



Year 8 | Term 2 | Homework



Homework Schedule

Your homework will consist of:

- Knowledge Organiser with **five questions** this should take between 15-20 minutes. Try your best!
- TT Rockstars and Reading for 15 minutes

Subject	Page	Homework is set on:
English	6-9	Tuesday
Maths	10-13	Friday
Science	14-21	Tuesday
PE	22-23	Week A
Tech/Computing	24-30	Week A
Art	31-32	Week A
Drama	32-34	Week A
History	35-37	Week B
Geography	38-40	Week B
RE	41-44	Week B
French / Spanish	44-55	Week B
Music	56-57	Week B
PSHE	58	Set Termly

When is week A/B

	Week Commencing
Week B	04/11/24
Week A	11/11/24
Week B	18/11/24
Week A	25/11/24
Week B	02/12/24
Week A	09/12/24



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAYear7team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



3. **Cover up** the information so you are unable to read/see it.



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

How to present my homework book

1. Title with the Subject name and due date

13/09/2024

Science H/W – Due 15/09/2024

1. **Base:** A substance with a PH **between 8-14**
Alkali: A water soluble **soluble base.**

2. **Look, cover, write & check** the **key terms and definitions** identified by your teacher. Try your best.

2. PH1 is the strongest acid

3. Indicators help us categorise substances such as alkaline, acids or **neutral.**

3. Answer the questions, **using full sentences.** Self-correcting using a **green pen.**

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	<p>TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p>5 to 15 minutes practice a day,</p> <p>Ask your Maths teacher or tutor if you require a new log in.</p>	<p>To help you remember write down your:</p> <p>Username:</p> <p>Password:</p>



Plot

1	Mr Jones is the owner of Manor Farm. One night he falls asleep and all of the animals of Manor Farm meet where <i>Old Major</i> delivers a speech which encourages the animals to rebel against the humans.
2	When Mr Jones forgets to feed the animals one day the rebellion begins. When the animals are in charge they complete the harvest faster than ever. The pigs start to run the farm.
3	News of the rebellion spreads, Frederick, Jones and Pilkington complain about Animal Farm's success. In October, a group of men try to seize the farm. Led by Snowball's brilliance, the animals repel the attack, which is names 'The Battle of the Cowshed'.
4	The animals work harder than ever, Boxer proves himself to be an inspiration. Napoleon begins trading with humans and hires Mr Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments 'with sheets'. Squealer persuades the animals that this is acceptable. In November, a storm topples the half complete windmill. Napoleon blames this on Snowball.
5	The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their rations and 9 hens starve as a result. The animals are led to believe Snowball has been returning to the farm – his role at the battle of the Cowshed is adapted by Squealer. In spring, Napoleon calls a meeting and several 'traitors', who confess to being in league with Snowball, are executed, including protesting hens and pigs. Beasts of England is outlawed.

Key Characters

1	Mr Jones	<i>Drunken owner of Animal Farm. Embodies the tyranny of man.</i>
2	Snowball	<i>Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.</i>
3	Squealer	<i>Mouthpiece of Napoleon. Uses propaganda to control the animals.</i>
4	Boxer	<i>Devoted citizen and immensely strong. Innocent and naïve.</i>
5	Napoleon	Expels Snowball. Executes animals. Establishes himself as a dictator.

Themes and Context

1	Leadership and corruption	The book charts the corruption of Communist ideals of equality. It shows what happens when leaders have too much power.
2	Lies and deceit	The pigs use lying and deceitful behaviour to control the less educated animals.
3	Pride and ceremony	Ceremony and pride in 'Animal Farm' is used as a manipulation tactic by the pigs
4	Foolishness and naivety	The pigs take advantage of the foolishness of the other animals in order to control them.



Literacy Terms and Devices


1	Narrator	A person who narrates something, especially a character who recounts the events of a novel.
2	Denouement	The final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.
3	Crisis/ Climax	The most intense, exciting, or important point of something; the culmination.
4	Perspective	A particular attitude towards or way of regarding something; a point of view. Different depending on the person who is viewing/ telling something.
5	Setting	The place or type of surroundings where something is positioned or where an event takes place.
6	Tension	Mental or emotional strain.

Important Vocabulary

1	Comrade	A fellow member of an organisation	7	Principle	A fundamental truth or proposition that serves and the foundation for a political movement.
2	Ceremonial	Relating to formal religious or public events. Often events that symbolise something (e.g a King's coronation)	8	Maxim	A short statement that expresses a general truth or idea.
3	Expulsion	The act of forcing someone to leave an organisation.	9	Negotiations	Discussing until an agreement is made.
4	Liberty	The state of being free within society from restrictions on one's way of life or political views.	10	Canvassing	Trying to get support for your political cause.
5	Abundance	A very large quantity of something.	11	Dejectedly	Doing something in a miserable or unhappy way.
6	Procured	To very carefully get something.	12	Prophecy	A prediction of what will happen in the future.




For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-5. 2. What is Boxer's motto? Write one sentence explaining what this tells us about his character. 3. Which characters in Animal Farm are educated? What impact has this had on their lives? Use the sentence opener to explore your idea: <i>The _____ are educated on Animal Farm which has made their lives...</i> 4. List three persuasive techniques used in Animal Farm. 5. What is the meaning of hierarchy? How is this represented in Animal Farm?
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 6-10. 2. Look at the 'Themes and Context' section of the Knowledge Organiser. What do the pigs take advantage of so that they can control the other animals? 3. Which character leads the Battle of the Cowshed? 4. List three of the original commandments. 5. What was the reason Mollie left the farm?
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 8-12. 2. How many hens die because of Napoleon's actions? 3. What is the meaning of 'allegory'? 4. Write one sentence explaining why Animal Farm is an Allegory. 5. Napoleon uses Squealer as a scapegoat. To what extent do you agree? Write one sentence in your book.



For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 4		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 1,3,5,7,9. 2. What is Sugarcandy Mountain? 3. Which animal refused to become excited about the windmill? Why do you think this might be? 4. What reason does Squealer give for the pigs taking all the apples and milk? 5. What is the meaning of 'foreshadowing'? Give one example of foreshadowing in Animal Farm.
Homework 5		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 2,4,6,8,10. 2. What happens to the stable boy during the Battle of the Cowshed? How do Boxer and Snowball react differently to this moment? 3. What was the reason Napoleon took the puppies in Chapter 3? 4. Write one sentence explaining what George Orwell wanted to warn and encourage the reader to question about society. 5. In your opinion after reading Animal Farm, what makes a good leader? List three traits and write one reason why for each.
Homework 6		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 7-12 2. Squealer claims that Boxer is being sent to the vet. To what extent is this true? 3. In the final Chapter of Animal Farm, who dines/plays cards with the human farmers? 4. Think about the full story of Animal Farm. What do you think were the three key reasons the animals were unable to achieve Old Major's dream and create equality on the farm? 5. Write a short bullet point summary of Animal Farm. This should include between 5-10 bullet points.

From Y7 you will need to know **1**

Key Terms:

Formula: expresses the relationship between two or more unknown values

Expression: A sentence in algebra that does NOT have an equals sign

Identity: One side is the equivalent to the other side

Substitution: Replace the letter with a given value

Like terms: Variables that are the same are 'like'

Expand: Single brackets – each term inside the bracket is multiplied by the term outside the bracket.
Double brackets – each term in the first bracket is multiplied by all the terms in the second bracket.

Factorise: Putting an expression back into brackets

Solving Equations:

3 **Key Terms:**
Solve: Find a numerical value that satisfies the equation
Inverse operation: The operation that reverses the effect of another operation e.g. subtraction in the inverse of addition

2 Solving Equations
Unknown on one side
Solve $2x + 1 = 9$

$$\begin{array}{l} -1 \qquad -1 \\ 2x + 1 = 9 \\ \hline 2x = 8 \\ \div 2 \qquad \div 2 \\ x = 4 \end{array}$$

 Solve $3(y - 7) = 9$
 Always expand the bracket first

$$\begin{array}{l} +21 \qquad +21 \\ 3y - 21 = 9 \\ \hline 3y = 30 \\ \div 3 \qquad \div 3 \\ y = 10 \end{array}$$

 You can check your answers by substituting your answer back into the question

4 Unknowns on both side
Solve $2d - 7 = 5d - 10$
 Start by subtracting the smallest amount of the variable from both sides

$$\begin{array}{l} -2d \qquad -2d \\ 2d - 7 = 5d - 10 \\ \hline -7 = 3d - 10 \\ +10 \qquad +10 \\ 3 = 3d \\ \div 3 \qquad \div 3 \\ d = 1 \end{array}$$

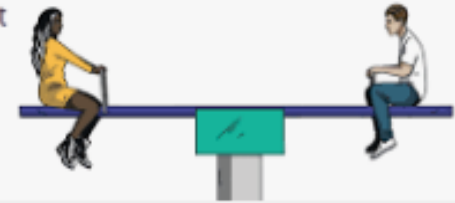
 Solve $3(2t + 4) = 2(2 - t)$

$$\begin{array}{l} +2t \qquad +2t \\ 6t + 12 = 4 - 2t \\ \hline 8t + 12 = 4 \\ -12 \qquad -12 \\ 8t = -8 \\ \div 8 \qquad \div 8 \\ t = -1 \end{array}$$

Understand that equations are a 'balance'

Solving Equations

Remember that both sides of your equation must **always** balance.



That is, if you do something to one side, you **must** also do it to the other.

Set up equations from word problems

Jenny, Kenny, and Penny together have 51 marbles. Kenny has double as many marbles as Jenny has, and Penny has 12. How many does Jenny have?

Set up an equation then solve

$$\begin{array}{l} \text{Jenny's} + \text{Kenny's} + \text{Penny's} = 51 \\ n + 2n + 12 = 51 \\ 3n + 12 = 51 \\ -12 \qquad -12 \\ 3n = 39 \\ \div 3 \qquad \div 3 \\ n = 13 \end{array}$$

Y8 Maths Knowledge Organiser Term 2:

Sequences:

What you need to know:

Finding the next term - numbers

When you need to find the next term in the sequence you need to work out what the general rule for the sequence is.

The rule is add 4 because the difference between each number is 4.

$1, 5, 9, 13, \dots$

 $+4 \quad +4 \quad +4$

17 is the next number because $13 + 4 = 17$.

The rule is subtract 7 because the difference between each number is 7.

$14, 7, 0, -7, \dots$

 $-7 \quad -7 \quad -7$

-14 is the next number because $-7 - 7 = -14$.

The rule is multiply by 2 because the numbers are doubling.

$5, 10, 20, 40, \dots$

 $\times 2 \quad \times 2 \quad \times 2$

80 is the next number because $40 \times 2 = 80$.

Finding the next term - diagrams

This is very similar to continuing a sequence of numbers, we just need to work out what has changed to get from one diagram to the next.

We can see an extra dot has been added along the top and down the side each time. The 4th pattern would look like this.

Generating a sequence

nth term = $3n - 1$

Substitute 1, 2 & 3 where n is in the nth term to get the first 3 numbers in the sequence.

n	$3n - 1$
1	$3 \times 1 - 1 = 2$
2	$3 \times 2 - 1 = 5$
3	$3 \times 3 - 1 = 8$

To get the 10th term:
 $3 \times 10 - 1 = 29$.

Sequence = 2, 5, 8, ...

5

Key Terms:

Term: Each value in a sequence is called a term.

Rule: The value that a sequence increases or decreases by.

Sequence: A number or picture pattern with a specific rule.

Linear sequence: A sequence that increases or decreases by the same number between each term.

Nth term: A rule which allows you to calculate the term that is in the nth position of the sequence. Also known as the 'position to term' rule.

Generate: When we substitute values into the nth term to calculate the original sequence.

Finding the nth term

The nth term is the general rule for a sequence. We can use the nth term to then calculate any term in the sequence.

Here is a sequence: 5, 8, 11, 14, ...

Find the difference between the numbers.

$5, 8, 11, 14$

 $+3 \quad +3 \quad +3 = 3n$

Remember to calculate how we get from the times table to the original sequence.

$3, 6, 9, 12, \dots$

 $5, 8, 11, 14, \dots$

This means that the nth term starts with 3n and we need to look at the 3 times table.

The nth term is $3n + 2$.

6

Special sequences

Sometimes sequences do not increase or decrease by a consistent number. These can be quadratic sequences which include an n^2 term or they can be other special sequences some of which are shown below,

These are the square numbers written as a sequence so 1×1 , 2×2 , 3×3 etc..

Square numbers

$1^2=1, 2^2=4, 3^2=9, 4^2=16, 5^2=25, 6^2=36, 7^2=49, 8^2=64, 9^2=81, 10^2=100...$

To get from one term to the next you can see that the difference increases by 1 more each time so 2, 3, 4, 5 etc.

Triangular numbers

1, 3, 6, 10, 15, 21, 28, 36, 45, 55, ...

These are the cube numbers written as a sequence so $1 \times 1 \times 1$, $2 \times 2 \times 2$, $3 \times 3 \times 3$ etc..

Cube numbers

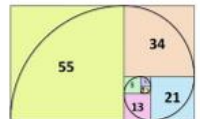
$1^3=1, 2^3=8, 3^3=27, 4^3=64, 5^3=125, 6^3=216, 7^3=343...$

The Fibonacci Sequence

1, 1, 2, 3, 5, 8, 13, 21, 34, 55, 89, 144, 233, 377, ...

$1+1=2$
 $1+2=3$
 $2+3=5$
 $3+5=8$
 $5+8=13$
 $8+13=21$

$13+21=34$
 $21+34=55$
 $34+55=89$
 $55+89=144$
 $89+144=233$
 $144+233=377$



The Fibonacci sequence is when we add the second number in the sum to the answer to get the next term.



This is your maths revision guide

Sign in to [Mathswatch](#)

Click the Video Clip number for the topic you want to revise, or

Go to

<https://vle.mathswatch.co.uk/vle/browse>

- Type the number in the search box and then click on the topic when it comes up below
- Note - If it does not come up, try changing the qualification to 'GCSE' or 'KS3'
- Watch the video and complete the interactive questions

Topic	Mathswatch Video Clip		Tick When Confident
	KS3	GCSE	
Solving Equations			
Basic equations	A12		
Forming and solving basic equations	A17		
Brackets and fractions	A19a		
x on both sides	A19b		
Sequences			
Term to term rule	A11a		
Position to term rule	A11b		
Nth term	A11c		
Special sequences	A22		
Averages			
Median, mode and range	S6		
Mean	S7		
Pie Charts	S9		

In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice**"

"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

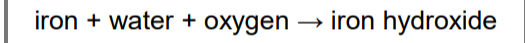
Homework	Due	Task:
Y7 Vocabulary		Revise the vocabulary for Algebra (Look Cover Write Check) Ext. Be prepared to explain the difference between an expression and an equation
Solving a one or two step equation		$1) 8x = 64$ $2) 4x = 60$ $3) x + 7 = 14$ $4) x - 5 = 15$ $5) 2x + 4 = 10$ $6) 2x - 4 = 10$
Equations Vocabulary		Learn the vocabulary that you will be using in class. (Look Cover Write Check)
Unknowns on both sides		Write a clear set of instructions for solving equations on both sides. Use the following equation as your example: $6x - 3 = 2x + 13$
Y8 Sequences Vocabulary		Learn the vocabulary that you will be using in class. (Look Cover Write Check)
Special Sequences		Make your own poster – with diagrams – to help you to learn the special sequences: square numbers, triangle numbers, Fibonacci numbers
Revision		Use your Knowledge Organiser to help you to prepare for the end of unit assessment.



	Key Term	Definition
1	Endothermic	A chemical reaction absorbing energy from the surroundings
2	Exothermic	A chemical reaction releasing energy to the surroundings
3	Rust	Formed when oxygen and water react with iron.
4	Corrosion	A process occurring when a metal continues to oxidise and becomes weaker over time
5	Degrees Celsius (°C)	Units of temperature

Rusting

- The oxidation of iron is called rusting. This process destroys iron structures because rust is weak and crumbly.
- Rusting only happens with substances that contain iron.
- Water and oxygen must be present for iron to rust.
- $\text{iron} + \text{water} + \text{oxygen} \rightarrow \text{iron hydroxide oxide}$.



- Coating the iron with paint or plastic acts as a barrier to oxygen and water to stop it rusting.
- **Rust is a reddish-brownish colour**

Endothermic and Exothermic reactions

When a chemical reaction occurs, energy is either transferred to or from the surroundings. This causes a change in temperature.

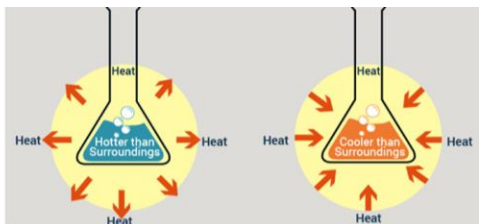
Exo = outside

So heat is transferred **out** to the surroundings

Endo = inside

So heat is transferred **from** the surroundings

Feels hotter



Feels colder

Temperature **increase** of the surroundings

Temperature **decrease** of the surroundings

Firework

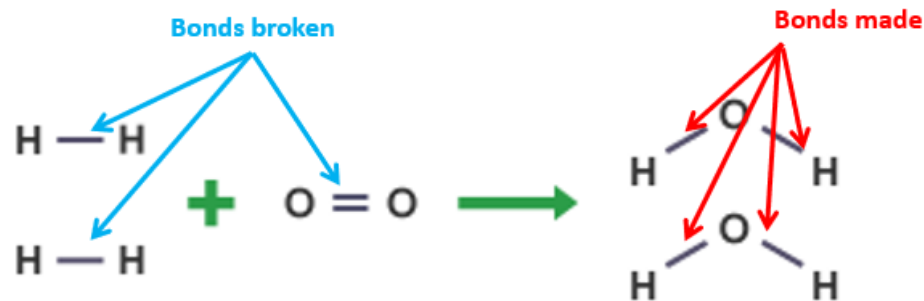
Sports injury pack

A firework going off is an example of an exothermic reaction



A sports injury ice pack is an example of an endothermic reaction

- Breaking chemical bonds requires energy. This means energy is transferred from the surroundings. Bond breaking is **endothermic**.
- Making chemical bonds releases energy. This means energy is transferred to the surroundings. Bond breaking is **exothermic**.



Bond breaking > Bond making

Endothermic

Bond making > bond breaking

Exothermic

	Key Term	Definition
1	Mitochondria	An organelle in plant and animal cells where aerobic respiration occurs
2	Aerobic respiration	The breakdown of glucose to release energy, using oxygen
3	Anaerobic respiration	The breakdown of glucose to release energy, without oxygen
4	Absorption	The process of absorbing/taking in a substance, such as food or oxygen going into the blood
5	Fermentation	A chemical process by which bacteria and yeast break down molecules such as glucose anaerobically

Respiration is the process by which our cells release energy from glucose

Key point: Respiration and breathing are not the same thing!

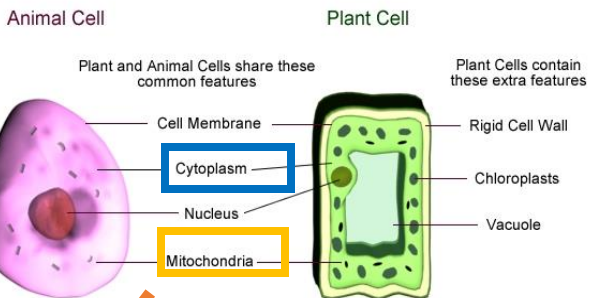
There are two types of respiration. The two types of respiration that occur depend on the amount of oxygen available.

Aerobic and Anaerobic Respiration

- Both aerobic and anaerobic respiration involve chemical reactions which take place in the cell. Both release the energy that the cell needs
- However – there are some differences. The two processes are compared in the table below

	Aerobic	Anaerobic
Where does it happen?	Mitochondria	Cytoplasm
Oxygen required?	Lots	Little/None
Reactants	Glucose + Oxygen	Glucose
Products	Carbon dioxide + Water (+energy)	In animals: Lactic acid (+energy) In plants: Ethanol (+energy)
Energy released	Lots	Little

Mitochondria



Mitochondria are tiny **organelles** found in the **cytoplasm** of both plant and animal cells.

Mitochondria are the sites of aerobic respiration. The **cytoplasm** is the site of anaerobic respiration in cells.

Humans use aerobic respiration unless they are short of oxygen, when they switch to anaerobic respiration. Anaerobic respiration releases less energy than aerobic respiration, but it happens more quickly. **Lactic acid** that is produced builds up in muscles causing **cramp**. To recover, you breathe deeply and quickly. This is called **'oxygen debt'**. Lactic acid reacts with oxygen to form carbon dioxide and water.



Word equations:

Aerobic Respiration	Glucose + Oxygen → Carbon dioxide + Water (+ energy)
Anaerobic Respiration (animals)	Glucose → Lactic acid (+ energy)
Anaerobic Respiration (plants) - fermentation	Glucose → Ethanol + carbon dioxide (+energy)

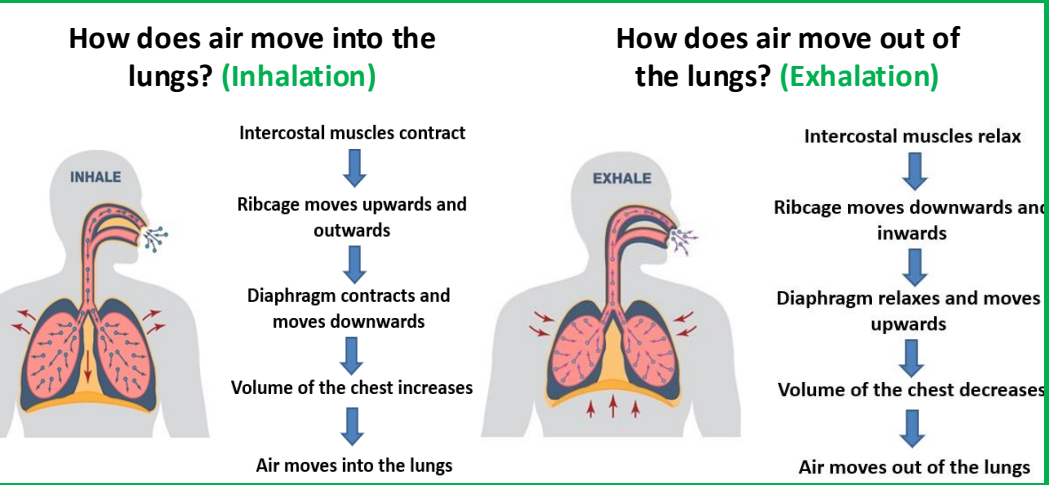
Fermentation – some bacteria and fungi such as yeast carry out anaerobic respiration called fermentation. Yeast undergo fermentation when bread and beer are made. Ethanol is the alcohol produced. This is evaporated away when the bread is baked. Carbon dioxide gas is trapped in bread making bread rise,, and gives beer its bubbles.





	Key Term	Definition
1	Diffusion	The movement of substances from a high concentration to low concentration
2	Inhalation	Breathing in
3	Exhalation	Breathing out
4	Respiratory system	The group of tissues and organs that help you to breathe
5	Alveoli	The air sacs in the lungs where gas exchange takes place

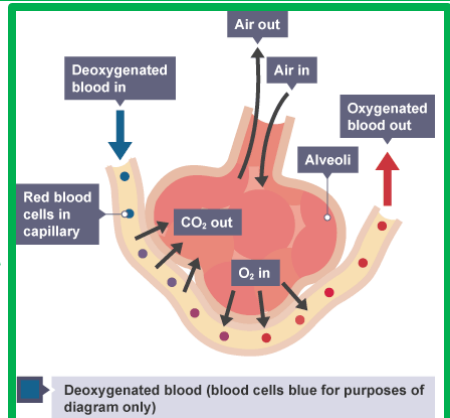
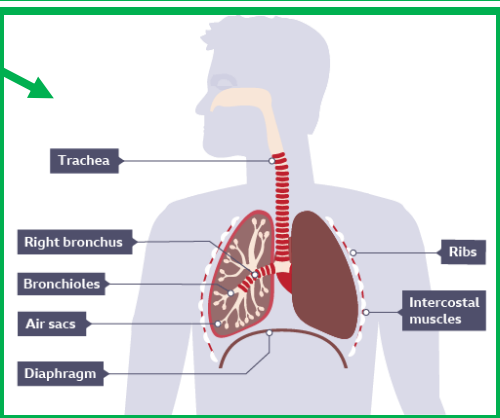
Breathing: the physical process whereby air moves into (inhalation) and out of (exhalation) the lungs. Breathing is the same as 'ventilation' but is not the same as 'respiration'.



Respiratory system and gas exchange

- Gas exchange is the process by which oxygen enters the blood and travels to cells for respiration.
- Carbon dioxide is a waste product of respiration and needs to be moved out of the blood.

Structure	Function
Trachea	The windpipe. Lined with rings of cartilage which keeps it open at all times
Bronchus	Trachea splits into left and right bronchus leading to the lungs
Bronchiole	Each bronchus splits into thousands of smaller tubes called bronchioles which take air deeper into the lungs.
Alveoli	Tiny air sacs at the end of the bronchioles. Where gas exchange occurs. We have millions of alveoli in our lungs which provide a large surface area for respiration to occur. The walls of the alveoli are very thin so that the diffusion of gases is fast and there is a good blood supply provided by capillaries so that gases can be transported efficiently into and out of the bloodstream.
Intercostal muscle	Muscles between the ribs. These contract and relax when a person breathes
Diaphragm	A dome-shaped flat sheet of muscle under the lungs. Contracts and relaxes with the intercostal muscles during breathing.



Alveoli are tiny air sacs in the lungs where gas is exchanged during breathing. Within the human lungs the alveoli provide an efficient exchange surface adapted for gas exchange. This involves the 'swapping' of gasses **by diffusion**.

- Absorbing oxygen**, which is needed for respiration, into the blood from the air.
- Removing carbon dioxide**, which is produced by respiration, from the blood into the lungs and then the air.

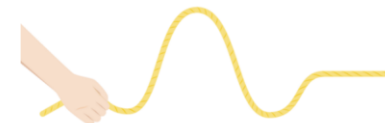
	Key Term	Definition
1	Transverse wave	Vibrations are at right angles (perpendicular to) the direction the wave is travelling
2	Longitudinal wave	A wave where vibrations are in the same direction as the direction the wave moves
3	Refraction	The change in direction of a light ray or wave as a result of its change in speed
4	Frequency	The number of complete waves or vibrations produced in one second (measured in Hertz)
5	Amplitude	The distance from the middle to the top or bottom of a wave
6	Transverse wave	Vibrations are at right angles (perpendicular to) the direction the wave is travelling

Waves:

- Waves carry energy from one place to another
- They do not transfer matter (particles)
- There are two types of waves (1) transverse (2) longitudinal

Transverse waves

- Particles vibrate at right angles (perpendicular) to the direction that the wave is moving in.
- This can be demonstrated using a rope. As the rope is shaken, the rope moves up and down at right angles to the direction of the energy transfer (left to right)
- *Examples:* water waves, light waves, microwaves, radio waves, ultraviolet radiation



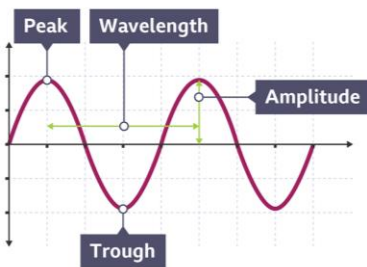
Longitudinal waves

- Particles vibrate in parallel with the direction of energy transfer. The particles move back and forth and return to their rest position.
- This can be demonstrated using a slinky. The individual coils of the slinky move backwards and forwards and return to their rest position. However none of the coils move along the length of the slinky.
- *Examples:* sound waves, seismic-P waves produced by Earthquakes



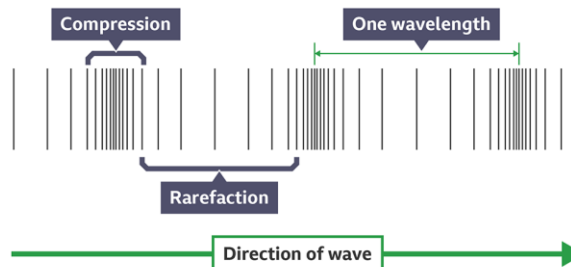
Describing transverse waves

- **Peak** – the highest point of a transverse wave, like the highest point of a mountain.
- **Trough** – the lowest point of a transverse wave is called a trough
- **Amplitude** – the distance from a peak or a trough, to the rest



- **Wavelength** – The distance from one peak to the next peak is called the wavelength. The wavelength of a wave could also be measured from one trough to the next trough, or from any point on the wave to the same point on the next cycle of the wave.

Describing longitudinal waves



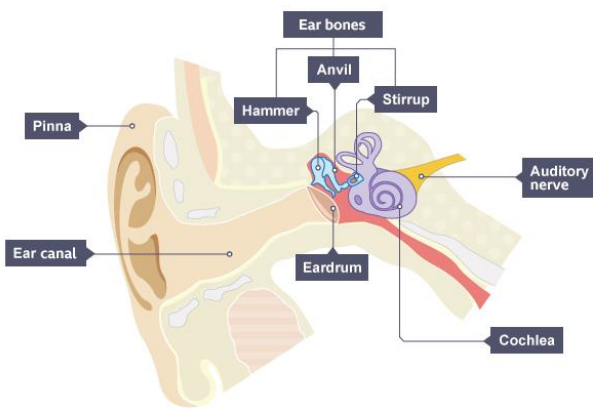
- **Compression** – a region of high pressure, where the particles are closer together than normal.
- **Rarefaction** – a region of low pressure, where the particles are further apart than normal.

Key point: The frequency of a wave is the number of vibrations in one second. The units are Hertz (Hz). E.g. 50 Hz = 50 vibrations per second

	Key Term	Definition
1	Auditory canal	The passage in the ear from the outer ear to the eardrum
2	Auditory nerve	An electrical signal travels along the auditory nerve to the brain
3	Cochlea	Snail-shaped tube in the inner ear with sensory cells that detect sound
4	Ultrasound	Sound at a frequency greater than 20,000 Hz
5	Infrasound	Sound below a frequency of 20 Hz

Hearing

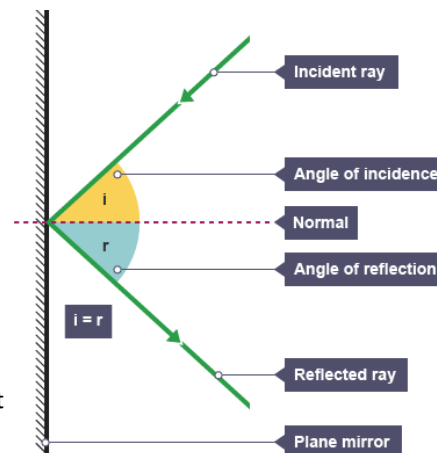
- We hear sounds because our ears turn vibrations from the air into signals that are sent to our brain.



- The pinna is the visible portion of the outer ear which collects the sound
- Air particles inside the ear canal vibrate and hit the ear drum
- The ear drum vibrates and passes the vibrations to the small inner ear bones
- These vibrations hit the cochlea which turns them into an electrical signal sent to the brain via the auditory nerve.
- When the signal reaches our brain, it turns the signal into a sound that we hear

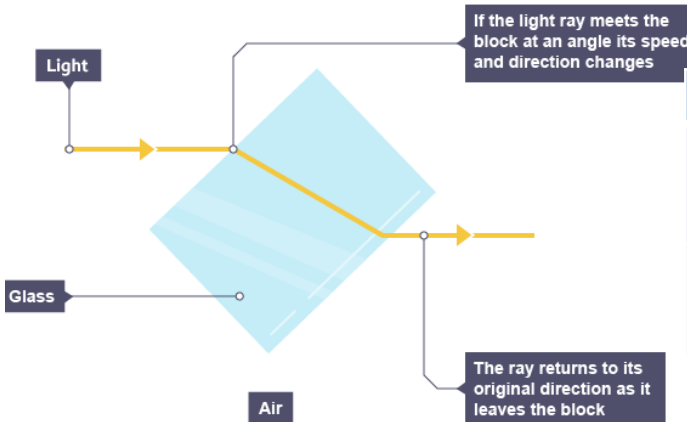
Reflection

- When light hits a mirror, it reflects from the surface of the mirror.
- The angle at which light is reflected depends on the angle it hits the mirror
- A ray diagram can be used to show the path of the light rays.
- Reflective surface of the mirror is represented by a vertical line, with // lines used to represent the non-reflective side.
- The dashed line drawn at 90° to the surface of the mirror is called the **normal**. This is an imaginary line used to measure the angles of incidence and reflection.
- Angle of incidence (i)**, the angle between the normal and incident ray.
- Angle of reflection (r)** is the angle between the normal and reflected ray.



Refraction

- Light waves change speed when they pass across a boundary e.g. air and water, or air and glass.
- When a wave changes speed, it also changes direction. This is called refraction



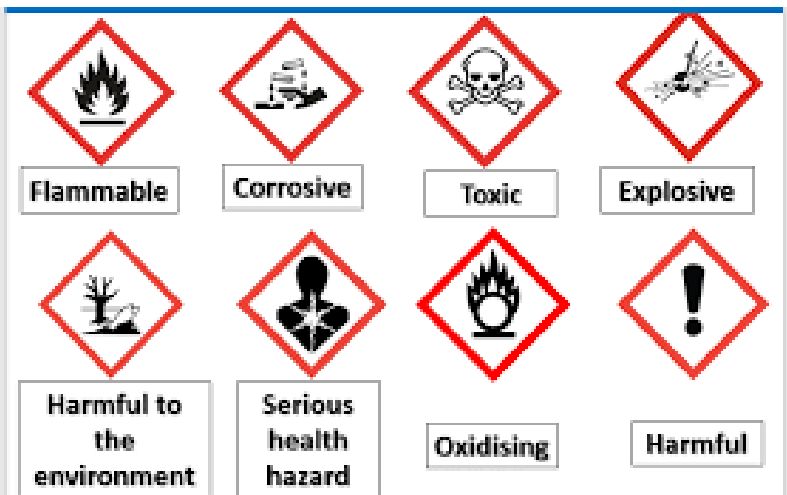
	Speed	Direction
If the density increases (e.g. air to glass)	Slows down	Towards the normal
If the density decreases (e.g. glass to air)	Speeds up	Away from the normal

- We can investigate the relationship between the angle of incidence and angle of refraction using a ray box and plastic box

	Key Term	Definition
1	Hazard	A potential source of harm
2	Bunsen burner	Apparatus used to heat substances in the lab
3	Flammable	Something that catches fire easily
4	Corrosive	A substance that will dissolve or burn materials, including the skin
5	Irritant	Substances which cause irritation to the skin
6	Toxic	A substance which can be poisonous and possibly deadly.

A **hazard** is something that can cause harm. A **risk** is a chance that a hazard will cause anybody harm.

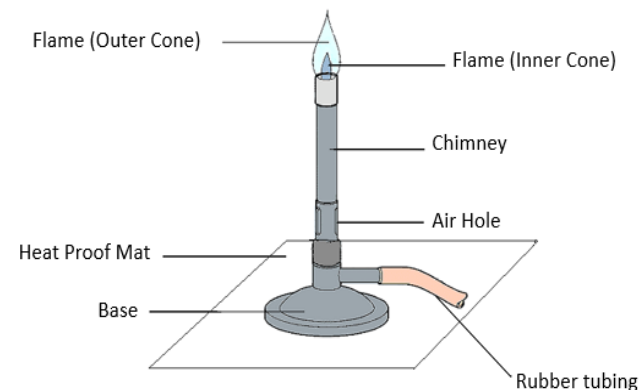
The type of harm that could be caused is often shown using a hazard symbol. **Hazard symbols** can also be seen on items in the home.



Bunsen burners are used to heat substances in the lab.

When you light a Bunsen burner, the flame will be yellow. This is called the **safety flame** because you can see it.

You can change the colour of the flame by **opening and closing the air hole**. This changes the amount of **oxygen** that enters the Bunsen burner.




How to work safely using a Bunsen burner:

1. Make sure there are no breaks or holes in the gas hose.
2. Follow lab rules: safety goggles, tie hair back, tuck in your tie.
3. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
4. Turn the collar to ensure the air hole of the Bunsen burner is closed when turning it on and off.
5. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
6. Extinguish the splint and place it on the heat-resistant mat.

	Air hole open	Air hole half-open	Air hole closed
Type of Flame	Roaring	Blue	Orange (safety)
When is it used?	Heating things quickly	Heating things slowly	When not being used but we want to leave it on
Amount of air	A lot	Some	Little
Amount of heat	700°C	500°C	300°C

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1 Chemical reactions		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. Which type of reaction (exothermic or endothermic) releases energy to the surroundings, causing the surroundings to get hotter? 3. A chemical reaction occurred between two substances. The starting temperature was 23°C and the final temperature was 15°C. Was the reaction endothermic or exothermic? Explain your answer. 4. What is the scientific name for rust ? 5. Why is it incorrect to say that 'if copper reacts with oxygen and water, rust will form'
Homework 2 Respiration 1		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. Name the organelle where aerobic respiration happens 3. Write the word equation for aerobic respiration 4. Which type of respiration is likely to occur during a 100 metre sprint? Explain your answer. 5. The process of making bread requires the fermentation of glucose by yeast. Explain why bread rises and does not contain alcohol.
Homework 3 Respiration 2		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. State the difference between 'breathing' and 'respiration' 3. Describe the processes in order by which air moves into the lungs 4. Why is it necessary for gas exchange to occur? 5. State three ways in which the alveoli are adapted for gas exchange.



For each homework, you will be asked to look at a **particular section of your Knowledge** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

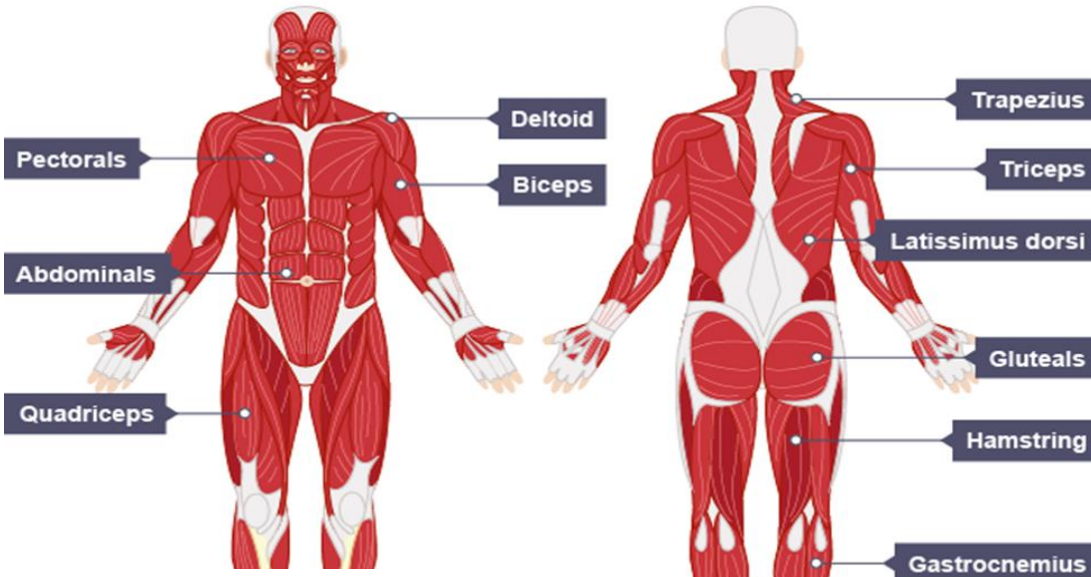
Homework	Due	Task:
Homework 4 Waves 1		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. What type of waves are sound waves? 3. What is the difference between a transverse and longitudinal wave? 4. Draw a sketch of a transverse wave and label the: peak, trough, amplitude and wavelength. 5. What is the frequency of a wave which makes 35 vibrations per second?
Homework 5 Waves 2		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. What is the name given to the imaginary line which is at 90° to a boundary e.g. a mirror or plastic block 3. Why does refraction happen? 4. Sketch a simple diagram to show how reflection happens? Label the normal, incident ray, reflected ray, angle of incidence and angle of reflection? 5. Describe the steps that occur which cause us to hear sound from the point where vibrations are collected by the pinna?
Homework 6 Hazards and Bunsen burners.		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. How do you change the colour and temperature of the flame on a Bunsen burner? 3. Which flame on the Bunsen burner is the hottest flame, and what is this used for? 4. Describe the difference between a hazard and a risk 5. Look at the list of safety measures that people should take when working with a Bunsen burner. Choose one that you think is the most important and justify (give reasons) for your answer



Locations of major muscles:

Front of the body: Anterior

Back of the body: Posterior



Muscle	Stretch
Triceps	
Hamstring	
Pectorals	
Quadriceps	
Gluteus Maximus	

Biceps	
Deltoids	
Abdominals	
Gastrocnemius	
Latissimus Dorsi	


	Joint action	Description	An example of a sporting movement
1	Flexion	Decreasing the angle at the joint.	The upward phase of a bicep curl.
2	Extension	Increasing the angle at the joint.	Your elbow when throwing a shotput.
3	Adduction	Limb moves towards the mid-line of the body.	Swimming – end of a breaststroke when legs & arms come back together
4	Abduction	Limb moves away from the mid-line of the body.	Jumping Jacks – when arms & legs are moved out to the side.

5	Rotation	A circular movement around a fixed joint.	At the shoulder when playing a forehand topspin shot in tennis.
6	Circumduction	When the limb moves in a circle.	At the shoulder when bowling in cricket.
7	Dorsi Flexion	Bending the foot up towards the shin.	Lifting you foot when running or juggling a football.
8	Plantar Flexion	Bending the foot downward towards the ground.	Pointing your toes in gymnastics or when you push off and jump into the air.



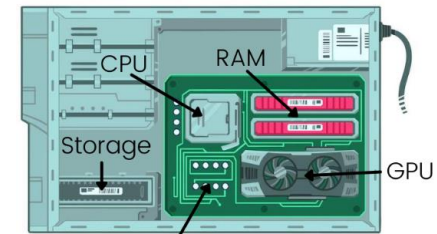
Instructions:

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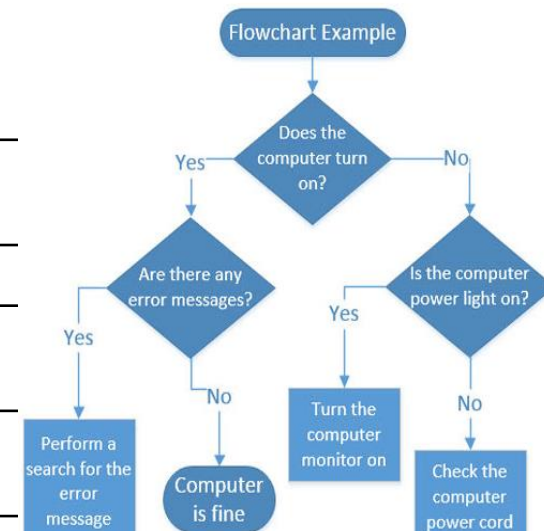
Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. What is flexion?3. Where are your triceps?4. Pointing your toe in gymnastics is an example of what type of movement?5. Where are your quadriceps located?
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. What is extension?3. Where are your biceps?4. Give an example of flexion in sport5. Give an example of rotation in sport
Homework 3		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Where are your hamstrings?3. What muscles are located in your stomach area?4. What movement occurs in the shoulder when you swim using front crawl5. Give an example of circumduction



Key vocabulary	Definition
1. Network	Two or more connected devices that can share data, peripheral devices such as printers and an internet connection.
2. WAN	Wide Area Network: A network over a large geographical area e.g. the internet.
3. LAN	Local Area Network - network in a small geographical area e.g. an office/school
4. Router	A device which forwards data packets to the appropriate parts of a computer network (packet switching) allowing communication of data across the internet.
5. Switch	A "Smart" device which forwards data to a specific device on a network.
6. Malware	Malicious software created to damage or gain illegal access to computer systems examples are worms, viruses and trojans.
7. Encryption	Encoding data – often used when logging onto websites – personal data is scrambled and therefore cant be stolen.
8. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
9. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
10. CPU	The central processing unit which carries out the instructions for a computer.
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).

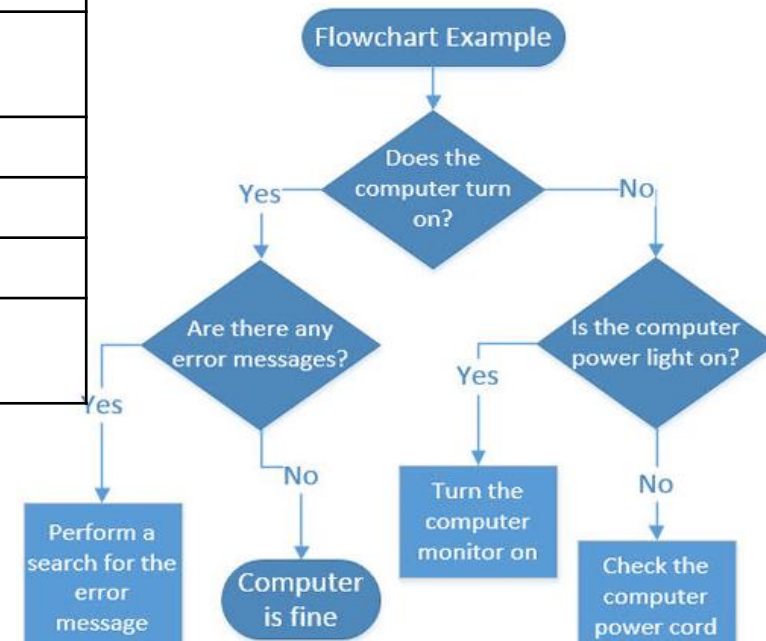
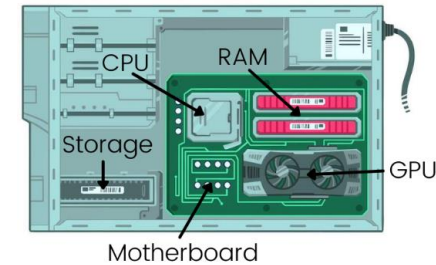


Motherboard






Key vocabulary	Definition
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.





instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher. For each homework, you will be asked to look at a **particular section of your Knowledge to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> •1.Look, write, cover, check vocabulary 10-14. •2.What does CPU stand for and what does it do? •3.Why is RAM known as 'volatile'? •4.What is the purpose of secondary storage ?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Look, write, cover, check vocabulary 15-21. 2.Draw the flow charts symbol for 'start', input/output, decision and process. 3.Give an appropriate variable name if you were storing a value of how old someone was. 4.Find the error in this code : <code>name=input("What is your name)</code> 5. Find the error in this code: <code>number=input("Enter a number")</code>
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Explain the difference between a LAN and WAN. 2.Explain why a school has a firewall. 3.Convert 10000010 to denary 4.Give two examples of secondary storage. 5.What programming construct is this: (IF ELSE).

Important vocabulary

Key word	Meaning
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
4. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
5. Salmonella	Bacteria often found from animal's insides e.g. In chicken which causes food poisoning.
6. Clostridium perfringens	Bacteria often found on unwashed vegetables which causes food poisoning.
7. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
8. Descriptors	Words that accurately describe.
9. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
10. Nutrition	Eating all the nutrients required to be healthy.
11. Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
12. Cross contamination	When food poisoning bacteria, chemicals or objects get into/onto foods from another place.

TIPS FOR FOOD SAFETY
ALWAYS SEPARATE RAW & COOKED FOODS

Separate raw meat, poultry and seafood from other foods.

Use separate equipment and utensils such as knives and cutting boards for handling raw foods.

Store food in containers to avoid contact between raw and prepared foods.

COLOUR CODED CUTTING BOARDS
 eliminate the risk of bacterial cross contamination during food preparation

- RAW MEAT**
- RAW FISH**
- COOKED MEAT**
- SALAD & FRUIT**
- VEGETABLES**
- BAKERY & DAIRY**

What is the function of protein in your body?

- To build and repair all body tissues
- Proteins are a part of cell structures – muscles, bones, teeth, tendons, hair, etc.
- They are also working proteins as in enzymes, antibodies, and hormones.

functions of iron

supports our healthy growth & development

helps deliver oxygen in our bodies

helps maintain our energy levels

Function of calcium

Bone structure

Muscle contraction

Cellular metabolism

Wound healing

Nerve impulse transmission



Homework	Due	Task:
Homework 4		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 7-12.1. What is the difference between the meaning of nutrition and nutrients?2. Why is it important to have protein, calcium and vitamin D as a teenager?3. Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = ham, chorizo, salami etc...4. List 2 other ways that cross contamination can be avoided when cooking.
Homework 5		<ol style="list-style-type: none">1. Complete the Show My Homework end of topic test. This will be set on Show My Homework.
New Tech rotation change over week beginning 9/12/24 Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-6.2. List 3 personal hygiene rules with reasons for them.3. List 4 ways in which eggs can be cooked.4. Why do we call eggs a versatile ingredient?5. In week 1 you make hokey pokey (honeycomb) explain or draw a diagram to explain what happened and why when you added the bicarbonate of soda.

Textiles

Key word	Meaning
1. Fabric scissors	These are used to cut fabric, but must not be used on paper or card
2. Pins	These are used to hold fabric in place while you are sewing
3. Iron/Ironing board	Irons are used to remove creases from fabrics and the board is used to lay the fabric onto.
4. Applique	This process involves stitching a small piece of fabric onto a larger one to make a pattern or design.
5. Natural fibres	These come from animals, insects or plants. They are all biodegradable and therefore sustainable although making them uses energy
6. Man-made fibres	These are made from synthetic sources such as oil or coal, or from naturally sourced materials which undergo a chemical process



Product design

7. Coniferous	The name given for softwood trees, that are evergreen and keep their leaves all year round
8. Deciduous	The name given for hardwood trees, that loose their leaves during winter
9. Biodegradable	This means when a material will naturally break down into the environment (e.g orange peel)
10. Varnish	This is a liquid that is applied to wood to improve its appearance and to protect the wood from water, damp or chemicals
11. Laser cutter	This is a machine that is used for cutting out shapes or engraving using a hot laser. This is programmed on a computer and can be used or materials such as card, wood, plastic or even metal
12. Packaging	Products are sold in packaging (usually card or plastic) to protect the product, to inform the use of what is inside, and to entice the user into buying the product



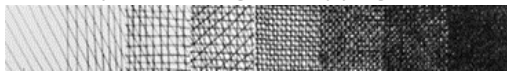


Homework	Due	Task:
Homework 4		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 7-92. What are the main differences between coniferous and deciduous trees?3. Describe the properties of softwood trees and give 3 examples4. Describe the properties of hardwood trees and give 3 examples5. Is plastic biodegradable? What impact does this have on the environment?
Homework 5		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 10-122. Write down 5 tools you have used and explain what each one does3. Write down 5 different types of wood joints4. What are the advantages and disadvantages of the laser cutter5. Other than varnish, what else can you apply to wood to improve its appearance or to improve its quality
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-3.2. Explain why you only use fabric scissors to cut fabric and not paper.3. Explain why you use pins to secure something in place when sewing.4. Explain why you use an ironing board when ironing fabric and not just a table.5. Write 5 health and safety rules for using the iron

New
tech rotation
change
over week be
ginning 9/12/
24



1- Primary Colours	These are colours, which cannot be made from any other colour.	Yellow, Blue and Red
2- Secondary Colours	If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange.	Orange, Purple and Green
Mixing colours from the primary colours	Yellow + Blue = Green Blue + Red = Purple Red + Yellow = Orange Red + Yellow + Blue = Brown/Black	
3- Warm colours	Warm colours are often said to be hues from red through yellow, browns and tans included;.	Red, Orange and Yellow
4- Cold Colours	cool colours are often said to be the hues from blue green through blue violet, most greys included.	Green, Blue, Purple and Grey
5- Complementary Colours	A complementary colour is the colour which is opposite on the colour wheel.	Orange- Blue Green- Red Purple- Yellow
6- Harmonious colour	A harmonious colour is a colour, which is next to the colour on the colour wheel.	

7- Watercolour Paint	This is a popular paint for it's translucent colours. Pigments are water based and mixed with gum Arabic as a binder. It is common to layer several washes to gain a deeper, richer look. Watercolours come in blocks and tubes.	Blending- The technique of moving between different colours in watercolour. Wet on wet- Applying paint onto wet paper. Colour wash- Applying a light layer of colour as a base before adding more detail. Wet on dry- Applying paint onto dry paper.	Use a range of tones by adding darker areas then adding water to blend to lighter areas. Try not to press too hard with the brush. Use careful paintbrush control to work neatly to the edges.
8- Photomontage	Photomontage is a combination of several photos joined together for artistic effect or to show more of the subject than can be shown in a single artwork.		Photomontages can be made by cutting, ripping, sticking, overlapping and arranging images.
9- Mark making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork		
10- Pen	A drawing or writing instrument, where a tube or cartridge of ink held in a plastic tube. Crosshatching is the technique of adding overlapping lines to create tone in pen. Use pen neatly and carefully, don't press too hard. Use crosshatching or mark making to create tone. Think carefully about your work before you start because you can't rub it out.		



Eduardo Gomez Sanchez- Hase – Fisch I



David Hancock- Variation on Red

Art Formal elements- Line, Tone, Texture, Pattern, Colour, Shape, Form, Composition.

Giving opinions about artists work- remember to look carefully at the artwork describe what you see.

Comment on the formal elements.

I like/dislike this piece because.....



For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. Read, cover, write check terms 1-32. Look at the art by Eduardo Gomez Sanchez- the Berliner Babylon series. Write a description of the piece in the knowledge organiser.3. What do you need to remember when drawing with pen?4. What is texture?5. Draw 5 examples of texture using mark making.
Homework 2		<ol style="list-style-type: none">1. Read, cover, write check terms 4-6.2. What is photomontage?3. What are the warm colours?4. What the warm colours remind you of?5. Look at the art by David Hancock. Write a description of the piece in the knowledge organiser.
Homework 3		<ol style="list-style-type: none">1. Read, cover, write check terms 7-9.2. What do you need to remember when using watercolour?3. What are the cold colours?4. What do the cold colours remind you of?5. Which artist do you like better Eduardo Gomez Sanchez or David Hancock?



Year 8 Drama – Block 6-Scripted Extracts including Shakespeare

Exposure to Shakespearean texts or scenes.

Exposure to Shakespearean language.

Understanding of contemporary theatre roles with an historical context.



Key Skills

Key Skills		
1	Pitch	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
2	Accent	This informs the audience what country you are from e.g. England.
3	Diction	This is how clearly you speak using enunciation and pronunciation.
4	Volume	This is how loud you speak, this could be from a stage whisper to shouting.
5	Emphasis	This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.
6	Intonation	This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue.
7	Projection	This is speaking with strength. Opening your mouth wider creates a bigger projection.
8	Dialect	This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.
9	Tone	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
10	Received Pronunciation	This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound.
11	Cockney	This is speaking with an East End (London) dialect.
12	Enunciation	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
13	Pronunciation	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
14	Pace	This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will use a fast pace.

	Key Words	Definition
15	Scene	A section of a play/act
16	Dialogue	Speech
17	Duologue	Two people speaking
18	Performance	A showcase
19	Improvise	Creating a piece of unscripted work
20	Script	Written dialogue
21	Audience	Spectators
22	Character	A person who you play in role
23	Rehearsal	Practicing a scene/performance



Instructions: For each homework, you will be asked to look at a **particular section of your Knowledge to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. What is vocal Tone?2. Why is vocal Tone important when speaking in character on stage?3. What is Pitch?4. When using a high pitch on stage, what does that tell the audience about your character or situation?5. What is Emphasis?
Homework 2		<ol style="list-style-type: none">1. What is an accent?2. How can you create a believable accent as an actor?3. What accent comes from the east end of London?4. What do you need to change in your pronunciation to create that accent?5. What does an accent tell the audience about a character?
Homework 3		<ol style="list-style-type: none">1. What is a Duologue?2. Why do we need to rehearse as actors?3. Write down three key vocal skills needed when performing on stage.4. Where is Downstage? Draw a box and mark with an X5. Where is Upstage? Draw a box and mark with an X

The first settlers, hunter gathers begin to arrive, during the Stone Age

800,000 BC

The **Romans** arrive and rule until they leave in 410AD

43 AD

Vikings begin to raid and settle, mainly in the North of England

793 AD

All Jews in Britain are expelled (forced to leave the country)

1290

Large amounts of Irish and **Jewish migration** to the UK

1800s

Large number of Indian, Pakistani and Bangladeshi immigrants arrive

1960s

B.C. – Before Christ

B.C.E. – Before Common Era

A.D. – Anno Domini

C.E. – Common Era

5,000 BC

The Bronze Age when people began to settle

c.450 AD

The Angles and Saxons arrive from Denmark and Northern Germany

1066

The **Normans** conquer England following the Battle of Hastings

1570S

French Huguenots (Protestants) flee France to come to England

1948

The ship the **SS Empire Windrush** brings a wave of black migrants from the Caribbean

1800s- present

Somali migrants first begin to arrive at the end of the 19th century.

Why did they migrate to Britain?

Key Term	Definition
1. Migration	The movement of people from one place to another.
2. Persecution	To treat someone differently, often badly, for who they are or what they believe in.
3. Antisemitism	A hatred or dislike of Jewish people.
4. Pogrom	A violent riot aimed at the massacre or expulsion of a group, particularly one aimed at Jews.
5. Deported	To be forcibly removed from a country.
6. Nationality	Nationality is when people belong to a particular country and are required to follow the laws of that country.
7. Refugee	A displaced person who has been forced to cross national boundaries and who cannot safely return home.
8. Infer	To learn or to work out something.
9. Push Factor	Something that forces you to leave/move to a different place. E.g., War, persecution.
10. Pull Factor	Something that makes you want to move to a new place. E.g., Job opportunities, education.



Jewish Migrants

- They began to be persecuted in Russia.
- They experienced Pogroms in Russia after the Russian leader (Tsar) was killed.
- In the 1840s they were given protection in England under new laws. This was called Jewish Emancipation.
- Jewish people were allowed to be politicians in Britain.



The Windrush Generation

- Many of the Windrush Generation fought for Britain in WWII.
- They were invited to come to Britain after the war to help with rebuilding the country.
- The British Nationality Act meant they had equal rights to other citizens of Britain, for example, they had the right to access the NHS.



Somali Migrants

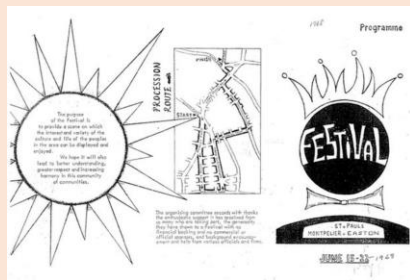
- In the 1950s, many Somali people moved to Britain to work in the steel industry.
- Some moved to Britain to get an English education.
- During WW2, Somali soldiers came to Britain as part of the Royal Navy. After the war, many stayed in search for employment.
- In 1991 a war broke out in Somalia, some Somali people moved to Britain to escape the conflict.



Source 1: A map of an area in London called Whitechapel. The blue area shows where Jewish people lived.



Source 2: A poster from the Second World War.



Source 3: A Poster from the First St Paul's Carnival

The poster says, “The purpose of the Festival is to ... lead to better understanding, greater respect and increasing harmony in this **community of communities**”.

How did each group impact Britain?

Jewish Migrants

- The Jewish migrants developed left-wing political ideas in Britain, especially socialism.
- They introduced innovative machines to enable textiles to be made more quickly and efficiently.
- A number of large English supermarkets were set up by Eastern European Jews including Tesco and M&S.
- Many worked in ‘sweatshops’, small workshops, often making textiles.
- British people often saw Jewish people as outsiders, and they faced discrimination due to their different culture and religious beliefs.

Windrush Generation

- Many of the Windrush Generation travelled to Britain to help rebuild after the war. They worked for the NHS, in London Transport and as builders.
- The Windrush Generation brought with them new music styles and instruments such as the steel drums.
- Many individuals from the Windrush Generation have become famous for their contributions to British society such as, Sam King MBE who created the Britain’s first black newspaper and helped to organise events to celebrate diversity such as the first Notting Hill Carnival in 1964.
- The Windrush Generation faced a lot of discrimination when they arrived in Britain. In Bristol they often found it hard to rent property, get jobs and were not allowed in certain places due to the colour of their skin.

Somali Migrants

- There are roughly 20,000 Somalis in Bristol today.
- Somali is the 3rd most spoken language in the city.
- The first Bristol Somali Festival took place in 2015. It was created to celebrate the Somali community and to introduce other Bristolians to their culture.
- Many Somali people continue to face discrimination in Bristol and across Britain, however events like the Somali Festival work to use education to try to put a stop to this.



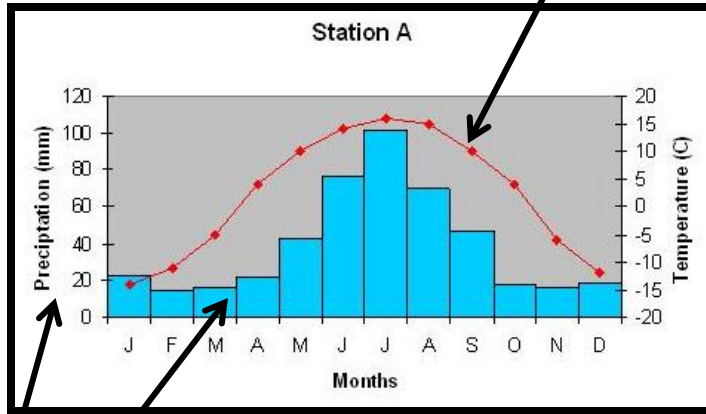
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 1, 5 and 7.2.In what year were Jewish people expelled from Britain? (Challenge: What century was this in?)3.Where were Jewish migrants being persecuted?4.Why do you think Jewish people chose Britain as a country to migrate to?5.What can we infer from Source 1 about the areas that Jewish people lived in in London? (Hint: do you think they mixed with other groups of people?).
Homework 2		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 2, 4 and 10.2.When did the Empire Windrush bring people from the Caribbean to Britain?(Challenge: What century was this in?)3.Give 2 reasons why the people of the Windrush Generation moved to Britain?4.What can we infer (learn) from Source 2 about how the Windrush Generation helped Britain?5.How else did the Windrush Generation impact Britain (Give 3 examples)?
Homework 3		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 3, 6 and 9.2.When did Somali migrants begin to move to Britain? (Challenge: What century was this?)3.What does the word Nationality mean?4.Give 2 examples of how Somali migrants have impacted Bristol.5.Why are festivals like the Notting Hill Carnival, St Paul's Carnival and the Bristol Somali Festival so important?

8.2 How diverse are Africa's landscapes?

Climate Graphs

The line graph shows the average temperature of the area within that month.



The bar chart shows how much precipitation (snow, sleet, hail and rain) that occurs in each month.

How do we describe graphs?

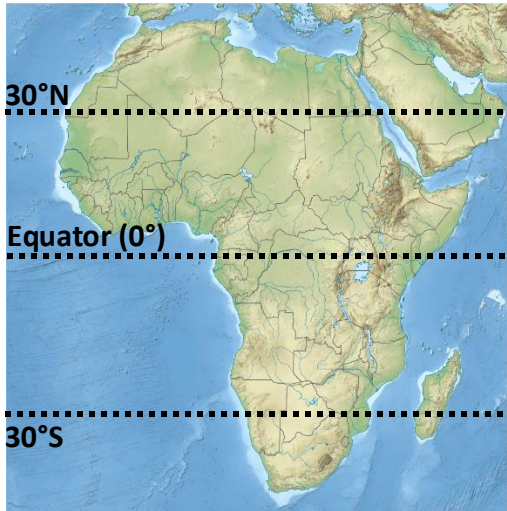
T – trend – can you spot a trend?

E – evidence – Give an example! This could be an average, range, min/ max value.

A – anomaly – is there any data that does not fit the trend?

Key Word	Definition
1. Biome	A large region of Earth that has a certain climate and certain types of animal and plant species.
2. Ecosystems	An ecosystem is a community of animals, plants and non-living things and their shared environment.
3. Weather	A description of the day-to-day conditions of the atmosphere.
4. Climate	The average weather over a long period of time, usually 30 years.
5. High Pressure	Air cools and sinks. As the air sinks it evaporates, creating cloudless skies.
6. Low Pressure	The sun's energy causes evaporation. This warm, hot air rises at the equator to condense and create clouds.
7. Global Atmospheric Circulation	The movement of air around the earth to maintain and balance the temperature.
8. Tourism	People travelling for pleasure. It is the business of encouraging and supporting tourists.
9. Mass Tourism	Large scale tourist activities, usually involving 'resorts' and tens of thousands of people.
10. Ecotourism	The idea of visiting an area and leaving no impact, or a positive impact on the people and environment.
11. Multiplier Effect	Where an increase in spending produces an increase in national income and consumption greater than the initial amount spent.

Why does biome climate vary?



This is called the **Hadley cell!**

The air moves outwards, cools down, **sinks** and **evaporates**. This is called **high pressure**.

Warm, hot air at the equator **rises** and condenses to **create clouds**. This is called **low pressure**.

The air moves outwards, cools down, **sinks** and **evaporates**. This is called **high pressure**.



Okavango River Delta

Home to one of the largest concentrations of wildlife in Africa. The area is really popular with both **boat and regular safaris**.

The **Salt Pans** in Botswana are one of the **largest salt pans in the world**.



The **Central Kalahari Game Reserve** is larger than the Netherlands, and is the **second largest game reserve in the world**.


Tourism in Botswana

	Positives 😊	Negatives 😞
Social 	<ul style="list-style-type: none"> - It provides 26,000 jobs. - Improves standard of living in Botswana. 	<ul style="list-style-type: none"> - National parks often force locals out of their homes and grazing land. - Mass tourism leads to overcrowding.
Economic 	<ul style="list-style-type: none"> - Tourism accounts for 3.8% of their GDP. - Money goes to improve infrastructure e.g. roads and schools 	<ul style="list-style-type: none"> - Jobs in the tourist sector can be low paid, low skilled and seasonal. - Most of the money goes to the government or leaks abroad.
Environmental 	<ul style="list-style-type: none"> - Ecotourism is very small scales minimising the environmental impact. - Ecotourism builds environmental awareness and supports local communities. 	<ul style="list-style-type: none"> - Hot air balloon safaris and minibuses cause distress to wildlife. - Mini bus drivers often take shortcuts = soil erosion.





For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the **questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check key Words 1, 2 and 3 2. How is temperature shown on a climate graph? 3. Look at the climate graph. Which month had the highest precipitation (rainfall)? 4. What happens to the air at the equator in the atmospheric circulation model? 5. Complete this sentence. Sinking air at 30°N and 30°S of the equator creates
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check key words 5,6 and 7 2. How is precipitation shown on a climate graph? 3. Complete this sentence. Rising air at the equator creates 4. What are three areas that tourists visit in Botswana? 5. What is a popular activity in the Okavango River Delta?
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write, check keywords 8,10 and 11 2. How many jobs in Botswana has tourism created? 3. What is the problem with the jobs created by tourism in Botswana? 4. Complete this sentence. One negative of tourism in Botswana is? 5. Complete this sentence. One positive of tourism in Botswana is?

Keywords

1	Monotheism	Belief in one God	
2	Synagogue	Jewish place of worship	
3	Jews	Followers of the religion of Judaism	
4	Hebrews	The first followers of Judaism and Abraham	
5	10 Commandments	Rules given to Moses from God	
6	Passover	A Jewish festival celebrating the freedom of the Jews	
7	Torah	Jewish holy scripture/scroll	
8	Nevi'im	Book of Prophets	
9	Ketuvim	Book of writings	
10	Shabbat	Judaism's day of rest on the 7 th day of the week	

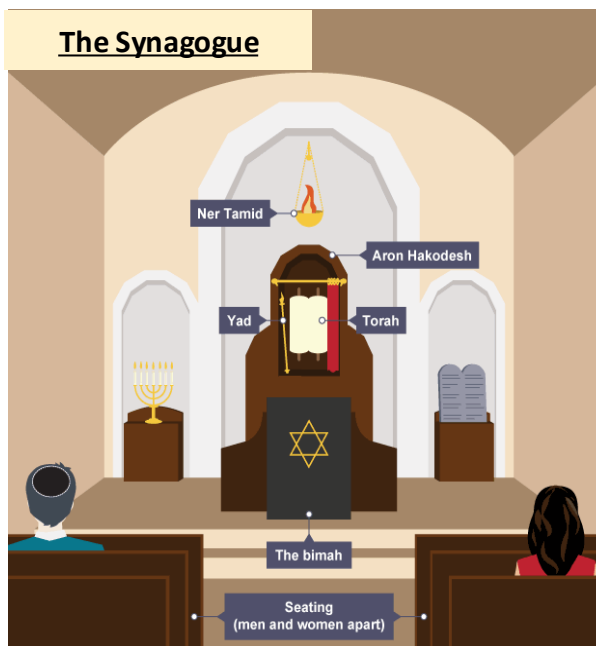
Covenant

- **Covenant** means a special agreement between God and his followers.
- The first covenant was made with Noah, when God agreed never to flood the Earth again.
- The next covenant was made with Abraham, who was promised a large family and to be taken care of as long as he did as God asked and spread the message of God.
- The next covenant came with Moses. God freed the Hebrews from Egypt and then gave them 10 Commandments to live by in return.

The Torah

- Jews follow the Torah in their everyday life as a way of remaining close to God.
- Jews read it as part of worship in the synagogue.
- The mitzvot are the commandments by which Jews must live.
- There's 613 commandments.
- 248 commandments are things which Jews must do (positive) and 365 refer to things which Jews are not allowed to do.
- The ten commandments are included in these

The Synagogue



Parts of the Synagogue

- Ner Tamid:** Everlasting light showing Almighty is present.
- Torah:** holy scrolls of the Torah
- Bimah:** Raised floor where the Torah is read from.
- Yad:** Reading stick.
- Aron Hakodesh:** a large cupboard facing Jerusalem where the Torah is kept
- Seating:**
 - Orthodox Synagogue: Men & women sit separately, seating on 3 sides faces the Bimah, Men lead all of the services.
 - Reform Synagogue: Men & women sit together, women can read the Torah, women may wear a Tallit.



Rosh Hashanah

Jewish New Year

What are they remembering?

• Jewish people are remembering the story of Creation.

What do they do?

- It is celebrated over 2 days.
- They reflect on their behaviour & make peace with Almighty.
- Visit the synagogue
- Shofar horn is blown 100 times

Why is it important?

• It allows them to reflect on the year before judgement is finalised on Yom Kippur.



Public acts of Worship

Prayer can take place at the synagogue.



Shabbat Services: Friday evening-Saturday evening, Amidah is said at the Synagogue as it needs a Minyan (10 men) present to be said, whole Jewish family is expected to attend.

Daily Prayers: Jewish people can pray at home but need a Minyan present to pray at the synagogue, Jews must pray 3 times a day, prayers said in Hebrew if Orthodox services.

Bar Mitzvah -Jewish coming of age ceremony.

What is it about?

• The Jewish boy becoming a Man.

What do they do?

- Read a verse in Hebrew from the Torah.
- Form part of a Minyan for synagogue services.
- Wear the Tefillin containing the Shema.



Why is it important?

- It allows the boy to take responsibility for his actions.
- It allows the boy to take part in synagogue services.
- It allows the boy to make up part of a Minyan so that worship can take place at the synagogue.
- It is also a time for celebration of new life and continuation of the Jewish faith.

Yom Kippur

Day of Atonement

What is it about?

- Asking forgiveness from Almighty for their wrongdoing. What do they do?
- Ask Almighty for forgiveness.
- Almighty decides their fate.
- Fast for 25 hours.
- Cancel any promises to the Almighty that they can't keep.

Why is it important?

• It allows them to repair their relationship with each other & Almighty

Brit Milah - Male Circumcision

What is it about?

• The Covenant made with Abraham that all Jewish boys will be circumcised at 8 days old.

What do they do?

- Mohel carries out the ceremony.
- Baby boy is held by Grandfather.
- Baby given a Jewish name.


Why is it important?

- It allows them to keep the promise that Almighty & Abraham made that boys would be circumcised as a way of showing that they are Jewish.
- It is also a time for celebration of new life and continuation of the Jewish faith





Instructions. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 1-3. 2. List 5 features of the Torah. 3. What is the meaning of covenant and why is it important to Jews? 4. How do Jews worship at home? 5. Who is an important person in Judaism? Write down important fact about them.
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 4-6. 2. What is Brit Milah? 3. List two things that happen at a Brit Milah. 4. What is a Bar Mitzvah? 5. List two things that happen at a Bar Mitzvah?
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 7-10. 2. What is Yom Kippur about? 3. What is Rosh Hashanah? 4. List two things that happens at Rosh Hashanah. 5. Draw a scroll to represent the Torah.

Est-ce que tu aimes... ?
Do you like...?

8.5 Food and Drink FRENCH

OPINION	NOUN	REASON		ADJECTIVES
Je préfère	le pain (bread)	parce	très	agréable (pleasant)
I prefer	le poisson (fish)	que	very	délicieux/euse (delicious)
J'adore	le fromage (cheese)	c'est	assez	fantastique (fantastic)
I love	le beurre (butter)	because	quite	savoureux/euse (tasty)
J'aime	le lait (milk)	it is	un peu	sain/e (healthy)
I like	le café (coffee)	car c'est	a bit	horrible (horrible)
Je n'aime pas	le thé (tea)	because	trop	terrible (awful)
I don't like	le coca (coke)	it is	too	doux/douce (sweet)
Je déteste	le sucre (sugar)			aigre (sour)
I hate	le jambon (ham)			dégoûtant/e (disgusting)
À mon avis	(hot chocolate)			épicé/e (spicy)
In my opinion	la pomme (apple)			salé (salty)
Je pense que	la viande (meat)			gras/se (fatty)
I think that	la confiture (jam)			bon/bonne pour la santé (good for your health)
	la glace (ice-cream)			mauvais/e pour la santé (bad for your health)
	les haricots verts (green beans)			
	les légumes (vegetables)			
	les frites (chips)			
	les chips (crisps)			
	les épinards (spinach)			
	les champignons (mushrooms)			
	l'oeuf (egg)			
	l'eau (water)			



AU SUPERMARCHÉ AT
THE SUPERMARKET

Quand est-ce que tu manges?	When do you eat?
Le petit déjeuner	Breakfast
Le déjeuner	Lunch
Le goûter	Snack
Le dîner	Evening meal/tea

Tu voudrais...?	Would you like...?
Un paquet de	A packet of
Un litre de	A litre of
Un kilo de	A kilo of
Un demi kilo de	Half a kilo of
Une bouteille de	A bottle of

AU RESTAURANT IN THE RESTAURANT

Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?	What would you like to eat? Can I help you?
Comme entrée	For the starter
Comme plat principal	For the main
Comme dessert	For dessert
Comme boisson	For drinks
Je voudrais	I would like
Manger/boire	To eat/ to drink
Je prends...	I'll take (have)
Un serveur/ une serveuse	A waiter/ waitress
L'addition s'il vous plaît	The bill, please
Le pourboire	The tip
C'est tout	That's all
Merci	Thank you

C'est combien ? How much?

dix / vingt	10 / 20
vingt et un	21
trente	30
trente et un	31
quarante / cinquante	40 / 50
cinquante	50
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent / deux cents	100 / 200



**Verbs and the present tense in French****The infinitive**

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (regarder, manger, boire, finir, jouer, avoir, être, etc.). The infinitive ends in **-er, -ir** or **-re**.

Forming the present tense in French

Take off the last 2 letters of the infinitive (**-er, -ir** or **-re**) and add the following endings depending on the pronoun:

	ER verb	IR verb	RE verb
je	-e	-is	-s
tu	-es	-is	-s
il / elle/ on	-e	-it	/
nous	-ons	-issons	-ons
vous	-ez	-issez	-ez
ils/elles	-ent	-issent	-ent

Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we add an **-e** to make it feminine unless there is already an **e** and we add an **-s** to make it plural.

*But be careful! :

- Adjectives which end in **-f** change to **-ve** feminine
- Adjectives which end in **-ux** or **-ur** change to **-se** in feminine.
- Adjectives which end in **-il** change to **-ille** in the feminine.

Check out the examples below:

Il est délicieux – elle est délicieuse

Il est sain – elle est saine

Il est savoureux – elle est savoureuse

Il est gras – elle est grasse

Comparisons

Plus (...) que - more (...) than le coca est **plus** sucré **que** le lait
 Moins (...) que - less (...) than la viande est **moins** saine **que** le poisson

Superlative

Le /la plus - the most le citron est **le plus** aigre
 Le /la moins - the least l'eau est **la moins** calorique

- **Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime (I like)/je pense que (I think that)/ à mon avis (in my opinion).**

In French there are different ways of saying 'some'. See the box to the right.

Words come before the noun	masculine (sing.)	feminine (sing.)	feminine singular (vowel)	masculine plural	feminine plural
some	du	de la	de l'	des	des



Où habites-tu? (Where do you live?)

J'habite (I live)	dans une maison (in a house)	à la campagne (in the countryside)
	dans un appartement (in a flat)	à la montagne (in the mountains)
		au bord de la mer (by the sea)
		en ville (in the city/town)
		en banlieue (in the suburbs)
	dans un village (in a village)	

Qu'est-ce qu'il y a dans ta chambre ? (What is there in your bedroom?)

- Un lit (a bed)
- Un mur (a wall)
- Un bureau (a desk)
- Un ordinateur (a computer)
- Une armoire (a wardrobe)
- De la moquette (some carpet)
- Une étagère (a shelf/shelves)
- Une lampe (a lamp)
- Une porte (a door)
- Une chaise (a chair)
- Une fenêtre (a window)
- Une commode (a chest of drawers)
- Des posters (some posters)

Un ordinateur est sur le bureau (a computer is on the desk)

OPINION

- Je préfère I prefer
- J'adore I love
- J'aime I like
- Je n'aime pas I don't like
- Je déteste I hate
- A mon avis In my opinion
- Je pense que I think that

NOUN

- La plage (beach)
- La jetée (pier)
- La piscine (swimming pool)
- La patinoire (ice rink)
- La boucherie (butcher)
- La boulangerie (bakery)
- La gare (routière) (station)
- La librairie (book shop)
- Le centre-ville (town centre)
- Le musée (museum)
- Le centre commercial (shopping centre)
- Le supermarché (supermarket)
- Le stade (stadium)
- Le parc d'attractions (theme park)
- L'hôpital (hospital)
- Les monuments (monuments)
- Les magasins (shops)
- L'église (church)

parce que c'est

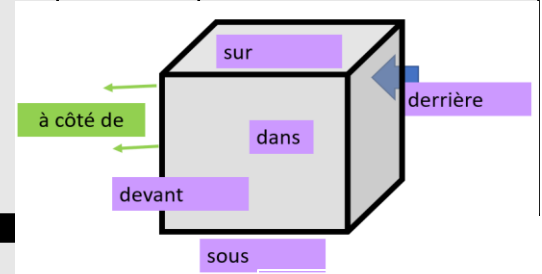
because it is

car c'est

because it is

ADJECTIVES

- très very
- assez quite
- un peu a bit
- trop too
- petit(e) (small)
- grand(e) (big)
- historique (historic)
- tranquille (peaceful)
- touristique (touristy)
- industriel(le) (industrial)
- culturel(le) (cultural)
- important(e)
- animé(e) (lively)
- bruyant(e) (noisy)
- pollué(e) (polluted)
- moderne (modern)
- joli(e) (pretty)



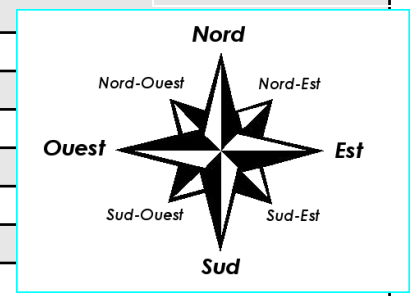
Dans ma maison

- In my house
- Dans mon appartement
In my flat
- Au premier étage
On the first floor
- Au deuxième étage
On the second floor
- Au rez-de-chaussée
On the ground floor

J'ai

- I have
- Je n'ai pas de I don't have
- Il y a There is
- Il n'y a pas de There isn't

un jardin (a garden)	dans le (in the)
un grenier (a loft)	
un bureau (an office/a study)	
un garage (a garage)	
un salon (a lounge)	
une entrée (a hallway)	
une cuisine (a kitchen)	
une chambre (a bedroom)	
une salle à manger (a dining room)	
une salle de bains (a bathroom)	
une terrasse (a terrace)	
des toilettes (some toilets)	
la chambre de mes parents (my parents' bedroom)	





Opinion starters:

Je pense que	I think that
Je crois que	I believe that
À mon avis	In my opinion
Pour moi	For me
Il me semble	It seems to me

Je pense que Bristol est historique - I think that Bristol is historic
 Je crois que Londres est assez industriel – I think that London is quite industrial
 Je préfère Bath parce que c’est moins touristique que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use infinitives.

An infinitive is the basic form of the verb. In English it starts with to_ to run, to jump, to swim.

In French the verb ends in -er , -ir., -re
e.g. I like to run – J’aime courir.

On peut	– One can
Je vais	- I am going to
J’aime	- I like

} **These are followed by an infinitive.**

On peut **aller** au centre-ville – One can go to the city centre.

Je vais **manger** dans un restaurant – I am going to eat in a restaurant.

J’aime **jouer** dans le parc - I like to play football in the park.

	Aller – to go
I	Je vais – I go / I am going
you	Tu vas – You go / you are going
he/she/it	Il/elle/on va – he goes / he is going
we	Nous allons – we go / we are going
you (pl)	Vous allez – you (pl) go / are going
they	Ils/elles vont – they go / are going



Il y a (there is) and il n’y a pas de (there is not) – these phrases are very important to allow us to say what is in our town or city. Remember! When using il n’ y a pas, we use a ‘de’, but no article e.g. **Il y a un parc** but **il n’y a pas de** parc

It is important to use the correct **article** in front of a noun. This will depend on if we want to say ‘a’ (indefinite article) or ‘the’ (definite article), and also in French if the noun is **masculine, feminine, singular or plural**.

Articles	A/some	The
Masculine	Un	Le
Feminine	Une	La
Plural	Des	Les





Homework	Due	Task:
Homework 1		<ol style="list-style-type: none">1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Les épinards, les pommes de terre, les œufs, l'eau, les légumes, la nourriture.2. Translate these sentences: I hate spinach I like water I love vegetables I do not like eggs3. Which two from the above are singular and which are plural4. Write one sentence to say what you like to eat/ drink and one to say what you do not like to eat/ drink in French.5. Draw a plate to represent the following meal: Pour le diner je mange le poisson avec le brocoli et le chou-fleur et pour boire, je bois du coca
Homework 2		<ol style="list-style-type: none">1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Une maison, un appartement, le nord, le sud, l'est, l'ouest2. How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words Montagne Ville Appartement Campagne3. Do you know of any exceptions ?? Words that don't follow this rule?4. Do you know what the questions mean in question 2? Translate these sentences: J'habite en ville J'habite à la campagne J'habite à la montagne J'habite au bord de la mer5. Draw the following words: une maison, un appartement, un jardin, une piscine



Homework	Due	Task:
Homework 3		<ol style="list-style-type: none">1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: le garage, le salon, la cuisine, la terrasse, l'entrée2. Are these words singular or plural? Les toilettes La chambre Mes parents Ma sœur3. Do you know what the words mean in question two?4. Translate these sentences: Il y a un jardin et une terrasse Il n'y a pas de garage Il y a une cuisine Il n'y a pas de salle à manger5. Draw your ideal house and label each room in French.

¿Te gusta....? Do you like ?

8.5 Food and Drink SPANISH

OPINION	NOUN	REASON		ADJECTIVES	
Prefiero I prefer	 el pan (bread)	porque es because it is		sabroso / rico (tasty)	
	 el pescado (fish)			delicioso (delicious)	
	 el queso (cheese)			sano (healthy)	
Me encanta(n) I love	 la mantequilla (butter)	porque son because they are		malsano (unhealthy)	
	 la leche (milk)			bastante quite	terrible (awful)
	 el café (coffee)			un poco a bit	asqueroso (disgusting)
	 el té (tea)			demasiado too	picante (spicy)
Me gusta(n) I like	 la cola (Coke)			dulce (sweet)	
	 el azúcar (sugar)			amargo (bitter)	
	 el jamón (ham)			salado (salty)	
No me gusta(n) I don't like	 el chocolate caliente (hot chocolate)			grasiento (greasy)	
	 la manzana (apple)			bueno para la salud (good for your health)	
	 la carne (meat)			malo para la salud (bad for your health)	
Odio I hate	 la mermelada (jam)				
	 el helado (ice-cream)				
	 las judías verdes (green beans)				
En mi opinión In my opinion	 las verduras (vegetables)				
	 las patatas fritas (chips)				
Pienso que I think that	 las papas (crisps)				
	 las espinacas (spinach)				
	 el huevo (egg)				
	 el agua (wáter)				



¿Cuándo comes? When do you eat?

El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea
Desayunar	To eat breakfast
Comer	To eat lunch
Merendar	To snack
Cenar	To eat dinner

EN EL RESTAURANTE	IN THE RESTAURANT
¿Qué quieres comer?	What do you want to eat?
De primer plato	For the starter
De segundo plato	For the main
De postre	For dessert
Quisiera	I would like
Para mí	For me
Para beber	To drink
Para comer	To eat
Una ración de...	A portion of...
Camarero/a	Waiter/waitress
¿Tienes...?	Do you have...?
La cuenta, por favor	The bill, please
La propina	The tip



¿Cuánto cuesta? How much?

diez	10
veinte	20
veintiuno	21
treinta	30
treinta y uno	31
cuarenta / cincuenta	40 / 50
sesenta / setenta	60 / 70
Ochenta / noventa	80 / 90
cien	100
doscientos	200
quinientos	500
Euros	Euros
Libras	Pounds



EN EL MERCADO IN THE MARKET

¿ Te gustaría...?	Would you like...?
Un paquete de	A packet of
Un litro de	A litre of
Un kilo de	A kilo of
Un medio kilo de	Half a kilo of
Una botella de	A bottle of



Verbs and the present tense in Spanish

The infinitive

When you look up a verb in the dictionary, you find its original, unchanged form which is called the **infinitive** (comer, beber, jugar, visitar, vivir, ir etc.). The infinitive ends in **-ar**, **-er** or **-ir**.

Forming the present tense in Spanish

Take off the last 2 letters of the infinitive (**-ar**, **-er** or **-ir**) and add the following endings depending on the pronoun:

*Important! There are some key irregulars to learn which don't follow this pattern – ir (as shown here), ser, tener and hacer are really important!

	AR verb	ER verb	IR verb
yo (I)	-o	-o	-o
tu (you)	-as	-es	-es
él/ella (he/she)	-a	-e	-e
nosotros/as (we)	-amos	-emos	-imos
vosotros/as (you all)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Comparisons

más - more

menos - less

La cola es **más** deliciosa que el café

El café es **menos** delicioso que la cola

Superlative

El /la más – the most

El /la menos – the least

El queso es **el más** rico

La carne es **la menos** sabrosa

Words come before the noun	Masculine (sing.)	Feminine (sing.)	Masculine plural	feminine plural
A / some	un	una	unos	unas

Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we change the **-o** to an **-a** to make it feminine unless there is already an **-a** then it stays the same and we add an **-s** to make it plural.

El helado es **delicioso** – La pizza es **deliciosa**

El pan es **asqueroso** – La pasta es **asquerosa**

Other rules :

- **Adjectives which end in – e stay the same when feminine (just add –s to make it plural)**
e.g. El café es terrible – La leche es terrible
- **Adjectives which end in –or change to –ora when feminine**
e.g. El deporte es agotador – La natación es agotadora
- **Adjectives which end in –l (or other consonants) stay the same when feminine**
e.g. El helado es genial – La mantequilla es genial

- **Opinion phrases** help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work
e.g. Me gusta (I like)/ Pienso que (I think that)/ En mi opinión (in my opinion).

¿Dónde vives? (Where do you live?)

Vivo ... (I live)	en una casa (in a house)	en el campo (in the countryside)
		en las montañas (in the mountains)
	en un apartamento (in a flat)	en la costa (on the coast)
		en la ciudad (in the city/town)
		en las afueras (in the suburbs)
		en un pueblo (in a village)

Donde vives Describe where you live

En mi casa In my house	tengo I have	un jardín (a garden)
En mi apartamento In my flat	no tengo I don't have	una buardilla (a loft)
		un despacho (an office/a study)
En el primer piso On the first floor	hay There is	un garaje (a garage)
		un salón (a lounge)
En el segundo piso On the second floor	no hay There isn't	una entrada (a hallway)
		una cocina (a kitchen)
En la planta baja On the ground floor		un dormitorio (a bedroom)
		un comedor (a dining room)
		un baño (a bathroom)
		una terraza (a terrace)
		unos aseos (some toilets)
		el dormitorio de mis padres (my parent's bedroom)
		Una cama (a bed)
		Una pared (a wall)
		Un escritorio (a desk)
		Un ordenador (a computer)
		Un armario (a wardrobe)
		Una alfombra (a carpet)
Una estantería (a shelf)		
Una lámpara (a lamp)		
Una puerta (a door)		

OPINION

Prefiero
I prefer
Me encanta
I love
Me gusta
I like
No me gusta
I don't like
Odio
I hate

En mi opinion
In my opinion
Pienso que
I think that

NOUN

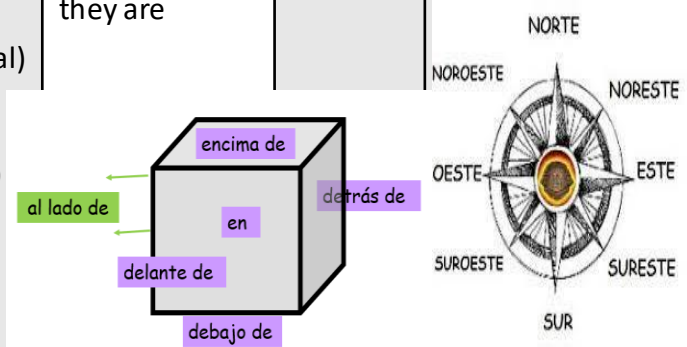
la playa (the beach)
la piscina (the swimming pool)
la pista de hielo (the ice rink)
la mezquita (the mosque)
la iglesia (the church)
la librería (the library)
el centro (the town centre)
el cine (the cinema)
el museo (the museum)
el teatro (the theatre)
el centro comercial (the shopping centre)
el polideportivo (the leisure centre)
el mercado (the market)
el supermercado (the supermarket)
el estadio (the stadium)
el parque de atracciones (the theme park)
el hospital (the hospital)
los monumentos (the monuments)
las tiendas (the shops)
los restaurantes (the restaurants)
la oficina de turismo (the tourist office)

ADJECTIVES

porque es
because it is
ya que es
because it is
es
it is
son
they are

muy
very
bastante
quite
un poco
a bit
demasiado
too

Pequeño/a (small)
Grande (big)
Histórico/a (historic)
Tranquilo/a (quiet)
Turístico/a (touristy)
Industrial ()
Cultural (cultural)
Importante
Animado/a (lively)
Ruidoso/a (noisy)
Contaminado/a (polluted)
Moderno/a
Bonito/a (pretty)





Opinion starters:

- Pienso que I think that
- Creo que I believe that
- En mi opinión In my opinion
- Para mí For me
- Me parece que It seems to me
- Encuentro I find

Pienso que Bristol es histórico - I think that Bristol is historic
 Encuentro Londres bastante industrial – I find London quite industrial.
 Prefiero Bath porque es menos turístico que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use **infinitives**.

An infinitive is the basic form of the verb. In English it starts with to_ to run, to jump, to swim.

In Spanish the verb ends in –ar, -er , -ir.
e.g. I like to run – Me gusta correr.

- Se puede – One can
- Voy a - I am going to
- Me gusta - I like

} **These are followed by an infinitive.**

Se puede ir al centro – One can go to the city centre.
 Voy a comer en un restaurante – I am going to eat in a restaurant.
 Me gusta jugar al fútbol en el parque - I like to play football in the park.

	Ir – to go
I	Voy – I go / I am going
you	Vas – You go / you are going
he/she/it	Va – he goes / he is going
we	Vamos – we go / we are going
you (pl)	Vais – you (pl) go / are going
they	Van – they go / are going



Hay (there is) and no hay (there is not) – these phrases are very important to allow us to say what is in our town or city. Remember! When using no hay there is no un/una e.g. **Hay un** parque but **no hay** parque

It is important to use the correct **article** in front of a noun. This will depend on if we want to say ‘a’ (indefinite article) or ‘the’ (definite article), and also in Spanish if the noun is **masculine, feminine, singular** or **plural**.

Articles	A/some	The
Masculine	Un	El
Feminine	Una	La
Masc Plural	Unos	Los
Fem Plurl	Unas	Las


Instructions:

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.


Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Las espinacas, las papas, los huevos, el agua, las verduras, la comida</p> <p>2. Translate these sentences: I hate spinach I like water I love vegetables I do not like eggs</p> <p>3. Which two from the above are singular and which are plural? (Did you remember to change the opinion me gusta/me gustan?)</p> <p>4. Write one sentence to say what you like to eat/ drink and one to say what you do not like to eat/ drink in Spanish.</p> <p>5. Draw a plate to represent the following meal: Para comer, como pescado con brócolo y coliflor y para beber, bebo cola.</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Una casa, un apartamento, el norte, el sur, el oeste, el este</p> <p>2. How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words Casa Costa Ciudad Pueblo montaña</p> <p>3. Do you know what the questions mean in question 2?</p> <p>4. Translate these sentences: Vivo en el campo Vivo en la ciudad Vivo en las montañas Vivo en las afueras.</p> <p>5. Draw the following words: casa, apartamento, jardín, playa, piscina</p>


**Instructions:**



For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.



Homework	Due	Task:
Homework 3		<ol style="list-style-type: none">Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Garaje, salón, cocina, terraza, oficina, pasilloAre these words singular or plural? Los baños Un cuarto de baño Un dormitorio las afuerasHow do you know what the words mean in question two?Translate these sentences: Hay un jardín y una terraza No hay un garaje Hay una cocina No hay un comedorDraw your ideal house and label each room in Spanish.



1 **Minim:** 2 beat note 

2 **Crotchet:** 1 beat  note

3 **Quaver:** 1/2 beat note 1 quaver:  2 quavers: 

4 **Semiquaver:** 1/4 beat note 1 semiquaver: 4  semiquavers: 

5 **Typical Blues instruments:** piano, acoustic/electric guitar, vocals, clarinet, double bass

6 **AAB lyrics:** "A" refers to the first and second four-bar verse, and "B" is the third four-bar verse.

Chords used in a 12 bar blues in C major

C



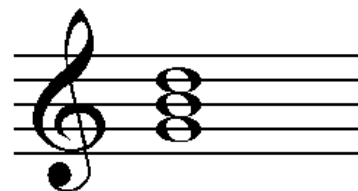
C
E
G

F



F
A
C


G



G
B
D



Instructions: for each homework, you will be asked to look at a particular section of your Knowledge Organiser to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and stop when the time runs out.

Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Write out and give the definition of the first four key terms. 2. Write out and practice drawing the symbols for all the notes explained in question one. 3. Write a rhythm that lasts for four beats and uses a combination of notes drawn above. 4. Write down the notes used to make up a: <ul style="list-style-type: none"> • C chord • F chord • G chord
Homework 2		<ol style="list-style-type: none"> 1. Write out and give the definition of terms five and six 2. What family of instruments does the clarinet belong to? 3. What family of instruments does the piano belong to? 4. Research and name an influential double bass player and describe the style of music they play 5. Research and name an influential guitar player and describe the style of music they play
Homework 3		<ol style="list-style-type: none"> 1. Recap and explain in your own words the meaning of AAB lyrics 2. Think about a topic that you feel strongly about and write it down. This could be something that you are not happy about, that you are angry about or that you are excited about. 3. Give a go at writing an AAB verse about this topic. <ul style="list-style-type: none"> • Extension: Write more than one verse about your chosen topic.

