



Year 8 | Term 4 | 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
- Maths homework also on maths watch

Complete **English, Maths and Science** homework **every week**

When is Week A/Week B?

	Set Week Commencing	Due Week Commencing
Week B	25/02/2025	10/03/25
Week A	03/03/2025	17/03/25
Week B	10/03/2025	24/03/25
Week A	17/03/2025	31/03/25
Week B	24/03/2025	22/04/25
Week A	31/03/2025	28/04/25

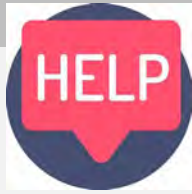
Subject	Page	Homework is set on:
English	6-10	Tuesday
Maths	11- 13	Friday
Science	14 – 18	Tuesday
PE	19 – 20	Week A
Tech/Computing	21 – 26	Week A
Art	27 – 28	Week A
Drama	29 – 30	Week A
History	31 – 32	Week B
Geography	33 - 35	Week B
RE	36 – 38	Week B
French / Spanish	39 - 46	Week B
Music	47 – 48	Week B
PSHE	49	Set Termly



We all make exceptional things happen everyday

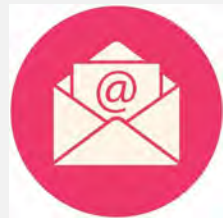
Academically | Professionally | Socially | Personally | Within the Community

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

13/09/2023

Science H/W – Due 15/09/2023

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.


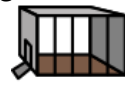











2. PH1 is the strongest acid

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>



Key word		Definition	Key Word		Definition
1	Supernatural 	Supernatural creatures, forces, and events are believed by some people to exist or happen, although they are impossible according to scientific laws.	11	Confine 	If someone is confined to a place such as a prison, they are sent there and are not allowed to leave for a period of time.
2	Ominous 	If you describe something as ominous, you mean that it worries you because it makes you think that something unpleasant is going to happen.	12	Subterranean 	A subterranean river or tunnel is under the ground
3	Foreboding 	Foreboding is a strong feeling that something terrible is going to happen.	13	Pathetic Fallacy 	The presentation of inanimate objects in nature as possessing human feelings
4	Submissive 	If you are submissive, you obey someone without arguing.	14	Antagonist 	An opponent or adversary, as in a contest, drama, sporting event, etc
5	Isolation 	Isolation is the state of feeling alone and without friends or help.	15	Climax	The climax of something is the most exciting or important moment in it, usually near the end.
6	Tyrannical 	If you describe someone as tyrannical, you mean that they are severe or unfair towards the people that they have authority over.	16	Juxtaposition	The juxtaposition of two contrasting objects, images, or ideas is the fact that they are placed together or described together, so that the differences between them are emphasised.
7	Archetype 	An archetype is something that is considered to be a perfect or typical example of a particular kind of person or thing, because it has all their most important characteristics.	17	Rationality	The state or quality of being rational or logical
8	Convention	In art, literature, or the theatre, a convention is a traditional method or style.	18	Intensify	If you intensify something or if it intensifies, it becomes greater in strength, amount, or degree.
9	Atavistic	Atavistic feelings or behaviour seem to be very primitive, like the feelings or behaviour of our earliest ancestors.	19	Enlightenment 	To enlighten someone means to give them more knowledge and greater understanding about something.
10	Palpable 	You describe something as palpable when it is obvious or intense and easily noticed.	20	Motif	A motif is a theme or idea that is frequently repeated throughout a piece of literature or music.

Key Text	Context	Key quotation
The Woman in Black 	<p>The Woman in Black is a ghost story by Susan Hill, in which Arthur Kipps relates his haunting experiences at Eel Marsh House.</p> <p>The tale begins on Christmas Eve, when Arthur's step-children invite him to tell a ghost story. Arthur is too disturbed by his memories to share his story aloud, so he writes it down..</p>	<p><i>"But for today I had had enough. Enough of solitude and no sound save the water and the moaning wind and the melancholy calls of the birds."</i></p>
The Tell-Tale Heart 	<p>An unnamed narrator opens the story by addressing the reader and claiming that he is nervous but not mad. He says that he is going to tell a story in which he will defend his sanity yet confess to having killed an old man. His motivation was neither passion nor desire for money, but rather a fear of the man's pale blue eye.</p>	<p><i>All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim.</i></p>
The Red Room 	<p>In "The Red Room," an unnamed narrator goes to Lorraine Castle to stay in the Red Room. He does not believe the room is haunted. However, when he is in the room, the candles and fire inexplicably go out, and he panics and knocks himself out.</p>	<p><i>"I can assure you," said I, "that it will take a very tangible ghost to frighten me." And I stood up before the fire with my glass in my hand</i></p>
Frankenstein 	<p>Frankenstein tells the story of gifted scientist Victor Frankenstein who succeeds in giving life to a being of his own creation. However, this is not the perfect specimen he imagines that it will be, but rather a hideous creature who is rejected by Victor and mankind in general. The Monster seeks its revenge through murder and terror.</p>	<p><i>"How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful.</i></p>

History of Gothic Literature



- Gothic literature is a genre of writing that is characterised by the inclusion of dark, supernatural elements, both in terms of occurrences and the setting of the piece.
- Unlike horror stories, Gothic stories tend to create an atmosphere of tension and suspense for the reader.
- Gothic literature is a genre of fiction which first became popular during the 18th century.
- The first work to ever outright call itself "Gothic" was "The Castle of Otranto" by Horace Walpole. During the printing of the second edition, a subtitle was added below the title saying, "A Gothic Story." This novel contains a number of gothic conventions, from it being set in a castle to the interference of the supernatural.



Conventions found in most Gothic literature


Techniques	
Symbolism The use of an image to represent an idea	Pathetic fallacy The idea that the weather reflects emotions
Motif A repeated image in a text	Imagery Words or phrases create pictures in the imagination
Personification Inanimate object described as having human characteristics	Juxtaposition Opposite ideas placed side-by-side






Instructions:

1. 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.**
2. 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?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definition for 1-5. This can be found on page 6. 2. Write a sentence to describe a setting using vocabulary 12. 3. Summarise in a sentence what Gothic literature is usually characterised by. 4. What is a motif? Give one example from a Gothic story you have read? 5. Give an example of an antagonist in any story you have read.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definition for 6-10. This can be found on page 6. 2. Explain which Gothic conventions were seen in The Woman in Black 3. The narrator in The Tell-Tale Heart is unnamed, explain in a sentence why you think the author has made that choice? 4. Explain what being 'confined' means. 5. Which of the Gothic conventions could also be found in Great Expectations
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 11-15. This can be found on page 6. 2. How would an archetypal Gothic protagonist behave? 3. Explain what rationality is in your own words. 4. Give 3 adjectives to describe Dr Frankenstein. 5. Give 2 ways that Dr Frankenstein could also be considered a Gothic outsider,.

**Instructions:**

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 16-20. This can be found on page 6. 2. What word beginning with 's' means something that cannot be described with science? 3. Give 2 ways The Red Room and The Tell-Tale Heart are similar. 4. Explain 2 Victorian Fears. 5. Explain how pathetic fallacy is used in The Woman in Black to create an ominous atmosphere.
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 1,3,5,7,9. This can be found on page 6. 2. Which vocabulary word best describes the character of Napoleon and why. 3. Summarise the history of Gothic literature in two sentences. 4. What does blood symbolise in Gothic stories? 5. How might a writer use the Gothic convention of darkness/night to make an ominous atmosphere?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 2,4,6,8,10. This can be found on page 6. 2. Write the definition of the word 'submissive' in your own words. 3. Explain which words in The Red Room key quote create a Gothic atmosphere. 4. What is a juxtaposition? 5. Copy and complete: When something is intensified it becomes more...





1 FDP Equivalence

F	D	P
$\frac{1}{100}$	0.01	1%
$\frac{1}{10}$	0.1	10%
$\frac{1}{5}$	0.2	20%
$\frac{1}{4}$	0.25	25%
$\frac{1}{2}$	0.5	50%
$\frac{3}{4}$	0.75	75%

2 Conversion

$$15\% = 0.15 = \frac{15}{100} = \frac{3}{20}$$

Place Value: The value a digit takes when placed in a particular position of a number.

 Add Sum Total All together Plus In all	 Multiply Product Times Twice Total Multiplied by
 Subtract Remain Difference Less than Fewer How many more Minus	 Divide Quotient Goes into Split Equally Each

3 Key Concept Multipliers

Find 15%	$\times 0.15$
Increase by 15%	$\times 1.15$
Decrease by 15%	$\times 0.85$

For reverse percentage problems you can divide by the multiplier to find the original amount.

4 Decimals : The four operations

Line up the decimal points

$$\begin{array}{r} 41.80 \\ + 0.15 \\ \hline 41.95 \end{array}$$

} Pad with 0 and add

Line up the decimal points

$$\begin{array}{r} 12.00 \\ - 0.72 \\ \hline 11.28 \end{array}$$

} Write the whole no. as decimal
} Pad with 0
} Borrow as usual

Column multiplication

Question: 1.54×2.6

Now 154×26

1	5	4	
\times	2	6	
	9	2	4
3	0	8	0
4	0	0	4
1	1		

We multiplied by 1000 to get rid of the decimal points because there are 3 numbers in total after the point in the question.

Multiply the whole numbers.

Divide your answer by 1000.

Answer = 4.004

Multiplication: Remove any decimal points from your values before multiplying. Then multiply as you would normally. When you have finished multiplying and have added to get your total remember to then divide by the multiple of 10 that you multiplied by to remove the decimal point at the beginning.

Division: Set up your question as shown. Starting from the left divide the number under the bus stop by the number on the outside. Any remainders must be carried to the next value along. Continue this process until you have got to the end of the number you are dividing.

$$\begin{array}{r} 8.12 \div 4 \\ \hline 2 \ 0 \ 3 \\ 4 \ 8 \ 1 \ 2 \end{array}$$

You must carry any remainders here.

$$0.5 \overline{) 6.85} \rightarrow 5 \overline{) 68.5}$$

don't need

To divide a decimal by a decimal we need to multiply both values until the number we are dividing by is a whole number. Then we would divide as before.

Percentage Key Terms

- Percentage:** Out of a hundred
- Multiplier:** used to calculate percentages with a calculator – found by converting % to a decimal
- Increase:** amount goes up – can be tax, pay rise..
- Decrease:** amount goes down – can be refund, sale..
- Simple Interest:** Calculated at start and same amount applied each time.
- Compound Interest:** Calculated each time on the amount in the account – interest on interest



Percentage of an amount – Calculator

When we have a calculator we can use a multiplier; this is the decimal equivalent of the percentage.

80% of 120: $80\% = 0.80$
 $80\% \text{ of } 120 = 0.80 \times 120 = 96$

Change the percentage to a decimal and then multiply.

33% of 90: $33\% = 0.33$
 $33\% \text{ of } 90 = 0.33 \times 90 = 29.7$

Be careful if the percentage is less than 10.

4% of 88: $4\% = 0.04$
 $4\% \text{ of } 88 = 0.04 \times 88 = 3.52$

Take care using decimal percentages, still divide by 100.

12.5% of 42: $12.5\% = 0.125$
 $12.5\% \text{ of } 42 = 0.125 \times 42 = 5.25$

5

Percentage increase and decrease

Increase: To calculate a percentage increase we calculate the percentage and add the value on to the original amount.

Non Calculator: Increase 70 by 65%

$10\% = 70 \div 10 = 7$ $5\% = 7 \div 2 = 3.5$
 $60\% = 6 \times 7 = 42$
 $65\% = 60\% + 5\% = 42 + 3.5 = 45.5$

Calculate 65% by splitting into 10% and 5% and then add the answer on to the original amount.

$70 + 45.5 = 115.5$

Calculator: Increase 130 by 26%

Calculate 26% using a multiplier and add this answer onto the original amount.

$26\% \text{ of } 130 = 0.26 \times 130 = 33.8$
 $130 + 33.8 = 163.8$

Decrease: To calculate a percentage decrease we calculate the percentage and subtract the value off the original amount.

Non Calculator: Decrease 20 by 35%

$10\% = 20 \div 10 = 2$ $5\% = 2 \div 2 = 1$
 $30\% = 3 \times 2 = 6$
 $35\% = 30\% + 5\% = 6 + 1 = 7$

Calculate 35% by splitting into 10% and 5% and then subtract the answer off the original amount.

$20 - 7 = 13$

Calculator: Decrease 65 by 14%

Calculate 14% using a multiplier and subtract this answer off the original amount.

$14\% \text{ of } 65 = 0.14 \times 65 = 9.1$
 $65 - 9.1 = 55.9$

6

Examples

Simple interest:

Joe invest £400 into a bank account that pays 3% **simple interest** per annum. Calculate how much money will be in the bank account after 4 years.

$3\% = £4 \times 3$
 $= £12$
 $4 \text{ years} = £12 \times 4$
 $\text{Interest} = £48$
 $\text{Total in bank account} = £400 + £48$
 $= £448$

Compound interest:

Joe invest £400 into a bank account that pays 3% **compound interest** per annum. Calculate how much money will be in the bank account after 4 years.

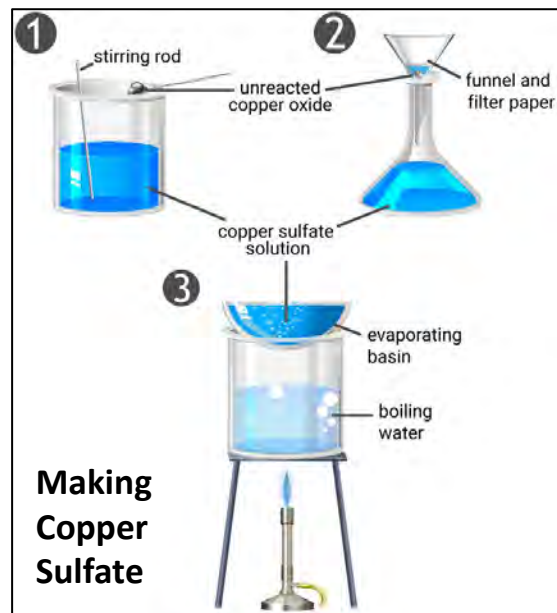
$\text{Value} \times (1 \pm \text{percentage as a decimal})^{\text{years}}$
 $= 400 \times (1 + 0.03)^4$
 $= 400 \times (1.03)^4$
 $= £450.20$



Instructions: 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

Week	Subject	Task
1	FDP Equivalence	Learn the common FDP Equivalence (Look cover write check). Ext. what is 1/8 as a decimal and percentage?
2	Ordering FDP	Practise converting between Fractions, Decimals and Percentages <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Arrange the following numbers in order, from smallest to largest $\frac{3}{10}$ 29% 34.5% $\frac{1}{3}$ $\frac{6}{25}$ </div>
3	Four operations with decimals	Show that you are able to answer the following questions: <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px;"> Find the missing numbers $8.41 + \square = 25$ $17.27 - \square = 1.89$ </div> <div style="border: 1px solid black; padding: 5px;"> a) $1.12 \times 2.3 =$ </div> <div style="border: 1px solid black; padding: 5px;"> b) $24.36 \div 3$ </div> </div> <p style="margin-top: 10px;">Ext: $7.68 \div 0.4$</p>
4	Percentage Multipliers	Make sure you know how to convert from a percentage to a decimal and can use this to find a percentage of an amount ex. What is the multiplier for finding 32%? Write the calculation and answer for finding 32% of 650.
5	Percentage Increase and decrease	Write notes to help you to remember how to find the multiplier for percentage increase and for percentage decrease.
6	Simple and Compound Interest	If Jamal wanted to invest £12,000 for five years – would he be better off with 5% simple interest or 4% compound interest? Show your working.

Key Term	Definition
1 Displacement	A reaction where a more reactive element takes the place of a less reactive element in a compound.
2 Ore	Naturally occurring rocks that contain enough metal for it to be profitable to extract.
3 Reactivity	How readily an element or compound reacts with another element or compound.
4 Compound	Atoms of 2 or more different elements that are chemically bonded.
5 Extraction	The process of removing a metal from its ore.
6 Method	A step by step procedure for carrying out an activity.



Uses of Metals

Platinum is used in **jewellery** because it won't react with anything, so it stays shiny. Reactive metals are used mainly in compounds. For example, calcium metal reacts with water to **produce bubbles of hydrogen**. However, calcium carbonate is found in many rocks used to **construct buildings and roads**.



The Reactivity Series	
Potassium	
Sodium	
Lithium	
Calcium	
Magnesium	
Aluminium	
Carbon	
Zinc	
Iron	
Hydrogen	
Copper	
Silver	
Gold	

Increasing reactivity

Displacement Reactions

Magnesium is more than copper. When a piece of magnesium is dipped into blue copper sulfate solution, a displacement reaction occurs. The magnesium displaces the copper, and the products are copper and a solution of magnesium sulfate. This is the word equation:
magnesium + copper sulfate → copper + magnesium sulfate

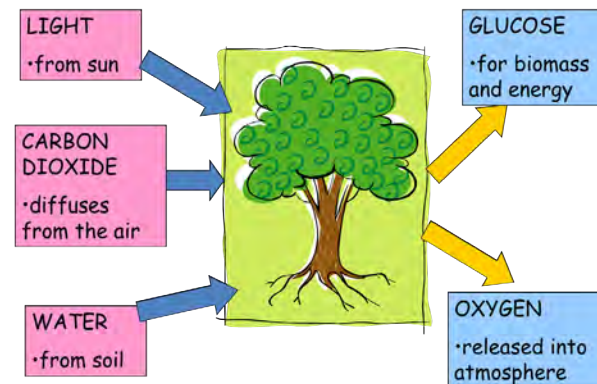
Gas Tests

Gas	Test
Hydrogen	Put a lit splint into a test tube of gas. If hydrogen is present, the flame will go out with a squeaky pop sound.
Carbon dioxide	Bubble the gas through limewater. If the limewater turns cloudy, carbon dioxide is present.



	Key Term	Definition
1	Cell	Smallest unit of life
2	Diffusion	Movement of particles from high concentration area to low concentration area
3	chlorophyll	green pigment that absorbs light
4	Specialised cells	cells have components that allow them to complete a specific purpose
5	Adaptation	Characteristic of living organisms that help them survive

Animals need to eat food to get their energy. All animals, including humans, eat food that was, or is, a plant or an animal, but green plants and algae can use light energy to make their own food! This process called **photosynthesis**. Almost all life on Earth depends upon this process.



3. Investigation: is chlorophyll important for photosynthesis?

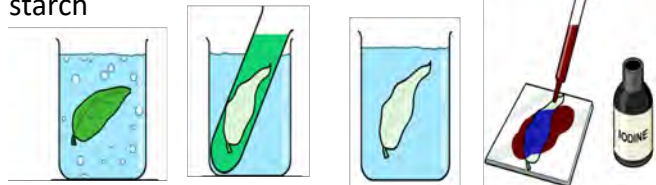
- The green parts of the leaf contain chlorophyll.
- Variegated leaves have pale parts, which do not contain chlorophyll. If there is starch photosynthesis took place



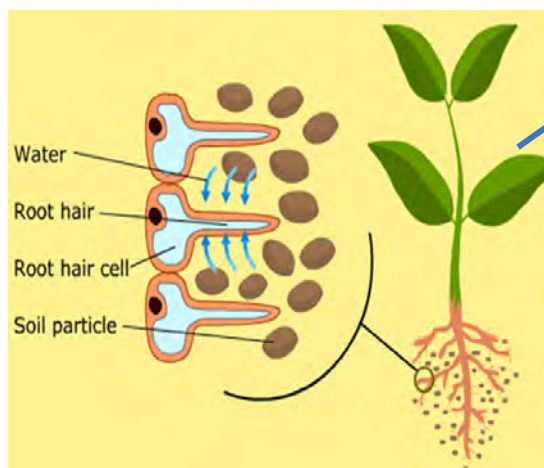
Iodine test for starch:

Iodine goes from brown to blue-black: there is starch

Iodine goes stays brown: there is no starch

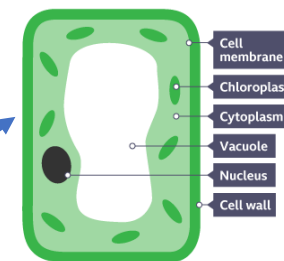


The roots are made up of root hair cells. Root hair cells have adapted to have a very large surface area compared to their volume/size and thin walls. This means plants can absorb a lot of water and minerals from the soil and the diffusion distance is short and fast.



2. Specialised plant cells

- Cells are the fundamental unit of all living things.
- Specialised plant cells have components that allow them to complete a specific purpose.
- Specialised plant cells include root hair cells, palisade cells,



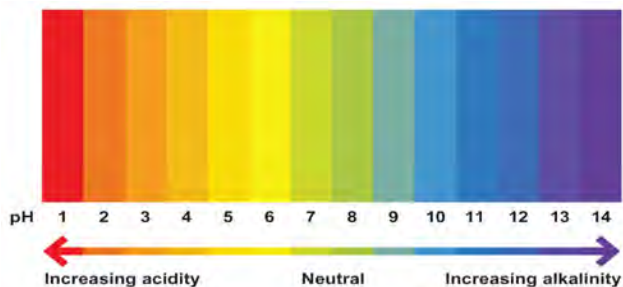
Palisade cells are the major site of photosynthesis. They are well adapted for this function because:

- they are towards the tops of leaves for maximum light
- they have lots of chloroplasts

	Key Term	Definition
1	Indicator	A substance that changes colour in the presence of an acid or a base
2	pH scale	A scale used to measure how acidic or basic a solution is
3	Neutralisation reaction	A chemical reaction between an acid and a base that produces a solution with a pH of 7
4	Acid	A substance which has a pH below 7
5	Base	A substance which neutralises an acid, with a pH above 7

1. The pH scale

- Shows how acidic a substance is
- The pH scale runs from 0 (very acidic) through 7 (neutral) to 14 (very alkaline)
- pH can be measured either by (i) using an **indicator**, and comparing the colour to a chart or (ii) using a **pH probe** which gives a numerical value



- The colours above show the colours that Universal Indicator would turn in solutions with each of the pH values shown e.g. a solution with a pH of 7 would turn green

2. Neutralisation reactions

- Neutralisation reactions happen when we add an acid to a base
- Any substance that will neutralise an acid is called a base
- When an acid and a base react together, a salt + water are always produced
- We can show this reaction using a word equation:



3. Naming salts

- The name of the salt produced depends on the acid and base that were used.
- The first part of the name of the salt** comes from the **metal** in the base used e.g. **magnesium** oxide
- The second part of the name of the salt comes from the acid. The table shows the names of the salts formed from three common acids.

Acid	Salt formed
Hydrochloric acid	-chloride
Nitric acid	-nitrate
Sulfuric acid	-sulfate


Examples:

- Sodium** hydroxide + **hydrochloric acid** → **Sodium chloride** + Water
- Iron** oxide + **sulfuric acid** → **Iron sulfate** + water
- Copper** oxide + **nitric acid** → **Copper nitrate** + Water




Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1 Metal Extraction (Page 13) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check the key terms 1 – 5 , this can be found on page 13. 2. Write the word equation for a reaction between calcium and copper carbonate. (Displacement reactions) 3. Describe the test for hydrogen gas. (Gas tests) 4. Draw and label a diagram to show how excess copper oxide powder is removed from copper sulfate solution. (Making copper sulfate) 5. Explain why magnesium cannot be extracted from its ore by heating with carbon. (The reactivity series)
<p>Homework 2 Metal Extraction 2 (Page 13) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Write the word equation for a reaction between calcium carbonate and copper. (Displacement reactions) 2. Describe the test for carbon dioxide gas. (Gas tests) 3. Draw and label a diagram to show how copper sulfate solution is concentrated to make crystals. (Making copper sulfate) 4. Explain why copper can be extracted by heating with carbon. (The reactivity series) 5. List 3 ways that metals are useful to humans. (Uses of metals)
<p>Homework 3 Photosynthesis 1 (Page 14) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check the key terms 1-5 this can be found on page 14. 2. State the reactants and products of photosynthesis (1. photosynthesis reaction). 3. Write the word equation for photosynthesis (1. photosynthesis reaction). 4. Define diffusion (1.photosynthesis reaction). 5. Compare palisade cells and root hair cells (2. specialised cells).





Homework	Due 	Task:
Homework 4 Photosynthesis 2 (Page 14) <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check the key terms and definitions for 1-5, this can be found on page 14.2. Where do plants take carbon dioxide and water from?3. State the test for starch4. Explain how the test for starch work.5. Write an hypothesis for your investigation: will the variegated leaves have starch, will the green leave have starch?
Homework 5 Acid Reactions (Page 15) <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Read, look, cover, write, check the key terms and definitions for 1-5, this can be found on page 15.2. What are the range of values on the pH scale from most acidic, to most alkaline? (1. The pH scale)3. Name the acid which is used to produce nitrate salts (3. Naming salts)4. Explain why using a pH probe may be better than using an indicator to measure the pH of a solution? (1. The pH scale)5. Write a word equation to show the reaction between copper oxide and hydrochloric acid (3. Naming salts)



Components of a session		Description	Example
1	Aims and objectives	This is what you want your participants to achieve in your session.	<ul style="list-style-type: none"> • 'To be able to control the ball using different parts of the foot'. • 'To be able to describe and demonstrate the teaching points of a short serve.'
2	Warm-up	3 part warm up to include pulse raiser, stretches held for 8-10 seconds and mobilisation.	<ul style="list-style-type: none"> • A light jog to increase heart rate, followed by stretches for the main muscle groups and mobilisation of the joints such as leg swings and arm circles.
3	Main component	Skills and conditioned games or full game.	<ul style="list-style-type: none"> • Serving into a hoop in badminton, followed by a game where you are only able to score points when serving.
4	Cool down	Pulse lowering activities and repeat of stretches from the warm up held for 15-20 secs.	<ul style="list-style-type: none"> • Gentle jog, gradually decreasing to a walk, followed by stretches of the main muscle groups used in the main activity.


Leadership styles	Description	Advantages/disadvantages
5 Autocratic 	The leader makes all of the decisions and ensures instructions are followed.	<ul style="list-style-type: none"> • Very good for safety with dangerous activities or inexperienced participants. • Participants can become annoyed at having no say and rebel.
6 Democratic 	There is collaboration between the leader and their participants when making decisions.	<ul style="list-style-type: none"> • Participants feel valued, so can be more motivated. • Can lead to disorganisation as too many opinions.
7 Laissez-faire 	The leader makes few decisions and lets the participants choose what happens.	<ul style="list-style-type: none"> • Can enhance team spirit. Participants may start to talk over the coach and make bad decisions based on personal preferences.

Personality type	Characteristics	Type of sport
8 Introvert 	Shy; quiet; thoughtful; like to be on their own.	Tendency to play individual sports that need concentration or precision (fine motor skills) and do not like too much excitement (low arousal activities). E.g., rifle shooting, archery; athletics.
9 Extrovert 	Sociable; enjoy interaction of others; enthusiastic; talkative; easily bored.	Tendency to play team sports with a fast pace and gross motor skills, needing less concentration (high arousal activities). E.g., football, basketball, netball.



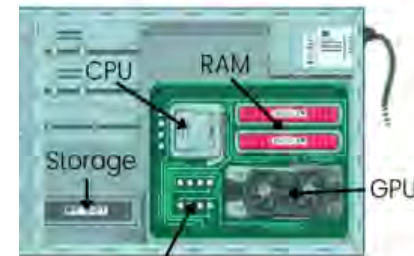
Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Look, cover, write, check the key terms and definitions for 1-3. This can be found on page 18</p> <p>2.List the four components of a session?</p> <p>3.List the three leadership styles?</p> <p>4.List the two personality types?</p> <p>5.Give an example of a warm-up activity?</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Look, cover, write, check the key terms and definitions for 4-6. This can be found on page 18</p> <p>2.Describe aims and objectives of a session, then why are they important?</p> <p>3.Describe warm-ups of a session, then why are they important?</p> <p>4.Describe main component of a session, then why are they important?</p> <p>5.Describe cool down of a session, then why are they important?</p>
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Look, cover, write, check the key terms and definitions for 7-9. This can be found on page 18</p> <p>2.List a characteristic of an Introvert?</p> <p>3.List a characteristic of an Extrovert?</p> <p>4.What is the difference between a Democratic and an Autocratic leader?</p> <p>5.Identify a quality of a Laissez-faire leader?</p>

Year 8 Computing Homework Knowledge Organiser


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).
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 Organiser**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>Look, write, cover, check vocabulary 10-14.</p> <p>What does CPU stand for and what does it do?</p> <p>Why is RAM known as 'volatile'?</p> <p>What is the purpose of secondary storage ?</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>Look, write, cover, check vocabulary 15-21.</p> <p>Draw the flow charts symbol for 'start', input/output, decision and process.</p> <p>Give an appropriate variable name if you were storing a value of how old someone was.</p> <p>Find the error in this code : <code>name=input("What is your name)</code></p> <p>Find the error in this code: <code>number=input("Enter a number")</code></p>
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>Explain the difference between a LAN and WAN.</p> <p>Explain why a school has a firewall.</p> <p>Convert 10000010 to denary</p> <p>Give two examples of secondary storage.</p> <p>What programming construct is this: (IF ELSE).</p>

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.

Benefits and disadvantages of specialist equipment

Positives

- Efficiency:** Specialist equipment is designed for specific tasks, making them faster and more efficient than general-purpose tools.
- Consistency:** They help achieve consistent results, which is crucial in professional settings like restaurants.
- Quality:** High-quality equipment can improve the overall quality of the food, enhancing flavors and textures.
- Safety:** Many specialist tools are designed with safety features that reduce the risk of accidents.

Negatives

- Cost:** Specialist equipment can be expensive, making it a significant investment.
- Space:** They often require more storage space, which can be a challenge in smaller kitchens.
- Maintenance:** These tools may require more maintenance and care, adding to the overall cost and effort.
- Learning Curve:** There can be a steep learning curve to use some specialist equipment effectively.
- Limited Use:** They are often designed for specific tasks, which means they might not be versatile enough for general use.





Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 5 <input type="checkbox"/> Completed?		Your teacher will set an end of topic knowledge test for you on SMHW. If you need a paper copy, please let them know and they can print one for you
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look at the equipment listed A-G and name each piece. 2. Give 2 benefits (plus points) you have found using electronic kitchen equipment (food processor/ liquidiser), rather than making the same product by hand. 3. What are 2 disadvantages of using specialist kitchen equipment. 4. Give 2 health and safety rules for using the liquidiser. 5. What temperature should all food, especially meat, be cooked above by law in oC?
New Rotation Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 1-6. This can be found on page 21. 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 made 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 <u>fibres</u>	These come from animals, insects or plants. They are all biodegradable and therefore sustainable although making them uses energy
6. Man-made <u>fibres</u>	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 <u>lose</u> 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 on 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





Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 5 <input data-bbox="107 459 149 502" type="checkbox"/> Completed?		1.Look, write, cover, check vocabulary 10-12. 2.Write down 5 tools you have used and explain what each one does. 3.Write down 5 different types of wood joints. 4.What are the advantages and disadvantages of the laser cutter. 5.Other than varnish, what else can you apply to wood to improve its appearance or to improve its quality
Homework 6 <input data-bbox="107 868 149 911" type="checkbox"/> Completed?		Your teacher will set an end of topic knowledge test for you on SMHW. If you need a paper copy, please let them know and they can print one for you
New Rotation Homework 1 <input data-bbox="107 1245 149 1288" type="checkbox"/> Completed?		1. Look, write, cover, check the key terms and definitions for 7-9. This can be found on page 24. 2. Explain why a tape measure is used in Textiles and not a ruler 3. Explain 2 uses of an iron in Textiles 4. Explain why you only use fabric scissors to cut fabric and not paper. 5. List 5 parts of the sewing machine



This term for homework you will be looking at 'Artwork Analysis'.

In artist analysis we look directly at an artist's work and analyse what we see, know and think about the work.

Analyse- To look at something in detail to explain and ask what it means.

Infer- To understand and gather ideas from evidence- in this case the artwork.

This will help develop your visual literacy skills and your ability to give opinions and back that with evidence.

Each week you will need to answer the questions and finish the sentence starters about the artwork then write this into your homework book.

You may need to do some additional research to help you find out the answers.



Example

The piece I am looking at is called 'Iqalutsiavak' (Beautiful Fish). It was made in 2005. The artwork measures 66 x 81.3 cm.

I can see a large fish in the centre of the piece, it looks as if it is swimming because the tail is folded round above the head.

I can see 4 lines coming from the side of the fish, ending in teardrop shapes. The colour of the fish is yellow, orange, black and green. The black is used on the outlines of the fish and to add detail such as the eyes.

The texture of the piece is mainly smooth, but I can see a dot type texture on the green parts of the fish and tail.

The artist used stone cut and stencil which is a type of printmaking which allows you to get nice smooth areas and sharp lines.

I think the work is about the fish and about Inuit culture, Inuit people eat fish as the main part of their diet and therefore spending time fishing is an important part of Inuit culture.

I like this piece because the artist has used harmonious colours of red and orange and blended smoothly between them. I also like the detail in the fish to show the fins, tail and eye. The position of the fish makes it look like it's alive which gives the piece a sense of energy which I find interesting.

1- The piece I am looking at is called..... (the artwork's name)

It was made in.....

The artwork measures..... by.....

2- **See-** Describe the piece of work, imagine you are describing it to someone who cannot see it.

You need to add a lot of detail.

- Subject, Colour,
- Composition, Shape/form,
- Pattern, Texture,
- Line, Tone,

I can see.....

3- **Know-** What material/ technique has the artist used?

.....(artist's name) works in

.....(art material).

One of the techniques they use is.....

4- **Think- Make connections with what you know and consider context.**

What do you think the work is about?

I think this work is about.....


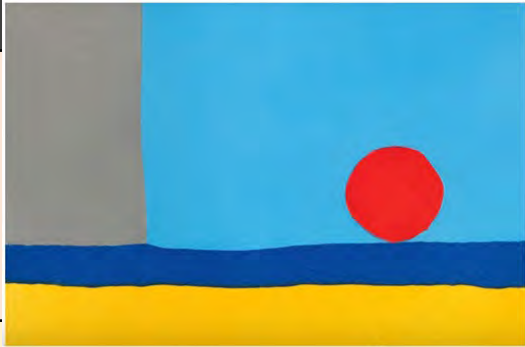

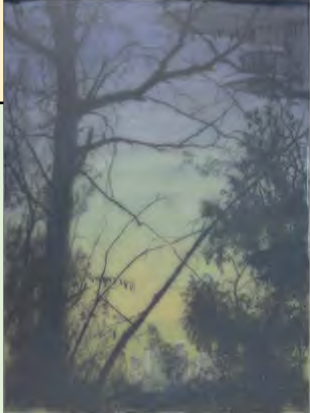
5- **Think-** What do you think about the work?

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



Instructions:

1. 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.
2. Each task should take 20 minutes, Set a timer and stop when the time runs out.

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1- Complete a piece of writing analysing the artwork by Etel Adnan.</p> <p>Etel Adnan. Late Afternoon, 2020. Etching. Paper and Image: 38 x 47 cm.</p> 
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Complete a piece of writing analysing the artwork by Utagawa Hiroshige.</p> <p>Utagawa Hiroshige, Katabira River and Katabira Brige (Hodogaya, Katabiragawa Katabirabashi), 1842/57, colour wood block print, 25 × 37.2 cm</p> 
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Complete a piece of writing analysing the artwork by Brooks Shane Salzwedel.</p> <p>Brooks Shane Salzwedel, Silence is Deadly, 2024, 14 x 11 inches, graphite, acrylic, ink, inkjet, mylar, resin, panel.</p> 



Developing your knowledge, skills and understanding of scripts including Shakespeare.

Exposure to different forms of plays including Shakespearean texts or scenes and Shakespearean language.

Elements of play texts	
Language	context
plot	climax
themes	tension
atmosphere	pace
characters	interpretation

Physical Skills

	Gesture	A hand action e.g. a wave or a point
2	Mannerisms	The habits a character has
3	Body Language	Closed or open to show emotion
4	Facial Expressions	Showing and emotion with the face
5	Proxemics	The distance between two characters, which tells the audience how they feel about each other
6	Gait	The way the character walks
7	Posture	Are they standing tall and confident, or are they hunched
8	Eye Contact Eye line	Looking into the eyes of another character Where are they looking with their eyes e.g. the floor
9	Status	The power dynamic or social hierarchy
10	Subtext	The meaning beneath the words (what is revealed about the character by the way they say the dialogue.)
11	Blocking	Where the characters are standing on stage


Vocal Skills

12	Accent	shows where the character is from
13	Volume	How loudly or softly you speak
14	Diction	informal / slang the way in which you pronounce words clearly
15	Tone	How the voice conveys emotion
16	Pitch	High or low voice
17	Pace	Speed of delivering dialogue
18	Pause	A gap in the words or between lines used for a particular effect
19	Intonation	Where the pitch goes up and down e.g. rising intonation the end of a sentence to show a question
20	Timing	When the actor says the line e.g. interrupting or comic timing
21	Emphasis	where a word or sound is exaggerated for effect

	Key Words	Definition
22	Scene	A section of a play/act
23	Stage directions	The instructions for the actor in the script
24	Playwright	The person who wrote the script
25	Dialogue	Speech
26	Monologue	A paragraph, scene or play with one character
27	Duologue	A scene or play between two people
28	Script	Written dialogue
29	Audience	Spectators of theatre
30	Character	A person who you play in role
31	Rehearsal	Practicing a scene/performance
32	Subtext	The meaning beneath the words
33	Status	The power dynamic or social hierarchy

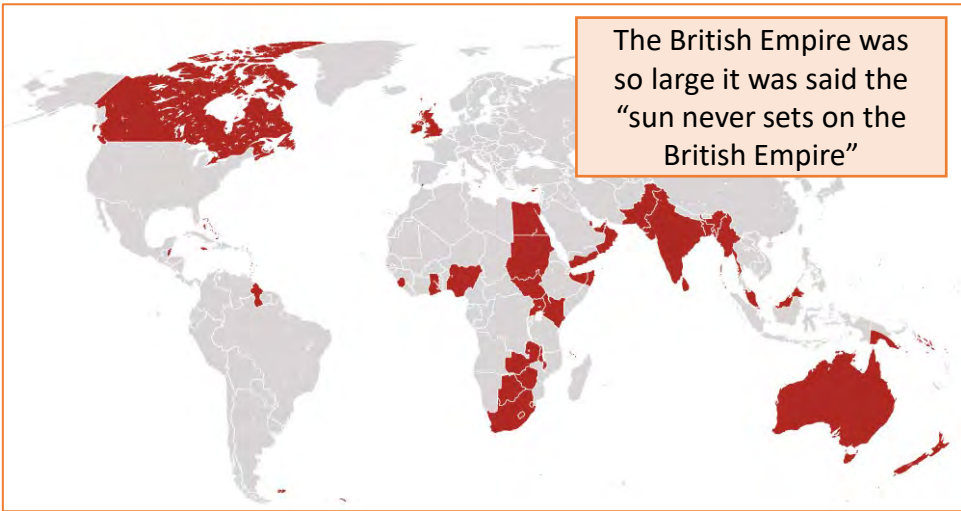
**Instructions:**

1. 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**.
2. 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?		<ol style="list-style-type: none"> 1. Look, Write, Cover , Check key terms 17-21 2. What is the main character’s name in the Woman in Black? 3. What is the setting of the play, Gunshots at 2pm? 4. Give an example of how a physical skill can be used to show fear. 5. Give an example of how a vocal skill can be used to show fear.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Write, Cover, Check key terms 22-27 2. What word in your Knowledge Organiser describes the mood of the scene? 3. What word in your knowledge organiser describes the meaning beneath the words? 4. What word in your knowledge organiser describes the background information of the scene such as location? 5. Choose one vocal skill you could improve on before your assessment and explain how you could improve it.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Look, Write, Cover, Check key terms 28-33 2. What physical skill describes where the characters are standing on stage? 3.What physical skill does the actor use when they use their hand to point? 4. Choose one physical skill you could improve on before your assessment and explain how you could improve it. 5. How would you describe your character’s personality with 3 adjective or descriptive words?

Year 8 Term 4 – Why do we need to talk about Empire?

Key terms for this unit



1. Empire	When countries are ruled/controlled by another country.
2. Colony	A country that is controlled by an empire. Eg. India, South Africa, Australia, Canada.
3. Imperialism	When a country wants to extend their power, usually by force.
4. Decolonisation	When colonies got their independence (freedom) and were no longer controlled by an Empire.
5. Indian Mutiny	When Indians fought back against British rule in India.
6. “Jewel in the Crown”	The phrase used to describe India, the most important and valuable British colony.
7. Aboriginals	The people native to Australia. They have lived there for over 60,000 years.
8. Abolition	To get rid of/end something.

1500s – England begins to grow its navy and looks to control more land

1770 – Captain James Cook landed his ship in Australia

1833 – Britain abolished slavery

1842 – Britain took control of Hong Kong after the opium wars with China

1857 – The Indian Mutiny and the start of the British Raj in India

1901 – Australian independence

1919 – Amritsar massacre

1947 – Indian independence

1997 – Hong Kong was handed back to China.

Reasons for wanting an Empire (there are others)

Trade (and money)

The British could make huge amounts of money from trading across the Empire. They could also access resources which otherwise were not available to them.



Warfare

The British used soldiers from around the Empire in their army.



Political power and influence

The British became one of the most powerful countries in History. Even today, Britain is far more powerful than its size suggests.



Religion


The British tried to spread Christianity across the Empire, often ignoring local religions and cultures.





Instructions:

1. 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**.
2. 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?		1. Look, Cover, Write and Check the key terms and definitions for 1, 2 and 8. This can be found on page 32. 2. When did England begin to grow its navy and look to take over more land. 3. Give one reason why England might want to take over more land? Explain your answer. 4. Using the map on your knowledge organiser, can you name two of the countries in RED that were part of Britain's Empire? 5. Slavery was abolished in England in 1834, why do you think people wanted slavery to end?
Homework 2 <input type="checkbox"/> Completed?		1. Look, Cover, Write and Check the key terms and definitions for 3, 4 and 5. This can be found on page 32. 2. Where did Aboriginal come from? 3. Why was religion a reason for Britain wanting an Empire? 4. What happened in 1770? 5. What is meant by the saying "the sun never set on the British Empire"?
Homework 3 <input type="checkbox"/> Completed?		1. Look, Cover, Write and Check the key terms and definitions for: 4, 6 and 7. This can be found on page 32. 2. What happened in India in 1919? 3. Why did having an Empire, make Britain lots of money? (use the yellow box to help) 4. Write one sentence using the term 'colony'. 5. Why did having an Empire, help the British army? (use the yellow box to help)



8.3 Will Asia ever be on top - India




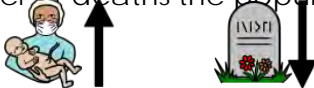





Where do people live in India?

- India gained **independence** in **1947**.
- Population growth**.
- Children enrolled in **school** from **46% to 96%**.
- Literacy rates** have increased from **24.9% - 80.9% in males** and **7.9% to 64.6% in women**.
- Increase in **doctors and nurses**.
- GNI per capita** has risen from **274 rupees (£2.59) to 103,000 rupees (£974.89)**. However, it is worth noting that the **cost of living has increased**.
- 5th largest** economy in the world – **GDP is \$3.4 trillion**.



This has resulted in 5 MEGACITIES in India !!!!



Keyword	Definition
1. Megacities	A city with a population of more than 10 million. 10 M ^{000,000}
2. Urbanisation	An increasing number of people living in towns and cities compared to the countryside.
3. Rural 	The countryside.
4. Urban 	Built up areas like towns and cities.
5. Rural to Urban Migration 	The movement of people from the countryside to towns and cities.
6. Natural Increase 	When the number of births is higher than the number of deaths the population grows.
7. Quaternary Employment 	Includes jobs in which people research and develop things.
8. Push Factor 	Factors that push people to leave where they live.
9. Pull Factor 	Factors that attract people to an area.
10. Informal Settlements 	A densely populated urban area with poor quality housing.
11. Poverty 	When someone cannot afford basic needs such as food, housing, water and healthcare.

Why are people moving to the city?

Push Factors



- I queued up for hours to help my parents collect water and sometimes missed school.
- We haven't had enough water for years.
- We don't have a toilet; we go out in the fields.

Pull Factors



- My parents are happy that I can get an education here. In my village I didn't go to school.
- There are lots of high-tech jobs in the city.
- I get 500 rupees (£5) a day in the city compared with 150 rupees in my own village.

Rapid urbanisation in India has led to the creation of Informal Settlements!



• Dharavi is a locality in **Mumbai, Maharashtra, India**, considered to be one of **Asia's largest informal settlements**.

• Dharavi is one of the most **densely populated areas in the world**.

• The Dharavi slum was **founded in 1884** during the **British colonial era**.

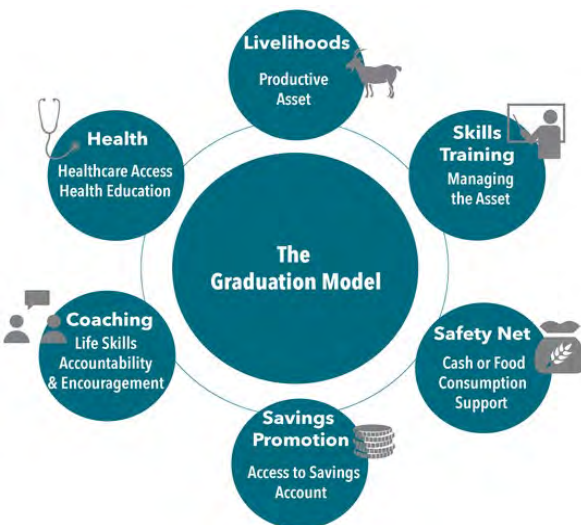
• Many houses are made from **cardboard, wood, corrugated iron, plastic sheeting or metal from oil drums**.

• **Fire** is a real hazard in the area. Many families cook with small gas stoves which do not have the correct ventilation. If a fire was to start, lots of damage to neighbouring properties would occur.

• Thousands of workshops and people are employed in the **informal job sector** - **75% of people have a job** and most work locally, with an annual turnover of **£350 million**.

• A **lack of sanitation and clean drinking water** for most residents. **500 people share one public toilet**. Therefore, people go to the **toilet in the street and there are open sewers**.

How can we help the people in Dharavi?





Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write and check the key terms and definitions for 1-4. This can be found on page 34. 2. What is the difference between a rural and an urban area? 3. What happened in India in 1947? 4. What were the consequences of this? 5. What has this led to?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write and check the key terms and definitions for 6-9. This can be found on page 34. 2. What is life like in rural India? 3. Name one reason why people want to leave rural India. 4. Name one reason why people want to live in the city. 5. Explain why living in the city is better economically (money).
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write and check the key terms and definitions for 10-11. This can be found on page 34. 2. What has been created due to rapid urbanisation in India? 3. What is the name of the largest informal settlement in India? 4. Explain what life is like in the informal settlements in India. 5. How can we help the people living in the informal settlements in India?

Key Terms

1. **Allah** - The Arabic name that Muslims use for God.
2. **Five Pillars of Islam** - The five things that Muslims are expected to do.
3. **Prophets** - Special messengers sent from Allah.
4. **Muhammad (PBUH)** - The last prophet and the key prophet in Islam.
5. **The Qur'an** - The holy book of Islam.
6. **Ramadan** - A Muslim festival where Muslims fast during the daylight and only eat after the sun has set.
7. **Mosque** - Muslim place of worship.
8. **Shahadah** - the Muslim declaration of faith.
9. **Salah** - prayer.
10. **Zakah** - charitable giving
11. **Sawm** - the obligation to fast during Ramadan.
12. **Hajj** - the pilgrimage to Makkah

Islamic Theology and Practices

The Five Pillars of Islam

The Five Pillars of Islam are five duties that every Muslim must follow in order to live a good and responsible life according to Islam. For Sunni Muslims, these five duties are seen as pillars holding up the religion.



What do Muslims Believe?

- Muslims believe that Islam was revealed over 1,400 years ago in Mekkah, Arabia through a man called Muhammad (pbuh).
- Muhammad (pbuh) is so respected that it is usual for Muslims to say 'peace be upon him' whenever they mention his name.
- Muhammad (pbuh) is believed by Muslims to be the key prophet sent by God (Allah).
- They believe God sent prophets to mankind to teach them how to live according to His law.



Holy Book

- Muslims worship in a building called a mosque. On Friday at noon, the most important of the weekly services is held.
- When Muslims pray, they must always face Makkah in Saudi Arabia.
- Many Muslim men will wear a small cap called a taqiyah when they pray.

WORSHIP

WORSHIP AT HOME

- Fulfilling the obligation of Salah at home is a big part of family life for many Muslims, with meals and other family activities often scheduled to fit around prayer times.
- At home, families tend to pray all together – male and female, adults and children.
- Some Muslim families have a room set aside especially for prayer.
- Du'a is the word used to refer to personal prayer that is done in addition to Salah.
- This may take the form of quietly talking to God in one's head, reciting set prayers or asking Allah for help.

WORSHIP IN A MOSQUE

- All mosques have a qiblah wall, which is the wall of the mosque that is closest to Makkah.
- Worshippers face this wall when they pray so that they are praying towards the holy city of Islam.
- At the mosque, men and women pray in separate rooms performing the series of movements in a sequence.
- This involves bowing and kneeling as well as prostration and reciting praises to God.



The 5 Pillars of Islam



Haji - pilgrimage

- This refers to the pilgrimage to **Makkah (Mecca)** which all Muslims must complete at least once in their lifetime if their situation allows (if they can afford it, if they are healthy etc).
- This includes a visit to the **Ka'bah**, the place where Muslims believe that **Abraham** showed willingness to offer his son Ishmael as a sacrifice.



Zakat - the practice of giving

- Each year, Muslims are expected to donate 2.5% of their disposable income.
- Wealth is regarded as a gift from Allah which should be shared among humankind.
- It frees people from their greed, and also helps others.



Sawm - fasting

- This fasting takes place during the month of **Ramadan** during the hours of daylight.
- It is the time when Muhammad (pbuh) received the revelation of the Qur'an and it is a period for prayer and good deeds.



Salah - prayer

- It is compulsory that Muslims pray five times a day.
- The prayers include verses from the **Qur'an** in which praise is given to Allah, or guidance is requested.


Shahadah - the declaration of faith

"There is no God but Allah; Muhammad is the messenger of Allah."

Muslims may say this five times a day as part of their daily prayers.

**Instructions:**

1. 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**.
2. 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?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check the key terms and definitions for 1-4. This can be found on page 37. 2. In Islam, describe who is Muhammad (PBUH)? 3. Outline what Hajj is 4. Which pillar do you think is the most important and why? 5. Outline one feature of Islamic worship in a Mosque/Masjid.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check the key terms and definition for 5-8. This can be found on page 37. 2. Who is the key prophet in Islam? 3. What is the purpose of the pillar, Zakat? 4. What do Muslim's read from when they pray? 5. Outline what Shahadah is
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check the key terms and definition for 9-12. This can be found on page 37. 2. What is the purpose of Sawm? 3. Outline one feature of Islamic worship at home 4. What word is used to refer to personal prayer? 5. Why do you think Salah is so important in Islam?

8.7 Present Holidays - French Vocab List

Tu vas où?	Where do you go?
Je vais	I go
À Paris/ Londres	to Paris / to London
En France	to France
En Espagne	to Spain
En Angleterre	to England
En Écosse	to Scotland
En Irlande	to Ireland
Au Pays de Galles	to Wales
Au Portugal	to Portugal
Au Pakistan	to Pakistan
En Pologne	to Poland
En Somalie	to Somalia
Aux Caraïbes	to the Caribbean
Au Royaume Uni	to the UK
Aux États-unis	to the States
Aux Pays Bas	to the Netherlands

Qu'est-ce que tu visites?	What do you visit?
Je visite/ Nous visitons	I visit /We visit
La plage	The beach
La piscine	The swimming pool
Le centre-ville	The town centre
Le musée	The museum
Le marché	The market
Le stade de foot/ rugby	The (football/rugby) stadium
Le parc d'attraction	The theme park
Les monuments	The monuments
Les magasins	The shops
Les cafés	The cafés
Les restaurants	The restaurants
L'office de tourisme	The tourist office

Tu restes où?	Where do you stay?
Je reste dans	I stay in
un hôtel cinq étoiles	A (five star) hotel
Un camping	A campsite
Un appartement	An apartment
Une caravane	A caravan
Une tente	A tent
Une auberge de jeunesse	A youth hostel
Un mobil-home	A static caravan
Chez mes grand-parents	At my grand-parents'
Un hôtel de luxe	A state-owned luxury hotel
Un B&B	A B&B

Comment Voyager?	How do you travel?
Je voyage/ nous voyageons	I travel / We travel
à pied	by foot
à vélo	by bike/pushbike
en moto	by motorbike
en voiture	by car
en train	by train
en bateau/ en bateau de croisière	by boat / by cruiseship
en métro	by tube
en car	by coach
en bus	by bus
en avion	by plane

Quel temps fait-il ?	What is the weather like?
Il fait beau/ il fait mauvais	It is good /bad weather
Il fait chaud/ froid	It is hot/cold
Il y a du soleil	It is sunny
il fait 25 degrés	It is 25 degrees
Il pleut	It is raining
Il neige	It is snowing
Il y a du vent	It is windy
Il y a des nuages	There are clouds

Que fais-tu?	What do you do...?
Se relaxer	To rest
S'amuser (je m'amuse)	To have fun (I have fun)
Bronzer	To sunbathe
Visiter des monuments	To visit monuments
Aller à la plage	To go to the beach
Aller au restaurant	To go to the restaurant
Faire du shopping	To go shopping
Se promener	To go for walks
Prendre des photos	To take photos
Acheter des souvenirs	To buy souvenirs
Faire du sport	To do (play) sports
Faire du sport nautique	To do water sports
Danser en boîte	To dance in a club

C'est où?	Where is it...?
C'est loin	It's far
C'est proche/ à proximité	It's nearby
C'est à 5 minutes d'ici	It's 5 minutes away
C'est à 300 mètres d'ici	It's 300 metres away
Allez tout droit	Go straight on
Aux feux, continuez tout droit	At the traffic lights go straight on
Au rond-point tournez à droite	At the roundabout turn right
Tournez à gauche	Turn left
Tournez à droite	Turn right
Prenez la première	Take the first
Prenez la deuxième	Take the second
Traversez le pont	Cross the bridge





The present and future tenses

- There are three types of verbs in French and in their infinitive form they end in:
- **-er -ir -re**

For the **present tense**, depending on the pronoun, we change the ending of the verb using the table below :

Pronouns	-er	-ir	-re
Je (I)	-e	-is	-s
Tu (you)	-es	-is	-s
il (he), elle (she)	-e	-it	/
Nous (we)	-ons	-issons	-ons
Vous (you) (pl)	-ez	-issez	-ez
ils / elles (they)	-ent	-issent	-ent

Examples:
 Porter = **to** wear > je porte = **I** wear
 Finir = **to** finish > nous finissons = **we** finish
 Vendre = **to** sell > ils vendent = **they** sell

The Near Future :
 The near future **tense** (le futur proche) is used to express something that will be happening in the very near future. It is formed by conjugating the verb **aller** (to go) in the present tense, followed by an infinitive.

English	To go (present)	Infinitive
I am going to go	Je vais	aller
You are going to play	Tu vas	jouer
He/she/we are going to visit	Il/elle/on va	visiter
We are going to swim	Nous allons	nager
You (pl.) are going to read	Vous allez	lire
They are going to do	Ils/elles vont	faire

Going to or living in a country
 In French the word “to” or “in” with countries changes depending on if they are masculine, feminine, plural or a town/city. Countries which end in “e” are almost always feminine (this really helps)
Examples :
 Je vais **en** Espagne (**feminine**) → I go **to** Spain
 Je vais **au** Portugal (**masculine**) → I go **to** Portugal
 Je vais **à** l'hôtel (**vowel**) → I go **to the** hotel
 Je vais **aux** Etats-Unis (**plural**) → I go **to** the USA
 Je vais **à** Paris (**town/city**) → I go **to** Paris



Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. la plage la piscine le musée le centre le stade</p> <p>2. Translate these sentences into Spanish.</p> <ul style="list-style-type: none"> • I visit the beach. • I visit the pool. • I visit the museum. • I visit the centre. • I visit the stadium. <p>3. Mark each of the nouns above with m. or f. depending on the gender of the word</p> <p>4. With a different place in town not already mentioned, write a sentence to say I visit + place in French</p> <p>5. Draw your ideal town, labelling all the places in French.</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. Un camping un appartement un magasin une auberge de jeunesse un gîte</p> <p>2. Translate these sentences into English.</p> <ul style="list-style-type: none"> • Je reste dans un grand hôtel. • Je reste dans une tente verte • Je loge dans un grand appartement • Je reste dans un gîte à la campagne <p>3. Mark each of the nouns above with m. or f. depending on the gender of the word</p> <p>4. Spot the mistakes in this sentence: Je rester dans une hôtel</p> <p>5. Write a sentence in French to say where you normally stay.</p>



Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

<p>Homework 3</p>	<ol style="list-style-type: none">1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. à pied à vélo en moto en voiture en train2. Translate these sentences into French.<ul style="list-style-type: none">• I travel on foot.• We travel by bike.• I travel by motorbike.• We travel by car.• I travel by train.3. Why do you think some of the above start with 'à' and some with 'en'?4. What do you think 'je voyage en car' means?5. Write a sentence in French to say how you normally travel to school.
-----------------------	--



8.7 Present Holidays - Spanish Vocab List

¿Dónde vas?	Where do you go?
Voy	I go
a París / a Londres	to Paris / to London
a Francia	to France
a España	to Spain
a Inglaterra	to England
a Escocia	to Scotland
a Irlanda	to Ireland
a Gales	to Wales
a Portugal	to Portugal
a Pakistán	to Pakistan
a Polonia	to Poland
a Somalia	to Somalia
al Caribe	to the Caribbean
al Reino Unido	to the UK
a los Estados-Unidos	to the States
a los Países Bajos	to the Netherlands

¿Qué visitas?	Where do you visit?
Visto / Visitamos	I visit / We visit
la playa	The beach
la piscina	The swimming pool
el centro	The town centre
el museo	The museum
el mercado	The market
el estadio (de fútbol/rugby)	The (football/rugby) stadium
el parque de atracciones	The theme park
los monumentos	The monuments
las tiendas	The shops
los cafés	The cafés
los restaurantes	The restaurants
la oficina de turismo	The tourist office

¿Dónde te alojas?	Where do you stay?
Me alojo en / Me quedo en	I stay in
un hotel (de cinco estrellas)	A (five star) hotel
un camping	A campsite
un apartamento	An apartment
una caravana	A caravan
una tienda	A tent
un albergue juvenil	A youth hostel
una caravana estática	A static caravan
en casa de mis abuelos	At my grand-parents' hotel
un parador	A state-owned luxury hotel
una pensión	A B&B

¿Cómo viajas?	How do you travel?
Viajo / Viajamos	I travel / We travel
a pie	by foot
en bici	by bike/pushbike
en moto	by motorbike
en coche	by car
en tren	by train
en barco / en crucero	by boat / by cruiseship
en metro	by tube
en autocar	by coach
en autobús	by bus
en avión	by plane

¿Qué tiempo hace?	What is the weather like?
Hace buen / mal tiempo	It is good / bad weather
Hace calor/frío	It is hot/cold
Hace sol	It is sunny
Hace 25 grados	It is 25 degrees
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds

¿Qué haces...?	What do you do...?
Descansar	To rest
*Divertirse (me divierto)	To have fun (I have fun)
Tomar el sol	To sunbathe
Visitar monumentos	To visit monuments
*Ir a la playa	To go to the beach
*Ir al restaurante	To go to the restaurant
*Ir de compras	To go shopping
*Dar un paseo	To go for walks
Sacar/tomar fotos	To take photos
Comprar recuerdos	To buy souvenirs
*Hacer deporte	To do (play) sports
*Hacer deportes acuáticos	To do water sports
Bailar en la discoteca	To dance in the club

¿Dónde está...?	Where is it...?
Está lejos	It's far
Está cerca	It's nearby
Está a cinco minutos	It's 5 minutes away
Está a 300 metros	It's 300 metres away
↑ Siga todo recto	Go straight on
↑ En el semáforo siga todo recto	At the traffic lights go straight on
↻ En la rotonda gira a la derecha	At the roundabout turn right
↶ Gira a la izquierda	Turn left
↷ Gira a la derecha	Turn right
1 Tome la primera	Take the first
2 Tome a segunda	Take the second
⚓ Cruza el puente	Cross the bridge



- There are three types of verbs in Spanish and in their infinitive form they end in:
- -ar -er -ir

The present tense : Depending on the pronoun, we change the ending of the verb using the table below :

Pronouns	-ar	-er	-ir
yo (I)	-o	-o	-o
tú (you)	-as	-es	-es
él (he), ella (she)	-a	-e	-e
Nosotros/nosotras (we)	-amos	-emos	-imos
Vosotros/vosotras (you) (pl)	-áis	-éis	-ís
ellos/ellas (they)	-an	-en	-en

Example:

Descansar = **to** rest Comer = **to** eat vivir = **to** live
 Descanso = **I** rest Comemos = **we** eat viven = **they** live

The Near Future :

The near future **tense** is used to express something that will be happening in the very near future. It is formed by conjugating the verb **ir** (to go) in the present tense + a + an infinitive.

Example: I'm going to travel by plane > Voy a viajar en avión.

English	To go (present)	"a"	Infinitive
I am going to go	Voy	a	ir
You are going to play	Vas	a	jugar
He/she is going to visit	Va	a	visitar
We are going to swim	Vamos	a	nadar
You (pl.) are going to read	Váis	a	leer
They are going to do	Van	a	hacer

Time markers tell us when something happens and help us work out which tense is being used. The following can be used with the future tense.

Mañana - tomorrow

La semana próxima- next week

El fin de semana que viene – next weekend

El próximo mes - next month

El año que viene – next year

En dos años – In two years

**Instructions:**

1. 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**.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.</p> <p>la playa la piscina el museo el centro el estadio</p> <p>2. Translate these sentences into Spanish.</p> <ul style="list-style-type: none"> • I visit the beach. • I visit the pool. • I visit the museum. • I visit the centre. • I visit the stadium. <p>3. Mark each of the nouns above with m. or f. depending on the gender of the word</p> <p>4. With a different place in town not already mentioned, write a sentence to say I visit + place in Spanish.</p> <p>5. Draw your ideal town, labelling all the places in Spanish.</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.</p> <p>un camping un apartamento una tienda un albergue juvenil un parador</p> <p>2. Translate these sentences into English.</p> <ul style="list-style-type: none"> • Me alojo en un hotel grande. • Me alojo en una tienda verde. • Me quedo en un apartamento blanco.. • Me quedo en un parador grande. <p>3. Mark each of the nouns above with m. or f. depending on the gender of the word</p> <p>4. Spot the mistakes in this sentence: Me aloho en una hotel de cinco estrellas.</p> <p>5. Write a sentence in Spanish to say where you normally stay.</p>



Instructions:

1. 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**.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.</p> <p>En coche en bici en tren a pie en moto</p> <p>2. Translate these sentences into French.</p> <ul style="list-style-type: none"> • I travel on foot. • We travel by bike. • I travel by motorbike. • We travel by car. • I travel by train. <p>3. How do you say I like travelling by train?</p> <p>4. What do you think 'viajo en autocar' means?</p> <p>5. Write a sentence in Spanish to say how you normally travel to school.</p>

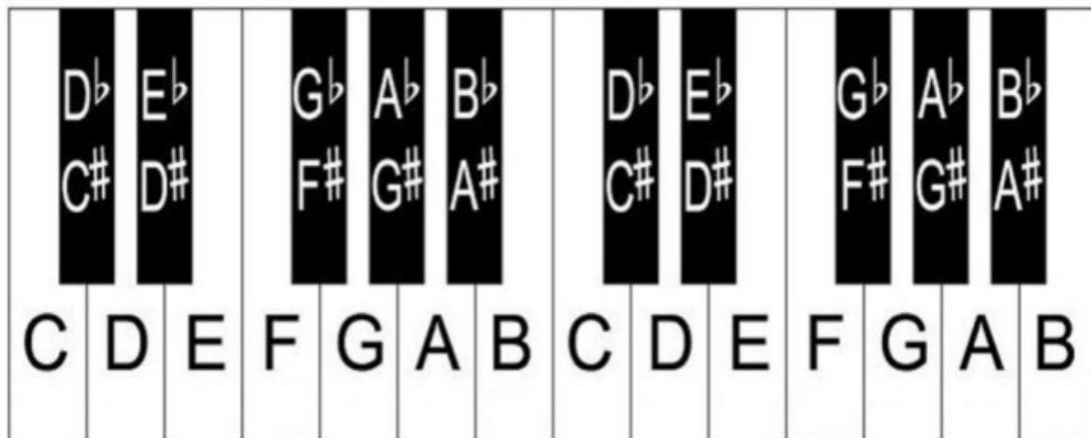


Families of the orchestra

Notes of the treble and bass clef



Notes on the piano keys



Strings



All these instruments make sound by plucking/bowing strings.

Woodwind



All these instruments are long tubes with holes in them which change the pitch.

Brass



All these instruments are made from brass and change pitch by changing the length of the tubes.

Percussion




All of these instruments are played by hitting them.



Instructions:

1. 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.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework		Task:
Homework 1 <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> - Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 - Click on 'My Assignments and select your class - Complete the assignments set for your class for this week
Homework 2 <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> - Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 - Click on 'My Assignments and select your class - Complete the assignments set for your class for this week
Homework 3 <input type="checkbox"/> Completed?		<ul style="list-style-type: none"> - Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 - Click on 'My Assignments and select your class - Complete the assignments set for your class for this week



Write your personal worries inside the bag and possible resilience strategies around the outside.

