



Required Further Learning Summer 1

YEAR 8

NAME: _____

Why am I required to complete this Further Learning?

The new 9-1 GCSEs require you to improve your knowledge retention and your skills. To do this, you need to be working independently to help build your confidence and ability in these areas.

Who will give me feedback on my Further Learning?

Your teacher may give you individual feedback, or you may go over the answers as a whole class. If you are using an online system, you will get feedback through this (e.g. Hegarty Maths).

What do I do if I'm stuck?

It's important that you deal with this before the deadline date. There are a number of options for you if you are struggling with your Further Learning:

- Speak to someone from your class/year group who is completing the same task and ask for their support
- Use the internet
- Ask your parents or carers
- Speak to a teacher from the subject during your Flexible Learning time
- Ask your teacher

How can I check my progress with Further Learning?

Your progress will be reported home once a half term on your Progress Report. You can then have a discussion with your parents or carers and your coach, to ensure that you have everything you need to be able to complete your Further Learning.

How will I be rewarded for completing Further Learning?

- Making progress in your subjects that you are developing independence in
- You will be entered in a prize draw every half term when you hand in a Further Learning tracker
- Your teacher or coach may also choose to reward you for excellent effort with Further Learning (Purple Slip, CfL Sticker, EPraise Points)

Where is my Maths Required Further Learning?

You will be completing the tasks set by your teacher on **Hegarty Maths**.

Where is my Science Required Further Learning?

You will be completing the tasks set by your teacher on **Educake**.

Name:

English Further Learning

Read the opinion piece entitled: *There may be flowing water on Mars. But is there intelligent life on Earth?* and answer the questions that follow.

Evidence for flowing water on Mars: this opens up the possibility of life, of wonders we cannot begin to imagine. Its discovery is an astonishing achievement. Meanwhile, Martian scientists continue their search for intelligent life on Earth.

We may be amazed by the thought of life on another planet, but we seem to have lost interest in our own. The Oxford Junior Dictionary has been removing the waymarks of the living world. **Adders, blackberries, bluebells, conkers, holly, magpies, minnows, otters, primroses, thrushes, weasels and wrens*** are now not included in the Dictionary.

In the past four decades, the world has lost 50% of its vertebrate wildlife. But across the last two decades, there has been a steep decline (drop) in media coverage. In 2014, according to a study at Cardiff University, there were as many news stories broadcast by the BBC and ITV about Madeleine McCann (who went missing in 2007) as there were about the entire range of environmental issues.

Think of what would change if we valued our own water as much as we value the possibility of water on Mars. Only 3% of the water on this planet is fresh; and of that, two-thirds is frozen. Yet we lay waste to the accessible portion.

Every year, clever new ways of wasting stuff are devised, and every year we become more inured to the pointless consumption of the world's precious resources. With each subtle intensification, the baseline of normality shifts. It should not be surprising to discover that the richer a country becomes, the less its people care about their impacts on the living planet.

***all animals of plants from British nature that are dying out.**

Practice for your Language Question:

1. From paragraph 3, identify a statistic:

.....

2. Write a PTEER paragraph, explaining what the statistic shows:

.....

.....

.....

.....

PTEER Sentence Starter: The writer uses (technique) to ...: "...". This shows/suggests/highlights...This would make the reader feel...

Practice for your Structure Question:

1. From the paragraph 2, identify a list:

.....

2. Write a PTEER paragraph, explaining what the list shows:

.....

.....

.....

.....

PTEER Sentence Starter: The writer uses (technique) to ...: "...". This shows/suggests/highlights...This would make the reader feel...

Practice for your Evaluate Question:

1. In the article, identify evidence that the writer wants us to feel worried about how we treat the planet:

.....

2. Write a PEEv paragraph, evaluating how successful the writer is at making us feel worried about how we treat the planet:

.....

.....

.....

.....

PEEv Sentence Starter: The writer attempts to...: "...". This is ... successful because...

Name: _____

Geography Further Learning: Palm Oil



Palm oil is made from the fruit of African oil palm trees. It is a type of vegetable oil, like sunflower or rapeseed oil. Palm oil seeds grow naturally in tropical rainforest areas, but they also are being planted and farmed especially to produce more palm oil. The trees may be grown on large plantations. The seeds are squashed to release the palm oil.

Dr Emma Keller from the World Wide Fund for Nature (WWF) - a charity that works to protect the planet said: "Palm oil is in close to half of the products we buy in the supermarkets - in everything from shampoos and soaps, pizzas, make-up, ice cream and biscuits. It's everywhere."

Why is palm oil seen as a bad thing?

Environmentalists argue that this farming of oil palm trees is extremely bad for the planet. Palm oil production is said to have been responsible for about 8% of the world's deforestation between 1990 and 2008. This is because forests are burned to clear areas where people can grow oil palms - even if it's illegal.

Burning forests like this destroys the places where plants and wildlife live, meaning the area has less *biodiversity*. Species like **orangutans**, rhinos, elephants and tigers can be affected.

Why is palm oil seen as a good thing?

Some people say palm oil is the best type of vegetable oil to produce.

Emma explained: "Palm oil is a super-efficient crop, meaning that we can produce a lot more palm oil per area of land compared to other oil crops like soybean oil or coconut oil." It is also reported that oil palm trees do not require as many pesticides or fertilisers to be used when growing them.

Finally, the palm oil industry offers jobs to people living in poverty in developing countries.

So what's the solution?

It is believed that the amount of palm oil that people around the world will consume is expected to go up over the coming years. Work is being done to stop palm oil production from damaging the planet

Some manufacturers have said they will only buy palm oil that they know has been produced in a sustainable way - meaning in a way that won't damage the planet. But many say it is difficult to know for sure whether or not farmers have actually followed the rules.

There has also been a change to make people who are buying things in the supermarket more aware of palm oil. In the past, labels on food didn't used to have to say if palm oil had been used as an ingredient. They only had to say 'contains vegetable oil'. But at the end of 2014, EU labelling laws changed so that products now have to state specifically if they contain palm oil.

List 5 products that contain palm oil

- 1 = _____
- 2 = _____
- 3 = _____
- 4 = _____
- 5 = _____



How do we get palm oil?

What are the benefits of using palm oil?

What are the problems linked to using palm oil?

What is the solution?

History Further Learning: Read the information below and then complete the 'Meanwhile, elsewhere' tasks on the following page.

Facism in Britain in the 1930s _The British Union of Fascists (BUF) was created in October 1932 by Sir Oswald Mosley. He modelled the BUF on the National Fascist Party in Italy. His followers wore black uniforms and were called the Black Shirts. The BUF was anti-communist and Anti-democratic. At its height it had 50,000 members. By 1935 the BUF was very friendly to the Nazi party.



Battle of Stockton: The BUF's racist policies often led to serious and violent conflicts within Great Britain. The BUF tried to march and gain support in Stockton, a town with high unemployment. However, they were attacked by up to 2,000-3,000 anti-fascist protesters who had hidden themselves in the side streets around the High Street. Although there was little [police](#) presence at the start, with just seven constables on duty across the whole town centre, the police later ordered the BUF to leave the High Street, so they went to Silver Street to protect themselves, but this ended up trapping them. Both sides then armed themselves with [staves](#), [sticks](#) and [pickaxe](#) handles. The fight between the two showed that there were limits to the support they would gain. The Battle of Cable Street was another clash between the BUF and anti-fascists, taking place in October 1936 when over 2,000 anti-fascists prevented Mosley and his followers marching through London's East End.

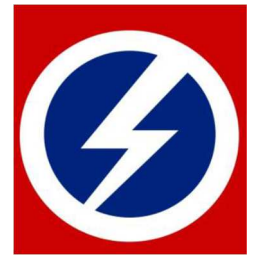
Symbolism: The symbol of the Italian Fascist party led by Mussolini was the lictor's rod. A lictor was a wandering judge during the time of the Roman Empire. There was also an axe, symbolising capital punishment, surrounded by sticks representing the strength that the community has when it acts together.



William Brooke Joyce: (24 April 1906 – 3 January 1946), nicknamed Lord Haw-Haw, was an American-born, Anglo-Irish [Fascist](#) politician and [Nazi propaganda](#) broadcaster to the [United Kingdom](#) during [World War II](#). He took German citizenship in 1940. He was convicted of one count of [high treason](#) in 1945 and sentenced to death. The [Court of Appeal](#) and the [House of Lords](#) upheld his conviction. He was hanged on 3 January 1946, making him the last person to be executed for treason in the United Kingdom.

1933: Hitler was appointed Chancellor of Germany...

Meanwhile, elsewhere...



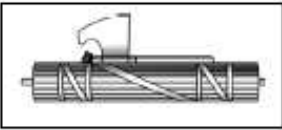
The British Union of Fascists gained support.

KEY INFORMATION:

Launched in October _____, the BUF aimed to copy Mussolini's _____, and Hitler's _____ party.



This is the Fascist symbol. What does it represent?



Give two reasons why the BUF increased their support in Britain in the 1930s:

- _____
- _____

Who founded the BUF?

Describe some policies of the BUF?

In 1933 William Joyce was the deputy leader of the BUF, for what other reason is he infamous?

What was 'The Battle of Stockton' and why is it significant?

Useful websites, videos and podcasts
<https://www.mtholyoke.edu/courses/rschwartz/hist151/lectures/Lecture17AFASCISM%20rev.htm>
<http://spartacus-educational.com/Pfascists.htm>
<http://republic-of-teesside.blogspot.com/2011/04/battle-of-stockton.html>

This 'meanwhile, elsewhere' was designed by:
 Tony Fox

Spanish Further Learning

Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

1. Fill in the “**inglés**” column with the English translation.
2. Study the spelling and meaning of the Spanish and say it out loud.
3. Cover the “**español**” and “**inglés**” columns. Write the Spanish from memory in the “**cover, write**” column, without looking.
4. If you have learnt the word correctly tick the “**check**” column... if not, repeat the process, writing the word out again on a separate piece of paper.

	inglés	Cover, write	Check
sabroso/a	tasty		
asqueroso/a			
soso/a			
salado/a			
dulce			
ácido/a			
delicioso/a			
sano			
Un bocadillo/ de atún/de queso/ de jamón (serrano/York)/ de chorizo			
Mariscos/ los calamares/ las gambas			
las sardinas			
Una ración de / tapa de tortilla			
Las judías / las aceitunas			
La cebolla/ Los champiñones			
El bacalao			
Los guisantes			
El pollo al ajillo			
Gazpacho / sopa			
Ensalada			
Espaguetis/ pasta /arroz			
paella			
Yogur de fresa/ piña /pera / melocotón / plátano			
Helado de chocolate / vainilla			
El pastel / la tarta			
Un bocadillo/ de atún/de queso/ de jamón (serrano/York)/ de chorizo			
Mariscos/ los calamares/ las gambas			

Colour the matching translation in the same colour. E.g.

entrada	pescado	<u>To start...</u>	De segundo...	<u>starter</u>
<u>fish</u>	tomar	<u>I want</u>	<u>I'm going to have</u>	<u>And for you?</u>
¿y para ti?	De primero...	<u>for the main</u>	<u>to have (food)</u>	carne
De postre...	Voy a tomar	tomar	quiero	<u>for dessert</u>
verduras	<u>to drink...</u>	De beber...	<u>vegetables</u>	<u>meat</u>

French Further Learning

Learn and memorise the following key vocabulary:

Look, Say, Cover, Write, Check:

5. Fill in the “**Anglais**” column with the English translation.
6. Study the spelling and meaning of the French and say it out loud.
7. Cover the “**Français**” and “**anglais**” columns. Write the French from memory in the “**cover, write**” column, without looking.
8. If you have learnt the word correctly tick the “**check**” column... if not, repeat the process, writing the word out again on a separate piece of paper.

Français (Look, Say)	Anglais	Cover, write	Check
Aller			
Je vais			
Je suis allé			
Loger			
Je loge			
La France			
L' Espagne			
L'Italie			
L'Allemagne			
Le Pays de Galles			
L'Écosse			
La Suisse			
La voiture			
Le bateau			
L'avion			
Le moto			
A pied			
Le car			
Voyager			
Je voyage			
Nous voyageons			
Rapide			
Moins cher			
Faire			
Nager			
Un appareil photo			
Une valise			
Je porte			



Educake

Science Online Further Learning

Go to www.educake.co.uk.

Use the **username** and **password** provided by your teacher to **login** to the website.

Complete the quizzes. Record your results in the table below:

As a minimum, complete the **required further learning quizzes** to achieve a 2.

Go beyond that and complete **additional further learning** quizzes to achieve a 1.

Year 8 Required Further Learning

	Name of Quiz	Percentage Achieved
1	RFL - Photosynthesis	
2	RFL - Motion	

Year 8 Additional Further Learning

	Name of Quiz	Percentage Achieved
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Help, I'm stuck on a question!

Click on  to find useful websites to support you with the quiz.

Help, I don't know my username or password!

Find your science teacher and they can reset it for you.

