



Year 9 | 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



When is Week A/Week 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

Subject	Page	Homework is set on:
English	6-10	Thursday
Maths	11- 14	Friday
Science	15 – 20	Friday
PE	21- 23	Week A
Tech/Computing	24 -32	Week A
Art	33-34	Week A
Drama	35-36	Week A
History	37-38	Week B
Geography	39-41	Week B
RE	42-44	Week B
French / Spanish	45-54	Week B
Music	55-56	Week B
PSHE	57	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	BBAyear9team@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 Merchant of Venice

First published in 1600

Set in Venice, Italy

Originally classed as a comedy, but has become to be seen as more tragic over time.

CONTEXT

Shakespeare – first performed in 1600s

Italy (Venice) as a global trading center

Prejudice, particularly **anti-Semitism**:

Jews were banished from England, and in Venice they lived in segregated areas and had to wear an identifying badge.

Revenge tragedy – has two tragic heroes (Antonio and Shylock) and their **hamartia** is based on a need for revenge against the other.

Comedy – two groups pitted against each other / disguise / men dressed as women, and vice versa / innuendo / marriage.

The role of women – women could not act on stage in Shakespeare's time, so the trial scene would have been very funny, with male actors dressed as women pretending to be men. Women had a lesser status when the play was set – this is shown through Portia being unable to choose whom she marries.

CHARACTERS:

Antonio - A wealthy Venetian merchant who occasionally lends money, but never charges interest. He is the "merchant" of the play's title.

Bassanio - He is a typical Elizabethan lover and nobleman who is careless with his money; hence, he has to borrow from Antonio so that he can woo Portia in style.

Portia - She is famous for her beauty and for her wealth, and she is deeply anguished that she must marry the man who chooses the single casket of three which contains her portrait.

Shylock - An intelligent businessman who believes that, since he is a moneylender, charging interest is his right; to him, it makes good business sense.

THEMES:

- Tragedy
- Comedy
- Tension
- Revenge
- Money
- Female characters
- Hope
- Religion
- Love
- Romantic relationships
- Platonic (non-romantic) relationships
- Families (particularly fathers & daughters)
- Trust



THEMES AND SYMBOLS:

The pound of flesh – this represents Shylock's hatred for Antonio, and links to Shakespearean tragicomedy ideals of revenge and justice.

The rings – Portia and Nerissa give Bassanio and Gratiano a ring each and make the men promise not to remove them. The rings link to Shakespearean comedy (marriage and disguise). Jessica also steals a ring given to Shylock by his deceased wife, Leah.

Justice – Anti-Semitic attitudes would suggest that justice is served when Shylock is forced to convert to Christianity. Modern audiences would not consider this to be the case.

Money - Venice was an important trading port. Venice is characterised by money and Belmont by love. Money acts as a catalyst for revenge.

Revenge Tragedy / Tragicomedy – As a problem play, MoV has characteristics of both Shakespearean tragedy and comedy.

QUOTATIONS:

- 'I will not eat with you, drink with you, nor pray with you.' (Shylock)
- 'My purse, my person, my extremist means, lie all unlocked to your occasions' (Antonio to Bassanio)
- 'I cannot choose one nor refuse none' (Portia about suitors)
- 'I hate him for he is a Christian' (Shylock about Antonio)
- 'The devil can cite scripture for his purpose' (Antonio about S)
- 'The portrait of a blinking idiot' (Aragon)
- 'I am never merry when I hear sweet music' (Jessica)
- 'The quality of mercy is not strained' (Portia)
- 'Though I am a daughter to his blood, I am not to his manners' (Jessica about Shylock)
- 'if you wrong us, shall we not revenge?' (Shylock)
- 'an inhuman wretch incapable of pity' (Duke about Shylock)

KEY WORDS:

- Platonic – non-sexual, non-romantic affection for someone (e.g. friendship)
- Anti-Semitism – prejudice against Jewish people
- Usury – lending money with an unreasonably high interest rate
- Stereotype – an oversimplified belief of a particular group or thing
- Motif
- Conform – to comply with rules, laws or standards
- Vengeful – to seek to hurt someone in return for a perceived injury

Year 9 – The Merchant of Venice – Knowledge Organiser

	Vocabulary	Definition		Vocabulary	Definition
1	Credit	the ability of a customer to obtain goods or services before payment, based on the trust that payment will be made in the future.	8	Discrimination	the unjust or prejudicial treatment of different categories of people, especially on the grounds of ethnicity, age, sex, or disability.
2	Usury	the action or practice of lending money at unreasonably high rates of interest.	9	Vengeful	seeking to harm someone in return for a perceived injury; getting revenge
3	Stereotype	a widely held but fixed and oversimplified image or idea of a particular type of person or thing.	10	Soliloquy	an act of speaking one's thoughts aloud when alone, especially by a character in a play.
4	Unconditional	not subject to any conditions; absolute.	11	Avarice	extreme greed for wealth or material gain
5	Platonic	(of love or friendship) intimate and affectionate but not sexual.	12	Materialistic	excessively concerned with material possessions; money-oriented.
6	Patriarchy	a system of society or government in which men hold the power and women are largely excluded from it.	13	Motif	a dominant or recurring idea in an artistic work
7	Prejudice	A preconceived opinion that is not based on reason or actual experience.	14	Dramatic Irony	a literary technique, originally used in Greek tragedy, by which the full significance of a character's words or actions is clear to the audience or reader although unknown to the character.

**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 1-5.2. When was <i>The Merchant of Venice</i> first published?3. What shift has occurred in how the play is viewed over time?4. What does "revenge tragedy" mean in the context of this play?5. What is the meaning of credit? How might credit turn into something negative?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check vocabulary 6-10.2. Where is the play set, and why is this setting significant?3. How does the play explore anti-Semitism and prejudice?4. Why would the trial scene have been considered humorous in Shakespeare's time?5. Why might unconditional love be dangerous? Summarise in a sentence.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write check vocabulary 8-12.2. How was the play originally classified in terms of genre?3. What role did Venice play in the 1600s?4. Why does Bassanio borrow money from Antonio?





**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">Look, cover, write check vocabulary 1,3,5,7,9.How would Shylock feel about lending money towards Bassanio, for Antonio? Summarise in a sentence.What evidence is there of prejudice in Shakespeare's description of Shylock?In what ways are romantic and platonic relationships portrayed differently? How is the theme of religion highlighted through characters and events?
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">Look, cover, write check vocabulary 2,4,6,8,10.Summarise the casket game in a sentence, using the word patriarchy.What does the play suggest about the role of women in society at the time?How is Shylock portrayed in relation to money and business?Which casket is likely to be correct? Why?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">Look, cover, write, check vocabulary 1-5.When was <i>The Merchant of Venice</i> first published?What shift has occurred in how the play is viewed over time?What does "revenge tragedy" mean in the context of this play?What is the meaning of credit? How might credit turn into something ne

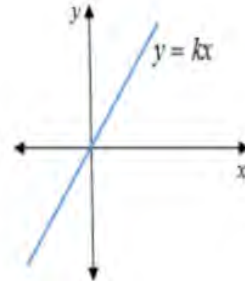


Weight, Length and Capacity Place Mat

 <p>Length</p> <p>1 centimetre (cm) = 10 millimetres (mm)</p> <p>1 metre (m) = 100 centimetres (cm)</p> <p>1 kilometre (km) = 1000 metres (m)</p> 	 <p>Weight</p> <p>1 gram (g) = 1000 milligrams (mg)</p> <p>0.1 kilograms (kg) = 100 grams (g)</p> <p>1 kilogram (kg) = 1000 grams (g)</p> <p>1 tonne = 1000 kilograms (kg)</p>
 <p>Capacity</p> <p>1 litre (l) = 1000 millilitres (ml)</p> <p>1 litre (l) = 100 centilitres (cl)</p> <p>1 centilitre (cl) = 10 millilitres (ml)</p> <p>0.1 litres (l) = 100 millilitres (ml)</p> 	<p>Imperial Units</p> <p>1 pint = 568ml</p> <p>1 inch = 2.5 cm or 25 mm</p> <p>1 foot = 12 inches or 30 cm</p> <p>1 mile = 1.6 km</p> <p>1 ounce = 25g</p> <p>1 pound (lb) = 500g</p>  

1

Graph to show direct proportion



Direct proportion

If two quantities increase or decrease at the same rate, they are said to be **directly proportional**.

This means that if one quantity is **doubled**, the other quantity is **doubled**; if one quantity is **halved**, the other quantity is **halved** etc.

The symbol for proportion is \propto .

To write 'y is directly proportional to x' using the proportionality symbol, we would write:

$$y \propto x.$$

2

Proportionality can be used to set up an equation; to do this:

- 1) Write the proportional relationship.
- 2) Convert this to an equation including a constant of proportionality.
- 3) Use given information to find the constant of proportionality.
- 4) Substitute the constant of proportionality into the equation.

Key Terms:

Direct Proportion: Two quantities increase at the same rate.

Indirect Proportion: As one quantity increases, the other decreases at the same rate.

Best Value: The item that is cheapest per unit/100g, e.g. the box with the lowest price per teabag

Compound Measurement: A measure made up of two or more measurements (e.g. speed, pressure, density)

For Direct and Inverse proportion
k is the constant of proportionality

Inverse proportion

If one quantity increases at the same rate as another decreases, the quantities are said to be **inversely proportional**.

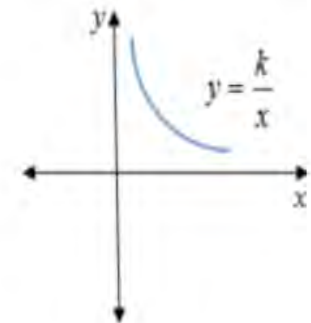
This means that if one quantity is **doubled**, the other quantity is **halved**; if one quantity is **multiplied by 3**, the other quantity is **divided by 3** etc.

To write 'y is inversely proportional to x' using the proportionality symbol, we would write:

$$y \propto \frac{1}{x}$$

We can set up an equation for an inversely proportional relationship using the same steps as we did for a direct proportional relationship (on the left).

Graph to show inverse proportion





Transformations

Key Concepts

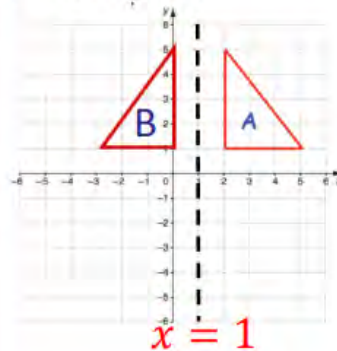
A **reflection** creates a mirror image of a shape on a coordinate graph. The mirror line is given by an equation eg. $y = 2$, $x = 2$, $y = x$. The shape does not change in size.

A **rotation** turns a shape on a coordinate grid from a given point. The shape does not change size but does change orientation.

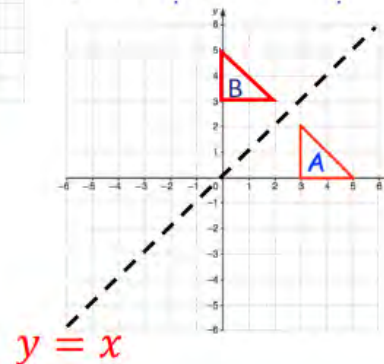
A **translation** moves a shape on a coordinate grid. Vectors are used to instruct the movement:

$\begin{pmatrix} x \\ y \end{pmatrix}$
 Positive-Right
 Negative - Left
 Positive-Up
 Negative - Down

Reflect shape A in the line $x = 1$. Label it B.

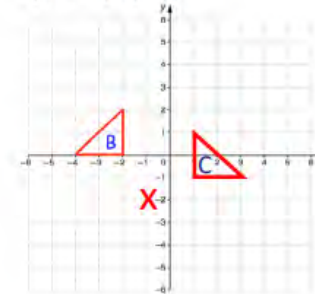


Reflect shape A in the line $y = x$. Label it B.



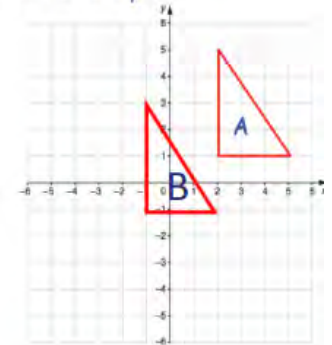
Examples

Rotate shape B from the point $(-1, -2)$

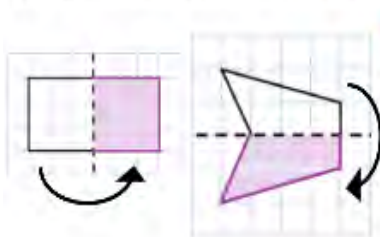


4

Translate shape A by $\begin{pmatrix} -3 \\ -2 \end{pmatrix}$. Label it B



Compare rotations and reflections

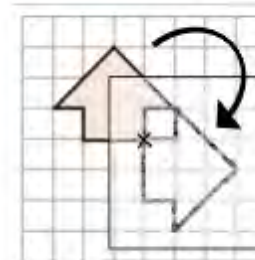


R

Reflections are a mirror image of the original shape.

Information needed to perform a reflection:

- Line of reflection (Mirror line)



Rotations are the movement of a shape in a circular motion

Information needed to perform a rotation:

- Point of rotation
- Direction of rotation
- Degrees of rotation

Key Words

Rotate
 Clockwise
 Anticlockwise
 Centre
 Degrees
 Reflect
 Mirror image
 Translate
 Vector

Enlargement
 Scale factor
 Centre
 Positive
 Negative

3



Key Concepts

An **enlargement** changes the size of an image using a scale factor from a given point.

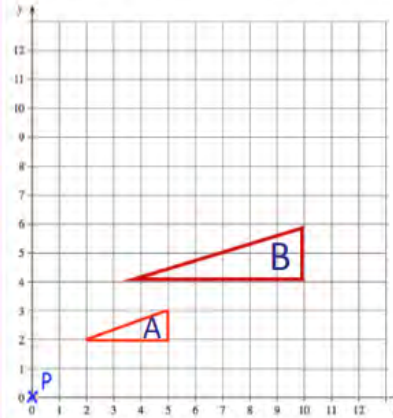
A **positive scale factor** will increase the size of an image.

A **fractional scale factor** will reduce the size of an image.

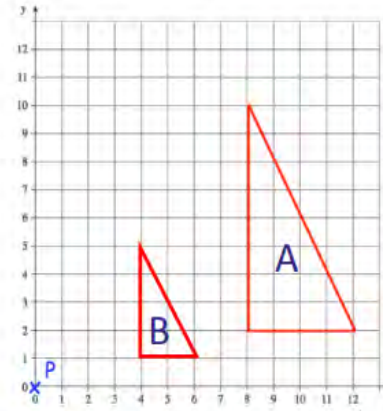
A **negative scale factor** will place the image on the opposite side of the centre of enlargement, with the image inverted.

Examples

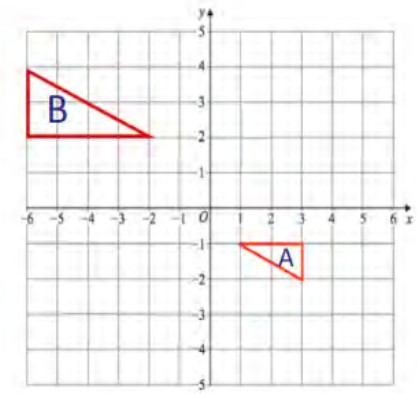
Enlarge shape A by scale factor 2 from point P.




Enlarge by scale factor $\frac{1}{2}$ from point P.



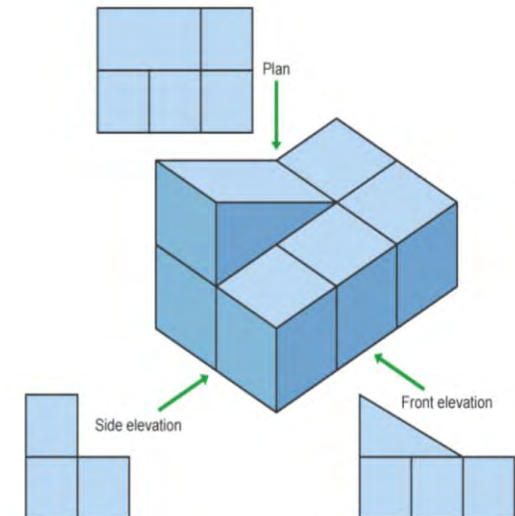
Enlarge by scale factor -2 from (0,0).



5

A **plan** is a scale drawing  showing a 3D shape when it is looked at above.

An **elevation** is the view of a 3D shape when it is looked at from the side or from the front.

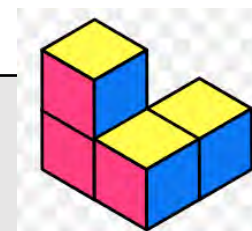


**Instructions:**

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

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

Homework	Due	Task:
1. Measures		Learn the units of measurement used for Length, Mass and Capacity including their conversion rates
2. Direct and Inverse Proportion		Make a revision note to help you learn the difference. Use diagrams and examples. Give examples of how and when they are used.
3. Transformations: Rotation and Reflection		What information do you need to fully describe a) A reflection (2 marks) b) A rotation (3 marks) Choose the correct words from the keywords list
4. Transformations: Translation		To describe a translation we use vectors: Explain how vectors work – give examples and diagrams.
5. Transformations: Enlargement		Write notes to explain scale factors – include how scale factors are used in Enlargement to make a shape smaller.
6. Plans and Elevations		Show the plan, side and front elevation for the following shape – you will need squared paper for this.

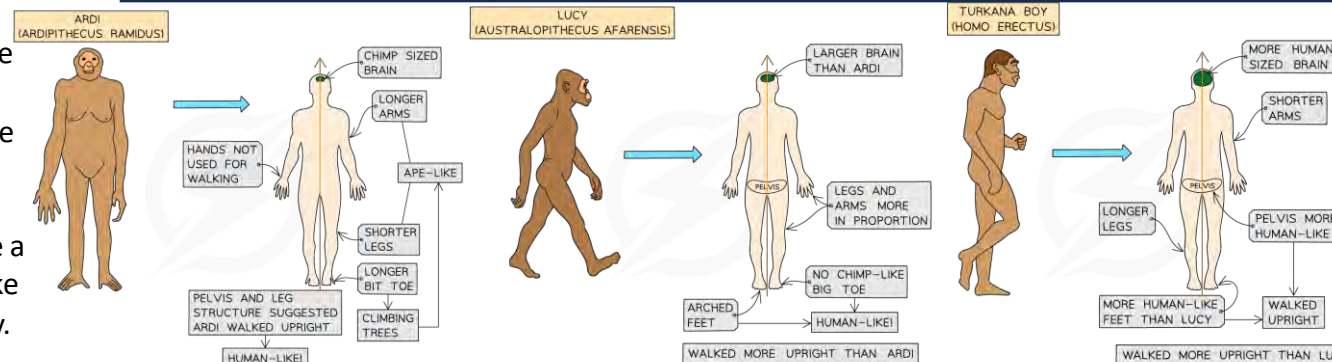




	Key Term	Definition
1	Natural Selection	The natural process whereby the best adapted individuals are more likely to survive and reproduce.
2	Evolution	The process of change in the inherited characteristics of a population of organisms from one generation to the next
3	Antibiotic resistance	Certain strains of bacteria are no longer killed by an antibiotic
4	Fossil	The preserved remains of a dead organism from millions of years ago
5	Selection pressure	A factor such as predation or disease which can affect a population resulting in the death of some individuals and survival of others

Evidence for Evolution (2) Fossils

- Humans and their ancestors are known as hominids.
- Fossil evidence suggests that humans evolved from a common ancestor with other apes. These fossils have evolved over time.
- Ardi:** 4.4 million years old. Features are a mixture of humans and ape
- Lucy:** 3.2 million years old. Features are a mixture of humans and apes but more human-like than Ardi
- Turkana Boy** – 1.6 million years old. Features are a mixture of humans and apes but more human like than Lucy. Discovered by scientist Richard Leakey.



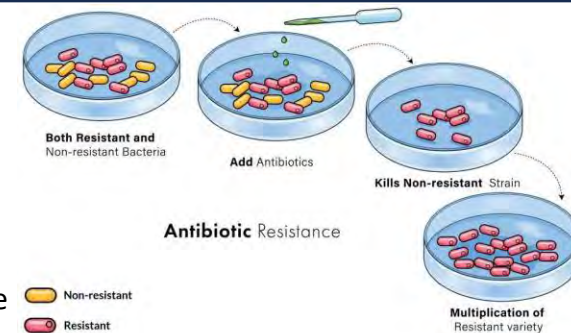
Darwin's Theory of Evolution

- Charles Darwin was an English naturalist who explored variation in plants and animals. His observations in the Galápagos Islands, particularly of finches and tortoises, significantly influenced his ideas.
- Darwin proposed this Theory of Evolution by Natural Selection
 - Individual organisms within a particular species show a wide range of variation for a characteristic
 - Individuals with characteristics most suited to their environment are more likely to survive and reproduce
 - These characteristics are then passed onto the next generation
- As a result, the inherited traits of a population of organisms changes from one generation to the next.



Evidence for Evolution (1) Antibiotic Resistance

- Bacteria often develop random mutations in their DNA
- These mutations can change the bacteria's characteristics such as the ability to resist an antibiotic (selection pressure).
- Bacteria able to resist the antibiotic have advantageous alleles are more likely to survive and reproduce.
- The bacteria that survive pass these advantageous alleles to their offspring
- This is an example of natural selection.





	Key Term	Definition
1	Classification	Organising organisms into groups
2	Pentadactyl limb	A five fingered limb bone structure shared by many vertebrates.
3	Binomial naming system	Having two parts to a name. Each organism is named for its genus and then its species.
4	Species	Individuals of the same species can breed together successfully
5	Three-domain system	A classification system which divides organisms into archaea, bacteria and eukarya. This is based on genetic analysis

Evidence for evolution (3) Stone Tools

- Different Homo species continued to evolve.
- Evidence through this is through stone tools which started getting larger and more complex as their brains were getting larger.
- The table shows the type of tool use associated with the different homo species through time.
- When an ancient stone tool or hominid fossil is found, scientists can work out how old it is by:

Homo species	Tool use
Homo habilis (2.5 – 1.5 million years ago)	Simple stone tools made by hitting rock together to produce sharp flakes e.g. that could be used to scrape meat from bones
Homo erectus (2 – 0.3 million years ago)	Rocks sculpted into more complex shapes e.g. simple hand-axes (a rock with a blunt handle at one end and a sharper, scraping edge at the other end) that could be used to hunt, dig, chop and scrape meat from bones
Homo neanderthalensis (300,000 – 25,000 years ago)	Even more complex tools (e.g. flint tools, pointed tools and even wooden spears)
Homo sapiens (200,000 years ago – present)	The most complex tools of all first appeared about 50,000 years ago e.g. flint arrow-heads, fish hooks and even needles

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1. **Structural features** – simpler tools are likely to be older than more complex tools
2. **Stratigraphy** – the study of rock layers. Older rocks are usually found below younger layer, so tools or fossils in deeper layers are usually older.
3. **Carbon-14 dating** – stone tools often contain carbon-containing material.

Classification systems (1) 5 Kingdoms

- Organisms used to be classified based on their observable characteristics
- As technology has developed, this included things you can see with a microscope.
- These characteristics classified organisms into 5 kingdoms:
 1. **Animals** – fish, mammals, reptiles etc.
 2. **Plants** – grasses and trees etc.
 3. **Fungi** – mushrooms, yeast, mould etc.
 4. **Prokaryotes** – single-celled organisms without a nucleus
 5. **Protists** – eukaryotic single-celled organisms e.g. algae

The kingdoms are then divided into smaller groups that have common features:

**Classification systems (2) 3 Domains**

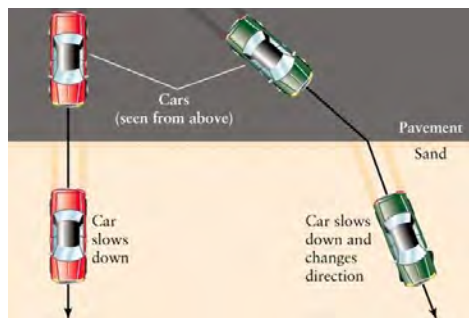
- Biotechnology and genetic analysis techniques have improved over time.
- We can now sequence the genes of different organisms and compare them.
- The more similar the genetic sequence, the closer related the species is.
- The three-domain system was therefore proposed by Carl Woese:
 1. **Archaea** – organisms that look similar to bacteria but are genetically quite different. Originally found in extreme places such as hot spring and salt lakes.
 2. **Bacteria**
 3. **Eukarya** – a broad range of organisms including plants, animals, fungi and protists.



	Key Term	Definition
1	Transverse wave	Vibrations are perpendicular to the direction of energy transfer
2	Longitudinal wave	Vibrations are parallel to the direction of energy transfer
3	Normal	Imaginary line which is perpendicular to (at right angles) to the point where an incoming wave hits a boundary
4	Refraction	When light travels between two different media with different densities at an angle, it changes speed and changes direction
5	Frequency	The number of complete cycles of wave passing a certain point per second

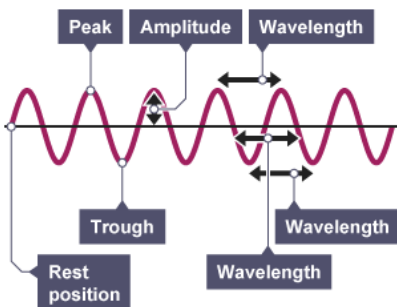
Refraction

- Waves travel at different speeds in materials with different densities. So when a wave crosses a boundary it changes speed.
- If the wave hits the boundary at an angle, it will change direction – this is called refraction (modelled by the green car below)
- If the wave is travelling along the normal, it will change speed but not be refracted (modelled by the red car)



Key point: Wave transfer energy and information, NOT matter

Wave Basics

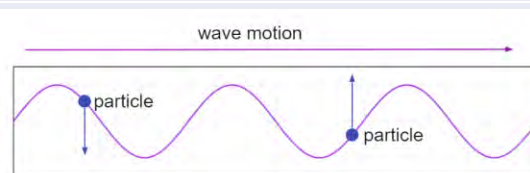


- Amplitude:** the displacement from the rest position to a peak or trough
- Wavelength:** the length of a full cycle of a wave (e.g. from peak to peak, or trough to trough)
- Frequency:** the number of complete cycles of a wave passing a certain point per second
- Period:** the time taken in seconds to complete one full cycle (Period = $1 \div \text{frequency}$)

Types of Wave – Transverse vs. Longitudinal

Transverse

Vibrations are perpendicular (at 90°) to the direction of energy transfer

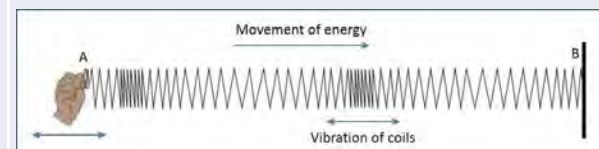


Examples:

- All electromagnetic waves
- Seismic S-waves
- Ripples and waves in water

Longitudinal

Vibrations are parallel to the direction of energy transfer



Examples:

- Sound waves
- Seismic P waves

Wave Speed Calculations. There are two calculations that can be used to calculate wave speed (velocity)

$$v = \frac{x}{t} \quad \text{where } x \text{ is Distance (m) and } t \text{ is Time (s)}$$

$$v = f \times \lambda \quad \text{where } f \text{ is Frequency (Hz) and } \lambda \text{ is Wavelength (m)}$$

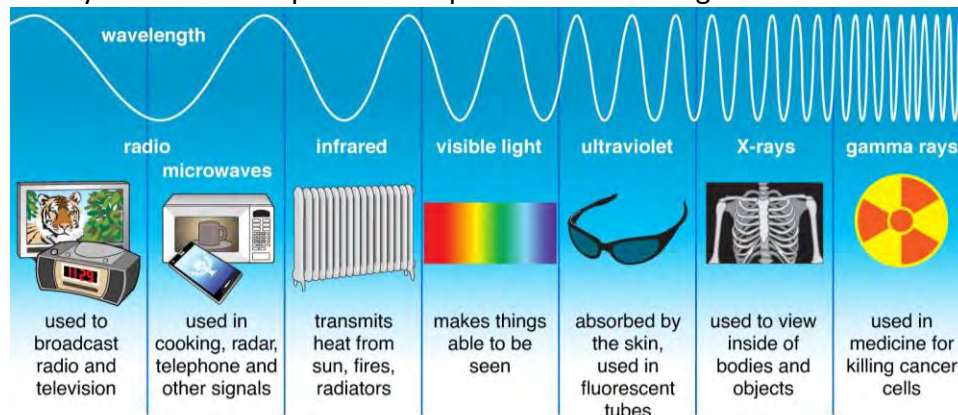
Wave speed (m/s)



	Key Term	Definition
1	Electromagnetic waves	A group of waves which are all transverse and travel at the same speed in a vacuum.
2	Absorb	To take in a wave's energy, converting it to another form like heat, stopping it continuing through the medium
3	Transmit	To pass a wave through a medium, allowing it to continue travelling to another location
4	Reflect	When a wave 'bounces back' when it meets a surface
5	Ionising radiation	Any radiation that can knock off electrons from atoms.

Electromagnetic (EM) Waves

- (EM) are transverse waves. They all travel at the same speed through a vacuum (300,000,000 m/s)
- EM waves vary in wavelength and frequency. The longer the wavelength, the lower the frequency.
- The higher the frequency, the more energy it transfers, and the more dangerous it is.
- There are 7 basic types of wave, but they merge to form a continuous spectrum.
- Our eyes can only detect a small part of the spectrum – visible light.



**Long wavelength,
Low frequency.**


**Short wavelength,
High frequency.**

Properties of EM waves. When an EM wave meets a boundary, they can be absorbed, transmitted, reflected or refracted. Differences in what happens to waves at a boundary has implications for human health.

Wave	Long or short wavelength?	What happens at a boundary
Radio wave	Long	Transmitted through the body without being absorbed
Microwave	Long	Some wavelengths can be absorbed, causing heating of cells which can be dangerous
Infrared	Long	Mostly reflected or absorbed by the skin, causing some heating. Can cause burns
Visible light	Long	Can be reflected, refracted, absorbed or transmitted depending on the boundary
Ultraviolet light	Short	Absorbed by the skin. Has a high frequency so it is potentially more dangerous. Ionising radiation which when absorbed can cause damage to cells on the skin's surface, such a skin cancer and eye damage.
X-rays	Short	Ionising radiation. Can cause mutations and damage to cells leading to cancer. Can cause damage to deeper tissues if absorbed.
Gamma rays	Short	


**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**.

Week Set:	Due 	Task
Homework 1 1 Natural Selection		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. Which naturalist is responsible for developing the Theory of Evolution by Natural selection?3. Which human fossil is 3.2 million years old?4. Which human fossil was discovered by Richard Leakey5. Describe how antibiotic resistance is an example of evolution by natural selection
Homework 2 2 Natural Selection And Classification		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. State three techniques that can be used to date a fossil3. Describe what happened to stone tools as Homo species evolved?4. Which of the 5 kingdoms contains organisms such as yeast, moulds and mushrooms?5. Explain why the 5-kingdom classification system was replaced by the 3 Domains?
Homework 3 3 Waves		<ol style="list-style-type: none">1. Read, cover, check terms 1-52. What is meant by the 'Period' of a wave3. Sketch a simple wave diagram, labelling the amplitude, peak, trough, wavelength and rest position4. Name two examples of longitudinal waves5. Use the wave equations to calculate the wave speed of a wave which has a frequency of 2 Hz and a wavelength of 0.075m.

**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.**

Week Set:	Due		Task
Homework 1 4 Waves			<ol style="list-style-type: none">1. Read, cover, check terms 1-52. What are the two wave equations used to calculate wave speed?3. What type of waves are all electromagnetic (EM) waves?4. What happens to a wave speed and direction if it travels between two different media with different densities, but is travelling along the normal.5. A wave travelled 30m in 15s. Use the correct wave speed calculation to calculate the speed of the wave
Homework 5 EM Spectrum			<ol style="list-style-type: none">1. Read, cover, check terms 1-52. What happens to the wavelength of EM waves from radio waves to gamma rays along the spectrum?3. Which EM wave has the highest frequency?4. Which part of the EM spectrum can our eyes detect?5. State the different uses of gamma rays?
Homework 6 EM Spectrum			<ol style="list-style-type: none">1. Read, cover, check terms 1-52. Which type of EM waves could cause damage to the body via heating?3. Which two types of EM waves can be used in communication?4. Describe the potential damage to the body if exposed to X-rays and gamma rays5. Explain why X-rays and gamma rays more damaging to the body than radio waves and microwaves?



Physical Components of Fitness		Definition	Types of Training to improve fitness components	Fitness Tests for measuring each component of fitness
1	Aerobic Endurance	The ability to exercise your cardio respiratory system for a long period of time.	Continuous, Fartlek, Interval, Circuit.	Forestry Step Test, Multi Stage Fitness Test.
2	Muscular Endurance	The ability to exercise your muscular system for a long period of time.	Circuits, Free weights, Plyometrics.	One minute press-up, one minute sit-up test.
3	Muscular Strength	The maximum force that a muscle or muscle group can produce.	Circuits, Free weights, Plyometrics.	Hand grip dynamometer.
4	Flexibility	The range of movement around a joint.	Static, Ballistic, Proprioceptive Neuromuscular Facilitation.	Sit and reach test.
5	Speed	The distance covered over time (metres per second).	Hollow sprints, Acceleration sprints, Interval.	35m sprint test (BTEC) or 30m sprint test (GCSE).
6	Body Composition	The ratio of fat mass to fat free mass in the body.	Continuous training and free weights	Body Mass Index, Bioelectrical Impedance Analysis, Skinfold test.
7	Balance	The ability to maintain a centre of mass above a base of support.	Dynamic balance drills	Stork Stand Test.
8	Coordination	Being able to use two or more body parts at once to complete a motor task efficiently.	Hand eye coordination drills	Wall Toss test.
9	Reaction Time	The time taken to respond to a stimulus.	Plyometrics, acceleration sprints	Ruler Drop Test.
10	Power	The combination of speed and strength.	Circuits, Free weights, Plyometrics.	Vertical Jump Test.
11	Agility	The ability to change direction at speed without losing balance.	Plyometrics	Illinois Agility Test.



Physical Effects of exercise Long Term	
12	Lower resting heart rate (bradycardia).
13	Lower breathing rate.
14	Bigger and stronger muscles including the heart (Hypertrophy).
15	Reduced risk of chronic illnesses such as type 2 diabetes and heart disease.
16	Increased bone density.
17	Improvement in specific components of fitness.
18	Decreased risk of hypertension.

	Principles of Training	How to apply them
19	Frequency	How often you train.
20	Intensity	How hard you train.
21	Time	How long you train for.
22	Type	The method of training you use.



Instruction: 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. Name 2 components of fitness that you would need to be a good Netball player?3. What skill component would be the most important if you were a Rugby player? Why?4. What component of fitness does the hand grip dynamometer measure?5. What does the I stand for in the principles of training?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Name 2 components of fitness that you would need to be a good Tennis Player?3. What skill component would be the most important if you were a long distance runner? Why?4. What component of fitness does the stork stand test measure?5. Give 2 long term effect of exercise on the body ?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Name 2 components of fitness that you would need to be a good Sprinter?3. What skill component would be the most important if you were a player? Why?4. What component of fitness does the vertical jump test measure?5. What does the F stand for in the principles of training?



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

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



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

For each homework, you will be asked to look at a **particular section of your Knowledge Organiser 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 1-72. What is the internet?3. Why do we need an IP address?.4. What is the role of a router as part of the internet?5. Why is data split into 'packets' when travelling across the internet.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 8-16.2. Explain the term 'malicious code'?3. Explain a possible effect of a denial of service attack?4. Explain the need for a firewall?5. When is encryption used on the internet?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 17-242. Explain why programmers use hexadecimal?3. Explain the term 'sampling' with regards sound files.4. How does the sample rate effect the quality of sound?5. Explain the term bit rate and how this affects the quality of the sound and the file size of the sound file?



Important vocabulary

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



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

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



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



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



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



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



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



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



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		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 1-7. Give 2 examples of how cross contamination can cause illness. How does Natasha's law protect customers/ consumers? Where on packaging would you find allergy information? HACCP's are used to identify and reduce/prevent food poisoning and other risks from occurring. Name 2 risks associated with making a chicken salad and how you could prevent/ reduce them.
Homework 2		<ol style="list-style-type: none"> Read the information on religions and food then answer the questions. Which meat is forbidden as part of Hinduism and Sikhism? In which religions is there a lot of vegetarianism? Which religions are forbidden to eat pork? Which religions do not drink alcohol? Which religion prohibits the meat and dairy products being prepared and eaten together?
Homework 3		<ol style="list-style-type: none"> Look, write, cover, check vocabulary 9-13. Identify 2 differences between macronutrients and micronutrients? As a caterer you need to provide products (where informed) to meet peoples special dietary needs. Research 3 special dietary needs list their names and the foods which cannot be eaten as a result. Then list any alternative foods e.g., dairy allergy, the foods they cannot eat are dairy products including the alternatives available include lactose free or vegan products like.... List 3 factors with examples that affect your food choice (what you eat everyday). Take 1 spelling you have got wrong and practice it 3 times.

**Important vocabulary**

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

**FAIRTRADE**

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

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

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

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

REFUSE to buy materials and products that are unsustainable.

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

**Instructions:**

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		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-4.2. What does "sustainability" mean, and why is it important for the environment and future generations?3. Give two examples of non-finite resources and explain how they differ from finite resources.4. Why are finite resources considered limited, and what are some consequences of their overuse?5. What is "global warming," and what are some major causes and effects of this phenomenon
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 5-9.2. What is "incineration" and what are some potential environmental impacts of this waste disposal method?3. Explain what it means for a material to be "biodegradable" and why this property is important for environmental health.4. What is a "carbon footprint" and what actions can individuals take to reduce their own carbon footprints?5. Describe the concept of "fair trade" and explain how it benefits producers in developing countries. What is "unfair trade" and how does it negatively affect producers and consumers?
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 10-12.2. What are the "6 Rs" of sustainability, and why are they important in waste management and resource conservation?3. Provide an example of how you can "reuse" an item in your daily life instead of throwing it away.4. Describe the process of "recycling" and how it helps conserve natural resources.5. Compare and contrast "natural fibres" and "manmade fibres" in terms of their sources and environmental impact.



Important vocabulary

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



HARDWOOD

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

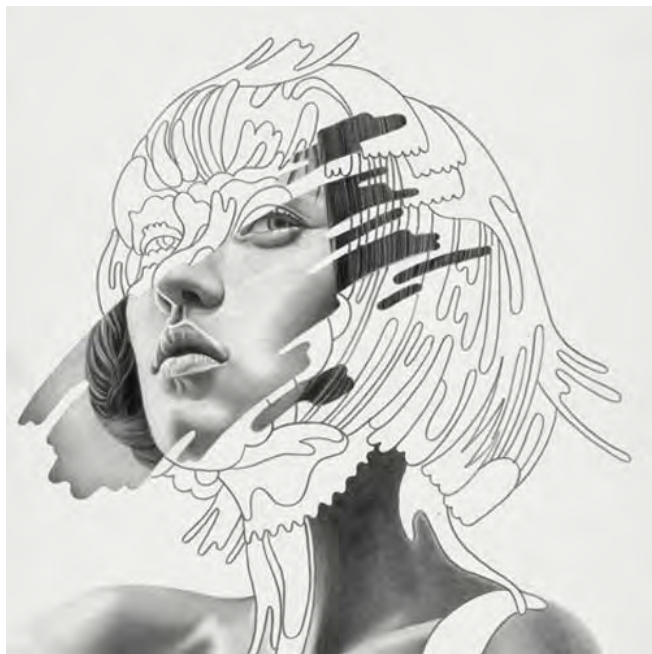
SOFTWOOD

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



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		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 1-5.2. What are some characteristics that differentiate hardwood from softwood, and can you name two examples of hardwood trees?3. What is the main source of softwood, and what are two common uses for softwood in construction or manufacturing?4. How does the behaviour of thermoplastic change when heated, and why is this property useful for recycling?5. What element do ferrous metals contain that makes them prone to rusting, and can you name two examples of ferrous metals?
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 6-10.2. What are non-ferrous metals, and can you name three examples commonly used in electronics?3. What is a soldering iron, and what safety precautions should you take when using one?4. What is a printed circuit board (PCB), and why is it important in electronic devices?5. What are inputs in an electronic circuit, and can you give two examples of input devices?
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check vocabulary 11-12.2. What are the three classes of levers, and how do they differ from each other?3. What is a linkage in a mechanical system, and what is its primary function?



Sam Green-
'THIS IS NOW'
EXHIBITION
POSTER- Size
70-100cm- Pen
and Pencil



Sandra Chevrier
'La Cage. Je N'ai Pas
Peur' Watercolour and
Mixed Media.



Andrea Constantini-
[Where is my mind]
Untitled 001- Photo Edit

Artist Analysis

1- The piece I am looking at is called..... (the artworks name)

It was made in.....

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

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

Subject, Colour, Composition, Tone, Pattern,

Texture, Line, Shape/form

I can see.....

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

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



Instructions: For each homework, you will be asked to look at a **particular section of your Knowledge 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		<ol style="list-style-type: none">1. Write a description of the artwork by Sam Green.2. Write your opinion about the artwork. <p>Use the sentence starters on the knowledge organiser to help you.</p>
Homework 2		<ol style="list-style-type: none">1. Write a description of the artwork by Andrea Constantini.2. Write your opinion about the artwork. <p>Use the sentence starters on the knowledge organiser to help you.</p>
Homework 3		<ol style="list-style-type: none">1. Write a description of the artwork by Sandra Chevrier2. Write your opinion about the artwork. <p>Use the sentence starters on the knowledge organiser to help you.</p>



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

25. Accent	shows where the character is from
26. Volume	How loudly or softly you speak
27. Diction	informal / slang the way in which you pronounce words clearly
28. Tone	How the voice conveys emotion

Physical Skills

13. Gesture	A hand action e.g. a wave or a point
14. Mannerisms	The habits a character has
15. Body Language	Closed or open to show emotion
16. Facial Expressions	Showing and emotion with the face
17. Proxemics	The distance between two characters, which tells the audience how they feel about each other
18. Gait	The way the character walks
19. Posture	Are they standing tall and confident, or are they hunched
20. Eye Contact 21. Eye line	Looking into the eyes of another character Where are they looking with their eyes e.g. the floor
22. Status	The power dynamic or social hierarchy
23. Subtext	The meaning beneath the words (what is revealed about the character by the way they say the dialogue.)
24. Blocking	Where the characters are standing on stage

Vocal Skills

29. Pitch	High or low voice
30. Pace	Speed of delivering dialogue
31. Pause	A gap in the words or between lines used for a particular effect
32. Intonation	Where the pitch goes up and down e.g. rising intonation the end of a sentence to show a question
33. Timing	When the actor says the line e.g. interrupting or comic timing
34. Emphasis	where a word or sound is exaggerated for effect



Instructions: For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you.**

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover and check terms 1-122. Is acting more subtle or exaggerated when acting for screen?3. Is acting more subtle or exaggerated when acting on the stage?4. What is something that might make acting for stage harder than acting for screen?5. What something that might make acting for screen harder than acting on stage?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover and check terms 13-242. Research and name one actor you have watched on screen e.g. film or TV, who you thought gave a successful performance.3. Name the character they played and the name of the film/TV show.4. Name one vocal skill this actor uses within their performance.5. Name one physical skill this actor uses within their performance.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover and check terms 25-342. Do you prefer acting for stage or screen? Why?3. For your final practical Drama assessment, you will perform a scene from the TV series of Noughts and Crosses. What emotions is your character feeling in the scene?4. What has been your favourite part of Year 9 Drama lessons this academic year and why? (Practitioners, Noughts & Crosses, Devising, particular scripts/styles)5. What is one thing you would change about the Year 9 Drama lessons?



Key Words

1	activism	Any action of campaigning to bring about change. Usually social or political change.
2	civil rights	The rights of citizens to political and social freedom and equality.
3	decriminalisation	To no longer to treat something as illegal or as a criminal offence.
4	equality	The state of being equal, especially in status, rights, or opportunities.
5	legalisation	To make something that was previously illegal allowed by law.
6	liberation	To set someone or something free. For example, from oppression.
7	revolution	To overthrow a government or social order, in favour of a new system.
8	Second Wave Feminism	Feminists who sought to change social and sexual discrimination.



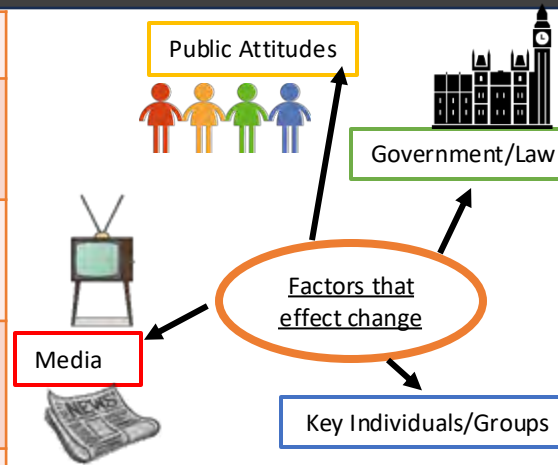
Paul Stevenson: Helped start the Bristol Bus Boycott



Valentina Tereshkova: First woman in space



Marsha P. Johnson: A leading figure in the Stonewall Riots



Source 1: An internationally read magazine cover from 1968

Key Events

Women & Young people in the 1960s: During the 1960s women begin to get more opportunities, for example more women are working. Despite this, some stereotypical attitudes existed, for example many believed women shouldn't work.

1962- The Cuban Missile Crisis: The USSR had placed nuclear weapons in Cuba. USA did not like this as Cuba was very close to America.

September 1963- The Bristol Bus Boycott: The Bristol bus company refused to hire any people of colour. Students in Bristol refused to use the buses until this rule was changed.

Race Relation Act: 1965
The Race Relations Act was the first law in the UK to ban racial discrimination in public places and made it a criminal offence.

1969- The Stonewall Riots: This was the fight in USA for rights for the LGBTQ+ community. It had international impacts, increasing understanding and acceptance of the LGBTQ+ community.

1960s - Nuclear threat – Throughout the 1960s, the Cold War took place. Powerful countries like the USSR and USA had nuclear weapons, and the fear of their use impacted the whole world.

**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**.

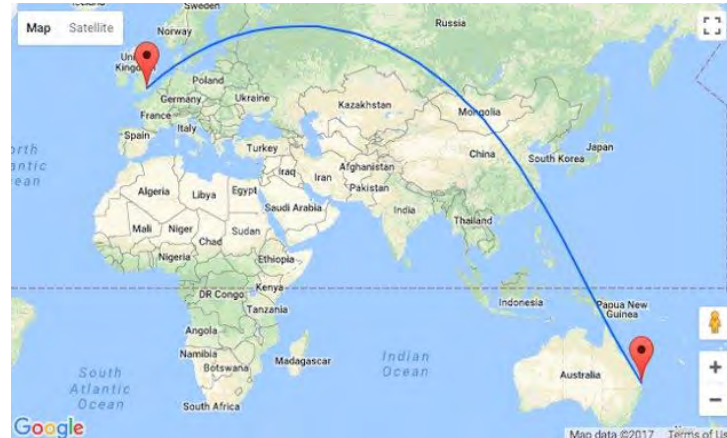
Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check: Terms 1, 2 and 3.2. What happened in 1965?3. Why do you think this was an important event?4. What was the Cuban Missile Crisis?5. What can you see in Source 1 (list at least 5 things).
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check: Terms 4, 5 and 6.2. Read the definition of Revolution. Can you think of a revolution that we have studied in history (in yr 7-9)? Write a few sentences explaining what happened.3. What was the Stonewall Riots?4. Why is Valentina Tereshkova remembered? Why do you think she is an important historical figure?5. What does Source 1 tell us about the Race to the Moon?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, Cover, Write, Check: Terms 7 and 8.2. What do you think causes more change in our country; the actions of individuals, the role of the media or changes in the law? Why?3. Why do some people argue that life for women was better in the 1960s than ever before?4. Looking at the three figures on the bottom of your Knowledge organizer, who do you think is the most significant (<i>important</i>) historical figure and why?



9.5 How can we become sustainable citizens?

- Every year, UK households throw away enough waste to fill 3.5 million double-decker buses (almost 30 million tonnes).
- These buses parked end to end would stretch from London to Sydney (Australia) and back!

What is the problem with our waste?



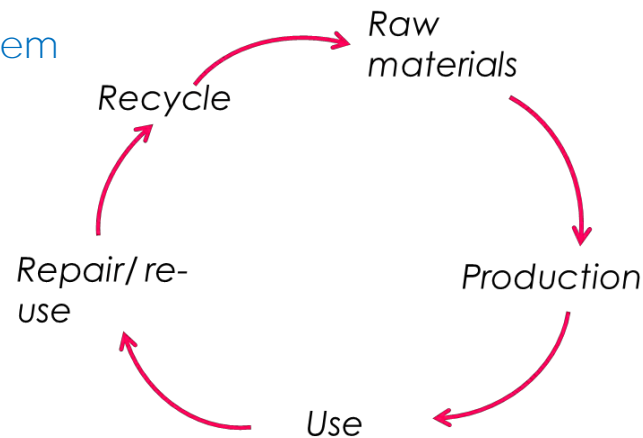
How do we manage our waste?

Linear waste management system

Raw materials → Production → Use → Waste

Circular waste management system

- Circular waste management systems are more sustainable, as the product is constantly re used.
- This means that the amount of waste produced is less with a circular waste management system.



Keyword	Definition
1. Circular Economy 	A system which maximises the value of resources by recycling and repurposing them as much as possible
2. Linear economy 	Waste as a side result of the production, process, is discarded into the environment.
3. Waste 	Items that are no longer of use.
4. Incineration 	The burning of waste.
5. Ethical Fashion 	Garment design, production, and distribution that focuses on reducing harm to people and the planet.
6. Fast fashion 	Cheap and speedy production of low-quality clothing.
7. Food miles 	How far your food has travelled.

Incineration

- Involves burning waste at very high temperatures and is converted into electricity.
- Generate money
- Produces ash which can be contaminated with toxins.



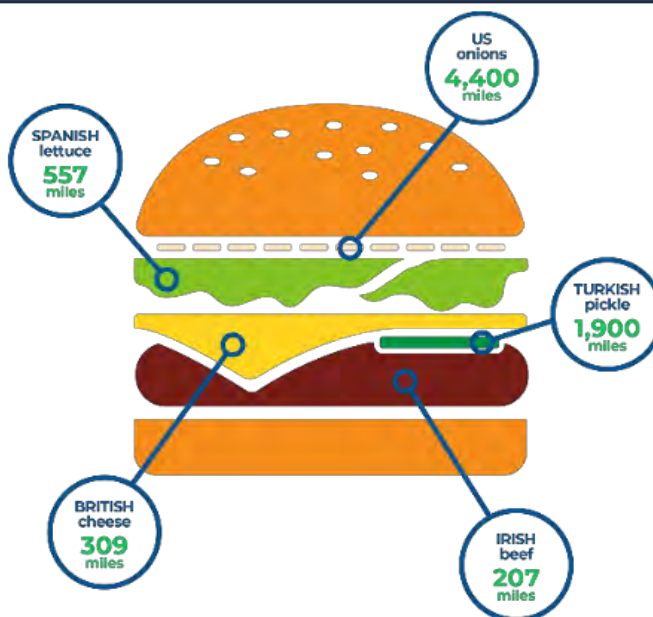
Landfill

- Hollows in the ground where rubbish is dumped.
- Methane gas is collected.
- Space is running out.
- Land can subside.



Recycling

- Converting waste materials into new materials and objects.
- Lowers cost for industry.
- Less need to extract new raw materials.

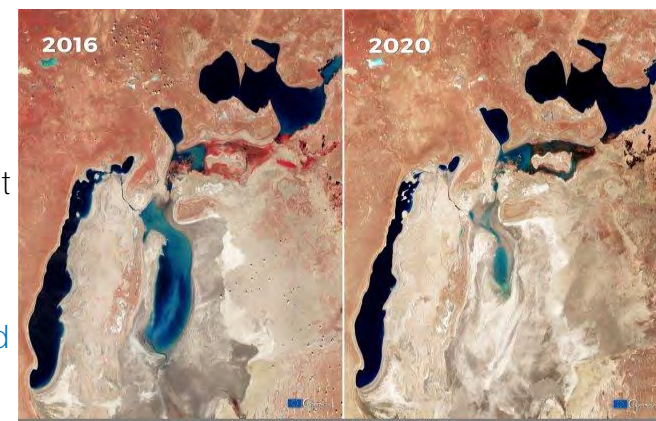


Why do we import food?

- Importing food allows us to eat a wider variety of produce throughout the year.
 - E.g. the UK **doesn't have the climate** to grow avocados.
- Economic development means more people can afford more food.
 - **HIC's** have a high amount of food wastage.
- Rising populations mean a growing demand for foods.
- The average food item travels 1837 miles to the UK!


What are the problems with our fashion choices?

- The Aral sea was a very large inland lake in central Asia on the border between Uzbekistan and Kazakhstan.
- It used to be the 4th largest lake in the world but began shrinking in the 1960's.
 - By 2007 it had shrunk to 10% of its original size splitting into four lakes.
- By 2014, the eastern basin had completely dried up and is now known as the Aralkum Desert.
- In the 1950's the Soviet Union began using the rivers to irrigate the surrounding agricultural area, a process that has been continued to this day by Uzbekistan.
 - So far, 90% of the water has been taken.
- The crop being grown with the river water is cotton – 1.47m hectares of cotton. A hugely water intensive crop, one shirt can use up to 2,700 litres.



**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 keywords 1-4.2. What are the main differences between a circular and line waste management system?3. How much waste does the UK waste every year?4. Which waste management system is more sustainable?5. Which is the best way to manage waste out of incineration, recycling and landfill? Why?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check keywords 5-6.2. Where is the Aral sea located?3. How much has it decreased by?4. Explain why it has decreased.5. How can we make our fashion choices more sustainable?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check keyword 7.2. How many miles does the average UK food item travel?3. Why do we import food?4. Why do HIC's have a high amount of wastage?5. How many miles in total do the ingredients to a cheeseburger travel?



Changemakers: How does belief inspire change?

Keywords

1. Activism	The use of action to bring about change
2. Civil Rights	Political and social equality and freedom
3. Civil Disobedience	Refusal to comply with certain laws
4. Democracy	A publicly elected government
5. Racism	To discriminate against people of a certain race
6. Equality	A state of being equal
7. Social Justice	Fair distribution of wealth and rights in a society
8. Prejudice	Prejudged opinions of a person or group.
9. Discrimination	Unfair treatment of a group
10. Conviction	A firmly held belief or opinion
11. Marginalised	Individuals or groups who are excluded from mainstream society
12. March on Washington	The historic civil rights march on Washington D.C. on August 28, 1963, where Martin Luther King Jr. delivered his famous "I Have a Dream" speech.
13. LGBTQ+ rights	Equal rights and protections of LGBTQIA+ individuals

What is activism?

The word "activism" is only about 100 years old, at least in its current use, and derives from the verb to act. An activist is someone who is active in campaigning for change, normally on political or social issues. Activism is what activists do, that is, the methods they use in order to bring about change. Human rights activism is thus about reacting to injustice, to abusive treatment, to violence or discrimination, and trying to correct it.

Christian views on prejudice and discrimination

Christians believe that all humans are made in the image of God. Therefore any action that devalues a person is an insult to God who created and loves that person:

'Love your neighbour as yourself.' - **Matthew 22:39**

Islamic views on prejudice and discrimination

Islam teaches that God created everyone as equal but different. As all are created by God, discrimination against any human is unjustified. The ummah crosses all gender, race and wealth boundaries:

"All human beings are equal like the teeth of a comb." - **Hadith**

Social Justice – Malcolm X

Malcolm X was an important leader who fought against racism and worked to empower Black people in the United States. He believed that Black people should have control over their own lives and communities, and he criticized the way that mainstream civil rights leaders were approaching the issue. He contributed to social justice by:

- Promoting Black independence and challenging the idea of white superiority.
- Advocating for Black economic and political power through initiatives such as Black nationalism and separatism.
- Highlighting the impact of systemic racism and institutional discrimination on the Black community.

Examples of Activism

Demonstrations and protests	During a demonstration or a protest, people united by a common belief meet together. They might march along a specific route, sit in at a specific place to draw attention to the cause, or hold a vigil to honour someone's life
Boycotts	to refuse to buy a product or take part in an activity as a way of expressing strong disapproval
Strikes	When workers deal with unfair or dangerous work conditions, low wages, or other issues, they might refuse to work when negotiations are refused or they fail.
Social media campaigns	Also known as "hashtag activism," it brings activism to social media networks like Instagram and Twitter. Users raise awareness of issues, organizations, and actions through posts, graphics, videos, and more.

**Racism– Martin Luther King Jr**

Martin Luther King Jr. was a famous civil rights leader who fought for racial equality and social justice in the United States during the mid-20th century.

Influence of Beliefs:

Christian beliefs strongly influenced his activism and his vision for social justice. He saw the struggle for civil rights as a moral issue, and he believed that all people were created equal in the eyes of God. He emphasised the importance of love and nonviolence in the struggle for justice, drawing on Jesus' teachings in the New Testament.

Contributions to change

- Advocating for nonviolent protests to challenge racial discrimination and segregation.
- Leading the Montgomery Bus Boycott and the **March on Washington**, which brought national attention to the Civil Rights movement.
- Promoting racial equality and the end of segregation through the Civil Rights Act of 1964 and the Voting Rights Act of 1965.

Education – Malala Yousafzai

Malala Yousafzai is a Pakistani education activist who has become a prominent voice for girls' education and women's rights.

Influence of Beliefs:

Malala Yousafzai is a Muslim, and her faith has played a significant role in inspiring her activism for girls' education and women's rights. She drew on the example of Prophet Muhammad, who taught that seeking knowledge was a duty for both men and women, to inspire her own advocacy for girls' education.

Contributions to change

- Advocating for girls' education in Pakistan.
- Co-founding the Malala Fund to promote girls' education around the world
- Speaking out on a variety of global issues, including refugees, climate change, and social justice.

Christian views on Activism

Many Christians believe that they are called to work for justice and to serve others, based on the teachings of Jesus Christ. They see activism as a way to live out their faith and to make a positive impact in the world. This can take many different forms, including political advocacy, social justice work, and community service.

Many Christians believe in the importance of prayer, worship, and spiritual reflection to sustain their activism and to remain connected to God's guidance and wisdom. Activism is a part of a larger spiritual journey; they believe that their faith can provide strength and inspiration for their work.

LGBTQI+ – Marsha P Johnson

Marsha P. Johnson was a Black transgender woman and LGBTQ+ rights activist who fought for justice and equality for marginalized communities.

Contributions to change

- Being a prominent figure in the Stonewall uprising of 1969, which is widely considered a turning point in the fight for LGBTQ+ rights
- Co-founding the Street Transvestite Action Revolutionaries (STAR) which provided housing and support to homeless transgender youth.
- Challenging traditional gender norms.
- Promoting the idea that all people should be free to express their true selves.

Impact on religion:

Marsha P. Johnson's legacy has inspired many religious communities to re-examine their traditional teachings on gender and sexuality. Some religious organizations have even begun to recognize and celebrate the lives of LGBTQ+ figures like Marsha P. Johnson as part of their own religious traditions, highlighting the intersections between faith and social justice.


Islamic views on Activism

The concept of social justice is central, and Muslims believe that they have a responsibility to work for the betterment of society and to alleviate the suffering of those in need. This can take many forms, including political activism, social welfare work, and community service.

Muslims also believe in the importance of prayer and worship to connect with God and to seek guidance and inspiration for their work. They see activism as a way to live out the principles of their faith and to embody the teachings of the Prophet Muhammad.

**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 words 1-4.2. What is meant by conviction?3. Who is Malala?4. How did her Islamic beliefs inspire her to be an activist?5. Summarise 2 ways she has contributed to support females in education.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check key words 5-9.2. Who was Marsha P Johnson?3. What did she fight for?4. Summarise 2 ways she has contributed to LGBT+ rights and support.5. How did she impact religion?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Look, cover, write and check key words 10-13.2. What do you think the teaching "All human beings are equal like the teeth of a comb". Means?3. What do you think "Love your neighbour as yourself" means?4. Give two ways people can be an activist.5. Which activist do you think has contributed the most to society? Explain your answer.



9.12 Festivals French Vocab List



¿Quelle est ta fête préférée?	What is your favourite festival
Ma fête préférée est...	My favourite festival is..
Le Noël	Christmas
La veille de Noël	Christmas Eve
La Saint-Sylvestre	New Year's Eve
Le nouvel An	New Year's Day
Le Divali	Divali
Pâques	Easter
Le Hanoukka	Hanukkah
L'Aïd	Eid
Le premier avril	April Fool's day
L'anniversaire	Birthday
Le premier mai	May day
Une fête	Party
La fête des Mères	Mother's day
La fête de la musique	Music festival
Un jour férié	Bank Holiday
Le mariage/les noces	Marriage/wedding
Le 14 juillet	Bastille Day
La Saint-Valentin	Valentine's day
Le Mardi Gras	Shrove Tuesday

¿Qu'est-ce qu'on fait pour célébrer?	What do we do to celebrate?
Je me lève	I get up
Je me douche	I shower
Je m'habille	I get dressed
Je reçois des cadeaux/du muguet	I receive presents/lily of the valley
J'éteins des bougies	I blow candles out
Je décore l'arbre de Noël	I decorate the Christmas tree
J'achète des nouveaux vêtements	I buy new clothes
Je vais à l'église	I go to church
Je vais à la mosquée	I go to the mosque
Je vais à la place	I go to the square
Je vais à la maison de ...	I go to ...'s house
... arrive	... arrives
Nous mangeons...	We eat...
Nous jeûnons	We fast
Nous jouons des jeux de société	We play board games
Nous célébrons	We celebrate
Je m'amuse bien	I have a good time
Je regarde des feux d'artifices	I watch the fireworks
Je vais au lit	I go to bed
Je me couche	I go to sleep
C'est comment?	How is it like?
passionnant	Exciting
inoubliable	unforgettable
amusant	Fun
insupportable	Unbearable
Un désastre	A disaster

Les phrases/verbes du passé	Phrases/verbs in the past
L'année dernière	Last year
Le mois dernier	Last month
Avant hier	The day before yesterday
La semaine dernière	Last week
Hier	Yesterday
Dans le passé	In the past
Quand j'avais ... ans	When I was ... years old
L'été dernier	Last summer
L'hiver dernier	Last winter
Il y a ... (deux ans)	... ago (two years)
Le weekend dernier	Last weekend
Je suis allé(e)	I went
J'ai célébré	I celebrated
J'ai mangé	I ate
J'ai bu	I drank
J'ai ouvert	I opened
C'était	It was
Les phrases/verbes du future	Phrases/verbs in the future
L'année prochaine	Next year
Le mois prochain	Next month
Après demain	The day after tomorrow
Demain	Tomorrow
La semaine prochaine	Next week
Dans le futur / à l'avenir	In the future
Quand j'aurais ... ans	When I will be ... years old
L'été prochain	Next summer
Je vais aller	I am going to go
Je vais célébrer	I am going to celebrate
J'ai l'intention de manger	I intend to eat
Je voudrais/j'aimerais boire	I would like to drink



Year 9 Term 6 – Culture, History and Geography

Les pays francophones

La France
Le Cameroun
Le Sénégal
La Corse
La Guadeloupe
La Suisse
La Belgique
L'Algérie
La Tunisie
La Guinée
La Guyane
La Côte d'Ivoire
La Polynésie Française
Le Bénin
Le Burkina Faso
Le Burundi
Le Canada
Le Tchad
Le Congo
Le Djibouti
Le Haïti
Le Luxembourg
Le Madagascar
La République du Mali
Le Monaco
Le Niger
Le Rwanda
Les Seychelles
Le Togo
Le Vanuatu
Les Antilles

French Speaking Countries

France
Cameroon
Senegal
Corsica
Guadeloupe
Switzerland
Belgium
Algeria
Tunisia
Guinea
French Guiana
Ivory Coast
French Polynesia
Benin
Burkina Faso
Burundi
Canada
Chad
Congo
Djibouti
Haiti
Luxembourg
Madagascar
Mali
Monaco
Niger
Rwanda
Seychelles
Togo
Vanuatu
French speaking Caribbean Islands

Les directions

nord
nord-est
est
sud-est
sud
sud-ouest
ouest
nord-ouest

Directions

north
northeast
east
southeast
south
southwest
west
northwest

La géographie

Je suis francophone
Une langue maternelle
L'Hexagone
Les DOM TOM
L'outre-mer
Le métropole
Un territoire
Un département
Une région

Geography

I speak French
Mother tongue
France (slang)
French overseas territories
Overseas
Mainland France
Area
Department
Region

L'histoire

La révolution française
La colonisation
La civilisation
Le conflit
La culture
Le cinquième république
L'indépendance
La liberté
La Renaissance
Un siècle
Contemporain
Moderne
Laïque

History

The French Revolution
Colonisation
Civilisation
Conflict
Culture
The 5th Republic
Independence
Freedom
The Renaissance
A century
Contemporary
Modern
Secular

La langue de tous les jours

Bonjour!
Bienvenue.
Pardon, excusez-moi.
Parlez-vous anglais?
Je ne parle pas français.
À tout à l'heure!
Merci/Merci beaucoup.
Au revoir!
De rien.
Je ne comprends pas.
Où est un bon restaurant/un bon café?
Où est la plage/le centre-ville?
Je cherche le métro/le gare/l'aéroport.
Je cherche l'hôtel/l'hôpital/la banque.
Pourriez-vous prendre ma photo/notre photo?
Il n'y a pas de quoi
Vas-y, Allez-y
Bonne soirée!
À demain!
Je suis désolé(e)
Tu t'appelles comment?
Je suis perdu
Attention! Fais/faites attention!
Bien sûr
C'est n'importe quoi!
Laisse tomber...
Ça te dit?/Ça vous dit?
Tiens-moi au courant!
Bref
T'sais?
Ça te changera les idées...

Everyday language

Good morning, hello
Welcome
Pardon, excuse me.
Do you speak English?
I do not speak French.
See you later!
Thank you/Thank you very much.
Goodbye!
You're welcome.
I do not understand.
Where is a good restaurant/a good café?
Where is the beach/city center?
I am searching for the metro/train station/airport
I am searching for the hotel/hospital/bank.
Can you take my/our photo?

It's nothing/don't mention it
Go on, go ahead
Good evening!
See you tomorrow!
I'm sorry
What's your name?
I'm lost
Careful! Be Carefull!
Of course
That's nonsense!
Forget it...
You up for it?
Keep me up to date!
all in all
Ya know?
It'll take your mind off things...

**Listening check-list****Before I listen ...**

1. read the exercise carefully, paying attention to the instructions and pictures
2. think of possible words, phrases and ideas I might hear
3. think about how these words and phrases would be pronounced
4. think of the different ways certain phrases could be expressed

While I listen, pay attention to...

5. repetition or paraphrase
6. time marker phrases
7. the questions and tasks that go with the passage
8. all the things I predicted (questions, vocabulary, possible answers)

While I listen, I work out any words I don't know by...

9. using the words I understand to get the general meaning of the passage first
10. listening to words that come before or after the unknown word
11. using my general knowledge to think about what the unknown word might logically mean
12. listening to what comes later in the passage for further clues, or to check whether the unknown word does in fact mean what I think it means
13. using what I know about sentence structure to work out what kind of word it is (noun, adjective, verb)
14. thinking whether the unknown word is like a word I know in English or French/German/Spanish, and then checking whether that meaning would make sense

Reading – Top tips

- Read the introduction to the question carefully. This will help you to give sensible answers. Look for titles.
- Answer every question, especially where you have to write a letter. If in doubt, have a guess.
- Read the whole of the sentence so that you can check that your first reaction is right. If you think the answer is 'P' (positive) for example, read on in the text to make sure that the correct answer is not in fact 'P and N' (positive and negative).
- Do not copy whole chunks of the text because you might include the wrong answer as well as the right answer.
- If you are asked to give **one** reason or **one** detail, only give one.

VOCABULARY IS KEY!

Look through the vocab lists and try to refresh your memory of as much vocabulary as possible.

Translation – Top tips

- Read the whole sentence/paragraph first.
- Chunk the sentences e.g. I play / videogames / in my bedroom.
- Highlight what you don't know.
- Be as ACCURATE as you can.
- What are you being tested on, look out for different time markers.
- Make sure you reread your translation, does it make sense?



Instruction: 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		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: L'année dernière, le mois dernier, avant-hier, le weekend dernier, il y a ... (deux ans)</p> <p>2. Complete the sentence : In French to say what you are going to do (the future tense) you need part of the verb _____ + the _____</p> <p>3. What are 3 things strategies we can use before listening to an extract in French for a listening exam?</p> <p>4. What are 3 strategies we can use to work out words we don't know in French in a listening exam?</p> <p>5. Translate the 3 sentences below into French : Next weekend, I am going to go to church Next year, I am going to go to Switzerland Tomorrow, I am going to watch an action film</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: La France, le Luxembourg, le Congo, le Madagascar, la Suisse</p> <p>2. Which of the below phrases would you use if you were lost in a French-speaking country? Je suis perdu / De rien / Au revoir</p> <p>3. Which of the below phrases would you use to get someone's attention in a French-speaking country? Pardon, excusez-moi / A demain / Bien sûr</p> <p>4. Are the below sentences present or future tense? Write P or F Normalement, je vais au Canada avec ma famille L'année prochaine je vais visiter la Suisse avec mes amis</p> <p>5. Can you spot the x3 errors and correct them? (Clue : look at the verbs) Pour les vacances de Noël nous celebre ensemble et nous mange ensemble. L'année prochaine nous allons visite notre (our) famille en France.</p>



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

Homework	Due	Task:
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Bonjour, bienvenue, à demain, au revoir, bonne soirée</p> <p>2. Complete the sentence : In French to say what you are going to do (the future tense) you need part of the verb _____ + the _____</p> <p>3. Translate the below phrases into English : L'année prochaine je vais célébrer le premier mai en France L'année dernière j'ai célébré le Divali avec mes amis Normalement je préfère célébrer le Noël avec ma famille</p> <p>4. Write 2 of your own future tense phrases using the vocabulary list and knowledge organiser to help you.</p> <p>5. Write 2 of your own past tense phrases looking back at previous knowledge organisers to help you.</p>



¿Cuál es tu festival favorito?	What is your favourite festival
Mi festival favorito es...	My favourite festival is..
La Navidad	Christmas
La Nochebuena	Christmas Eve
La Nochevieja	New Year's Eve
El día de año nuevo	New Year's Day
El día de los Reyes Magos	Three Wise Men Day
La Semana Santa	Easter / Holy Week
Las hogueras	The bonfires
La feria de abril	The April fair
Día de muertos	The day of the dead
El cumpleaños	Birthday
El carnaval	Carnival
La feria	Fair
El día de la madre	Mother's day
El día del padre	Father's day
El día festivo	Bank Holiday
El encierro	The bull running
Las fallas	Fallas
Els castells	Human towers
La Tomatina	Tomato festival

9.12 Festivals

Spanish Vocab List

¿Qué hacemos para celebrar?	What do we do to celebrate?
Me levanto	I get up
Me ducho	I shower
Me visto	I get dressed
Recibo regalos	I receive presents
Soplo velas	I blow candles
Monto el árbol de Navidad	I put up the Christmas tree
Compro ropa nueva	I buy new clothes
Voy a la iglesia	I go to church
Voy a la mezquita	I go to the mosque
Voy a la plaza	I go to the square
Voy a casa de...	I go to ...'s house
... llega	... arrives
Comemos...	We eat...
Ayunamos	We fast
Jugamos a juegos de mesa	We play table games
Celebramos	We celebrate
Lo paso muy bien	I have a good time
Me acuesto	I go to bed
Voy a dormir	I go to sleep
¿Cómo es?	How is it like?
Emocionante	Exciting
Conmovedor	Moving
Divertido	Fun
Insoportable	Unbearable
Impactante	Striking

¿Qué pasa en los encierros / las corridas de toros ?	What happens in the bull running / bull fighting?
San Fermín	A bull running festival held in Pamplona every July
Los toros	The bulls
Las calles	The streets
Correr	To run
Las corridas de toros	Bullfighting
Los encierros	Bull running
La plaza de toros	The bullring



¿Qué pasa en las Fallas?	What happens in Fallas?
Fallas	A festival held in Valencia every March
La hoguera	The bonfire
El cartón	Cardboard
Las fallas	Sculptures made of cardboard
Los fuegos artificiales	Fireworks
Los petardos	Firecrackers
Las bandas de música	Music bands



¿Qué pasa en la Tomatina?	What happens in the tomato festival?
La gente	People
Lanza tomates	Throw tomatoes
Aplasta tomates	Squish tomatoes
Se ensucia	Gets dirty
Tiene lugar en Buñol	Takes place in Buñol
La batalla	The battle
El caos	Chaos





9.12 Geography & History

Spanish Vocab List

La geografía	Geography
El país	The country
La región / la comunidad	The region
La ciudad	The city
El pueblo	The town/ village
La costa	The coast
Las islas	The islands
El interior	The inland regions

La historia	History
Castellano / Español	Spanish language
La Reconquista	Period of time when the Christian kingdoms "reconquered" the peninsula from the Muslims (Moors).
Conquistadores	Conquerors of American territories in the 16th century
La Colonización	Colonisation of the Americas
La Guerra Civil Española	The Spanish Civil war between 1936 and 1939
La Dictadura fascista	The fascist dictatorship in Spain between 1939 and 1975
La Transición	Transition into democracy after the dictatorship
La monarquía parlamentaria	The current political system in Spain: a parliamentary monarchy, like in the UK

El lenguaje de todos los días

Everyday language

¡Hola!	Hello
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good night
¿Cómo te llamas?	What's your name?
Me llamo...	My name is...
¡Adiós!	Goodbye
Hasta luego / hasta la vista	See you later
Por favor	Please
Gracias	Thank you
Muchas gracias	Thanks a lot
De nada	You are welcome
Perdone / Perdón	Excuse me / Apologies
Lo siento	I'm sorry
¿Habla inglés?	Do you speak English?
Hablo un poco de español	I speak a bit of Spanish
No entiendo	I do not understand
¿Dónde hay un buen restaurante?	Where is a good restaurant?
¿Dónde está el centro / la playa?	Where is the centre / the beach?
Me he perdido	I am lost
Busco un hotel / un hospital / un banco	I am looking for a hotel / hospital / bank
Busco la estación / el aeropuerto / la parada de bus	I am looking for the station / airport/ bus stop
¿Me podría sacar una foto?	Could you take a picture?
¡Cuidado!	Be careful!
¡Vamos!	Let's go!

THE 21 SPANISH-SPEAKING COUNTRIES



9.12 Festivals and Culture**Listening check-list****Before I listen ...**

1. read the exercise carefully, paying attention to the instructions and pictures
2. think of possible words, phrases and ideas I might hear
3. think about how these words and phrases would be pronounced
4. think of the different ways certain phrases could be expressed

While I listen, pay attention to...

5. repetition or paraphrase
6. time marker phrases
7. the questions and tasks that go with the passage
8. all the things I predicted (questions, vocabulary, possible answers)

While I listen, I work out any words I don't know by...

9. using the words I understand to get the general meaning of the passage first
10. listening to words that come before or after the unknown word
11. using my general knowledge to think about what the unknown word might logically mean
12. listening to what comes later in the passage for further clues, or to check whether the unknown word does in fact mean what I think it means
13. using what I know about sentence structure to work out what kind of word it is (noun, adjective, verb)
14. thinking whether the unknown word is like a word I know in English or French/German/Spanish, and then checking whether that meaning would make sense

Reading – Top tips

- Read the introduction to the question carefully. This will help you to give sensible answers. Look for titles.
- Answer every question, especially where you have to write a letter. If in doubt, have a guess.
- Read the whole of the sentence so that you can check that your first reaction is right. If you think the answer is 'P' (positive) for example, read on in the text to make sure that the correct answer is not in fact 'P and N' (positive and negative).
- Do not copy whole chunks of the text because you might include the wrong answer as well as the right answer.
- If you are asked to give **one** reason or **one** detail, only give one.

VOCABULARY IS KEY!

Look through the vocab lists and try to refresh your memory of as much vocabulary as possible.

Translation – Top tips

- Read the whole sentence/paragraph first.
- Chunk the sentences e.g. I play / videogames / in my bedroom.
- Highlight what you don't know.
- Be as ACCURATE as you can.
- What are you being tested on, look out for different time markers.
- Make sure you reread your translation, does it make sense?



Instruction: 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		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Emocionante, divertido, impactante, conmovedor, insoportable</p> <p>2. Complete the sentence : In Spanish to say what you are going to do (the future tense) you need part of the part of ir (to go) + _____ + _____</p> <p>3. What are 3 things strategies we can use before listening to an extract in Spanish for a listening exam?</p> <p>4. What are 3 strategies we can use to work out words we don't know in Spanish in a listening exam?</p> <p>5. Translate the 3 sentences below into Spanish : Next weekend, I am going to go to church Next year, I am going to go to Spain Tomorrow, I am going to watch an action film</p>
Homework 2		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: El país, la región, la costa, el pueblo, la ciudad</p> <p>2. Which of the below phrases would you use if you were lost in a Spanish-speaking country? Me he perdido / De nada / Adiós</p> <p>3. Which of the below phrases would you use to get someone's attention in a French-speaking country? Perdone / Hasta mañana / Por supuesto</p> <p>4. Are the below sentences present or future tense? Write P or F Normalmente, voy a Cuba con mi familia El año próximo voy a visitar Columbia con mis amigos</p> <p>5. Can you spot the x3 errors and correct them (Clue : look at the verbs)? Para las vacaciones de Navidad celebra juntos y come juntos. El año próximo vamos a visit nuestra (our) familia en España.</p>



Instruction: 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		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Hola, buenos días, por favor, gracias, de nada</p> <p>2. Complete the sentence : In Spanish to say what you are going to do (the future tense) you need part of the part of ir (to go) + _____ + _____</p> <p>3. Translate the below phrases into English :</p> <p>El año próximo voy a celebrar la Nochebuena en España El año pasado celebré mi cumpleaños con mis amigos Normalmente prefiero celebrar la Navidad con mi familia</p> <p>4. Write 2 of your own future tense phrases using the vocabulary list and knowledge organiser to help you.</p> <p>5. Write 2 of your own past tense phrases looking back at previous knowledge organisers to help you.</p>



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

Notes **on the lines** are:Notes **in the spaces** are:

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

Spaces: A C E G

Lines: G B D F A

Note Pyramid

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

Elements of Music

Tenors	10
Bass	8
Alto	6
Soprano	4
Contralto	3
Contralto	2
Contralto	1
Contralto	0
Contralto	-1
Contralto	-2
Contralto	-3
Contralto	-4
Contralto	-5
Contralto	-6
Contralto	-7
Contralto	-8
Contralto	-9
Contralto	-10
Contralto	-11
Contralto	-12
Contralto	-13
Contralto	-14
Contralto	-15

Timbre

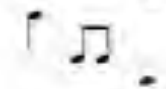
tone color



uniqueness of sound

Pitch

how high or low

a specific note
(sound wave frequency)

Melody

main musical
idea or 'tune'

a sequence of notes

Harmony

two or more
pitches
sounding at the
same time

Texture

how many parts or
layers of soundsolo, duet, or ensemble
chords or counterpoint

Dynamics

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


(sound wave amplitude)

Tempo

how **fast**
or **slow**rate or speed
of the beat

**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.**