



Year 7 | Term 6 | Homework



Homework Schedule

Your homework will consist of:

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

Subject	Page	Homework is set on:
English	6-10	Tuesday
Maths	11-13	Friday
Science	14-20	Monday
PE	21-22	Week A
Tech/Computing	23-28	Week A
Art	29-30	Week A
Drama	31-33	Week A
History	34-35	Week B
Geography	36-38	Week B
RE	39-41	Week B
French / Spanish	42-49	Week B
Music	50-51	Week B
PSHE	52	Set Termly

When is week A/B

	Set Week Commencing	Due Week Commencing
Week A	02/06/25	16/06/25
Week B	09/06/25	23/06/25
Week A	16/06/25	30/06/25
Week B	23/06/25	07/07/25
Week A	30/06/25	14/07/25
Week B	07/07/25	21/07/25



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







The tempest -Key vocabulary

1	Usurped	If you say that someone usurps a job, role, title, or position, from someone when they have no right to do this.	11	Rebellion 	A rebellion is a violent organized action by a large group of people who are trying to change their country's political system.
2	Colonialism	Colonialism is the practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth.	12	Patriarchy 	Patriarchy is a system in which men have all or most of the power and importance in a society or group.
3	Prose 	Prose is ordinary written language, in contrast to poetry.	13	Supernatural 	Supernatural creatures, forces, and events are believed by some people to exist or happen, although they are impossible according to scientific laws.
4	Comic relief 	A comic interlude, or comic element, in a tragedy	14	Native 	Your native country or area is the country or area where you were born and brought up.
5	Ambiguous 	If you describe something as ambiguous, you mean that it is unclear or confusing because it can be understood in more than one way.	15	Authority 	Authority is the right to command and control other people.
6	Enchantment 	If you say that something has enchantment, you mean that it makes you feel great delight or pleasure. It is the fact of you're feeling great delight and pleasure because of it.	16	Vengeance	Vengeance is the act of killing, injuring, or harming someone because they have harmed you.
7	Betrayal 	A betrayal is an action which betrays someone or something, or the fact of being betrayed.	17	Exile	If someone is living in exile, they are living in a foreign country because they cannot live in their own country, usually for political reasons.
8	Liberty 	Liberty is the freedom to live your life in the way that you want, without interference from other people or the authorities.	18	Magus 	An astrologer, sorcerer, or magician of ancient times
9	Savage 	Someone or something that is savage is extremely cruel, violent, and uncontrolled.	19	Ancestry 	Your ancestry is the fact that you are descended from certain people.
10	Obedience 	The act or an instance of obeying; dutiful or submissive behaviour	20	Heritage	All the qualities, traditions, or features of life, continued over many years and passed on over generations.



English – The Tempest




Key character	Biography	Key character quotation
Prospero 	The play's protagonist and father of Miranda. Twelve years before the events of the play, Prospero was the Duke of Milan. His brother, Antonio, with Alonso, King of Naples, usurped him, forcing him to escape in a boat with his daughter.	<i>"My high charms work, And these, mine enemies, are all knit up In their distractions. They now are in my power."</i>
Miranda 	The daughter of Prospero, Miranda was brought to the island at an early age and has never seen any men other than her father and Caliban. Because she has been away from the world for so long, Miranda's ideas of other people tend to be childishly positive. She is compassionate and loyal to her father.	<i>If by your art, my dearest father, you have Put the wild waters in this roar, allay them.</i>
Ariel 	Prospero's spirit helper. Often called 'he' his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment by the witch Sycorax, Ariel is Prospero's servant until Prospero decides to release him. He is mischievous, able to travel the length of the island at will.	<i>All hail, great master! Grave sir, hail! I come. To answer thy best pleasure, be 't to fly, To swim, to dive into the fire, to ride. On the curled cloud.</i>
Caliban 	Another of Prospero's servants. Caliban, the son of the witch Sycorax, welcomed Prospero to the island. Caliban believes that the island rightfully belongs to him and has been stolen by Prospero.	<i>"I loved thee, And showed thee all the qualities o'th' isle, the fresh springs, brine-pits, barren place and fertile"</i>

**Biography of Shakespeare**

- William Shakespeare was born in 1564 in Stratford-upon-Avon, England.
- He became one of the greatest playwrights and poets in history, writing renowned works such as "Romeo and Juliet," "Hamlet," and "Macbeth."
- Shakespeare's plays explore themes of love, power, and tragedy, and his poetic language continues to influence literature and theatre today.
- He died in 1616, leaving behind a legacy that has shaped the world of literature for centuries.




English – The Tempest

Context	
Famous storm 	Shakespeare's portrayal of the catastrophic storm that opens the play probably comes from reports of a real shipwreck which occurred in Bermuda in 1609. The Tempest directly references Bermuda in Act 1, Scene 2, when Ariel says Prospero asked him to make a storm
Colonialism/ period of discovery 	Shakespeare was inspired by Michel de Montaigne's "Of the Cannibals!" Gonzalo's speech in Act 2 envisions how he would rule the island – by rejecting the usual rules of civilized society, and instead copying "primitive" society.
Shakespeare's final play 	The imagery of Prospero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.

Themes	
Forgiveness and repentance	Antonio, Prospero's brother, wronged Prospero by dethroning and banishing some twelve years ago. Antonio was supported by Alonso and Sebastian. These three characters get punished.
The difficulty of distinguishing "man" from "monster"	The identity of Caliban remains ambiguous in this play. Sometimes he is addressed as monster and in some places, he is called man.

**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 vocabulary 1-52. Who is the main character and protagonist of The Tempest?3. Where does most of the play take place?4. Write 2 sentences explaining how The Tempest explores the theme of power and control through the character of Prospero?5. Re-write the definition of vengeance in your own words using an example from the play.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look cover write check vocabulary 6-102. What is the relationship between Prospero and Miranda?3. Who are the other inhabitants of the island besides Prospero and Miranda?4. How are the themes of forgiveness demonstrated in the play?5. Re-write the definition of liberty in your own words and give an example from the play.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look cover write check vocabulary 11-152. What event leads to Prospero's exile from Milan?3. How does Prospero use magic throughout the play?4. Write at least 2 sentences explaining the theme of colonisation and exploitation in The Tempest5. Re-write the definition of enchantment in your own words and give an example from the play.

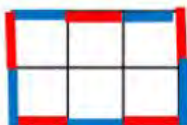


Instructions: For each homework, you will be asked to look at a **particular section of your Knowledge Organiser** to help you answer the questions using **full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 4 Completed? <input type="checkbox"/>		<ol style="list-style-type: none">1. Look cover write check vocabulary 16-202. Who is Caliban and what role does he play in the story?3. How does Prospero manipulate the shipwrecked characters when they arrive on the island?4. Give an example of the theme of illusion versus reality in The Tempest and explain what Shakespeare is suggesting about this theme.5. Re-write the definition of ancestry in your own words and give an example of this in the play.
Homework 5 Completed? <input type="checkbox"/>		<ol style="list-style-type: none">1. Look cover write check vocabulary 2,4,6,8,102. Who is Ariel and what is their relationship with Prospero?3. What is the resolution of the play's conflicts by the end?4. Write two sentences discussing the theme of freedom in the play. Which characters seek freedom and how do they achieve it?5. Re-write the definition of savage in your own words and give an example from the play.
Homework 6 Completed? <input type="checkbox"/>		<ol style="list-style-type: none">1. Look cover write check vocabulary 1,3,5,7,92. How does Miranda react when she first sees other men besides her father?3. How does Prospero's story conclude in The Tempest?4. Write 2 sentences explaining the theme of nature versus civilisation and how that affects the characters in The Tempest.5. Re-write the definition of ambiguous in your own words and give an example from the play.

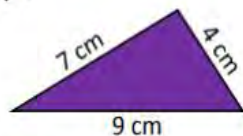
Memory

Perimeter is the distance around the outside of a shape



Count the outside edges highlighted in blue and red.

$$\text{Perimeter} = 10\text{cm}$$

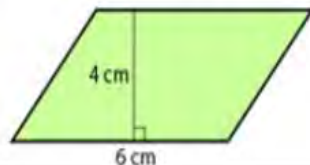


Add all the edges together.

$$\text{Perimeter} = 4 + 7 + 9 = 20\text{cm}$$

Parallelograms:

The formula is similar to a rectangle but instead of width we use the height. $A = \text{Length} \times \text{Height}$



$$A = 6 \times 4 = 24\text{cm}^2$$

Sometimes the length is referred to as the base.

Key Vocabulary

Parallel: Lines which are always the same distance apart and never meet

Perpendicular: two lines that meet at right angles.

Pi π : A special number used to calculate area and circumference of circles.

Circumference: The name for the perimeter of a circle.

Diameter: The distance from one side of the circle to the other **through** the centre.

Radius: The distance from one side to the centre (half of the diameter)

Memory

Area is the inside of a shape.

To find the area of a rectangle.



Count the squares

$$\text{Area} = 6\text{ cm}^2$$



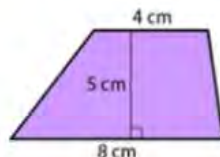
Area = Length \times width.

$$\text{Area} = 9 \times 4 = 36\text{ cm}^2$$

Trapeziums: To find the area of a trapezium we use the following formula:

$$\text{Area} = \frac{(a+b)}{2} \times h$$

Where a and b are the parallel sides and h is the height.



$$\text{Area} = 4 + 8 = 12$$

$$12 \div 2 = 6$$

$$6 \times 5 = 30\text{cm}^2$$

Add the parallel sides.

Divide the total by 2.

Multiply by the height.

To find the area of a circle

use the formula $\text{Area} = \pi r^2$

Pi is the number of times the diameter fits into the circumference of a circle. Use pi as

$$\pi = 3.14 \dots$$

Example: Radius = 8cm

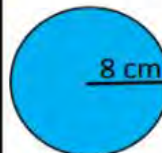
Diameter = 16cm

$$\text{Area} = \pi r^2$$

$$\text{Area} = 3.14 \times \text{radius} \times \text{radius}$$

$$\text{Area} = 3.14 \times 8 \times 8$$

$$\text{Area} = 200.96\text{cm}^2$$



To find the circumference of a circle use the formula

$$\text{Circumference} = \pi d$$

Pi is the number of times the diameter fits into the circumference of a circle. Use pi as

$$\pi = 3.14$$

Example: Radius = 7.5cm

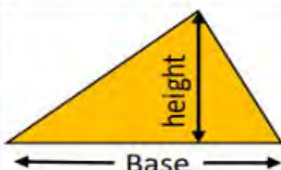
Diameter = 15cm

$$\text{Circumference} = \pi d$$

$$\text{Circumference} = 3.14 \times \text{diameter}$$

$$\text{Circumference} = 3.14 \times 15$$

$$\text{Circumference} = 47.1\text{cm}$$



Area of a triangle formula

$$\frac{1}{2} \text{ base} \times \text{height}$$

or

$$\frac{\text{base} \times \text{height}}{2}$$

The height **MUST** be perpendicular height

**Year 7 - Revision Guide Term 6**

Sign in to [Mathswatch](https://vle.mathswatch.co.uk/vle/browse) Click the Video Clip number for the topic you want to revise, or go to <https://vle.mathswatch.co.uk/vle/browse>

- Type the number in the search box and then click on the topic when it comes up below
- Note - If it does not come up, try changing the qualification to 'GCSE' or 'KS3'
- Watch the video and complete 2 standard and 2 harder interactive questions
- Note – this list is not exhaustive and students may be assessed on other areas of the curriculum.

Topic	Mathswatch Video Clip		Tick
	KS3	GCSE	
Ratio and proportion			
Shading	R1b		
Unit conversions	R2		
Fractions	R3		
Best value	R4		
Simplifying	R5a		
Sharing	R5b		
Scale factors	R6		
Reading Scales	N8		
Scale drawings	G15		
Direct proportion	R8		
Proportion and recipes		39	
Reading scales	N8		
Scale Drawings	G15		
Scales and Maps	R6		

Topic	KS3	GCSE	Tick
Properties of shapes			
Basic definitions	G1		
Properties of triangles	G16		
Properties of quadrilaterals	G14		
Line symmetry	G3		
Rotational symmetry	G7		
Perimeter and area			
Perimeter	G8a, G8b		
Area – counting squares	G9		
Area - rectangles	G20a		
Area - parallelograms	G20b		
Area – triangles	G20c		
Area - trapezia	G20d		
Fractions			
Fraction of an amount	N33		
Multiplying fractions	N42a		
Dividing fractions	N42b		

**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**"

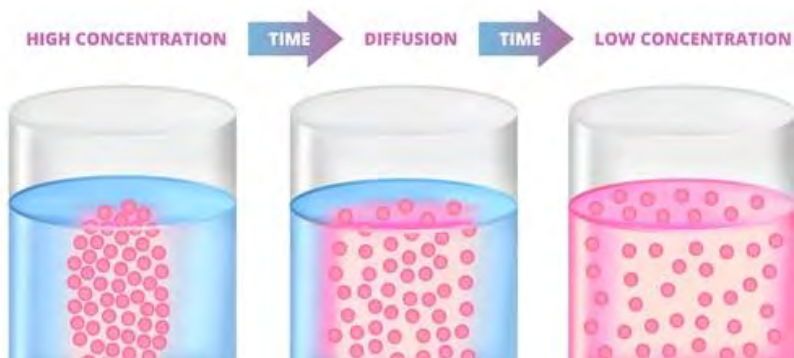
"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always **bristol**"

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Complete?		1. Look, over and check the definition for perimeter and area
Homework 2 <input type="checkbox"/> Complete?		1. Look, over and check the formula for the area of a rectangle and triangle
Homework 3 <input type="checkbox"/> Complete?		1. What is a of parallelogram? 2. What is the formula to calculate the area of a parallelogram?
Homework 4 <input type="checkbox"/> Complete?		1. What is a trapezium? 2. What is the formula to calculate the area of a trapezium?
Homework 5 <input type="checkbox"/> Completed?		1. Look, over and check the definition for radius , circumference and diameter .
Homework 6 <input type="checkbox"/> Complete?		1. How many tasks above can you answer?



	Key Term	Definition
1	Diffusion	The passive, random movement of particles from an area of high concentration to an area of lower concentration
2	Sublimation	The change of state from a solid directly to a gas
3	Deposition	The change of state from a gas directly to a solid
4	Concentration gradient	The difference in concentration between two areas
5	Change of state	A change from one physical state (e.g. solid, liquid, gas) to another.

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



A **gradient** is a bit like a slope. The particles in diffusion move from a higher to lower concentration, we call this down the concentration gradient. The steeper the gradient, the faster the rate of diffusion.

States of matter

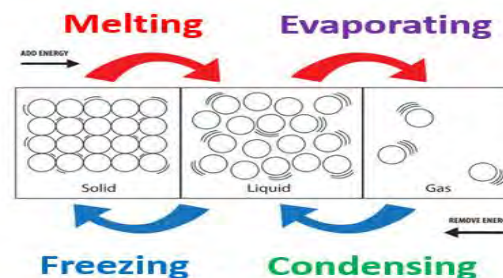
Substances exist in three states of matter: solids, liquids and gases. All substances are made from particles, and the forces between the particles are different in each state.

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



Key points:

When a substance is heated, the particles gain kinetic energy and move faster. The size of the particles does not change, only the space between 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.

Sublimation and deposition

Some (not all!) substances can change state directly from:

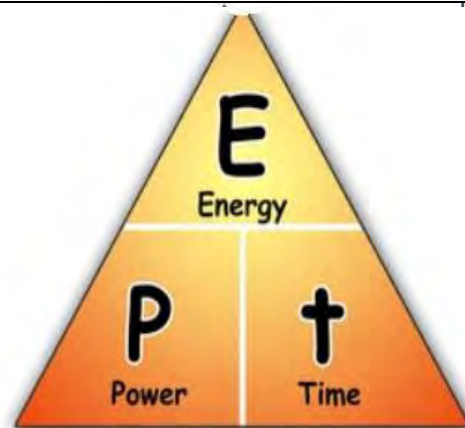
- **A solid to a gas** – this is called sublimation. An example is iodine. Solid grey iodine is heated to purple vapours.

- **A gas to a liquid** – this is called deposition. An example is the formation of frost on a cold surface. When water vapour in the air meets a surface that is below condensation temperature, ice crystals form without first condensing into liquid water





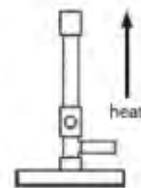
	Key Term	Definition
1	Power	Amount of energy used over time
2	Mass	How much matter is contained in an object or living being
3	Weight	Force exerted on an object due to gravity
4	Energy store	The way that energy is contained within an object
5	Kilometres	A unit to measure distance



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

Drawing apparatus

- We use simple line drawings to represent the equipment we use during practicals.
- Always use a pencil to draw these diagrams



Bunsen burner



Beaker



Measuring cylinder



Test tube



Boiling tube



Evaporating basin



Tripod



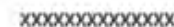
Funnel



Clamp, stand, boss



Conical flask

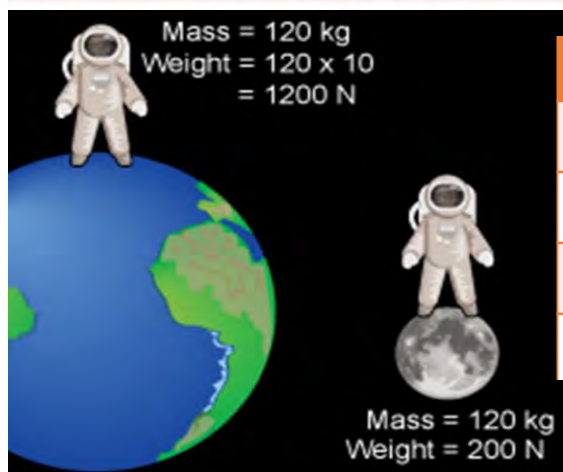


gauze



Heatproof mat

Key point – mass and weight are not the same thing! Mass is the amount of matter (stuff) a substance is made up of. The weight of an object depends on both the mass of the object and the force of gravity. You can calculate weight using the equation: **Weight (N) = Mass (kg) x Gravity (N/kg)**



Metric Conversions

1kg = 1000g	1km = 1000m
1 tonne = 1000kg	1 litre = 1000ml
1cm = 10mm	1 litre = 1000cm ³
1m = 100cm	1ml = 1cm ³



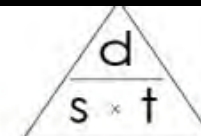
	Key Term	Definition
1	Independent variable	The variable that you change in an experiment. You can only have one of these
2	Discrete data	Data that only take certain values and falls into categories
3	Anomaly	A data point which does not fit the trend. An 'odd' result
4	Gradient	The slope of the line on a graph
5	Toxic	A substance which can be poisonous and possibly deadly.

• What is speed?

A measure of how far something travels in a particular time.
"The rate at which something moves"

• How do we calculate speed?

$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



• What is speed measured in?

m/s (Metres per second)

Sometimes we are given distance in kilometres and time in minutes. In this case, we need to do a unit conversion.

Meters
↑ ↓
× 1000 ÷ 1000
Kilometers

60 SECONDS ÷ 60 1 MINUTE
× 60

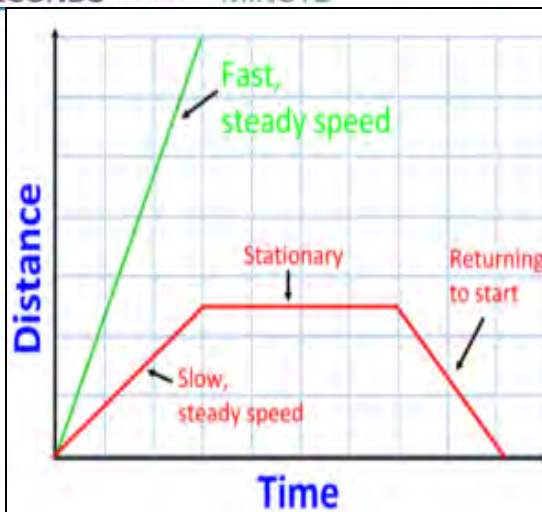
Example question: A runner runs 100 metres in 10 seconds, calculate his speed.

$$\begin{aligned}\text{Speed} &= \text{Distance} \div \text{Time} \\ \text{Speed} &= 100 \div 10 \\ \text{Speed} &= 10 \text{ metres per second (m/s)}\end{aligned}$$

Key point: Sometimes you might be asked to rearrange the equation to find the distance or time.

$$\text{Time} = \text{Distance} \div \text{Speed}$$

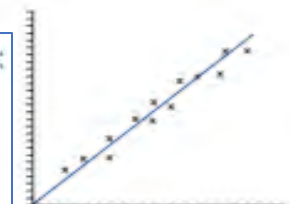
$$\text{Distance} = \text{Speed} \times \text{Time}$$



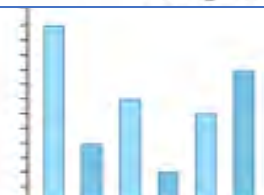
Using the graph we can use:

$$\text{Gradient} = \frac{\text{Distance}}{\text{Time}}$$

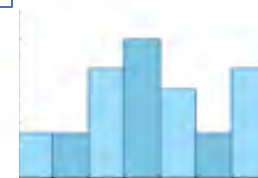
$$\text{Gradient} = \frac{\text{change in y}}{\text{change in x}}$$



When both variables are continuous, we draw a scatter graph.



When one of our variables is discrete, we draw a bar chart.



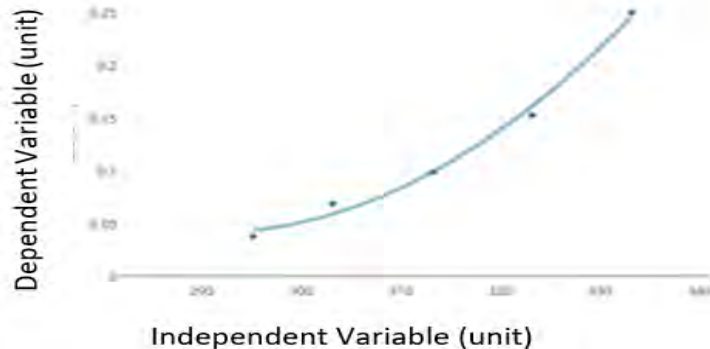
When continuous data is grouped into categories, we draw a histogram.



	Key Term	Definition
1	Discontinuous Data	Data that is in categories such as eye colour or shoe size. This data should be plotted on a bar chart.
2	Continuous Data	Data that can take any numerical value within a range such as height or temperature. This data should be plotted on a line graph.
3	Gradient	The gradient of a line is how steep it is.
4	Line of best fit	A line of best fit is drawn to best represent the trend of the points. This can either be straight or curved and not a dot-to-dot.
5	Origin	The point on the graph that is 0,0.

Line Graphs

Used to plot continuous Data.



The Independent variable always goes on the x-axis and the dependent variable always goes on the y-axis.

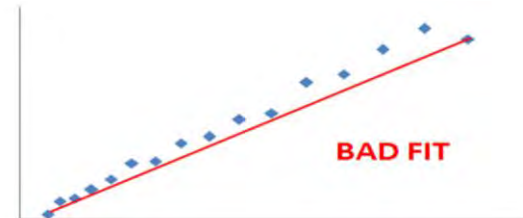
Drawing Results Tables

The independent variable always goes in the left column. The dependent variable always goes in the right column.

Independent Variables (units)	Dependent variable (units)

Drawing Lines of Best Fit

DO NOT have to go through zero (the origin)
DO NOT have to be a straight line
DO NOT include anomalies in lines of best fit
SHOULD always follow the points
IF it is a straight line then it should be drawn with a ruler
IF it is a curve then it should be drawn free hand



Discontinuous vs Continuous Data

Discontinuous data - categories

Hair colour, eye colour, shoe size, type of pet

Continuous data – can take any value

Height, weight, temperature, volume of gas

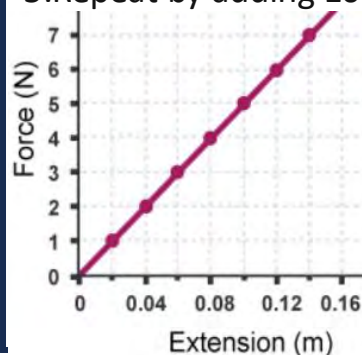


	Key Term	Definition
1	Hooke's Law	The extension of an elastic object is directly proportional to the force added
3	Resultant force	The overall force acting on an object when adding up the individual forces acting on the object
4	Newtons (N)	Unit of force, symbol 'N'
5	Mass	The amount of matter (stuff) that something is made up of
6	Weight	The force of the Earth on an object due to its mass

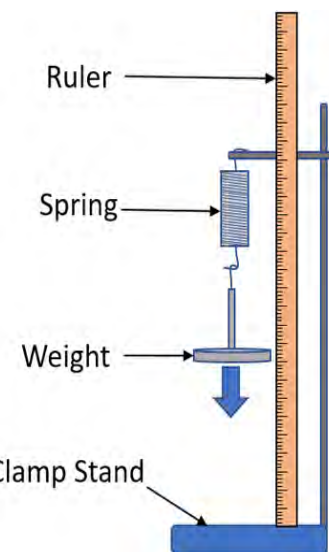
Investigating Hooke's Law

Method

1. Set up the apparatus as in the diagram
2. Add a 10 g mass to the holder and record the spring length.
3. Add another 10 g mass and record the new spring length.
4. Take away the previous spring length from the new length to find the difference (the extension).
5. Repeat by adding 10 g masses until 100 g is reached.



The results follow Hooke's law which states that the extension of an elastic object (like a spring) is directly proportional to the force added. This is shown by a straight line on a graph through the origin (0,0)

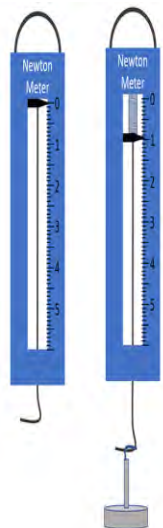


Measuring Forces

A force meter, also known as a newton meter, is used to measure force.

Force meters have a spring inside them. The weight of the mass causes the spring to stretch.

It is important to 'zero' the force by adjusting it so that the reading is zero when there is no force acting on it. If you don't 'zero' the force your measurements will be inaccurate by the same amount.



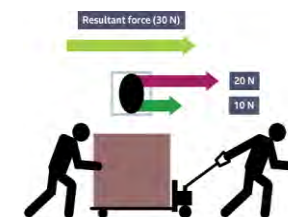
Balanced and Unbalanced forces

If the forces acting on an object in different directions are the same size they are **balanced**

If the forces acting on an object in different directions are different sizes – they are **unbalanced**

The resultant force is the **overall force**. Always state the **size and direction** of the resultant force

If the forces acting in opposite directions are the same size, the resultant force is **0N (zero)**.




Forces acting in the **same direction** – add
E.g. $20\text{ N} + 10\text{ N} = 30\text{ N}$ to the right

Forces acting in a **different direction** – subtract
E.g. $20\text{ N} - 10\text{ N} = 10\text{ N}$ to the left


**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 Physical changes		<ol style="list-style-type: none">1. Look, cover, write check terms 1-52. What change of state occurs when a gas turns directly into a liquid.3. What is a 'concentration gradient'4. Give one example of sublimation5. Describe in detail what happens to the energy of the particles and the spaces between them as a substance is cooled from a liquid to a solid
Homework 2 Working Scientifically Units in Science Calculations (1)		<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-52. What is the formula to calculate power?3. How many metres are there in a kilometre?4. Why does your mass stay the same on the moon and the earth, but weight does not?5. What is the scientific drawings for a beaker, funnel, tripod and a gauze?
Homework 3 Working Scientifically Units in Science Calculations (2)		<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-52. What is the formula to work out speed? Include units.3. What are the symbols for corrosive and irritant chemicals?4. What kind of graph should be used for discrete data and why?5. A runner runs 150 metres in 30 minutes. What is the speed in m/s?

**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.**

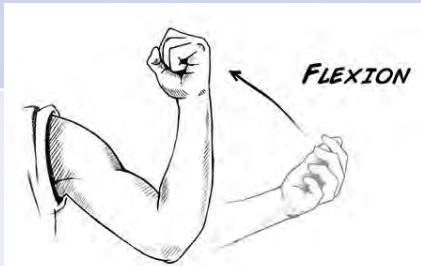
Homework	Due 	Task:
Homework 4 Practical Skills – Graphs and results tables		<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-5.2. When drawing a table what should be in the first column and what should be in the second column?3. Name 3 things not to do when drawing a line of best fit.4. Name three things to do when drawing a line of best fit.5. Give 3 examples of continuous data and three examples of discontinuous data.
Homework 5 Forces and Motion		<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-52. What is the resultant force acting on an object if the forces are balanced?3. Name the piece of apparatus used to measure force and describe how it works4. Sketch a graph to show the expected results when investigating Hooke's Law – label the axes on the graph5. What is the origin on a graph?



Types of movement

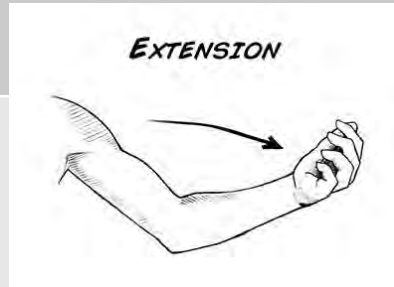
Flexion

Decreasing the angle at the joint



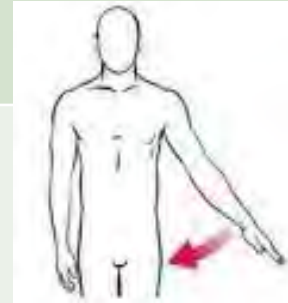
Extension

Increasing the angle at the joint



Adduction

Limb moves **towards** the mid-line of **the body**



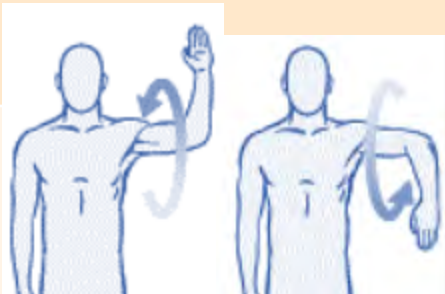
Abduction

Limb moves **away from** the mid-line of **the body**



Rotation

A **circular movement** around a **fixed joint**



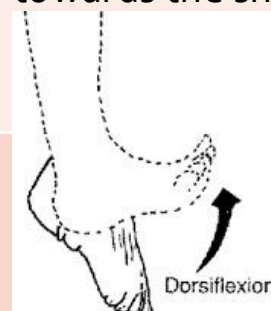
Planter flexion

Bending the foot downward towards the



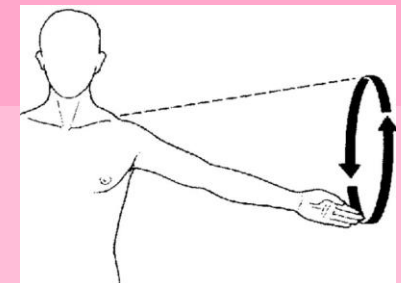
Dorsi flexion

Bending the foot up towards the shin




Circumduction

When the limb moves in a **circle**



**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 Key Words2. How many different types of movements are there?3. Decreasing the angle at the joint is ...4. Increasing the angle at the joint is ...5. In what sport would you apply Rotation at the hips?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Limb moves towards the mid-line of the body is ...3. Limb moves away from the mid-line of the body is ...4. A circular movement around a fixed joint is ...5. In what sport would you apply Plantar Flexion at the ankle?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Bending the foot downward towards the ground is ...3. Bending the foot up towards the shin is ...4. When the limb moves in a circle is ...5. In what sport would you apply Extension at the elbow?



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)



**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, write, cover, check vocabulary 8-9.2. Explain what an input device is.3. Explain what an input device is.4. Give 3 examples of input devices5. Give 3 examples of output devices
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 102. Explain why storage devices are needed3. How long do storage devices store data for.4. Give 2 examples of storage devices.5. What does non-volatile mean
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 7, 11,12,16,17.2. Explain which character set is used by modern computers.3. Name 2 input devices and 2 output devices.4. Draw the shape used in a flowchart for a decision.5. Explain the need for algorithms in computer science



Important vocabulary

Key word	Meaning
1. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
2. Nutrition	Eating all the nutrients required to be healthy.
3. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
4. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
5. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
6. Descriptors	Words that accurately describe.
7. Hidden sugars	Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc...
8. Excessive	In amounts which are considered too large.
9. Consumer	User
10. Consumption	Using/ eating.
11. Obesity	A BMI of over 30, being very overweight.

Reading food labels



What is Shortening?



Flour particles contain a protein called **gluten**. This gluten likes to expand during baking to create a product with a big spongy texture.



This sponginess is great for making bread but not for biscuits, pastry and crumble.



The solution to add fat and **rub it in** to the flour. This creates a coat or shield that stops the flour from expanding too much and therefore gives a **crunchy texture**. This is known as **shortening**.

Definition:

When use our senses (sight, taste, sound, touch) to make a decision on how acceptable (nice) a product is.

Etymology:

Sensory = Sens as in senses.
Analysis = Ancient Greek, "a breaking-up" or "an untying."

Sensory Analysis

Example of use:

Sensory analysis is when we use our senses to decide how acceptable foods are

Non examples:

- This does not make sense!
- Sensible.

**Instructions:**

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

Homework		Due	Task:
Homework 3			<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-6.2. 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 <u>actually describe</u> instead of nice or nasty when completing a sensory analysis?
Homework 4			<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 7-11.2. 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.
Homework 5			<ol style="list-style-type: none">1. Complete the Show My Homework end of topic test. This will be set on Show My Homework.



Important Vocabulary		
No.	Key Word	Meaning
1	Plastics: Crude oil	Oil made from dead Seafife, which takes millions of years to form. This is used to make plastic.
2	Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
3	Thermosetting	This is a type of plastic that when shaped cannot be reshaped
4	Emissions	Gases released during manufacture of products e.g., carbon dioxide.
5	Metals: Ferrous	Metals that contain iron and are magnetic e.g. steel and iron. These rust.
6	Non-ferrous	Metals that do not contain Iron e.g. copper. They are not magnetic.
7	Alloy	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.
8	Isometric	This is a type of 3D sketching technique that we use in DT



Types of plastics – Thermoplastics

Types of plastics – Thermosetting plastics

- 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

- 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;

- Bottles
- Food containers
- Toys
- DVD cases



Things like;

- Plug sockets
- Electronic products
- Kitchen equipment

Origins of metal



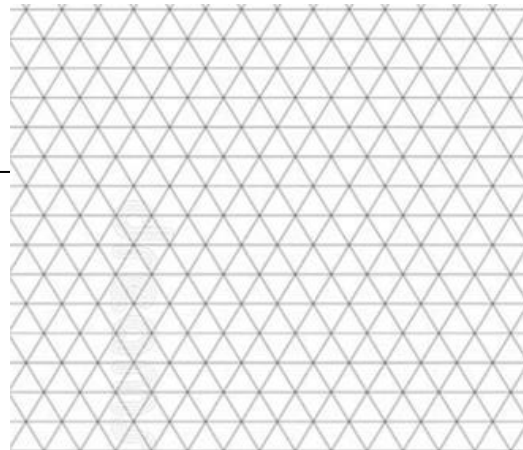
Metals are found naturally and are mined in the earth. Metals used in products are extracted from the natural ore using large heat furnaces.

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



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

Homework	Task:
Homework 3	<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 11-14.2. Explain the difference between thermoforming and thermosetting plastics3. Explain how plastic causes damage to the environment4. Write down 3 examples of thermoforming plastics5. Write down 3 examples of thermosetting plastics
Homework 4	<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 15-17.2. Explain the difference between ferrous and non ferrous metals3. Explain where metal comes from4. Explain what a metal alloy is and give an example5. Write down 3 examples of ferrous and non ferrous metals
Homework 5	<ol style="list-style-type: none">1. Draw an L shaped block on the isometric paper.2. How similar is your L to the knowledge organiser?3. Draw a 1cm long line in the box4. Draw a 2cm long line in the box.5. Draw a 3cm long line in the box.





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

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

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

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

This involves thinking about the formal elements of art- colour, shape, form, pattern, texture, composition and tone. As well as comparing what we see with what we know to think and explore elements further.

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

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

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



Example

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

I can see a large fish in the centre of the piece, it looks as if it is swimming because the tail is folded round above the head. I can see 4 lines coming from the side of the fish, ending in teardrop shapes. The colour of the fish is yellow, orange, black and green. The black is used on the outlines of the fish and to add detail such as the eyes.

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

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

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

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

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

2- **See-** Describe the piece of work, imagine you are describing it to someone who cannot see it. You need to add a lot of detail.
Subject, Colour,
Composition, Shape/form,
Pattern, Texture,
Line, Tone,

I can see.....

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

.....(artist's name) works in
.....(art material).
One of the techniques they use
is.....

4- **Think- Make connections with what you know and consider context.**
What do you think the work is about?




I think this work is about.....

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

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

**Instructions:**

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?		Complete a piece of writing analysing the artwork by Katsushika Hokusai The Great Wave off Kanagawa (1831): Woodblock print	
Homework 2 <input type="checkbox"/> Completed?		1. Complete a piece of writing analysing the artwork by Dana Mulder. Sway, 8x10, Pressed Seaweed on paper	
Homework 3 <input type="checkbox"/> Completed?		1. Complete a piece of writing analysing <ul style="list-style-type: none"> the artwork by Courtney Mattison Our Changing Seas III, Ceramic sculptures on a gallery wall. 	



Year 7 Drama-Block 4-Genres



<i>Techniques</i>		
1	Freeze Frame	A frozen scene on stage
2	Role Play	Pretending to be someone else, playing a character
3	Step-Out	A character to 'step out' of a scene and reveal something to the audience, while the rest of the action freezes
4	Narration	The process of telling a story
5	Split Stage	Two or more scenes which are performed on stage at the same time
6	Staging	Proscenium arch, thrust stage, In the round, traverse stage, promenade, end-on
7	The Fourth Wall	The imaginary wall between the actors & the audience
8	Breaking the Fourth Wall	Characters speak to the audience by breaking the imaginary wall between them
9	Characterisation	How your character appears, speaks, thinks, feels & moves, motivation & context
10	Positions	<i>E.g. centre stage, upstage left, upstage right, downstage left etc</i>
11	Blocking	Where the actors are standing on stage
12	Improvise	Creating a performance on the spot without preparation




Genres



13	Melodrama	Exaggerated characters and exciting events
14	Naturalistic	Performance that depicts reality
15	Epic Theatre	Political plays that use exaggerated movement and stylised acting
16	Greek Theatre	A style of theatre that involves narration and chorus (many actors) created by the Ancient Greeks.
17	Minimalist	Performances with a very simple form and design <i>e.g. use of 1 chair</i>
18	Symbolic	Performances that include symbols and metaphors for themes and ideas
19	Stylised & Abstract	Performances with a non-naturalistic or an un-natural way of acting.
20	Pantomime	A British form of comedic and exaggerated performance based on fairytales
21	Comedy	Performance that has the intention of making the audience laugh
22	Commedia Dell'arte	An improvised popular comedy in Italian theatre created in the middle ages, based on stock characters. The origins of Pantomime.
23	Physical Theatre	Performance that uses techniques such as movement, mime, gesture and dance and can be used to explore complex social and cultural issues
24	Musical Theatre	Performance that combines songs, spoken dialogue, acting and dance.
25	Docudrama	A piece of theatre based on real life events
26	Tragedy	Human suffering that invokes an accompanying catharsis (release) or pleasure in audiences
27	Historical	A performance set in a particular time period
28	TIE	Theatre in Education- theatre that informs you about a certain topic



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. Cover, Write, Check key terms 1-8 2. What is physical theatre? 3. What makes a successful freeze frame? 4. Describe how to use your body language to show that your character is sad. 5. Describe a happy facial expression.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Cover, Write, Check key terms 9 – 15 2. What does using an Accent tell the audience about a character? 3. How can you use pitch to show a character is shocked? 4. Why is using a pause important for building tension in a scene? 5. Draw a square stage. Mark an X on Upstage Left.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Cover, Write, Check key terms 16 - 23 2. What is a soundscape? 3. Describe the soundscape you created in your group. 4. What has been your favourite part of Year 7 Drama lessons this academic year and why? (Evacuees performance, pantomime, Treasure Island, physical theatre) 5. What is one thing you would change about the Year 7 Drama lessons?



Y7 Unit 6 – African Kingdoms

Context:
Throughout this topic we are going to be exploring and examining a range of African Kingdoms, from the Mali Empire to the Kingdom of Benin.

- Key Points:**
- Starting in the medieval period, a series of powerful kingdoms developed in Africa.
 - These African kingdoms and empires developed their own diverse and rich cultures, art, histories and religions.

- Lessons:**
- Mansa Musa and the Mali Empire
 - The Ajuran Empire
 - The Kingdom of Benin

Source 1: The Obas of Benin lived in a great palace decorated with detailed bronze work



Source 2: Section of the 1375 Catalan Atlas



Kingdom	Ruler	Religion	Interesting facts
The Kingdom of Benin	Ruled by a king, known as the Oba.	Edo	The Oba’s palace was decorated with intricate bronze work, made by skilled craftsmen.
The Mali Empire	Mali had kings known as Mansas.	Islam	Some people remember Mali’s leader, <i>Mansa Musa</i> , as the wealthiest man who has ever lived.
The Ajuran Empire	They called their ruler the ‘Imam’. He was also the head of religion in the empire.	Islam	Mogadishu was the Ajuran capital and the richest city in Africa.

**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 and Check the term: Mansa x32.What does the term 'Mansa' mean?3.What religion was the Mali Empire?4.Who was Mansa Musa?5.What images can you see on the Catalan Atlas in Source 2?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, Cover, Write and Check the term: Ajuran x32.What does the term 'Imam' mean?3.What was the main religion in the Ajuran Empire?4.What was the capital of the Ajuran Empire?5.What can you see in Source 1?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, Cover, Write and Check the term: Benin x32.Who ruled in the Kingdom of Benin?3.What was the main religion of the Kingdom of Benin?4.How was the Oba's palace decorated?5.What do you now know about what Source 1 could be?



7.6 Should all coastlines be managed?

managed?

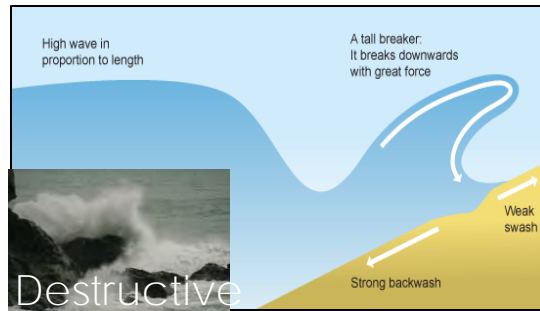
How do waves move?

The size of the wave depends on the **strength of the wind**, the **length of time the wind has been blowing** – the **fetch**!

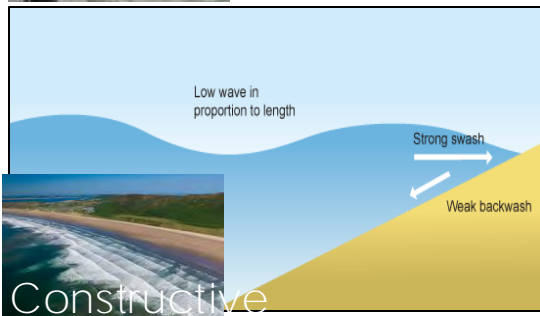


Large waves are caused by a large fetch as the wind blows over a large area and have more energy!

Constructive vs. Destructive waves



- Lots of energy
- Drags material away from beach, eroding it.
- Short wavelength
- High and steep



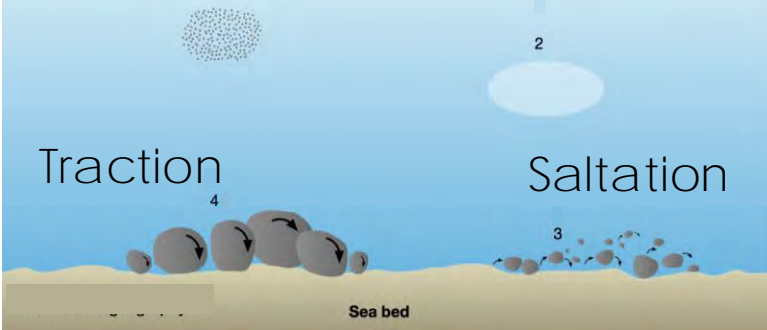
- Little energy
- Uses all energy moving material up the beach
- Long wavelength
- Low in height

Keyword	Definition
1. Swash	The movement of the waves up the beach.
2. Backwash	The movement of waves down the beach.
3. Fetch	The distance the wind has travelled across open water.
4. Destructive waves	High energy waves which cause erosion. They have a weak swash and strong backwash.
5. Constructive waves	Low energy waves which build up a beach through deposition. They have a strong swash and weak backwash.
6. Traction	When large boulders are rolled along the seabed.
7. Saltation	When pebbles are bounced along the seabed.
8. Suspension	When fine sediment is suspended in water.
9. Solution	When rocks such as limestone are dissolved in water.
10. Longshore Drift	The zig zag motion of sediment along the coastline.
11. Hard Engineering	Involves the building of large, man-made structures.
12. Soft Engineering	Involves working with nature by using natural materials or allowing nature to take back areas.

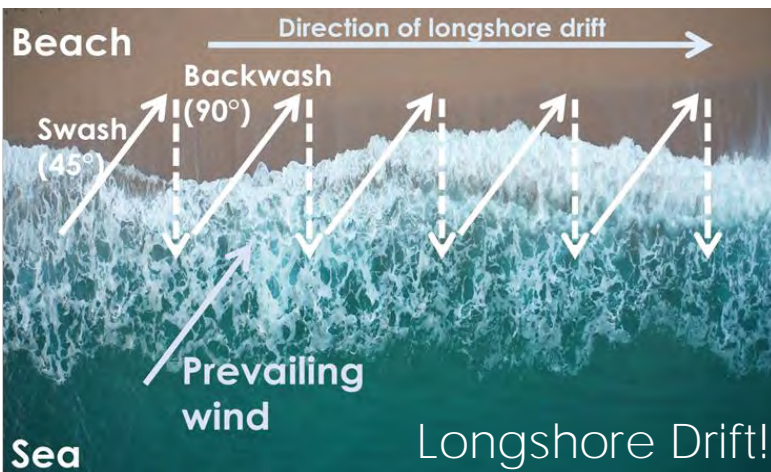


Coastal Transportation

Suspension



Coasts have **FIVE** processes!



Beach Nourishment – Soft Engineering

- A dredger digs up material from the seabed which is piped onto the beach and spread out.
- Beaches are a natural defence against erosion.



Opportunities and challenges of living on the coast

Opportunities 😊	Challenges ☹️
<ul style="list-style-type: none"> • Coastal communities often have diverse cultures and foods • 15% of all international visitors visit the coast of England. That's about 1.8 million visitors a year. • Coastlines are attractive places to live. 	<ul style="list-style-type: none"> • The total number of fishers is around 12,000, down from 20,000 in the 1990's. • 36% of visits to the coast are in July and August. (Seasonal tourism) • 3000km of the UK's coasts are at threat from erosion. • People living on the coast typically earn £1600 less than those inland.

Managing our coastlines from erosion

Sea Wall – Hard Engineering

- Divert the force of the waves back out at sea.
- Can be very ugly
- Very expensive to build and maintain - £5000-£10,000 per metre



Groynes – Hard Engineering

- Trap sand which is carried by longshore drift.
- Sand acts as a natural protection against the force of the waves.
- Can ruin appearance of the beach.


Managed Retreat – Soft Engineering

- Natural is allowed to take its course and less valuable land is allowed to flood to save other areas.





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 and check key terms 1-5.2. What does the size of the wave depend on?3. Look at the map of Europe on the first page. Which two numbered arrows have the largest fetch?4. Which direction of the UK gets the largest waves?5. How is the shape of a wave different between constructive and destructive waves?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check key terms 6-10.2. Which type of transportation is used for large rocks?3. Draw and label a diagram of longshore drift.4. Which do you think is the biggest opportunity of living on the coast? Why?5. Which do you think is the biggest challenge of living on the coast? Why?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check key terms 11-12.2. What is the biggest difference between hard and soft engineering?3. Which coastal process do groynes prevent?4. What is a disadvantage of using sea walls?5. How does managed retreat work?



Who was the Buddha?



Jewels of Buddhism

The Three Jewels (also called the Triratna) are the three essential supporting components of Buddhism. They guide and give refuge (safety and comfort) to Buddhists. They are:

- the Buddha – Gautama Buddha, who is seen as a role model
- the Dhamma – the teachings of the Buddha
- the Sangha – the community of Buddhist monks and nuns

Key Terms



1. **Buddha** - The name for the religious leader, also known as Siddhartha Gautama, who began the religion of Buddhism in 6th BCE in India. It means 'the One who knows'.
2. **Karma** – concept that one's actions in the present or past lives will influence their future experiences and circumstances
3. **Enlightenment** - the realisation of the truth about life
4. **Dhamma** - Teachings. The things that Buddha and Buddhism teach about life.
5. **Sangha** - Community. The community of Buddhists across the world. Made up of lay people and monks and nuns.
6. **Anicca** - Impermanence. The idea that everything changes & decays. Nothing remains the same. It is how life is.
7. **Dukkha** - Suffering. Much of life is pain & suffering. It is just how life is.
8. **Anatta** - No self or soul. If everything changes, then there is nothing permanent in a human, like a soul.
9. **Ascetic** – a person who gives up the pleasures of normal life

The 4 Noble Truths



"I teach suffering, its origin, cessation and path. That's all I teach", declared the Buddha 2500 years ago.

The Four Noble Truths contain the essence of the Buddha's teachings.

1. The truth of suffering (Dukkha)
2. The truth of the origin of suffering (Samudāya)
3. The truth of the cessation of suffering (Nirodha)
4. The truth of the path to the cessation of suffering (Magga)

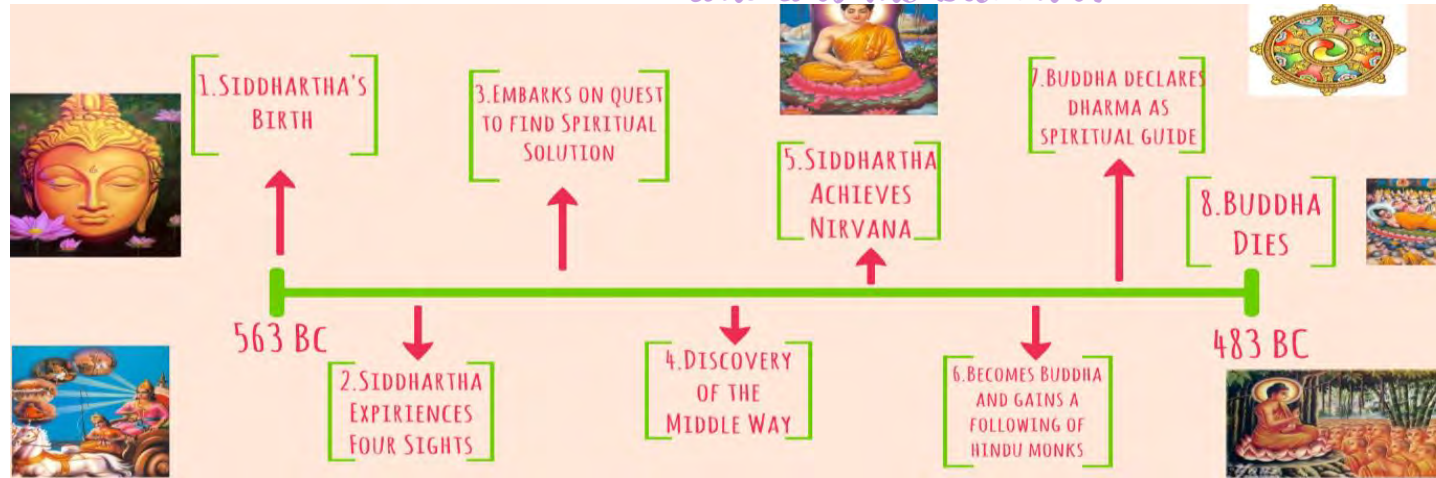
The Life of Siddhartha Gautama



- Buddhism was founded roughly 2,500 years ago.
- It is generally accepted that Buddhism started with Siddhartha Gautama, an extraordinary and noble person, who came to be known as the Buddha.
- Gautama was born to a privileged ruling family, but he decided to turn away from his life of comfort to find spiritual awareness.
- For Buddhists, the life of the Buddha and his teachings are an important source of wisdom and authority, informing their beliefs and ways of life.
- It is believed that the Buddha lived some 2,500 years ago at a time when the religious traditions in India promoted faith in God and devotional worship to that God.
- The Buddha, once he had become awakened to the truth about existence, taught a radically different message that focused on a change in lifestyle and did not focus on any deity
- Through learning about his life, his path to his enlightenment and other teachings, it is possible to understand the origins of Buddhism and the influence that the Buddha has on Buddhists today.



Who was the Buddha?



The Dhamma – what did Buddha teach?

Most Buddhists believe the same things about the Buddha and his teachings.

Dhamma means 'to uphold', and therefore it is central to Buddhist belief as it 'holds up' the religion and Buddhists may also believe that it upholds the natural order of the universe. Dhamma is based upon the actions and teachings of the Buddha, which Buddhists are encouraged to follow. For example, a Buddhist may follow the Noble Eightfold Path to overcome extremes of behaviour.

Enlightenment

For many Buddhist, the enlightenment of the Buddha is the most significant part of his life. It is here where many Buddhists draw their inspiration, and it gives authority to the Buddha's teachings.

The Buddha's ascetic life

During the Buddha's early enlightenment, he encountered an Indian ascetic who encouraged him to deprive himself. The Buddha said that he would do so in order to attempt to achieve supreme knowledge.

He sat under a bodhi tree and he slowly starved and grew exhausted. This period of self-denial meant he deprived himself of food, shelter and clothes. This part of his life was filled with extremes, such as severe malnourishment and extreme tiredness, coupled with feeling little or no warmth as he sat under the tree. It is said that during this period he found the Middle Way



The Eightfold Path

The Eightfold Path

- The **Eightfold Path** is a set of guidelines for Buddhists to live by that should lead to the end of suffering.

- Each step of the Eightfold Path is carried out at the same time, as opposed to step by step. The eight steps are:


1. Right Understanding
2. Right Intention
3. Right Speech
4. Right Action
5. Right Livelihood
6. Right Effort
7. Right Mindfulness
8. Right Concentration

"There are these two extremes that are not to be indulged ... that which is devoted to sensual pleasure and that which is devoted to self-affliction ... [by] avoiding both of these extremes, the middle way is realised."

**Dhammacakkappavattana
Sutta 56:11**

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check terms 1-32. What are the three jewels of Buddhism?3. Draw a picture to represent the idea of Enlightenment.4. Describe Buddha's ascetic life.5. Can you give an example of when someone might think that they are experiencing Karma?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check Terms 4-62. What is the Eightfold Path?3. What did Buddha teach?4. Draw a picture to represent the idea of the Dhamma.5. What do you think the purpose of the Jewels of Buddhism is?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check Terms 7-102. What are the 4 Noble Truths?3. Draw a picture to represent the idea of Karma.4. What is enlightenment?5. Describe the life of Siddhartha Gautama

**Sports and other hobbies with opinions + infinitives including jouer and faire Weather**

Finir, jouer & vendre are regular verbs which follows the patterns below; which we have seen before. The verb “faire” is irregular but important, especially for this topic with sports.

Pronouns	Finir– to finish	Jouer – to play	Vendre– to sell
je (I)	Je fin is – I finish	Je jou e – I play	Je vend s – I sell
tu (you)	Tu fin is – you finish	Tu jou es – you play	Tu vend s – you sell
il (he), elle (she), on (we)	il/elle/on fin it - He/she/we finishes	il/elle/on jou e - He/she/we play	il/elle/on vend– he/she/we sell
nous (we)	Nous fin issons – we finish	Nous jou ons – we play	Nous vend ons – we sell
vous (you) (pl. or formal)	Vous fin issez – you finish (pl. or formal)	Vous jou ez – you play (pl. or formal)	Vous vend ez – you sell (pl. or formal)
ils/elles (they)	ils/ elles fin issent – they finish	ils/ elles jou ent – they play	ils/elles vend ent – they sell

How to improve your writing

- When writing in French, you can make your sentences better by adding the following:
- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. très, assez
- Comparisons

Faire – to do

Je fais - I do

Tu fais – you do

Il/elle/on fait – he/she does/we do

Nous faisons –we do

Vous faites – you (pl) do

Ils/elles font – they do

Now you should be able to create some of your own questions using the question words below.

Quand? – When?

Qui? – Who?

Où? – Where?

Combien? – How many?

Qu’est-ce que...? What?

Comment? – How?

Pourquoi? – Why?

Que? – What?

Quel(le)? – Which?

**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?		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: regarder la television, écouter de la musique, aller au cinéma, aller en ville, faire mes devoirs</p> <p>2. What do verbs end in, in French? Circle the three correct answers. ES AR IR ER ING AS ED</p> <p>3. Write down three activities in French you would do outside.</p> <p>4. Translate these sentences into English: J'aime tchatter avec mes amis Je n'aime pas télécharger de la musique Je déteste aller au parc J'adore faire de la cuisine</p> <p>5. Write x1 positive and x1 negative sentence about activities you like to do in your free time in French</p>
Homework 2 <input type="checkbox"/> Completed?		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: il fait beau, il fait chaud, il fait froid, il y a du soleil, il pleut</p> <p>2. Match the French to the English: Il fait froid it's foggy Il y a du vent it's cold Il y a du brouillard it's stormy Il y a des orages it's windy</p> <p>3. Translate the following into English: A. Quand il y a du soleil j'aime jouer au tennis. B. Quand il fait froid je préfère faire du ski. C. Quand il neige j'adore regarder la télé. D. Quand il fait beau je n'aime pas aller au cinéma.</p> <p>4. Are the sentences in question 2 positive or negative? Write P or N.</p> <p>5. Using question 3 as a model, write 4 sentences in French of activities you like/dislike to do in different weathers.</p>



Homework 3



Completed?

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

normalement, d'habitude, de temps en temps, quelquefois, deux fois par semaine

2. Write the following time phrases into an order from most frequent to least frequent:

Quelquefois, rarement, deux fois par semaine, tous les jours, cinq fois par semaine,

3. Translate these opinions into English:

Quelquefois j'aime faire la natation.

Souvent je n'aime pas aller en ville.

Deux fois par semaine je déteste faire du vélo.

Tous les jours j'adore aller au gymnase parce que c'est amusant.

4. Read the paragraph and answer the questions below:

Salut, je m'appelle Jean et j'adore les sports. Normalement je joue au basket avec mes copains et de temps en temps je fais du cyclisme avec ma soeur. Mon sport préféré, c'est le golf et j'aime jouer au golf tous les jours.

A. How often does Jean play basketball?

B. What is his favourite sport?

C. What does he do from time to time?

5 Translate the paragraph in question 4 into English. Be as accurate as you can.









¿Qué deporte te gusta? **What sport do you like?**

	Jugar al fútbol	To play football
	Jugar al rugby	To play rugby
	Jugar al tenis	To play tennis
	Jugar al golf	To play golf
	Jugar al voleibol	To play volleyball
	Jugar al baloncesto	To play basketball
	Hacer ciclismo	To do some cycling
	Hacer esquí	To do some skiing
	Hacer patinaje	To do some ice skating
	Hacer natación	To do some swimming
	Hacer gimnasia	To do some gymnastics
	Hacer equitación	To do some horse-riding
	Hacer atletismo	To do some athletics

¿ Qué te gusta ver?	What do you like to watch?
Me gusta ver	I like to watch
Las noticias	The news
Comedias	Comedies
Dibujos animados	Cartoons
Documentales	Documentaries
Programas	Programmes
Telenovelas	Soap operas
Películas románticas	Romantic films
Películas de acción	Action films
Películas de terror	Horror films
Películas policíacas	Detective films
Concursos	Game shows
Series	Series



<u>¿Cuándo?</u>	<u>When?</u>
Normalmente	Normally
Generalmente	Generally
Todos los días	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamás/nunca	Never
A veces	Sometimes

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



Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs “jugar” and “hacer” are irregular but important verbs, especially for this topic on sports. **Sports and other hobbies with opinions + inf. including. jugar and hacer weather**

Pronouns	Estudiar – to study	vivir– to live	comer– to eat
Yo (I)	Estudio – I study	Vivo – I live	Como – I eat
tú (you)	Estudias – you study	Vives – you live	Comes – you eat
el (he), ella (she),	Estudia - He/she studies	Vive - He/she lives	Come – he/she eats
nosotros (we)	Estudiamos – we study	Vivimos – we live	Comemos – we eat
vosotros (you) (pl. or formal)	Estudiáis – you study (pl. or formal)	Vivís – you live (pl. or formal)	Coméis – you eat (pl. or formal)
Ellos/ellas (they)	Estudian – they study	Viven – they live	Comen – they eat

Hacer– to do

Yo hago - I do
 Tu haces – you do
 Él/ella hace – he/she does
 Nosotros hacemos –we do
 Vosotros hacéis – you (pl) do
 Ellos hacen – they do

Jugar– to play

Yo juego- I play
 Tu juegas – you play
 Él/ella juega – he/she plays
 Nosotros jugamos –we play
 Vosotros jugáis – you (pl) play
 Ellos/ellas juegan – they play

Now you should be able to create some of your own questions using the question words below. Don't forget the upside down question mark at the beginning of a question.

¿Cuándo? – When?
 ¿Quién? – Who?
 ¿Dónde? – Where?
 ¿Cuántos? – How many?
 ¿Qué? What?
 ¿Cómo? – How?
 ¿Por qué? – Why?
 ¿Cuál? – Which?

How to improve your writing?

When writing in Spanish, you can make your sentences better by adding the following:

- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. muy, bastante
- Comparisons
- Rather than just using 'yo', write verbs using other pronouns

**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>Homework 1</div> <div><div></div></div> <div>Completed?</div>	<div><div></div></div>	<div><div>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: ver la televisión, escuchar música, ir al cine, ir al centro, ir de compras</div><div>2. What do verbs end in, in Spanish? Circle the three correct answers. ES AR IR ER ING AS ED</div><div>3. Write down three activities in Spanish you would do outside.</div><div>4. Translate these sentences into English: A. Me gusta chatear con mis amigos B. No me gusta descargar música C. Odio ir al parque D. Me encanta cocinar</div><div>5. Write x1 positive and x1 negative sentence about activities you like to do in your free time in Spanish</div></div>
<div>Homework 2</div> <div><div></div></div> <div>Completed?</div>		<div><div>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: hace buen tiempo, hace calor, hace frío, hace sol, llueve</div><div>2. Match the Spanish to the English: hace frío it's cloudy hace viento it's cold hay tormentas it's stormy Hay nubes it's windy</div><div>3. Translate the following into English: A. Cuando hace sol me gusta jugar al tenis B. Cuando hace frío prefiero hacer esquí C. Cuando nieva me encanta ver la televisión D. Cuando hace buen tiempo no me gusta ir al cine</div><div>4. Are the sentences in question 2 positive or negative? Write P or N.</div><div>5. Using question 3 as a model, write 4 sentences in Spanish about activities you like/dislike to do in different weathers.</div></div>

**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 3

Completed?

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

Normalmente, generalmente, de vez en cuando, a veces, dos veces a la semana

2. Write the following time phrases into an order from most frequent to least frequent:

A veces, rara vez, dos veces a la semana, todos los días, cinco veces a la semana

3. Translate these opinions into English:

- A. A veces me gusta hacer natación
- B. Normalmente no me gusta ir al centro
- C. Dos veces a la semana odio hacer ciclismo
- D. Todos los días me encanta ir al gimnasio porque es muy activo

4. Read the paragraph and answer the questions below:

Hola. Me llamo Juan y me encantan los deportes. Normalmente juego al baloncesto con mis amigos y a veces hago ciclismo con mi hermana. Mi deporte favorito es el golf porque me gusta jugar al golf todos los días.

- A. How often does Juan play basketball?
- B. What is his favourite sport?
- C. What does he do from time to time?

5 Translate the paragraph in question 4 into English. Be as accurate as you can.



Diagram illustrating musical notation on a staff:

The staff shows the sequence of notes: C D E F G A B C D E F G A B C D E F.

Spaces: A C E G (Notes on the spaces of the staff, labeled in red).

Lines: G B D F A (Notes on the lines of the staff, labeled in blue).

Elements of Music

Timbre	1
Pitch	2
Altogether	3
Texture	4
Harmony	5
Tempo	6
Beat	7
Music	8
Altogether	9
Notes	10
Notes	11
Notes	12
Notes	13
Notes	14
Notes	15
Notes	16
Notes	17

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Harmony

two or more
pitches
sounding at the
same time



Timbre

tone color



uniqueness of sound



Pitch

how high or low



a specific note
(sound space / frequency)

Melody

main musical
idea or 'tune'



a sequence of notes

Texture

how many parts or
layers of sound



solo, duet, or ensemble
chords or counterpoint

Dynamics

how **LOUD**
or **soft**



(volume / force / intensity)

Tempo

how fast
or slow



rate or speed
of the beat

Note Pyramid

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



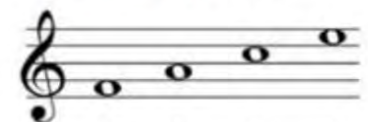
C D E F G A B C D E F G A

Notes **on the lines** are:



E G B D F


Notes **in the spaces** are:



F A C E

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music1232. Click on 'My Assignments and select your class3. Complete the assignments set for your class for this week
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music1232. Click on 'My Assignments and select your class3. Complete the assignments set for your class for this week
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music1232. Click on 'My Assignments and select your class3. Complete the assignments set for your class for this week



**I can
make a
difference.**