



# Year 9 | 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

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

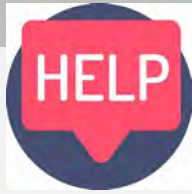
Subject	Page	Homework is set on:
English	6 - 10	Thursday
Maths	11- 14	Friday
Science	15 - 17	Friday
PE	18 - 19	Week A
Tech/Computing	20 - 28	Week A
Art	29 - 30	Week A
Drama	31 - 32	Week A
History	33 - 34	Week B
Geography	35 - 37	Week B
RE	38 - 40	Week B
French / Spanish	41 - 48	Week B
Music	49 - 50	Week B
PSHE	51	Set Termly



We all make exceptional things happen everyday

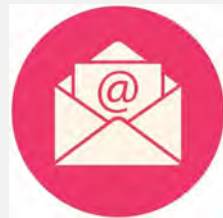
Academically | Professionally | Socially | Personally | Within the Community

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



# 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.

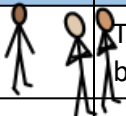


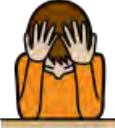



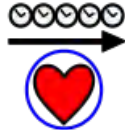










2. PH1 is the strongest acid

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><b>TT Rockstars:</b> Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p><b>5 to 15 minutes practice a day,</b></p> <p><b>Ask your Maths teacher or tutor if you require a new log in.</b></p>	<p><b>To help you remember write down your:</b></p> <p><b>Username:</b></p> <p><b>Password:</b></p>



Key word	Definition	Key Word	Definition
1 <b>Alienation</b> 	The state of being an outsider or the feeling of being isolated, as from society	11 <b>Curate</b> 	A curate is a clergyman in the Anglican Church who helps the priest.
2 <b>Colonialism</b> 	The practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth.	12 <b>Desolation</b> 	A feeling of great unhappiness and hopelessness.
3 <b>Imperialism</b> 	A system in which a rich and powerful country controls other countries, or a desire for control over other countries.	13 <b>Humanity</b> 	All the people in the world can be referred to as humanity.
4 <b>Conflict</b> 	A serious disagreement and argument about something important. If two people or groups are in conflict, they have had a serious disagreement or argument and have not yet reached agreement.	14 <b>Survival</b> 	If you refer to the survival of something or someone, you mean that they manage to continue or exist in spite of difficult circumstances.
5 <b>Dystopia</b> 	An imaginary place where everything is as bad as it can be	15 <b>Extermination</b> 	The act of destroying living things, esp pests or vermin, completely; annihilation; elimination
6 <b>Technological</b> 	Means relating to or associated with technology.	16 <b>Industrialisation</b> 	The development of industry on an extensive scale in a country, region, etc
7 <b>Complacency</b> 	A complacent person is very pleased with themselves or feels that they do not need to do anything about a situation, even though the situation may be uncertain or dangerous.	17 <b>Perspective</b> 	A particular perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences.
8 <b>Invasion</b> 	If there is an invasion of a country, a foreign army enters it by force.	18 <b>Destruction</b> 	The act of destroying something, or the state of being destroyed.
9 <b>Artilleryman</b> 	A person who serves in a specific type of army unit.	19 <b>Vulnerability</b> 	Someone who is vulnerable is weak and without protection, with the result that they are easily hurt physically or emotionally.

## War of the Worlds



**Author:** H.G. Wells, an English writer considered a "father of science fiction."

**Publication Date:** 1898, during a time of rapid industrialization and imperialism.

**Victorian Fears:** Reflects fears of invasion and the unknown, as well as the growing anxieties about science and technology.

**Human Arrogance:** Highlights how humans' arrogance can often lead to their downfall, and how a sense of superiority over other beings can lead to catastrophe.

**Evolution and Natural Selection:** Celebrates Darwin's Theory of Evolution at a time when it was being criticized, especially by the Church.

**Religion versus Science:** reveals issues of looking at society through a strictly religious lens.

## Character list

### Unnamed Narrator

An educated man and amateur astronomer. He is courageous but he is occasionally overcome by fear during the invasion. He claims to have more first-hand knowledge of the Martians than any other living human.

### Artilleryman

An unnamed soldier who escapes from the rest of his unit. He considers himself to be a prime example of the ideal human and has grandiose plans for surviving the attack and spearheading a new generation of humankind. He is also somewhat lazy and hedonistic.

### Narrator's brother

The Narrator's unnamed younger brother. He is a medical student in London, and he writes to the Narrator about what is happening in London during the initial days of the invasion. He is sensible and careful, and he delivers his account without panic or denial.

### Curate

An unnamed man of the cloth and foil to the Narrator. His crisis of faith leaves him shaken and makes him behave in immoral ways. He refuses to accept the reality of the dire situation despite the concrete evidence that surrounds him.

### Martians

The technologically advanced aliens who invade Earth. They are extremely combative and relentless in their destruction of Earth and humans. Their major weapons are heat-ray guns and poisonous black vapor. They are somewhat like octopi with tentacles around their heads. They are the size of bears and inject themselves with human blood for sustenance.





## What is Science Fiction?

Fiction based on scientific or technological advances and major social and environmental changes. It usually portrays space and/or life on other planets.

## Science Fiction Tropes

- Alternate universes
- Based on Science
- Time travel
- Dystopia
- Utopia
- Artificial Intelligence
- Advanced technology
- Aliens/Robots

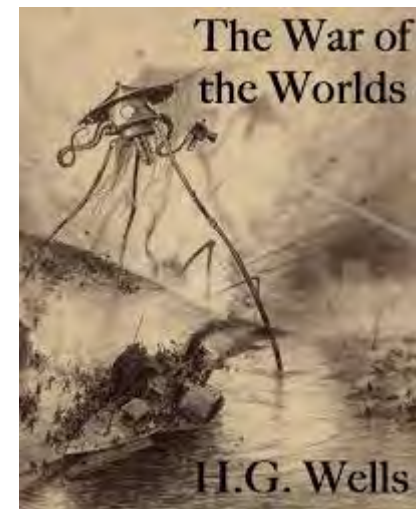
## Examples of Science Fiction

### Books

- Frankenstein by Mary Shelley
- Dune by Frank Herbert
- 1984 by George Orwell
- Ender's Game by Orson Scott Card

### Films

- Blade Runner
- Alien
- Star Wars
- The Matrix
- Terminator
- Back to the Future



**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 4		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 1-5</li> <li>2. Write a definition for Science fiction in your own words</li> <li>3. Explain 2 things you would expect to find in a science fiction book</li> <li>4. Why do you think the narrator in War of the Worlds is 'unnamed'?</li> <li>5. Give a definition for evolution.</li> </ol>
Homework 5		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 6-10</li> <li>2. In which year was War of the Worlds published?</li> <li>3. During what historical period was it published?</li> <li>4. What fears of Victorian society are reflected in War of the Worlds?</li> <li>5. How does the book explore human arrogance?</li> </ol>
Homework 6		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 11-15</li> <li>2. Which scientific theory does <i>The War of the Worlds</i> celebrate?</li> <li>3. Why might the Church have criticised the theory mentioned in the novel?</li> <li>4. How does the novel show the dangers of human superiority?</li> <li>5. What does the book reveal about religion versus science?</li> </ol>





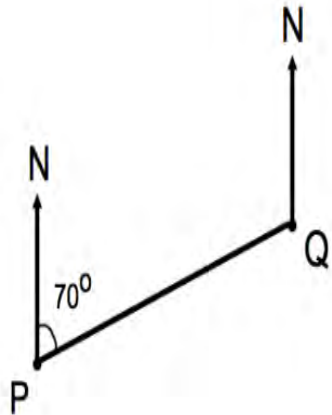
**Instructions:** For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 4  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 16-19</li> <li>2. Name three common tropes found in science fiction.</li> <li>3. What does the book suggest about the effects of imperialism?</li> </ol>
Homework 5  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 2,4,6,8, 10, 12</li> <li>2. What social and environmental changes are often portrayed in science fiction?</li> <li>3. How does <i>The War of the Worlds</i> reflect anxieties about technological advancement?</li> </ol>
Homework 6  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, cover, check vocabulary 1,3,5,7,9,11,13</li> <li>2. Why might people in Victorian society have been fearful of the unknown?</li> <li>3. How does the book present the theme of evolution and natural selection?</li> </ol>

### Bearings

When working with bearings, there are 3 things you need to remember:

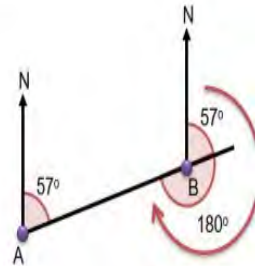
- Always measure from the **North line**
- Always measure in a **clockwise** direction 2
- Ensure your bearing is written with **3 digits**



Not drawn accurately

1

### Back Bearings



Back bearings can be calculated by using the corresponding angle and adding 180 degrees.  
 $57 + 180 = 237$

### Key Words

Scale  
 Bearing  
 Clockwise  
 North

Loci are the set of points or regions that satisfy a property or rule.

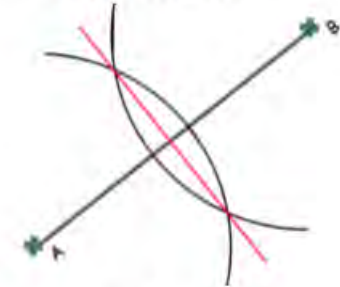
To draw loci we will need to use constructions such as perpendicular bisectors and angle bisectors.

3

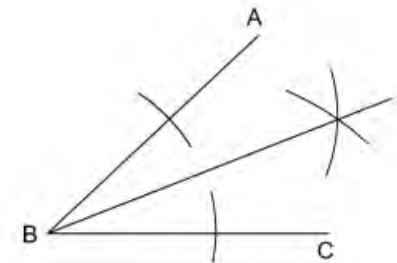
### Constructions

Use a protractor, ruler and compass to accurately draw given triangles SSS, SAS ASA and bisect lines and angles

#### Line bisector



#### Angle bisector





### Substitution into a Formula

4 Example 1. Use the formula  $v = u + at$  to calculate  $v$  when  $u = 10$ ,  $a = -2$  and  $t = 3$

$$v = u + at$$

$$v = 10 + (-2 \times 3)$$

$$v = 10 + -6$$

$$v = 10 - 6 = 4$$

B  
o  
o  
d  
m  
a  
s

### Solving Equations and Inequalities

To solve any equation or inequality we need to do the inverse of the operation that we see.

$t + 4 = 10$   
 $-4 \quad -4$   
 $t = 6$

$c - 3 > 6$   
 $+3 \quad +3$   
 $c > 9$

$6y < 30$   
 $\div 6 \quad \div 6$   
 $y < 5$

$\frac{m}{7} = 4$   
 $\times 7 \quad \times 7$   
 $m = 28$

The inverse of add is subtract and vice versa.

The inverse of multiply is divide and vice versa.

5

### Reading and Writing Inequalities

The list of integers for  $-2 < x \leq 1$  is -1, 0, 1.

Check the symbols carefully, if they have the line underneath they include the end value.

Greater than  $>$  Greater than or equal to  $\geq$

Less than  $<$  Less than or equal to  $\leq$

Not equal to  $\neq$

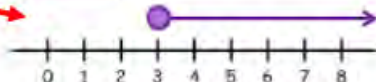
6 An open circle means that the value is not included:

$$x > 2 \quad x \text{ is greater than } 2$$



A filled in circle means that the value is included:

$$x \geq 3 \quad x \text{ is greater than or equal to } 3$$



The arrow points in the same direction as the inequality.

If  $x$  is between two values, use two circles:



$$1 < x \leq 6$$

$x$  is greater than 1, but less than or equal to 6.

2

Solve this inequality and represent your answer on a number line:

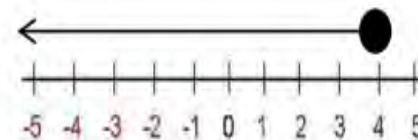
$$5x - 6 \leq 14$$

$$+6 \quad +6$$

$$5x \leq 20$$

$$\div 5 \quad \div 5$$

$$x \leq 4$$



Solve the inequality with the same steps as solving an equation



## Solving Simultaneous Equations

### Two linear equations:

$$3x + 2y = 18$$

$$3x - y = 9$$

 $\times 2$ 

$$3x + 2y = 18$$

$$6x - 2y = 18$$

SSS – Same Sign Subtract  
DSA – Different Sign Add

+

$$9x = 36$$

$$\underline{x = 4}$$

Substitute in  $x = 4$  into an original equation

$$3x + 2y = 18$$

$$(3 \times 4) + 2y = 18$$

$$12 + 2y = 18$$

$$2y = 6$$

$$\underline{y = 3}$$

Substitute both values into the other equation to check your solution

## Solve simultaneous equations from worded problems:

Mr and Mrs Smith take their two children to the cinema. The total cost is £33. Mr Jones takes his three children to the cinema and the total cost is £27.50. Calculate the price of a child's ticket and an adult's ticket.

Let  $a$  be the cost of an adult ticket and  $c$  the cost of a child's ticket.

$$2a + 2c = 33$$

$$\times 2 \quad a + 3c = 27.5$$

$$2a + 6c = 55$$

$$- \quad 2a + 2c = 33$$

$$4c = 22$$

$$\underline{c = 5.5}$$

Substitute  $c = 5.5$  into the original equation:

$$2a + 11 = 33$$

$$2a = 22$$

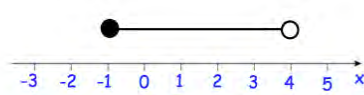
$$\underline{a = 11}$$

A child's ticket costs £5.50 and an adult's ticket costs £11.





**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***

Homework	Due	Task
<b>Bearings</b>		Draw a compass and label North, South, East and West including the 3 figure bearings for each point. Ext: Do NE, SE, SW and NW too.
<b>Back Bearings</b>		Write two different ways of calculating back bearings (using co – interior and using corresponding angles). Revise being able to identify co-interior and corresponding angles.
<b>Constructions</b>		Construct a triangle with sides of 6 cm, 8 cm and 10 cm. Draw and bisect an obtuse angle – write notes on how to do this
<b>Formulae</b>		Make a revision flash card explaining exactly how to substitute into a formula. Use this example to demonstrate (and calculate the volume of a sphere with a radius of 5) <div style="border: 1px solid black; padding: 5px; display: inline-block;">                     The <b>formula</b> for the volume of a sphere is: <math>\text{Volume} = \frac{4}{3}\pi r^3</math> </div>
<b>Inequalities</b>		<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>Write down the inequality shown by the diagram.</p> <p>a) </p> </div> <div style="width: 45%;"> <p>b) <math>-2 &lt; n \leq 3</math></p> <p>List the possible values of n.</p> </div> </div> <p style="text-align: right;">n is an integer</p>
<b>Higher: Simultaneous Equations</b>		Write a notes to help you to remember the rule for when to add / subtract Main: Use your knowledge organiser and key topic list to ensure that you have learned as much as possible from the term. Clear all Mathswatch tasks.

	Key Term	Definition
1	<b>Resultant Force</b>	When two or more forces act on an object, the resultant force can be found by adding up the opposing forces.
2	<b>Weight</b>	The force of gravity acting on the mass of an object.
3	<b>Acceleration</b>	A change in velocity which includes a change in speed or direction.
4	<b>Action reaction pair</b>	A pair of forces acting on opposing bodies as they interact. The action causing the reaction.
5	<b>Stopping distance</b>	The total distance a vehicle takes to stop including the braking and think distances.

Mass is constant, weight changes depending on the gravitational field strength.

$$\text{Weight (N)} = \text{Mass (Kg)} \times \text{Gravity (N/Kg)}$$

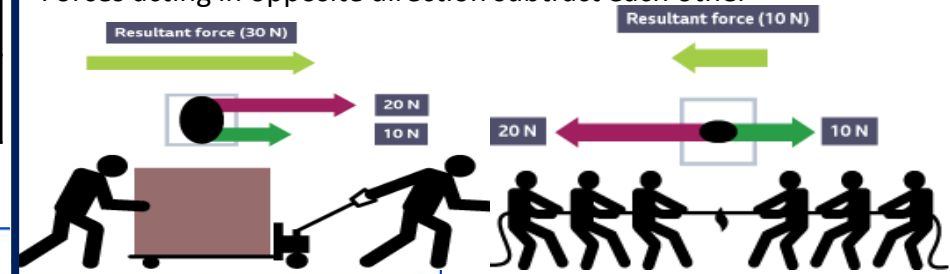
**Newtons Laws:**

1<sup>st</sup> law: an object remains in the same state of motion unless a resultant force acts on it.

2<sup>nd</sup> law: Force (N) = mass (Kg) x acceleration (m/s<sup>2</sup>)

3<sup>rd</sup> law: whenever two objects interact, they exert equal and opposite forces on each other.

**Resultant force:** forces acting in the same direction add up. Forces acting in opposite direction subtract each other



$$\text{Stopping distance} = \text{thinking distance} + \text{braking distance}$$

**Typical Stopping Distances**



The distances shown are a general guide. The distance will depend on your attention (thinking distance), the road surface, the weather conditions and the condition of your vehicle at the time.


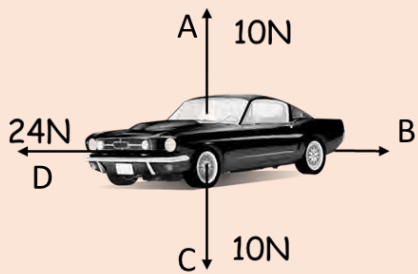
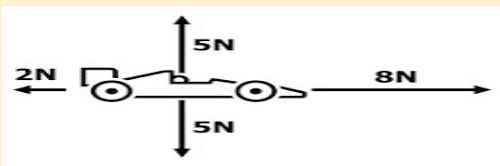
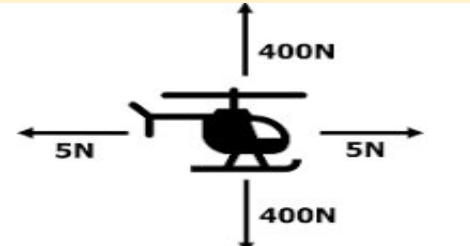
**Thinking distance:** the distance a vehicle travels in the time it takes for the driver to apply the brakes after realising they need to stop.

**Braking distance:** the distance a vehicle travels in the time after the driver has applied the brake






**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:
<input data-bbox="113 449 155 492" type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Read, cover, check terms 1-5</li> <li>2. Names the forces A, B, C and D from the diagram?</li> <li>3. Calculate the resultant force acting on the car diagram.</li> <li>4. Complete the missing values from the table.</li> <li>5. What is the thinking distance of a car travelling at 70mph</li> </ol> <div data-bbox="1408 357 1823 628" style="text-align: right;">  </div>
<input data-bbox="113 806 155 849" type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Define resultant force.</li> <li>2. How do you calculate the resultant force if forces are in the same direction?</li> <li>3. How do you calculate the resultant force if forces are in opposite direction?</li> <li>4. Calculate the resultant force for the image below.</li> </ol> <div data-bbox="445 871 942 1035" style="display: inline-block; margin-right: 20px;">  </div> <div data-bbox="1087 849 1554 1092" style="display: inline-block;">  </div> <ol style="list-style-type: none"> <li>5. Calculate the resultant force for the image below.</li> </ol>
<input data-bbox="113 1142 155 1185" type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. What will the mass of a 100Kg man be on the Moon (gravity on the Moon 1.66Kg/N)?</li> <li>2. What is the weight of a 100Kg man be on the Moon (gravity on the Moon 1.66Kg/N)?</li> <li>3. State Newton 1<sup>st</sup> law.</li> <li>4. State Newton 2<sup>nd</sup> law.</li> <li>5. Calculate the force on an object of 10 Kg with an acceleration of 2 m/s<sup>2</sup></li> </ol>





Homework	Due 	Task:
<input data-bbox="126 482 167 525" type="checkbox"/> Completed?		<ol style="list-style-type: none"><li>1. Define stopping distance.</li><li>2. Define thinking distance.</li><li>3. Define braking distance.</li><li>4. What is the thinking distance at 40mph?</li><li>5. What is the braking distance at 40mph?</li></ol>
<input data-bbox="126 839 167 882" type="checkbox"/> Completed?		<ol style="list-style-type: none"><li>1. What is the stopping distance at 40 mph?</li><li>2. What is the thinking distance at 20 mph?</li><li>3. What is the stopping distance at 20 mph?</li><li>4. What is the relationship between braking distance and speed?</li><li>5. What is the relationship between stopping distance and speed?</li></ol>



Components of a session		Description	Example
1	<b>Aims and objectives</b>	This is what you want your participants to achieve in your session.	'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	<b>Warm-up</b>	3 part warm up to include pulse raiser, stretches held for 8-10 seconds and mobilisation.	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	<b>Main component</b>	Skills and conditioned games or full game.	Serving into a hoop in badminton, followed by a game where you are only able to score points when serving.
4	<b>Cool down</b>	Pulse lowering activities and repeat of stretches from the warm up held for 15-20 secs.	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 <b>Autocratic</b> 	The leader makes all of the decisions and ensures instructions are followed.	Very good for safety with dangerous activities or inexperienced participants. Participants can become annoyed at having no say and rebel.
6 <b>Democratic</b> 	There is collaboration between the leader and their participants when making decisions.	Participants feel valued, so can be more motivated. Can lead to disorganisation as too many opinions.
7 <b>Laissez-faire</b> 	The leader makes few decisions and lets the participants choose what happens.	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 <b>Introvert</b> 	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 	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**, use the knowledge organiser on page 18 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><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words.</b></li> <li>2. Give an example of a leader you admirer in sport</li> <li>3. Describe what is meant by introvert.</li> <li>4. Give an example of warm up for your chosen sport</li> <li>5. Why might it be helpful for learners to know what the objectives are of a training session?</li> </ol>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words.</b></li> <li>2. Name some advantages of an autocratic leader?</li> <li>3. Describe an attribute that can be linked to an extrovert</li> <li>4. Why is it important to cool down after physical activity?</li> <li>5. Describe a skill in your chosen sport and describe a drill that would help you practice this skill?</li> </ol>
<p><b>Homework 3</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>Key Words.</b></li> <li>2. Name a disadvantage of a democratic leader?</li> <li>3. Describe an attribute of a laissez –Faire leader?</li> <li>4. Describe a way you could adapt a game in your chosen sport and why you might adapt it?</li> <li>5. How long should you hold stretches in a warm-up?</li> </ol>

Year 9 Computing Homework Knowledge Organiser

Key vocabulary	Definition
1. Wide Area Network	(WAN) Two or more LANs are connected over a large geographic location
2. Internet	A world wide network of computers . Its hardware like cables, satellites, routers.
3. World Wide Web	These is the websites that uses the internet so that we can access them
4. Data packets	Data that is transferred across the internet is spilt into 'data packets' – these small packets travel in different directions, finding the quickest route . This allows for quicker transfer of data.
5. Router	Hardware that transmits data between networks
6. Protocols	A set of rules for how devices communicate over a network
7. IP address	A unique identifier given to a device on the internet
8. Malicious Code	Often known as Malware, Common types Viruses, Spyware, Worms and Trojans
9. Social engineering	<b>Social engineering</b> is where users are tricked by cyber criminals into giving access to the network.
10. Brute force attack	Where computers are used to try and hack a network by trying to crack passwords.
11. Denial of service attack	prevents users from accessing the parts of a network by flooding the network with lots of requests from different computers.
12. Antimalware	Software designed to reduce the risk and protect networks from possible attacks.
13. Firewalls	Used to ensure that authorised people can access the resources they need.
14. User access levels	Where users on a network have different parts of the network they can access – only accessing the information they need.
15. Encryption	Encryption is the process of encoding data or a message so that it cannot be understood by anyone other than the person it was intended for.
16. Ethical Hacking	Is when hacking is authorised – a hacker will be paid to find weaknesses in a network.
17 Binary (Base 2 )	A number system that contains two symbols, 0 and 1. Also known as base 2.
18 Denary (Base 10)	The number system most used by people. It contains 10 unique digits 0 to 9. Also known as decimal or base 10.
19. Bit	The smallest unit of data in computing represented by a 1 in binary.
20. Hexadecimal	A number system using 16 symbols from 0-9 and A-F, also known as base 16 and hex



```

1 # The code input.py
2 name = input("Enter your name: ")
3 marks = input("Enter your marks: ")
4 print("Your name is: ", name)
5 print("Your marks are: ", marks)

```




Key vocabulary	Definition
21. Sample rate	How many times a second sound is recorded. The more times it is sampled per second the better the quality of recorded sound.
22. Sampling	The measuring of sound . Sampling is measured in cycles per second called the sample rate.
23. Bit depth	The number of bits (0's and 1's) available for each sample of music. The greater the bit depth the closer to the original sound.
24.Bit rate	The number of bits per second used to record audio. The higher the bit rate the better quality the sound will be.
25. Boolean Logic	There are two states in Boolean logic - True and False.
25. Logic gate	A logic gate is made up of a number of transistor switches arranged in a certain way – it is how computers make decisions
27. AND gate	And gates rely on both inputs being true for the output to be true e.g. money inserted and vending machine button pressed for the drink to be dispensed.
28. OR Gate	Or gate needs at least of the inputs to be true for the output to be true e.g pin or fingerprint will open your phone.
29. NOT gate	The output is opposite of the input e.g. if the fridge door is not closed then light is on.
30 Sequence	The specific order in which instructions are performed in an algorithm.
31. Selection	Allows for more than one path through an algorithm (IF and ELSE).
32. Iteration	The process of repeating steps (WHILE and FOR).
33. Syntax error	An error in the rules for writing in the programming language e.g. no closing bracket which will stop the program from running.
34. Logic error	An error in which the program will still run but will produce an unexpected output.
35. String	A data type used for a combination of any characters that appear on a keyboard, such as letters, numbers and symbols.
36. Integer	A data type used for whole numbers.
37. Float	Used for numbers that contain decimal points, or for fractions.





**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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 17-24</li> <li>2. Explain why programmers use hexadecimal?</li> <li>3. Explain the term 'sampling' with regards sound files.</li> <li>4. How does the sample rate effect the quality of sound?</li> <li>5. Explain the term bit rate and how this affects the quality of the sound and the file size of the sound file?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 25-29</li> <li>2. Draw an AND gate.</li> <li>3. What's the rule for an AND gate?</li> <li>4. Draw an OR gate.</li> <li>5. What's the rule for an OR gate?</li> <li>6. Draw a NOT gate.</li> <li>7. What's the rule for a NOT gate?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 30-34.</li> <li>2. What is 'sequence' in programming</li> <li>3. What is 'selection' in programming</li> <li>4. What is 'iteration' in programming</li> <li>5. What is a 'string' in python</li> <li>6. What is an 'integer' in python</li> </ol>

**Important vocabulary**

Key word	Meaning
1. Natasha's law	Named after 15-year-old Natasha Ednan-Laperouse this law came in 2021 and requires labelling of 14 allergens all foods including those freshly made and packaged in a shop.
2. Cross contamination	When food poisoning bacteria, chemicals, allergens or objects get into/onto foods from another place.
3. Food safety Act 1990	Law which means <b>any</b> food providers must not mislead or endanger the health of their customers.
4. Hazard Analysis and critical control points	HACCP= Risk assessment all food businesses have to carry out and implement to identify and prevent harm to customers and workers.
5. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
6. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
7. Bacillus cereus	Bacteria often found on rice which causes food poisoning.
8. Gelatinisation	When a starchy food swells when heated and then absorbs/ thickens e.g. flour thickens a white sauce. Potatoes, pasta and rice swell and soften when cooked.
9. Energy balance	Balancing energy from food eaten with energy used to maintain weight.
10. Macronutrients	Fat, protein, carbohydrates. These provide the body with energy and are large enough to be measured in grams= macro = big.
11. Micronutrients	Vitamins and minerals needed by the body in tiny amounts = micro.
12. Nutrition	Eating all the nutrients required to be healthy.
13. Special dietary need	Having to adapt (often remove) recipes due to an allergy or intolerance to food e.g., Coeliac's will need flour changed to gluten free flour.



**Judaism:** In order to meet Jewish dietary laws, food must be Kosher, meaning 'clean' or 'proper'. Kosher rules ensure that:

- Meat and poultry has been slaughtered in a special way.
- Pork and shellfish are forbidden.
- Meat and dairy products must not be prepared or eaten together. Separate cooking equipment should be used.



**Hinduism:** Beef is a forbidden food, as many Hindus believe the cow is sacred. Although meat is allowed, many Hindus follow a vegetarian diet. Strict Hindus will avoid onions, mushrooms, garlic, tea and coffee.



**Buddhist:** As a Buddhist teaching preaches against killing, many Buddhists are vegetarian, although some will eat fish.



**Sikh:** The food laws for Sikhs are less strict than those of Hindus and Muslims. Beef is the only forbidden meat and they must avoid alcohol. They are also strictly prohibited from eating meat killed in a ritualistic manner such as Halal or Kosher.



**Rastafarian:** Rastafarians must eat foods that are natural and clean, and some choose to follow a vegetarian or vegan diet. They will eat fish but it cannot be more than 30cm long, and food is prepared without salt and usually cooked in coconut oil. Rastafarians do not drink alcohol.



**Islam :** Food must be halal, which means that animals have been slaughtered in the Islamic way, according to the rules set out in the Qur'an. Muslims are not permitted to eat pork, pork products, lard or gelatine. They are also forbidden from drinking alcohol or eating food which contains alcohol.



**Christianity:** The Christian religion does not forbid any foods; however, there is a tradition that fish is eaten on Fridays instead of meat



**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:
<input type="checkbox"/> Completed?		1. Look, write, cover, check vocabulary 1-7. 2. Give 2 examples of how cross contamination can cause illness. 3. How does Natasha's law protect customers/ consumers? 4. Where on packaging would you find allergy information? 5. HACCP's are used to identify and reduce/prevent food poisoning and other risks from occurring. Name 2 risks associated with making a chicken salad and how you could prevent/ reduce them.
<input type="checkbox"/> Completed?		1. Read the information on religions and food then answer the questions. 2. Which meat is forbidden as part of Hinduism and Sikhism? 3. In which religions is there a lot of vegetarianism? 4. Which religions are forbidden to eat pork? 5. Which religions do not drink alcohol? 6. Which religion prohibits the meat and dairy products being prepared and eaten together?
<input type="checkbox"/> Completed?		1. Look, write, cover, check vocabulary 9-13. 2. Identify 2 differences between macronutrients and micronutrients? 3. As a caterer you need to provide products (where informed) to meet peoples special dietary needs. Research 3 special dietary needs list their names and the foods which cannot be eaten as a result. Then list any alternative foods <i>e.g., dairy allergy, the foods they cannot eat are dairy products including.....the alternatives available include lactose free or vegan products like....</i> 4. List 3 factors with examples that affect your food choice (what you eat everyday). 5. Take 1 spelling you have got wrong and practice it 3 times.

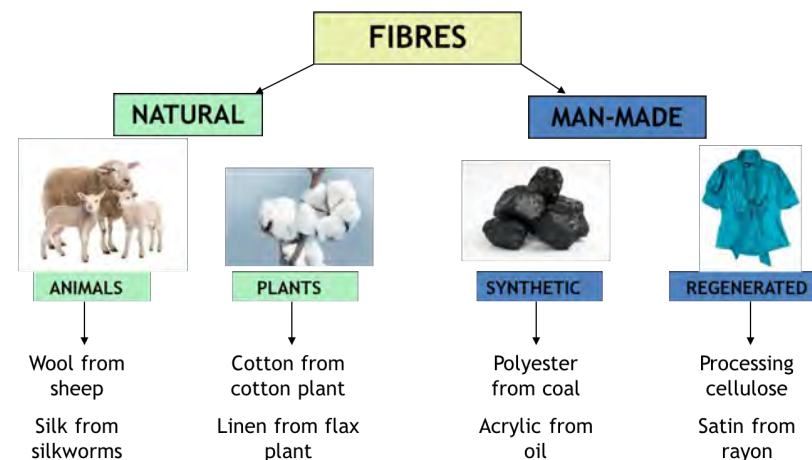


Important vocabulary

Key word	Meaning
1. Sustainability	meeting our own present-day needs without compromising the needs of future generations.
2. Non Finite Resource	can replenish quickly enough to meet current and future needs - eg - wind power, solar power
3. Finite Resource	does not renew itself quickly enough to be used for future generations - eg - oil, coal
4. Global warming	the gradual increase in the average temperature of the Earth's atmosphere and oceans, which affects the Earth's climate.
5. Incineration	burning of waste
6. Biodegradable	(of a substance or object) capable of being decomposed by bacteria or other living organisms and thereby avoiding pollution.
7. Carbon Footprint	This is a measure of your own, or a product's, impact on the environment. It includes every process that releases CO2 into the atmosphere.
8. Fair Trade	a group that makes sure workers get a decent wage and living conditions
9. Unfair Trade	child or forced labour, poor working conditions and low wages
10. 6 R's	6Rs: Rethink, Refuse, Reduce, Reuse, Recycle, Repair These are all useful terms to explore reducing the impact of technology on people and the environment.
11. Natural Fibres	Natural fibres come from animals, insects or plants. They all Biodegrade so are sustainable although the processing uses energy.
12. Man-made Fibres	Synthetic fibres, are made from synthetic sources, such as oil, coal or petrochemicals, or naturally sourced materials which undergo a chemical process.



FAIRTRADE



**REDUCE** the amount of energy and materials used in the manufacture of a product. This will help to protect valuable resources.

**REUSE** the product for something else so you don't need to throw it away.

**RECYCLE** the product (or parts of it) in order to make new components for new products. Can the materials be easily separated for recycling purposes?

**RETHINK** products and how we use them. Is there a better way of doing the same job that has less of an effect on the environment?


**REFUSE** to buy materials and products that are unsustainable.

**REPAIR** products rather than throwing them away. Can you design a product that is easier to repair than throw away?



**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** 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**.

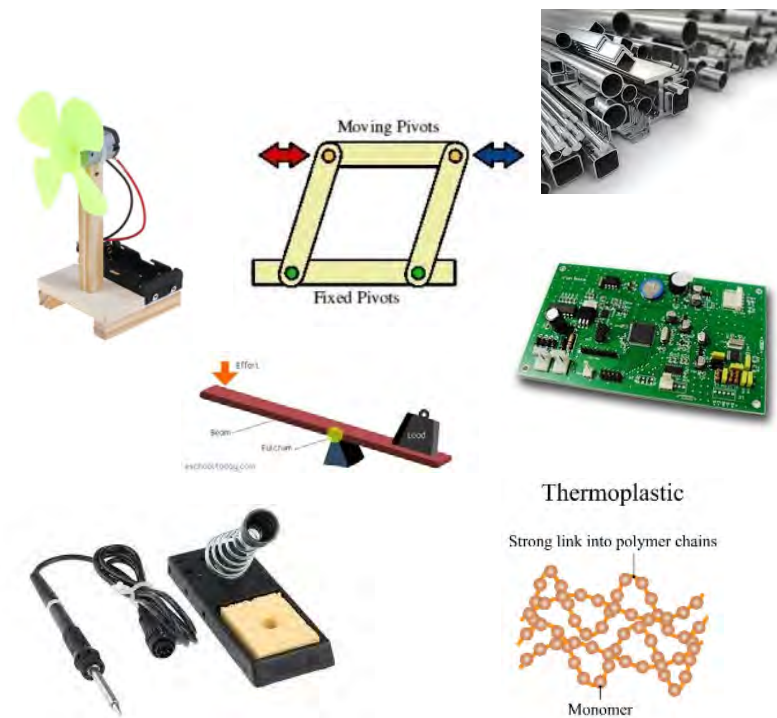
Homework	Due 	Task:
<input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check vocabulary 1-4.</li> <li>What does "sustainability" mean, and why is it important for the environment and future generations?</li> <li>Give two examples of non-finite resources and explain how they differ from finite resources.</li> <li>Why are finite resources considered limited, and what are some consequences of their overuse?</li> <li>What is "global warming," and what are some major causes and effects of this phenomenon</li> </ol>
<input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check vocabulary 5-9.</li> <li>What is "incineration" and what are some potential environmental impacts of this waste disposal method?</li> <li>Explain what it means for a material to be "biodegradable" and why this property is important for environmental health.</li> <li>What is a "carbon footprint" and what actions can individuals take to reduce their own carbon footprints?</li> <li>Describe the concept of "fair trade" and explain how it benefits producers in developing countries. What is "unfair trade" and how does it negatively affect producers and consumers?</li> </ol>
<input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>Look, write, cover, check vocabulary 10-12.</li> <li>What are the "6 Rs" of sustainability, and why are they important in waste management and resource conservation?</li> <li>Provide an example of how you can "reuse" an item in your daily life instead of throwing it away.</li> <li>Describe the process of "recycling" and how it helps conserve natural resources.</li> <li>Compare and contrast "natural fibres" and "manmade fibres" in terms of their sources and environmental impact.</li> </ol>





**Important vocabulary**

Key word	Meaning
1. Hardwood	These are usually found in broad-leaved temperate and tropical forests.
2. Softwood	The wood from a <a href="#">conifer</a> (such as pine, fir, or <a href="#">spruce</a> ) as distinguished from that of <a href="#">broadleaved</a> trees.
3. Thermoplastic	A plastic that can be reshaped over and over when heat is applied.
4. Thermosetting plastic	A plastic that only be shaped once.
5. Ferrous metals	Ferrous metals refer to any metal that contains iron. They are favoured for their tensile strength and durability
6. Non-ferrous metals	Non-ferrous metals are alloys or metals that do not contain any appreciable amounts of iron. All pure metals are non-ferrous elements, except for iron
7. Soldering iron	A <b>soldering iron</b> is a hand tool that melts solder so two pieces of metal can be joined
8. Printed Circuit Board	An electronic circuit consisting of thin strips of a conducting material such as copper, which have been <a href="#">etched</a> from a layer fixed to a flat <a href="#">insulating</a> sheet
9. Inputs	Electrical or mechanical sensors that use signals from the environment, such as light levels, temperature and pressure
10. Outputs	Devices in electronic systems transform electrical energy into another type of energy, such as light, sound or kinetic energy.
11. Lever	A mechanism that changes an input movement and force into an output movement and force.
12. Linkages	Used in mechanisms to transfer force and can change the direction of movement.



**HARDWOOD**

- Darker colour
- Heavy
- More expensive
- Lasts for several decades
- Natural weather resistance
- More environmental impact

**SOFTWOOD**

- Lighter colour
- Lighter weight
- Less expensive
- Lasts for over a decade
- Weather resistant when treated
- Less environmental impact





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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**.

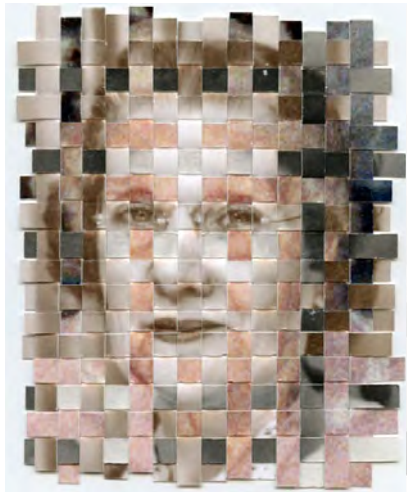
Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 1-5.</li><li>2. What are some characteristics that differentiate hardwood from softwood, and can you name two examples of hardwood trees?</li><li>3. What is the main source of softwood, and what are two common uses for softwood in construction or manufacturing?</li><li>4. How does the behaviour of thermoplastic change when heated, and why is this property useful for recycling?</li><li>5. What element do ferrous metals contain that makes them prone to rusting, and can you name two examples of ferrous metals?</li></ol>
Homework 2		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 6-10.</li><li>2. What are non-ferrous metals, and can you name three examples commonly used in electronics?</li><li>3. What is a soldering iron, and what safety precautions should you take when using one?</li><li>4. What is a printed circuit board (PCB), and why is it important in electronic devices?</li><li>5. What are inputs in an electronic circuit, and can you give two examples of input devices?</li></ol>
Homework 3		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary 11-12.</li><li>2. What are the three classes of levers, and how do they differ from each other?</li><li>3. What is a linkage in a mechanical system, and what is its primary function?</li></ol>



1- Portrait	A <b>portrait</b> is a <a href="#">painting</a> , <a href="#">photograph</a> , <a href="#">sculpture</a> , or other artistic representation of a person, in which the face and its expression is predominant.
2- Proportion	The size and positioning of different elements which make up an artwork.
3- Scale	The size of something. How big or how small an element is in an artwork e.g. the eyes on the face.
4- Photomontage	Photomontage is a combination of several photos joined together for artistic effect. Photomontages can be made by cutting, ripping, sticking, overlapping and arranging images
5- Expression	a look on someone's face that <a href="#">conveys</a> a particular emotion.
6- Facial Features	<b>A distinguishing element of a face</b> , such as an eye, nose, or lips.
7- Detail	<b>Intricate elements and fine points of a piece</b> that require special attention and precision.
8- Atmosphere	The overall tone or mood of a piece of work



Michelle Claesson  
Eismann- Cutting photos into triangle sections.



Greg Sand- Weaving strips of paper together.



Massimo Corvaglia- Cutting strips of a photo and rearranging them.

Artist Analysis
1- The piece I am looking at is called..... (the artworks name) It was made in..... The artwork measures..... by.....
2- <b>See-</b> 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, Tone, Pattern, Texture, Line, Shape/form I can see.....
3- <b>Think-</b> What do you think about the work? I like/dislike this piece because.....



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><b>Homework 1</b></p> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Read, cover, write check terms 1-3.</li> <li>2. Choose one of the photo montage images on the knowledge organiser.</li> </ol> <p>By Michelle Claesson Eismann, Greg Sand and Massimo Corvaglia.</p> <ol style="list-style-type: none"> <li>3. Which do you like best? Why?</li> <li>4. How might you recreate this technique in your own work?</li> </ol>
<p><b>Homework 2</b></p> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Read, cover, write check terms 4-6.</li> <li>2. Write a description of the artwork by Loui Jover.</li> <li>3. Write your opinion about the artwork.</li> </ol> <p>Use the sentence starters on the knowledge organiser to help you.</p> <p>'Anti Pop Andy' 2016, Collage, Gouache on Paper</p>
<p><b>Homework 3</b></p> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Read, cover, write check terms 7 and 8.</li> <li>2. Write a description of the artwork by Amy Sherald.</li> <li>3. Write your opinion about the artwork.</li> </ol> <p>Use the sentence starters on the knowledge organiser to help you.</p> <p><b>'Michelle LaVaughn Robinson Obama'</b></p> <p>2018, Oil on Linen</p>





## Year 9 Drama – Set Text Exam style questions (Describe, Explain &amp; Evaluate)

## Vocal Skills

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

## Physical Skills

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

## Elements of play texts

<b>Language</b>	<b>context</b>
<b>plot</b>	<b>climax</b>
<b>themes</b>	<b>tension</b>
<b>atmosphere</b>	<b>pace</b>
<b>characters</b>	<b>interpretation</b>

## Writing Skills


<b>Evaluate</b>	Deciding how successful or unsuccessful the actors were
<b>Describe</b>	Describing <u>what</u> specific vocal or physical skill used e.g. worried facial expressions
<b>Explain</b>	Explaining <u>how</u> they demonstrated the vocal or physical skill e.g. by scrunching their eyebrows together
<b>Analyse</b>	Analysing <u>why</u> they did this, what it showed about the character e.g. this made the character appear concerned about...



# Drama// Knowledge Questions // Term 4



**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		Task:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Write, Cover , Check 5x vocal skills</li> <li>2. What physical skill could Sephy use to show the emotion of guilty?</li> <li>3. What vocal skill could Callum use to show frustration?</li> <li>4. What does the skill 'evaluate' mean in written Drama questions?</li> <li>5. What does skill 'analyse' mean in written Drama questions?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Write, Cover , Check 5x physical skills</li> <li>2. What physical skill could Jude use to show his arrogance when bullying Callum?</li> <li>3. What vocal skill could Jasmine use to show she had been drinking?</li> <li>4. What does the skill 'describe' mean in written Drama questions?</li> <li>5. What does the skill 'explain' mean in written Drama questions?</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look, Write, Cover , Check 5x elements of play texts</li> <li>2. Why do you always need to use an adjective or descriptive word when describing physical or vocal skills in a written Drama assessment?</li> <li>3. When you are analysing the effect on the audience, what word can you mention which describes the mood of the scene?</li> <li>4. What physical skill can you use to give an example of the characters moving towards or away from eachother?</li> <li>5. What vocal skill can you describe which shows the character's emotions?</li> </ol>





Year 9 Unit 4 – How and why did the Holocaust take place?

<p>Jewish people are not allowed to be members of sports clubs</p> <p>April 1933</p>	<p>Jewish people lose the rights of German citizens</p> <p>September 1935</p>	<p>Jewish people are not allowed to own businesses</p> <p>November 1938</p>	<p>Jewish people are not allowed to drive cars</p> <p>December 1938</p>
<p>Jewish people can be thrown out of their homes at any time</p> <p>April 1939</p>	<p>Jewish people are not allowed to use telephones</p> <p>July 1940</p>	<p>Jewish people cannot buy magazines or newspapers</p> <p>February 1942</p>	<p>Jewish children are not allowed to go to school</p> <p>June 1942</p>

1933 – Nazis came to power	<ul style="list-style-type: none"> <li>Increased persecution of the Jews</li> <li>Boycotts, Nuremberg Laws, Kristallnacht</li> </ul>
1939 – start of WWII	<ul style="list-style-type: none"> <li>Creation of ghettos</li> <li>Systematic moving of Jewish people out of communities</li> </ul>
1942 – Wannsee Conference	<ul style="list-style-type: none"> <li>The final solution</li> <li>Creation of gas chambers</li> <li>Genocide</li> </ul>

- Antisemitism** (NB always spelt without a hyphen) - prejudice, discrimination or persecution against Jews
- Auschwitz** The most famous camp in Poland
- Birkenau** The death camp at Auschwitz
- Bystander** Someone who does nothing despite the fact that they know an atrocity is being committed.
- Concentration Camp** Prison camp to which the Nazis sent Jews, their opponents and other people they considered undesirable.
- Death camp** Concentration camp where people (mainly Jews) were sent with the sole intention of exterminating them.
- Discrimination** When one group of people in a society are treated differently to other groups in a society because of their race, gender, religion or sexuality.
- Genocide** The deliberate and systematic attempt to exterminate a whole race of people.
- Ghetto** in the Nazi era, an area of a city into which the local Jewish population was forcibly packed and forced to stay in increasingly appalling conditions.
- Perpetrator** Someone who carries out an atrocity.
- Persecution** When one group of people in a society are subjected to cruelty, violence or murder because of their race, gender, religion or sexuality.
- Prejudice** When you form a judgement about someone else based on their ethnicity/ religion/ gender/ sexuality rather than your knowledge of them as an individual.
- Treblinka** Death camp in Poland
- Wannsee Conference** The meeting where Nazi leadership came up with the idea for the 'final solution', the creation of the extermination camps.





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
<b>Homework 1</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look cover write check terms 1, 7 and 12</li> <li>2. What happened to Jewish people in September 1935?</li> <li>3. Why would this be a big problem for Jewish people? (What rights might they lose?)</li> <li>4. Why do you think so many people in Nazi Germany were <b>bystanders</b> to the discrimination of Jewish people?</li> <li>5. Looking at the timeline of discrimination, which of these things do you think would have the biggest impact on Jewish children and why?</li> </ol>
<b>Homework 2</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look cover write check terms 4, 10 and 11</li> <li>2. In July 1940, Jewish people were no longer allowed to use telephones, why do you think the Nazis might restrict the use of telephones?</li> <li>3. What was life like for Jewish people in the Ghettos?</li> <li>4. What was the Wannsee conference and when was it?</li> <li>5. Why might the Wannsee conference be seen as a turning point (<i>big point of change</i>) in the treatment of Jewish people?</li> </ol>
<b>Homework 3</b>  <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Look cover write check terms 9, 5 and 6</li> <li>2. Why did the Nazi party move Jewish people into Ghettos?</li> <li>3. What was the final solution (decided at the Wannsee Conference)?</li> <li>4. Can you name three death camps? (<i>find them in the list of key words</i>)</li> <li>5. Why do you think it was so hard to decide who should be punished as a perpetrator of the Holocaust?</li> </ol>

# 9.4 Can you make a decision?

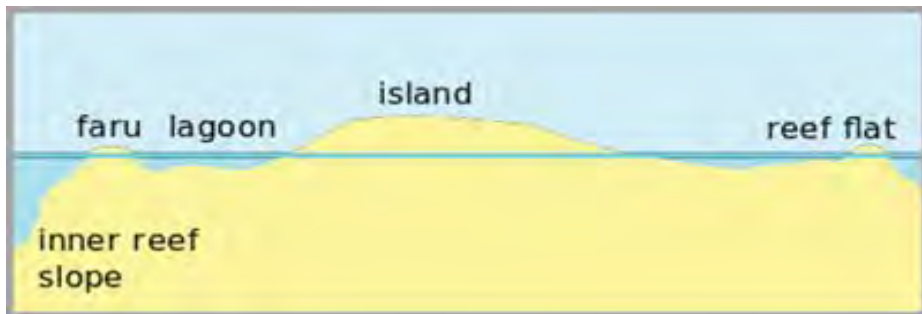
## Sea Level rise in the Maldives

- The Maldives is made up of a chain of **almost 1,200 islands**, most of them uninhabited.
- The total population of **515,696** spread across a number of islands.
- The Maldives is the **smallest Asian country in both population and land area.**



## Is there a problem with the geography of the Maldives?

- It has an average ground level of **1.5 metres above sea level**; it is the planet's lowest and flattest country.
- It is also the country with the **lowest natural highest point in the world** at just **2.4 metres**.
- More than **80 per cent** of the country's land is **composed of coral islands** which **rise less than one metre above sea level**.



Keyword	Definition
1. Decision Making exercise	A task whereby you are given a range of options and using geographical understanding to come to an informed conclusion.
2. Stakeholders	Someone with an interest in a particular issue.
3. Flooding	The covering or submerging of normally dry land with a large amount of water.
4. Flood defences	Prevent or control the potential negative effects of flood waters.
5. Sea level rise	Increase in the height of sea water.
6. Thermal Expansion	The increase in volume of oceans as they are warm.
7. Carbon Sink	A forest that can absorb a lot of carbon.
8. Deforestation	The mass cutting down of trees.
9. Commercial Farming	Large scale agriculture.
10. Subsistence Farming	Small scale agriculture.
11. Mineral Extraction	Taking raw materials from the ground.
12. Development	Positive change over time.



### Why are the Maldives as such risk from flooding?

- Since the 1950's, sea level in and around the Maldives has been rising at a rate of **0.03–0.06 inches (0.8–1.6 mm) per year.**
- More than **90** of the inhabited islands experience **annual floods.**

This is due to:

- 1. Human-induced warming of the oceans** - causes seawater to expand. This thermal expansion has contributed about 25 percent of the long-term rise in sea level over the latter half of the 20th century.
- 2. Sea level rise** - shrinking glaciers and ice sheets worldwide—adds a growing percentage of water to the oceans

### What are the three options for the Maldives?

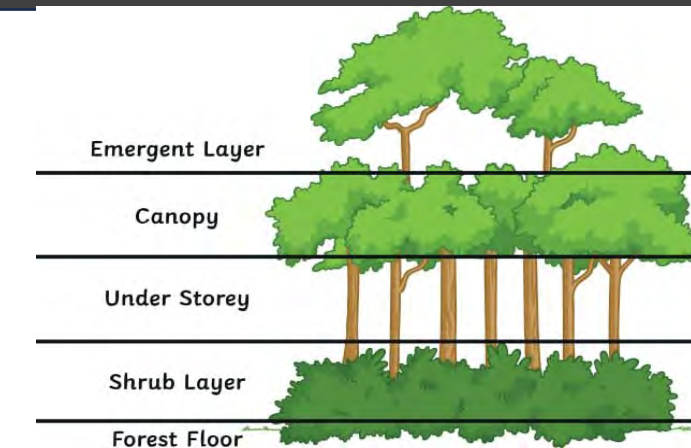
**Option one:** Leave the Maldives and move the population elsewhere (mainly India or Australia)



**Option two:** Build a sea wall/barrier to surround all the islands.



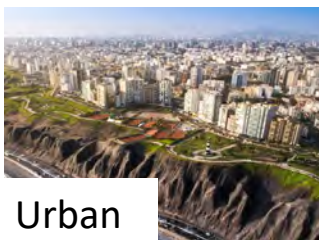
**Option three:** Reclaim land and raise the height of the islands.



### What is it like in the Rainforest?



### What is life like in Peru?



Urban



Rural

#### Peru's development fact file

Gross National Income	\$12,780
Infant Mortality	14.1 per 1000
Life Expectancy	79 years
Doctors per 1000 people	1.65 per 1000
Access to clean water	91% urban 69% rural
Access to sanitation	82% urban 53% rural
Internet Access	40%

### Why are all the trees disappearing?

**Uneven development between the rural and urban areas + a newly emerging economy = Deforestation!**

- Approximately **1,100 square miles (26 times the size of Bristol!)** of Peru's rainforests are cut down every year.
  - Around **80%** of this is done **illegally.**



Commercial farming



Subsistence farming

- The annual rate of deforestation in the whole of the Amazon Rainforest in **2022** was **4466.42 square miles (106 times the size of Bristol!)**.




Hydro-electric power



Mineral extraction



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><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 1-3.</li> <li>2. Describe the Maldives location in Asia using an eight-point compass.</li> <li>3. How many islands make up the Maldives?</li> <li>4. What is the problem with the Maldives geography?</li> <li>5. Draw a diagram representing the problems with the Maldives geography.</li> </ol>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 4-6.</li> <li>2. How much has the sea level risen each year since 1950?</li> <li>3. Name the two causes of flooding in the Maldives.</li> <li>4. What are glaciers and land ice shrinking?</li> <li>5. Pick one option to save the Maldives and explain why you chose it.</li> </ol>
<p><b>Homework 3</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> <li>1. Look, cover, write and check key terms 7-11.</li> <li>2. What are the five layers of the rainforest?</li> <li>3. How is life different between rural and urban areas in Peru?</li> <li>4. What is the GNI of Peru?</li> <li>5. Give four reasons why deforestation occurs in Peru.</li> </ol>



# Religion & Conflict

## KEYWORDS

<b>1. Justice</b>	A situation where people are treated fairly or correctly
<b>2. Pacifism</b>	The belief that no violence or war can ever be justified
<b>3. Civilians</b>	People who are not members of the armed forces or other military group
<b>4. Jihad</b>	To struggle to follow Allah, in some situations this may require the use of violence to prevent further suffering. (lesser Jihad)
<b>5. War</b>	Armed conflict between two countries or different groups
<b>6. Just War</b>	A war which is considered morally justified as it follows Thomas Aquinas' 7 rules of Just War.
<b>7. Justified</b>	When an action is considered good because of the reasons for it or outcome it might produce.

<p><b>What are the causes of conflict? Wars can be declared when a state or states act to:</b></p> <ul style="list-style-type: none"> <li>• attack or invade another state, to <b>gain territory or resources</b></li> <li>• <b>resist</b> such an attack or invasion by an aggressor</li> <li>• <b>protect another</b> state from attack by an aggressor</li> <li>• <b>impose domination or political change</b> on another state, or to resist such domination</li> <li>• <b>challenge a threat</b> to 'essential national interests' by another state</li> <li>• counter perceived threats from a <b>different ideology, religion or ethnic group</b></li> <li>• defend the <b>national honour</b> when under threat</li> </ul> <p>War can also occur internally within a state between organised groups. This is known as <b>civil war</b>.</p>	<p><b>Examples of Religions causing conflict</b> <b>Operation Blue Star – 1980s</b></p> <ul style="list-style-type: none"> <li>• In 1984, the Indian government used the military to deal with a problem.</li> <li>• Sikh militants were hiding in a sacred Sikh temple called the Golden Temple.</li> <li>• Operation Blue Star occurred because the Indian government wanted to remove Sikh militants.</li> <li>• These militants wanted more freedom for Punjab and their own Sikh state called Khalistan.</li> <li>• The operation caused a lot of fighting and damage to the temple.</li> <li>• Prime Minister Indira Gandhi ordered the operation, and it led to protests and her assassination.</li> <li>• Mixing religion and politics can lead to conflicts and violence.</li> </ul>	<p><b>The main casualties of war include:</b></p> <ul style="list-style-type: none"> <li>• <b>servicemen and women</b> who lose their lives or are injured</li> <li>• <b>civilians</b> who lose their lives or are injured</li> <li>• civilians who have their families, homes and way of life damaged or destroyed</li> <li>• damage to the <b>country's infrastructure</b>, eg roads and bridges destroyed</li> <li>• <b>refugees</b> who have to flee their country of birth to find safety</li> </ul>
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<b>Khalsa (means 'pure')</b>	<b>What does Sikhism teach about war and peace?</b>	<b>First and Second World War</b>
- Protecting those who are treated unfairly. - Upholding equality.	<i>"nation shall not lift up sword against nation, neither shall they learn war any more."</i> Isaiah 2:4 	- Khalsa Sikh soldiers served on the Western Front. - Known as "Lions of the Great War" for bravery. - Demonstrated resilience and determination.

<b>What are the two types of Jihad?</b>		
<b>Greater</b>	<b>Lesser</b>	
The struggle against oneself	<b>Non-Violent</b>	<b>Violent</b>
	The word of justice in front of the oppressive ruler	To defend, not attack
Spiritual	Verbal	Physical (military)
Against yourself	Against the oppressive ruler	Against those who fight you



## HOW ARE PEOPLE PERSECUTED?

### WOMEN OF ENGLAND PERSECUTION

#### 'The witch Hunts'

**Who?** Women in the British Isles

**When?** The witch hunts lasted from 1645, just after the Battle of Naseby, to 1647.

**Where?** East Anglia in England

**By Whom?** By the Christian authorities & a man called Matthew Hopkins 'The Witch-Finder General'

**What happened?**

People, especially women, who were different in any way, through age, or physical disability, or mental disability, were picked out by those who wanted to believe there was some specific reason why things had gone wrong in the community.

They were accused of being witches & were put on trial. If found guilty, they would be executed.



### NATIVE AMERICAN PERSECUTION

**Who?** Native American tribes

**When?** 1831-1838

**Where?** Southern United States

**By Whom?** American government

**What happened?**

This period of American history is known as 'The Trail of Tears'.



The United States government forced Native Americans to move from their homelands in the Southern United States to Indian Territory in Oklahoma. Peoples from the Cherokee, Muscogee, Chickasaw, Choctaw, and Seminole tribes were marched at gunpoint across hundreds of miles to reservations.



### AZTECS PERSECUTION

**Who?** The Aztec Empire

**When?** February 1519 – August 13, 1521

**Where?** Aztec Empire (Modern day Mexico)

**By Whom?** Spanish Conquistadores

**What happened?**

Between 1519 and 1521 the Spanish, under the leadership of conquistador Hernan Cortés, conquered the Aztec Empire.

Cortés arrived with around 500 men, 16 horses, and some cannon. They captured the Aztec king, Montezuma II, & killed him. Fighting began & a second Aztec king was killed. The Spanish conquistadores took the capital city Tenochtitlan (now Mexico City).



**Whoever kills an innocent life it is as if he has killed all of humanity..**

| Surat Al-Ma'idah 5:32 |



**Jihad:** The struggle of Muslims to make themselves and their society pleasing to Allah.

*society, themselves, struggle*

#### Greater jihad:

The personal, inward struggle of all Muslims to live in line with the teachings of their faith.

#### Lesser jihad:

The outward, collective struggle to defend their faith, family and country from threat.

**"WHAT IS HURTFUL TO YOURSELF DO NOT DO TO YOUR FELLOW MAN."**  
– TALMUD, SHABBAT 31A (JUDAISM)


MISSIONARY = SOMEONE SENT ON A RELIGIOUS MISSION TO PROMOTE CHRISTIANITY IN ANOTHER COUNTRY OR REGION

APOSTASY = GIVING UP YOUR FAITH

FUMIE = IMAGE OF CHRIST OR VIRGIN MARY (A 'STEPPING' PICTURE)

**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:
<b>Homework 1</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. What is a war?</li> <li>2. List of the causes of war.</li> <li>3. What does justified mean?</li> <li>4. Define civil war.</li> <li>5. What are the main casualties of war?</li> </ol>
<b>Homework 2</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Define Justice.</li> <li>2. What is a Just war?</li> <li>3. What is the Judaism view on conflict?.</li> <li>4. Define pacifism.</li> <li>5. Describe one way in which persecution has occurred in the world.</li> </ol>
<b>Homework 3</b> <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> <li>1. Define Jihad</li> <li>2. Summarise Greater jihad.</li> <li>3. Give two reasons how an individual might struggle with themselves.</li> <li>4. Summarise Lesser Jihad.</li> <li>5. Can violence ever be justified? Explain your reasoning.</li> </ol>

Quelle est ta matière préférée?	What is your favourite subject?
L'anglais	English
L'espagnol	Spanish
Le français / les langues	French / languages
Le théâtre	Drama
Le dessin	Art
Le sport (L'EPS)	P.E.
L'informatique	I.C.T, computing
La musique	Music
La technologie	D.T.
La géographie	Geography
L'histoire	History
La religion	R.S. (Religious Studies)
L'éducation civique	P.S.H.E
Les mathématiques	Maths
Les sciences	Science

Qu'est-ce que tu en penses?	What do you think of it?
C'est/Ce n'est pas	It is/It is not
Intéressant (e)	Interesting
Pratique	Practical
Utile/inutile	Useful/not useful
Facile/Difficile	Easy/difficult
Ennuyeux (se) /barbant (e)	Boring
Passionnant (e)	Exciting
Créatif (ve)	Creative
Important (e)	Important
Trop	Too
Très	Very
Assez	Quite
Un peu	A bit (a little)
du tout	At all

Qu'est-ce que tu voudrais faire dans le futur?	What would you like to do in the future?
Je vais	I am going
Je voudrais/J'aimerais	I would like
Réussir mes examens	To pass my exams
Recevoir des bonnes notes	To get good results
Faire un apprentissage	To do an apprenticeship
Chercher du travail	To search for a job
Faire du bénévolat	To do voluntary work
Voyager autour du monde	To travel the world
Avoir des enfants	To have children
me marier	To marry
Apprendre à conduire	To learn to drive
Devenir	To become
Médecin/Vétérinaire	A doctor/a vet
Professeur/Avocat(e)	A teacher/a lawyer
Mécanicien(ne)/Plombier(ière)	A mechanic/a plumber
Pompier (ière)	A firefighter
Coiffeur(euse)	A hairdresser

Comment est ton uniforme scolaire?	What is your school uniform like?
Je porte	I wear
Il faut porter	You must wear
Une veste/ un blazer	A blazer/jacket
Un pull	A jumper
Une chemise	A shirt
Un t-shirt	A t-shirt
Une cravate	A tie
Une jupe	A skirt
Des chaussettes	Socks
Un pantalon	Trousers
Des chaussures	Shoes
Un collant	Tights
Un hijab	Hijab
Moche	Ugly
Beau/belle	Beautiful
(In)confortable	(un)comfortable
Cher	Expensive
Pas cher/bon marché	Not expensive/cheap
À la mode	Fashionable
Démodé(e)	Old-fashioned

La journée scolaire	The school day
Je quitte la maison	I leave the house
Je vais au collège	I go to school
Les cours commencent à	Lessons start at
Les cours terminent à	Lessons end at
Ça dure	It lasts
La récréation	Breaktime
L'heure du déjeuner	Lunchtime
Le matin	The morning
L'après-midi	The afternoon
Le soir	The evening
Un élève	A pupil



9.11 My school Knowledge Organiser

School – Subjects, uniform and time Future plans & jobs

<u>The present tense</u>	ER verb	IR verb	RE verb
Je (I)	-e	-is	-s
tu (you)	-es	-is	-s
Il/Elle/On (he/she/one)	e	-it	-
Nous (we)	-ons	-issons	-ons
Vous (you all)	-ez	-issez	-ez
Ils /Elles (they)	-ent	-issent	-ent

The future tense in French

You can talk about the future by using the **near future** tense.

Use part of the verb ALLER and the infinitive to say what you are **going** to do.

*Ce soir, je vais jouer au tennis. This evening I am going to play tennis.*

*Demain, Paul va faire un gâteau. Tomorrow Paul is going to make a cake.*

You can also use the following phrases with an infinitive to refer to the future.

*Je veux = I want*

*Je voudrais = I would like*

*J'aimerais = I would like*

*J'espère = I hope*

*J'ai l'intention de = I intend / I am planning*

Adjectives describe nouns e.g., a **black** blazer.

In French, adjectives normally go after the words they are describing e.g., une chemise bleue (a blue shirt) and they must agree with the noun they are describing.

Adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g., une veste noire (a black blazer).

If that same noun is also plural, the adjective will be feminine **AND** plural as well e.g., les chaussettes noires (black socks).

Comparatives – to express more or less than

... **est plus** + adjective + **que** - is more...adjective...than

... **est moins** + adjective + **que** - is less...adjective... than

... **est aussi** + adjective + **que** – is as...adjective...as

**For example:**

*L'anglais est plus intéressant que la géographie. (English is more interesting than Geography)*

*L'histoire est moins amusant que l'E.P.S. (History is less fun than PE)*

*Le français est aussi difficile que les maths. (French is as difficult as maths).*



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><b>Homework 1</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>L'anglais, l'informatique, l'histoire, l'espagnol, le dessin</b></p> <p>2. What are the three different infinitive verb endings in French?</p> <p>3. Translate the adjectives below into English :  <b>Intéressant, pratique, utile, ennuyeux, passionnant</b></p> <p>4. Which of these sentences is correct?  <b>(a) Le français est intéressant</b>  <b>(b) Le français est intéressante</b>  <b>(c) Le français est intéressants</b></p> <p>5. Fill out the below adding the correct "er" verb endings for jouer (to play). You could write the endings in a different colour. <b>Je jou __, tu jou __, il jou __, elle jou __, on jou __, nous jou __, vous jou __, ils jou __, elles jou __</b></p>
<p><b>Homework 2</b></p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>Intéressant, pratique, utile, ennuyeux, passionnant</b></p> <p>2. Is this statement <b>true</b> or <b>false</b>? <i>'In French, adjectives come <u>after</u> the noun they describe'</i>  How is the word order <b>different</b> to English?</p> <p>3. Read these two French sentences. Can you <u>explain why</u> there are two different endings for the colour black?  <b>Je porte un pantalon noir</b>  <b>Je porte une jupe noire</b></p> <p>4. Are the below sentences present or future tense? Write P or F  <b>Normalement, je porte une cravate</b>  <b>Demain, je vais aller au collège</b>  <b>Je voudrais visiter la France</b>  <b>J'aime l'anglais</b></p> <p>5. Can you spot the x3 errors and correct them?  <b>Normalment, j'étudier l'anglais. J'adore l'anglais car c'est intéressante.</b></p>





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**  
**3**

1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:

**une chemise, un pantalon, une cravate, une jupe, des chaussettes**

2. Complete the sentence : **In French to say what you are going to do (the future tense) you need part of the verb \_\_\_\_\_ + the \_\_\_\_\_**

3. What are the 3 comparatives we can use in French?

4. Translate the comparatives below into English :

**(a) La biologie est plus intéressante que les maths**

**(b) Mon prof de sciences est moins ennuyeux que mon prof de dessin**

**(c) L'histoire est aussi difficile que la géographie**

5. Write 3 comparative sentences of your own using the above examples to help. Remember to check your adjective agrees with the first noun.



<b>¿Cuál es tu asignatura favorita?</b>	<b>What is your favourite subject?</b>
El inglés	English
El español	Spanish
El francés	French
El teatro	Drama
El dibujo	Art
El deporte	P.E.
La informática	I.C.T. (Computing)
La música	Music
La tecnología	D.T.
La geografía	Geography
La historia	History
La religion	R.S.
La educación persona l y social	P.S.H.E
Las matemáticas	Maths
Las ciencias	Science

<b>¿Cuáles son las reglas?</b>	<b>What are the rules?</b>
(No) Se debe	You must (not)
(No) Se puede	You can (not)
Hay que	You must
Está prohibido	It is forbidden to
Escuchar en clase	listen in class
Usar el móvil en clase	use your phone in class
Llevar joyas	(to) wear jewellery
Llevar maquillaje	(to) wear make-up
Llevar zapatillas de deporte	(to) wear trainers
Dañar las instalaciones	damage the facilities
Ser puntual	(to) be on time
Comer chicle	(to) chew chewing-gum
Hacer los deberes	(to) do homework

<b>¿Cuál es tu opinión?</b>	<b>What is your opinión?</b>
Es / no es	It is/It is not
interesante	Interesting
Práctico	Practical
Útil / Ínutil	Useful/not useful
Fácil / Difícil	Easy/difficult
Aburrido	Boring
Emocionante	Exciting
Creativo	Creative
Importante	Important
demasiado	Too
muy	Very
bastante	Quite
Un poco	A bit (a little)

<b>¿Qué quieres hacer en el futuro?</b>	<b>What do you want to do in the future?</b>	
Voy a	I am going	
Me gustaría / Quiero	I would like / I want	
Aprobar mis exámenes	To pass my exams	
Sacar buenas notas	To get good results	
Hacer un aprendizaje	To do an apprenticeship	
Buscar trabajo	To search for a job	
Trabajar como voluntario	To do voluntary work	
Viajar por el mundo	To travel the world	
Tener hijos	To have children	
Casarme	To marry	
Aprender a conducir	To learn to drive	
Médico/a	Veterinario	A doctor/a vet
Profesor(a)	Abogado/a	A teacher/a lawyer
Mecánico	Fontanero	A mechanic/a plumber
Bombero		A firefighter
Peluquero		A hairdresser

<b>¿Qué llevas?</b>	<b>What do you wear?</b>
Llevo	I wear
Se debe llevar	You must wear
Una chaqueta	A blazer/jacket
Un jersey	A jumper
Una camisa	A shirt
Una camiseta	A t-shirt
Una corbata	A tie
Una falda	A skirt
Unos calcetines	Socks
Unos pantalones	Trousers
Unos zapatos	Shoes
Unas medias	Tights
Un hiyab	Hijab
feo	Ugly
bonito	Beautiful
(In)cómodo	(un)comfortable
caro	Expensive
barato	cheap
De moda	Fashionable
Pasado de moda	Old-fashioned

<b>La jornada escolar</b>	<b>The school day</b>
Salgo de casa	I leave the house
Voy al insti	I go to school
Las clases empiezan...	Lessons start ...
Las clases terminan...	Lessons end ...
Dura	It lasts
El recreo	Breaktime
La hora de comer	Lunchtime
Por la mañana	The morning
Por la tarde	The afternoon



### 9.11 My school Knowledge Organiser

School – Subjects, uniform and time  
Future plans & jobs

<u>The present tense</u>	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

#### The future tense in Spanish

**You can talk about the future** by using the **near future** tense.

Use part of the verb IR + a + the infinitive to say what you are **going** to do.

Este tarde **voy a jugar** al tenis. *This evening I am going to play tennis.*

Mañana Paul **va a hacer** un pastel. *Tomorrow Paul is going to make a cake.*

You can also use the following phrases with an infinitive to refer to the future.

*Quiero = I want*

*Me gustaría = I would like*

*Quisiera = I would like*

*Espero = I hope*

Adjectives describe nouns e.g. a **black** blazer.

In Spanish, adjectives normally go after the words they are describing e.g. una camisa azul (a blue shirt) and they have to agree with the noun they are describing.

Adjectives must agree with the noun (or pronoun) they describe in gender and in number.

This means that if the noun an adjective describes is feminine, the adjective must be feminine e.g. una chaqueta negra (a black blazer).

If that same noun is also plural, the adjective will be feminine AND plural as well e.g. las medias negras (black tights).

#### Comparatives – to express more or less than

... **es más...adjective...que** - is more...adjective...than

... **es menos ...adjective ....que** - is less...adjective... than

... **es tan...adjective....como** – is as...adjective...as

**For example:**

*El inglés es **más** interesante **que** la geografía. (English is more interesting than Geography)*

*La historia es **menos** activa **que** la educación física. (History is less active than PE)*

*El francés es **tan** difícil **como** las matemáticas. (French is as difficult as maths).*



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>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>El inglés, la informática, la historia, el francés, el dibujo</b></p> <p>2. What are the three different infinitive verb endings in Spanish?</p> <p>3. Translate the adjectives below into English :  <b>Interesante, práctico, útil, aburrido, emocionante</b></p> <p>4. Which of these sentences is correct?  <b>(a) El dibujo es práctico</b>  <b>(b) El dibujo es práctica</b>  <b>(c) El dibujo es prácticos</b></p> <p>5. Fill out the below adding the correct "ar" verb endings for hablar (to speak). You could write the endings in a different colour.  <b>(Yo) Habl___, (tu) habl___, (él) habl___, (ella) habl___, (nosotros) habl___ vosotros habl___, ellos habl___, ellas habl___</b></p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:  <b>Interesante, práctico, útil, aburrido, emocionante</b></p> <p>2. Is this statement <b>true</b> or <b>false</b>? <b><i>'In Spanish, adjectives come after the noun they describe'</i></b>  How is the word order <b>different</b> to English?</p> <p>3. Read these two Spanish sentences. Can you <u>explain why</u> there are two different endings for the colour black?  <b>Llevo un jersey negro</b>  <b>Llevo una camiseta negra</b></p> <p>4. Are the below sentences present or future tense? Write P or F  <b>Normalmente llevo una chaqueta</b>  <b>Mañana, voy a ir al colegio</b>  <b>Me gustaría ir en España</b>  <b>Me gusta el inglés</b></p> <p>5. Can you spot the x3 errors and correct them?  <b>Normalment, (yo) estudiar el inglés. Me encanta el inglés porque es creativa.</b></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.**

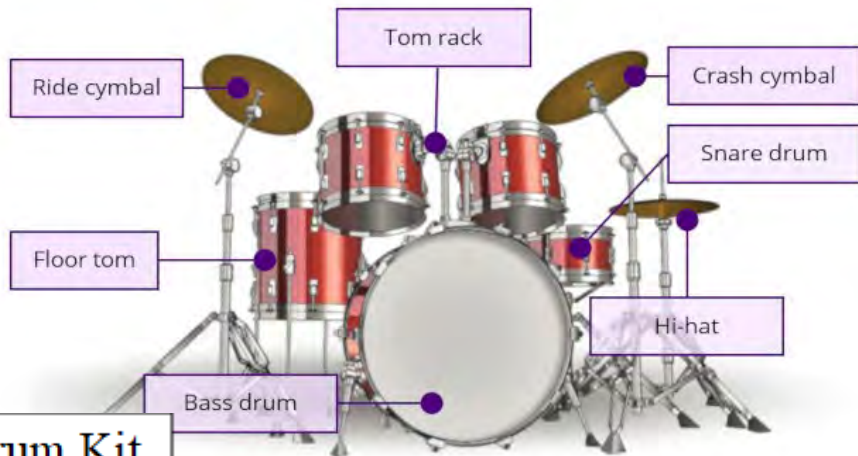
Homework	Due	Task:
<input type="checkbox"/> Homework 3 Completed?		<ol style="list-style-type: none"> <li>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>Una camisa, unos pantalones, una corbata, unos zapatos, un jersey</b></li> <li>2. Complete the sentence : <b>In Spanish to say what you are going to do (the future tense) you need part of the verb _____ + a + the _____</b></li> <li>3. What are the 3 comparatives we can use Spanish?</li> <li>4. Translate the comparatives below into English :  <b>(a) La biología es más interesante que las matemáticas</b>  <b>(b) Mi profesor de ciencias es menos aburrido que mi profesor de dibujo</b>  <b>(c) La historia es tan difícil que la geografía</b> </li> <li>5. Write 3 comparative sentences of your own using the above examples to help. Remember to check your adjective agrees with the first noun.</li> </ol>





### C Major Diatonic Chords

G	A	B	C	D	E	F	G
E	F	G	A	B	C	D	E
C	D	E	F	G	A	B	C



Drum Kit

### Strings

Double Bass Cello  
Violin Viola Harp

All of these instruments make sound by plucking/bowing strings.

### Woodwind

Piccolo Clarinet  
Flute Bassoon  
Oboe

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

### Brass

Trombone Trumpet  
French Horn Tuba

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

### Percussion


Triangle Tambourine  
Snare Drum  
Cymbals Xylophone

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



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

