



Year 8 | Term 5 | 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?

	Set Week Commencing	Due Week Commencing
Week B	22/04/25	05/05/25
Week A	28/04/25	12/05/25
Week B	05/05/25	19/05/25
Week A	12/05/25	02/06/25
Week B	19/05/25	09/06/25

Subject	Page	Homework is set on:
English	6-10	Tuesday
Maths	11- 13	Friday
Science	14 - 18	Tuesday
PE	19 – 20	Week A
Tech/Computing	21 – 29	Week A
Art	30 - 31	Week A
Drama	32 – 33	Week A
History	34 - 36	Week B
Geography	37 – 39	Week B
RE	40 – 41	Week B
French / Spanish	42 – 43	Week B
Music	54 – 55	Week B
PSHE	56	Set Termly



We all make **exceptional** things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

Need help with Homework?



- **1) Class Teacher:** Speak to your class teacher, they will be able to help you if you are unsure. Try your best and don't worry if you do not complete everything.
- **2) Tutor:** If you are still unsure, speak with your tutor. Especially, If you have lost equipment, this booklet or having issues with SMHW.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

Struggling with the task: You can email the Curriculum Leaders below:



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAyear8team@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>



Important information

Plot: Martin is a Year 10 student who is about to enjoy a summer of fun when a night out at Bassement goes wrong. Martin is severely injured in a car accident and now has to tackle life as a teenager with injuries that mean people may be prejudice towards him.

Setting: The story is set during the summer holidays in East London.

CONTEXT

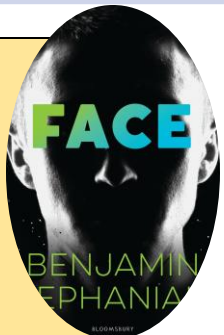
Benjamin Zephaniah wrote 'Face' in 1999. The story is set in the 1990s where gangs and youth crime is on the increase. The book is set in a fairly ethnically diverse area of London where it is very multicultural.

Key Characters

Martin Turner	Main character, leader of the Gang of Three and the classroom joker.
Mark Thorpe	Martin's friend and copycat.
Matthew	laid-back than the other two, prefers to do things himself.
Natalie Hepburn	Martin's girlfriend, who initially suggest rap music to him.
Mr Lincoln	Martin's form tutor
Alan Green	Martin's counselor.
Anthony	Martin's friend in hospital

Quotations:

1. 'Look at him. Look at him!I am looking at him'
2. 'a crackle of freedom and expectation'
3. 'funny isn't it? You take a word like 'gang', and you've got *the fear*, there, right away. But you put in a word like 'band' or 'group' or 'family', and suddenly it doesn't seem so bad. And no one talks about 'a gang of teachers', do they?'
4. 'I'm beautiful, I'm beautiful'































Themes:

- **Friendship** ❤️ 🤝 : Explores the impact of Martin's accident on his friendships. *Example: Some friends remain loyal, while others struggle to accept his new appearance.*
- **Prejudice** 😬 ❌ : Examines how people judge Martin based on his disfigurement. *Example: Characters make insensitive comments or avoid interacting with him.*
- **Teenage Life** 🧑 🤔 🤔 🤔 : Depicts the challenges and pressures faced by teenagers. *Example: Peer pressure, fitting in, and self-image are explored.*
- **Identity** 🧑 ? : Focuses on Martin's journey of self-discovery and redefining who he is. *Example: Martin questions his place in the world and how others perceive him.*
- **Acceptance** 😊 ✅ : Shows the process of Martin and others coming to terms with his changed appearance. *Example: Characters learn to look beyond the physical and appreciate Martin for who he is.*
- **Self-Esteem** 😊 🌊 : Explores Martin's fluctuating confidence and self-worth. *Example: Martin experiences moments of doubt and insecurity but ultimately finds strength within himself.*
- **Loyalty** 🤝 ❤️ : Highlights the unwavering support from some of Martin's friends and family. *Example: Certain characters demonstrate loyalty and stand by Martin throughout his challenges.*

Symbols:


- **Martin's Face:** 🗿 🗿 Represents identity, change, and the challenges of perception. It symbolizes how people are judged based on appearance and how inner beauty is more important than outward looks.
- **The Mask:** 🎭 Symbolizes hiding, disguise, and the pressure to conform. It represents Martin's attempts to conceal his true self and the societal expectations he faces. *Example: When Martin initially tries to hide his scars with a mask.*
- **The Mirror:** Represents self-reflection, identity, and the process of acceptance. It symbolizes Martin's journey of confronting his new reality and coming to terms with his changed appearance. *Example: Scenes where Martin looks at his reflection and struggles to recognize himself.*
- **The Hospital:** 🏥 Symbolizes trauma, healing, and transformation. It represents the physical and emotional recovery Martin undergoes and the support he receives from others. *Example: The play's setting in the hospital emphasizes the physical and emotional healing Martin needs.*
- **The Children:** 🧒 🧒 Represent innocence, honesty, and unbiased perception. They symbolize the possibility of acceptance and seeing beyond external appearances. *Example: The children's unguarded reactions to Martin contrast with the reactions of some adults*

Year 8 – Face: The Play– Knowledge Organiser

	Vocabulary	Definition		Vocabular y	Definition
1	Resilience	  The ability to recover quickly from difficulties; toughness.	8	Prejudice	  Preconceived (already decided) opinion that is not based on reason or actual experience.
2	Resistance	  The refusal to accept or comply with something.	9	Perception	  The way in which something is regarded, understood, or interpreted.
3	Vanity	Excessive pride in or admiration of one's own appearance or achievements.	10	Justice	 Just behaviour or treatment.
4	Disability	 A physical or mental condition that limits a person's movements, senses, or activities.	11	Trauma	  A deeply distressing or disturbing experience.
5	Disfigurement	  A mark, scar, or change in the shape of a person's body that makes them look different from how they used to look or how people usually look.	12	Diversity	  A range of different things or people; variety.
6	Discrimination	  The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, or sex.	13	Inclusion	    The practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or mental disabilities or belonging to other minority groups.
7	Identity	  The qualities, beliefs, personality, looks, and/or expressions that make a person or group.	14	Empathy	  The ability to understand and share the feelings of another.

**Instructions:**

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

Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check vocabulary 1-5.2. Using the information from the "Plot" section, explain how Martin's life changes after the car accident3. Based on the "Key Characters" section, describe Martin's personality before the accident.4. Using the context boxes, list 2 of the challenges faced by teenagers in the play.
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check vocabulary 6-10.2. Write one sentence outlining how friendships are shown so far within the play.3. How is the theme of "identity" introduced in the first half of the play?4. Explain the boys' relationship using the word <i>inclusion</i>.5. In a sentence, explain what Martin thinks about his 'gang.'
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write check vocabulary 11-142. Define vanity in your own words.3. Is Martin vain? Summarise your ideas in no more than 3 sentences.4. Describe how Martin's friends react to his "disfigurement."5. Give two examples of how Martin shows "resistance" to change.

**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 11, 14, 9 and 6. 2. How does Martin feel about his disfigurement? Use the word <i>disability</i> in your answer. 3. Explain how Martin's "self-esteem" is affected by the accident. 4. Explain one way in which a character shows "empathy" towards Martin. 5. List three adjectives to describe Martin so far in the play.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 1,3,9,11 and 14 2. Explain how Martin's friends and family how support of his new appearance 3. What happens to the boys who stole the car? 4. Define resilience in your own words. 5. How does the setting of the play (East London) add to the theme of multiculturalism?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Choose two new quotes from the "Key Quotes" section and explain how they show different characters' "perceptions" of Martin. 2. How does the play promote the importance of "inclusion" and acceptance? 3. What does Martin become the captain of? 4. What type of music does the team decide to do their freestyle routine on? 5. What do you predict will happen between Martin and the girls (Marcia, Vikki and Natalie?)



Keywords

Proportion: a statement that links two ratios

Variable: a part that the value can be changed

Axes: horizontal and vertical lines that a graph is plotted around

Approximation: an estimate for a value

Scale Factor: the multiple that increases/ decreases a shape in size

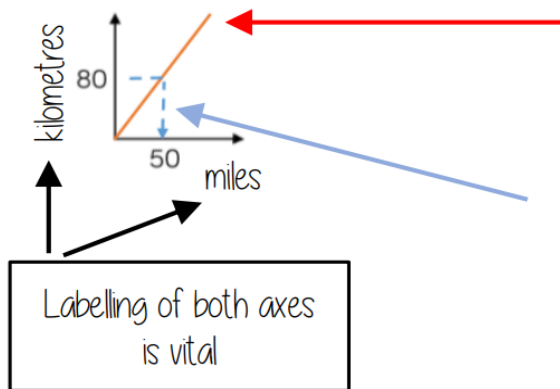
Currency: the system of money used in a particular country

Conversion: the process of changing one variable to another

Scale: the comparison of something drawn to its actual size.

Conversion Graphs

Compare two variables



This is always a straight line because as one variable increases so does the other at the same rate

To make conversions between units you need to find the point to compare – then find the associated point by using your graph.

Using a ruler helps for accuracy

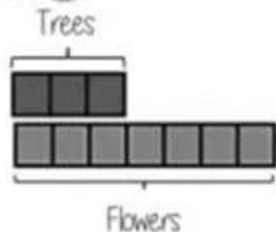
Showing your conversion lines help as a “check” for solutions

Ratios and fraction

(R)

Trees: Flowers

3 : 7



Ratio

Fraction of trees

Number of parts of in group
Total number of parts

3
10

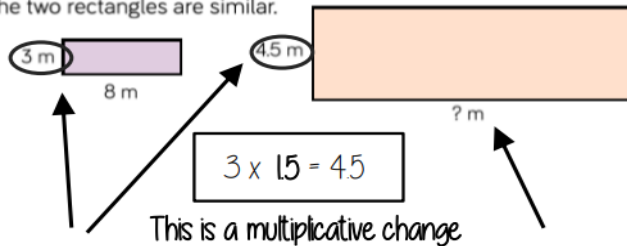
Fraction

Key Word/Fact	Definition / Rule	Example
Ratio	A relationship between two numbers indicating how many times the first number contains the second.	If a bowl of fruit contains eight oranges and six lemons, then the ratio of oranges to lemons is 'eight to six', written 8 : 6.
Parts	The individual numbers that make up a ratio.	The ratio 5 : 9 is made up of 5 parts and 9 parts. The ratio 5 : 9 has 14 parts in total.



Understand Scale Factor

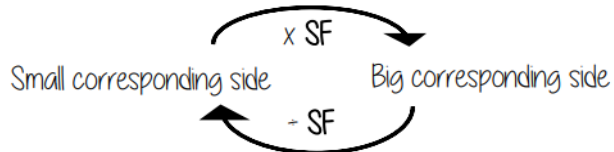
The two rectangles are similar.



Use corresponding sides to calculate a scale factor

Scale factor can also be calculated by:

Bigger corresponding side
Smaller corresponding side

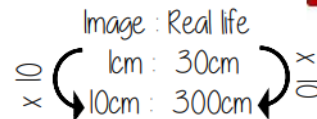


2 Draw and interpret scale diagrams

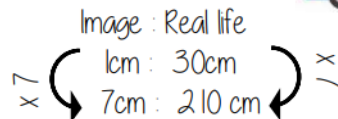
A picture of a car is drawn with a scale of 1:30

For every 1cm on my image is 30cm in real life

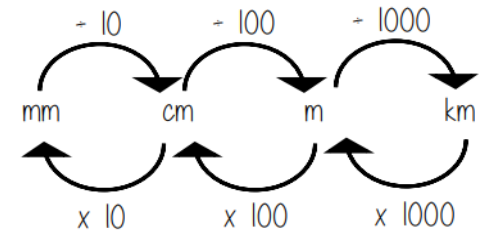
The car image is 10cm



The car in real life is 210cm



Interpret maps with scale factors



1 cm : 250 m

Ratios need to be in the same units

1 cm : 250m

1 cm : 25000cm

$250 \times 100 = 25000$

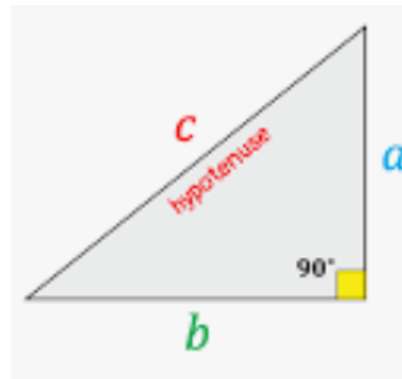
For every 1cm on my map is 25000cm in real life.



Pythagoras' theorem



Pythagoras' theorem says that the area of the square built upon the hypotenuse of a right-angled triangle is equal to the sum of the areas of the squares upon the remaining sides.



$$c^2 = a^2 + b^2$$

$$\star c = \sqrt{a^2 + b^2}$$

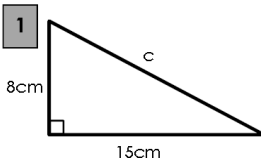
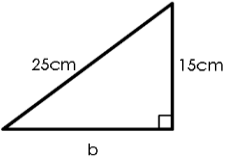
$$\star a = \sqrt{c^2 - b^2}$$

$$\star b = \sqrt{c^2 - a^2}$$

**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?		Make notes / draw diagrams to show the relationship between Ratio and Proportion (Fractions)... if the ratio of red to blue is 7:3 what fraction is red?
Homework 2 <input type="checkbox"/> Complete?		a) Sketch rectangle A with sides 2cm and 5cm. Rectangle B has been enlarged by SF2 – what are the lengths – Sketch it. B) What SF would be used to enlarge the rectangle to have sides of 18cm and 45cm.
Homework 3 <input type="checkbox"/> Complete?		Sketch a conversion graph to show that £1 = \$1.50 Use the graph to show a) how many dollars Tami would get for £30 b) how many pounds Kevan would get for \$25
Homework 4 <input type="checkbox"/> Complete?		On a map with the scale 1: 250 000 Jay measured his cycle route as 12 cm.. How far would he cycle in real life? How many cm would represent a journey of 100km?
Homework 5 <input type="checkbox"/> Complete?		Learn the rule: Find the missing lengths <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  </div> </div>
Homework 6 <input type="checkbox"/> Completed?		Use your previous Kos and revision list provided to prepare for Assessment 3



	Key Term	Definition
1	Ecosystem	all of the living things (plants, animals and organisms) in a given area, as well as all the non-living environments (weather, earth, sun, soil, climate, atmosphere).
2	Biodiversity	the variety of plant and animal life in the world or in a particular habitat
3	Interdependence	the dependence of two or more organisms on each other for survival.
4	Gene banks	A place to preserve (keep) <i>genetic</i> material for use in the future
5	Population	all the organisms of the same group or species, which live in a particular place

Sampling ecosystems:

We can estimate population size by taking samples using the randomly placed quadrats.

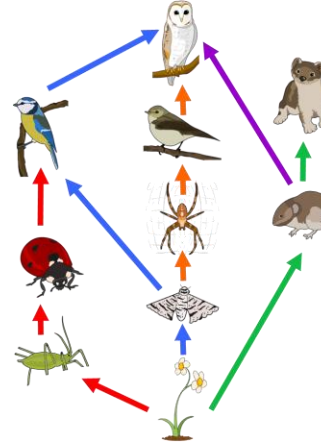
Method:

- Throw the quadrat randomly anywhere on the field.
- Go over to where the quadrat lands and count the number of dandelions and daisies
- Record the number of each species in your table against throw number 1.
- Throw the quadrat again, counting and recording the different species in the table on throw 2.
- Repeat at least 10 times, recording the number of each species inside the quadrat per throw

Interdependence

Mutualism: both species benefit from the interaction in an interdependent relationship. Example: cleaner fish feed off the dead skin and parasites of larger fish such as sharks.

Parasitism: one of the species benefit from the interaction in an interdependent relationship. Example: flea and a dog.

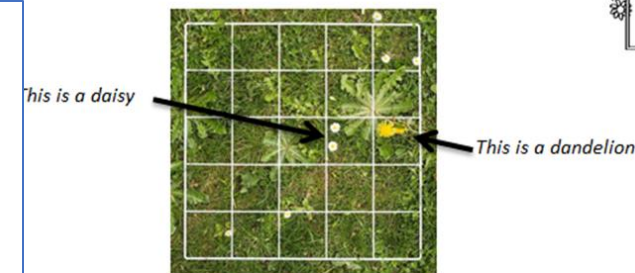
Food chain and food webs

Food web



food chain

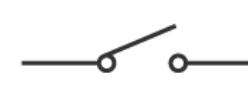
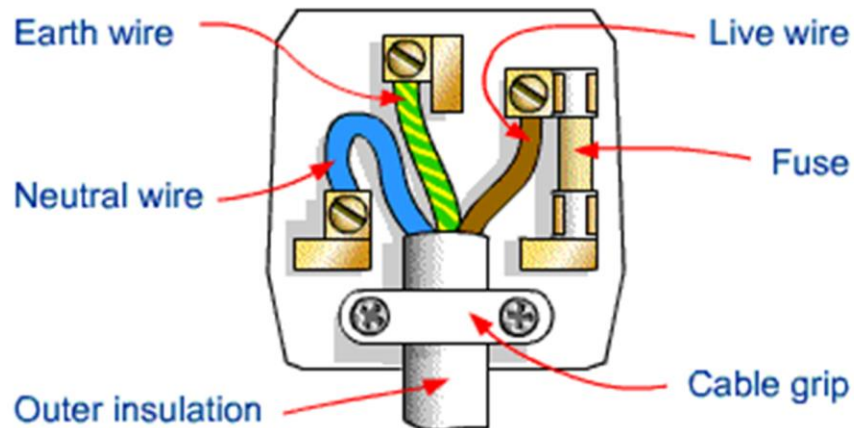
- All organisms in an ecosystem depend on each other.
- Food chains show the flow of energy from one organism to another.
- Food chains show the feeding relationships between organisms.
- Food webs show how all the food chains in an ecosystem interact.





	Key Term	Definition
1	electric current	Electric current is the rate of flow of electric charge. Flowing charge is made up of many electrons moving through a conductor
2	voltage (potential difference).	is needed to make an electric current flow in it. This is often provided by cells or batteries.
3	resistance	Resistance is when electric charge finds it harder to flow. Through colliding with stationary atoms in the metal it flows through.
4	Ohm's Law	shows the relationship between potential difference, current and resistance: voltage = current × resistance
5	fuse	The fuse breaks the circuit if too much current flows

- There is a *fuse* between the live terminal and the live pin.



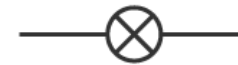
Switch



Cell



Battery



Lamp



Voltmeter



Ammeter



Resistor



Variable resistor



Motor

$$V = I \times R$$

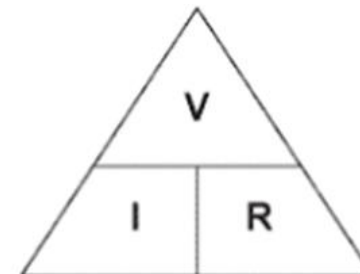
where:

V is the potential difference in **volts**, V

I is the current in **amperes** (amps), A

R is the resistance in **ohms**, Ω

The equation can be rearranged:



e.g. 3 A flows through a 240 V lamp.
What is the resistance of the lamp?

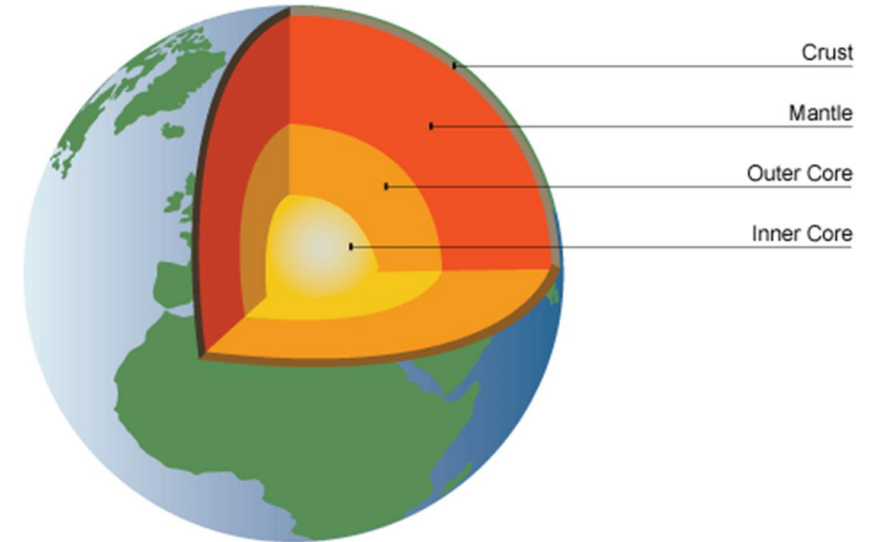
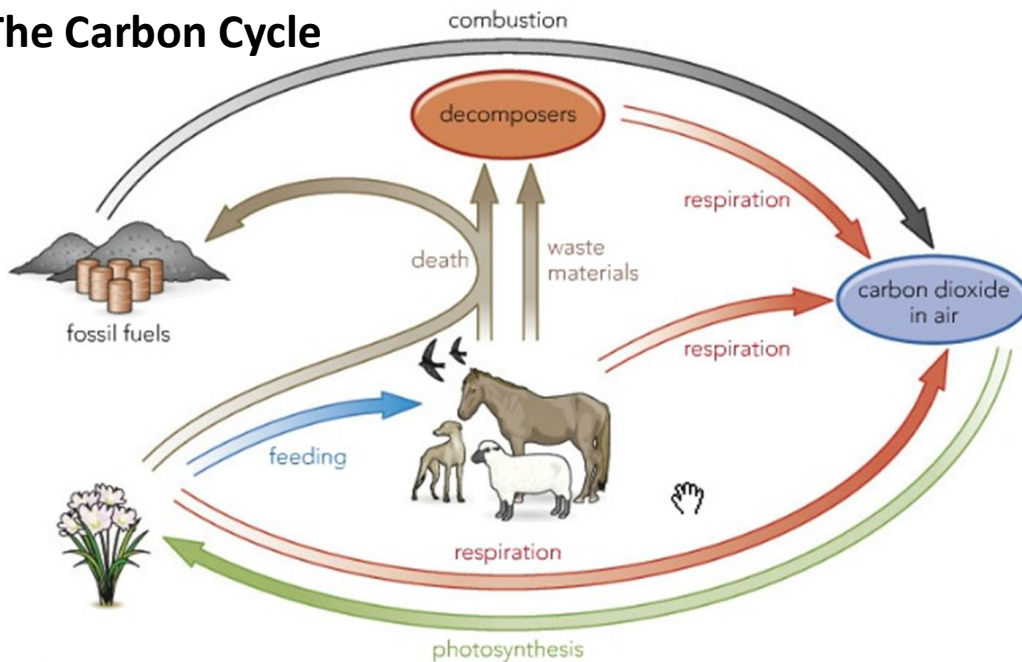
$$\text{Resistance} = 240 \div 3 = \mathbf{80 \, \Omega}$$



	Key Term	Definition
1	Renewable energy	Energy that comes from a source that won't run out.
2	Fossil fuel	Fuels found naturally in the Earth's crust.
3	Global warming	The increase in the Earth's average temperature.
4	Combustion	A chemical reaction where a fuel reacts with oxygen to produce carbon dioxide and water.
5	National grid	The network of wires that transports electricity around the country.


Energy Source	Description
Solar	Energy from the sun.
Geothermal	Thermal energy from inside the Earth's crust.
Wind	Kinetic energy from the wind.
Biomass	Plants are burned to release energy from their chemical store.
Hydroelectric	Kinetic energy from rivers.
Tidal	Gravitational potential energy from the tides.

The Carbon Cycle




**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 Ecosystems <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Read, cover, check terms 1-5. This can be found on page 14.2. Give one example of mutualism3. Compare a food chain and a food web.4. Give one example of parasitism5. Explain what would happen to the food chain if the plant went extinct.
Homework 2 Ecosystems <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. State what population is.2. State what ecosystems.3. Which one is wider a food chain or a food web?4. Would the population of lady birds increase or decrease if the population of plants decrease?5. Explain your answer from question 4.
Homework 3 Ecosystems <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Define biodiversity.2. Name the piece of equipment used to sample ecosystems3. Why do we use gene banks?4. How do you throw the quadrat to sampling ecosystems?5. Explain why biodiversity is important.



Homework	Due 	Task:
Homework 4 Electricity <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. What is current?2. What does an ammeter measure?3. The 230 V mains supply is connected to a kettle and a current of 12 A passes. Calculate the resistance of the kettle element.4. Complete these sentences about identical lamps by choosing the correct words in italic.<ol style="list-style-type: none">I. When two lamps are connected in parallel, the potential difference across each lamp is <i>the same as / bigger than / smaller than</i> for one lamp on its own. The current through each lamp is the <i>same as / half / twice</i> the total current.5. Complete these sentences about identical lamps by choosing the correct words in italic.<ol style="list-style-type: none">ii. When two identical lamps are connected in series, the potential difference across each lamp is <i>the same as / half / twice</i> the total potential difference. The current through each lamp is <i>half / twice / the same as</i> the current for one lamp on its own.
Homework 5 Generating Electricity <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check terms 1-5. This can be found on page 16.2. Name the process that plants use which removes carbon dioxide from the atmosphere.3. Name 2 processes that release carbon dioxide into the atmosphere.4. State the layer of the Earth from which we obtain fossil fuels.5. Describe the difference between tidal and hydroelectric energy.



Year 8 PE Knowledge Organiser Term 5

Components of Fitness



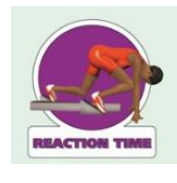
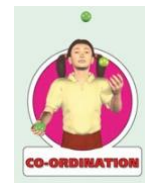
Health-related components

		Definition	Example
1	Body composition	The percentage of body weight which is fat, muscle and bone	The gymnast has a lean body composition to allow them to propel themselves through the air when performing on the asymmetrical bars
2	Cardiovascular fitness	The ability of the heart, lungs and blood to transport oxygen	Completing a half marathon with consistent split times across all parts of the run
3	Flexibility	The range of motion (ROM) at a joint	A gymnast training to increase hip mobility to improve the quality of their split leap on the beam
4	Muscular endurance	The ability to use voluntary muscles repeatedly without tiring	A rower repeatedly pulling their oar against the water to propel the boat towards the line
5	Strength	The amount of force a muscle can exert against a resistance	Pushing with all one's force in a rugby scrum against the resistance of the opposition pack

Skill-related components


		Definition	Example
6	Agility	The ability to change the position of the body quickly and control the movement	A badminton player moving around the court from back to front and side to side at high speed and efficiency
7	Balance	The ability to maintain the body's centre of mass above the base of support	A sprinter holds a perfectly still sprint start position and is ready to go into action as soon as the gun sounds
8	Coordination	The ability to use two or more body parts together	A trampolinist timing their arm and leg movements to perform the perfect tuck somersault
9	Power	The ability to perform strength performances quickly	A javelin thrower applies great force to the spear while moving their arm rapidly forward
10	Reaction time	The time taken to respond to a stimulus	A boxer perceives a punch from their left and rapidly moves their head to avoid being struck
11	Speed	The ability to put body parts into motion quickly	A tennis player moving forward from the baseline quickly to reach a drop shot close to the net

Note-
Cardiovascular endurance is also known as aerobic endurance.



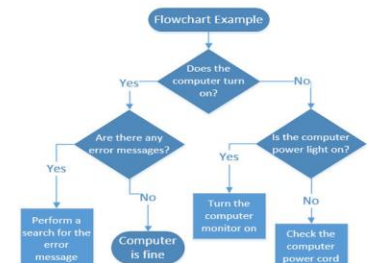
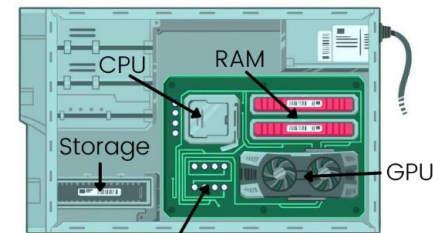
**Instructions:**

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Homework		Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 1-4. This can be found on page 19. 2. In what sport is Cardiovascular Endurance important? 3. In what sport is Muscular Endurance important? 4. In what sport is Body composition important? 5. In what sport is Balance important?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions for. 5-7 This can be found on page 19. 2. In what sport is Coordination important? 3. In what sport would Speed and Power be used? 4. In what sport would Agility and Reaction Time be used? 5. In what sport would Coordination and Balance be used?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions 8 – 11. This can be found on page 19. 2. Completing a Half Marathon requires which component of fitness? 3. Completing a long jump requires which component of fitness? 4. Completing a 100m sprint requires which component of fitness? 5. A rower repeatedly pulling an oar requires which component of fitness?

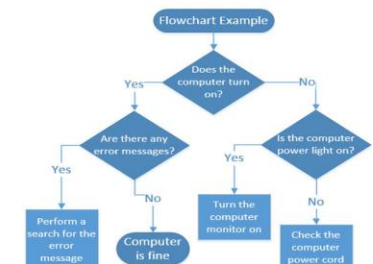
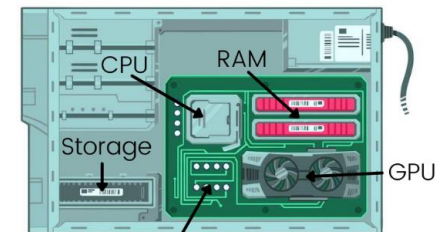


Key vocabulary	Definition
1. Network	Two or more connected devices that can share data, peripheral devices such as printers and an internet connection.
2. WAN	Wide Area Network: A network over a large geographical area e.g. the internet.
3. LAN	Local Area Network - network in a small geographical area e.g. an office/school
4. Router	A device which forwards data packets to the appropriate parts of a computer network (packet switching) allowing communication of data across the internet.
5. Switch	A “Smart” device which forwards data to a specific device on a network.
6. Malware	Malicious software created to damage or gain illegal access to computer systems examples are worms, viruses and trojans.
7. Encryption	Encoding data – often used when logging onto websites – personal data is scrambled and therefore cant be stolen.
8. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
9. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
10. CPU	The central processing unit which carries out the instructions for a computer.
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).






Key vocabulary	Definition
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.





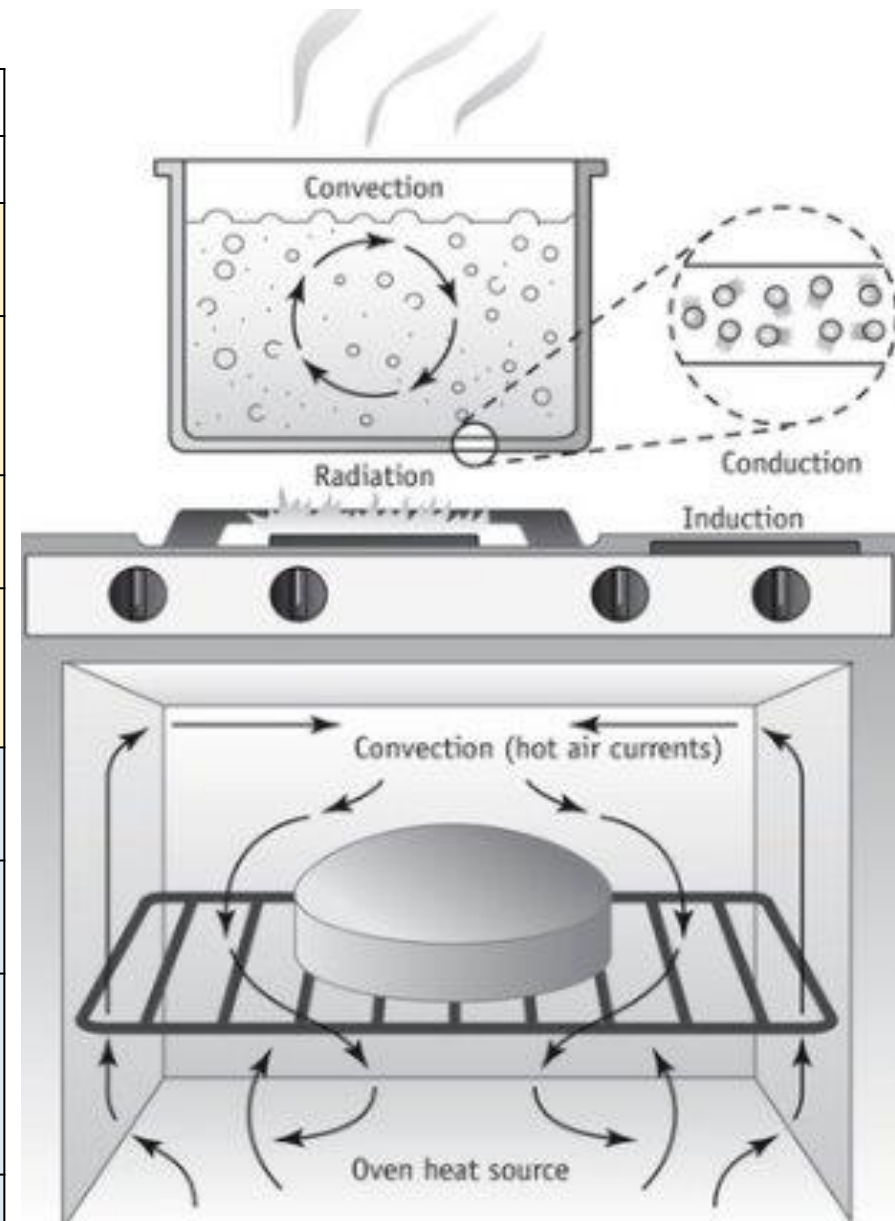
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Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, write, cover, check vocabulary 1-5.2.Name a 'peripheral device' on a network.3.Name 2 ways you can connect to a network.4.A sentence each for 2 advantages of networks .5.A sentence each for 2 disadvantages of networks.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, write, cover, check vocabulary 6-7.2.Name the malicious code that looks like a trusted file.3.Explain what a virus does.4.When should encryption be used on the internet?5.Explain one advantage of using wired connection over wireless connection.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, write, cover, check vocabulary 8-9.2.Why is binary known as a 'base 2 ' numbering system3.Convert 38 denary to binary.4.Why is ASCII no longer appropriate for modern computers?5.Why is Unicode a more appropriate character set for modern computers?

**Important vocabulary**


Key word	Meaning
1. Aeration / aerate	Adding air to foods to make them rise e.g., baking powder releases CO_2 bubbles.
2. Chemical raising agent	Baking powder, self-raising flour or bicarbonate of soda. These release carbon dioxide when mixed with liquids to aerate products.
3. Coagulation	The setting of protein foods caused by heat e.g. eggs set when cooked.
4. 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.
5. Heat transfer	The way in which heat moves from one place to another.
6. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
7. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
8. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.





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

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

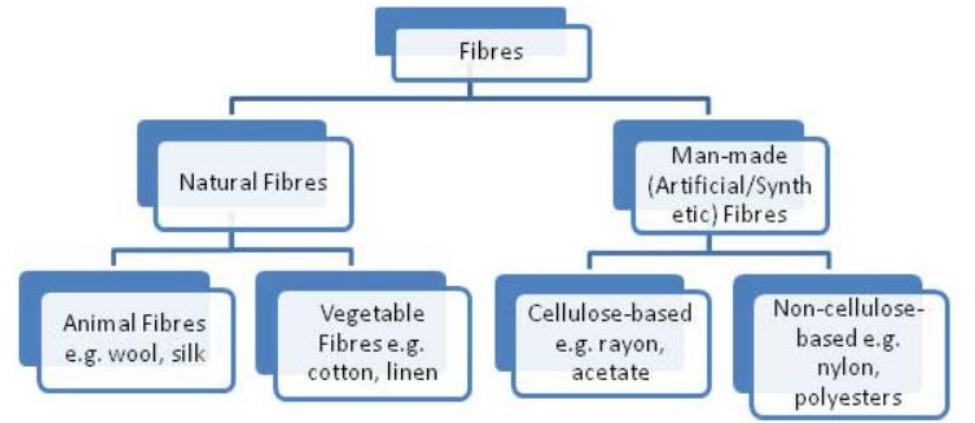
Homework	Due 	Task:
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. What is sensory analysis and why is it used in the food industry? 3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis? 4. Give 3 examples of foods that gelatinise (gelatinisation). 5. White sauce is used as a base to make lots of dishes. Name 3 dishes made that contain a white sauce.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 5-8. 2. Name 2 foods can be cooked using conduction as a method of heat transfer. 3. Name 2 foods can be cooked using convection as a method of heat transfer. 4. Name 2 foods can be cooked using radiation as a method of heat transfer. 5. Why do we need to pre-heat ovens and grills before using them?

**Textiles**

Key word	Meaning
1.Fabric scissors	These are used to cut fabric, but must not be used on paper or card
2.Pins	These are used to hold fabric in place while you are sewing
3.Iron/Ironing board	Irons are used to remove creases from fabrics and the board is used to lay the fabric onto.
4.Applique	This process involves stitching a small piece of fabric onto a larger one to make a pattern or design.
5.Natural fibres	These come from animals, insects or plants. They are all biodegradable and therefore sustainable although making them uses energy
6.Man-made fibres	These are made from synthetic sources such as oil or coal, or from naturally sourced materials which undergo a chemical process

Product design

Key word	Meaning
7.Vice	This is used to hold pieces of material securely in place while cutting or sanding. They can also be used to hold glued material together while drying
8.Coping saw	This is used for cutting wood and plastic. The small blade is ideal for cutting out small and intricate shapes .
9.Joinery	This is the part of woodworking that involves joining together parts of wood



	Hardwood	Softwood	Engineered wood
Origin	Deciduous trees that have leaves and seeds	Conifer trees that have needles and cones	Real timber, waste wood or a combination
Examples	Ash, beech, birch, cherry, oak, maple, and walnut	Cedar, fir, pine, spruce and redwood	Plywood, MDF, chipboard and veneered boards
General Characteristics	Slower growth rate and often higher density	Faster growth rate and often lower density	Large standard sized panels of varying density
Uses	High quality furniture, decorative woodwork, decks, flooring...	Building components, furniture, exterior cladding...	Furniture (shelves and cupboards), walls, counters...
Cost	Typically, higher cost	Typically, lower cost	Lower cost

Wood sustainability


Unlike building materials such as metal, plastics, stone, and concrete, wood is a renewable resource as wood supplies can be renewed by planting new trees.





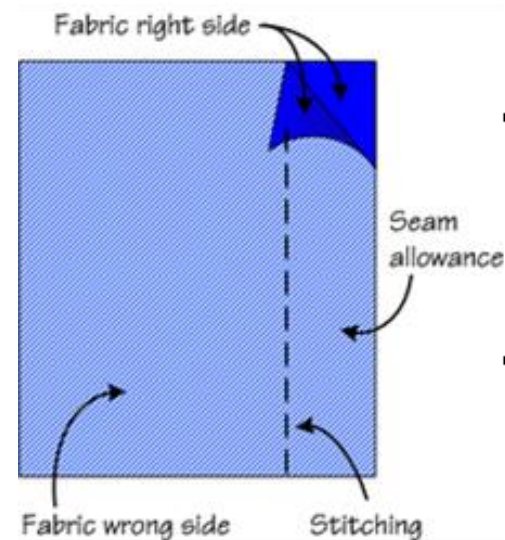
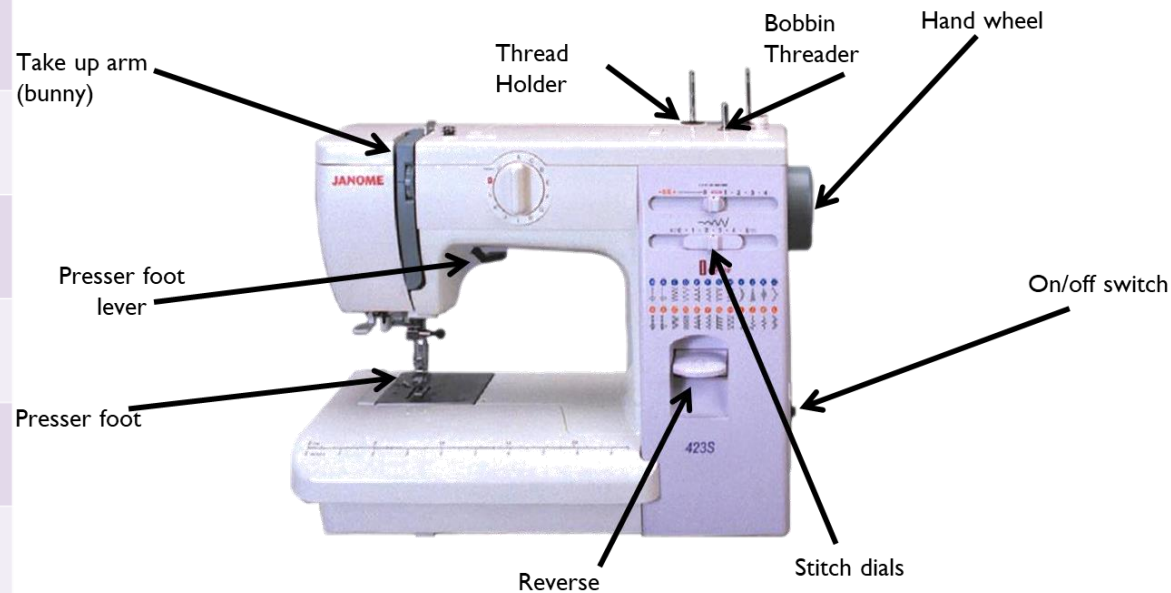
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

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Homework	Due 	Task:
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. Describe what is meant by applique. 3. Describe what natural fibres are and give 3 examples. 4. Describe what synthetic fibres are and give 3 examples. 5. Write 5 health and safety rules for using the sewing machine.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7-9. 2. Write down the 8 areas of ACCESS FM. 3. Write 5 health and safety rules when in the DT workshop. 4. Name 4 types of timber. 5. Explain why wood is a sustainable material.



Name	Picture	What it is used for
1. Fabric Scissors		You use them to cut fabric
2. Pins		They hold fabric in place when you are sewing
3. Bobbin Case		It holds the bobbin in place on the sewing machine
4. Tailors Chalk		They mark fabric with it
5. Ironing Board		You lay fabric on it to iron it to remove creases
6. Needle		You use it to sew or embroider by hand
7. Tape Measure		It can measure around curves
8. Iron		It is used to remove creases in fabric
9. Paper Scissors		You cut paper with these
10. Thread		It is used to create stitches, made from cotton or cotton/polyester
11. Quick Unpick		You use it to undo stitching
12. Bobbin		You wind thread onto this. It is the bottom thread in the sewing machine



- **Seam allowance is the distance between the stitching and the edge of the fabric.**
- **Seam Allowance is important because it ensures the product is made to the correct size, the lines are straight and there are no holes**
- **Usually the Seam Allowance is 1.5cm - this means the edge of the fabric lines up with the 1.5CM line on the stitch plate**



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

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Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		1. Look, write, cover, check vocabulary 10-12. This can be found on page 27. 2. What is thread used for in Textiles? 3. List 2 other names you may have heard your Teacher call the quick unpick by 4. Explain why a quick unpick is useful 5. Explain why we usually match the bobbin thread to the top thread.
Homework 2 <input type="checkbox"/> Completed?		Your teacher will set the end of topic quiz on Show My homework (SMHW). Answer this to show how much you have learnt.

PLEASE READ: Complete the task below if you started Textiles on the **7th May**

Homework 1 <input type="checkbox"/> Completed?	1. Look, write, cover, check vocabulary 1-3. This can be found on page 27. 2. Explain why you only use fabric scissors to cut fabric and not paper. 3. Explain why you use pins to secure something in place when sewing. 4. Explain the job of the bobbin case. 5. Write 5 health and safety rules for using the iron.
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**This term for homework you will be looking at 'Artwork Analysis'.**

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

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

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

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

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

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

Example

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

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



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

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

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

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

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

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

It was made in.....

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

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

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

I can see.....

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

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

.....(art material).

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

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

What do you think the work is about?

I think this work is about.....

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

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

**Instructions:**

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

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		1- Complete a piece of writing analysing the artwork by Etel Adnan. <i>Collapse XVII</i> SETH CLARK, 2014 Collage, charcoal, pastel, ink, acrylic, graphite on wood, 33 x 42 inches
Homework 2 <input type="checkbox"/> Completed?		1. Complete a piece of writing analysing the artwork by Utagawa Hiroshige. <ul style="list-style-type: none"> • Utagawa Hiroshige, Katabira River and • Katabira Brige (Hodogaya, Katabiragawa Katabirabashi), • 1842/57, colour wood block print, 25 × 37.2 cm

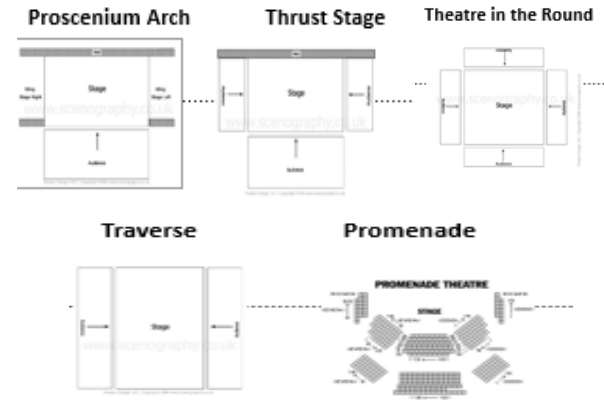
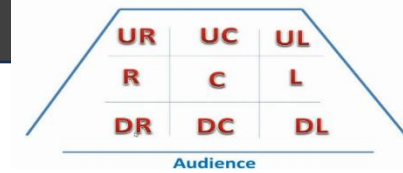


**Physical Skills**

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

Vocal Skills

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

**Writing skills**

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




Drama



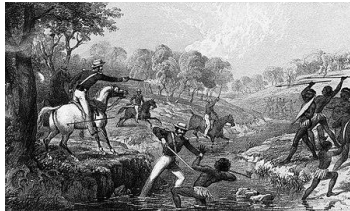
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Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Write, Cover, Check key terms 1-11. This can be found on page 31.2. How can timing be used to create comedy? Give an example.3. What does using an accent tell the audience about your character?4. Which vocal skill conveys emotion?5. Draw a square stage. Mark an X on Upstage Right.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Write, Cover, Check key terms 12-21. This can be found on page 31.2. What is Status?3. What physical skills can use to show a high-status character?4. Why must you consider your blocking when rehearsing a scene?5. Draw a square stage. Mark an X on Downstage Left.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Write, Cover, Check key terms 22-25. This can be found on page 31.2. What is Proxemics?3. If you have close proxemics with another character, what does that tell the audience about their relationship?4. How can you use Pitch to show a character is shocked?5. Draw a square stage. Mark an X on Centre stage.

**Impacts of British Empire:**

Hong Kong becoming an economic powerhouse



Death and disease amongst aboriginals



Africa split up into territories as decided by European powers



By investing money into many of its colonies, Britain was able to develop their infrastructures. (e.g. railroads in India, business in Hong Kong)

Key Term	Definition
1. Empire	When countries are ruled/controlled by another country
2. Colony	A country that is controlled by an empire. Eg. India, South Africa, Australia, Canada
3. Imperialism	When a country wants to extend their power, usually by force
4. Partition	To divide (a place, such as a country) into two or more territorial units
5. Economy	The part of society that creates wealth
6. Sepoy	An Indian soldier under the command of the British Empire
7. Indian Mutiny	When Indians fought back against British rule in India
8. “Jewel in the Crown”	The phrase used to describe India, the most important and valuable British colony
9. Penal colony	When convicts (criminals) were sent to Australia
10. Aboriginals	The people native to Australia. They have lived there for over 60,000 years
11. Opium	A drug sold to China by Britain
12. Native	Someone from an area
13. British Raj	Rule by the British Empire in India
14. Racism	when people are treated unfairly because of their skin colour or background



Key dates for this unit

1500s – England begins to establish itself as a naval power and looks to control more land

1770 – Captain James Cook landed his ship in Australia

1833 – Britain abolished slavery

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

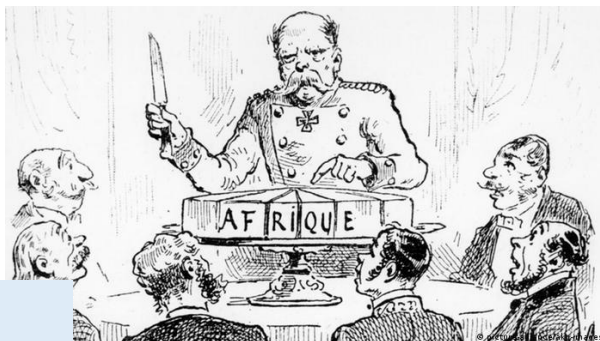
1857 – The Indian Mutiny and the start of the British Raj in India

1901 – Australian independence

1919 – Amritsar massacre

1947 – Partition of India

1997 – Hong Kong was handed back to China.



Source 1

Reasons for wanting an Empire (there are others)

Trade (and money)

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



Warfare

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



Political power and influence

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



Religion

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



Source 2

**Instructions:**

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

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		1) Look, cover, write, check terms 1,2,3. 2) What do you think people meant when that said that “the sun never sets” on the British Empire? 3) What is one impact of the British Empire? 4) What happened in 1770? 5) Give one reason Britain wanted an empire, can you give an example?
Homework 2 <input type="checkbox"/> Completed?		1) Look, cover, write, check terms 4,5,6. 2) Give one negative impact of the British Empire on Africa 3) Look at the map on the top of your knowledge organiser, can you name any of the countries in RED that Britain colonised? 4) What country was referred to as the “Jewel in the Crown”? 5) How was Hong Kong impacted by the British Empire?
Homework 3 <input type="checkbox"/> Completed?		1) Look, cover, write, check terms 7,8,9. 2) Give an example of a penal colony 3) Look at source 1, what do you think is happening in this cartoon? 4) Why is ‘religion’ a reason Britain wanted an Empire?

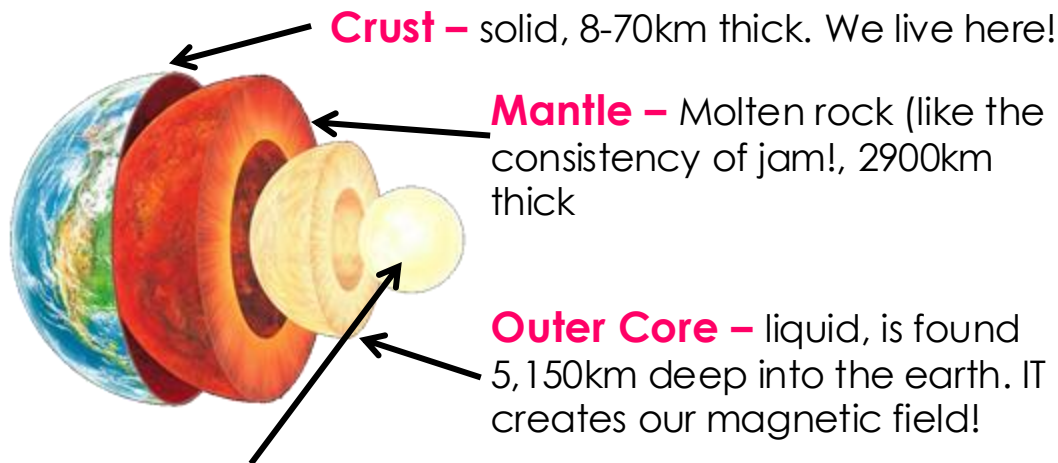


8.4 Why do so many people live in the danger zone?

What examples of natural hazards are there?



How is the earth structured?



Crust – solid, 8-70km thick. We live here!

Mantle – Molten rock (like the consistency of jam!), 2900km thick

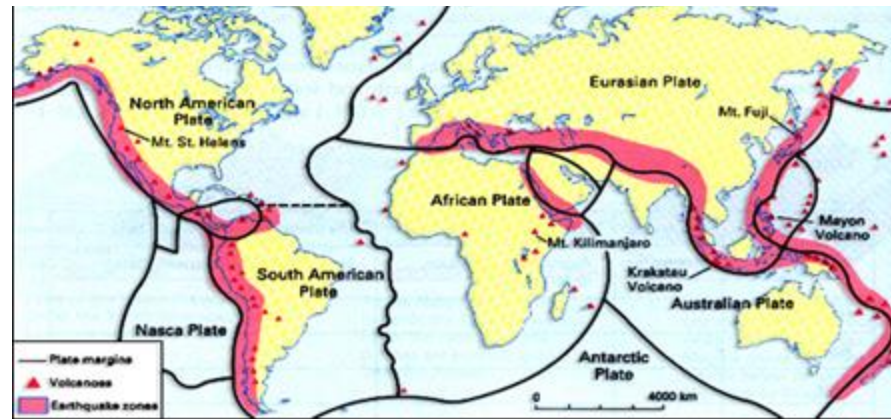
Outer Core – liquid, is found 5,150km deep into the earth. It creates our magnetic field!

Inner Core – solid, it is a huge metal ball 2500km wide and is between 5000-6000°C!

Keyword	Definition
1. Natural Hazard	The potential threat to humans from a naturally occurring process/ event.
2. Disaster	An actual occurrence where large numbers of people are affected – possibly killed/injured.
3. Tectonic Hazards	Hazards that occur due to the movement of the earth's crust.
4. Epicentre	The point on the earth's surface directly above the focus of an earthquake.
5. Focus	The origin of the earthquake beneath the earth's surface.
6. Magnitude	The strength of an earthquake.
7. Oceanic Crust	The thinner, denser part of the earth's crust which forms large land masses
8. Continental crust	The thicker, less dense part of the earth's crust which forms large land masses.
9. Convection Currents	The rising and falling of heat inside the mantle, causing the movement of the tectonic plates.
10. Lahar	A destructive mudflow, usually as a result of a volcanic eruption.
11. Pyroclastic Flow	A dense, destructive mass of very hot ash, lava fragments and gases ejected explosively from a volcano and flowing at great speed.



What are tectonic plates?



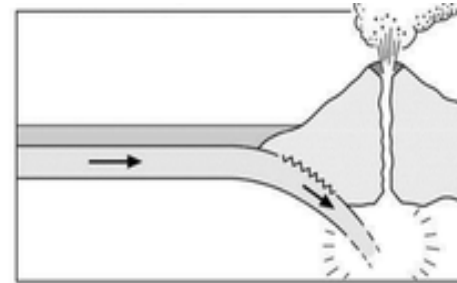
The **earth's crust** is broken up into **tectonic plates**. As they move, they create **earthquakes and volcanoes**!

There are two types of crust:

- **Oceanic Crust** – found underneath the oceans. It is **denser** than the continental crust so **can be destroyed**.
- **Continental Crust** – found under land masses or continents. It is **older** than the oceanic crust and is **not destroyed**.

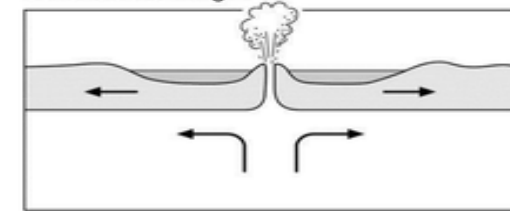


What are the three different types of plate boundary?



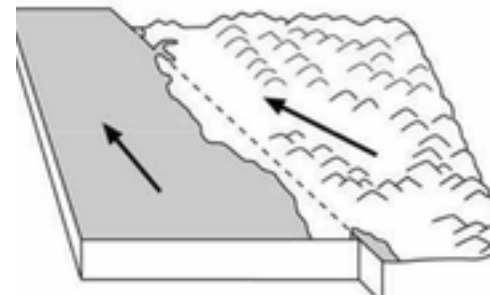
Destructive plate margin

- The **oceanic plate is subducted** (goes underneath) the continental plate as it is **more dense**.
- The oceanic plate **melts** under pressure to form magma.
- This magma is forced up to form a **composite volcano**.



Constructive plate margin

- **Two oceanic plates move apart**.
- **Magma rises** from the mantle in between the two plates to form new **shield volcanoes** and new land.



Conservative plate margin

- Two plates slide past each other in **opposite directions or the same direction at different speeds**.
- **Friction** occurs and the plates get stuck.
- There is a **build-up of pressure** which is **eventually released** creating a strong earthquake.

How do the tectonic plate move?



1. The **core** heats up the **magma** above it, which makes the magma **rise** within **the mantle** as it is **less dense**



2. When the magma reaches the crust, it can't rise any further so **spreads out** underneath the crust.



3. When the magma spreads out underneath the crust creating **friction**. This **pulls some of the crust** in that direction, making it move.




4. The magma loses heat as it's been away from the **core** for a while and it **cools** and **sinks** back down.



5. The cycle **starts all over again**.

**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 1-3. This can be found on page 36.2. Name three natural hazards that you can see in the photos.3. What are the four layers of the earth?4. Name two differences between the crust and inner core.5. Describe the differences in the states (solid, liquid, gas) of each layer of the earth.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check key terms 4- 8. This can be found on page 36.2. What are the two different types of crust?3. Describe the differences between the two types of crust.4. Draw one diagram showing convection currents.5. Explain the processes at each stage of convection currents.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1.Look, cover, write and check key terms 9-11. This can be found on page 36.2.What are the names of the three plate boundaries called?3.Which two plate boundaries produce volcanoes?4.Which plate boundary only occurs when there are two oceanic plates? What happens at this boundary?5.Explain the processes that take place at a destructive plate boundary using a diagram to help you.



The Existence of God

Proof: evidence or argument establishing a fact or the truth of a statement





"The chief danger to philosophy is the narrowness in the selection of evidence" – Alfred North Whitehead

The Original Sin

- Many Christians believe all humans are descended from Adam and Eve, which means that they all have the ability to disobey God.
- Original sin occurred when Adam and Eve were tempted and committed the first (original) sin.
- Genesis 3 tells the story of how sin first entered the world when Adam and Eve were tempted by the Devil in the Garden of Eden.
- They ate an apple from the Tree of Knowledge after God had instructed them not to, and for this they were banished from the garden.
- Evil had now entered the world - this is known as the Fall.




"When the woman saw the fruit of the tree she took some and ate it. She also gave some to her husband and he ate it" Genesis 3: 6

Religious Experience	Miracles/Near Death Experience	Teleological Argument (argument from design)	Cosmological Argument 
<p>Religious experiences are personal encounters or feelings that people believe connect them with a divine being or higher power. These experiences can include feelings of peace, transcendence, or a sense of God's presence.</p> 	<p>Miracles are events that defy the laws of nature, caused by divine intervention. A near death experience is an example of this. When people experience near-death situations followed by miraculous recoveries, they often interpret these events as signs of God's intervention and existence.</p>	<p>The teleological argument suggests that the universe's complexity and orderliness imply the existence of an intelligent designer, like how the intricate design of a watch implies the existence of a watchmaker.</p> 	<p>The cosmological argument suggests that everything in the universe has a cause, and there must be a first cause (God) that started everything.</p> 
<p>✓ Gives comfort and meaning during difficult times, providing individuals with a sense of guidance and reassurance.</p>	<p>✓ Shows God's power and presence through extraordinary events that defy scientific explanation, reinforcing believers' faith.</p>	<p>✓ Supports religious beliefs by suggesting that the intricate design of the universe implies the existence of an intelligent creator.</p>	<p>✓ Provides a logical explanation for the universe's beginning by proposing the existence of a first cause or ultimate explanation.</p>
<p>✗ Not everyone has religious experiences, so they may not be universal or applicable to everyone's understanding of God.</p>	<p>✗ Can't always be proven scientifically, leading to scepticism and doubt from those who require empirical evidence.</p>	<p>✗ Doesn't consider other explanations like evolution, which can also account for the apparent design in nature without invoking a divine designer.</p>	<p>✗ Doesn't prove a specific kind of God, leaving room for interpretation and debate among different religious beliefs.</p>

**Instructions:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Give two examples of a moral evil.2. What is the message of the Story of Job?3. What is the Eightfold Path?4. How do you think the Eightfold path will influence Buddhists?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Explain how the inconsistent triad works.2. Draw a diagram to explain the inconsistent triad.3. How do Buddhists respond to the existence of suffering?4. Who tried to influence Job?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Give two examples of a natural evil?2. How did Epicurus respond to the Inconsistent Triad?3. Draw an example of a moral evil and a natural evil4. What id moral evil?



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



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

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

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

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

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



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

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

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

Examples:

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

The Near Future :

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

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

Going to or living in a country

In French the word “to” or “in” with countries changes depending on if they are masculine, feminine, plural or a town/city. Countries which end in “e” are almost always feminine (this really helps)

Examples :

Je vais **en** Espagne (**feminine**) → I go **to** Spain
 Je vais **au** Portugal (**masculine**) → I go **to** Portugal
 Je vais **à** l'hôtel (**vowel**) → I go **to the** hotel
 Je vais **aux** Etats-Unis (**plural**) → I go **to** the USA
 Je vais **à** Paris (**town/city**) → I go **to** Paris



les participes passés irréguliers?	Irregular past participles
Faire → fait	To do → did
Prendre → pris	To take → took
Boire → bu	To drink → drank
Voir → vu	To see → saw
Lire → lu	To read → read
Vouloir → voulu	To want → wanted
Dire → dit	To say → said
Devenir → devenu	To become → became
Avoir → eu	To have → had
Écrire → écrit	To write → wrote

Les opinions	Opinions
C'était	It was ...
Génial	Great
Fantastique	Fantastic
Intéressant	Interesting
Touchant	Moving (emotionally)
Inoubliable	Unforgettable
Incroyable	Incredible
Trop court	Too short
Ennuyeux/barbant	Boring
Trop long	Trop long
Passionnant	Exciting
Émouvant	Emotional



Quand?	When?
Aujourd'hui	Today
Normalement	Normally
D'habitude	Usually
Parfois/quelquefois	Sometimes
Pendant la pause/ le trajet	During breaktime/the journey
Le weekend	On the weekend
Après le collège	After school
deux fois par semaine	Twice a week
souvent	Often
Toujours	Always
Rarement	Rarely
De temps en temps	From time to time
Le lundi	On Monday
Hier	Yesterday
Récemment	Recently
Le week-end dernier	Last weekend
La semaine dernière	Last week
L'année dernière	Last year
Il y a un mois	A month ago
Demain	Tomorrow
Bientôt	Soon
A l'avenir	In the future
Le weekend prochain	Next weekend
La semaine prochaine	Next week
L'année prochaine	Next year
Dans un mois	In a month

Qu'est-ce que tu fais normalement?	What do you do normally?
Se reposer (je me repose)	To relax
Se relaxer (je me relaxe)	To relax
S'amuser (je m'amuse)	To have fun
Se baigner (je me baigne)	To bathe
S'habiller (je m'habille)	To get dressed
Se lever (je me lève)	To get up
Se laver (je me lave)	To wash
Se réveiller (je me réveille)	To wake up
S'entendre avec (je m'entends avec)	To get on with
Se brosser les dents/ les cheveux (je me brosse)	To brush teeth/hair
Se doucher (je me douche)	To shower
Se maquiller (je me maquille)	To put on make-up



Quel temps faisait-il?	What was the weather like?
Il faisait beau	It was good weather
Il faisait chaud	It was hot
Il faisait froid	It was cold
Il faisait 25 degrés	It was 25 degrees
Il faisait mauvais	It was bad weather
Il pleuvait	It was raining
Il neigeait	It was snowing
Il y avait du vent	It was windy
Il y avait des nuages	It was cloudy
Il y avait des orages	It was stormy
Il y avait du brouillard	It was foggy
Il y avait du soleil	It was sunny





Past holidays 8.8 French Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.
Reflexive verbs in French are verbs which usually mean an action done to yourself (e.g. straighten your hair, brush your teeth, etc.). Many are regular -er verbs and they need an extra **reflexive pronoun**.

Subject pronouns	Reflexive pronoun
je (I)	me
tu (you)	te
il (he), elle (she), on (we)	se
nous (we)	nous
vous (you) (pl)	vous
ils/elles (they)	se

Examples:

Se lisser les cheveux - to straighten one's hair

Je **me** lisse les cheveux > I straighten my hair

Se brosser les dents – to brush one's teeth

On **se** brosse les dents > we brush our teeth

Se doucher - to shower

Tu **te** douches le matin ou le soir? Do you shower in the morning or in the evening?

The perfect tense:

You can talk about the past by using the **perfect tense** (*le passé composé*). The perfect tense has 3 parts:

1. The subject pronoun (eg. Je, nous)
2. The auxiliary (*avoir* or *être*)
3. The past participle

To form the past participle, take off the infinitive endings (**-er, -ir** or **-re**) and add the following endings instead:

-ER verbs > - é

-IR verbs > - i

-RE verbs > - u

Examples:

J'**ai** achet**é** des baskets au centre commercial. I **have bought** trainers at the shopping mall.

Hier il **a** jou**é** au foot dans le parc. Yesterday he **played** football in the park.

Je **suis** all**é** en ville hier? I **went** to town yesterday?

The 2 auxiliary verbs are AVOIR or ÊTRE.

- Use **AVOIR** with most verbs.
- Use **ÊTRE** with **reflexive verbs** and **DR. MRS VANDERTRAMP verbs**. [*Devenir* (to become), *Revenir* (to come back), *Monter* (to go up), *Retourner* (to return), *Sortir* (to go out), *Venir* (to come), *Aller* (to go), *Naître* (to be born), *Descendre* (to go down), *Entrer* (to enter), *Rentrer* (to go home/to return), *Tomber* (to fall), *Rester* (to remain), *Arriver* (to arrive), *Mourir* (to die), *Partir* (to leave).]

AVOIR	ÊTRE
J' ai	Je suis
Tu as	Tu es
Il /elle a	Il /elle est
Nous avons	Nous sommes
Vous avez	Vous êtes
Ils /elles ont	Ils /elles sont

Remember!

When using *être* to form the perfect tense your past participle must agree with the subject pronoun.


Add **-e** if feminine e.g. elle est all**ée**

Add **-s** if plural e.g. ils sont all**és**

Add **-es** if feminine plural eg. elles sont all**ées**

**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><input type="checkbox"/></div> <div>Completed?</div> <div>Homework 1</div>		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items.</p> <p>Je, tu, il, elle, nous, vous, ils, elles</p> <p>2. translate these sentences into English.</p> <ul style="list-style-type: none">• Je vais aller au Portugal.• Je vais aller en Espagne.• Je vais aller en Italie.• Je vais aller aux États-Unis. <p>3. Draw the words 'restaurant', 'plage' and 'monuments' in your book.</p> <p>4. Write a list of 5 more places in town from the knowledge organiser in French.</p> <p>5. Write your own sentence to talk about a place/country you are going to go to in French with 'je vais aller'</p>

**Homework
2**

Completed?

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

Bronzer, visiter monuments, se relaxer, faire du sport, faire du shopping.

2. Translate these sentences into French.

- a) I like to visit monuments.
- b) I like to relax.
- c) I like to sunbathe.
- d) I like to go shopping.
- e) I like to do sports.

3. Write 3 more sentences to say what you like to do in French.

4. What does 'il y a du soleil' mean?

5. What is 'une tente'?

Homework 3

Completed?

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

C'était génial, c'était fantastique, c'était intéressant, c'était touchant, c'était inoubliable

2. translate these sentences into English.

- a) Il faisait froid.
- b) Il pleuvait.
- c) Il neigait.
- d) Il faisait mauvais.

3. Draw 4 images of the above weather in your book.

4. Write another past tense weather in French.

5. translate these sentences into French.

- a) Je suis allé en ville hier.
- b) Il a joué au foot dans le parc.
- c) J'ai acheté des baskets.



¿Dónde vas?	Where do you go?	¿Dónde te alojas?	Where do you stay?	¿Qué haces...?	What do you do...?
Voy a París / a Londres	I go to Paris / to London	Me alojo en / Me quedo en	I stay in	Descansar	To rest
a Francia	to France	un hotel (de cinco estrellas)	A (five star) hotel	*Divertirse (me divierto)	To have fun (I have fun)
a España	to Spain	un camping	A campsite	Tomar el sol	To sunbathe
a Inglaterra	to England	un apartamento	An apartment	Visitar monumentos	To visit monuments
a Escocia	to Scotland	una caravana	A caravan	*Ir a la playa	To go to the beach
a Irlanda	to Ireland	una tienda	A tent	*Ir al restaurante	To go to the restaurant
a Gales	to Wales	un albergue juvenil	A youth hostel	*Ir de compras	To go shopping
a Portugal	to Portugal	una caravana estática	A static caravan	*Dar un paseo	To go for walks
a Pakistán	to Pakistan	en casa de mis abuelos	At my grand-parents'	Sacar/tomar fotos	To take photos
a Polonia	to Poland	un parador	A hotel	Comprar recuerdos	To buy souvenirs
a Somalia	to Somalia	una pensión	A B&B	*Hacer deporte	To do (play) sports
al Caribe	to the Caribbean			*Hacer deportes acuáticos	To do water sports
al Reino Unido	to the UK	¿Cómo viajas?	How do you travel?	Bailar en la discoteca	To dance (club)
a los Estados-Unidos	to the States	Viajo / Viajamos	I travel / We travel	¿Dónde está...?	Where is it...?
a los Países Bajos	to the Netherlands	a pie	by foot	Está lejos / cerca	It's far / nearby
¿Qué visitas?	Where do you visit?	en bici	by bike/pushbike	Está a cinco minutos	It's 5 minutes away
Visto / Visitamos	I visit /We visit	en moto	by motorbike	Está a 300 metros	It's 300 metres
la playa	The beach	en coche / en tren	by car / by train	Siga todo recto	Go straight on
la piscina	The swimming pool	en barco / en crucero	by boat / by cruise	En el semáforo siga todo recto	At the traffic lights go straight on
el centro	The town centre	en metro / en autocar	by tube / by coach	En la rotonda gira a la derecha	At the roundabout turn right
el museo	The museum	en autobús / en avión	by bus	Gira a la izquierda	Turn left
el mercado	The market	¿Qué tiempo hace?	What is the weather like?	Gira a la derecha	Turn right
el estadio	The stadium	Hace buen / mal tiempo	It is good /bad weather	Tome la primera	Take the first
el parque de atracciones	The theme park	Hace calor/frío	It is hot/cold	Tome a segunda	Take the second
los monumentos	The monuments	Hace sol	It is sunny	Cruza el puente	Cross the bridge
las tiendas	The shops	Hace 25 grados	It is 25 degrees		
los cafés	The cafés	Llueve	It is raining		
los restaurantes	The restaurants	Nieva	It is snowing		
la oficina de turismo	The tourist office	Hay viento	It is windy		
		Hay nubes	There are clouds		



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

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

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

Example:

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

The Near Future :

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

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

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

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

Mañana - tomorrow

La semana próxima- next week

El fin de semana que viene – next weekend

El próximo mes - next month

El año que viene – next year

En dos años – In two years



8.8 Past holidays

SPANISH

Las opiniones	Opinions
Fue genial	It was great
Fue fantástico	It was fantastic
Fue interesante	It was interesting
Fue emocionante	It was exciting
Fue inolvidable	It was unforgettable
Fue increíble	It was incredible
Fue demasiado corto	It was too long
Fue demasiado largo	It was too short

¿Qué tiempo hacía?	What was the weather like?
Hacía buen tiempo	It was nice weather
Hacía mal tiempo	It was bad weather
Hacía sol	It was sunny
Hacía calor	It was hot
Hacía frío	It was cold
Hacía viento	It was windy
Llovía	It was raining

¿Qué hiciste durante las vacaciones?	What did you do on holidays?
 Fui a la playa	I went to the beach
 fui al restaurante	I went to the restaurant
 fui de compras	I went shopping
 Me quedé	I stayed
 Comí	I ate
 Bebí	I drank
 Vi	I saw
 Probé	I tried (food)
 Hice deportes acuáticos	I did watersports
 Descansé	I rested
 Me relajé	I relaxed
 Me divertí	I had fun
 Visité monumentos	I visited monuments
 Di paseos	I went walking
 Saqué fotos	I took photos
 Compré recuerdos	I bought souvenirs
 Tomé el sol	I sunbathed



La vida cotidiana	Daily life
La gente	People
Los habitantes	Inhabitants
Hablar	To speak
Vivir	To live
Celebrar	To celebrate
Preparar	To prepare
Ir a trabajo	To go to work
Ir al instituto	To go to school
Volver a casa	To go back home
Ver la tele	To watch TV
Cenar	To have dinner
Bañarse	To have a bath
Ducharse	To have a shower

¿Cuándo?	When?
Ayer	Yesterday
La semana pasada	Last week
El fin de semana pasado	Last weekend
El mes pasado	Last month
El año pasado	Last year
Hace dos días	Two days ago
El otro día	The other day



Past tense holidays 8.8 Spanish Knowledge Organiser

A **verb** is a doing, being or having word. e.g. to speak, to eat, to be.
Reflexive verbs in Spanish are verbs which usually mean an action done to yourself (e.g. wash yourself, shower etc.). Many are regular -ar verbs and they need an extra **reflexive pronoun**. We know a Spanish verb is reflexive because it will have «se » on the end of its infinitive eg. lavarse (to wash) and levantarse (to get yourself up).

Subject pronouns	Reflexive pronouns
yo (I)	me
tú (you)	te
él (he), ella (she)	se
nosotros/as (we)	nos
vosotros/as (you) (pl)	os
ellos/ellas (they)	se

Examples:

lavarse - to wash

me lavo > I wash

levantarse- to get up

nos levantamos > we get up

Ducharse- to shower

Te duchas > you shower

Reflexive verbs, the preterite (past tense)



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”

Hablar = to speak

To form “she spoke”


TOMAR ~~X~~ > tom > toméHABLAR ~~X~~ > habl > habló

Careful! Not all verbs are regular in the preterite. Some key irregulars are :

Hacer (to do)	hice, hiciste, hizo, hicimos, hicisteis, hicieron
Ir (to go)	fui, fuiste, fue, fuimos, fuisteis, fueron
Ser (to be)	fui, fuiste, fue, fuimos, fuisteis, fueron
Tener (to have)	tuve, tuviste, tuvo, tuvimos, tuvisteis, tuvieron

**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 1 <input type="checkbox"/> Completed?		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. Voy, vas, va, vamos, vais, van</p> <p>2. translate these sentences into English.</p> <ul style="list-style-type: none"> • La semana próxima voy a ir al restaurante. • El fin de semana que viene, va a ir al cine. • Mañana, vamos a ir a la playa. <p>3. Draw the words 'restaurante', 'playa' and 'cine' in your book.</p> <p>4. Write a list of 5 more places in town from the knowledge organiser in Spanish.</p> <p>5. Write your own sentence to talk about a place you are going to go in Spanish with 'voy a ir'.</p>
Homework 2 <input type="checkbox"/> Completed?		<p>1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. Tomar el sol, visitar monumentos, descansar, hacer deporte, ir de compras</p> <p>2. Translate these sentences into Spanish.</p> <ul style="list-style-type: none"> • I like to visit monuments. • I like to relax. • I like to sunbathe. • I like to go shopping. • I like to do sports. <p>3. Write 3 more sentences to say what you like to do in Spanish.</p> <p>4. What does 'hace sol' mean?</p> <p>5. What is 'una pensión'?</p>



Homework

3



Completed?

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

Fue fantástico, fue genial, fue interesante, fue emocionante, fue inolvidable

2. translate these sentences into English.

- **Saqué fotos.**
- **Compré recuerdos.**
- **Visité monumentos.**
- **Tomé el sol.**
- **Di paseos.**

3. Which one of the above has a different ending?

4. write a sentence to say where you went/ what you did in the past in Spanish.

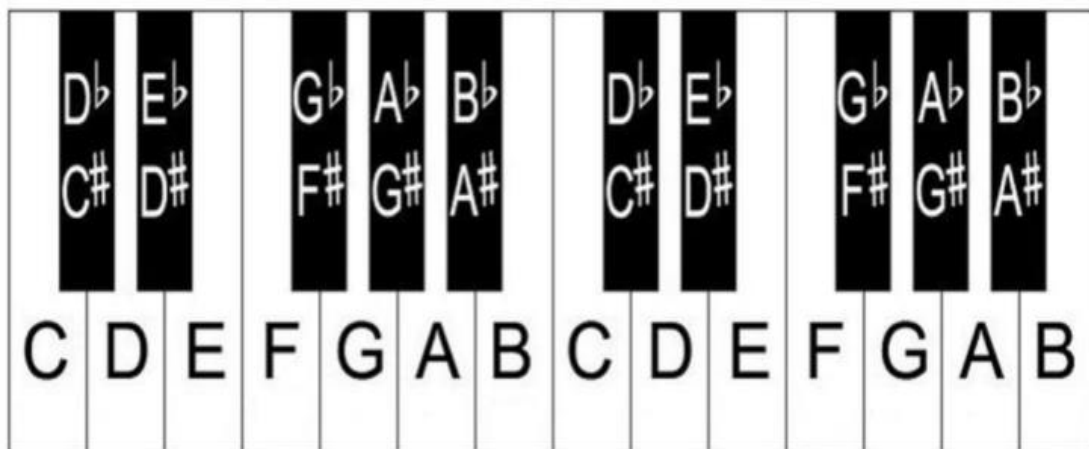
5. What do 'hacía buen tiempo' and 'hacía mal tiempo' mean?

Notes of the treble and bass clef

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



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

Notes on the piano keysFamilies of the orchestraStrings

Double Bass

Cello

Violin

Viola

Harp

All these instruments make sound by plucking/bowing strings.

Woodwind

Piccolo

Clarinet

Flute

Oboe

Bassoon

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

Brass

Trombone

Trumpet

French Horn

Tuba

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

Percussion

Triangle

Tambourine

Snare Drum


Cymbals

Xylophone

All of these instruments are played by hitting them.

**Instructions:**

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



PSHE – mindfulness colouring in

