the number / proportion of people in **each age range**, for each **gender**. Population pyramids show the population structure of the country they represent.

There are three groups on a population pyramid:

1. **Economically active** – 16-65 age group, working age and can provide taxes.
2. **Young dependents** – 0-15 age range, rely on the working age for support via taxes.
3. **Elderly dependents** – 65+ age range, rely on the working age for support via taxes.

### Features of population pyramids:

As can be seen from the graphs the pyramids are very different. For example:

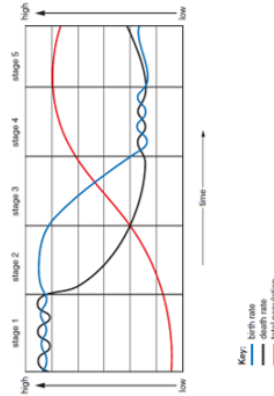
1. Many developing countries have pyramids with a **wide base** this shows a **high birth rate**, however the **top is narrow** showing a **lower life expectancy**. The general shape is a pyramid.
2. Many developed countries have pyramids with a **narrow base** this shows a **low birth rate**, whereas the **top is much wider**, showing a **long life expectancy**.

These pyramids also link to the **demographic transition model**. Countries in **Stage 3** will have pyramids like the **'developing'** pyramid above.

Countries in **stage 4** will have pyramids that look like the **'developed'** pyramid.

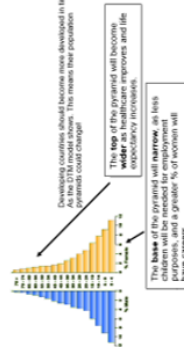
**Life expectancy** – The average age you are expected to live to in a country.

### The demographic transition model:



1. The demographic transition model shows what happens to a country's population overtime.
2. In **stage one** the country is not developed so has a **high birth and death rate**, so a small population.
3. As the country moves to **stage two** medicines and hygiene improve, the **death rate falls**, but the **birth rate** remains high, leading to a **rapid population growth** e.g. in many developing countries.
4. By **stage three** the death rate continues to fall, and the **birth rate starts to fall**. This is because contraception is introduced and females begin to attend school and work, this means the population is **growing**, but more slowly e.g. in many emerging countries.
5. By **stage four**, birth and death rates are low, so the population **grows**, but more slowly, but the overall population is high, such as in developed countries like the UK.
6. By **stage 5** the birth rate could fall below the death rate, leading to **population decline**, as has been seen in Japan.

### Population pyramids - changing with time!



- | Factors which could cause a low birth rate   | Factors which could cause a high birth rate  |
|--|--|
| <ul style="list-style-type: none"> <li>• More women have careers</li> <li>• Sex education widely available</li> <li>• Contraception</li> <li>• Children perceived as expensive e.g. childcare costs</li> <li>• Low infant mortality</li> </ul> | <ul style="list-style-type: none"> <li>• Children needed for work e.g. farming</li> <li>• Children needed to look after the elderly</li> <li>• Sex education not widely available</li> <li>• Marriage happens at a younger age</li> <li>• High infant mortality</li> </ul> |

### The UK's population problem.

In the UK the population is ageing. This means there are more elderly dependents than ever before. The main reasons for this are...

1. Better health care so illnesses are treated with some success.
2. Better diet means heart attacks and diseases related to unhealthy eating are on the decline.
3. Fitness; the elderly are looking after themselves better than ever before, e.g. attending the gym etc.



### The consequences of an ageing population.

#### Suggested negatives:

1. 2/3s of hospital beds taken by those over the age of 65, this can increase waiting times, putting pressure on the NHS.
2. Treating the elderly can be expensive, this means less taxes for other things such as education.
3. They receive a state pension causing a significant cost for the government.
4. Carers needed, which requires taxes, which could be spent on other things.
5. Housing pressure, as houses are not passed on to the next generation, meaning house prices increase.

#### Suggested positives:

1. Many elderly people have more disposable cash as they have paid off their mortgages and their children have left home. This means shops and restaurants can make more money as they have a larger population who are willing to spend. This can increase employment opportunities.
2. Industries such as seaside resorts stay busy throughout the year, keeping people in such areas employed throughout the year, meaning more local tax revenue.
3. The elderly often look after grandchildren, this means that parents do not have to pay expensive childcare costs, so parents have more disposable cash.

### What happens to countries where migrants migrate from, also known as the source country?

#### Positive impact:

1. Money can be sent back home, improving the quality of life for locals e.g. they can spend money on medicines, home improvements etc.
2. Less people meaning less population pressure on food and water, as well as services such as doctors.
3. Trade links set up, creating jobs in the local area.

#### Negative impact:

1. Families split up; this can result in male role models not being about.
2. No men left to do jobs such as farming, building etc.
3. Local businesses forced to close as half the population / customer base has left.
4. Less taxes, as the workforce is outside of the country, meaning the government cannot invest in large scale infrastructure projects.

### Migration is the movement of people, from one place to another.

International migration is when people move from one country (the source) to another country (the host).

People migrate due to push and pull factors:

A push factor is something which is not good in your country and forces you to leave, for example: a lack of medical care meaning illnesses go untreated; no clean running water leading to diseases; low wages due to poor employment opportunities causing people to have little money for food and medicines; poor schools leading to poor education standards and little chance of getting a job.

A pull factor is something which attracts people to another country. It is basically the push factors reversed. For example, a pull factor could be that a country has excellent medical services, so people move there as they know illnesses and diseases can be treated, improving life expectancy.

### Migration to the UK (a host country)

#### Effect (suggested benefits)

1. Workers are hardworking, so more profit for businesses who employ them.
2. Workers pay tax this improves schools and hospitals.
3. New shops and restaurants, leading to more jobs and taxes. New businesses have opened e.g. supermarkets.
4. The migrants work in jobs that English people are not choosing to fill e.g. working on farms. Without the migrants some businesses would struggle to operate effectively.

#### Problems (suggested negatives — evidence proves otherwise)

1. Some people have been concerned that migration could put pressure on the NHS, this could cause waiting times to increase (however evidence does not support this).
2. It has been suggested that some schools now have many languages, this may require more support staff.
3. Some locals say that jobs are harder to get, this is because migrants work for less. It has been suggested that this could cause unemployment for locals (however evidence does not support this).

*NB: The points made above are not facts. They are points to inform the debate around migration which is a case study that students investigate at both KS3 and 4.*

KPI 8.2.4

#### KPIs:

- 8.2.1 Describe and explain the factors that influence the distribution of population at a variety of scales.
- 8.2.2 To understand the factors affecting population growth and structures within countries.
- 8.2.3 Describe and explain the factors which people consider when migrating.
- 8.2.4 Assess the impacts of migration using a chosen host and source country.

### Task 1:

Question 1: What term is used when the number of births is greater than the number of deaths, causing the population to grow?

- A) Population decline
- B) Infant mortality
- C) Natural increase
- D) Population density

Question 2: According to the graph shown in the sources, when did the world population 'explosion' start?

- A) 2100
- B) 1750
- C) 2000
- D) 1950

Question 3: What does 'Infant mortality' measure?

- A) The number of people over 65
- B) The number of births per 1000
- C) The average age people are expected to live to
- D) The number of babies that die before their first birthday per 1000

Question 4: What does the term 'Overpopulation' simply mean?

- A) Too many resources available for the people
- B) Too many people in a country for the resources available
- C) When the population begins to decline
- D) When the birth rate is equal to the death rate

Question 5: What is one potential serious consequence of overpopulation mentioned in the sources?

- A) An increase in available clean water
- B) A reduction in school pressure
- C) A lack of food, leading to starvation
- D) Less pressure on housing

Question 6: Which area is given as an example of a densely populated area?

- A) Central Australia
- B) The Arctic Circle
- C) Russia
- D) Western Europe

Question 7: What term describes places which contain few people per square kilometre?

- A) Densely populated
- B) Economically active
- C) Developed
- D) Sparsely populated

Question 8: Which of the following is listed as a physical factor that leads to an area being densely populated?

- A) Good communication links
- B) Money available for investment
- C) Industry and jobs
- D) Good fertile soil

Question 9: Which factor is listed as a reason why an area might be sparsely populated (a negative factor)?

- A) Pleasant climate
- B) Good water supply
- C) Steep slopes
- D) Good food supply

Question 10: On a population pyramid, which age group is considered 'Economically active'?

- A) 0–15 age group
- B) 65+ age range
- C) 16–65 age group
- D) 80+ age group

**Task 2:**

Question 11: The 0–15 age range is referred to as which group?

- A) Elderly dependents
- B) Young dependents
- C) Working age
- D) Economically active

Question 12: Which feature is characteristic of a population pyramid for a developing country (like Kenya)?

- A) A narrow base, showing a low birth rate
- B) A top that is much wider
- C) A wide base, showing a high birth rate
- D) A generally rectangular shape

Question 13: What is the definition of 'Life expectancy'?

- A) The number of people per km sq.
- B) The number of deaths per 1000.
- C) The percentage of people working in a country.
- D) The average age you are expected to live to in a country.

Question 14: In which stage of the Demographic Transition Model (DTM) does a country have a high birth rate and a high death rate?

- A) Stage 2
- B) Stage 4
- C) Stage 1
- D) Stage 5

Question 15: In Stage 2 of the Demographic Transition Model, why does the population grow rapidly?

- A) The birth rate falls rapidly
- B) The population decline begins
- C) Medicines and hygiene improve, causing the death rate to fall
- D) The birth and death rates are both low

Question 16: Countries in Stage 4 of the Demographic Transition Model are often like which developed country example?

- A) Kenya
- B) Japan
- C) The UK
- D) Central Australia

Question 17: Which factor could cause a low birth rate in a country?

- A) High infant mortality
- B) Children needed for work
- C) Marriage happens at a younger age
- D) More women have careers

Question 18: What is 'International migration'?

- A) The movement of people within one country.
- B) When people move to find a temporary job.
- C) When people move from one country (the source) to another country (the host).
- D) When families are split up.

Question 19: Which example represents a 'Push Factor' forcing people to leave their country?

- A) Excellent medical services
- B) Good job opportunities
- C) A lack of clean running water
- D) High wages

Question 20: Which of the following is a suggested positive consequence of the UK's ageing population?

- A) Increased waiting times for hospital beds
- B) The cost of state pensions increases
- C) The elderly look after grandchildren, reducing expensive childcare costs
- D) Housing prices increase because houses are not passed on.

## History 1: Why William Won the Battle of Hastings

### Narrative (one paragraph):

In 1066, three men claimed the English throne, but it was William, Duke of Normandy, who emerged victorious at the Battle of Hastings. After Harold Godwinson rushed north to defeat a Viking invasion, he had to march his tired army back south to face William. William's well-trained knights, clever tactics—such as the feigned retreat—and Harold's exhausted troops all contributed to the Norman victory. Harold was killed during the battle, and William became King of England, changing the country forever.

### Comprehension Questions (answer in full sentences):

1. Why did Harold Godwinson's army become tired before Hastings?
2. Who were the three claimants to the throne in 1066?
3. What tactic did William use to break the English shield wall?
4. What happened to Harold during the battle?
5. How did the outcome of the battle change England?

### Extension (choose one):

- Create a labelled diagram of the English shield wall.
- Write a short diary entry from the viewpoint of a Norman knight on the night before the battle.
- Explain which factor *you* think was most important in helping William win.

### Further Reading:

<https://www.bbc.co.uk/bitesize/topics/zxsbcdm/articles/z9bgkty>

## History 2: How the Normans Controlled England

### Narrative (one paragraph):

After becoming king, William needed to take control of a country where many English nobles still opposed him. To secure his rule, he built hundreds of motte-and-bailey castles across England so he could quickly crush rebellions. He replaced English lords with loyal Norman barons and ordered the Domesday Book to record land and wealth, helping him raise taxes and tighten control. These changes helped William turn England into a strongly governed Norman kingdom.

### Comprehension Questions:

1. Why did William need to strengthen his control after 1066?
2. What was the purpose of motte-and-bailey castles?
3. Why did William replace English lords with Normans?
4. What was the Domesday Book used for?
5. How did these actions help William keep control?

### Extension (choose one):

- Draw and label a motte-and-bailey castle.
- Write a short explanation of why some English people were unhappy with the Normans.
- Compare a Saxon village with a Norman town using a simple table.

### Further Reading:

<https://www.english-heritage.org.uk/learn/story-of-england/medieval-part-1/>

## RE 1: The Life and Teachings of Jesus

### Narrative (one paragraph):

Christians believe that Jesus Christ is the Son of God who came to Earth to teach people how to live according to God's will. Jesus' teachings focused on love, forgiveness, and caring for others, shown in parables such as the Good Samaritan. He travelled around Galilee preaching, healing the sick, and gathering disciples. Christians believe that through his death and resurrection, Jesus saved humanity from sin and offered the promise of eternal life.

### Comprehension Questions:

1. Who do Christians believe Jesus is?
2. What was one main message Jesus taught?
3. What is a parable?
4. Why did Jesus gather disciples?
5. Why is the resurrection important for Christians?

### Extension (choose one):

- Draw a simple storyboard of the Parable of the Good Samaritan.
- Explain in a short paragraph why Jesus' message is still important today.
- Write three questions you would ask Jesus and explain why.

### Further Reading:

<https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn>

## English 1

<https://www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/>

### WHAT IS THE UNIVERSAL DECLARATION OF HUMAN RIGHTS AND WHY WAS IT CREATED?

The Universal Declaration of Human Rights (UDHR) is a document that acts like a global road map for freedom and equality – protecting the rights of every individual, everywhere. It was the first time countries agreed on the freedoms and rights that deserve universal protection in order for every individual to live their lives freely, equally and in dignity.

The UDHR was adopted by the newly established **United Nations** on 10 December 1948, in response to the “barbarous acts which [...] outraged the conscience of mankind” during the Second World War. Its adoption recognized human rights to be the foundation for freedom, justice and peace. Work on the UDHR began in 1946, with a drafting committee composed of representatives of a wide variety of countries, including the USA, Lebanon and China. The drafting committee was later enlarged to include representatives of Australia, Chile, France, the Soviet Union and the United Kingdom, allowing the document to benefit from contributions of states from all regions, and their diverse religious, political and cultural contexts. The UDHR was then discussed by all members of the UN Commission on Human Rights and finally adopted by the General Assembly in 1948.

The Declaration outlines 30 rights and freedoms that belong to all of us and that nobody can take away from us. The rights that were included continue to form the basis for **international human rights law**. Today, the Declaration remains a living document. It is the most translated document in the world.

The UDHR legacy **challenges us to go on the offensive**. It demands that we **resist** the globalised, transnational and localised attacks against rights. But it also tells us this won't be enough. It asks of us too that we **disrupt** the building of world orders that reproduce historical privileges and injustices, violate rights and silence defenders; and that we **transform** global governance by re-imagining, innovating, leading.

We can, we must – build bold, visionary leadership, institutions and systems – that can protect our planet, for future generations, and from all that torments us.

## WHAT IS IT DESIGNED TO DO?

The UDHR is a milestone document. For the first time, the world had a globally agreed document that marked out all humans as being free and equal, regardless of sex, colour, creed, religion or other characteristics.

The 30 rights and freedoms set out in the UDHR include the right to be **free from torture**, the right to **freedom of expression**, the right to **education** and the right to **seek asylum**. It includes civil and political rights, such as the rights to **life, liberty and privacy**. It also includes economic, social and cultural rights, such as the rights to **social security, health and adequate housing**.

## HUMAN RIGHTS ARE UNIVERSAL, INDIVISIBLE AND INTERDEPENDENT

All human rights are equally important, and all governments must treat human rights in a fair and equal manner, on the same footing and with the same emphasis. All states have a duty, regardless of their political, economic and cultural systems, to promote and protect all human rights for everyone without discrimination.

So no matter what distinctions people have, there is one basic principle that underlies all the rights outlined in the UDHR: that every human being has the same inalienable rights. This means human rights are the same for every man, woman and child across the world, no matter what their circumstances. There can be no distinction of any kind: including race, colour, sex, sexual orientation or gender identity, language, religion, political or any other opinion, national or social origin, of fortune, of birth or any other situation. Universal means everyone, everywhere.

## **Week 1: Questions**

1. What is the Universal Declaration of Human Rights (UDHR), and why was it made?
2. When did the UDHR get adopted, and why did countries decide to create it?
3. How did the drafting committee of the UDHR make sure it had different perspectives, and which countries were part of it?
4. How many rights and freedoms are in the UDHR, and can you give examples of these rights?
5. What does it mean when it says human rights are universal, indivisible, and interdependent, as mentioned in the article?

## English

Week 2: <https://www.bigblackbooks.org/dean-atta/>

# **“I’m writing the stories I need to write”: A conversation with Dean Atta**

Dean Atta is a Greek-Cypriot Jamaican-British poet who was named one of the most influential LGBT people in Britain by the Independent on Sunday. Weaned on spoken word and online poetry culture, Dean rose to internet fame when he wrote a poem titled “I am Nobody’s Nigger” following the death of Stephen Lawrence. Following in the footsteps of names like Jacqueline Woodson and Elizabeth Acevedo, he is now one of the YA authors making poetry cool again through #ownvoices verse novels. His debut novel, *The Black Flamingo* (2019), follows his explosive poetry collection and tells the somewhat autobiographical story of a Greek-Cypriot Jamaican-British mixed-race queer boy as he leaves school and goes to university. There Michael struggles with romantic relationships and defining the boundaries of identity, finally finding himself in drag culture.

Dean met me over Zoom to talk about the craft of verse novels, building traditions, and accessibility in literature. On an early morning in late June, he is bright and bubbly, talking effusively about his writing and bouncing between topics with that palpable joy that is so characteristic of his work. His forthcoming novel, *Only on the Weekends* (2022), is another such story about teen Mackintosh, a young queer boy negotiating what it means to move to a new place and what it means to love.

Jane: *The Black Flamingo* reflects your own life experiences. Michael is a mixed-race queer boy who dabbles in drag. What advice would you offer to those writing autobiographical fiction?

DEAN: It can be triggering to find fiction in difficult parts of your life. Your life is real and complicated. Fiction is sometimes simpler. If you’re still processing what you’ve been through, that can be a challenge. When I was writing *The Black Flamingo*, I was seeing a therapist and that helped me to separate, you know, fact from fiction. I talked to him about my real-life experiences that may

have inspired the story. I was also working with an editor, and they looked at those things inspired by my real-life experiences and said, “well, that doesn’t seem plausible.”

Life is complicated, but a book can’t always be as complicated as life. Sometimes you just have to simplify things. You might think it’s necessary to have all this family or that big friendship group, but you might have to cut characters. In telling a story, you might need to focus on specific family members or friends; you might need to make a composite of different people in one character. So, if you are drawing from your real-life experiences, make sure you’re up for playing a bit of mix and match. Take the good bits that are going to work for a story, and some things you’ll just have to leave out maybe because they’re boring, or maybe because they’re unbelievable. That doesn’t invalidate what really happened in your life. We all write inspired by our own life in some way. There’s always going to be a reason you chose to tell a particular story. You tell it because it matters to you, somehow. It’s always coming from a place within you that cares. And that’s probably somehow related to something that happened in your real life.

Jane: You said in an interview with Audible that though *The Black Flamingo* may be based on your real-life experiences, it’s also a much happier story. It’s set in a time that’s more accepting. Your forthcoming novel, *Only on the Weekends* (2022), sounds like a fun story about people just living their lives. Do you set out to write queer Black joy stories?

DEAN: Those are the stories that are missing. We have a lot of tragic stories, and we have a lot of important, necessary stories about the pain and the trauma. But I think the stories about joy and love are equally important and necessary. I wanted to start my career in fiction writing with queer Black joy stories because I didn’t have them growing up. I want them for young people now, and that means I have got to write them. Maybe in the future, I’ll help others to write their stories. You know, I’d love to be an editor one day. But right now, I’m writing the stories I need to write.

Writing takes a lot out of you. To find joy for your characters you must make sure you’re finding joy for yourself. You’ve got to feel that joy in your own life to authentically put it into your characters. There’s a lot of self-work that you must do alongside writing.

Jane: I'm so glad *The Black Flamingo* exists. It's beautifully designed and reading it is an engaging, multimedial experience. Tell us more about how this experimental beauty came to be.

DEAN: I've always collaborated with different types of artists. I've worked with musicians, putting together my spoken word over music—both produced and live music. I've collaborated with filmmakers to make spoken word films. For *The Black Flamingo*, I did quite a bit of work with an artist called Ben Connors. At first, we thought it might be an illustrated poetry collection told from my perspective. While I was still working on the collection, we did a residency at Tate Britain where he illustrated my poetry as a mural. People would come into the space we created to see our work-in-progress. We ran poetry and drawing workshops. I also did a drag performance of *The Black Flamingo* in that space and elsewhere, like London's Royal Vauxhall Tavern. I also did a couple of cabaret events around *The Black Flamingo* and salons for Black queer writers. I always knew that *The Black Flamingo* had many possibilities. When my agent started sending out the collection of poetry, a lot of responses came back.

### Questions

1. Who is Dean Atta, and what has he done in literature, especially in books for young adults?
2. What is the main idea or topic of Dean Atta's first book, "*The Black Flamingo*," and how does it relate to his own life?
3. According to Dean Atta, why is it sometimes hard to write stories based on personal experiences, and what suggestion does he give to those who want to do it?
4. Why does Dean Atta stress the significance of telling stories about happy moments for Black queer individuals, and how does he describe the process of adding joy to his characters?
5. What type of stories does Dean Atta want to create for young readers, and why does he believe they are valuable?

## English

**Week 3: <https://qns.com/2008/05/survivor-profile-yala-korwin/>**

### **Survivor Profile: Yala Korwin**

Yala Korwin, born in Poland in 1923, was one of the best students in her town and was accepted to an art institute after she completed high school. However, in 1942 the war forced her to leave and focus on surviving.

Korwin's mother was a bookkeeper and her father was a Jewish religion and history teacher. She was the middle child of three daughters.

First, the Russians occupied her city. She said she knew something was brewing when they left in the middle of the night. A Hungarian detachment came and immediately began separating the Jews from the Aryans.

When Korwin returned home from school, she saw German flags hanging and noticed that her father was not home. He was staying in a photo studio that he had opened because it was safer for him to be there.

"Every day, people were disappearing," Korwin said.

One day, Korwin was home when an older woman and young man came to claim their apartment, saying they had to be out in a couple of days. They also went through the apartment selecting belongings to keep.

Korwin, her mother and sisters first went to a ghetto, although it was not yet closed in and they could move freely. When they began to catch wind of rumors that the ghetto would be enclosed, they decided not to stay in the area and went back to the Aryan section of the town. Her older sister found a small room for the four women to stay in. Because of the lack of space, Korwin and her older sister eventually went to sleep in the photo studio.

On several more occasions Korwin was forced to either find other places to stay or hide.

Shortly after her parents had been taken away to a camp, Korwin was walking on the street without wearing her armband when she ran into a former schoolmate, Kazik Mozdierz. While speaking with him, she asked if

he had a sister her age, which he did. She told him to bring the sister's papers, although she did not expect to see him again.

"He came and brought me her passport and birth certificate," Korwin said.

Korwin's sister took new photos. Korwin said that, as an art student, she knew how to replace the stamps. She used the papers to get a job that was advertised as "light laboratory work" in Germany.

"It was not laboratory work," Korwin said. "It was an ammunition factory."

Korwin remained at the factory for two and a half years until the war ended in 1945. While there, other girls were denouncing those who they suspected of being Jews. A commission was formed to investigate such claims and the accused girls were brought in to cross themselves and say a prayer.

"I was waiting for my turn but it never came," Korwin said. "They suddenly left."

Eventually, Korwin went to France where she had an aunt and two cousins living. She met her husband Paul there, married and had two children. They came to the United States in 1956. Also an artist, Korwin released a book of poetry entitled "To Tell the Story: Poems of the Holocaust" in 1987.

"It should not be forgotten," she said. "If it is forgotten, then history repeats itself."

1. Where was Yala Korwin born, and what happened to her education plans due to the war in 1942?
2. What were Yala Korwin's parents' professions, and why did her father stay in a photo studio during a certain period?

3. When the Germans occupied Yala Korwin's city, what changes did she notice at home, and where did her family go initially?
  
4. Describe Yala Korwin's experience during the war, particularly her efforts to secure false papers and the job she obtained.
  
5. What challenges did Yala face while working at the ammunition factory, and how did she manage to survive the war?

## Information Technology

### Block-Based Programming

Block-based programming is like using LEGO blocks to build a program! Instead of writing code, you snap together colourful blocks to make a character do things.

#### **Task: Imagine & Draw Your Program**

**Objective:** Think of a program where a cat moves across a garden to reach a tree when you press an arrow key.

#### **Activity:**

1. Draw a scene with a cat at one side of the paper below (this is your starting point).
2. Draw a tree at the opposite side of the paper (this is the cat's destination).
3. Use arrows to show the path the cat will take to reach the tree.
4. Draw and colour blocks to represent commands (e.g., move, turn) and place them in order along the path you drew. Use shapes like rectangles for commands and circles for actions (like 'meow').

## Text-Based Programming

Text-based programming is like writing a recipe for the computer to follow. You use words and symbols to tell the computer what to do.

### Task 2: Create Your Program Recipe

**Objective:** Write a simple "recipe" that could tell a robot to create.

**Activity:**


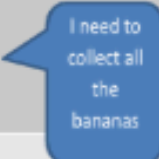





- Imagine your robot can understand basic commands like PRINT(SAY) or MOVE.
- Write down a list of commands you would tell the robot to make it greet the garden.
- For example, start with **print("Hello, I'm going to bake a cake!")**.

**Questions:**

- 1) What commands did you use in your recipe?
- 2) Can you think of a way to make the robot move in a square shape?

## Sequencing

Sequencing in programming refers to the specific order in which instructions or statements are executed or evaluated by a computer.

	A	B	C	D
1				
2				
3				
4				

Can you write the Pseudocode (the sequence of actions) to move Minion Stuart through the squares to collect the bananas?

*Hint : Remember to pick up the bananas not just go over them*

**You need to write the list of instructions remembering to number the actions**

## Food Technology

Task: Match the picture with the definition, do this by drawing a line using a ruler from picture to definition



Is a popular starch food which is a staple food within Europe and Island. They are a good source of energy and fibre.



Is turned into flour which is used to make bread and pasta



Is a staple food for more than 1.6 billion people around the world particularly in Asia, Latin America and parts of Africa.

Task: Label on the blank map where different staple foods are grown.

Pasta

Rice

Potato

Bread

Corn  
(maize)



soybeans

plantain



60

**Task:** What are the different types of diets and what can and can't they eat? .

Diet	Definition	Examples for food they can eat 	Example of foods they can't eat 
Vegetarian			
Vegan			
Pescetarian			

**Task:** Why might someone follow a vegan, vegetarian or pescitarian diet?

---



---



---

**Science - Movement Retrieval:**

Give an example of a pair of antagonistic muscles.

---

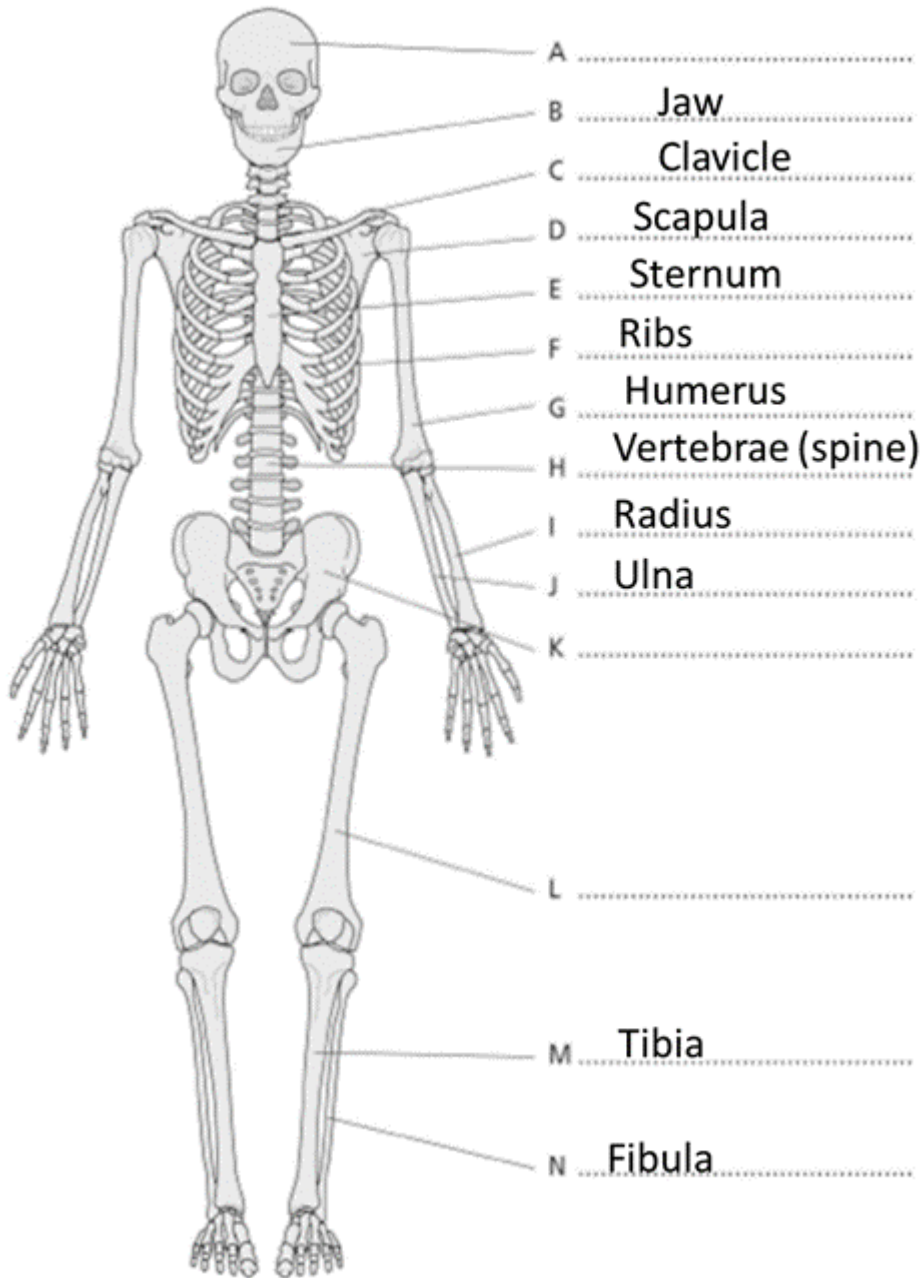
2. When one antagonistic muscle \_\_\_\_\_, the other one \_\_\_\_\_.

3. Ligaments attach \_\_\_\_\_ to \_\_\_\_\_

4. Tendons attach \_\_\_\_\_ to \_\_\_\_\_

5. The skeleton makes \_\_\_\_\_, protects \_\_\_\_\_, provides \_\_\_\_\_ and allows \_\_\_\_\_.

6. Name the three missing bones.



## Science - Electricity Homework

7. What is a hazard?

---

---

8. What are the effects of an electric shock?

---

---

9. Electrical wires are made up of two parts, what are they?

---

---

10. What does conductor mean?

---

---

---

---

11. What does insulator mean?

---

---

---

---

12. Name 3 electrical objects

---

---

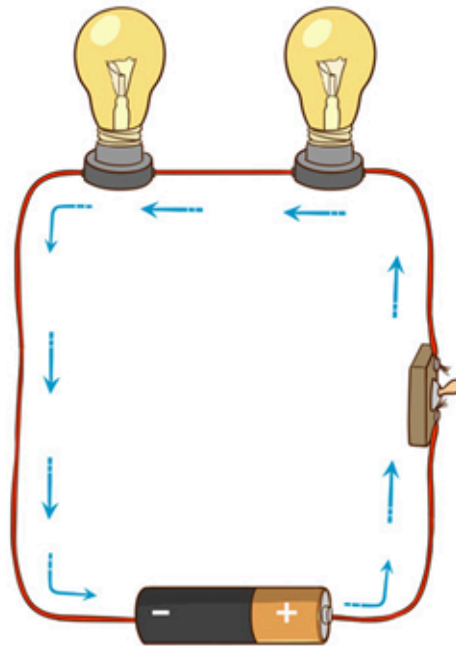
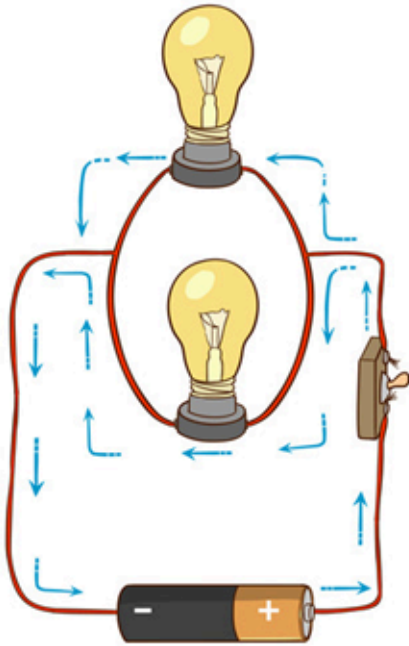
---

---

13. In the space below draw a circuit diagram which includes: a cell, a bulb and a switch connected by wires.

### Science - Electricity Homework

1. Redraw the circuits in the picture in the space below using correct circuit symbols



2. Label the circuits either “series circuit” or “parallel circuit”



3. What piece of equipment is used to measure the current?

---

4. What piece of equipment is used to measure the potential difference?

---

5. What would happen to the brightness if more bulbs were added to the series circuit?

---

# FRENCH


1) What do you think of your school subjects?



## Core Sentence Builder

J'adore	le français l'EPS le théâtre l'anglais l'espagnol			très	intéressant
J'aime	l'informatique l'histoire				facile
Je n'aime pas	la géographie la religion	car	je pense que c'est	assez	ennuyeux
Je déteste	la technologie la musique les sciences les maths/mathématiques les arts plastiques			un peu	difficile

4



French	English				
J'adore	I love				
J'aime	I like				
Je n'aime pas	I don't like				
Je déteste	I hate				
le français	French				
les arts plastiques	art				
l'EPS	PE				
le théâtre	drama				
l'anglais	English				
l'espagnol	Spanish				
l'informatique	IT				
l'histoire	history				

French	English				
la géographie	geography				
la religion	RE				
la technologie	technology				
la musique	music				
les sciences	science				
les maths/mathématiques	maths				
très	very				
assez	quite				
intéressant	interesting				
facile	easy				
ennuyeux	boring				
difficile	difficult				



## 2) What do you study on Mondays?

### Core Sentence Builder

	LUNDI	MARDI	MERCREDI
8-9h	chimie	biologie	maths
9-10h	maths	histoire	anglais
10h-10h45	Récré	Récré	Récré
10h45-11h45	maths		biologie

Le lundi		le français l'EPS le théâtre	et			intéressant
Le mardi		l'anglais l'espagnol l'informatique			très	facile
Le mercredi	j'étudie	l'histoire la géographie la religion	car	je pense que c'est	assez	génial
Le jeudi		la technologie la musique les sciences	mais		un peu	utile
Le vendredi		les maths/mathématiques les arts plastiques				ennuyeux
						difficile
						nul
						inutile

8

French	English				
Le lundi	On Mondays				
Le mardi	On Tuesdays				
Le mercredi	On Wednesdays				
Le jeudi	On Thursdays				
Le vendredi	On Fridays				
J'étudie	I study				
Mon copain étudie	My friend (m) studies				
Ma copine étudie	My friend (f) studies				
Nous étudions	We study				
Mes copains étudient	My friends study				



# SPANISH

1) What do you think of your school subjects?



## Core Sentence Builder

Me encanta Me gusta No me gusta Odio	<ul style="list-style-type: none"> <li>el inglés</li> <li>el arte/dibujo</li> <li>el teatro</li> <li>el español</li> <li>el francés</li> <li>el alemán</li> <li>la música</li> <li>la tecnología</li> <li>la religión</li> <li>la historia</li> <li>la informática</li> <li>la educación física</li> <li>la geografía</li> </ul>	porque	<p>pienso que es</p> <p>creo que es</p>	<p>muy</p> <p>bastante</p> <p>un poco</p>	<p>interesante</p> <p>fácil</p> <p>aburrido/a</p> <p>difícil</p>
Me encant <u>an</u> Me gust <u>an</u>	<ul style="list-style-type: none"> <li>la<u>s</u> ciencia<u>s</u></li> <li>la<u>s</u> matemática<u>s</u></li> </ul>		pienso que <u>son</u>		<p>interesante<u>s</u></p> <p>fácil<u>s</u></p> <p>aburrid<u>as</u></p> <p>difícil<u>es</u></p>

Spanish	English				
me encanta	I love				
me gusta	I like				
no me gusta	I don't like				
odio	I hate				
el francés	French				
el arte/dibujo	art				
la educación física	PE				
el teatro	drama				
el inglés	English				
el español	Spanish				
la informática	IT				
la historia	history				

Spanish	English				
la geografía	geography				
la religión	RE				
la tecnología	technology				
la música	music				
las ciencias	science				
las matemáticas	maths				
muy	very				
bastante	quite				
interesante	interesting				
fácil	easy				
aburrido/a	boring				
difícil	difficult				



## 2) What do you study on Mondays?



### Core Sentence Builder

El lunes		el inglés					
El martes		el arte					interesante.
El miércoles		el teatro					fácil.
El jueves	estudio	el español	Y	pienso que es	muy		genial.
El viernes		el francés	porque		bastante		útil.
El sábado		la música	pero		un poco		aburrido/a.
El domingo		la tecnología					difícil.
		la religión					fatal.
		la historia					inútil.
		la informática					
		la educación física					
		la geografía					
		las ciencias		pienso que son			
		las matemáticas					

Spanish	English				
los lunes	geography				
los martes	RE				
los miércoles	technology				
los jueves	music				
los viernes	science				
estudio	maths				
mi amigo estudia	very				
mi amiga estudia	quite				
estudiamos	interesting				
mis amigos estudian	easy				































