



Year 7 | Term 3 | 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



When is Week A/Week B?

	Week Commencing
Week B	07/01/25
Week A	13/01/25
Week B	20/01/25
Week A	27/01/25
Week B	03/02/25
Week A	10/02/25

Subject	Page	Homework is set on:
English	6-10	Tuesday
Maths	11-12	Friday
Science	13-18	Monday
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	36-37	Week B
French / Spanish	38-45	Week B
Music	46-47	Week B
PSHE	48	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 Protagonist 	A protagonist in a play, novel, or real event is one of the main people in it.	11 Victim 	A victim is someone who has been hurt or killed.
2 Benefactor 	A benefactor is a person who helps a person or organization by giving them money.	12 Morality 	Morality is the belief that some behaviour is right and acceptable and that other behaviour is wrong.
3 Tyrannical 	If you describe a government or organization as tyrannical, you mean that it acts without considering the wishes of its people and treats them cruelly or unfairly.	13 Hierarchy 	A hierarchy is a system of organizing people into different ranks or levels of importance, for example in society or in a company.
4 Deceptive 	If something is deceptive, it encourages you to believe something which is not true.	14 Identity 	Your identity is who you are.
5 Penned 	Often a metaphor for being trapped. A pen is also a small area with a fence round it in which farm animals are kept for a short time.	15 Heritage 	A country's heritage is all the qualities, traditions, or features of life there that have continued over many years and have been passed on from one generation to another.
6 Dilapidated 	A building that is dilapidated is old and in a generally bad condition.	16 Poverty 	Poverty is the state of being extremely poor.
7 Audacious 	Someone who is audacious takes risks in order to achieve something.	17 Justice 	Justice is fairness in the way that people are treated.
8 Disparaging 	If you are disparaging about someone or something you say things which show that you do not have a good opinion of them.	18 Retribution 	Retribution is punishment for a crime, especially punishment which is carried out by someone other than the official authorities.
9 Haughty 	You use haughty to describe someone's behaviour that seems to be very proud and to think that they are better than other people.	19 Bildungsroman 	A novel concerned with a person's formative years and development
10 Penitent 	Someone who is penitent is very sorry for something wrong that they have done, and regrets their actions.	20 Malevolent 	A malevolent person deliberately tries to cause harm or evil.



Key character	Biography	Key character quotation
Pip Pirrip 	An orphan who serves as an apprentice to his gentle uncle, the blacksmith, Joe Gargery. When he unexpectedly comes into a fortune he grows haughty and extravagant in pursuit of a genteel life. Great Expectations is a book about the life of Pip.	<i>I took the opportunity of being alone in the courtyard to look at my coarse hands and my common boots. They had never troubled me before, but they troubled me now, as vulgar appendages.</i>
Joe Gargery 	Joe is the father figure for Pip. Married to Pip's harsh sister. Joe has no formal education but has a deep sense of justice and fairness. He acts lovingly to Pip even when Pip is sometimes ungrateful.	<i>It ain't that I am proud, but that I want to be right, as you shall never see me no more in these clothes. I'm wrong in these clothes.</i>
Estella 	The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful and cold. Raised by Miss Havisham to be cold-hearted and unable to love.	<i>Though she called me 'boy' so often, and with a carelessness that was far from complimentary, she was about my own age. She seemed much older than I....and a queen.</i>
Miss Havisham 	The wealthy daughter of a brewer, Miss Havisham was abandoned by her fiancé on her wedding day. She preserves herself and her house as if it were her wedding day. She is manipulative and bitter and until the end of the novel is unable to recognise anyone's pain but her own.	<i>"Look at me" said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"</i>



Biography of Charles Dickens

- His father was kind and likeable but was useless with budgeting his wages, he ended up going to debtors prison.
- Dickens was a famous author when he was alive; many Victorians couldn't wait to read what he wrote next.
- He lived during the Victorian period which was a time of great social change such as the Industrial Revolution and the growing divide between the rich and the poor.
- During his life many people were moving to London in search of jobs and a better life.
- What was expected of upper-class Victorians was very strict, manners and certain behaviour in social situations was expected.



Themes

**Ambition and self-improvement**

The theme of *Great Expectations* is quite simple: affection, loyalty, and conscience are more important than social advancement, wealth, and class.

Social Class

Dickens explores the class system of Victorian England, ranging from the most wretched criminals (Magwitch) to the poor peasants of the marsh country (Joe and Biddy) to the middle class (Pumblechook) to the very rich (Miss Havisham).

Crime, guilt and innocence

The theme of crime, guilt, and innocence is explored throughout the novel largely through the characters of the convicts and the criminal lawyer Jaggers.

Education

Education allows for personal growth in the novel. Joe and Biddy show how education can be a good thing. Pip receives an education that allows him to advance into a new social position, but Pip's education improves his mind without supporting the growth of his character.

Family

Although Pip and Estella both grow up as orphans, family is an important theme in the novel. Pip grows up with love and support from Joe, but fails to see the value of the unconditional love Joe gives him. He eventually makes up with Joe after understanding his errors. Estella is exposed to damaging values from her adopted mother, Miss Havisham, and gradually learns from experience what it means to care about someone.

Techniques

**Metaphor:**

A comparison between two things where one thing is identified as something else
E.g. 'The moon is a ghostly galleon'

Personification:

Where an inanimate object is described as having human characteristics
E.g. The trees danced in the breeze

Symbolism:

Where an image represents an idea
E.g. the dawn of a new day represents hope

Imperative verbs:

Words which are used to issue commands

Reading Terms

**Inference:**

An inference that comes from identifying clues in a text

**Deduction:**

An understanding based on clues in a text

**Connotation:**

An idea or meaning suggested by a word. Sometimes there may be several connotations to a word


Prediction:

Clues in the text suggest a possible ending or next step




**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look cover write check the key terms and definitions for 1-5 on page 6 What happened to Charles Dickens' father? Why might this event have shaped his views on the poor and those that end up in prison? Use vocabulary 13 'Hierarchy' to describe the characters in Trash Write a sentence using vocabulary 15 'Heritage'
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look cover write check the key terms and definitions for 6-10 on page 6 Use at least one of the key vocabulary words to write a sentence describing an abandoned building. Write two summary sentences in your own words about the character of Pip Pirrip. Make one prediction about Pip's life in Great Expectations Pick one of the themes that you think was also in Trash, write a few sentences giving some examples of this theme in Trash.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look cover write check the key terms and definitions for 11-15 on page 6 Write a sentence explaining how each of the characters you've met so far fall in the social class hierarchy. Write two summary sentences in your own words about the character of Joe. Use two pieces of vocabulary. Copy out Joe's key character quote and highlight and annotate two words that suggest Joe is insecure. Summarise what happened in Dickens' life and explain how you think he was inspired to create the book.



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"> 1. Look cover write check the key terms and definitions for 16-20 on page 6 2. Write a sentence using vocabulary 20 'Malevolent' 3. Use two pieces of vocabulary on page 6 to describe Miss Havisham's house. 4. Write two sentences which could describe an audacious character. 5. Summarise the character of Magwitch. Use two sentences and include two pieces of vocabulary.
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 on page 6 2. Summaries the character of Estella and her relationship with Pip using two pieces of vocabulary on page 6 . 3. Copy out Pip's key quotation and annotate it. Explain how it demonstrates Pip's belief that he is inferior due to his social class. 4. Use 3 pieces of vocabulary on page 6 to write a description of the boys at the end of Trash. 5. Re-write the definition of heritage in your own word.
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 on page 6 2. Write a sentence using vocabulary 2 'Benefactor' 3. Explain who you think Pip's benefactor is. Give two reasons as to why you think this. 4. Write a sentence describing a character who is deliberately deceptive. 5. Copy out Miss Havisham's key quotation and annotate it. How does it show her as a commanding character?



Finding the next term - numbers

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

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

1, 5, 9, 13, ... 17

+4 +4 +4

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

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

14, 7, 0, -7, ... -14

-7 -7 -7

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

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

5, 10, 20, 40, ... 80

x2 x2 x2

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

Finding the next term - diagrams

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

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

Special sequences

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

Triangular numbers

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

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

Square numbers

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

$1^2=1$, $2^2=4$, $3^2=9$, $4^2=16$, $5^2=25$, $6^2=36$, $7^2=49$

Cube numbers

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

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

The Fibonacci Sequence

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

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

$1+1=2$	$13+21=34$
$1+2=3$	$21+34=55$
$2+3=5$	$34+55=89$
$3+5=8$	$55+89=144$
$5+8=13$	$89+144=233$
$8+13=21$	$144+233=377$

FRACTIONS: Multiply and Divide

Multiplying fractions

$\frac{2}{3} \times \frac{3}{6} = \frac{6}{18} = \frac{1}{3}$

Multiply the numerators, multiply the denominators, simplify, if possible.

Dividing fractions

$\frac{3}{5} \div \frac{2}{3} = \frac{3}{5} \times \frac{3}{2} = \frac{9}{10}$

Multiply the first fraction by the reciprocal of the second fraction, simplify, if possible.

- Key Terms:**
- Sequence:** A number or picture pattern with a specific rule.
 - Term:** Each value in a sequence is called a term.
 - Term to Rule:** The value that a sequence increases or decreases by. **Linear sequence: (or Arithmetic Sequence)** A sequence made by adding or subtracting the same number between each term.
 - Geometric sequence:** A sequence made by multiplying or dividing by the same number between each term.
 - Substitution:** when you replace a variable with a given number.
- Learn the rules that generate these Special Sequences**
- Square Numbers:** 1, 4, 9, 16, 25...
 - Cube Numbers:** 1, 8, 27, 64, 125...
 - Triangle Numbers:** 1, 3, 6, 10, 15...
 - Fibonacci Sequence:** 1, 1, 2, 3, 5...

**Instructions:**

1. 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:
Key terms 1 <input type="checkbox"/> Complete?		1. Learn the vocabulary for Sequences (Look Cover Write Check)
Types of sequences 2 <input type="checkbox"/> Complete?		1. Explain the difference between an arithmetic and a geometric sequence, give an example of each.
Special sequences 3 <input type="checkbox"/> Complete?		Learn the first 10 terms of the sequences for 1. Square numbers 2. Triangle numbers
Fibonacci sequence 4 <input type="checkbox"/> Complete?		1. Create a poster showing the Fibonacci Sequence – you can use numbers and examples from the natural world
Fractions 5 <input type="checkbox"/> Complete?		1. Make your own poster – with diagrams – to help you to learn the rules for multiplying and dividing fractions.
Revision 6 <input type="checkbox"/> Completed?		1. Go back through your Knowledge Organiser – make a list of the topics you are confident about and the topics that you are less confident about. What can you do to improve?



	Key Term	Definition
1	Physical barrier	Anything that physically blocks a pathogen entering the body
2	Chemical barrier	Chemical secretions (substances) produced against invading pathogens
3	Antibiotic	A drug which kills bacteria
4	Immunity	Resistance to a disease
5	Pathogen	A microorganism that causes disease

Transmission of pathogens

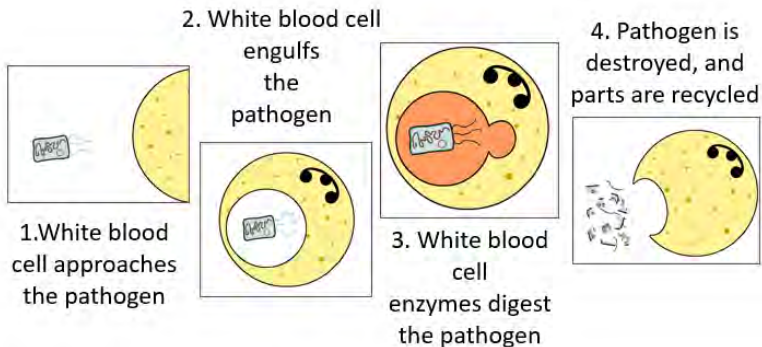
	Direct contact	This can be sexual contact during intercourse or non-sexual contact, like shaking hands.
	Water	Dirty water can transmit many diseases, such as the cholera bacterium.
	Air	When a person who is infected by the common cold sneezes, they can spray thousands of tiny droplets containing virus particles to infect others.
	Unhygienic food preparation	Undercooked or reheated food can cause bacterial diseases like <i>Escherichia coli</i> which is a cause of food poisoning.
	Vector	Any organism that can spread a disease is called a vector. Many farmers think tuberculosis in their cattle can be spread by badgers.

Viruses and bacteria

Bacteria are **living** organisms. Viruses are **not** living. Both bacteria and viruses are **pathogens**.

Phagocytosis

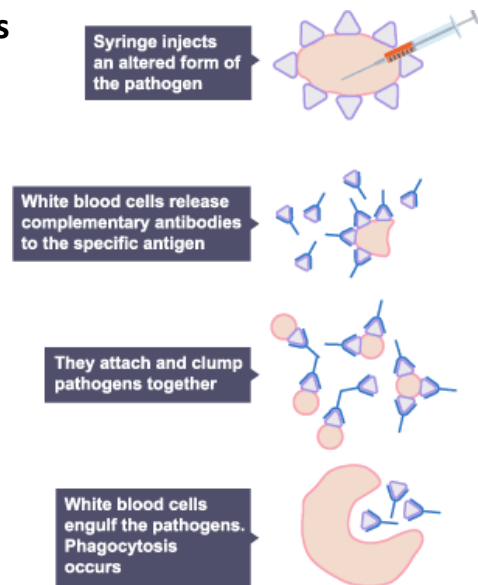
...is a process where one type of white blood cell, called a phagocyte, detects, engulfs and destroys a harmful pathogen



Barriers to infection

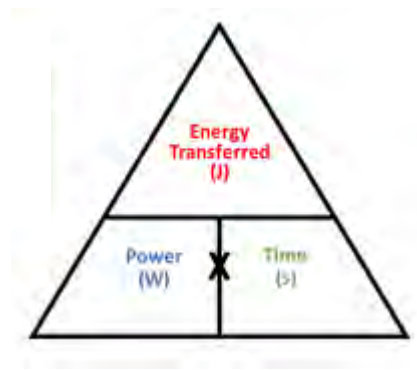
Body part	Body's defence against infection	Physical or chemical barrier?
Stomach acid	Has a strong acid (called hydrochloric acid) that destroys microbes	Chemical
Blood	Has white blood cells which fight infection and platelets which seals up open wounds.	Chemical
Eyes	Tears containing a natural antiseptic	Chemical
Skin	Forms an outer barrier	Physical
Airways	Has tiny hairs called cilia which sweeps microbes out.	Physical

Vaccines



	Key Term	Definition
1	Energy Store	Something such as food or a hot object that allows you to account for the energy at the start and end of an energy transfer.
2	Kinetic	Energy stored in a moving object
3	Conduction	The transfer of heat by collisions of particles through a substance.
4	Convection	When particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy (moving from a hotter area to cooler area).
5	Radiation	Type of heat transfer that does not involve particles.

Power Calculations




$$\text{Power (W)} = \text{Energy (J)} / \text{Time (s)}$$

Heat and Temperature

Heat


The heat **energy** from the stove burner warms up the water.



Temperature

The thermometer **measures** the temperature of the water.

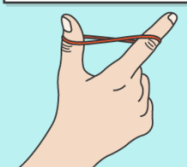
Boiling water = 212°F (100°C)

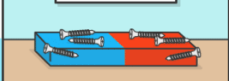



1. **Heat** is the amount of energy in total stored by all the particles in a substance.
2. **Temperature** is a measure of the average amount of energy each particle has.

Energy Stores


elastic potential magnetic electrostatic




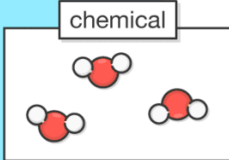




thermal energy stores chemical









gravitational potential

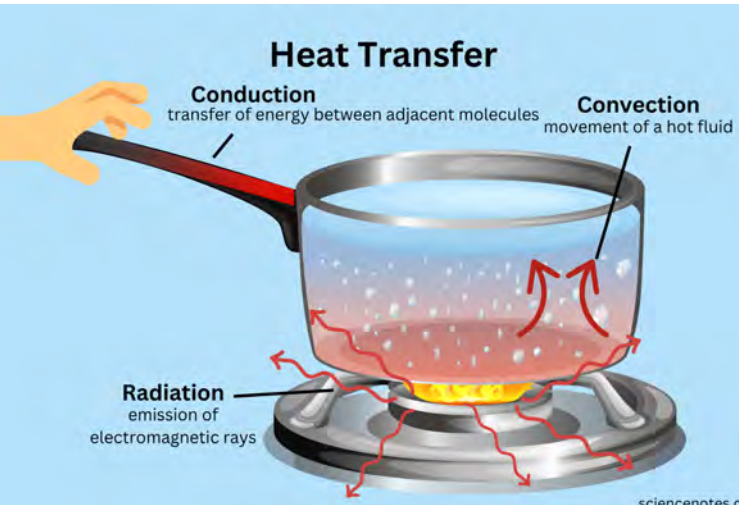
kinetic





Methods of Heat Transfer

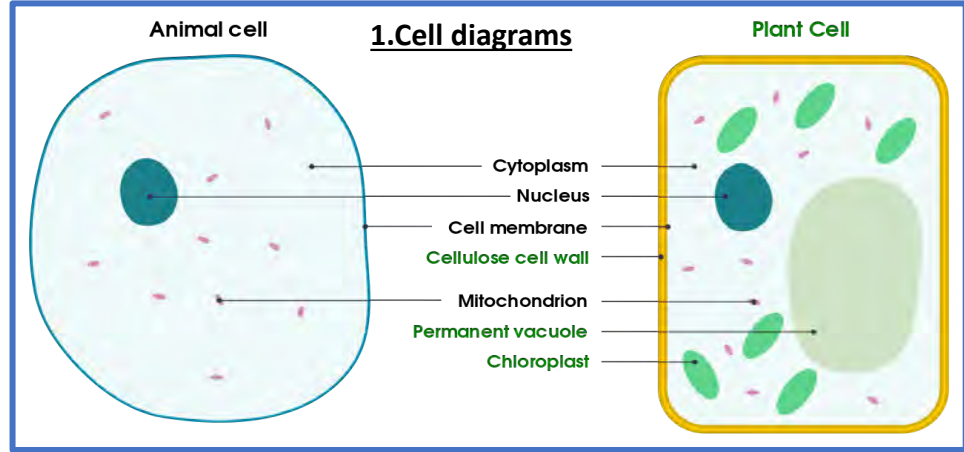
Heat Transfer



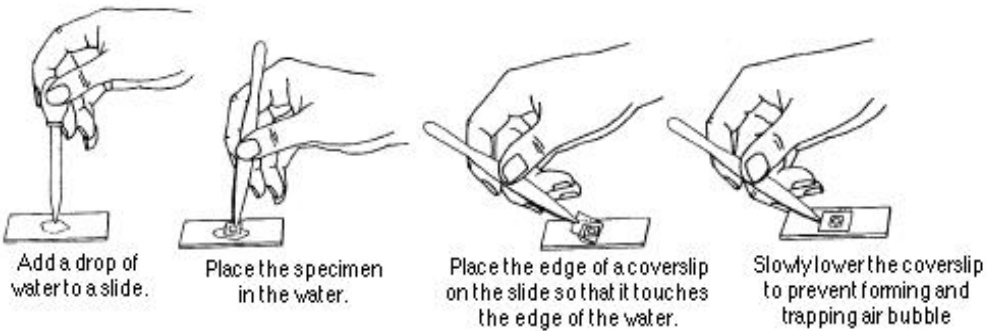
1. **Conduction** is the transfer of heat between adjacent molecules (in solids)
2. **Convection** is the movement of hot molecules to cooler areas (in liquids and gases)
3. **Radiation** is the emission of heat energy as electromagnetic waves



	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Cell wall	The plant cell component which surrounds the cell, providing support
3	Nucleus	Where all the genetic information is stored in the cell
4	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
5	Mitochondria	The cell organelle where aerobic respiration takes place
6	Ribosome	The cell organelle responsible for making proteins



2.Microscopes - Preparing a microscope slide



3.Microscopes - equation and key terms

Microscopes are used to **magnify** objects that we are unable to see with our eyes.

Magnification is a measure of how much 'bigger' an image is compared to the original object

Total magnification = Eye piece lens x objective lens

4.Microscopes – how to use.



Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically, a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the stage so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly



	Key Term	Definition
1	Atom	The smallest part of a chemical element to exist. Everything is made of atoms
2	Element	A substance made of only one type of atom
3	Compound	A substance made of two or more elements chemically bonded together
4	Mixture	A substance made of two or more elements that are not chemically bonded together
5	Physical change	A reversible change in which no new substances are made
6	Chemical change	A change (usually irreversible) in which new substances are formed

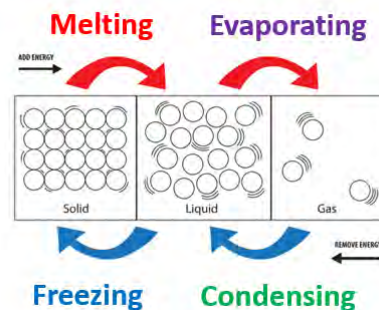
States of matter

Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state.

The state of matter can change if the substance is heated or cooled. Examples of each state at room temperature are:

- Solids– plastic, wood, brick
- Liquids – water, oil, fruit juice
- Gases – oxygen, hydrogen, helium

Changes of state



Key points:
 When a substance is heated, the particles have more kinetic energy and move around faster
 The size of the particles does not change!

The space between the particles does – the hotter the particles are, the bigger the spaces between them. The cooler they are, the smaller the spaces between the particles.
 The closer the particles are, the greater the attractive forces between them.

Properties of substances

Property	Solid	Liquid	Gas
Does it have a fixed shape?	Yes	No	No
Does it have a fixed volume?	Yes	Yes	No
Can it be compressed?	No	No	Yes
Can it flow?	No	Yes	Yes

Gas pressure: pressure is caused by the particles hitting the sides of its container.



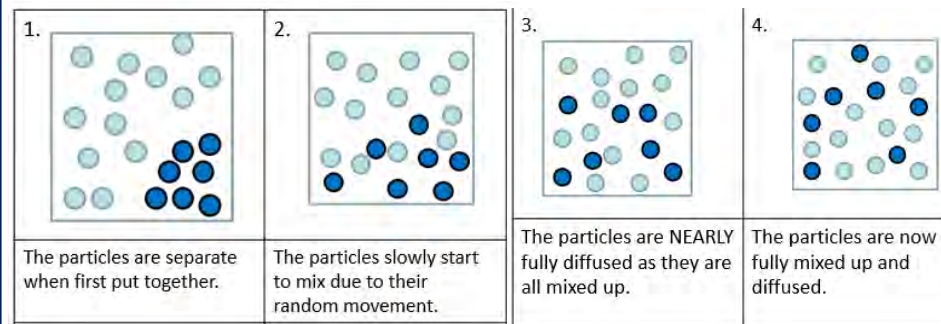
When you blow up a balloon, millions of air particles **collide** with the walls of the balloon.

The more particles inside the balloon, the greater the gas pressure because there will be more collisions.

Gas pressure increases if:

- The **temperature** is increased – because the particles have more energy and move faster
- The **volume** of the container decreases – because the particles collide with the walls more often

Diffusion: The random movement of particles from an area where there are lots of them to an area where there are fewer.




ELEMENTS: [Diagram showing two separate groups of particles, one red and one blue]

COMPOUNDS: [Diagram showing particles where red and blue atoms are chemically bonded together]


MIXTURES: [Diagram showing a random mixture of separate red and blue particles]

**Instructions:**

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







Homework	Due 	Task:
Homework 1 Microbes 1 (Page 13) <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5. (Glossary box on page 13) 2. True or false, bacteria and viruses are both living organisms (Bacteria and viruses) 3. State one way that pathogens can be transmitted through 'direct contact' (Transmission of pathogens) 4. What does the term 'phagocytosis' mean? (Phagocytosis) 5. Describe how the airways act as a physical barrier against pathogens (Physical and chemical barriers)
Homework 2 Microbes 2 (Page 13) <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5. (Glossary box on page 13) 2. Name the type of white blood cell that engulfs pathogens (Phagocytosis) 3. Where is hydrochloric acid used as a chemical barrier against infection in the body? (Barriers to infection) 4. Explain why badgers could be described as 'vectors' (Transmission of pathogens) 5. Sketch a diagram to show how vaccines work (Vaccines)
Homework 3 Energy and heat transfer 1 (Page 14) <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5. (Glossary box on page 14) 2. What are the 7 stores of energy called? (Energy stores) 3. Calculate the power of an object when 10 Joules of energy is used in 5 seconds (Power Calculations) 4. What is the difference between temperature and heat? (Heat and Temperature) 5. Explain how a barbeque can cook your food by using all three types of heat transfer. (Methods of Heat Transfer)










Homework	Due 	Task:
<p>Homework 4 Energy and Heat transfer 2 (Page 14)</p> <p><input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none">1. In which energy store is the energy stored in a fuel? (Energy stores on page 14)2. What are the units of Power? (Power equation)3. Rearrange the power equation to make energy the subject (e.g energy =) (Power equation)4. Which of the following stores more energy, a 100ml fresh cup of tea or a bath full of ice-cold water. (Heat and temperature)5. Explain your answer to question 4. (Heat and temperature)
<p>Homework 5 Cells Revision (Page 15)</p> <p><input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-6 (Glossary box page 15)2. Name three organelles found in plant cells that are not found in animal cells (cell diagrams).3. State the equation used to calculate total magnification when using a microscope (microscopes – equation and key terms).4. A microscope has an eye piece lens with a x5 magnification and objective lens with x10 magnification. Calculate the total magnification of the microscope (microscopes – equation and key terms).5. Write a method outlining how you would prepare a microscope slide to view a specimen under the microscope (Microscopes – how to use).
<p>Homework 6 Particle Revision (Page 16)</p> <p><input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-6 (Glossary box on page 16)2. Name the change of state which occurs as a substance changes from a liquid to a solid (Changes of state)3. In which state of matter are you able to compress, suggest why? (Properties of substances)4. What happens to pressure as you increase the temperature, include what happens to particle movement? (Gas pressure)5. Describe the process of diffusion which causes you to be able to smell a bunch of flowers from one side of the room to another (Diffusion)







The benefits of exercise

Physical Effects Immediate	
1	Increased heart rate. 
2	Increased breathing rate and depth. 
3	Skin becomes red as blood comes to the surface. 
4	Skin becomes sweaty to lower your body temperature. 
5	Lactic acid is produced causing muscular pain. 
6	Activation of serotonin - which makes you feel good. 


Physical Effects Long Term	
7	Lower resting heart rate 
8	Lower breathing rate 
9	Bigger and Stronger muscles (Hypertrophy) 
10	Reduce risk of chronic illnesses such as type 2 diabetes and heart disease 

Mental Effects	
11	Reduces Stress 
12	Makes you feel good. It releases the feel good hormone Serotonin. 
13	Increases Confidence 

Social Effects	
14	Make Friends. If you exercise with a group, you'll develop greater empathy and social skills and gain new social outlets. 
15	Teamwork Skills. Allows your members to work together to achieve a common goal, such as improving as a team or winning a game. 
16	Communication Skills. It makes you talk to and listen to others. 
17	Leadership Skills. You have to do your part to achieve the goal and work with others. 

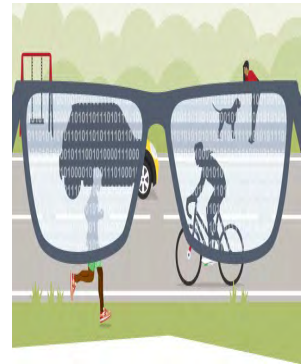
**Instructions:**

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, check the key words 1-6 2.Describe one long term physical effect of exercise? 3.Describe a physical immediate effect of exercise on the body? 4.Describe one mental effect of exercise? 5.Describe one social effect of exercise?
Homework 2 <input type="checkbox"/> Completed?		1.Look, cover, write, check the key words 7-10 2.Identify one positive long term of the benefits of exercise socially? 3.Describe one immediate effect that exercise has on your skin? 4.Describe one immediate effect that exercise has on your breathing? 5.Describe one immediate effect that exercise has on you heart rate?
Homework 3 <input type="checkbox"/> Completed?		1.Look, cover, write, check the key words 11-13 2.What does serotonin do? 3.Name a chronic illness where the risks might be reduced by long term effects of exercise? 4.Describe the effects long term physically of exercise on your heart rate? 5.Identify a skill you will learn from participating in physical exercise?



Key Term	Definition
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks.
2. Digital Footprint	The information about a particular person that exists on the internet as a result of their online activity.
3. The Cloud	The cloud is a way of storing and accessing data and programs over the internet. Rather than store files and running applications on your own device, a powerful computer elsewhere in the world does these tasks for you.
4. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
5. Denary	Denary is a base-10 number system, which means that it uses 10 digits to represent numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
6. Bits	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1.
7. Byte	A byte is a unit of information that consists of eight bits (8 x 0s or 1s)
8. Character Sets	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols.
9. Input/Output Devices	Input/output devices are used to allow a computer to interact with the user and the outside world. Input devices are used to enter data into the computer, while output devices are used to display data from the computer.
10. Central Processing Unit	A central processing unit (CPU) carrying out instructions.
11. Random Access Memory	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
12. Storage Devices	Where programs and files are saved on a computer system.
13. Flowchart	A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems.
14. Algorithms	An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do. Algorithms are used in programming and artificial intelligence (AI)



Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision




WEEK A// Computing Knowledge Questions // Term 3



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:
Homework 1	<input type="checkbox"/> Completed?	1) Look, write, cover, check the key term and definition for 1-3. This can be found on page 21. 2) Explain the term digital footprint 3) Give examples of how you can have a positive digital footprint (at least 3) 4) Give examples of how you can have a negative digital footprint (at least 2) 5) Give one advantage and one disadvantage of cloud computing
Homework 2	<input type="checkbox"/> Completed?	1) Look, write, cover, check the key term and definition for 4-8 this can be found on page 21. 2) Recap: Write a denary number and its 8 bit binary number. 3) Recap: Write a binary number and its 8 bit denary number. (different from above) 4) How many bits in a byte? 5) How many bits in a nibble?
Homework 3	<input type="checkbox"/> Completed?	1) Look, write, cover, check the key term and definition for 4-8 this can be found on page 21. 2) Recap: Convert 32 denary into an 8 bit binary number 3) Recap: Convert 1000 0001 into a denary number 4) What is a character set? 5) Name two different character sets.



Key word	Meaning
1. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
2. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
3. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
4. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
5. Nutrition	Eating all the nutrients required to be healthy.
6. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
7. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
8. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
9. Descriptors	Words that accurately describe.
10. Hidden sugars	Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc...
11. Excessive	In amounts which are considered too large.
12. Consumer	User
13. Consumption	Using/ eating.
14. Obesity	A BMI of over 30, being very overweight.

The Eatwell Plate



Reading food labels





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:
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-3. 2. Name 2 foods that have been cooked using conduction as a method of heat transfer. 3. List 4 knife safety rules that need to be followed. 4. Which foods should we eat less off according to the Eatwell guide and why do you think this might be? 5. At your age you are about to go through a continuous period of growth. This means you will need to eat a good range from the pink and blue sections of the Eatwell guide. List 3 foods you could have from each section.
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-9. 2. Why is it important to cut ingredients to similar sizes when cooking? 3. What is sensory analysis and why is it used in the food industry? 4. How does shortening work? 5. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?
Homework 4		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-14. 2. Explain the meaning of the term hidden sugars and give examples of foods containing hidden sugars. 3. How are the meanings of the words consumer and consumption similar? 4. Explain how excessive consumption of foods high in fat, sugar or salt can affect health. 5. Give an example of how you could swap a sugar snack for a healthier snack.



Important vocabulary

	Key Word:	Meaning
1	Textiles: Fabrics	All textile products are made from fabric. This can be natural or manmade.
2	Sublimation printing	A process where inks are transferred onto the product using heat.
3	Seam allowance	Distance between the edge of the fabric and the stitching. This is traditionally 1.5cm.
4	Sewing machine	Electronically powered machine used to sew fabrics together.
5	Presser foot	Part of the sewing machine which secures the fabric, so the machine can move it to sew.
6	Plastics: Crude oil	Oil made from dead Sealive, which takes millions of years to form. This is used to make plastic.
7	Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
8	Thermosetting	This is a type of plastic that when shaped cannot be reshaped
9	Emissions	Gases released during manufacture of products e.g., carbon dioxide.
10	Metals: Ferrous	Metals that contain iron and are magnetic e.g. steel and iron. These rust.
11	Non-ferrous	Metals that do not contain Iron e.g. copper. They are not magnetic.
12	Alloy	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.

Natural and Synthetic Fibres



Types of plastics – Thermoplastics

- Thermoplastics can be heated up and shapes into virtually any shape as many times as you want
- When cooled, the plastic will solidify and stay in that shape
- This process can be repeated over and over again
- These plastics are easier to recycle



Things like;

- Bottles
- Food containers
- Toys
- DVD cases

Types of plastics – Thermosetting plastics

- Thermosetting plastics can only be shaped/formed once.
- If these plastics are heated up, they will burn.
- These plastics can be difficult to recycle



Things like;

- Plug sockets
- Electronic products
- Kitchen equipment

Origins of metal



Metals are found naturally and are mined from the earth. Metals used in products are **extracted** from the natural ore using large heat furnaces.


The ores are sent to furnaces that run at extreme temperatures which melts the metal out of the rock.



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** 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:
<p>Homework 2 Textiles</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 2. Explain how fibres are turned into fabrics 3. Explain the difference between natural and synthetic fabrics 4. Explain how dye is transferred from paper to fabric 5. Explain what seam allowance is
<p>Homework 3 Plastics</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-9 2. Explain the difference between thermoforming and thermosetting plastics 3. Explain how plastic causes damage to the environment 4. Write down 3 examples of thermoforming plastics 5. Write down 3 examples of thermosetting plastics
<p>Homework 3 Metals</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-12 2. Explain the difference between ferrous and non ferrous metals 3. Explain where metal comes from 4. Explain what a metal alloy is and give an example 5. Write down 3 examples of ferrous and non ferrous metals



1- Composition	Composition is the arrangement of elements within a work of art. Such as the objects or colours.
2- Subject	This is what the artist presents in the artwork. It could be what you see in the piece or what the work is about.
3- Narrative	Narrative is the story within a piece of art, this could be decided by the artist when the art was being made or decided by people who look at the work.
4- Inspiration	Someone or something that gives you ideas for doing something.
5- Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.
6- Enlarge	To make something bigger. Such as enlarging a small image to make it larger.
7- Design Brief	A written description which explains guidelines for a project, design or artwork.

Why do we look at artists work?

- To find inspiration.
- To research and understand the past, techniques, knowledge and culture.
- To help us to create an original artwork.

How do you describe and give opinions about an artist's work?

Remember to look carefully at the artwork, describe what you see and what you like or dislike about it.
 Comment on the formal elements- line, tone, texture, pattern, shape, composition, form.
 I like/dislike this piece because.....

Watercolour Paint

Blending- The technique of moving between different colours in watercolour.
 Wet on wet- Applying paint onto wet paper.
 Colour wash- Applying a light layer of colour as a base before adding more detail.
 Wet on dry- Applying paint onto dry paper.

Things to remember when using watercolour paint.

- Use a range of tones by adding darker areas then adding water to blend to lighter areas.
- Try not to press too hard with the brush.
- Use careful paintbrush control to work neatly to the edges.
- Wear an apron
- Mix in water to make paint lighter.
- Don't add too much water.
- Use the right size brush for the area.
- Use paints as they are supposed to be used.
- Take your time to get it right.
- Keep it even and in one direction
- Activate the colour with water.
- Mix colours carefully.



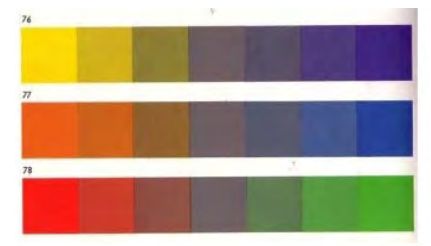
Making a colour lighter

To make a colour lighter you add white. These are called tints.
 In watercolour you can also add more water to make a colour lighter.



Making a colour darker


To make a colour darker you add the colour opposite on the colour wheel.
 Orange- Blue
 Green- Red
 Purple- Yellow





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Set a timer for 20 minutes. Please stop if you run out of time. For each homework, you will be asked to look at a particular section of your Knowledge Organiser.

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 1-3. 2. Why do we look at artists work? 3. Why is it important for us to design the art we make? 4. Collect and print out 3-5 images of insects, flowers, leaves or plants that you might want to include in your painting design. Email your teacher or bring them in printed out.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 4-6. 2. How do you make a colour darker when painting? 3. How do you make a colour lighter when painting? 4. Research an artist of your choice, write down their name and 5 facts 5. Why do you like/dislike the artist.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 7. 2. What do you like about using watercolour paint? 3. What do you dislike about watercolour paint? 4. What is the subject of this artwork by Anna Atkins? 5. Do you like or dislike this piece of art? Why?






Key Word-Physical and Vocal Skills

1	Body Language	How a person used their body to communicate how they are feeling.	10	Status	The importance of a character compared to the other characters on stage
2	Gait	How narrow or wide a person's stance (legs and shoulders) is to show their level of confidence i.e. the more confident a person is the wider gait they tend to have).	11	Facial Expression	How a person uses the muscles in their face to show how they are feeling e.g. frowning to show that they are sad.
3	Gesture	Hand or head movement to back up dialogue or to be used instead of dialogue e.g. thumbs up to say that something is good.	12	Volume	This is how loud or quiet a performer speaks. This can range from a Stage whisper to shouting really loud. The way in which an actor uses volumes helps show the audience what mood the character is in as well as what the situation is.
4	Mannerism	Idiosyncrasies and habits that are particular to us. We might fiddle with our hair or shift our weight from one foot to the other. It's important that you're able to remove any habits of your own that might interfere with characterisation.	13	Pitch	How high or low
5	Energy	The term 'energy' in drama is used to describe how an actor uses movement, gestures, gait and posture to show the type energy their character has.=	14	Pause	A moment of silence or stillness used for effect
6	Body tension	How relaxed or tensed an actor's muscles are	15	Pace	Speed of delivering lines/dialogue
7	Posture	How tall a person stands or sits e.g. hunching or standing tall with their head held high.	16	Diction	Diction is how clearly you speak.
8	Eye contact & focus	The state in which two people are aware of looking into one another's eyes. Or where the eyes are focused.	17	Tone	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.
9	Use of space	The way the actor moves around the performance space			



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1. Set a timer for 20 minutes. Please stop if you run out of time. For each homework, you will be asked to look at a particular section of your Knowledge Organiser. **Please use your knowledge organiser to help you answer the questions, using full sentences**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, write, cover, check key terms 1-5 . What is a genre of theatre? Write down 3 essential ingredients used in a Pantomime Describe what a stock character is. Why is it important to exaggerate your acting when performing pantomime?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, Write, Cover, Check key terms 6-12 What does it mean to 'block a scene?' Draw a square box (This is the stage) Mark the following stage positions in the box with an X and label them: Centre Stage, Stage Right, Stage Left, Upstage and Downstage. Why is it important to use triangles and diagonals when blocking a scene? What does the term Status mean and how can you show status on stage?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, Write, Cover, Check key term 13-17 What does a focused rehearsal look like? How could the story of Cinderella be modernised? What things can be changed? Write down the 7 essential ingredients for a pantomime. What are the benefits of a scripted performance in comparison to a devised performance?







Meanwhile elsewhere...what was life like in the Islamic World?

Key Terms

1	Abbasid	A member of the Abbas family, the ruling Caliphs of Baghdad.
2	Anatomy	The scientific study of an animal or plant, or any of its' parts.
3	Arab	Name given to the group of people originating from the Middle East and North Africa
4	Astronomy	The scientific study of space and the universe
5	Caliph	Spiritual leader of Islam, any of the former Muslim rulers of Baghdad.
6	Caliphate	An Islamic state led by a Caliph
7	Golden Age of Islam	A period of cultural, economic, and scientific flourishing in the Islamic World, dated from the 8th century to the 13th century.
8	Scholar	Someone who has excellent knowledge of a particular subject.
9	Similarity	When people, places, events are similar or have things in common Eg. What are the similarities between the Islamic World and Christian Europe?
10	Difference	When you look at the differences between people, places, events to compare them
11	Inferring from source	Working out what a source means or suggests. If it is a written source this is based on what it says, if it's an image this is based on what you can see.

During this topic we are going to be studying what was happening in the Islamic World during the Medieval period. We will be comparing and contrasting Medieval life and society in English with Medieval Baghdad.

Key Places

Baghdad 	Established by the Abbasid Caliphs and was the capital of the Islamic World. It became a centre of learning during the Golden Age of Islam.
House of Wisdom 	The Grand Library of Baghdad. Home to academic works gathered from across the known world.
Golden Gate Palace 	The palace was the Caliph's residence and was located in the centre of the round city of Baghdad.
Grand Mosque 	The mosque was next to the Caliph's palace so that when people bowed down to pray they were bowing down to the Caliph.

Key Dates

750 – The Abbasid family took control of the Muslim Empire in the east.
762 – Baghdad was established as the capital city of the Abbasid Caliphate.
793 – Paper arrives in Baghdad from China.
800 – Baghdad is the largest city in the world .
830 – The House of Wisdom was established.
850 – Baghdad has its own hospital .
1258 – Baghdad was destroyed by the Mongols .

**Instructions:**

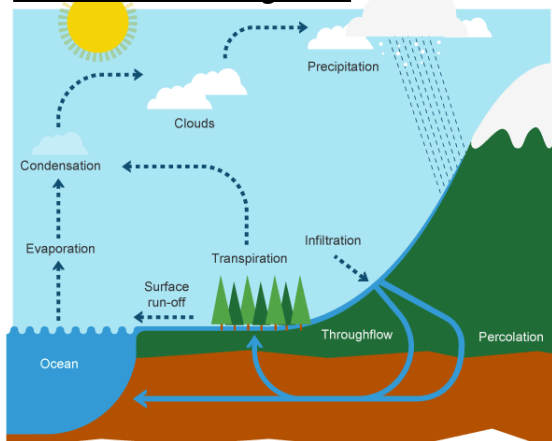
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check terms: 1, 4 and 8 . 2) What religion did they follow in the Islamic World? 3) What city was at the centre of the Islamic World? 4) Give three facts about this city. 5) What happened in 762?
Homework 2 <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check terms: 2, 3 and 5 . 2) What two buildings were owned by the Caliph? 3) Why do you think the city of Baghdad was built in the shape of a circle? 4) Who took control of the Muslim Empire in the East in 750? 5) What happened in 793 and why is this important?
Homework 3 <input type="checkbox"/> Completed?		1) Look, Cover, Write, Check terms: 6,7 and 11 2) What happened in 793 and why do you think this is important? 3) What was the House of Wisdom? 4) What do you think historians mean when they call this time period a “Golden Age of Islam”? 5) In 850 Baghdad had its own hospital. How was different to medicine in medieval England? (<i>hint: how much knowledge did they have? Where would you go if you were sick</i>).



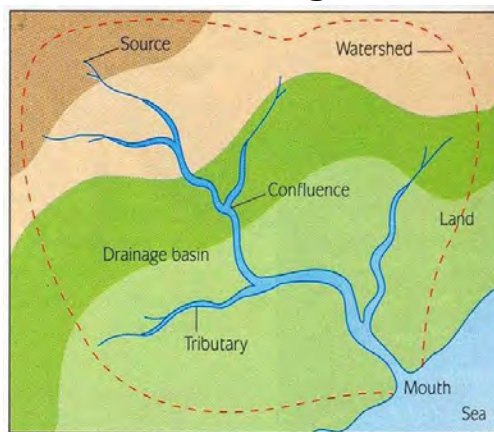
7.3 How do rivers in the UK change the landscape

The Water Cycle



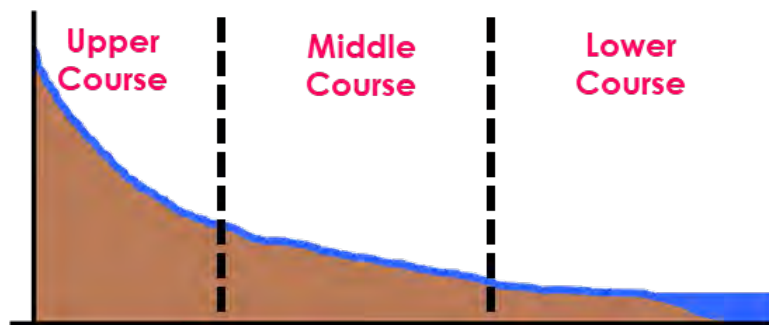
The hydrological cycle, or water cycle, shows the movement of water between the , land and oceans. Rivers form part of the hydrological cycle.

Drainage Basins








When we combine the entire network of rivers (the source, main river channel, tributaries and the river's mouth), we get a **DRAINAGE BASIN**.

How does a river change from the source to the mouth



This is called the **long profile** of the river, showing changes in the **height of the land** from source to mouth of the river.

Key Word	Definition
1. Evaporation 	Water changing from a liquid to a gas (water vapour)
2. Condensation 	Water changing from a gas to a liquid (water droplets).
3. Precipitation 	Water falling from the atmosphere to the earth's surface (e.g. rain, hail, snow)
4. Interception 	Precipitation being caught by leaves etc
5. Surface run off 	water flowing over the ground e.g. rivers.
6. Tributary 	- a small river that joins a larger river.
7. Hydraulic action	the sheer force of the water eroding the land.
8. Abrasion 	material carried by a river hit the rock and break it down.
9. Attrition 	material carried by a river hit each other and break down
10. Solution 	rock dissolves in the river due to a chemical action.
11. Deposition - 	when a river drops material.
12. Hard engineering	manmade structures to stop floods
13. Soft engineering	working with nature to protect from flooding.

How does flooding occur?

A river floods when the **DISCHARGE** is greater than the **MAXIMUM CHANNEL CAPACITY**

When this happens, water overflows the banks of the river and flows onto the land around it.



Building in the drainage basin



Waterlogged soils

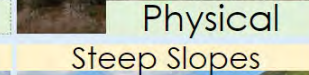


Lots of tributaries



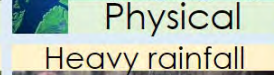
Human

Deforestation



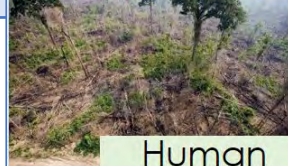
Physical

Steep Slopes



Physical

Heavy rainfall



Human



Physical



Physical

Certain factors cause water to get to a river more quickly. This makes the river more likely to flood



Impermeable Rock

Physical



Dry, cracked soils

Physical

How can we manage flooding?



Hard

1 - Dams and Reservoirs



FLOOD ALERT



FLOOD WARNING



SEVERE FLOOD WARNING



4 - Artificial embankments

Hard



Soft

6 - Planting Trees



Hard

2 - Channel Straightening

3 - Flood Warnings



5 - Floodplain zoning

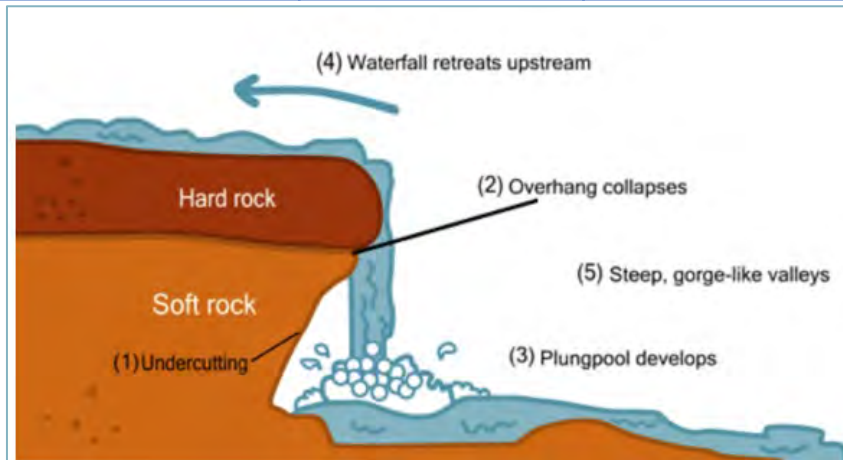
Soft



7 - Flood Relief Channels

Hard

Waterfall Formation




	Upper Course	Middle Course	Lower Course
<p>CROSS SECTION: What does the valley and channel look like?</p>	<p>Upper</p>	<p>Middle</p>	<p>Lower</p>
<p>LANDFORMS OR FEATURES</p>	Waterfall & Gorges V-Shaped Valley Rapids Interlocking Spurs	Meanders (these have slip off slopes and river cliffs)	The lower course is where FLOODING most often occurs
<p>PROCESSES</p>	<p>Erosion: Hydraulic Action Abrasion Attrition Solution</p>	<p>Erosion and Deposition</p>	<p>Deposition</p>



Instructions:

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

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 1 – 6 2. What is the geographical name for the water cycle? 3. When water evaporates off plants, what is it called? 4. Using the drainage basin diagram, what is it called when a tributary meets the main channel? 5. What are drainage basins separated by?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 7, 8 and 9 2. What are the 3 sections of a river long profile called? 3. In which section would you find waterfalls and interlocking spurs? 4. Where are you most likely to get flooding? 5. Draw a diagram showing the formation of a waterfall
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words 10, 11 and 12 2. Which 2 processes create meanders? 3. What is the feature on the outside bend of a meander called? 4. Give 3 factors that cause rainwater to reach a river quickly 5. A river floods (overflows) when the discharge is greater than the what?



✝ Who is Jesus?

Keywords

1	Omnipotent	Meaning all-powerful
2	Omnibenevolent	Meaning all-loving
3	Atonement	To make amends for a wrong
4	Jesus	Believed by Christians to be God in human flesh
5	Bible	Meaning 'The books' a collection of scriptures. The Holy Book of Christianity
6	Heaven	Believed to be the residence of God
7	Hell	a spiritual realm of evil and suffering
8	Judgement	The belief that our actions will be judged in the next life
9	Stewardship	To take care of the world and everything within it
10	Holy Trinity	Christians believe God has appeared in three forms which they call persons: The Father, The Son and The Holy Spirit

Birth of Jesus

- Mary was told by angel Gabriel that she was pregnant with Jesus through a Holy event involving the Holy Spirit.
- Jesus was born in a stable in Bethlehem because there was no room at the inn.
- Angels appeared to shepherds, announcing Jesus' birth and guiding them to him.
- Wise Men from the East followed a star to find Jesus and brought gifts of gold, frankincense, and myrrh.
- Mary, Joseph, and Jesus fled to Egypt to avoid King Herod's threat to infants and returned to Nazareth later.



Jesus healed a paralysed man

- There was a man who was paralyzed and unable to walk, in need of healing.
- Friends of the paralyzed man brought him to Jesus, and Jesus forgave the man's sins, emphasizing the importance of faith.
- After forgiving the man's sins, Jesus instructed the man to pick up his stick and walk.
- The paralyzed man was healed and could walk again!
- Jesus both forgave the paralyzed man's sins and healed him, showing his ability to restore both spiritually and physically.



Jesus tells the story of the Good Samaritan

- Jesus told a story about a compassionate Samaritan who helped a wounded traveler that had been ignored by others.
- The parable emphasized the importance of showing compassion and kindness to others, regardless of their background or beliefs.
- Jesus taught that everyone should be considered a neighbour, and the story illustrates the principle of loving one's neighbour as oneself.



Jesus feeds the 5000

- Jesus was in a remote place teaching a large crowd of about 5,000 people who had gathered to listen to him.
- Faced with the crowd's hunger and having only five loaves of bread and two fish, Jesus multiplied the food, providing enough for everyone to eat.
- This event highlights Jesus' compassion and generosity, as he provided for the people, satisfying their hunger.
- Jesus used this miracle to teach a lesson about faith and God's ability to provide in times of scarcity, emphasizing the importance of trust in God.




Death of Jesus

- Jesus was nailed to a cross and left to die at Golgotha, a place near Jerusalem.
- Before his crucifixion, Jesus shared a special meal with his closest followers, this was called the Last Supper.
- Judas, one of Jesus' disciples, betrayed him to the authorities for money, which led to his arrest.
- Jesus was put on trial, found guilty, and sentenced to death by crucifixion.
- His cross had a sign that said "King of the Jews."
- Christians believe that Jesus rose from the dead three days after his crucifixion, which is celebrated as Easter and is an important part of their faith.



**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Keywords 1-4, This can be found on page 24 2. Where was Jesus born? 3. Outline the story of when Jesus fed the 5000. 4. Draw a picture that shows Jesus feeding the 5000. 5. After how many days did Jesus rise from the dead?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check 5-7 This can be found on page 24 2. Outline the story of Jesus healing a paralysed man. 3. What was the message of this story? 4. Draw a pictures of the 3 kings that were present at the birth of Jesus 5. What did the sign say above Jesus when he was on the cross?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check 8-10 This can be found on page 24 2. Where did Jesus die? 3. What does 'hell' mean? 4. Draw a picture to show what hell looks like 5. What food did Jesus feed 5000 people with?



Que penses-tu?	What do you think?
J'adore	I love
J'aime	I like
Je n'aime pas	I don't like
Je déteste	I hate
À mon avis	In my opinion
Je pense que	I think that
Je crois que	I believe that
Selon moi	According to me

Connectives	Connectives
Mais	But
Pourtant	However
Aussi	Also
En plus	Furthermore
Parce que/car	Because
Et	And

Intensifiers	Intensifiers
Très	very
Assez	quite
Un peu	a bit
Trop	too
Extrêmement	extremely
Tellement	really

Tu es comment?	What are you like?
/Décris-toi	/Describe yourself
Je suis...	I am...
Gentil (-le)	Kind
Agréable	Pleasant
Joyeux (se)	Happy
Bavard(e)	Chatty
Beau/belle	Beautiful
Amusant (e)	Fun
Fort (e)	Strong
Mignon(ne)	Cute
Joli(e)	Pretty/Handsome
Jeune	Young
Parfait (e)	Perfect
Rapide	Fast
Riche	Rich
Sage	Wise
Timide	Shy
Travailleur(se)	Hard working
Triste	Sad
Vieux (vieille)	Old
Ennuyeux(se)	Boring
Casse-pieds	Annoying
Sérieux (se)	Serious
Difficile	Difficult
Sévère	Strict
Moche	Ugly
Bruyant	Noisy
Impoli(e)	Rude
Horrible	Horrible/Awful
Paresseux(se)	Lazy
Gourmand(e)	Greedy
Sportif(ve)	Sporty
Sympa	Nice

Tu es comment?	What are you like?
J'ai... Il a /elle a...	I have... He has /she has...
les cheveux	hair
longs	long
courts	short
raides	straight
bouclés	curly
ondulés	wavy
Afro / crépus	afro
blonds	blond
châtains	light brown
les yeux	eyes
bleus	blue
marron	brown
verts	green
foncés	dark
noirs	black
gris	grey
Je suis...	I am...
Il / elle est ...	He/she is...
grand (e)	tall
petit (e)	short
gros (-se)	fat
mince	thin
de taille moyenne	medium size

Quelle-est ta nationalité?	What is your nationality?
Je suis...	I am...
Anglais(e)	English
Français(e)	French
Belge	Belgian
Suisse	Swiss
Allemand(e)	German
Espagnol(e)	Spanish
Somalien(ne)	Somalian
Polonais(e)	Polish
Portugais(e)	Portuguese
Bangladais(e)	Bangladeshi
Chinois(e)	Chinese
Italien(ne)	Italian
Gallois(e)	Welsh
Pakistanais(e)	Pakistani
Écossais(e)	Scottish
Irlandais(e)	Irish
Americain(e)	American

Je porte	I wear
Des lunettes/piercings	Glasses/piercings
Le voile	a hijab
Des lentilles	contact lenses
Des tâches de rousseur	freckles
Une cicatrice	a scar
Une barbe/moustache	a beard/moustache



<u>Pronouns</u>	<u>Avoir – to have</u>	<u>Être – to be</u>
Je (I)	J'ai (I have)	Je suis (I am)
Tu (you)	Tu as (you have)	Tu es (You are)
il (he), elle (she)	il a (he has), elle a (she has)	il est (he is), elle est (she is)
Nous (we)	Nous avons (we have)	Nous sommes (we are)
Vous (you) (pl)	Vous avez (you have) (pl)	Vous êtes (you are) (pl)
ils /elles (they)	ils ont /elles ont (they have)	ils / elles sont (they are)

To say “my” in French we must change how we say it to match the noun (whether it is masculine, feminine or plural). Whether you are male or female doesn't change which word you use.

Examples :
 Mon père = my dad
 Ma mère = my mum
 Mes parents = my parents

	<u>Masc</u>	<u>Fem</u>	<u>Plural</u>
my	mon	ma	mes
your	ton	ta	tes
his/her	son	sa	ses

Comparisons
 Plus - more Jean est plus intéressant que Paul
 Moins - less Paul est moins intéressant que Jean

Superlative
 Le /la plus – the most Jean est le plus intelligent
 Le /la moins – the least Marie est la moins sympa


Je m'appelle - My name is / I am called
 Elle s'appelle - she is called
 Il s'appelle – he is called
 Ils s'appellent – they are called

Adjective agreement.
 Remember adjectives have to agree with the noun. Normally you would add an 'e' to make the adjective feminine but check out the following rules...


Il est paresseux – elle est paresseuse
 Il est sportif – elle est sportive
 Il est travailleur – elle est travailleuse
 Il est gentil – elle est gentille
 Il est mignon – elle est mignonne
 Il est beau – elle est belle
 Il est vieux – elle est vieille
 Il est sympa – elle est sympa

**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:
<div data-bbox="109 596 155 642"><input type="checkbox"/></div> <p data-bbox="51 656 211 692">Completed?</p> <p data-bbox="45 911 217 946">Homework 1</p>		<p data-bbox="391 458 1632 494">1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: sympa, bavard, travailleur, timide, casse-pieds, sage</p> <p data-bbox="391 572 1359 608">2. What is an adjective? What role does an adjective play in a sentence?</p> <p data-bbox="391 629 1504 665">3. Are these French personality adjectives positive or negative traits? Write P or N. - Travailleur - Paresseux - Casse-pieds - Sympa - Amusant - Sévère</p> <p data-bbox="391 743 1027 779">4. Match the intensifiers in French and English</p> <ul style="list-style-type: none"> <li data-bbox="488 801 903 836">○ très a bit <li data-bbox="488 858 919 893">○ un peu quite <li data-bbox="488 915 919 951">○ assez really <li data-bbox="488 972 907 1008">○ trop very <li data-bbox="488 1029 1002 1065">○ tellement too (much) <p data-bbox="391 1086 948 1122">5. Translate these sentences into English</p> <ul style="list-style-type: none"> <li data-bbox="488 1143 810 1179">a) Mon père est sympa. <li data-bbox="488 1200 907 1236">b) Mon frère est un peu timide. <li data-bbox="488 1258 924 1293">c) Mon grand-père est très sage. <li data-bbox="488 1315 940 1350">d) Ma tante est assez travailleuse.



Homework	Due 	Task:										
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <ul style="list-style-type: none"> anglais, espagnol, français, polonais, somalien, italien Which of these adjectives are feminine? Which are masculine? How do you know? Write M / F. <ul style="list-style-type: none"> polonaise - italien - americain - française - anglaise - chinois Read and answer the questions. Je m'appelle Claire. J'ai douze ans. Je suis française mais mon demi-frère est polonais. Mon ami, Paul, il est italien et mon amie Amy, elle est chinoise. Je suis bavarde mais Paul est plus timide. Amy est très travailleuse et bastante sympa. <ol style="list-style-type: none"> How old is Claire? What nationality is Claire? Who is polish? What nationality is Paul? How does Clara describe Amy's personality? Translate into French: My mum is Italian and my grandad is French Choose x3 more nationalities from your vocabulary list and represent these by drawing the country's flag. Label these in French. 										
<p><input type="checkbox"/></p> <p>Homework 3</p> <p>Completed?</p>		<ol style="list-style-type: none"> Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: j'adore, j'aime, je n'aime pas, je déteste, à mon avis, je pense que What is a connective? What is its job in a sentence. Give an example of a connective in English. Are these sentences positive or negative? <ol style="list-style-type: none"> J'aime les chats Je n'aime pas les chiens Match the connectives in French and English <table border="0" style="width: 100%;"> <tr> <td>But</td> <td>et</td> </tr> <tr> <td>However</td> <td>parce que</td> </tr> <tr> <td>Also</td> <td>mais</td> </tr> <tr> <td>And</td> <td>pourtant</td> </tr> <tr> <td>Because</td> <td>aussi</td> </tr> </table> Fill in the following sentences with a French opinion that makes sense for you. Translate these sentences into English. Can you add a connective to extend your French sentence? <ol style="list-style-type: none"> le chocolat le cinéma BBA le français 	But	et	However	parce que	Also	mais	And	pourtant	Because	aussi
But	et											
However	parce que											
Also	mais											
And	pourtant											
Because	aussi											



<u>¿Qué piensas?</u>	<u>What do you think?</u>
Me encanta	♥ ♥ I love
Me gusta	♥ I like
No me gusta	♥ I don't like
Odio/detesta	♥♥ I hate
En mi opinion	In my opinion
Pienso que	I think that
Creo que	I believe that
Según yo	According to me

<u>Intensifiers</u>	<u>Intensifiers</u>	<u>Connectives</u>	<u>Connectives</u>
Muy	very	Pero	But
Bastante	quite	Sin embargo	However
Un poco	a bit	Tambien	Also
Demasiado	too	Además	Furthermore
Extremadamente	extremely	Porque	Because
Realmente	really	Y	And

<u>¿Cómo eres?</u>	<u>What are you like?</u>
<u>Describe</u>	<u>/Describe yourself</u>
Soy	I am...
Amable/simpático/a	Kind
Agradable	Pleasant
Contento/a	Happy
Hablador/a	Chatty
Guapo/a	Beautiful
Divertido/a	Fun
Fuerte	Strong
Mono/a	Cute
Bonito/a	Pretty/Handsome
Joven	Young
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Sabio/a	Wise
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	Old
Aburrido/a	Boring
Pesado/a – molesto/a	Annoying
Serio/a	Serious
Difícil	Difficult
Estricto/a	Strict
Feo/a	Ugly
Ruidoso/a	Noisy
Maleducado/a	Rude
Horrible	Horrible/Awful
Perezoso	Lazy
Goloso/a	Greedy
Deportivo/a	Sporty
Emocionante	Exciting

<u>¿Cómo eres?</u>	<u>What are you like?</u>
Tengo /Tiene	I have... He/she has...
El pelo	hair
Largo	long
Corto	short
Liso	straight
Rizado	curly
Ondulado	wavy
Afro	afro
Rubio	blond
Castaño	light brown
Los ojos	eyes
Azules	blue
Marrones	brown
Verdes	green
Oscuros	dark
Negros	black
Grises	grey
Soy...	I am...
Él es / ella es...	He/she is...
Alto/a	tall
Bajo/a	short
Gordo/a	fat
Delgado/a	Thin

<u>Llevo</u>	<u>I wear</u>
Gafas / piercings	Glasses / piercings
El hiyab	a hijab
Lentillas	contact lenses
Pecas	freckles
Una cicatriz	a scar
Una barba / un bigote	a beard / a moustache

<u>Cuál es tu nacionalidad?</u>	<u>What is your nationality?</u>
Soy	I am...
Inglés/a	English
Francés/a	French
Belga	Belgian
Suizo/a	Swiss
Alemán/a	German
Español/a	Spanish
Somalí	Somalian
Polaco/a	Polish
Portugués/a	Portuguese
Bangladesí	Bangladeshi
Chino/a	Chinese
Italiano/a	Italian
Galés/a	Welsh
Paquistaní	Pakistani
Escocés/a	Scottish
Irlandés/a	Irish
Americano/a	American



<u>Pronouns</u>	<u>Ser – to be</u>	<u>Tener – to have</u>
yo (I)	soy - I am	tengo - I have
tú (you)	eres – You are	tienes – you have
él (he), ella (she)	es - He is/she is	tiene – he/she has
Nosotros/nosotras (we)	somos – we are	tenemos – we have
Vosotros/vosotras (you) (pl)	soís – you are (pl)	tenéis - you have (pl)
ellos/ellas (they)	son – they are	tienen – they have

Me llamo – My name is/ I am called
 Se llama – he/she is called
 Se llaman – they are called

To say “my” in Spanish we must change how we say it to match the noun (whether it is singular or plural).

My (masculine) = e.g. mi padre

My (feminine) = e.g. mi madre

My (plural) = e.g. mis padres

	Singular	Plural
my	mis	mis
your	tu	tus
his/her	su	sus

To say “I like” in Spanish we must change how we say it to match the noun (whether it is singular or plural)

For singular nouns = **me gusta** e.g. me gusta mi madre

For plural nouns = **me gustan** e.g. me gustan mis padres

This is the same for the verb 'I love'


For singular nouns = **me encanta** e.g. me encanta mi abuelo

For plural nouns = **me encantan** e.g. me encantan mis hermanos



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:										
<div data-bbox="111 739 157 788" style="border: 1px solid black; width: 22px; height: 34px; margin: 0 auto;"></div> <p>Completed? Homework 1</p>		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: simpático, hablador, trabajador, tímido, maleducado, sabio</p> <p>2. What is an adjective? What role does an adjective play in a sentence?</p> <p>3. Are these Spanish personality adjectives positive or negative traits? Write P or N. Trabajador - Perezoso - Maleducado - Simpático - Divertido - Estricto</p> <p>4. Match the intensifiers in Spanish and English</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">muy</td> <td style="width: 50%;">a bit</td> </tr> <tr> <td>un poco</td> <td>quite</td> </tr> <tr> <td>bastante</td> <td>really</td> </tr> <tr> <td>demasiado</td> <td>very</td> </tr> <tr> <td>realmente</td> <td>too (much)</td> </tr> </table> <p>5. Translate these sentences into English</p> <p>a) Mi padre es simpático</p> <p>b) Mi hermano es un poco tímido</p> <p>c) Mi abuela es muy sabi<u>a</u></p> <p>d) Mi tía es bastante maleducad<u>a</u></p>	muy	a bit	un poco	quite	bastante	really	demasiado	very	realmente	too (much)
muy	a bit											
un poco	quite											
bastante	really											
demasiado	very											
realmente	too (much)											



Homework

2



Completed?

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

inglés, español, francés, polaco, somalí, italiano

2. Which of these adjectives are feminine? Which are masculine? How do you know? Write M / F.

- polaca - italiano - americano - francesa - inglesa - chino

3. Read and answer the questions.

Me llamo Clara. Tengo doce años. Soy española pero mi hermanastro es polaco. Mi amigo, Paul, es italiano y mi amiga, Amy, es china. Soy una persona muy habladora pero Paul es más tímido. Amy es muy trabajadora y bastante simpática.

a. How old is Clara? b. What nationality is Clara? c. Who is polish? d. What nationality is Paul?

e. How does Clara describe Amy's personality?

4. Translate into Spanish:

My mum is Italian and my grandad is French

5. Choose x3 more nationalities from your vocabulary list and represent these by drawing the country's flag. Label these in Spanish.

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

Me encanta , me gusta, no me gusta, odio, en mi opinión, pienso que

2. What is a connective? What is its job in a sentence. Give an example of a connective in English.

3. Are these opinions positive or negative?

Me gustan los gatos

Odio los perros

4. Match the connectives in Spanish and English

But y

However porque

Also pero

And sin embargo

Because también

5. Fill in the following sentences with a Spanish opinion that makes sense for you. Translate these sentences into English.

Can you now add a connective to extend your Spanish sentence?

..... el chocolate

..... el café

.... BBA

.... el español

... Bristol

Homework 3

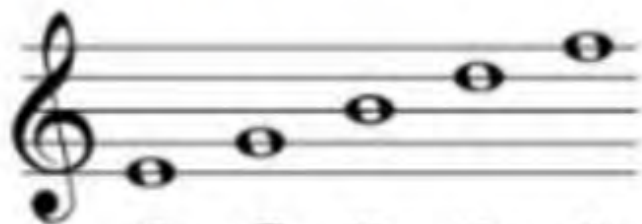


Completed?



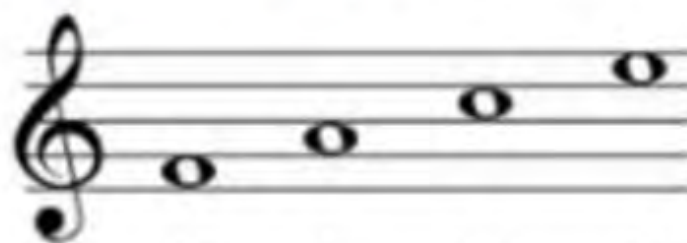
C D E F G A B C D E F G A

Notes **on the lines** are:



E G B D F

Notes **in the spaces** are:




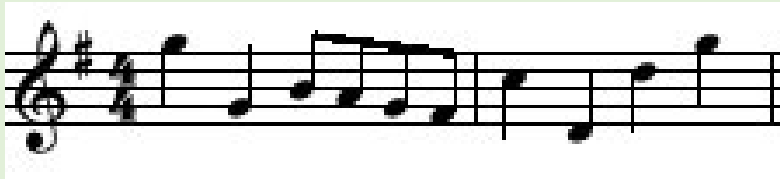


F A C E



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:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. In your homework books, write out the letter names of these notes in order. There are 12 notes in total.</p> 
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. In your homework books, write out the letter names of these notes in order. There are 9 notes in total.</p> 
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. In your homework books, write out the letter names of these notes in order. There are 10 notes in total.</p> 



Peace