



Year 9 | 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	Thursday
Maths	11-13	Friday
Science	14-18	Friday
PE	19-20	Week A
Tech/Computing	21-29	Week A
Art	30-31	Week A
Drama	32-33	Week A
History	34-35	Week B
Geography	36-38	Week B
RE	39-41	Week B
French / Spanish	42-51	Week B
Music	52-53	Week B



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.




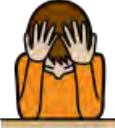



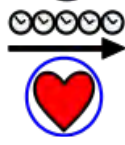










2. PH1 is the strongest acid

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 Alienation 	The state of being an outsider or the feeling of being isolated, as from society	11 Curate 	A curate is a clergyman in the Anglican Church who helps the priest.
2 Colonialism 	The practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth.	12 Desolation 	A feeling of great unhappiness and hopelessness.
3 Imperialism 	A system in which a rich and powerful country controls other countries, or a desire for control over other countries.	13 Humanity 	All the people in the world can be referred to as humanity.
4 Conflict 	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 Survival 	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 Dystopia 	An imaginary place where everything is as bad as it can be	15 Extermination 	The act of destroying living things, esp pests or vermin, completely; annihilation; elimination
6 Technological 	Means relating to or associated with technology.	16 Industrialisation 	The development of industry on an extensive scale in a country, region, etc
7 Complacency 	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 Perspective 	A particular perspective is a particular way of thinking about something, especially one that is influenced by your beliefs or experiences.
8 Invasion 	If there is an invasion of a country, a foreign army enters it by force.	18 Destruction 	The act of destroying something, or the state of being destroyed.
9 Artilleryman 	A person who serves in a specific type of army unit.	19 Vulnerability 	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

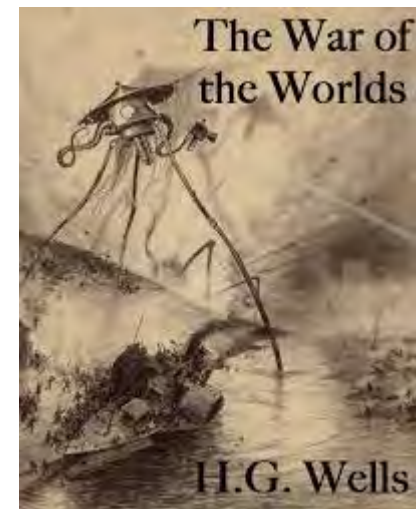
Examples of Science Fiction

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 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, check vocabulary 1-5 Who is Ogilvy and what is his job? Would you investigate the crash site like Ogilvy does? Why/why not? Define "science fiction" in your own words, using at least two tropes. What is Darwin's Theory of Evolution? Define in your own words in a couple of sentences.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, cover, check vocabulary 6-10 Use the word "desolation" in a sentence about <i>War of the Worlds</i>. How did the Victorians feel about science and why? Summarise in a sentence. Define "imperialism" in your own words. To what extent is the Narrator foolish for staying near to the crash site? Explain your answer.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, cover, check vocabulary 11-15 Define the word "superior" in your own words. How have the Martians become superior? Summarise in a sentence. Use the word "dystopia" in a sentence about <i>War of the Worlds</i>. What are the consequences of human complacency in <i>War of the Worlds</i>? Summarise in a sentence.

**Instructions:**

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

Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check vocabulary 16-19 2. Use the word "destruction" in a sentence. 3. What is your understanding of the Space Race? Define in your own words. 4. List three persuasive techniques JFK uses in his speech. 5. How has human arrogance been shown in the novel so far?
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check vocabulary 2,4,6,8, 10, 12 2. Use the word "humanity" in a sentence. 3. What are some similarities between <i>War of the Worlds</i> and <i>Animal Farm</i>? List at least 2. 4. Why has Wells chosen a 1st person narrator? What is the effect on the reader? 5. Use a metaphor to describe the fear of the Martians.
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, check vocabulary 1,3,5,7,9,11,13 2. Use the word "apocalypse" in a sentence. 3. Why is the artilleryman not what you would expect? Explain your answer. 4. If you were the Narrator, would you leave your wife in a safe place? Explain your answer. 5. Write a short bullet point summary of the story so far. This should include between 5-10 bullet points.

Using Averages to compare Data Sets

Reminder:

Mean - Add up the values you are given and divide by the number of values you have.

Median - The median is the middle value, when your data is in order.

Mode - It is the value or item there is the most of.

Range - This is the difference between the largest and smallest values.

Advantages and Disadvantages

Average	Advantage	Disadvantage
Mode	Can be used for qualitative data Easy to obtain	There can be more than one mode or even no mode
Median	Not affected by very large or small values	Can be time consuming when there is a lot of data
Mean	Takes into account all of the data	Very small or very large values affects the mean

What you need to know:

Averages from Frequency Tables

a) Find the mean of this data

Goals Scored (x)	Frequency (f)	fx
0	2	0 x 2 = 0
1	2	1 x 2 = 2
2	5	2 x 5 = 10
3	1	3 x 1 = 3
Total	10	15

Step 1: calculate the total frequency
Step 2: calculate $f \times x$
Step 4: calculate the mean

$$\text{Mean} = \frac{\text{Total } fx}{\text{Total } f}$$

$$\frac{\text{Total } fx}{\text{Total } f} = \frac{15}{10} = 1.5 \text{ goals}$$

b) Find the mode

The mode is the one with the highest frequency

Highest frequency = 5

Mode = 2 goals

c) Find the median

$$\text{Median value} = \frac{\text{Total frequency} + 1}{2}$$

$$\frac{11}{2} = 5.5\text{th value}$$

add the frequency column until you reach the value in-between the 5th and 6th value

Median = 2 goals

d) Find the range

Highest number of goals = 3

Range = 3 - 0 = 3

Smallest number of goals = 0

Averages from Grouped Data

a) Estimate the mean of this data

Length (L cm)	Frequency (f)	Midpoint (x)	fx
0 < L ≤ 10	10	5	10 x 5 = 50
10 < L ≤ 20	15	15	15 x 15 = 225
20 < L ≤ 30	23	25	23 x 25 = 575
30 < L ≤ 40	7	35	7 x 35 = 245
Total	55		1095

Step 1: calculate the total frequency
Step 2: find the midpoint of each group
Step 3: calculate $f \times x$
Step 4: calculate the mean

$$\text{Mean} = \frac{\text{Total } fx}{\text{Total } f}$$

$$\frac{\text{Total } fx}{\text{Total } f} = \frac{1095}{55} = 19.9\text{cm}$$

b) Identify the modal class from this data set

Modal Class is 20 < L ≤ 30

Modal class = the group that has the highest frequency

c) Identify the group in which the median would lie

$$\text{Median value} = \frac{\text{Total frequency} + 1}{2}$$

$$\frac{56}{2} = 28\text{th value}$$

add the frequency column until you reach the 28th value

Median is in the group 20 < x ≤ 30

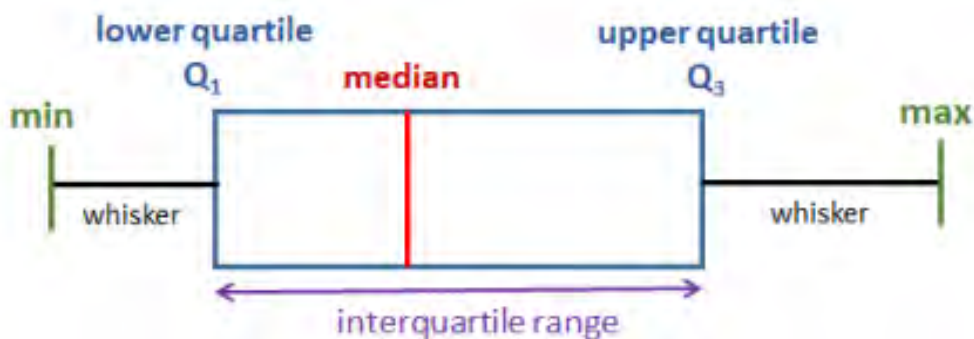
Tip

For grouped data, the mean can only be an estimate as we do not know the exact values in each group..



Box Plots: (Box and Whisker Diagram)

Used as a visual representation of the spread of data. Shows the smallest and largest value, upper and lower quartiles and the median. The box represents the spread of the middle 50% - this is called the **interquartile range**. (upper quartile – lower quartile).

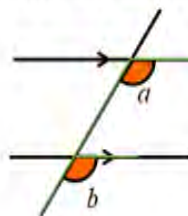


Key vocabulary

Population	The whole group of people or items being studied.
Sample	A selection taken from the population.
Bias	A built in error that makes values incorrect.
Cumulative frequency	The total of a frequency and all frequencies so far in a distribution.
Quartiles	A quartile divides data into 4 quarters, the lower quartile (25%), median (50%) and upper quartile (75%).

Angles on parallel lines

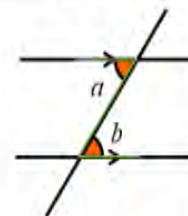
Corresponding angles are equal



$$a = b$$

Look for an F-shape

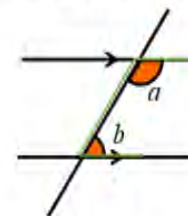
Alternate angles are equal



$$a = b$$

Look for a Z-shape

Interior angles add up to 180°

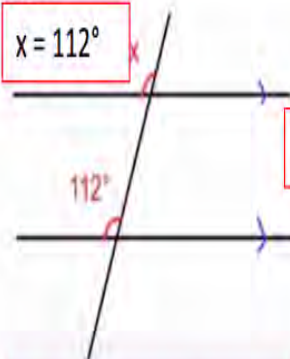


$$a + b = 180^\circ$$

Look for a C- or U-shape

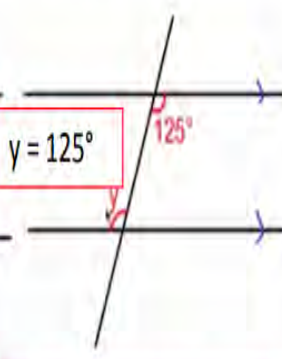
Examples -

$$x = 112^\circ$$



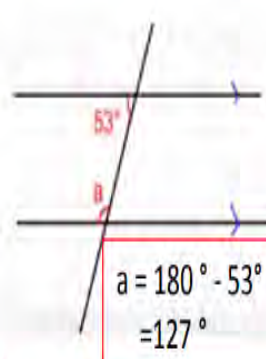
The 'F' can go in any direction.

$$y = 125^\circ$$



The 'Z' can go in any direction.

$$53^\circ$$



The 'C' can go in any direction.


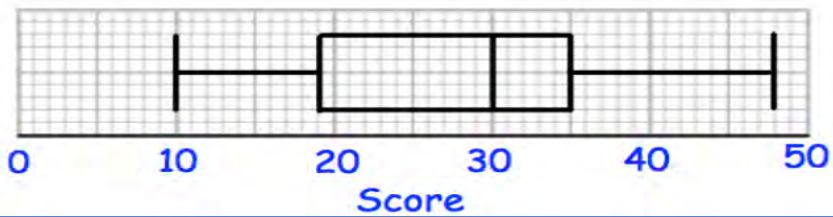
$$a = 180^\circ - 53^\circ = 127^\circ$$



Instructions:

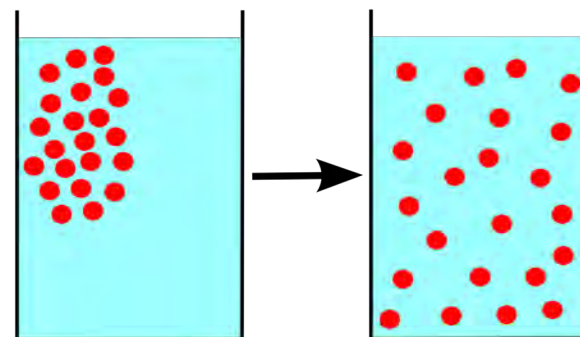
1. In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice**"

"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
1. Averages		Revision - ensure that you are clear on how to find each of the three averages and can comment on when to (and not to) used them.
2. Estimated Mean		Make a flashcard / make notes to explain the steps for finding the estimated mean from grouped data. Explain why we can only find an estimated mean.
3. Box Plots		Evaluate the data from Ms Davis' class
<p>Mrs Davis sets her class a quiz, which has a maximum score of 50. The distribution of the scores are shown in a box plot below.</p> 		
4. Vocabulary		Learn the vocab given. Investigate the terms Qualitative and Quantative and give examples of each type of date
5. Angles		Make a note of all the angle rules you have learned so far- straight line, triangle, around a point and vertically opposite – draw diagrams to support.
5. Parallel lines		Draw diagrams and explanations for alternate, corresponding and co-interior angles

	Key Term	Definition
1	Diffusion	Overall movement of particles from an area of higher concentration to an area of lower concentration
2	Osmosis	Movement of WATER molecules across a partially permeable membrane from a region of higher water concentration to a region of lower water concentration
3	Partially permeable membrane	Is a membrane with very small holes in it
4	Active Transport	Movement of particles across a membrane against a concentration gradient (i.e. from an area of lower to an area of higher concentration) using energy
5	Passive Process	Diffusion and Osmosis does not require energy.

Diffusion



Diffusion happens in both liquids and gases because the particles are free to move randomly. As the temperature increases, particles gain more kinetic energy so the rate of diffusion increases

Only small molecules can diffuse through cell membranes – e.g. glucose, amino acids, water and oxygen

Active transport

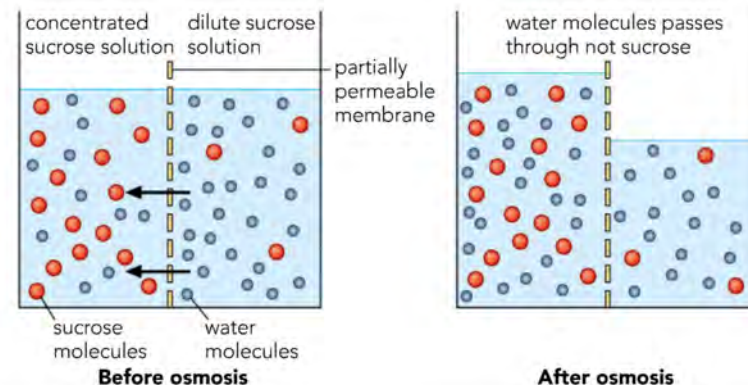
Unlike osmosis and diffusion, active transport requires the energy released from respiration to move particles *against* their concentration gradient.

Examples of active transport:

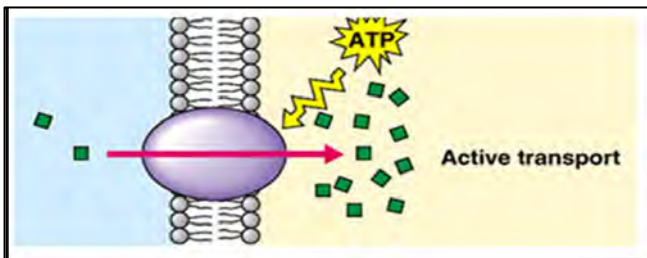
e.g. Moving nutrients from the gut into the bloodstream from a low concentration to a higher concentration

e.g. Moving mineral ions from a lower nutrient concentration of ions in the soil than the plant root hair cell.

Osmosis



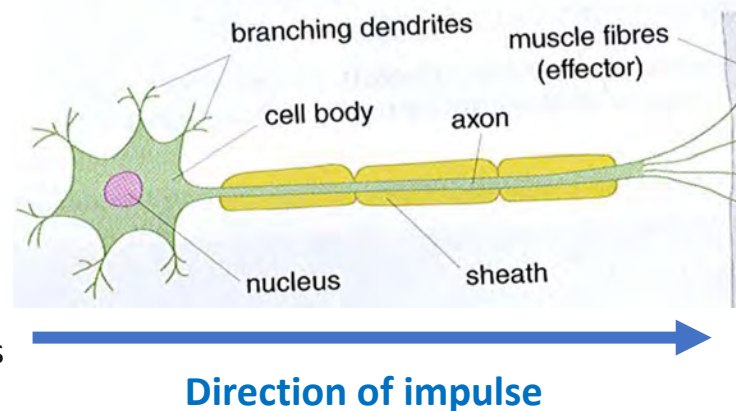
A partially permeable membrane has small holes in it, which only allows small molecules to pass through. The overall movement of water molecules is from a more dilute area (lots of water) to a more concentrated area (less water)



	Key Term	Function
1	Synapse	The point at which two neurones meet. There is a tiny gap between neurones at a synapse.
2	Cytokinesis	When the cytoplasm of a cell is separated as the cell membrane becomes pinched to form two daughter cells.
3	Central nervous system	The main part of the nervous system that includes the brain and spinal cord
4	Interphase	The stage during which a cell prepares itself for cell division. DNA replication takes place and additional sub-cellular structures are produced.
5	Stem cell	Cells that have not yet become specialised for a specific function

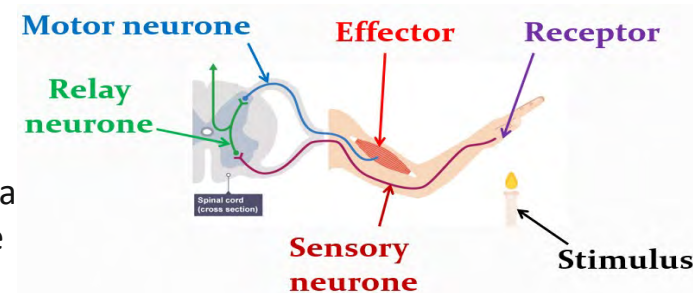
Nerve cells are also called neurons. Neurons are adapted to carry electrical impulses from one place to another.

- **Dendrites:** carry nerve impulses towards the cell body
- **Axon:** carries nerve impulses away from the cell body
- **Myelin sheath:** fatty sheath which acts as an electrical insulator and increases the speed of the nerve impulses along the neuron



Reflex arc

Different types of neurons that work together to create an automatic and rapid response to a stimulus to minimise any damage to the body.



Sequence:

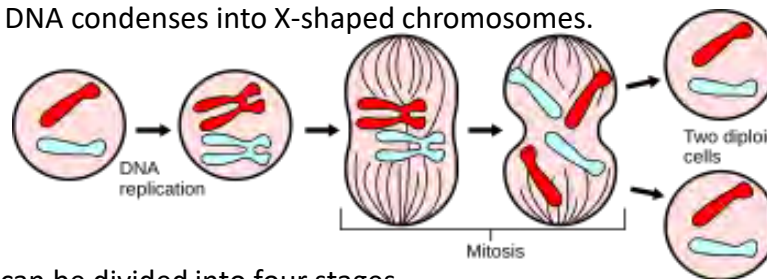
1. Stimulus →
2. Receptor →
3. Sensory neuron →
4. Relay neuron →
5. Motor neuron →
6. Effector.

This does not involve the conscious part of the brain, which makes it much quicker.

	Key Term	Function
1	Mitosis	Cell division used for growth and repair. Divided into four stages: prophase, metaphase, anaphase, telophase
2	Cell differentiation	The process by which cells become specialized for their job
3	Cytokinesis	At the end of mitosis, the cell membrane and cytoplasm divide to form two separate cells
4	Percentile growth charts	Used to assess a child's growth over time so that an overall pattern can be seen
5	Stem cells	Undifferentiated cells which can specialise (differentiate) into different types.

Mitosis: cell division that occurs for growth and repair.

- Produces two genetically identical daughter cells from the parent cell
- Mitosis produces diploid daughter cells which contain two copies of each chromosome
- One chromosome has come from the mother, and one has come from the father
- Before mitosis begins, the cell is in interphase. During this time, the DNA replicates and the DNA condenses into X-shaped chromosomes.

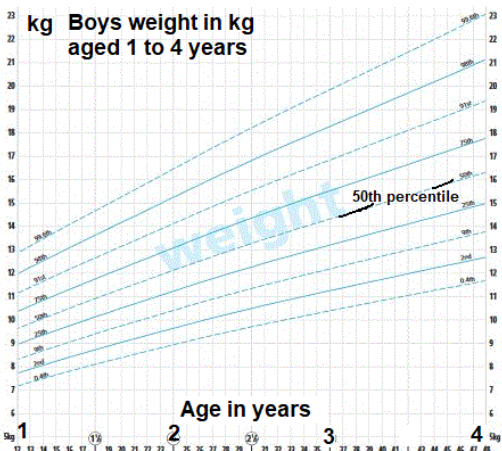


- Mitosis can be divided into four stages
1. **Prophase:** Chromosomes become visible, and the nuclear membrane disappears
 2. **Metaphase:** Chromosomes line up at the centre of the cell
 3. **Anaphase:** Chromosomes are pulled apart to opposite poles of the cell by spindle fibres
 4. **Telophase:** Nuclear membranes reform around each set of chromosomes to form two new nuclei.
- The cell membrane and cytoplasm then divide to form two separate cells. This is called cytokinesis.

Percentile Growth charts:

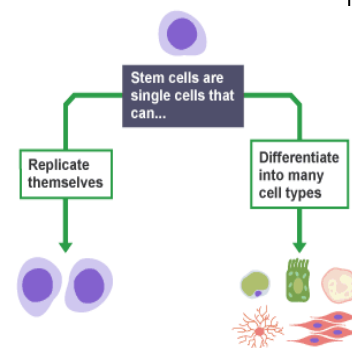
- Used to assess a child's growth over time so an overall pattern can be established, and any problems can be highlighted.

- **25th percentile:** 25% of babies will have a weight on or below this line
- **50th percentile:** 50% of babies will have a weight on or below this line
- **75% percentile:** 75% of babies will have a weight on or below this line



Stem cells:

- Undifferentiated cells which can specialise into any cell type
 - Stem cells always divide by mitosis
 - In humans there are two types of stem cells:
1. **Embryonic stem cells** – found in human embryos and have the potential to divide into any type of cell. However the embryo has to be destroyed to harvest the stem cells.
 2. **Adult stem cells** – found in certain places like bone marrow. Used to replace damaged cells and cannot differentiate into any cell type
- In plants, stem cells are found in the meristem tissue at the tips of growing roots and shoots.





Instructions:

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



Homework	Due	Task:
Homework 1 Transport processes		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. In which direction do water particles move by osmosis?3. What substance moves by osmosis?4. What is a partially permeable membrane?5. What happens to the rate of diffusion if the temperature is increased?
Homework 2 Transport processes		<ol style="list-style-type: none">1. What must water molecules move through in osmosis?2. Which of the three transport processes requires energy?3. Which process do plants use to absorb nitrates from the soil?4. After a sugary meal, which process will take glucose into the blood from the small intestine?5. Which process do plants use to absorb nitrates from the soil?
Homework 3 Transport processes		<ol style="list-style-type: none">1. Define Osmosis.2. Define Diffusion.3. Define Active transport4. Sketch a diagram to show what happens during diffusion.5. Why do cells that carry out lots of active transport require many mitochondria? (Hint: think about what the function of a mitochondria is



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 4 Nervous System</p>		<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5 2. What is the difference between the function of dendrites and an axon 3. Name all the structures in the reflex arc in order 4. What is the function of a reflex arc? 5. Explain what would happen to the speed of an electrical impulse transmission if the myelin sheath was destroyed.
<p>Homework 5 Cells and Control</p>		<ol style="list-style-type: none"> 1. Read, cover, check terms 1-5. 2. Name the stages of mitosis in order 3. What happens during interphase? 4. If a baby is on the 25th centile for weight, what percentage of babies are heavier than it? 5. Describe the disadvantages of using an adult stem cell and the disadvantages of using an embryonic stem cell




The benefits of exercise

Physical Effects Immediate		Physical Effects Long Term		Mental Effects		Social Effects	
1	Increased heart rate.	7	Lower resting heart rate	11	Reduces Stress	14	Make Friends. If you exercise with a group, you'll develop greater empathy and social skills and gain new social outlets.
2	Increased breathing rate and depth.	8	Lower breathing rate	12	Makes you feel good. It releases the feel good hormone Serotonin.	15	Teamwork Skills. Allows your members to work together to achieve a common goal, such as improving as a team or winning a game.
3	Skin becomes red as blood comes to the surface.	9	Bigger and Stronger muscles (Hypertrophy)	13	Increases Confidence	16	Communication Skills. It makes you talk to and listen to others.
4	Skin becomes sweaty to lower your body temperature.	10	Reduce risk of chronic illnesses such as type 2 diabetes and heart disease			17	Leadership Skills. You have to do your part to achieve the goal and work with others.
5	Lactic acid is produced causing muscular pain.						
6	Activation of serotonin - which makes you feel good.						

**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 the key words 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?		<ol style="list-style-type: none"> 1.Look, cover, write, check the key words 2.Describe why a long - term effect of exercise maybe to improve your communication 3.Why does your skins become red immediately after exercise? 4.Describe one immediate effect that exercise has on your breathing? 5.Describe why a long- term effect of exercise is a lower resting heart rate
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Look, cover, write, check the key words 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? Can you explain why? 5.Why could participating in exercise improve your leadership skills? Explain



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	Social engineering 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 # This code asks for your name and marks
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:**

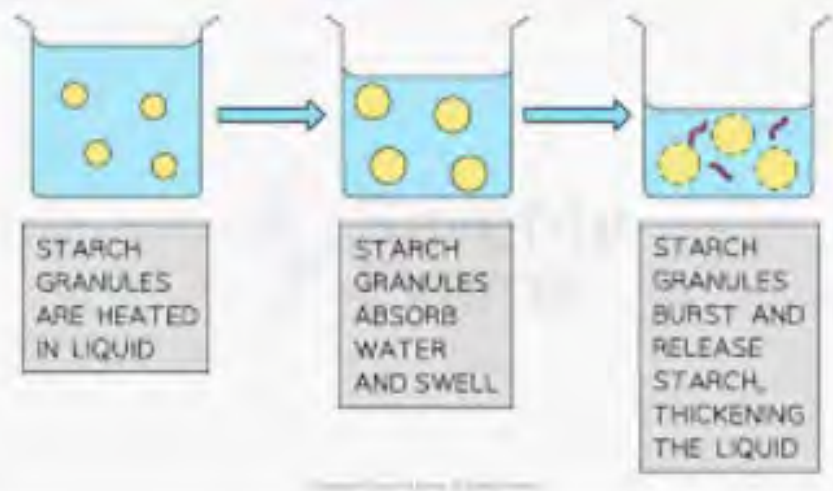
For each homework, you will be asked to look at a **particular section of your Knowledge to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

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



Important vocabulary

Key word	Meaning
1. Energy balance	Balancing energy from food eaten with energy used to maintain weight.
2. Macronutrients	Fat, protein, carbohydrates. These provide the body with energy and are large enough to be measured in grams= macro = big.
3. Micronutrients	Vitamins and minerals needed by the body in tiny amounts = micro.
4. Nutrition	Eating all the nutrients required to be healthy.
5. 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.
6. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
7. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
8. Bacillus cereus	Bacteria often found on rice which causes food poisoning.
9. 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.
10. Justification	Making a statement and supporting it with a reason or example.
11. Mise-en-place	French for 'Put in place' = preparation before cooking.



LOW FAT VANILLA FLAVOURED YOGHURT
INGREDIENTS: Skim Milk, Concentrated Skim Milk, Water, Sugar, Cream (From Milk), Thickeners (1422 (From Maize), 1442 (From Maize)), Milk Solids, Gelatine, Flavours, Acidity Regulators (331, 332, 270, 330), Enzyme (Lactase), Live Cultures.
Contains Milk and Milk Products.

Quenelle
en place
Julienne *Frappé* *Chapelux*
Bouillon *Piquet* *Macédoine*
tefeuille *Entremet* *Glace de*
Chiffonade *Timbale*
elle Cuisine *Escalope* *Roux* *Jar*
hand-froid *Veloute* *Brunoise*
pariole *Choucroute garnie* *Blanch* *Mou*



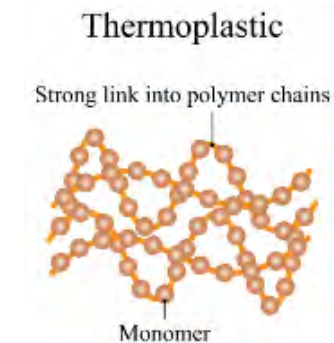
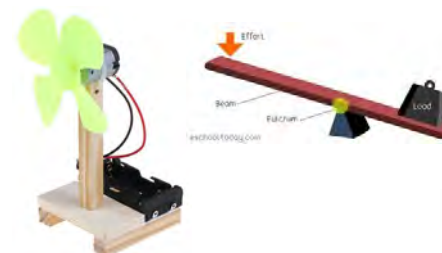
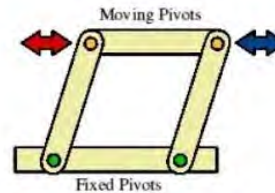
Instructions: For each homework, you will be asked to look at a particular section of your Knowledge to help you answer the questions using full sentences. Each task should take 20 minutes, Set a timer and stop when the time runs out.

Homework	Due	Task:
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 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 e.g., dairy allergy, the foods they cannot eat are dairy products including.....the alternatives available include lactose free or vegan products like.... 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.
Homework 4		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-11. 2. List the English meaning of the French term <u>mise-en-place</u>. 3. French terms are commonly used in cooking. Find 3 more French terms commonly used and explain their meaning. 4. Give 3 examples of foods that gelatinise (gelatinisation). 5. Which food poisoning is closely linked to poor hygiene?
Homework 5		Complete the Show my homework end of topic test.



Important vocabulary

Key word	Meaning
1. Hardwood	These are usually found in broad-leaved temperate and tropical forests.
2. Softwood	The wood from a conifer (such as pine, fir, or spruce) as distinguished from that of broadleaved 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 soldering iron 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 etched from a layer fixed to a flat insulating 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	SOFTWOOD
<ul style="list-style-type: none"> ▪ Darker colour ▪ Heavy ▪ More expensive ▪ Lasts for several decades ▪ Natural weather resistance ▪ More environmental impact 	<ul style="list-style-type: none"> ▪ Lighter colour ▪ Lighter weight ▪ Less expensive ▪ Lasts for over a decade ▪ Weather resistant when treated ▪ Less environmental impact



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

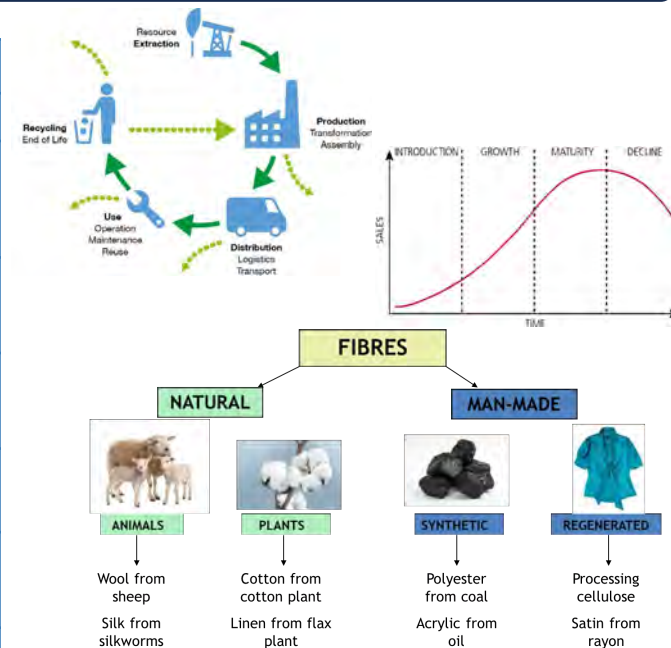
1. For each homework, you will be asked to look at a particular section of your Knowledge Organiser to help you answer the questions using full sentences.

Homework	Due	Task:
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 11-12.2. What are the three classes of levers, and how do they differ from each other?3. What is a linkage in a mechanical system, and what is its primary function?
Homework 4		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-5.2. What are some characteristics that differentiate hardwood from softwood, and can you name two examples of hardwood trees?3. What is the main source of softwood, and what are two common uses for softwood in construction or manufacturing?4. How does the behaviour of thermoplastic change when heated, and why is this property useful for recycling?5. What element do ferrous metals contain that makes them prone to rusting, and can you name two examples of ferrous metals?
Homework 5		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 6-10.2. What are non-ferrous metals, and can you name three examples commonly used in electronics?3. What is a soldering iron, and what safety precautions should you take when using one?4. What is a printed circuit board (PCB), and why is it important in electronic devices?5. What are inputs in an electronic circuit, and can you give two examples of input devices?



HW 4 & 5 - Important vocabulary

Key word	Meaning
1. Lifecycle Analysis	a way to study the impact a product has on the environment from the beginning to the end of its life. The goal of LCA is to find ways to make products in a way that causes less harm to the environment.
2. Sustainability	meeting our own present-day needs without compromising the needs of future generations.
3. Raw Materials	The basic, unprocessed resources extracted from the environment used to manufacture a product.
4. Manufacturing	The process of turning raw materials into finished products through various methods and technologies
5. Usage	The period during which a product is used by consumers, including its performance, maintenance, and energy consumption
6. Disposal	The final stage of a product's lifecycle, involving the end-of-life options such as recycling, composting, landfilling, or incineration.
7. Environmental Impact	The effect a product has on the environment throughout its lifecycle, including resource depletion, pollution, and carbon footprint
8. Product Life Cycle	The stages a product goes through from its creation to its disposal, encompassing introduction, growth, maturity, and decline.
9. Introduction	When the product is launched into the market. This phase involves marketing and promotion to create awareness and attract customers.
10. Growth	The stage where the product's sales start to increase rapidly as more consumers become aware of it and begin to purchase it. This phase often sees improvements and variations of the product.
11. Maturity	The stage where the product's sales growth slows down and stabilizes. The market may become saturated, and competition is intense. Companies focus on differentiation and maintaining market share.
12. Decline	The final stage where the product's sales and popularity begin to fall due to market saturation, technological advancements, or changing consumer preferences. Companies may discontinue the product or innovate to restart the lifecycle.



HW 3 - Important vocabulary

Key word	Meaning
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.



Instructions:

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

<p>Homework 3</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-12. 2. What are the "6 Rs" of sustainability, and why are they important in waste management and resource conservation? 3. Provide an example of how you can "reuse" an item in your daily life instead of throwing it away. 4. Describe the process of "recycling" and how it helps conserve natural resources. 5. Compare and contrast "natural fibres" and "manmade fibres" in terms of their sources and environmental impact.
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Homework	Due	Task:
<p>Homework 4</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-7. 2. What is lifecycle analysis, and why is it important in understanding a product's impact on the environment? 3. How do raw materials affect the environmental impact of a product, and why is it important to choose sustainable materials? 4. In what ways can the manufacturing process contribute to a product's overall environmental impact, and what steps can be taken to make manufacturing more eco-friendly? 5. Why is it important to consider the disposal stage of a product's lifecycle, and how can consumers and manufacturers work together to reduce environmental harm at this stage?

<p>Homework 5</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 8-12. 2. What happens during the introduction stage of a product life cycle, and why is this stage crucial for the product's success? 3. How does the growth stage of a product life cycle differ from the introduction stage, and what are the key indicators of this stage? 4. What strategies might a company use during the maturity stage to maintain its market position and extend the product's life cycle? 5. Why do products eventually enter the decline stage, and what options do companies have to manage this phase of the product life cycle?
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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- Thumbnail Sketch	A thumbnail sketch is a small sketch or drawing which explores ideas for a piece of art.
8- 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.	

Why do we study art?

To be creative, to make and craft work.
 To be imaginative, to be innovative and resourceful
 To express your emotions, developing emotion intelligence.
 To learn new skills
 To develop our skills
 To develop knowledge for creative careers.
 To build problem solving skills
 To boost your confidence and self esteem
 To think about things differently
 To develop fine motor skills
 To explore ideas and experiment with materials.
 To make links between current events and different cultures/ ways of living.
 To understand the world and our place in it.

Artist Analysis

1- The piece I am looking at is called..... (the artworks name)
 It was made in.....
 The artwork measures..... by.....

2- **See-** Describe the piece of work, imagine you are describing it to someone who cannot see it. You need to add a lot of detail.

Subject, Colour,
 Composition, Shape/form,
 Pattern, Texture,
 Line, Tone,
 I can see.....

3- **Think-** What do you think about the work?
 I like/dislike this piece because.....



Instructions:

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

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Read, cover, write check terms 1-3. 2. Why do we look at artists work? 3. Collect 5 images of food items you might like to use in your painting. You can email them to your teacher or print them yourself. You could also collect images from magazines.
Homework 2		<ol style="list-style-type: none"> 1. Read, cover, write check terms 4-6. 2. Read the reasons why we study art. 3. Write a description of the artwork by Joel Penkman. 4. Write your opinion about the artwork. <p>Use the sentence starters on the knowledge organiser to help you.</p> <p><i>Chupa Chups</i>, 2012, egg tempera, 20 x 20 cm</p>
Homework 3		<ol style="list-style-type: none"> 1. Read, cover, write check terms 7 and 8. 2. Write a description of the artwork by Slinkachu 3. Write your opinion about the artwork. <p>Use the sentence starters on the knowledge organiser to help you.</p> <p>'Stuck on You', 2019, photograph.</p>





Year 9 Drama – Term 3 -Set Text



Elements of play texts

Language	context
plot	climax
themes	tension
atmosphere	pace
characters	interpretation

Vocal Skills

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


Physical Skills

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

	Key Words	Definition
1	Scene	A section of a play/act
2	Stage directions	The instructions for the actor in the script
3	Playwright	The person who wrote the script
4	Dialogue	Speech
5	Monologue	A paragraph, scene or play with one character
6	Duologue	A scene or play between two people
7	Script	Written dialogue
8	Audience	Spectators of theatre
9	Character	A person who you play in role
10	Rehearsal	Practicing a scene/performance
11	Subtext	The meaning beneath the words
12	Status	The power dynamic or social hierarchy



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

Homework	Due 	Task:
Homework 1 <input data-bbox="126 511 171 556" type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, Write, Cover , Check key terms 1-4. Name 3 key themes from Noughts and Crosses. Who has more power in the play, Noughts or Crosses? Is Sephy and the Hadley family Noughts or Crosses? Is Callum and the McGregor family Noughts or Crosses?
Homework 2 <input data-bbox="126 892 171 938" type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, Write, Cover , Check key terms 5-8 Name 3 key themes from Noughts and Crosses. Who has more power in the play, Noughts or Crosses? Is Sephy and the Hadley family Noughts or Crosses? Is Callum and the McGregor family Noughts or Crosses?
Homework 3 <input data-bbox="126 1296 171 1342" type="checkbox"/> Completed?		<ol style="list-style-type: none"> Look, Write, Cover , Check key terms 9-12 Name 3 key themes from Noughts and Crosses. Who has more power in the play, Noughts or Crosses? Is Sephy and the Hadley family Noughts or Crosses? Is Callum and the McGregor family Noughts or Crosses?

1. Reparations	Germany was to made to pay £6.6 billion reparations for damage during the war.
2. Chancellor	The head of the German government appointed by the president.
3. Reichstag	The name of Germany's parliament.
4. Propaganda	Information, can be biased, that promotes a political cause/point of view.
5. Third Reich	The name of the Nazi regime (government).
6. Kinder, Küche, Kirche	'Children, Kitchen, Church.' Nazi's asked women to do these instead of work.
7. Hitler Youth	To this end, from the age of 10 boys and girls were encouraged to join the Nazis' youth organisation, the Hitler Youth (the girls' wing of which was called the League of German Maidens).
8. Gestapo	Nazis' secret police force. Its job was to monitor the German population for signs of opposition or resistance to Nazi rule.
9. SS	Led by Heinrich Himmler, the SS was the most important of these organisations and oversaw the others. Initially set up as Hitler's personal bodyguard service, the SS was fanatically loyal to the Führer. It later set up concentration camps where 'enemies of the state' were sent.
10. Armistice	A document which is signed to halt fighting (WWI was signed on 11 th November 1918).



30 th January 1933 – Hitler is named chancellor of Germany.
February 1933 – The Reichstag Fire was blamed a Dutch communist and used as propaganda; support gained for NSDAP.
23 rd March 1933 - The Enabling Act was passed which meant Hitler was able to make laws without consulting the Reichstag.
30 th June 1934 - The Night of the Long Knives - purge of SA leadership who threatened Hitler and other political opponents.
2 nd August 1934 – President Hindenburg died. Hitler combines the role of chancellor and president and becomes Führer (leader).

Hitler and the Nazi Party were a **constant presence** in the life of the German people with **pictures of Hitler** displayed everywhere; Germans having to greet each other with a Heil Hitler! raised arm salute.

Propaganda - It aimed to **brainwash people** into obeying the Nazis and idolising Hitler through a range of different methods. E.g. speeches (Hitler was a brilliant speaker; propaganda posters

Mass rallies - These public displays of support for Nazism involved **music, speeches and demonstrations of German strength**. The biggest one was held each year in August at Nuremberg.


Gestapo - This was the Nazis' **secret police** force. Its job was to monitor the German population for signs of opposition or resistance to Nazi rule.

Initially set up as **Hitler's personal bodyguard service**, the **SS** was loyal to the Führer. It later set up concentration camps.

Concentration camps - Life in the **concentration camps was extremely harsh**. Prisoners were made to live and work in horrendous conditions.

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check terms 1-3 2. How much money was Germany made to pay in reparations following WWI? 3. What was the Armistice? 4. What happened in January 1933? 5. What types of Propaganda did Hitler use to persuade people?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check terms 4-6 2. What was the role of the SS? 3. What was the Enabling Act? 4. What was the Reichstag fire? When was it? 5. How would the Gestapo keep control?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check terms 7-9 2. What 2 youth groups were created in Nazi Germany? 3. Name activities would these youth groups do? 4. What were mass rallies? 5. When does Hitler become Fuhrer?



9.3 Why should we care about our oceans?

Where are our oceans located?



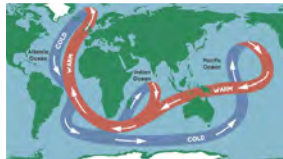
Why are our oceans important?

1. They help us to breathe

- Phytoplankton are responsible for 50% of the oxygen on earth.

2. They help to regulate our climate

- The ocean absorbs huge amounts of heat from the sun.
- Sea currents transport the heat around the world.
- E.g. the gulf stream takes warmer water from the Gulf of Mexico across the Atlantic to Europe.



3. They are an important source of food

- Fish accounts for 16% of all animal protein consumed globally.
- Over 1 billion people rely on fish as their main source of protein.

4. Its biodiversity is incredible

- No one knows the true number of species in our oceans.
- 91% of species in the ocean still await description.



5. They create millions of jobs

- In 2030, ocean-based industries will employ more than 40 million people.
- 90% of people who rely on oceans for income come from LIC's/NEE's

Key Word	Definition
1. Hydrosphere	The water on the surface of the earth in oceans, lakes, rivers and seas.
2. Biodiversity	The variety of plant and animal life in a particular habit.
3. Climate regulation	Influence of processes that regulate the atmosphere and weather patterns.
4. Economic	Influences money
5. Food security	Having enough food to supply demand.
6. Deep ocean currents	Driven by density.
7. Surface ocean currents	Driven by surface winds.
8. Gyre	A large circular ocean current.
9. Great Pacific Garbage Patch	Largest of the five offshore plastic accumulation zones containing plastic pollution.
10. Microplastics	When larger bits of plastic break down into tiny particles.
11. Overfishing	Catching more fish than the natural system can replace leaving to a reduction in fish numbers.
12. Sustainable fishing	Respecting habitats and leaving enough fish in the ocean so that fish numbers can be regulated.
13. TAC – total allowable catch	The number of fish you are allowed to catch in a particular area.



What is overfishing?

- In **1900**, our oceans contained **6x more fish** than today.
- In **2003**, it was estimated that industrial fishing had **reduced the number of large ocean predators to just 10%** of their preindustrial population.

Bottom

Trawling is when a net the size of a football pitch is dragged



along the sea floor to collect lots of fish.



This ends up in lots of **bycatch**. This is fish that is caught that

is unwanted and is sometimes thrown back into the sea dead or alive.



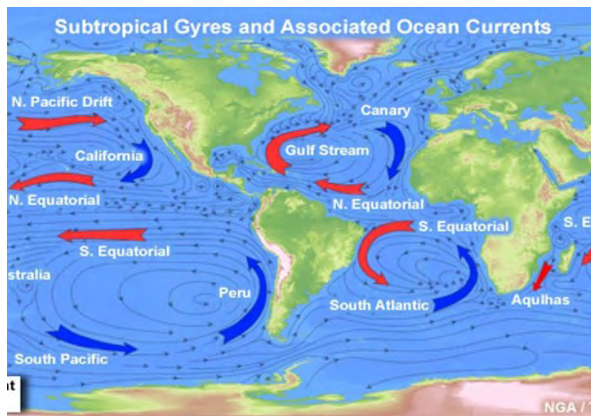
- It is estimated that **1.15 to 2.41 million tonnes** of plastic are entering the ocean each year from rivers.
- More than **half of this plastic is less dense than the water**, meaning that it **will not sink** once it encounters the sea.

The **Great Pacific Garbage Patch** is the **largest accumulation of ocean plastic in the world**, located between **Hawaii and California** with an estimated **3.6 trillion piece of plastic in it**.

- The plastic gets trapped in **gyres** (circular ocean currents).
- It can only get out by breaking down into **microplastics** which animals mistake for food.
- All pieces of plastic since 1950 are still around today.



What drives our ocean currents?




- Surface Ocean Currents** are driven by **surface winds**. Due to the **Coriolis effect** (the earth's rotation), many create **gyres** (circular ocean currents).
- Deep Ocean Currents** are driven by **water density**. Cold, denser water sinks and is replaced by warmer, less dense water. This is also known as **Thermohaline Circulation**.



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


Homework	Due 	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 1-5. 2. Which ocean is found to the north of the UK? 3. Which is the largest ocean located to the east of Asia and to the west of north and south America. 4. Name two reasons why our oceans are important. 5. Which reason do you think is the most important? Explain your answer.
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 6-10. 2. What are the main differences between the two ocean currents? 3. How many tonnes of plastic are entering the oceans from rivers each year? 4. What is the Great Pacific Garbage patch? 5. Name two consequences of the Great Pacific Garbage Patch.
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write and check key terms 11-13. 2. What is Overfishing? 3. How much have our large ocean predators decreased by? 4. What is bottom trawling? 5. What is bycatch?

Religion & Conflict

KEYWORDS

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

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

What are the two types of Jihad?		
Greater	Lesser	
The struggle against oneself	Non-Violent	Violent
	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

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

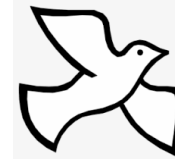
Where? Aztec Empire (Modern day Mexico)

By Whom? Spanish Conquistadores

What happened?

Between 1519 and 1521 the Spanish, under the leadership of conquistador Hernán 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 to help you answer the questions using full sentences.** Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
Homework 1		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check Keywords 1-3 2. Give 2 causes of conflict. 3. Who were the Khalsa? 4. What is one historical example of religious conflict? 5. What does Greater Jihad mean?
Homework 2		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check, Keywords 4 + 5 2. What does Khalsa mean? 3. What did the Khalsa demonstrate? 4. What is the difference between Greater and Lesser Jihad? 5. Give an example of a casualty of war
Homework 3		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check, Keywords 6 + 7 2. Give 2 reasons for conflict. 3. What were the Khalsa also known as? 4. Outline what happened during Operation Blue Star 5. Your thoughts – Can you think of any other examples of historical religious conflict?



ACTIVITY VERBS

aller	To go
jouer	To play
manger	To eat
visiter / rendre visite	To visit / pay a visit
faire	To do
danser	To dance
boire	To drink
regarder	To watch
écouter	To listen
lire	To read
acheter	To buy
finir	To finish
écrire	To write
dormir	To sleep
nager	To swim
rester	To stay
voyager	To travel
chanter	To sing
envoyer des textos	To text
contacter	To contact
appeler	To call
cuisiner	To cook
aider	To help
travailler	To work
se relaxer	To relax
se reposer	To rest

INTENSIFIERS

très	very	extrêmement	extremely
tellement	so	trop	too
assez	quite	vraiment	really
un peu	a bit	pas du tout	not at all

HEALTHY LIVING VERBS

	se coucher	To go to bed
	avoir envie de	To fancy (feel like)
	trouver (un emploi)	To get a job
	courir	To run
	se droguer	To take drugs
	se soûler	To get drunk
	se sentir bien/mal	To feel well/unwell
	être au régime	To be on a diet
	être en forme	To be in shape
	garder la forme	To stay in shape
	éviter	To avoid
	fumer	To smoke
	essayer (+ infinitive)	To try (to do something)
	se lever	To get up
	s'inquiéter	To worry
	se sentir	To feel
	avoir mal	To have pain
	avoir sommeil	To feel sleepy
	surmonter	To overcome

LES GENS

avec	with
mes ami(e)s	my friends
mon frère	my brother
ma sœur	my sister
mes parents	my parents
ma famille	mi family
seul	alone

PEOPLE

ENDROITS

Chez moi	At my home
Chez mon ami(e)	At my friend's house
Dans ma chambre	In my bedroom
Dans le salon	In the living room
Dans le jardin	In the garden
Dans mon quartier	In my neighbourhood
En Angleterre	In England
À l'étranger	Abroad
En ville	In town
À la campagne	In the countryside
À la montagne	In the mountains
Au bord de la mer	At the coast

PLACES

ADJECTIVES

relaxant/relaxante	relaxing
agréable	pleasant
sérieux / sérieuse	serious
sportif / sportive	sporty
enrichissant / enrichissante	enriching
amusant / amusante	fun
passionnant / passionnante	exciting
rapide	quick
énervant / énervante	annoying
gratifiant / gratifiante	rewarding
ennuyeux / ennuyeuse	boring
facile	easy
difficile	difficult
intéressant / intéressante	interesting
bon/ bonne pour la santé	healthy
mauvais/ mauvaise pour la santé	unhealthy



9.10 Leisure and healthy living

3 time frames opinions
Infinitives justifications
Time phrases describing and comparing

Verbs and the present tense in French

The infinitive

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

Forming the present tense in French

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

*Important! There are some key irregulars to learn which don't follow this pattern – aller (as shown here), être, avoir and faire are really important!

	RE verb	ER verb	IR verb
Je (I)	-s	-e	-s
tu (you)	-s	-es	-s
il/elle (he/she)		-e	-t
nous (we)	-ons	-ons	-issons
vous (you all)	-ez	-ez	-issez
ils/elles (they)	-ent	-ent	-issent

Verbs and the near future tense in French

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

Use part of the verb ALLER + a + 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 a faire un gateau. *Tomorrow Paul is going to make a cake.*

Aller (to go)	
Je vais	I am going
Tu vas	You are going
Il/elle va	He /she/one is going
Nous allons	We are going
Vous allez	You (lot) are going
Ils/elles vont	They are going

Verbs and the past tense in French



AVOIR (present)
J'ai
Tu as
Il /elle a
Nous avons
Vous avez
Ils /elles ont

ÊTRE (present)
Je suis
Tu es
Il /elle est
Nous sommes
Vous êtes
Ils /elles sont

-ER → É (parlé)
-IR → I (fini)
-RE → U (vendu)
être → été
avoir → eu
faire → fait
pouvoir → pu
vouloir → voulu



9.10 Leisure and healthy living

3 time frames
 Infinitives
 Time phrases

opinions
 justifications

1. Expressing FUTURE intentions :

J'ai l'intention de + infinitive (I plan to/ I intend to ...)

Je voudrais + infinitive (I would like to...)

2. Using infinitives after j'aime/je n'aime pas/je déteste/je préfère :

You can also use an infinitive after opinion verbs such as aimer, détester and préférer. They are usually translated with a **gerund** (a verb ending with -ing) in English:

J'aime habiter à Newcastle - I like living in Newcastle.

Tu préfères jouer au foot ou au tennis? - Do you prefer playing football or tennis?

Je déteste boire du café parce que c'est dégoûtant – She hates drinking coffee because it's disgusting.

3. Opinions

J'aime - I like

J'aime beaucoup- I like **a lot**

Je n'aime pas beaucoup- I don't like **much**

Je préfère – I prefer

Je déteste - I hate

Je ne peux pas supporter - I can't stand

4. Justification

Parce que - because

Ainsi– therefore/so

Par conséquent - consequently

5. Comparisons

Plus.....que –more...than

Moins...que - less...than

Aussi...que – as...as

6. Superlative

Le/la plus – the most

Le/la moins – the least

Le/la mieux – the best

Le/la pire – the worse

7. Time phrases

Normalement - normally

D'habitude - usually

Généralement - generally

Quelquefois – sometimes

Ensuite – next

Rarement - rarely

Le weekend prochain– next weekend

La semaine prochaine - next week

Le weekend dernier - last weekend

Le mois dernier - last month

L'été dernière - last summer

Pendant le confinement - during lockdown



Homework	Due	Task:
Homework 1		<p>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: courir, se sentir bien, se sentir mal, se droguer, se coucher</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - normalement, l'année prochaine, l'année dernière, le weekend prochain, le weekend dernier</p> <p>3. Are these French adjectives positive or negative? Write P or N. - bon pour la santé - mauvais pour la santé - fatigant - reposant - gratifiant</p> <p>4. Translate these sentences about healthy living into English: Normalement je fais du sport trois fois par semaine J'adore jouer au rugby parce que c'est reposant et sociable. Je vais jouer ce soir. Le weekend dernier j'ai dormi neuf heures. C'était vraiment relaxant.</p> <p>5. Write a sentence similar to 4C about what you did last weekend</p>
Homework 2		<p>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: - passionnant, fumer, manger, boire, garder la forme</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - La semaine prochaine, demain, quelquefois, normalement, le weekend dernier</p> <p>3. Which of the below phrases is NOT followed by an infinitive? - J'aime....., Je n'aime pas....., J'ai l'intention de....., Je voudrais....., Je</p> <p>4. Translate these sentences about healthy living into French (use homework 1 qu. 4 to help): Normally I play tennis three times a week I love to play football because it is healthy and sporty. I am going to play this evening. Last weekend I slept for 4 hours. It was really tiring.</p> <p>5. Translate into English : J'ai l'intention de dormir huit heures ce soir</p>

**Instructions:**

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

Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: - s'inquiéter, se sentir, ennuyeux, sociable, dégoûtant</p> <p>2. Are the following sentences past or future? Write Pr, Pa or F J'ai l'intention de faire plus de sport l'année prochaine Quand j'étais jeune je jouais au tennis avec mon cousin. C'était vraiment relaxant. Quelquefois je vais au centre sportif pour faire de la natation.</p> <p>3. Which of the below phrases is NOT followed by an infinitive? - Nous aimons...., Nous n'aimons pas....., Nous avons l'intention de...., Nous voudrions....., Nous</p> <p>4. Translate these sentences about healthy living into French (use homeworks 1 and 2 qu. 4 to help) : Normally I play rugby two times a week I love to swim because it is healthy and relaxing. I am going to swim this evening. Last weekend I visited my family in London. We played tennis.</p> <p>5. Translate into English :Quand j'étais jeune j'aimais faire du sport avec ma famille mais maintenant je le trouve vraiment ennuyeux.</p>



ACTIVITY VERBS

ir	To go
jugar	To play
comer	To eat
visitar	To visit
hacer	To do
bailar	To dance
beber	To drink
ver	To watch
escuchar	To listen
leer	To read
comprar	To buy
terminar	To finish
escribir	To write
dormir	To sleep
nadar	To swim
quedar	To stay
viajar	To travel
cantar	To sing
mandar SMS	To text
contactar	To contact
llamar	To call
cocinar	To cook
ayudar	To help
trabajar	To work
relajarse	To relax
descansar	To rest

INTENSIFIERS

muy	very	extremadamente	extremely
tan	so	demasiado	too
bastante	quite	realmente	really
un poco	a bit	nada	not at all

HEALTHY LIVING VERBS

	acostarse	To go to bed
	apetecer	To fancy (feel like)
	conseguir (un trabajo)	To get a job
	Correr	To run
	Drogarse	To take drugs
	Emborracharse	To get drunk
	Encontrarse bien/mal	To feel well/unwell
	Estar a dieta	To be on a diet
	Estar en forma	To be in shape
	Mantenerse en forma	To stay in shape
	Evitar	To avoid
	Fumar	To smoke
	Intentar (+ infinitive)	To try (to do something)
	Levantarse	To get up
	Preocuparse	To worry
	Sentirse	To feel
	Tener dolor	To have pain
	Tener sueño	To feel sleepy
	Superar	To overcome

GENTE

con	with
mis amigos	my friends
mi hermano	my brother
mi hermana	my sister
mis padres	my parents
mi familia	mi family
solo/a	alone

PEOPLE

SITIOS

PLACES

En casa	At home
En la casa de <u>mi amigo</u>	At my friend's house
En mi dormitorio	In my bedroom
En el salón	In the living room
En el jardín	In the garden
En mi barrio	In my neighbourhood
En Inglaterra	In England
En el extranjero	Abroad
En el pueblo	In town
En el campo	In the countryside
En las montañas	In the mountains
En la costa	At the coast

ADJECTIVES

relajante	relaxing
agradable	pleasant
serio/a	serious
deportivo/a	sporty
enriquecedor/a	enriching
divertido/a	fun
emocionante	exciting
rápido/a	quick
molesto/a	annoying
gratificante	rewarding
aburrido/a	boring
fácil	easy
difícil	difficult
interesante	interesting
bueno/a para la salud	healthy
malo/a para la salud	unhealthy



3 time frames
Infinitives
Time phrases

opinions
justifications
describing and comparing

Verbs and the present tense in Spanish

The infinitive

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

Forming the present tense in Spanish

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

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

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

Verbs and the near 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.*

IR (to go)	
voy	I am going
vas	You are going
va	He /she/one is going
vamos	We are going
vais	You (lot) are going
Van	They are going

Verbs and the past tense in Spanish

The **preterite** is the past tense used in Spanish to describe a completed action at a specific time in the past (e.g. ayer (yesterday), el año pasado (last year)). For regular we take off **-ar, -er** – **ir** and add the below endings :

	-AR	-ER / -IR
I	é	í
You (sg)	aste	iste
He/she/it	ó	ió
We	amos	imos
You (pl)	asteis	isteis
They	aron	ieron

Examples:

Tomar = to take
To form "I took"

~~TOMAR~~ > tom > tomé

Hablar = to speak
To form "she spoke"

~~HABLAR~~ > habl > habló



9.10 Leisure and healthy living

3 time frames
 Infinitives
 Time phrases

opinions
 justifications

1. Expressing FUTURE intentions :

Tengo la intención de + infinitive (I plan to/ I intend to ...)

Me gustaría + infinitive (I would like to...)

2. Using infinitives after me gusta/no me gusta/odiar/preferir :

You can also use an infinitive after opinion verbs such as *aimer*, *odiar* and *preferir*. They are usually translated with a **gerund** (a verb ending with -ing) in English:

Me gusta vivir à Newcastle - I like living in Newcastle.

Prefieres jugar al fútbol o al tenis? - Do you prefer playing football or tennis?

Odio beber café porque es asqueroso – She hates drinking coffee because it's disgusting.

3. Opinions

Me gusta(n) - I like

Me gusta(n) **mucho** - I like a lot

No me gusta(n) **mucho** - I don't like
much

Prefiero – I prefer

Odio - I hate

No suporto - I can't stand

4. Justification

Porque - because

Por lo tanto – therefore/so

Por consiguiente- consequently

5. Comparisons

Más.....que –more...than

Menos...que - less...than

Tan...como – as...as

6. Superlative

El/la más – the most

El/la menos – the least

El/la major – the best

El/la peor – the worse

7. Time phrases

Normalmente - normally

Usualmente - usually

Generalmente - generally

De vez en cuando/a veces – sometimes

Luego – next

Raramente - rarely

El fin de semana que viene– next weekend

La semana que viene- next week

El fin de semana pasado - last weekend

El mes pasado - last month

El verano pasado- last summer

Durante la cuarentena- during lockdown

**Instructions:**

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



Homework	Due	Task:
Homework 1		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: correr, encontrarse bien, encontrarse mal, drogarse, acostarse</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - normalmente, el año pasado, el fin de semana que viene, el fin de semana pasado</p> <p>3. Are these Spanish adjectives positive or negative? Write P or N. - bueno para la salud - malo para la salud - - relajante - interesante - gratificante</p> <p>4. Translate these sentences about healthy living into English: Normalmente hago deporte tres veces por semana Me encante jugar al rugby porque es relajante y sociable. Voy a jugar esta tarde. El fin de semana pasado dormí nueve horas . Fue muy relajante.</p> <p>5. Write a sentence similar to 4C about what you did last weekend</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: - enriquecedor, fumar, comer, beber, estar en forma</p> <p>2. Are the following time phrases present, past or future? Write Pr, Pa or F - La semana próxima, mañana, a veces, normalmente, el fin de semana pasado</p> <p>3. Which of the below phrases is NOT followed by an infinitive? - Me gusta..., No me gusta....., Tengo la intención de, Me gustaría....., Yo</p> <p>4. Translate these sentences about healthy living into Spanish (use homework 1 qu. 4 to help): Normally I play tennis three times a week I love to play football because it is healthy and sporty. I am going to play this evening. Last weekend I slept for 4 hours. It was really tiring.</p> <p>5. Translate into English : Me gustaría dormir ocho horas esta noche</p>

**Instructions:**

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Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: - preocuparse, encontrarse, aburrido, sociable, difícil</p> <p>2. Are the following sentences past or future? Write Pr, Pa or F Tengo la intención de hacer deporte el año que viene. Cuando era pequeño jugaba al tenis con mi primo. Era muy relajante. A veces voy al polideportivo para nadar.</p> <p>3. Translate these sentences about healthy living into Spanish (use homeworks 1 and 2 qu. 4 to help) : Normally I play rugby two times a week I love to swim because it is healthy and relaxing. I am going to swim this evening. Last weekend I visited my family in London. We played tennis.</p> <p>4. Translate into English : Cuando era pequeño jugaba al rugby al colegio pero no juego.</p> <p>5. Translate into English : Cuando era pequeño hacía deporte con mi familia pero ahora creo que es muy aburrido.</p>



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

Spaces:

Lines:

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

Notes **on the lines** are:




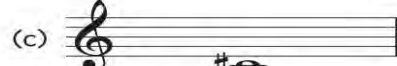


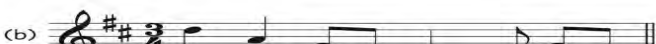



Notes **in the spaces** are:

Note Pyramid			
Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4



Instructions:

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<p>Choose the correct note for each question and write in your red book</p> <p>Tick (✓) one box to show the correct name of each note. (7)</p> <p>(a)  (b)  (c) </p> <p>F# <input type="checkbox"/> D# <input type="checkbox"/> G <input type="checkbox"/> E <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/> E# <input type="checkbox"/> C# <input type="checkbox"/> D# <input type="checkbox"/> G# <input type="checkbox"/></p>
Homework 2 <input type="checkbox"/> Completed?		<p>Choose the correct number for each question and write in your red book</p> <p>Tick (✓) one box to answer each question. (2)</p> <p>(a) How many quavers are there in a  ? 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>(b) How many crotchets are there in a semibreve? 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 6 <input type="checkbox"/></p>
Homework 3 <input type="checkbox"/> Completed?		<p>Add the one missing bar-line to each of these five melodies.</p> <p>(a) </p> <p>(b) </p> <p>(c) </p> <p>(d) </p> <p>(e) </p> <p>Complete these on this sheet and bring to class.</p>