



UXBRIDGE
HIGH SCHOOL



Year 6 - 7 Transition Pack

Subjects included:

- Physical education
- Geography
- Modern foreign languages
- History
- Music
- Computer science
- Religious education
- Art and photography
- Design and technology
- Drama



Physical education



Why is this subject interesting and important?

Physical education is an extremely important subject, allowing you to keep mentally and physically healthy. There are many different opportunities to succeed through physical education, whether this is through team sports, individual sports or personal challenges you want to overcome. Physical education allows you to take your mind off stresses in the classroom and have fun working in groups, developing communication, leadership and teambuilding skills.

Physical education is interesting as there is a huge variety of areas to enjoy. Everyone has their own favourite sport or exercise, and you can pursue this while also experiencing a wide variety of new and different sports. This allows you to develop a wide range of skills and knowledge which you will use throughout life, especially maintaining a fit and healthy body and mind.

What topics will I study?

Throughout year 7 you will take part in a wide range of sports. These include football, rugby, netball, handball, rounders, cricket, athletics, dance, outdoor adventurous activities, tennis, gymnastics and sports education.

These will be split into our winter and summer sports, and you will generally have 6 to 8 lessons on each sport. We expect you to take part fully in all sports and have fun whilst learning new skills and working with different people in your year group.

What makes the curriculum exciting? Projects, activities and events?

Extra-curricular activities are huge at Uxbridge High School! We have many different clubs both at lunchtimes and after school. This could be rugby with Mr Emery, dance with Miss Gardner, or football with Mr Humpleby and Mr Wolf. We also take part in lots of fixtures and tournaments against other schools across the Hillingdon borough and Middlesex.

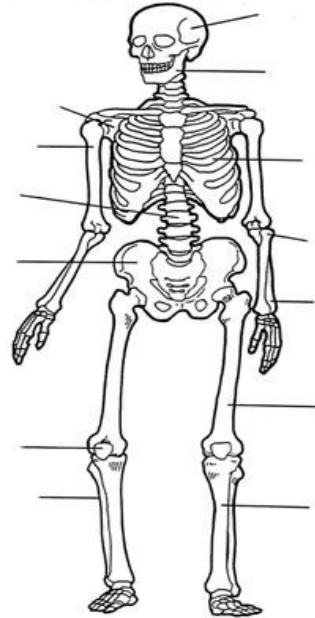
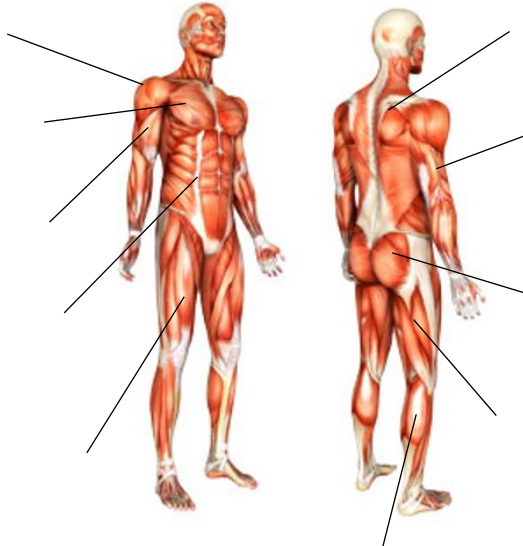
We have also taken part in overseas residential trips for football and rugby, going to Paris and Holland, as well as a ski trip, which we hope to organise again soon!

Towards the end of the year is our annual Sports Day, where you will compete against other houses in athletics events and other subject areas at Hillingdon athletics track. On top of this, we also run house competitions throughout the year, allowing you to gain points to see which house in year 7 will come out on top at the end of the year!



Summer Task(s)

Task 1: Correctly label the muscles and bones on the diagrams below:



Task 2: Design a warm-up which you could use to prepare for a sport of your choice. Can you challenge yourself to include and pulse raising activity, static and dynamic stretches?

Task 3: Can you complete these two workouts and record your time? Try and design your own workout using the exercises you know.

GET YOUR BLOOD PUMPING LIVING ROOM WORKOUT

TheHeartyBody.com

2 minutes Marching in Place
30 seconds Jumping Jacks
10 Squats
10 Pushups
60 seconds Marching in Place
5 Burpees
10 Lunges (each leg)
5 Pushups
5 Squats
5 Burpees
60 Seconds Marching in Place
5 Pushups
5 Squats
20 second Plank

REPEAT CIRCUIT 3X RESTING AS NEEDED

WORKOUT OF THE DAY BY UHS PE

DON'T FORGET TO DO YOUR OWN WARM UP; INCLUDING A PULSE RAISER, AND STATIC/ DYNAMIC STRETCHES
👉👉👉👉



WORKOUT OF THE DAY BY UHS PE

- 2x through -
30 jumping jacks
30 sec wall sit
30 push-ups
30 crunches
30 A-steps
30 squats
30 tricep dips
30 sec plank with leg lifted (each side)
30 high knees
30 forward lunges (total)
30 push-ups with arm rotation
30 side plank raises (each side)

DON'T FORGET TO DO YOUR OWN WARM UP; INCLUDING A PULSE RAISER, AND STATIC/ DYNAMIC STRETCHES
👉👉👉👉



Geography



Why is this subject interesting and important?

- Geography is topical, interesting and interactive! Every lesson is different, and you get to learn all about the world around you.
- Throughout the years you learn about the location of places and the physical and cultural characteristics of those places.
- You are also introduced to the current issues in the world including climate change and sustainability.

What topics will I study?

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
Map Skills	Oceans	Rainforests
Fantastic Places	Food	Sustainability

What makes the curriculum exciting? Projects, activities and events?

- Year 7 visit to the 'Living Rainforest' project.
- 'Fantastic Places' project booklet.
- 'Food' project booklet.
- 'Make my own Rainforest' creative project.
- Eco/Geography club.



SUMMER TASK

My Theme Park

Name

School

Tasks

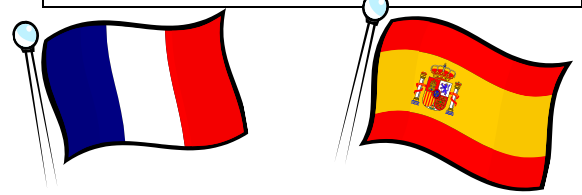
You need to design your own theme park and create a map to show people where all of the rides and attractions are. This will help them to find their way. Complete your map in the squares below. Remember your map needs a key to tell people the meaning of the symbols. You could add the grid square to help them find it on the map.

15					
14					
13					
12					
11					
	01	02	03	04	05

[illegible]



Modern Foreign Languages



Why study Languages?

Languages are important in the world we live in and give you great skills for the rest of your life. The internet has brought everyone much closer together. Imagine all the other people you could communicate with and all the amazing places you could travel to or work at and all because you can speak their language. Here are 10 reasons why learning a language is important:

- 1) First and foremost, it's super **fun**!
- 2) **English is not enough!** It's important that you learn to speak and understand other people no matter where they are from.
- 3) You can **travel** to new places around the world.
- 4) It's the perfect way to **meet new people** and **discover new cultures**.
- 5) Speaking another language really makes you **stand out from the crowd**.
- 6) Learning a foreign language can help you understand your own language and make it **easier to learn** others.
- 7) You develop **4 key skills**; listening, reading, speaking and writing.
- 8) You'll have **fun** learning about a wide range of topics from shopping, to sport, to food and entertainment.
- 9) Speaking more than one language increases your **brain capacity** and you develop a **better memory** too.
- 10) It's an **impressive** achievement to speak a foreign language and you'll have **better options for your future**!

What will I study?

Topics that you will study in Year 7 are:

- How to introduce myself: name, age, birthday, favourite colour, where I live, pets, family, etc.
- School: subjects, teachers, school facilities, timetable, canteen food.
- Leisure: hobbies, likes and dislikes, sports, weather, technology.
- Where I live: town attractions, rooms in the house, types of accommodation.
-

What else can I expect?

The purpose of the languages curriculum at Uxbridge High School is to foster curiosity about the wider world and enable future success in a global and multicultural society. With that in mind, you will not only learn the language, you will also be taught about culture:

- French and Spanish speaking countries around the world.
- Festivals and holidays: Noël and Navidad (Christmas), Día de los Muertos (Halloween), la Saint Valentin and el Día de San Valentín (Valentine's day), Pâques and la Semana Santa (Easter).
- European Day of Languages/Languages week: watching a play in French/Spanish.
- Watching and studying a foreign film in the target language.
- Language Clubs and trips.



Languages at Primary School

Please answer the following questions:

1. What language or languages have you studied in Primary school?

2. Did you enjoy learning a language in Primary school? Explain your answer.

3. What was your favourite thing you learned in another language in Primary school?

Summer Cultural Project

Record your intercultural understanding by colouring all the bubbles that apply to you.
Use the empty bubbles to record any other experiences you have.

I can name several different languages and some of the places they are spoken

I know how to greet someone politely in at least two languages

I have researched an important person or event from the history of another country.

I have learned about some traditional celebrations at home and abroad

I have compared pictures of places in different countries with pictures of home

I have compared food from different countries

I have listened to a story from a different country

I have communicated with someone who doesn't speak much English

I have learned a song from a different country

I can share facts about life in a different culture

I have made contact with someone from a different country

My intercultural understanding

When you join Uxbridge High School in Year 7, you will study either French or Spanish. Everyone starts from the same point at the start of Year 7 so don't worry if you study a different language to the one you were studying at primary school. The following pages are a compilation of activities for you to complete over the summer holidays. You can **either** choose to complete the French pages, or the Spanish ones. If you are a super linguist, you can even try both French **and** Spanish!



FRENCH

1. Colour the bubbles which mean the same thing with the same colour (use 6 colours)

Au revoir

Hello

Goodbye

Merci

See you soon

Bonjour

À bientôt

Hi

Salut

Good evening

Thank you

Bonsoir

2. Write the correct words under the pictures and answer the questions in French

Comment ça va?

Ça va mal!

Ça va très bien!

Je m'appelle...

Ça va bien!



Comment ça va?

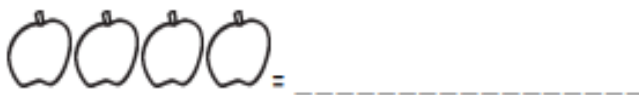


Comment tu t'appelles?



3. Count the apples and write the correct word

trois un cinq neuf six quatre sept deux huit



4.

1. Match the French days and English days with a neat line

Monday ○

Tuesday ○

Wednesday ○

Thursday ○

Friday ○

Saturday ○

Sunday ○

○ dimanche

○ mercredi

○ vendredi

○ lundi

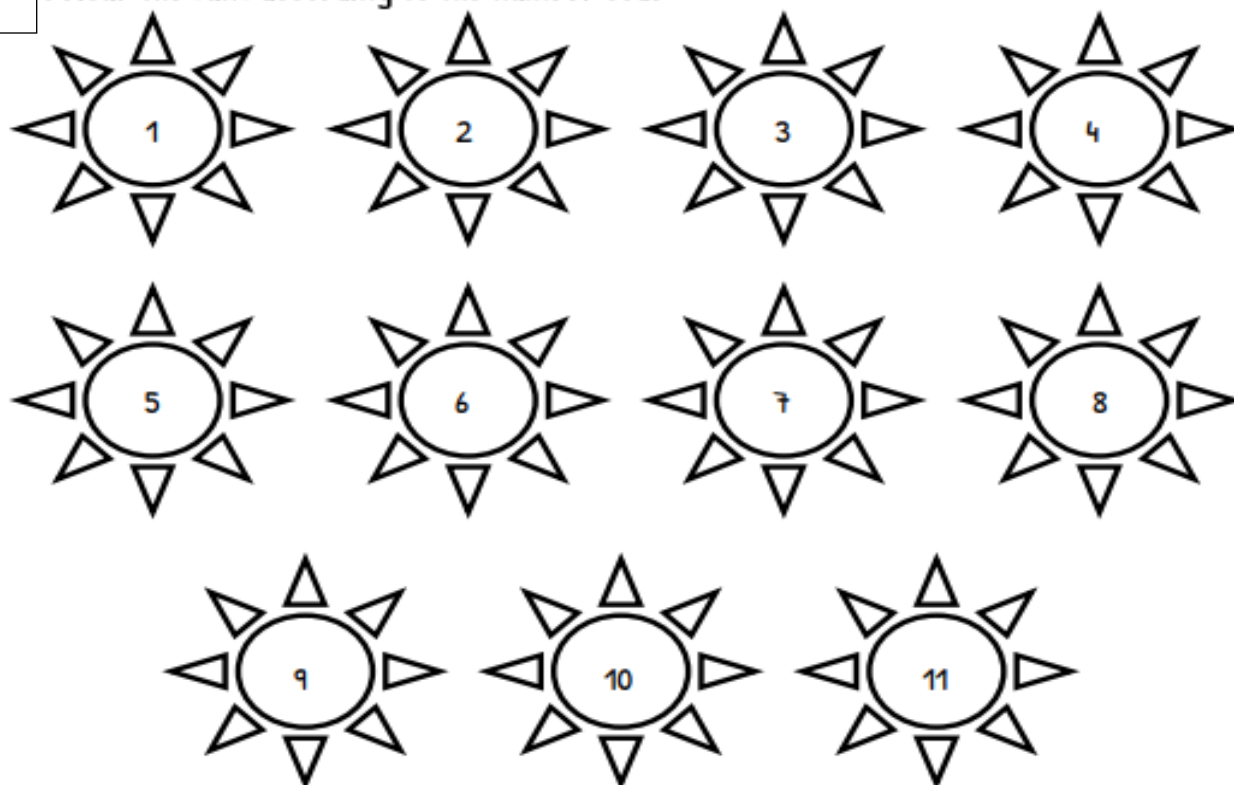
○ jeudi

○ samedi

○ mardi



5. Colour the suns according to the number code



1: rouge
2: vert
3: orange

4: rose
5: bleu
6: violet

7: marron
8: gris
9: blanc

10: noir
11: jaune

6. Write the corresponding number for each pet



_____ un chien

_____ un chat

_____ un lapin

_____ un oiseau

_____ une souris

_____ une tortue

_____ un hamster

_____ un poisson

_____ une poule

_____ un cochon d'Inde



7. Write the French months in order

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

- | | |
|----------|-----------|
| 1) _____ | 7) _____ |
| 2) _____ | 8) _____ |
| 3) _____ | 9) _____ |
| 4) _____ | 10) _____ |
| 5) _____ | 11) _____ |
| 6) _____ | 12) _____ |

8. Write the dates in French (order: day + number + month)

Monday 24th February = _____

Saturday 1st October = _____

Today's date = _____

Key words: premier (First)

9. Look at the previous exercise and write when your birthday is in French (Full sentence!)

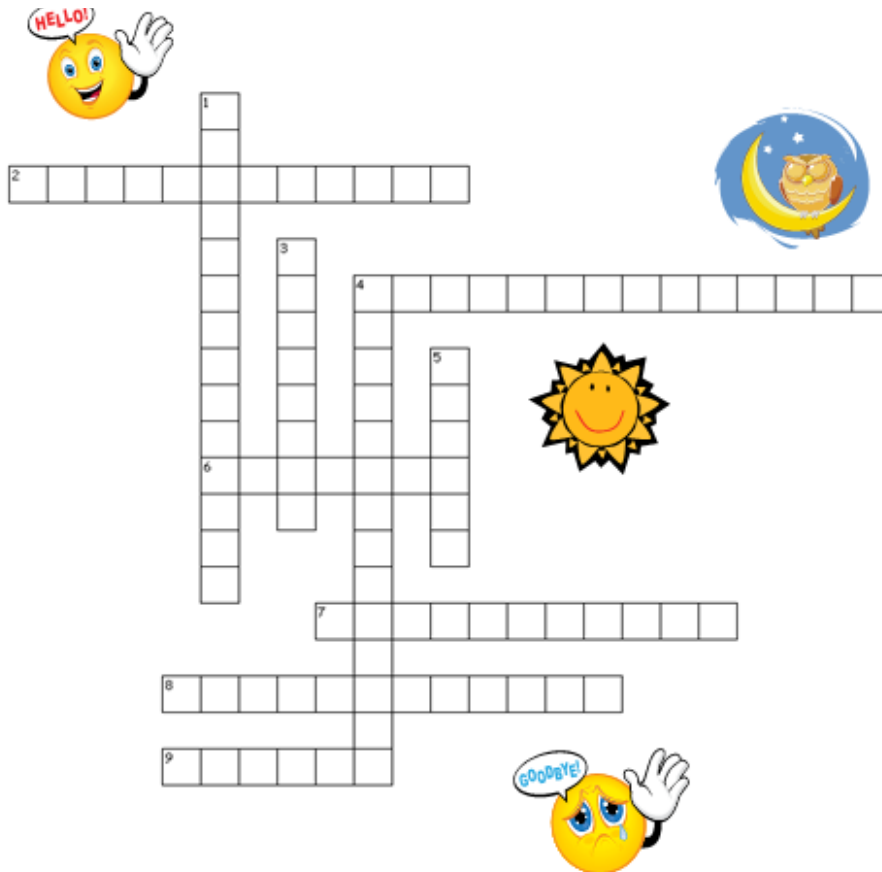
Quelle est la date de ton anniversaire?

Key words: Quelle est la date de ton anniversaire? (When is your birthday?)



SPANISH

1. Fill in this crossword word with the Spanish translations of the following greetings:



2.

Across

- 2. Good morning
- 4. Good afternoon
- 6. my name is
- 7. How are you?
- 8. Where do you live?
- 9. hello

Down

- 1. What is your name?
- 3. What's up?
- 4. Good evening/night
- 5. I live in

Write the Spanish number word for the sentences below.

Choices are:

uno-one
dos-two
tres- three
cuatro-four
cinco-five
seis-six

siete-seven
ocho-eight
nueve-nine
diez-ten
once-eleven
doce-twelve





1. *Diez plus uno* is _____.
2. My hand has _____ **fingers** (*dedos*).
3. A pair of *maracas* is _____ *maracas*.
4. There are _____ **eggs** (*huevos*) in a dozen.
5. There are _____ strings on a **guitar** (*guitarra*).
6. **We have** (*Tenemos*) _____ cars in our family.
7. There are _____ chairs at my **table** (*mesa*).
8. *Cuatro plus (y) cuatro* is _____.

3. Write the days of the week in Spanish in the correct order, then find them in the word search, and finally write the words the right way around.

- Escribe los días de la semana en el orden correcto:

1. *lunes*
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

domingo

lunes

sábado

miércoles

viernes

jueves

martes

- Busca los días de la semana:

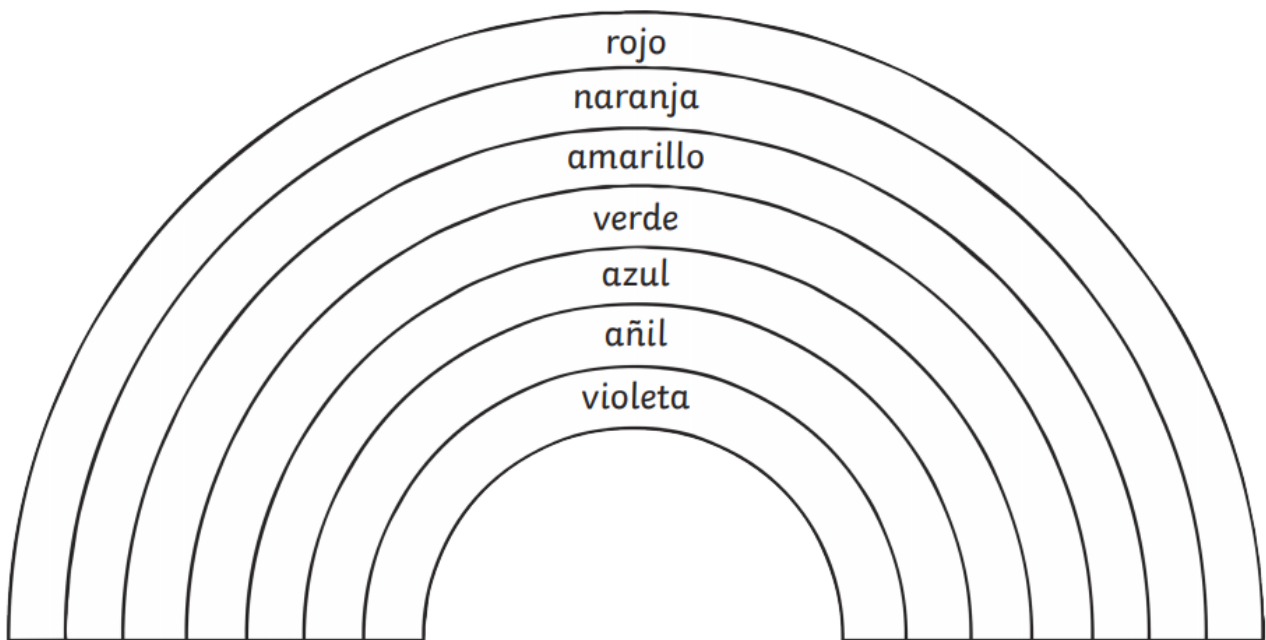
L	U	N	E	S	L	O	S	A	Q	W	D	F	E
R	G	H	J	K	L	A	N	A	M	E	S	Z	C
Q	A	Z	W	M	S	X	E	D	C	R	F	V	V
Y	H	N	D	Í	A	S	U	J	M	I	V	I	B
P	D	G	H	J	K	R	L	M	O	K	T	E	N
O	F	O	W	Q	P	O	T	N	P	L	Y	R	M
I	D	D	M	E	R	J	U	E	V	E	S	N	Q
É	S	A	T	I	U	O	P	P	S	U	J	E	M
U	A	B	G	O	G	N	I	M	O	D	Y	S	F
Y	Q	A	D	H	J	L	X	C	V	O	J	D	E
T	W	S	E	L	O	C	R	É	I	M	E	W	R
R	E	A	S	F	A	B	M	A	R	A	C	W	É

- Escribe las palabras correctamente:

MARTES	=	<i>martes</i>
JUEVES	=	
LUNES	=	
SABADO	=	
DOMINGO	=	
MIERCOLES	=	
VIERNES	=	



4. Colour in the rainbow according to the colour indicated.



5. Fill in the missing Spanish words:





1. un gato, dos gatos, tres gatos, cuatro gatos, _____.
2. seis peces, siete peces, ocho peces, _____, diez peces.
3. trece perros, catorce perros, quince perros, dieciséis perros, _____.
4. cinco tortugas, cuatro tortugas, _____, dos tortugas, una tortuga.
5. quince serpientes, dieciséis serpientes, diecisiete serpientes, dieciocho serpientes, diecinueve serpientes, _____.
6. dieciséis caballos, quince caballos, catorce caballos, _____, doce caballos, once caballos.
7. ocho osos, nueve osos, diez osos, once osos, _____, trece osos.

6. Number the months of the year in the correct order:

JULIO	MARZO	SEPTIEMBRE	AGOSTO	DICIEMBRE	MAYO	NOVIEMBRE	ENERO	JUNIO	FEBRERO	OCTUBRE	ABRIL
							1				

7. Write the following dates in full sentences and then answer the question by writing your birthday in Spanish:

Escribe las frases siguientes:

02/01	<i>Mi cumpleaños es el dos de enero</i>
08/02	
13/03	
16/04	
19/05	
21/07	
24/08	
30/11	



¿Cuál es la fecha de tu cumpleaños?



HISTORY



Why is history important to learn about?

Here at Uxbridge High School we think history is really important! History is all about looking at the past and trying to understand how the world came to be as it is now.

History takes you on an exciting journey to meet people, see places, read words and touch objects so that you can make sense of who you are and what your place is in the story of humanity. The only guides you have as to how to act in the future, are the diverse experiences of people in the past.

History is waiting for you, from seven continents and thousands of years; what are you waiting for?

What will you study in Year 7 history?

When you join us at the Uxbridge High School History Department in Year 7 your journey through History will start over 2,000 Years ago!

In September and October, you will be studying your first historical enquiry.

Enquiries are important questions that you learn how to answer in your history classes. Your Roman Enquiry asks: "What did the Romans do for us?" By the end of this topic you will be confident in explaining what life was like in Britain before the Roman Empire arrived and how much life changed after this. You will become an expert on the food, clothing, religion, buildings and armies of the people who fought for control of our island home over 2000 years ago!



What makes history at Uxbridge High School exciting?

The Trips! Alongside learning about History in the classroom at U.H.S we also take you to see the places where History happened. From Warwick Castle to Belgium and the East End of London to Poland!

The Projects! We believe that you are the historians of the future and everything we do is designed to prepare you to think like a historian and have the knowledge to do this. Regular historical projects form part of your learning in the classroom and independently, so you can research what interests you about the past!



Summer Task



Chronology

a) Put the following sets into the correct Chronological order from earliest to latest.

Set 1: <ul style="list-style-type: none"> - You are born. - You finish working and retire. - You get a full time job. - You go to Secondary School. - You go to Primary School. - You finish school. 	Set 2: <ul style="list-style-type: none"> - 1066 - 76 B.C. - 1991 - 3000 B.C. - 1888 - 1503 - 300 B.C - 2005 - 2017 B.C 	Set 3: <ul style="list-style-type: none"> - Vikings attack England 793 A.D. - Started School - Ancient Egyptian's build the pyramids. - Second World War starts. - Henry VIII becomes King of England 1509. - Normans invade England 1066.
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B.C is Before Christ.
A.D. is Anno Domini (After Christ's Birth)

Hint: The dates for B.C. count down, e.g. 10 B.C. then 1 B.C

b) Each 100 years is called a Century. Finding out what Century a Year is in cover the last two numbers up and add one. For example: 1485 is in the Fifteenth Century. – Can you work these out?

	Year	Century	e.g.	1901 – 200	20 th Century
i)	2017		vi)		21 st Century
ii)	1992		vii)		14 th Century
iii)	1642		viii)		15 th Century
iv)	1066		ix)		11 th Century
v)	507		x)		6 th Century

c) Create a timeline of events in your life up until starting at UHS, using what you have learnt about Chronology.

Sources

a) Read Sources A and B about King Alfred the Great. For each of the Sources answer the W questions.

- When was the source made?
- Who is the source talking about?
- Where is the source talking about?
- What is the message of the source, what is it talking about?
- Why do you think it was written?

b) Which source do you think is the most useful for telling you about King Alfred the Great and why? (Include an example in your answer)

Source A: "King Alfred is a great ruler. He now is the king of Wessex, only part of England. Yet, Alfred has plans to become the King of all England. But he needs more men to fight with him that is why I write to you. Soon he will be Victorious."

-Letter written by Harry Daltrey of the King's council in 876 to lord Entwistle.

Source B: "King Alfred the Great ruled from 871 until 899. By the time of his death he ruled over most of England and can be thought of as the first Kind of England. One of his greatest achievements was pushing the Vikings out of London."

-Excerpt from historian D. Townshend's book about Alfred the Great in 2012.

c) Complete some research about Alfred the Great and create your own source about him.



Music



Why is this subject interesting and important?

Music is fun and helps you to get better at working with others.

Music builds up your confidence, increases your ability to listen and gives a big boost to your presenting skills. Music also teaches you to manage your time better, and to be able to perform tasks impressively, even when you're under pressure.



What topics will I study?

Music in advertising, film music, popular music, world music cultures and world issues in music are some of the fun topics that help you learn about the technical, emotional, social and cultural value of Music in all our lives.

What makes the curriculum exciting? Projects, activities and events?

Step into the Orsino building for music and you'll find yourself in a buzz of activity. There's always a welcoming atmosphere and lots of students love our lunchtime and after school music clubs, like DJ club, music practice club, singing clubs and instrument groups.

We organise trips to great places like the Royal Albert Hall to hear world-class music performances.

Our students take part in special programmes for learning music instruments, with the support of our friends in the Hillingdon Music Hub. You can learn keyboard, guitar, drums, singing, violin, clarinet, trumpet, flute and many more with us! We also run the exciting Modulo instrument learning programme for enthusiastic students too.

Our regular concerts and showcases are always of high quality and feature some of the best performances by young people from any school in Hillingdon.

Several of our students have taken part in regional competitions for music and we even get visits by internationally known artists, such as Mobo Award winning Guvna B.



Summer Task(s)

Choose one of the tasks below to complete, before your first music lesson in September. You can do more than one task, if you wish:

Task 1. Design an instrument using household materials, you can design any instrument you like, but make sure it can make a good sound!

Helpful link:

<https://feltmagnet.com/crafts/Music-Instruments-for-Kids-to-Make>



Task 2. Choose a song you like and learn to sing it without the words in front of you. Practice weekly to make sure it is performance ready so you can perform the song in your first music lesson! Keep a log of your practices, describing what goes well and what needs still to be improved.

Task 3. Choose a song to create a 'Tik Tok' style dance to. Make sure you stay in time to the music and count out your moves to stay in step like professional dancers! Once you have learned the routine, you can record your own Video of it!

Helpful links:

https://www.youtube.com/watch?v=nE_X-wZ39Zc

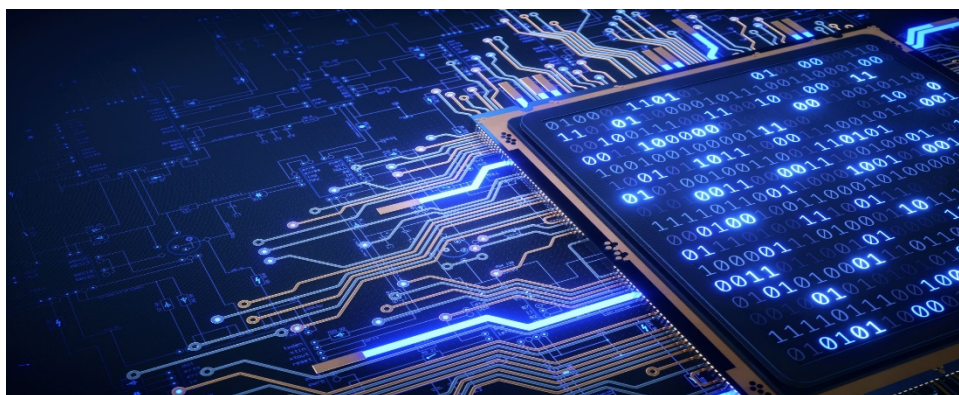
Example: <https://www.youtube.com/watch?v=i-i-xnBQJqs>



All songs chosen should be appropriate and in line with our PROUD values



Computer Science



Why is this subject interesting and important?

Computer science is all around us in our daily lives and we are constantly using devices, applications and services which would not be here without it. It is such an exciting subject because it allows you to make real whatever is in your imagination, you could create a concept, website or app that could change the world.

Computing has links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Students will also learn about Hardware and software, how to program in different languages, as well as work on creative projects.

What topics will I study?

In year 7 you will study the following topics:

UNIT 7.1 Digital Citizens

UNIT 7.1 Game on (Scratch)

UNIT 7.3 What are computers?

UNIT 7.4 Web awareness

UNIT 7.5 Control

UNIT 7.6 Game Development

What makes the curriculum exciting? Projects, activities and events?

Students get the opportunity to have practical hands on experience with coding as well as working with devices such as the BBC Microbit. Our students take part in competitions, designing apps, working with robots and taking part in nationwide live events. We have had trips to Brunel University, Twitter and have an upcoming trip to Amazon HQ. We have regular Computer Science clubs throughout the week for all year groups, so that students can explore ideas beyond the classroom.



Summer Task(s)

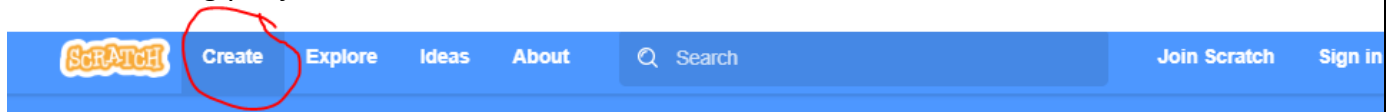
Task 1:



Scratch is a great introduction to programming, using blocks to create games, animations, stories, quizzes, in fact anything that is in your imagination.

We would like you to go to <https://scratch.mit.edu/>, you can make a free account which will save all the projects you do automatically, however you can still use it without an account, it is your choice.

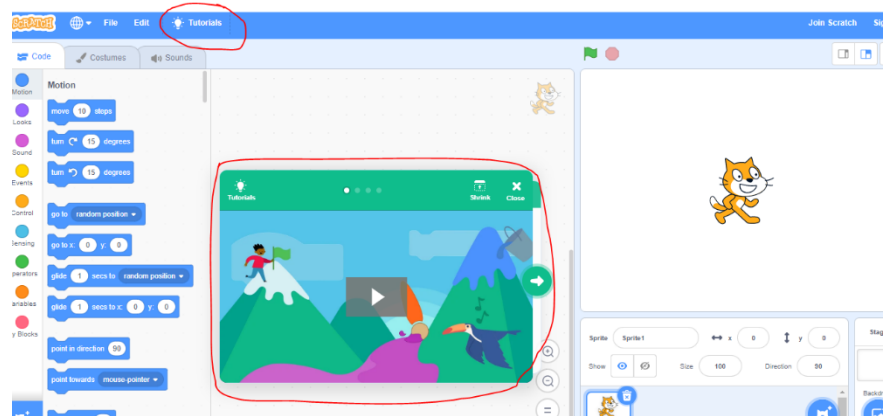
To start creating you just click on the create button.



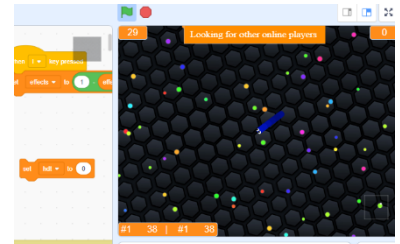
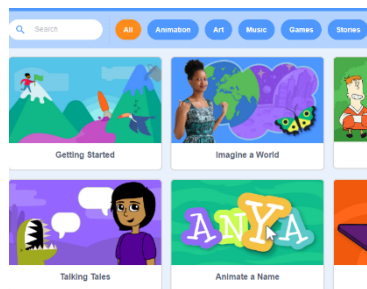
The quickest way to start creating is to follow a tutorial:

We would like you to try at least 3 of the available tutorials.

You can try and complete as many as you want, there are lots to choose from. When you choose one a small box appears with a short video and step by step instructions.



Once you are more confident you can start to create projects of your own ideas from your imagination, using the skills you have learnt.

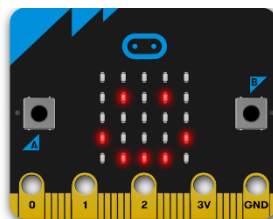


Task 2:

If you want to experiment with something a bit harder try <https://makecode.microbit.org/> you can code in blocks or in a programming language, there are tutorials for both.

This site allows you to program a virtual Microbit, however In our Computer Science club, you will be able to program The real device and see your program working on a real Object, the Microbit is small but quite powerful, you can see What it can do here:

<https://microbit.org/get-started/user-guide/overview/>





Religious Education

Why is this subject interesting and important?

Religious education has never been more relevant, engaging or challenging in our world today. This is because religion & religious issues are in the news every day. In RE, we give you the tools to understand our constantly changing world and the skills to interpret different religious issues, by giving you a valuable insight into the diverse beliefs and opinions held by people today. RE will also help you with your own personal development, by helping you to understand the spiritual, moral, social & cultural questions that you may be faced with in your own life. RE provides you with the insight that can help you to challenge stereotypes and promote cohesion.

What topics will I study?

- Festivals
- Holy books
- Prophets
- Places of worship

What makes the curriculum exciting? Projects, activities and events?

- Building your own places of worship
- Trips
- Exploring new concepts
- Group work
- Projects



Fill in the blanks, if you get stuck you can research the answers.

Challenge: Research a new religion and add it into the yellow

Summer Task(s)

Religion	Follower	Key person	Place of worship	Holy Writings/book	Symbol
Hinduism					
Judaism					
Buddhism					
Christianity					
Islam					
Sikhism					



6 Blind Men & the Elephant

by John Godfrey Saxe (1816-1887)

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! But the Elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here,
So very round and smooth and
sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within
his hands,
Thus boldly up he spake:
"I see," quoth he, "the
he, "the



Elephant
Is very like a snake!"

The Fourth reached out an eager
hand,
And felt about the knee:
"What most this wondrous beast is
like
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch
the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can,
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope.
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the
right,
And all were in the wrong!

TRUE OR FALSE!

- 1) The elephant symbolised God.
- 2) All elephants carry spears.
- 3) There are many ways of looking at the world.
- 4) No single person or religion completely knows everything.
- 5) Elephants are difficult to describe.
- 6) We are all searching for a truth that is beyond our understanding
- 7) Wise men in India are all visually impaired
- 8) Different religions are arguing over the same thing – we should all tolerate each other's beliefs.

Right to Fight

In the Torah, the Sixth Commandment says, 'You shall not murder,' but there were occasions when the Jewish people are told by God to fight back. It also says; "But if there is serious injury, you are to take life for life, eye for eye, tooth for tooth....". (Exodus 21:23-24)

Sikhism

Guru Nanak wrote: "No one is my enemy... With all I am at peace. God within us renders us Incapable of hate..."

Guru Gobind Singh, the tenth Guru, formed a Sikh community to fight against wrong-doers but said that fighting was only a last resort: "When all efforts to restore peace prove useless and no words avail/ Lawful is the flash of steel. It is right to draw the sword."

John Lennon said "If everyone demanded peace instead of another television set, then there'd be peace."

He sang "Imagine all the people living life in peace. You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us, and the world will be as one."

Islam

Islam is a religion of peace - fighting and war are as a last resort. When Muslims fight to protect their religion it is called **Jihad** meaning 'to struggle in the way of Allah'.

The Prophet Muhammad preached for years without fighting although he suffered harm from the Arabs in Mecca and the Jews in Medina. In his Last Sermon, he told Muslims: "Hurt no one so that no one may hurt you."

Religious believers should never use violence

Buddhism

The first of the five Buddhist principles is "Avoid killing, or harming any living thing." Many Buddhists have refused to fight under any circumstances, even knowing that they would be killed as a result. One of Buddha's sermons puts this very clearly; "Even if thieves carve you limb from limb with a double-handed saw, if you make your mind hostile you are not following my teaching".

The Dalai Lama, who won the Nobel Peace Prize, demonstrates this Buddhist commitment to peace. "Hatred" he said "will not cease by hatred, but by love alone. This is the ancient law."

Hinduism

A very important belief in Hinduism is **Ahimsa** which means non-violence. Many Hindus believe that any violence is always wrong, including war or killing animals for meat as it will produce bad karma. However, war is not totally forbidden in Hinduism and it is a duty of the warrior caste to fight battles when required.

Gandhi followed this principle to gain independence for India. He once said "An eye for an eye will only make the whole world blind."

Christianity

Jesus is described as peaceful in the Bible. When he was arrested in the Garden of Gethsemane, his disciples wanted to defend him and they said, 'Lord, should we strike with our swords?' Then one of them slashed out, cutting the ear off one of the arresters. But Jesus answered, 'No more of this!' And he touched the man's ear and healed him. (Luke 22:49-51)

Martin Luther King followed Jesus' example when fighting for Black rights in America. He believed "The ultimate weakness of violence is that it is a descending spiral; returning violence with violence only multiplies violence, adding deeper darkness to a night already devoid of stars."



After reading all the information above give 5 points for each side of the argument.

On one hand

Violence is never the answer, because...

On the other hand

Violence is sometimes the answer, because...



Art & Photography



Why is this subject interesting and important?

The creative industry is one of the biggest sectors in the UK, generating well over £100 Billion each year! The creative industry also accounts for one in six jobs in London, and one in eleven jobs in the UK. By studying art, your career pathway may open up incredibly, as it can lead on to courses including photography, graphic design, animation, illustration, fashion & textiles, cinematography, TV, media & radio, VFX – the list goes on and on!

The Visual Effects Industry (VFX) is right on your doorstep too, with 90% of the UK's industry based in London. You will also learn various life skills which will help you in all subjects in school and later in life, including problem solving, working in a team, independent study and investigative research. Learning about the arts will enrich your ability to study most subjects at school, as well as preparing you for life after school. Alongside other creative subjects such as music and drama, art subjects encourage self-expression and creativity, and can build confidence as well as a sense of individual identity.

What topics will I study?

In your first year at Uxbridge High School, you will learn about the formal elements of art & design, which are line, shape, form, tone, texture, pattern, colour and composition. These artistic “building blocks” will then be used throughout your creative studies at UHS. Projects and topics include Pop Art inspired by Andy Warhol, Day of the Dead Masks from Mexican culture, along with genres portraiture, architecture and still life.

In Year 9, you will also be taught photography, with the option of taking this as a GCSE. You will also link some of your other subjects with your art and photography studies. This may include maths through your use of percentages and ratio, English in your annotation and presentation skills, to history and your knowledge of World War II while researching documentary photography.

What makes the curriculum exciting? Projects, activities and events?

What is different at UHS compared to other schools, is that the projects change each year. If you have an older sibling or friend that has attended UHS, you will not be completing the same work as them! We want you to learn skills in fresh, new, exciting ways.

Research has shown that involvement in the arts, both visual art and performing art, is associated with higher levels of attainment in both high school and university. We are also building links with Pinewood Studios, where two of our A Level Art students spent a week with animator Tim Allen, who worked on films including Nightmare Before Christmas, Isle of Dogs, Fantastic Mr. Fox and Tv series including Fireman Sam, Postman Pat and Shaun the Sheep. By studying art and photography at UHS, you could be lining yourself up for a career in the creative industry, and that journey starts in Year 7!



Summer Task(s)

Your summer task will be to create an individual piece of work, by following these guidelines. There is no wrong answer, or wrong “picture” for this task – just follow the instructions and send a photo of the outcome!

Materials you will need: Blank paper (about A5 size), colour pencils or felt tips, black marker pen (e.g. Sharpie).

- Draw three straight lines from one edge of the paper to the other.
- Draw another two straight lines that cross over the first three lines.
- Draw one small circle, and one large circle.
- Draw a triangle that intersects one of your circles.
- Draw a curved line that starts at an edge and finishes in the middle of the page.
- Fill in one of your circles with a secondary colour.
- Draw three small squares.
- Make the outline of one of your squares really thick.
- Choose any section on your page and make a pattern inside it (e.g. spots, stripes, waves, repeated shapes).
- Choose another section and colour it in a primary colour.
- Draw a semi-circle coming in from one edge of the page.
- Choose two complementary colours to colour in your semi-circle
- Draw two small solid squares anywhere on your page.
- Draw a wavy line connecting any two of your shapes.
- Choose a big section and try blending two colours together.
- You can now add colour, pattern or shading to any of the remaining sections – be creative!

Photograph your work and email it to klindsay@uhs.org.uk



Design and technology



Why is this subject interesting and important?

Design and technology is a subject that encourages you to think, create and evaluate every product you use in your life. If you think about society or even your own home environment, D&T has impacted on all of them. It has given mankind an opportunity to progress and succeed in every walk of life and industry...from the very first invention of basic tools from the time of the caveman to the smartphone in your pocket today.

Within our department we will strive to develop a culture of kindness and creativity to develop well rounded designers that can contribute to society in a positive way.

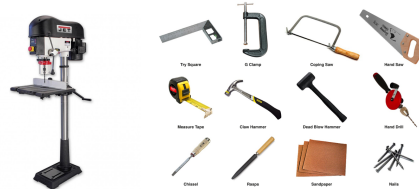
All our students are taught to follow a process and to think rationally about design as well as to be creative and imaginative with their ideas whether it be making a prototype or cooking a healthy nutritious meal.

What topics will I study?

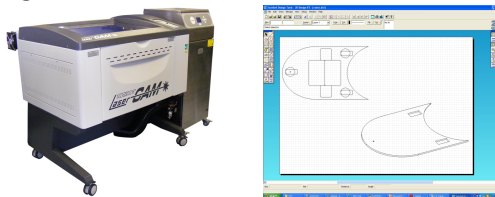
The Design technology department provides an exciting and active learning environment. We look to encourage you to try your best at every stage.

With the 3 main specialist DT areas, each Year 7 each student will get to experience the following:

- traditional hand tools and machinery to produce a product they can take home and use



- how to design and draw using traditional and computer aided drawing methods, witnessing their creations being cut using the laser cutter



- understanding the importance of nutrition and producing a healthy meal using a variety of cooking techniques.



What makes the curriculum exciting? Projects, activities and events?

All teachers within the department, encourage a learning environment in each classroom that develops effective learning through problem solving, investigating and practical experiences.



Creating exciting and engaging projects within our curriculum is something we love to do. From your very first moment in DT you will be introduced to a range of resources that will encourage you to think creatively. Your first rotation will be one of the following:

- Resistant materials - working with wood, board, plastic and metal.
- Graphics/CAD (Computer Aided Design) - working on designing skills using paper and the CAD IT software.
- Food Technology - working with a range of ingredients and learning basic cooking skills.

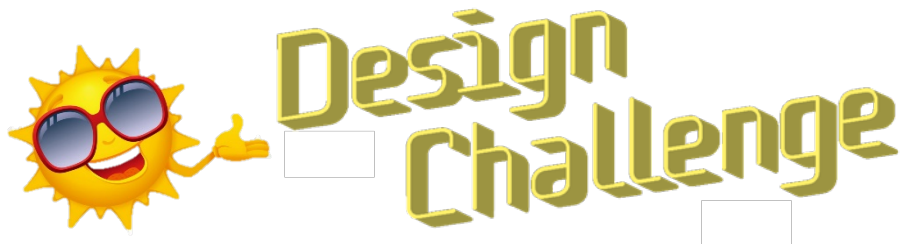
Within the resistant material rotation, you will be creating a hanging photo frame with a theme of your choice. This will use a range of materials as mentioned previously. Designs are personalised and incorporate colours and finishes of the students choosing.

Throughout the CAD rotation graphic skills are taught using hand drawing techniques and software tools on the computer programme 2D Design. This is the most updated software and links directly with programmes that are used in the design and manufacturing industry.

In the food technology rotation, students are taught about the Eatwell Guide and its importance in everyone's daily diet. Understanding how to produce nutritious and healthy dishes is important and supported in this rotation with practical's skills when creating food products and meals.

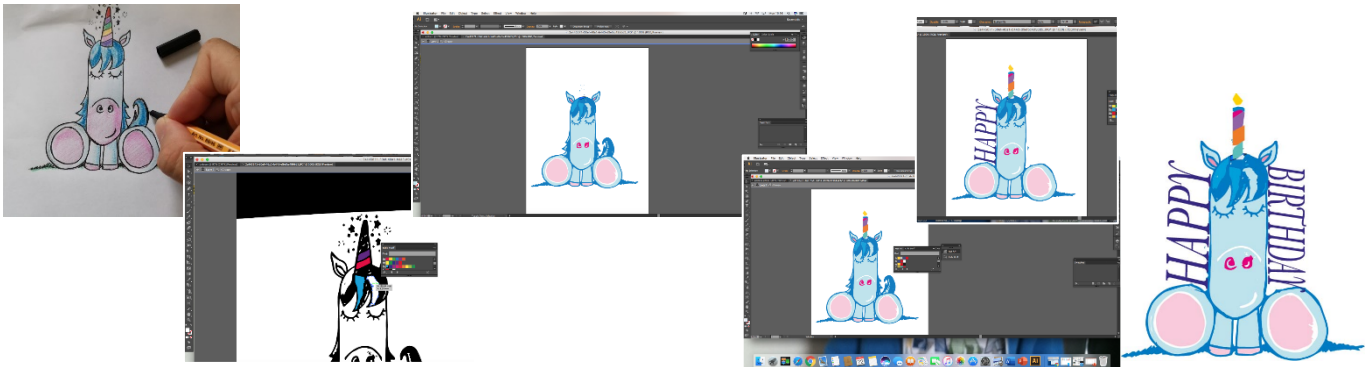


Summer Task(s)



Over the summer period we would like you to complete the following Design and Technology task. It will challenge you and test your creativity in all areas! You will need to use your skills in drawing, making and modelling and even cooking!

The first stage is to draw a cake topper. These are the small decorative additional products/pictures you can put on top of cakes. It can have any theme you want and involve movement (like spinning or bouncy on a spring). First, you must draw out your design, this can be completed by hand or on the computer. You will need to print this off in the correct size to fit your cake. Some example stages are shown below.

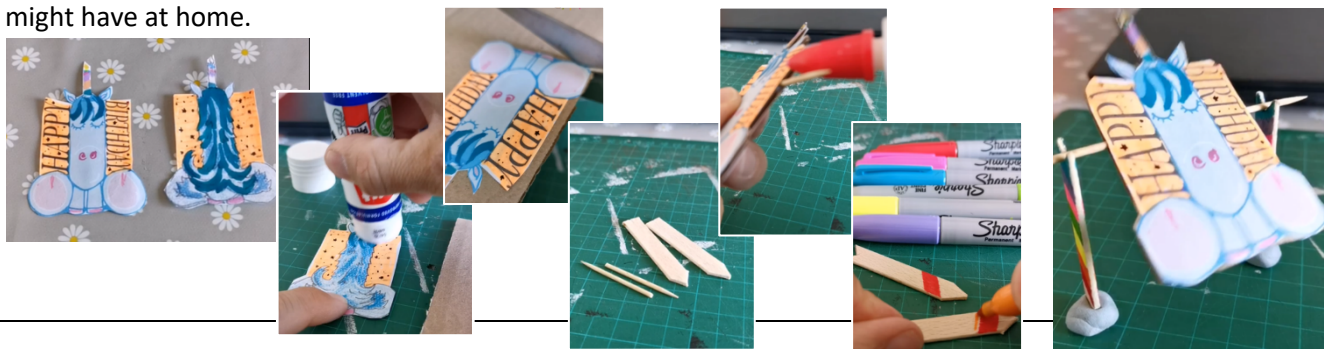


If you don't have the computer software, then please just complete your design by hand.

For the second stage you will need to bake a cake.... yes, a cake! This can be a small cupcake/s or a larger one depending on what you have available to you at home. Below are some of the stages you can follow, but there are several guides/videos online that you can access.



The final stage is to create the actual cake topper. The easiest method would be to cut out the design, glue it onto a piece of thick card and trim around the edges. To enhance the design of the topper, you can think about making it move; this could be a wobble or spin. The design below will be made to spin using some basic materials you might have at home.





You can present your work by hand as a set of project pages showing the stages of your design and then a photo/image of the final product. However, you can create a digital folder to email in September that also shows your project steps and final product...

...Please have fun with this project and show your amazing creativity and all the skills you have developed in Primary school...Be PROUD!

It is unfortunate we can't meet you in person but be assured all of us in the Design and Technology department at Uxbridge High School cannot wait to see you all in September! Have a great Summer!



Drama

Here at Uxbridge High School, the Drama Department looks forward to welcoming you to our wonderful Orsino Drama Studio and open-air theatre very soon!



Why is this subject interesting and important?

Drama is interesting because you get to explore lots of different styles and genres of theatre. We look at both scripted and improvised work, and you get the chance to explore lots of different themes and topics in a fun and creative way. In pairs, and sometimes in small groups you will have the chance to create pieces of drama and then perform them to each other.

Adding in costumes, set and props adds to the mood and atmosphere of your work and if you are very lucky you may get to perform in our wonderful open-air stage!

The subject is important because it helps to build your confidence and give you the skills to be able to work both individually and as part of a group.

Teamwork is an important part of drama and of course being creative is encouraged!

What topics will I study?

You will study a wide range of topics including the following:

- Drama skills
- Chorus work
- Interpreting text
- Romeo and Juliet
- Improvisation and creating characters
- Charlie and the Chocolate Factory

What makes the curriculum exciting? Projects, activities and events?

We are a very creative and dramatic bunch here at the school and the students here all enjoy their Drama Lessons as well as the chance to take part in a range of productions either as an actor, backstage crew or a technical whizz! We have fantastic links with the Royal Shakespeare Company and so we love our Shakespeare here at the school! You will have the opportunity to take part in a Shakespeare Festival with other schools and to attend workshops run by the actors from the company.

Previous plays have been: The Taming of the Shrew, Othello and Macbeth.

More of a musicals fan? Never fear the Drama Department is here! The school put on a wonderful production of Bugsy Malone recently which the students loved as they created the gangster world and of course got to use custard splat guns. It was a fun if messy production!

We run a weekly Drama Club, and this is open to all students so you will be made very welcome there. We love creating and putting on plays at lunchtime and sometimes after school too. And no audition is necessary!

Another popular event that we run is the Summer Showcase where we join with music and dance in a wonderful evening of creativity and talent.

Auditioning for all our productions is fair and fun, and we encourage students here to give it a go!

We support you and help you prepare and make sure that you do not get stage fright!



Summer Task(s)



What ideas do you have for this stimulus (a starting point for drama)

Who could have written the letter?

Who is it from?

Where has it been sent from?

What does the letter say?

Is it good/bad news?

In Drama, we would like you to over the summer, think of lots of ideas for a drama based around this letter!

You could even write your own letter, or a script that is based on the content of the letter.

We would like you to use your imagination and creativity and the Drama Department looks forward to hearing about all your wonderful ideas.

Good luck!