



Year 8 | Term 1 | Homework

Your homework will consist of:

Knowledge Organiser with questions
TT Rockstars and Reading for 15 minutes



When is Week A/Week B?

	Week Commencing
Week A	18/09/2023
Week B	25/09/2023
Week A	02/10/2023
Week B	09/10/2023
Week A	16/10/2023



Homework Schedule

Subject	Homework is set on:
English	Every Tuesday
Maths	Every Friday
Science	Every Friday
PE	Week A
Tech/Computing	Week A
Art	Week A
Drama	Week A
History	Week B
Geography	Week B
RE	Week B
French / Spanish	Week B
Music	Week B
PSHE	Set Termly



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community



Homework is important at BBA:

A successful learner at BBA

- ✓ Brings their **knowledge organiser and equipment** to school **every day**.
- ✓ Spends between 15- and 20-minutes completing homework per subject per week.
- ✓ **Reads** for 15 minutes **daily** and uses **TT Rockstars** for 15 minutes daily.



Read → Cover → Write → Check

READ a small section of the KO

COVER up the information so you are unable to read/ see it

WRITE out what you can remember into your self-quizzing book

CHECK what you have written and use a green pen to mark and correct



Why is homework important?



Each homework is linked with the important key terms needed for the lesson.



Homework can result in **five months additional progress** in school.



Learning outside of the classroom time develops **independence**.



Homework is revision and will help you to build **good study habits and routines** needed for KS4.

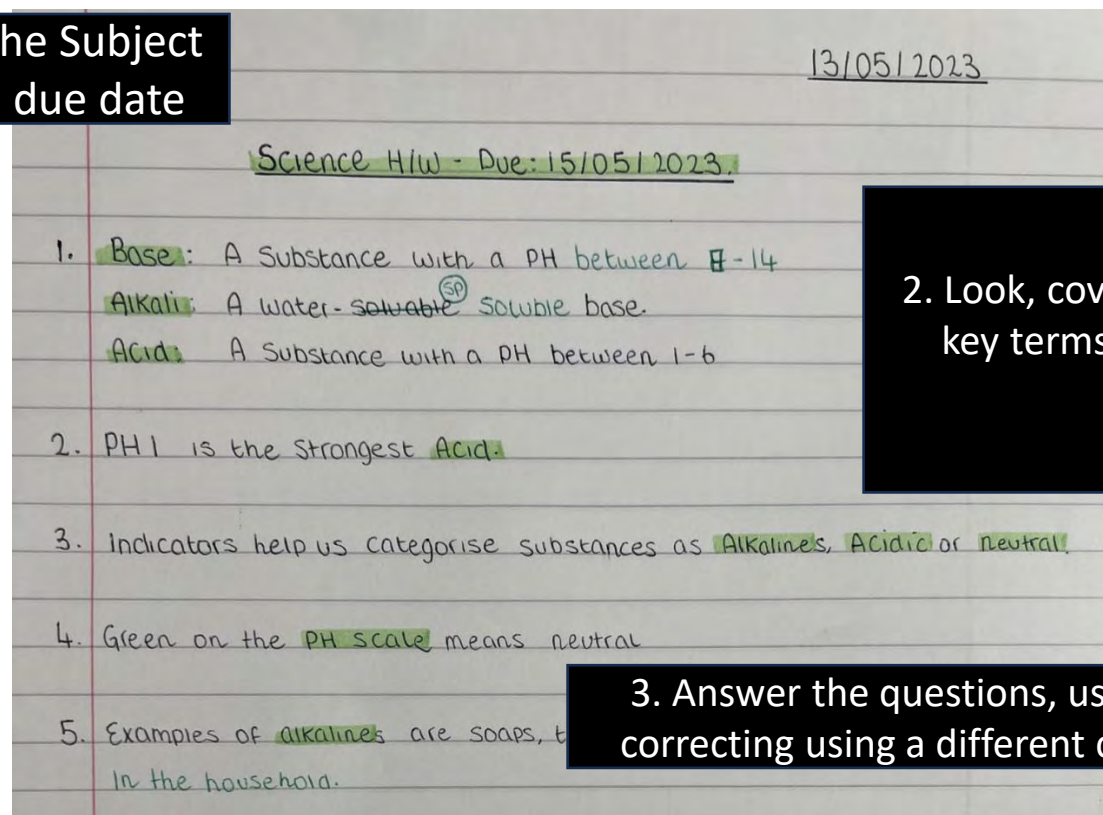


I need help with my homework

- 1) Class Teacher:** First, speak to your class teacher, they will be able to help you if you are unsure.
- 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.


How to present my homework book

1. Title with the Subject name and due date



2. Look, cover, write & check the key terms identified by your teacher.

3. Answer the questions, using full sentences. Self-correcting using a different colour, normally a green

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	TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. We recommend a “little and often” approach; 5 to 15 minutes practice a day, 4 or 5 times a week is a good target	Website: https://play.ttrockstars.com/auth/school/student/1400 



Plot

1	Mr Jones is the owner of Manor Farm. One night he falls asleep and all of the animals of Manor Farm meet where <i>Old Major</i> delivers a speech which encourages the animals to rebel against the humans.
2	When Mr Jones forgets to feed the animals one day the rebellion begins. When the animals are in charge they complete the harvest faster than ever. The pigs start to run the farm.
3	News of the rebellion spreads, Frederick, Jones and Pilkington complain about Animal Farm's success. In October, a group of men try to seize the farm. Led by Snowball's brilliance, the animals repel the attack, which is named 'The Battle of the Cowshed'.
4	The animals work harder than ever, Boxer proves himself to be an inspiration. Napoleon begins trading with humans and hires Mr Whymper. Jones gives up trying to reclaim the farm. The animals begin sleeping with beds, and Muriel and Clover notice a change in the commandments 'with sheets'. Squealer persuades the animals that this is acceptable. In November, a storm topples the half complete windmill. Napoleon blames this on Snowball.
5	The animals struggle against starvation. After learning that they must sacrifice their eggs, the hens stage a demonstration. Napoleon denies their rations and 9 hens starve as a result. The animals are led to believe Snowball has been returning to the farm – his role at the battle of the Cowshed is adapted by Squealer. In spring, Napoleon calls a meeting and several 'traitors', who confess to being in league with Snowball, are executed, including protesting hens and pigs. Beasts of England is outlawed.

Key Characters

1	Mr Jones	<i>Drunken owner of Animal Farm. Embodies the tyranny of man.</i>
2	Snowball	<i>Devoted to animalism and the education of lesser animals. Hero at the battle of the cowshed.</i>
3	Squealer	<i>Mouthpiece of Napoleon. Uses propaganda to control the animals.</i>
4	Boxer	<i>Devoted citizen and immensely strong. Innocent and naïve.</i>
5	Napoleon	Expels Snowball. Executes animals. Establishes himself as a dictator.

Themes and Context

1	Leadership and corruption	The book charts the corruption of Communist ideals of equality. It shows what happens when leaders have too much power.
2	Lies and deceit	The pigs use lying and deceitful behaviour to control the less educated animals.
3	Pride and ceremony	Ceremony and pride in 'Animal Farm' is used as a manipulation tactic by the pigs
4	Foolishness and naivety	The pigs take advantage of the foolishness of the other animals in order to control them.



Literacy Terms and Devices

1	Narrator	A person who narrates something, especially a character who recounts the events of a novel.
2	Denouement	The final part of a play, film, or narrative in which the strands of the plot are drawn together and matters are explained or resolved.
3	Crisis/ Climax	The most intense, exciting, or important point of something; the culmination.
4	Perspective	A particular attitude towards or way of regarding something; a point of view. Different depending on the person who is viewing/ telling something.
5	Setting	The place or type of surroundings where something is positioned or where an event takes place.
6	Tension	Mental or emotional strain.




Important Vocabulary

1	Comrade	A fellow member of an organisation	7	Principle	A fundamental truth or proposition that serves and the foundation for a political movement.
2	Ceremonial	Relating to formal religious or public events. Often events that symbolise something (e.g a King's coronation)	8	Maxim	A short statement that expresses a general truth or idea.
3	Expulsion	The act of forcing someone to leave an organisation.	9	Negotiations	Discussing until an agreement is made.
4	Liberty	The state of being free within society from restrictions on one's way of life or political views.	10	Canvassing	Trying to get support for your political cause.
5	Abundance	A very large quantity of something.	11	Dejectedly	Doing something in a miserable or unhappy way.
6	Procured	To very carefully get something.	12	Prophecy	A prediction of what will happen in the future.



English Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 1-5 2. Read number 1 theme and explain how Prospero (from The Tempest) could also have been seen as a leader with too much power. 3. Which of the 5 characters do you think will be hero-like. Chose one and then write a sentence explaining why. 4. Copy and complete this sentence: <i>Pip was too full of pride in Great Expectations and therefore this affected his relationship with Joe because...</i> 5. Use vocabulary 4 to describe how Caliban and Ariel live on the island in The Tempest. 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write, check vocabulary 6-10 2. Using literary term 1, explain the effect of the constantly changing narrator in Trash. 3. Using literary term 5, write a sentence describing the setting of a utopian story. 4. Pick an appropriate piece of vocabulary from the list and copy and complete this sentence: <i>The boy _____ walked towards his house.</i> 5. Which character do you predict to be the most manipulative. Write a sentence to explain why. 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 8-12 2. Explain how a writer might change the setting to make a utopia change into a dystopia. 3. What do you think one of the problems with 'maxims' might be? How could they be used to control people? 4. Copy and complete this sentence: An a _____ of crops were harvested this year. 5. Do you believe that Pip's perspective on Joe changed after he moved to London? Explain why 	



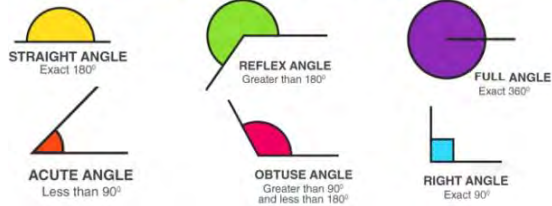
English Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 4		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 1,3,5,7,9 2. Using plot point 2, explain what Mr Jones does and why that causes the animals to rebel. 3. Using plot point 9, what do the animals struggle with? How do you think the pigs could use this to manipulate them further? 4. Using theme 3, explain what sort of ceremonies you've read about so far in Animal Farm. 5. What does Squealer use to control the animals? 	
Homework 5		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 2,4,6,8,10 2. Write a sentence explaining who the character of Boxer is and why he might be easily manipulated by the pigs. 3. What do the pigs use to control the other animals? Look at the themes and context box. 4. What happens to the windmill in November? Why might this make the animals lose faith in their new leaders? 5. What change happens to the commandments? Why aren't the animals able to easily spot this? 	
Homework 6		<ol style="list-style-type: none"> 1. Look, cover, write check vocabulary 7-12 2. Who is Squealer a mouthpiece for? 3. Which animal on the farm goes to all the other animals to canvas them to support Animalism? 4. Who is the owner of the farm? Why does he get easily overthrown? 5. Who is regarded as the hero at the battle of the cowshed? 	



Types of Angles



Using a protractor



Known Angle facts

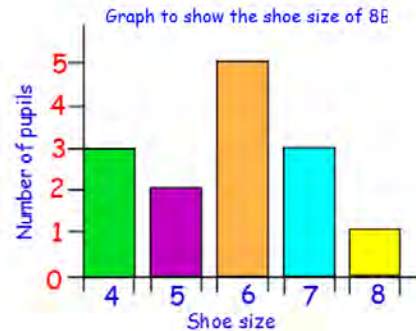
Angles around a point total 360°

Angles on a straight line total 180°

Vertically opposite angles are equal.

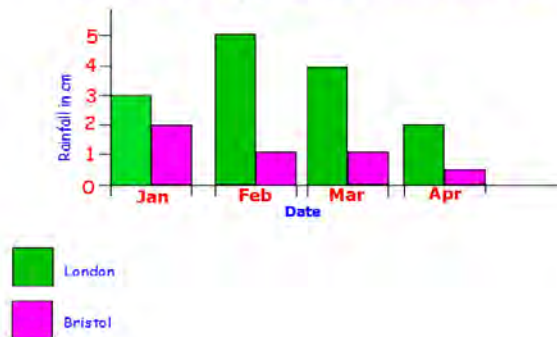
Interior angles in a triangle total 180°

Compose and Interpret Bar Charts and Pictograms



Composite bar chart

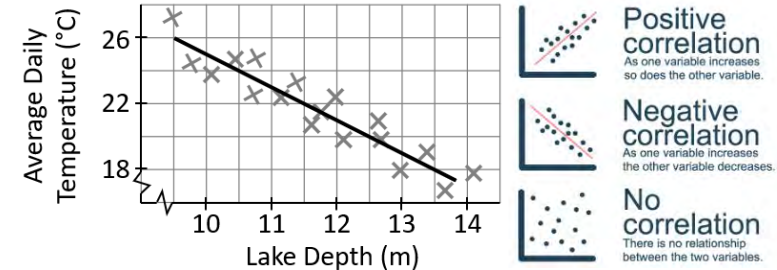
Bar Chart to compare Rainfall in Bristol and London



Pictogram to show the number of letters collected in a week

	Key: Stands for 5 Letters
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	

Compose and Interpret Scattergraphs and

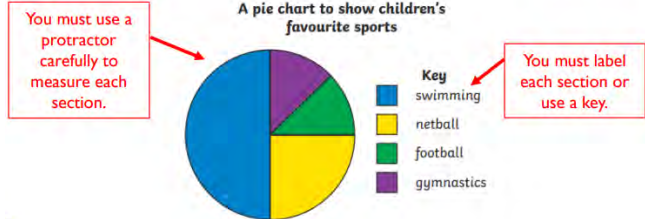


Sport	Frequency	Angle
Swimming	12	12 x 15 = 180°
Netball	6	6 x 15 = 90°
Football	3	3 x 15 = 45°
Gymnastics	3	3 x 15 = 45°

1. Find the total frequency.
2. Calculate one person by doing 360° ÷ frequency.
3. Multiply each frequency by this value to get the angle size for each section.

Total = 24

Each person: 360° ÷ 24 = 15°



Averages and Range




Reminder:

- Mean** - Add up the values you are given and divide by the number of values you have.
- Median** - The median is the middle value, when your data is in order.
- Mode** - It is the value or item there is the most of.
- Range** - This is the difference between the largest and smallest values.



Maths Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework.
2. Please note you will also need to complete your Mathswatch task set by your teacher

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Learn the names and definitions of Acute, Obtuse and Reflex angles. Show that you can draw and measure each with a protractor. 2. Your teacher will set your homework on MathsWatch via SMHW. 	
Homework 2		<ol style="list-style-type: none"> 1. Make a small poster to demonstrate each of the four angle facts that you have been given. 2. Your teacher will set your homework on MathsWatch via SMHW. 	
Homework 3		<ol style="list-style-type: none"> 1. Write 5 or more facts you can learn from each of the three diagrams on your Knowledge organiser. 2. Your teacher will set your homework on MathsWatch via SMHW. 	
Homework 4		<ol style="list-style-type: none"> 1. Describe the relationship AND correlation shown on your Knowledge Check. Ext: Can you give an example of a relationship that would create a) a positive correlation and b) no correlation. 2. Your teacher will set your homework on MathsWatch via SMHW. 	
Homework 5		<ol style="list-style-type: none"> 1. Calculate the angles that each fruit would use on a pie chart .Ext. Construct the pie chart 2. Your teacher will set your homework on MathsWatch via SMHW. 	
Homework 6		<ol style="list-style-type: none"> 1. Learn the names and definitions of Mean, Median and Mode. Ext: Explain a situation where each would be used to their best advantage.. 2. Your teacher will set your homework on MathsWatch via SMHW. 	

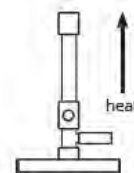


Science <Working scientifically> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Dependent variable	The variable that you measure in an experiment. You can only have one of these
2	Independent variable	The variable that you change in an experiment. You can only have one of these
3	Control variable	The variable that you keep the same in an experiment. You can have more than one control variable in an experiment
4	Line of best fit	A smooth line or curve drawn through as many points as possible on a scatter graph
5	Anomaly	A data point which does not fit the trend. An 'odd' result

Drawing apparatus

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



Bunsen burner



beaker



measuring cylinder



test tube



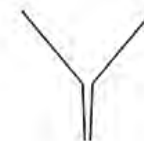
boiling tube



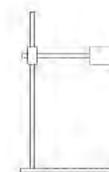
evaporating basin



tripod



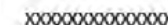
funnel



clamp stand, boss and clamp



conical flask



gauze



heatproof mat

Drawing results tables

We use results tables to record the data we collect during an experiment.

It is best practice to record the data as you collect it, not at the end of the experiment!

Independent Variable (Units)	Dependent Variable (Units)			
	Repeat 1	Repeat 2	Repeat 3	Mean

I have used a pencil and ruler to draw the table.

The **independent variable** (the variable I will change or choose the values for) is on the left-hand side of the table.

I have chosen a suitable heading for the independent variable.

I have included the correct units for the independent variable.

The **dependent variable** (the variable I will measure for each change in the independent variable) is on the right-hand side of the table.

I have chosen a suitable heading for the dependent variable.

I have included the correct units for the dependent variable.

I have recorded all the data to the same number of decimal places (same level of precision).

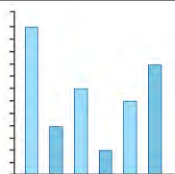
I have calculated the mean to the same level of precision as the measurements I have recorded.

Graphs

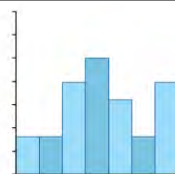
We use different types of graph to represent different types of data.

Discrete data – can only take certain values and falls into categories e.g. shoe size, number of students

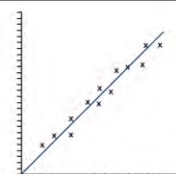
Continuous data – can take any value within a range and is measured on a scale e.g. height, length, time



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



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



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



Science <Forces re-cap> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Contact force	A force that acts when an object is in contact with the surface, air or water
2	Non-contact force	A magnetic, electrostatic or gravitational force which acts between two objects not in contact
3	Resultant force	The overall force acting on an object when adding up the individual forces acting on the object
4	Newtons (N)	Unit of force, symbol 'N'
5	Mass	The amount of matter (stuff) that something is made up of
6	Weight	The force of the Earth on an object due to its mass

A force is a push or a pull that acts on an object due to the interaction with another object.
 Force is measured in newtons (N).
 Forces are divided into contact forces and non-contact forces.

Contact forces	Non-contact forces
Contact forces act between two objects that are physically touching.	Non-contact forces act between two objects that are not physically touching.
Examples: Air resistance Water resistance Friction Upthrust Thrust Reaction force	Examples: Magnetic force Electrostatic force Gravitational force

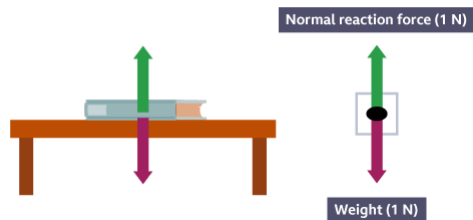
Key point – mass and weight are not the same thing! Mass is the amount of matter (stuff) a substance is made up of. The weight of an object depends on both the mass of the object and the force of gravity.
 You can calculate weight using the equation: **Weight (N) = Mass (kg) x Gravity (N/kg)**

Force diagrams

Many forces act on an object at one time.

The size and direction of these forces determines the movement of the object

A book resting on a table



Key points:

1. Draw the arrows with a pencil and ruler
2. Draw the arrows from the centre of the object pointing outwards
3. Label the arrow with the name of the force and size (Newtons)

Balanced and Unbalanced forces

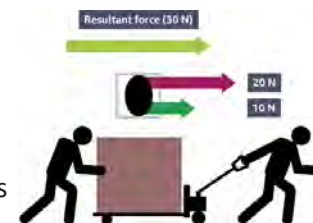
If the forces acting on an object in different directions are the same size – they are **balanced**

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

The resultant force is the **overall force** acting on the object.

Always state the **size and direction** of the resultant force

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



Forces acting in the **same direction** – add the forces to find the resultant force

E.g. $20\text{ N} + 10\text{ N} = 30\text{ N}$ to the right



Forces acting in a **different direction** – subtract the forces to find the resultant force

E.g. $20\text{ N} - 10\text{ N} = 10\text{ N}$ to the left



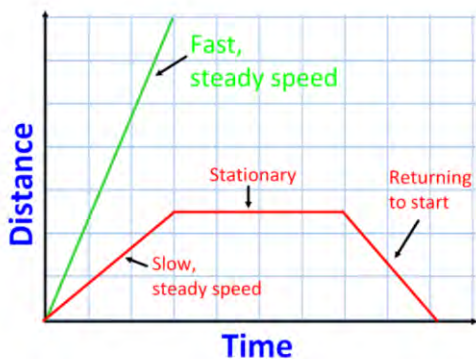
Science <Forces and motion> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Gradient	The slope of the line on a graph
2	Metres per second (m/s)	Unit of speed – the number of metres covered in one second
3	Stationary	Not moving
4	Acceleration	How quickly the speed of an object increases
5	Friction	The resistance that one surface or object experiences when moving over another
6	Metres	Unit of distance (1m = 100cm)

Distance-Time graphs – show the distance that something has travelled over a period of time.

On a distance-time graph, the steeper the line (gradient), the faster the speed.

The vertical (y) axis is the distance travelled from the start
The horizontal axis is the time from the start



Using the graph we can use:

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

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

• What is speed?

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

• How do we calculate speed?

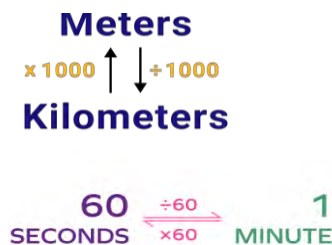
$$\text{Speed} = \frac{\text{distance}}{\text{time}}$$



• What is speed measured in?

m/s (Metres per second)

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



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

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

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

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

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

Mass and Weight

It is easy to confuse mass and weight
The table shows some of the differences between the two

The equation which links mass and weight is:
Weight (N) = Mass (kg) x Gravity (N/kg)
Mass must **always** be in kilograms (kg)
The force of gravity on Earth is 10 N/kg
The force of gravity on the Moon and different planets is not the same as on Earth. Therefore, if you went to the Moon, your mass (amount of matter) would stay the same, but your weight would change.

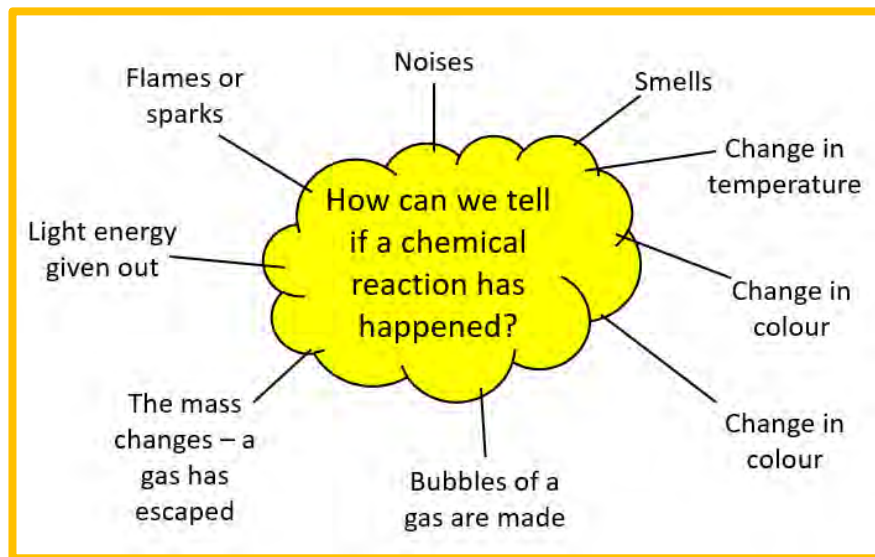
The amount of 'stuff' in an object.	mass
The force due to gravity acting on a mass.	weight
Measured in newtons.	weight
Measured in kilograms.	mass
This value changes depending on the gravitational field strength acting on an object.	weight
This value stays the same when the location of the object changes.	mass

 mass = 1kg weight = 1kg x 10N/kg weight = 10N	 mass = 0.02kg weight = 0.02kg x 10N/kg weight = 0.2N	 mass = 0.06kg weight = 0.06kg x 10N/kg weight = 0.6N
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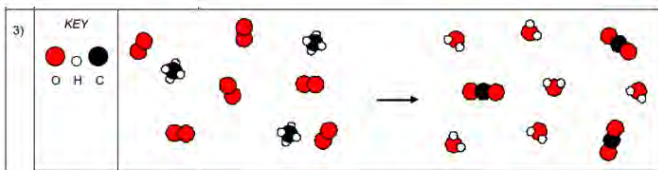


Science <Chemical Reactions 1> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Chemical reaction	A change in which atoms are rearranged to create new substances – e.g. burning fuel to form carbon dioxide and water
2	Word equation	A way of representing a chemical reaction simply. The reactants are on the left of the arrow, and the products are on the right
3	Physical change	A change in which the state of matter changes but no new substances are formed – e.g. ice melting
a	Limewater	A solution used to test for carbon dioxide gas. It turns from colourless to cloudy if carbon dioxide is present
5	Reactants	The chemicals which react together in a chemical reaction are called reactants.
6	Products	In a chemical reaction, the products are the substances which are formed.

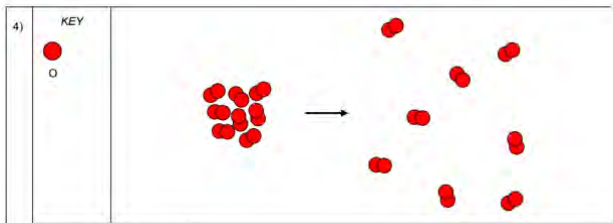


Chemical change



- The particles have rearranged to form a new substance
- This is an example of a chemical change

Physical change



- The particles have become mixed together, no new substance is formed.
- This is an example of a physical change

- We can represent chemical equations using **word equations**.
- Word equations help us to understand what happens during the chemical reaction

Reactants → Products



We use a '+' sign if there is more than one reactant or product

We use a '→' sign to show the formation of the product from the reactant

Reactant + Reactant → Product

Reactants always go on the left hand side of the arrow

Products always go on the right hand side of the arrow

• Gas tests:

Gas	Test	Result
Hydrogen	Place a lighted spill near the gas	Squeaky pop
Oxygen	Place a glowing spill near the gas	Relights the spill
Carbon dioxide	Bubble through limewater	Limewater turns milky

To name simple compounds of metals and non-metals:

1. Write down the name of the metal.
2. Write down the name of the non-metal, changing the ending of the word to "-ide".

What is the name of the compound made when the following elements combine?

- sodium and fluorine
- copper and chlorine
- oxygen and iron

Sodium fluoride

copper chloride

iron oxide



	Key Term	Definition
1	Fuel	A substance that is burned to release energy
2	Irreversible	A change which cannot be reversed. Most chemical reactions are irreversible
3	Combustion	Also called burning. A process in which a substance reacts with oxygen to release light and heat.
4	Thermal decomposition	A chemical reaction in which heat is used to break down a substance
5	Metal oxide	A compound formed when a metal reacts with oxygen e.g. sodium + oxygen → sodium oxide

Combustion: the process of burning

Three things are needed for combustion to happen:



- Fuel
- Oxygen
- Heat

Fuel + Oxygen → Carbon dioxide + Water

Reactants

Products

- **New products** have been formed – a chemical reaction has taken place
- This reaction is **irreversible**



Complete combustion occurs when there is enough oxygen to react with all of the fuel. In this case, **water and carbon dioxide** are products.

When the **air hole is open** on a Bunsen burner, lots of oxygen can enter which produces a **roaring flame**.

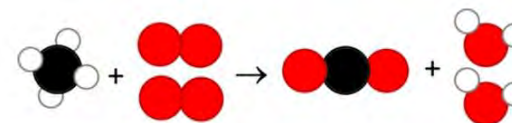


Incomplete combustion occurs when there is not enough oxygen to react with all of the fuel. In this case, water and carbon, carbon monoxide and water are products.

When the air hole is closed on a Bunsen burner, little oxygen can enter which produces an orange safety flame

Oxidation: a reaction in which a fuel reacts with oxygen

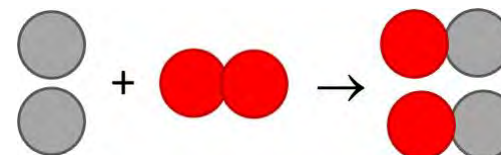
We need oxygen for a fuel to burn.



Fuel + Oxygen

Carbon dioxide + Water

When a metal reacts with oxygen, a **metal oxide** is formed

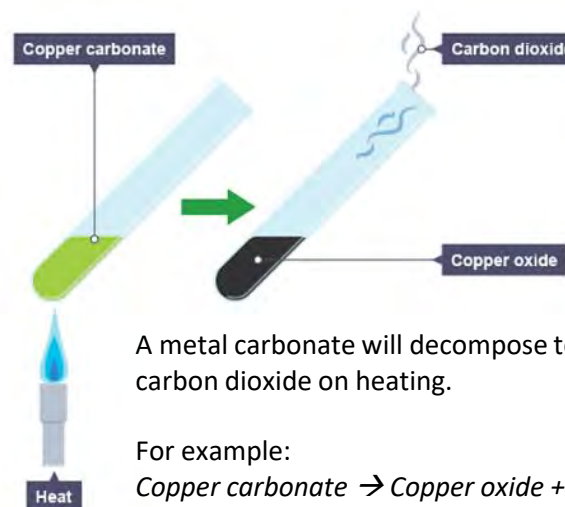


Sodium + Oxygen

Sodium Oxide

Thermal decomposition: a reaction using heat to breakdown a substance

Thermal means heat. Decomposing is the process of breaking down



A metal carbonate will decompose to form a metal oxide and carbon dioxide on heating.

For example:




Copper carbonate → *Copper oxide* + *carbon dioxide*

Magnesium carbonate → *Magnesium oxide* + *carbon dioxide*



Science Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 1 Working scientifically		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-5 2. What equipment should you always use when drawing a results table or graph? 3. On which side (right or left) does the independent variable go in a results table? 4. What is the difference between discrete and continuous data? 5. Use the laboratory Sketch diagrams to sketch the set up of a beaker, on top of a gauze, on top of a tripod. Use the simplified arrow and 'heat' symbol to show a Bunsen burner below the tripod 6. 	
Homework 2 Forces re-cap		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. State the name of the contact force which causes moving objects to slow down e.g. a car on a road 3. What is the difference between a contact and a non-contact force? 4. Calculate the mass of an object which has a weight of 500N where the force of gravity is 10 N/kg 5. Sketch a simple diagram to show a tug of war where the team on the left are pulling with 100N and the team on the right are pulling with 60N. Calculate the resultant force and state the direction that the rope will move 	
Homework 3 Forces and motion		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 2. What is the equation used to calculate the weight of an object? 3. Calculate the weight of an object on Earth (gravity = 10N/kg) which has a mass of 60kg. Show your working 4. As the line on a distance-time graph gets steeper, what happens to its speed? 5. Convert 360 seconds to minutes. Show your working. 	

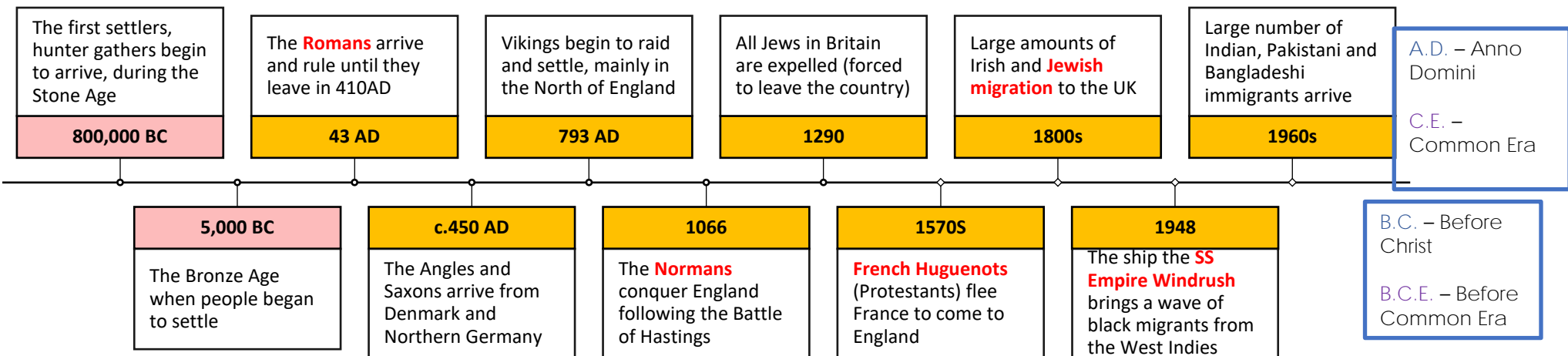


Science Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task:	Completed 
Homework 4 Chemical reactions 1		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-62. List three signs of a chemical reaction3. A pupil heated some iron and sulfur together to form iron sulfide. Write a word equation for this reaction4. Is the reaction between iron and sulfur to form iron sulfide a physical or chemical reaction? Explain your answer5. Name the compound formed when sodium and oxygen react together.	
Homework 5 Chemical reactions 2		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-62. What type of chemical reaction occurs when a fuel is burned in a limited supply of oxygen?3. Describe the difference between the two different flames on a Bunsen burner for complete and incomplete combustion4. Write a word equation for the oxidation of copper to form copper oxide5. Write a word equation for the thermal decomposition of copper carbonate to form carbon dioxide and copper oxide	

Year 8 Unit 1 – Migration Moments



Key Term	Definition
1. Migration	The movement of people from one place to another.
2. Doggerland	A land bridge between Britain and Europe that the first settlers crossed to hunt, fish and settle in Britain.
3. Empire	A collection of countries ruled by another. E.g., Roman, British
4. Persecution	To treat someone differently, often badly, for who they are or what they believe in.
5. Reformation	In the 16th century when the Catholic church's dominance dropped, and the Protestant faith began to rise.
6. Protestant	Christians who broke away from the Catholic Church
7. Infer	To learn or to work out something.
8. Refugee	A displaced person who has been forced to cross national boundaries and who cannot safely return home
9. Push Factor	Something that forces you to leave/move to a different place. E.g., War, persecution.
10. Pull Factor	Something that makes you want to move to a new place. E.g., Job opportunities, education

Why did they migrate to Britain?



- Romans**
- They wanted to make money (economic gain)
 - Military strength.
 - Competition between Emperors – politics
 - Britain had rich fertile land for farming.



- Normans**
- William invaded because he was a cousin of Edward the Confessor and claimed he had been promised the throne.
 - William wanted to extend his power in a Christian country.
 - Economic gain – access to the wealth of Britain.



- Huguenots**
- They were facing religious persecution in France for being Protestant.
 - They came to England as refugees.



Year 8 Unit 1 – Migration Moments



Source 1: The Roman Baths



Source 2: Early Norman Motte and Bailey Castle.



Source 3: St Bartholomew's Day Massacre, 1572

How did each group impact Britain?

Romans

- Before the Romans there were no proper roads. The Romans built new roads across the landscape.
- The Romans brought the Latin language to Britain.
- The Romans introduced the idea of living in big towns and cities.
- They brought plumbing and sanitation with them to keep streets and houses clean.
- They introduced the idea of fast-food (food on the move).

Normans

- William built new castles – known as motte and bailey castles – to show Norman power and control.
- Religious building such as cathedrals and monasteries were built. These were to show devotion to God as well as remind locals the Normans were powerful.
- **William introduced the 'Feudal System' to create loyalty and keep control.**
- The Domesday Book – this was a huge survey of everyone living in England. This meant that people would be taxed fairly.




Huguenots

- They improved many trades and industries such as: clockmaking; weaving; hat making; joinery (woodwork); and paper production.
- One Huguenot invented the pressure cooker, and an early form of Steam Engine.
- Around 50,000 Huguenots came to England from the 1680s onwards.
- They brought advanced skills in financial handling – they helped make finance a major industry.
- They were Protestant and helped spread religion through leaflets.



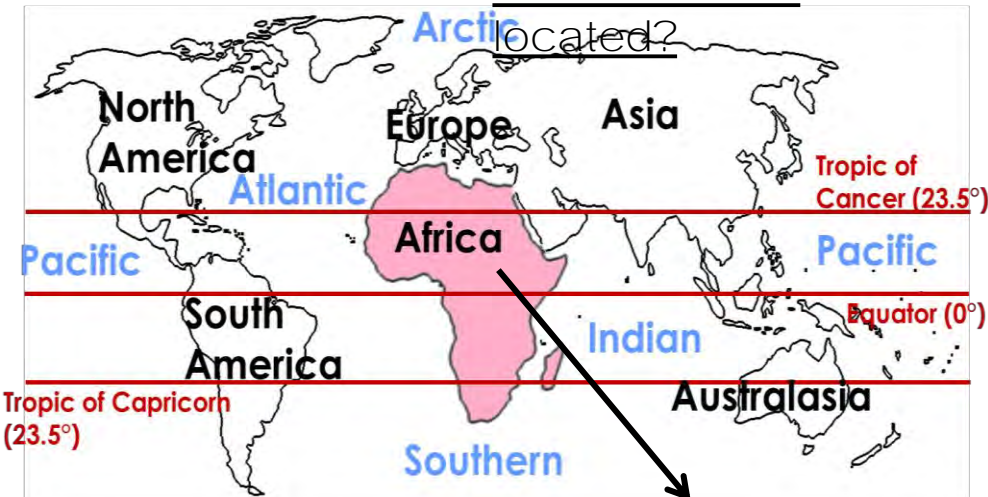
History Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
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Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 1, 2 and 3.2.What does the term 'migration' mean?3.What century did the Romans successfully invade England?4.Give 2 reasons why the Romans wanted to migrate to Britain.5.What can we learn from Source 1 about how the Romans impacted Britian?	
Homework 2		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 4, 5 and 6.2.When do the Normans begin to migrate to Britian?3.Give 2 reasons why the Normans wanted to migrate to Britain.4.What can we infer (learn) from Source 2 about how the Normans impacted Britain?5.How else did the Normans increase power and control in Britain?	
Homework 3		<ol style="list-style-type: none">1.Look, Cover, Write and Check terms: 7, 8 and 9.2.What is a 'push factor'? Please give 1 example of a push factor.3.What does persecution mean?4.What can you learn from Source 3 about why the Huguenots moved to Britain?5.Give 2 examples of how the Huguenots impacted Britain.	

8.1 Is everything we know about Africa wrong?

Where is Africa located?



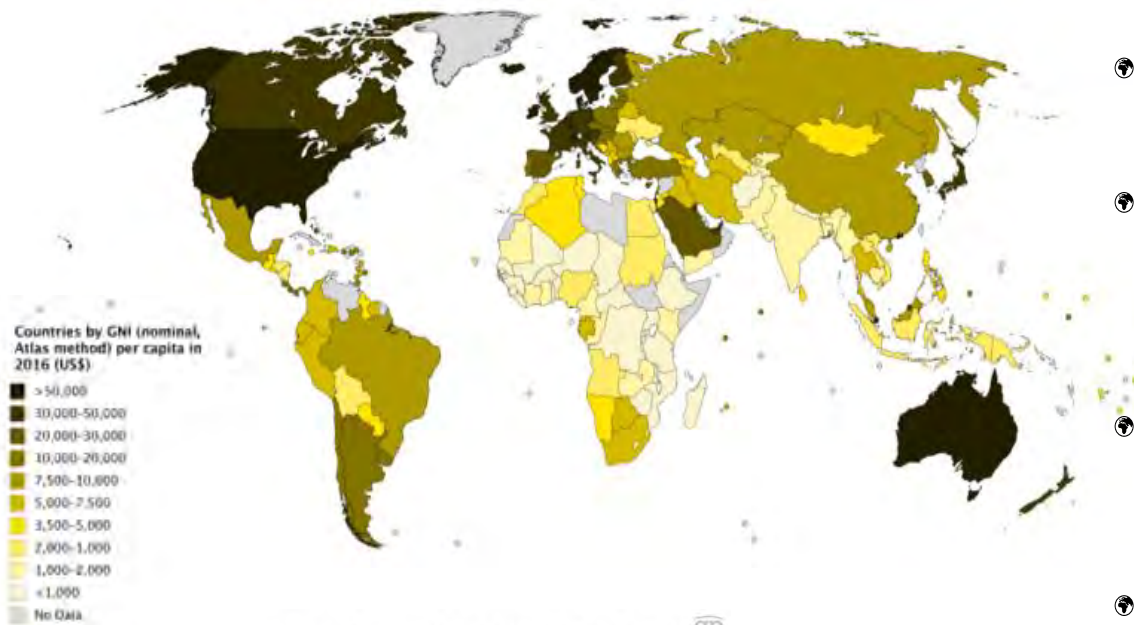
- Made up of 54 countries.
- Has the equator, Tropic of Cancer and Tropic of Capricorn running through it.
- Surrounded by the Atlantic, Indian and Southern Oceans.
- Over 400 million people in Africa live in extreme poverty – that's \$1.90 a day!



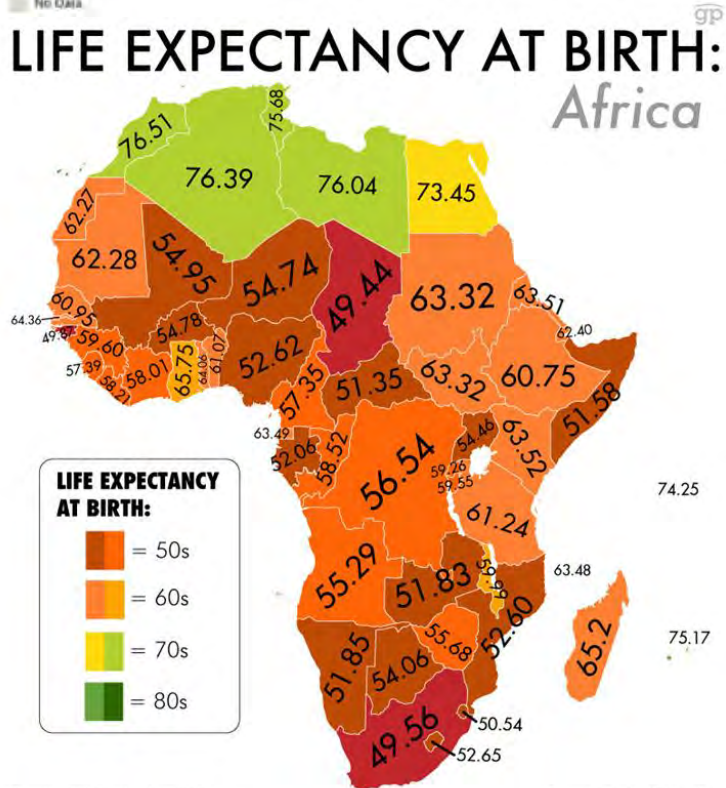
Key Word	Definition
1. Diversity	Africa is different in landscapes, people and culture.
2. Misconception	A view or opinion that is incorrect because based on faulty thinking or understanding.
3. Development	People reaching an acceptable standard of living or quality of life. Can improve over time.
4. Development Indicators	A numerical figure that identifies a level of development.
5. GNI per capita	Gross National Income – Dollar value of a country's final income in a year divided by its population.
6. Life expectancy	Average age someone is expected to live from birth.
7. Infant Mortality rate	Number of deaths of a child before 2 nd birthday per 1000.
8. Literacy rate	Number of over 16's who can read and write.
9. Birth/Death Rate	Number of people born or dying per 1000 of population
10. Human Development Index	A figure between 0-1 that designates the development of country accounting for life expectancy, levels of education and GNI
11. Sustainable Development	Progress over time that is conducted without the overuse of natural resources, leading to environmental damage.
12. Colonisation	Where a foreign power takes control of another region.

Development across the world

- This is a **choropleth** map, where colours represent values.
- It shows the distribution of **GNI per capita**. GNI stands for Gross National Income – the dollar value of a country's final income in a year divided by its population.
- This shows that in comparison to the rest of the world, especially Europe and North America, **Africa on average has a low GNI per capita**.
- This shows that many countries have **low levels of development**.



LIFE EXPECTANCY AT BIRTH: Africa



- The **higher the life expectancy**, the **higher the levels of development**.
- It shows that countries have more money to invest in schools and hospitals, **lowering death and infant mortality rates**.
- Those with **lower life expectancy can't afford these services**.



Sustainable Development in Eko Atlantic, Nigeria






- Eko Atlantic will be a "sustainable city, clean and energy efficient with minimal carbon emissions," offering jobs, prosperity and new land for Nigerians.



Geography Knowledge Questions // Term 1

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Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 2, 3 and 4.2. Which continent is found North of Africa?3. Describe two of your misconceptions about Africa.4. Name the country furthest South in Africa.5. Africa is not a country. How many countries make up Africa?	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 5, 6, 7 and 8.2. Which continent lies SW of Africa?3. Where a foreign power takes control of another region is called?4. Name the ocean between Africa and North America.5. How does the GNI of Africa compare to Europe and North America?	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write, check Key Words 9, 10 and 11.2. How many people live in extreme poverty in Africa?3. Which continent lies SE of Africa?4. What is the life expectancy at birth in South Africa?5. Complete this sentence. 'The higher the life expectancy the	



Hinduism – Theology & Practices



NEED TO KNOW WORDS

1. Polytheist	Belief in many gods
2. Monotheist	Belief in one god
3. Deities	Gods
4. Brahman	Supreme god in Hinduism
5. Dharma	duty – fulfilling these duties are the first step towards breaking the samsara cycle.
6. Reincarnation	being 'reborn
7. Moksha	The spiritual aim for Hindus is to achieve freedom from the samsara cycle
8. Mandir	Community temple
9. Karma	The belief that actions have consequences
10. Samsara	The cycle of birth and rebirth.
11. Trimurti	— 3 main aspects of Brahman (Brahma / Vishnu / Shiva)

Hinduism overview:

Hinduism is over 4,000 years old, making it one of the world's oldest religions. It is made up of a variety of different religious beliefs and practices. It originated near the Indus River in India. The name 'Hindu' comes from the word Indus

Hindu nature of God.

Hindus believe in one God (Brahman) and they believe he comes in many forms. Hindus believe that there are three gods called the Trimurti who display the 3 aspects of the universal supreme God, Brahman.

Where do Hindus worship?

Hindus worship in a temple called a Mandir. Mandirs vary in size from small village shrines to large buildings, surrounded by walls.

People can also visit the Mandir at any time to pray and participate in the bhajans (religious songs).

Hindus also worship at home and often have a special room with a shrine to particular gods.

What are Hinduism's holy books?

Hinduism does not have a single holy book, but many ancient texts and scriptures.

The Vedas - a collection of hymns praising the Vedic gods. Veda means 'knowledge'.

The Ramayana - long epic poems about Rama and Sita.

The Mahabharata - which includes the Bhagavad Gita.

The Puranas - a collection of stories about the different incarnations and the lives of saints..

Hindu belief in The Trimurti:

Brahman takes many forms. Especially three forms called the Trimurti:




Brahma	is the creator of the world and all creatures. He is usually shown with four heads.
Vishnu	is the preserver of the world. His role is to return to the earth in troubled times and restore the balance of good and evil. He has blue skin and four arms.
Shiva	is the destroyer of the universe. Shiva destroys the universe in order to re-create it. Shiva has blue skin, a third eye and carries a trident.





RE Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 1-3. 2. How old is Hinduism? Where does the name come from? 3. Give two beliefs about God's nature in Hinduism. 4. What is a Mandir? 5. Explain the different ways a Hindu can worship. 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 4-7. 2. Is Hinduism polytheistic or monotheistic? Explain your answer. 3. Name three Hindu holy books and describe what they are. 4. Where can Hindus worship? Give two examples. 5. Explain the difference between Brahman and the Trimurti. 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 8-11. 2. Name three Hindu holy books and describe what they are. 3. Think of one benefit Hindus might have worshipping with others at a Mandir and at home. 4. Why do you think scripture (their sacred texts) are important? 5. What is the difference between Dharma and Karma? 	



Key terms for year 8 project one: How can music tell your story?

- 1 **Chord:** when 2 or more notes are played at one time
- 2 **12 bar blues chords:** a structure used in Blues music. There are 12 bars, equal to 4 beats each.
- 3 **Bassline/Walking bass:** a style of bass accompaniment often played by the left hand in the piano, double bass, bass guitar. The shape of the bassline moves up and down in pitch.
- 4 **Improvisation:** creating music on the spot
- 5 **Blues scale:** the notes of this are often used to create short melodic improvisations
- 6 **Melody:** a sequence of musical notes that is satisfying to listen to, the main 'tune'
- 7 **Time Signature:** the indication of how many beats are in the bar
- 8 **Bar:** A segment of time in a piece where each beat represents a specific note value
- 9 **Tempo:** The speed of the music. This can be described in English terms or **Italian terms:**
- 10 Slow (**Largo**) / Walking Pace (**Andante**) / Moderate (**Moderato**) / Fast (**Allegro**)
- 11 **Duration:** The length of the notes
- 12 **Ostinato:** A repeated musical phrase or pattern

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

Notes on the lines are:
E G B D F




Notes in the spaces are:
F A C E

C Eb F F# G Bb C



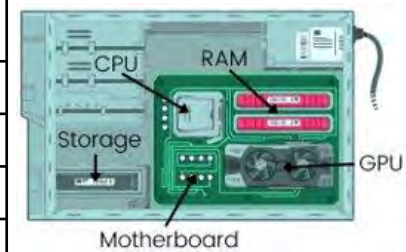
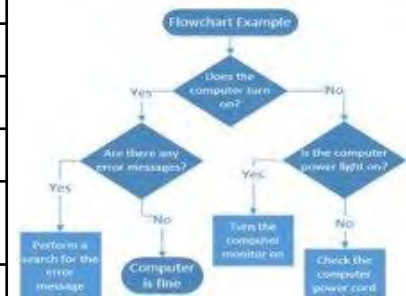
Music Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, cover, write and check the first four key terms. 2. What instrument usually plays the walking bass line? 3. Which two instruments usually take the role of playing the 12 bar blues chords? 4. Name one instrument that commonly improvises in blues music 5. Research and write down the name of a song that uses improvisation 	
Homework 2		<ol style="list-style-type: none"> 1. Look, cover, write and check terms five to eight. 2. Write out the notes that are used in the blues scale starting on C 3. Write out the four notes that are in the spaces on the treble clef stave 4. Write out the five notes that are through the lines on the treble clef stave 5. Research and give an example of a song that tells a story. What is the song called? What is the story being told? 	
Homework 3		<ol style="list-style-type: none"> 1. Look, cover, write and check terms nine to twelve (four terms for number 10) 2. Name a commonly used structure in blues music 3. Listen to the Wellerman, a sea shanty covered by the Bristol band "The Longest Johns". Why is the melody so memorable? 4. Listen to the Wellerman and describe the tempo of the music. <p>Extension: Write your own lyrics for a verse of song that tell a story about your life or something you are interested in.</p>	






Key Terms	Definition
1. Network	Two or more connected devices that can share data, peripheral devices such as printers and an internet connection.
2. WAN	Wide Area Network: A network over a large geographical area e.g. the internet.
3. LAN	Local Area Network - network in a small geographical area e.g. an office/school
4. Router	A device which forwards data packets to the appropriate parts of a computer network (packet switching) allowing communication of data across the internet.
5. Switch	A "Smart" device which forwards data to a specific device on a network.
6. Malware	Malicious software created to damage or gain illegal access to computer systems examples are worms, viruses and trojans.
7. Encryption	Encoding data – often used when logging onto websites – personal data is scrambled and therefore cant be stolen.
8. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
9. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
10. CPU	The central processing unit which carries out the instructions for a computer.
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.






Computing Knowledge Questions // Term 1

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

Y8 Food Homework Knowledge Organiser

Important vocabulary

Key word	Meaning
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Staphylococcus	Bacteria found on STAFF which causes food poisoning due to poor personal hygiene.
4. E Coli 0157	Bacteria often found on red meat from animal's insides which causes food poisoning.
5. Salmonella	Bacteria often found from animal's insides e.g. In chicken which causes food poisoning.
6. Clostridium perfringens	Bacteria often found on unwashed vegetables which causes food poisoning.
7. Aeration / aerate	Adding air to foods to make them rise e.g., baking powder releases Co2 bubbles.
8. Chemical raising agent	Baking powder, self-raising flour or bicarbonate of soda. These release carbon dioxide when mixed with liquids to aerate products.
9. Coagulation	The setting of protein foods caused by heat e.g. eggs set when cooked.
10. <u>Gelatinisation</u>	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.
11. Heat transfer	The way in which heat moves from one place to another.
12. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
13. Convection 	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again. Examples include boiling/ simmering or a fan oven.
14. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
15. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
16. Descriptors	Words that accurately describe.
17. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
18. Nutrition	Eating all the nutrients required to be healthy.
19. Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
20. Cross contamination	When food poisoning bacteria, chemicals or objects get into/onto foods from another place.

COLOUR CODED CUTTING BOARDS

eliminate the risk of bacterial cross contamination during food preparation



RAW MEAT



RAW FISH



COOKED MEAT



SALAD & FRUIT



VEGETABLES



BAKERY & DAIRY

©HACCP

TIPS FOR FOOD SAFETY

ALWAYS SEPARATE RAW & COOKED FOODS



Separate raw meat, poultry and seafood from other foods.



Use separate equipment and utensils such as knives and cutting boards for handling raw foods.






Store food in containers to avoid contact between raw and prepared foods.



Food Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
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Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check key terms 7-10.2. What is sensory analysis and why is it used in the food industry?3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?4. Give 3 examples of foods that gelatinise (gelatinisation).5. White sauce is used as a base to make lots of dishes. Name 3 dishes made that contain a white sauce.	
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check key terms 11- 14.2. Name 2 foods can be cooked using conduction as a method of heat transfer.3. Name 2 foods can be cooked using convection as a method of heat transfer.4. Name 2 foods can be cooked using radiation as a method of heat transfer.5. Why do we need to pre-heat ovens and grills before using them?	
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check key terms 15-20.2. What is the difference between the meaning of nutrition and nutrients?3. Why is it important to have protein, calcium and vitamin D as a teenager?4. Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = ham, chorizo, salami etc...5. List 2 other ways that cross contamination can be avoided when cooking.	



Key word	Definition
1. Product analysis	This is when we look at a product and talk about its main features, using ACCESS FM
2. Aesthetics	This is the appearance of a product, including its style, shape, texture etc
3. Function	This means what the product does
4. CAD	This stands for computer aided design. This is where we use the computer to design products
5. Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
6. Thermosetting	This is a type of plastic that when shaped cannot be reshaped
7. Fossil fuels	These are coal, gas and oil and we burn these to produce energy
8. Renewable	This means something that will not run out
9. Non renewable	This means something that will eventually run out
10. Solder	This is an alloy made from tin and lead. This is used to fuse components to a circuit board
11. Plywood	This is a type of man made wood that has a number of layers which are glued together.
12. Synthetic	This means something that is made-made or artificial
13. Isometric	This is a type of 3D sketching technique that we use in DT
14. Client profile	A client profile includes information about a specific person which helps us to design for them.
15. PCB	This stands for printed circuit board.
16. Evaluation	At the end of a project, we evaluate what we have done well and what we could have improved

A is for **Aesthetics**

C is for **Cost**

C is for **Customer**

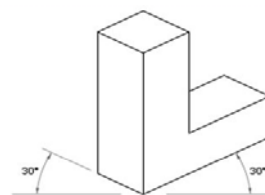
E is for **Environment**

S is for **Size**

S is for **Safety**

F is for **Function**




M is for **Material**





Product Design Knowledge Questions // Term 1

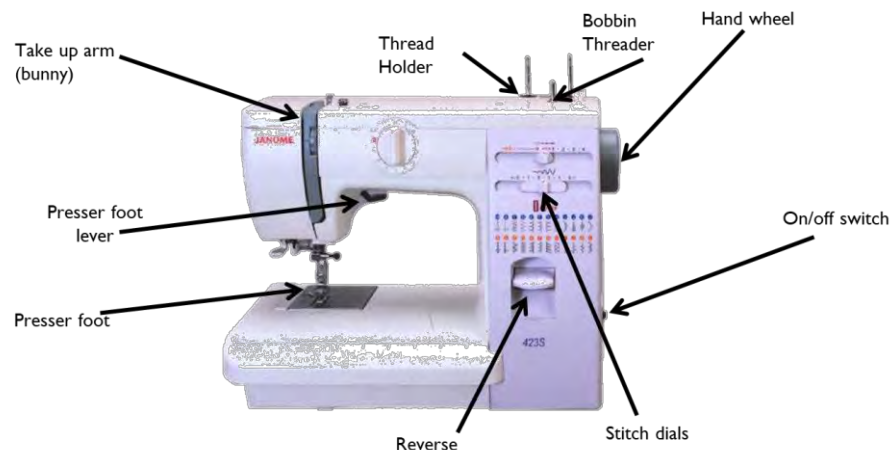
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2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-3. 2. Explain what product analysis is and why we do it. 3. Write down each area of ACCESS FM and its definition. 4. What does recycle mean? 5. Write 5 health and safety rules when in the workshop 	
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. Explain what isometric is and draw 3 different shapes in isometric 3. Add colour neatly to each shape and add shadows to each one. 4. Evaluate what is good and what could be improved 	
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7-9. 2. What are the 3 fossil fuels 3. What are the disadvantages of using fossil fuels 4. Name 4 types of renewable energy 5. Describe an advantage and a disadvantage of renewable energy 	

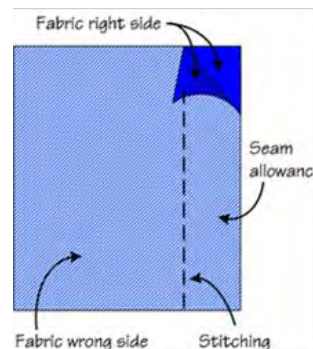


Name	Picture	What it is used for
1. Fabric Scissors		You use them to cut fabric
2. Pins		They hold fabric in place when you are sewing
3. Bobbin Case		It holds the bobbin in place on the sewing machine
4. Tailors Chalk		They mark fabric with it
5. Ironing Board		You lay fabric on it to iron it to remove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

Parts of the sewing machine



Set up the machine to "A" straight stitch. 2.5 stitch length and needle position in the centre






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



Textiles Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 1		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-3. 2. Explain why you only use fabric scissors to cut fabric and not paper. 3. Explain why you use pins to secure something in place when sewing. 4. Explain the job of the bobbin case 5. Write 5 health and safety rules for using the iron 	
Homework 2		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. Explain why you use tailors chalk to mark fabric instead pens. 3. Explain why you use an ironing board when ironing fabric and not just a table. 4. Draw a diagram of a needle with thread through the eye of the needle 	
Homework 3		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7-9. 2. Explain why a tape measure is used in Textiles and not a ruler 3. Explain 2 uses of an iron in Textiles 4. Explain why you only use fabric scissors to cut fabric and not paper. 5. List 5 parts of the sewing machine 	



8.5 Food and Drink FRENCH

Est-ce que tu aimes... ?
Do you like...?

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
Je préfère I prefer	le pain (bread)	parce que c'est because it is	très very	agréable (pleasant)
	le poisson (fish)			délicieux/euse (delicious)
J'adore I love	le fromage (cheese)		assez quite	fantastique (fantastic)
	le beurre (butter)			savoureux/euse (tasty)
	le lait (milk)			sain/e (healthy)
J'aime I like	le café (coffee)		un peu a bit	horrible (horrible)
	le thé (tea)			terrible (awful)
	le coca (coke)			doux/douce (sweet)
Je n'aime pas I don't like	le sucre (sugar)		trop too	aigre (sour)
	le jambon (ham)			dégoûtant/e (disgusting)
	le chocolat chaud (hot chocolate)	épicé/e (spicy)		
Je déteste I hate	la pomme (apple)		salé (salty)	
	la viande (meat)		gras/se (fatty)	
	la confiture (jam)		bon/bonne pour la santé (good for your health)	
À mon avis In my opinion	la glace (ice-cream)		⚠️ mauvais/e pour la santé (bad for your health)	
	les haricots verts (green beans)		REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN	
	les légumes (vegetables)			
Je pense que I think that	les frites (chips)			
	les chips (crisps)			
	les épinards (spinach)			
	les champignons (mushrooms)			
	l'oeuf (egg)			
	l'eau (water)			

AU RESTAURANT	IN THE RESTAURANT
Qu'est-ce que vous voulez manger? Est-ce que je peux vous aider?	What would you like to eat? Can I help you?
Comme entrée	For the starter
Comme plat principal	For the main
Comme dessert	For dessert
Comme boisson	For drinks
Je voudrais	I would like
Manger/boire	To eat/ to drink
Je prends...	I'll take (have)
Un serveur/ une serveuse	A waiter/ waitress
L'addition s'il vous plaît	The bill, please
Le pourboire	The tip
C'est tout	That's all
Merci	Thank you



C'est combien ?	How much?
dix	10
vingt	20
vingt et un	21
trente	30
trente et un	31
quarante	40
cinquante	50
soixante	60
soixante-et-un	61
soixante-dix	70
soixante-onze	71
quatre-vingt	80
quatre-vingt-deux	82
quatre-vingt-dix	90
quatre-vingt-douze	92
cent	100
deux cents	200



AU SUPERMARCHÉ AT THE SUPERMARKET

Tu voudrais...?	Would you like...?
Un paquet de	A packet of
Un litre de	A litre of
Un kilo de	A kilo of
Un demi kilo de	Half a kilo of
Une bouteille de	A bottle of



Quand est-ce que tu manges?	When do you eat?
Le petit déjeuner	Breakfast
Le déjeuner	Lunch
Le goûter	Snack
Le dîner	Evening meal/tea





Verbs and the present tense in French

The infinitive

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

Forming the present tense in French

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

	ER verb	IR verb	RE verb
je	-e	-is	-s
tu	-es	-is	-s
il / elle/ on	-e	-it	/
nous	-ons	-issons	-ons
vous	-ez	-issez	-ez
ils/elles	-ent	-issent	-ent

Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we add an **-e** to make it feminine unless there is already an e and we add an **-s** to make it plural.

*But be careful! :

- Adjectives which end in **-f** change to **-ve** feminine
- Adjectives which end in **-ux** or **-ur** change to **-se** in feminine.
- Adjectives which end in **-il** change to **-ille** in the feminine.

Check out the examples below:

- Il est délicieux – elle est délicieuse
- Il est sain – elle est saine
- Il est savoureux – elle est savoureuse
- Il est gras – elle est grasse

Comparisons

Plus (...) que - more (...) than le coca est **plus** sucré **que** le lait
 Moins (...) que - less (...) than la viande est **moins** saine **que** le poisson

Superlative

Le /la plus - the most le citron est **le plus** aigre
 Le /la moins - the least l'eau est **la moins** calorique




Opinion phrases help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. **J'aime (I like)/je pense que (I think that)/ à mon avis (in my opinion).**

In French there are different ways of saying 'some'. See the box to the right.	Words come before the noun	masculine (sing.)	feminine (sing.)	feminine singular (vowel)	masculine plural	feminine plural
	some	du	de la	de l'	des	des



French Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Le pain le poisson le fromage le beurre le lait le café</p> <p>2 How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words Pomme Confiture Chips Viande Lait Jambon</p> <p>3 Do you know what the words mean in question 2?</p> <p>4 Translate these sentences. J'adore le pain c'est délicieux Je n'aime pas le poisson c'est dégoûtant Je déteste le fromage Je bois le café</p> <p>5 Draw 3 or 4 items in your book and label them</p>	
Homework 2		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: Le thé le coca le sucre le jambon le chocolat chaud la pomme</p> <p>2 Are these opinions positive or negative? Copy and add P or N J'aime Je n'aime pas J'adore J'aime bien Je déteste</p> <p>3 What do we need to remember when writing about our opinions of food? Can we say I say I like cheese?</p> <p>4 Write these sentences in French I hate coke I really like hot chocolate I don't like tea I like sugar</p> <p>5 Create a menu or drinks list for a café</p>	



French Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 3		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: La viande la confiture la glace les haricots verts les frites les chips</p> <p>2 Translate these sentences: Je suis végétarien je ne mange pas de viande J'aime le riz mais je préfère les frites J'adore le fromage c'est délicieux Je n'aime pas les champignons J'adore les légumes comme les carottes, le chou et le chou-fleur</p> <p>3 Use the food items above to write some sentences and add in some opinions – also add adjectives in as well if you can.</p> <p>4 Draw a plate to represent the following meal: Pour le dîner je mange du poulet, avec des pommes de terre, des carottes, du chou-fleur et des haricots verts.</p> <p>5 Can you spot the mistakes in these sentences J'aime chips La confiture est sucré J'adore les frite Je n'aime le fromage</p>	



8.5 Food and Drink SPANISH

¿Te gusta....? Do you like...?					
OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES	
Prefiero I prefer	el pan (bread)	porque es because it is	muy very	sabroso / rico (tasty)	
	el pescado (fish)			delicioso (delicious)	
	el queso (cheese)	porque son because they are	bastante quite	sano (healthy)	
Me encanta(n) I love	la mantequilla (butter)			malsano (unhealthy)	
	la leche (milk)			terrible (awful)	
	el café (coffee)			un poco a bit	asqueroso (disgusting)
	el té (tea)			demasiado too	picante (spicy)
Me gusta(n) I like	la cola (Coke)	dulce (sweet)			
	el azúcar (sugar)	amargo (bitter)			
	el jamón (ham)	salado (salty)			
No me gusta(n) I don't like	el chocolate caliente (hot chocolate)	grasiento (greasy)			
	la manzana (apple)	bueno para la salud (good for your health)			
	la carne (meat)	malo para la salud (bad for your health)			
Odio I hate	la mermelada (jam)	REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as			
	el helado (ice-cream)				
	las judías verdes (green beans)				
En mi opinión In my opinion	las verduras (vegetables)				
	las patatas fritas (chips)				
Pienso que I think that	las papas (crisps)				
	las espinacas (spinach)				
	el huevo (egg)				
	el agua (wáter)				

EN EL RESTAURANTE	IN THE RESTAURANT
¿Qué quieres comer?	What do you want to eat?
De primer plato	For the starter
De segundo plato	For the main
De postre	For dessert
Quisiera	I would like
Para mí	For me
Para beber	To drink
Para comer	To eat
Una ración de...	A portion of...
Camarero/a	Waiter/waitress
¿Tienes...?	Do you have...?
La cuenta, por favor	The bill, please
La propina	The tip



¿Cuánto cuesta?	How much?
diez	10
veinte	20
veintiuno	21
treinta	30
treinta y uno	31
cuarenta	40
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100
doscientos	200
quinientos	500
Euros	Euros
Libras	Pounds



EN EL MERCADO / SUPERMERCADO	IN THE MARKET / SUPERMARKET
¿ Te gustaría...?	Would you like...?
Un paquete de	A packet of
Un litro de	A litre of
Un kilo de	A kilo of
Un medio kilo de	Half a kilo of
Una botella de	A bottle of



¿Cuándo comes?	When do you eat?
El desayuno	Breakfast
La comida	Lunch
La merienda	Snack
La cena	Evening meal/tea
Desayunar	To eat breakfast
Comer	To eat lunch
Merendar	To snack
Cenar	To eat dinner



Verbs and the present tense in Spanish

The infinitive

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

Forming the present tense in Spanish

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

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

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

Comparisons

más - more La cola es **más** deliciosa que el café
menos - less El café es **menos** delicioso que la cola

Superlative

El /la más – the most El queso es **el más** rico
El /la menos – the least La carne es **la menos** sabrosa

Words come before the noun	Masculine (sing.)	Feminine (sing.)	Masculine plural	feminine plural
A / some	un	una	unos	unas

Adjective agreement.

Remember adjectives have to agree with the noun they are describing. Normally we change the **-o** to an **-a** to make it feminine unless there is already an **-a** then it stays the same and we add an **-s** to make it plural.

El helado es **delicioso** – La pizza es **deliciosa**
El pan es **asqueroso** – La pasta es **asquerosa**

Other rules :

Adjectives which end in **-e** stay the same when feminine (just add **-s** to make it plural)

e.g. El café es terrible – La leche es terrible

Adjectives which end in **-or** change to **-ora** when feminine

e.g. El deporte es agotador – La natación es agotadora

Adjectives which end in **-l** (or other consonants) stay the same when feminine




e.g. El helado es genial – La mantequilla es genial

Opinion phrases help to make your work more interesting – have a look at the list on your vocabulary list. Try to use a range of different ones in your work e.g. Me gusta (I like)/ Pienso que (I think that)/ En mi opinión (in my opinion).



Spanish Knowledge Questions // Term 1




1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: El pan, el pescado, el queso, la mantequilla, el leche, el café</p> <p>2 How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words Manzana Mermelada Chips Carne Leche Jamón</p> <p>3 Do you know what the words mean in question 2? 4 Translate these sentences. Me encanta el pan porque es delicioso No me gusta el pescado porque es horrible Detesto el queso Bebo café</p> <p>5 Draw 3 or 4 items in your book and label them</p>	
Homework 2		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: El té, la cola, el azúcar, el jamón, el chocolate caliente, la manzana</p> <p>2 Are these opinions positive or negative? Copy and add P or N Me gusta No me gusta Me encanta Me gusta mucho Detesto</p> <p>3 What do we need to remember when writing about our opinions of food? Can we say I say I like cheese? 4 Write these sentences in English Detesto la cola Me gusta mucho el chocolate caliente No me gusta el té Me gusta el azúcar</p> <p>5 Create a menu or drinks list for a café</p>	



Spanish Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 3		<p>1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: La carne, la mermelada, el helado, las judías verdes, las patatas fritas, las manzanas</p> <p>2 Translate these sentences: Soy vegetariano, no como carne Me gusta el arroz pero prefiero las patatas fritas Me encanta el queso, es delicioso Je n'aime pas les champignons No me gustan las champiñones Me encantan las verduras por ejemplo las zanahorias, brócoli y coliflor</p> <p>3 Use the food items above to write some sentences and add in some opinions – also add adjectives in as well if you can.</p> <p>4 Draw a plate to represent the following meal: Para cenar, como pollo con patatas, zanahorias, brócoli y coliflor y las judías verdes.</p> <p>5 Can you spot the mistakes in these sentences Me gustan patatas fritas La mermelada contiene el azucar Me encanta las patatas fritas No me gusta la queso</p>	



Definition of health and wellbeing

A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness

Physiological indicators that are used to measure health:

Body Mass Index (BMI)

Peak flow



Blood pressure



Pulse rate (resting and recovery rate)



How we assess you in PE






Lifestyle choices that can impact Health

- Smoking
- Diet
- Alcohol consumption
- Inactive /active lifestyles



PE Knowledge Questions // Term 1

1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Can you explain two rules or regulations from the sport you are currently learning in your lessons3. Why is important to be able to find your pulse?4. Name 2 areas you may be able to find your pulse5. What does BMI stand for?	
Homework 2		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. Identify a life choice that can impact health3. What is the definition of wellbeing?4. What is peak flow?5. Explain how Asthma may affect your peak flow	
Homework 3		<ol style="list-style-type: none">1. Look, cover, write, check Key Words2. How can blood pressure be checked?3. Explain how smoking can impact your health.4. Give an example of a tactic you can use in the sport you are currently learning in your lessons5. https://www.nhs.uk/live-well/healthy-weight/bmi-calculator/ using this website calculate your own BMI	



Year 8 Drama-Block 5 -Voice

	Key Words	Definition
15	Scene	A section of a play/act
16	Dialogue	Speech
17	Duologue	Two people speaking
18	Performance	A showcase
19	Improvise	Creating a piece of unscripted work
20	Script	Written dialogue
22	Audience	Spectators
23	Character	A person who you play in role
24	Rehearsal	Practicing a scene/performance




Key Skills

1	Pitch	This is how high or low a performer makes their voice when playing different roles. Pitch can show the age, gender and mood of the character.
2	Accent	This informs the audience what country you are from e.g. England.
3	Diction	This is how clearly you speak using enunciation and pronunciation.
4	Volume	This is how loud you speak, this could be from a stage whisper to shouting.
5	Emphasis	This is when a performer puts extra focus on a word or words within a sentence to make a point, this can be done by elongating, speaking louder or changing the tone of your voice.
6	Intonation	This is varying your voice so that it goes up and down, this helps the fluency of your speech and helps the audience stay engaged with your dialogue.
7	Projection	This is speaking with strength. Opening your mouth wider creates a bigger projection.
8	Dialect	This is similar to speaking with an accent except it is more specific i.e. it tells the audience what region you are from e.g. London.
9	Tone	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
10	Received Pronunciation	This is when you speak with a posh accent, taking care to enunciate each letter in every word. Performers use the front of their mouths when they are delivering their dialogue to give a nasal sound.
11	Cockney	This is speaking with an East End (London) dialect.
12	Enunciation	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
13	Pronunciation	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
14	Pace	This is how fast or slow a performer speaks. A character who is tired or bored may speak with a slow pace compared with a happy, excited character who will speak with a fast pace.



Drama Knowledge Questions // Term 1

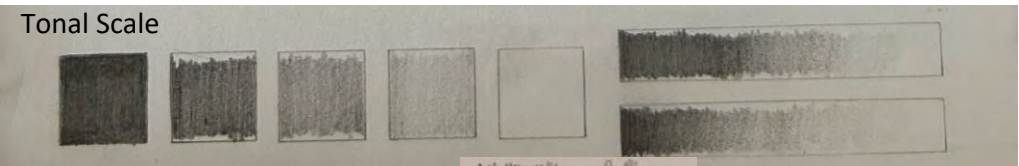
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

Week Set: 	Due 	Task	Completed 
Homework 1		<ol style="list-style-type: none">1. Look, write, cover, check key terms 6-10 1-52. What is vocal Tone?3. What is Pitch?4. When using a high pitch on stage, what does that tell the audience about your character or situation?5. What is Emphasis?	
Homework 2		<ol style="list-style-type: none">1. Look, write, cover, check key terms 6-102. How can you create a believable accent as an actor?3. What accent comes from the east end of London?4. What do you need to change in your pronunciation to create that accent?5. What does an accent tell the audience about a character?	
Homework 3		<ol style="list-style-type: none">1. Look, write, cover, check key terms 11-142. Why do we need to rehearse as actors?3. Write down three key vocal skills needed when performing on stage.4. Where is Downstage?5. Where is Upstage?	

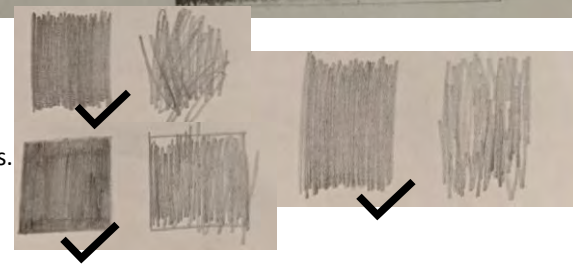


1- Line	This is the path left by a moving point. For example, wavy, straight, parallel etc	
2- Mark Making	Mark making describes the different lines, dots, marks, patterns, and textures we create in an artwork.	
3- Colour	This is what we see when light bounces off objects. For example, red, yellow and blue.	
4- Pattern	This is a design that is created by repeating lines, shapes, tones or colours	
5- Shape	This is an area enclosed by a line. It could be just an outline or it could be shaded in. For example circle, square etc	
6- Form	This refers to a three dimensional shape, such as a cube, sphere or cone.	
7- Texture	This is the way something feels or looks like it feels.	
8- Tone	This refers to how light or dark something is.	
9- Blending	The act of moving between two tones of colours.	
10- Shading	The act of adding tone to a drawing. Good shading is completed neatly and in one direction.	
11- Composition	Composition is the arrangement of elements within a work of art. Such as the objects of colours.	
12- Proportion	Proportion refers to how one part of an object relates to whole object in size, such as the size of an arm in relation to the rest of the body.	
13- Scale	Scale refers to the size of an object (a whole) in relation to another object (another whole), such as how a person relates to a house.	

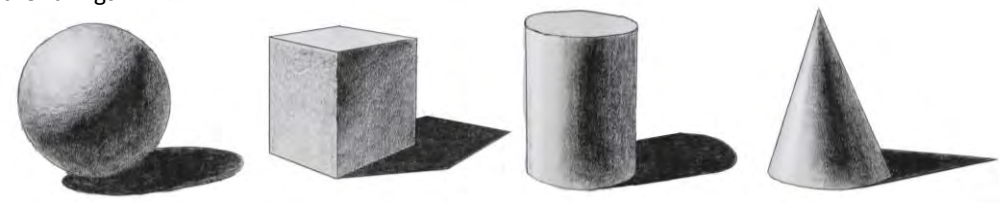
14- Drawing	a picture or diagram made with a pencil, pen, or other materials.	What makes a good observational drawing? Range of tones, Accurate shapes, Attention to detail with careful marks and textures added, Neat even shading
15- Pencil and Colouring Pencil	An instrument for writing or drawing, consisting of a thin stick of graphite or a similar substance enclosed in a long thin piece of wood. <u>What do you need to remember with this material?</u> Sketch lines lightly so you can rub them out if a mistake is made. Shade or colour evenly in one direction with no white gaps. Use a range of dark and light tones. Use blending to move between tones. Shade neatly and sharply to the edges of your shape.	



What makes good shading?
 Shade in one direction
 Shade evenly with no white gaps
 Shade neatly to the edges of your shape
 Change your pressure to add darker tones.






Build up layers of pencil to create tone.
 Drawing Basics
 When we draw it is easier to break items down into basic shapes. To support us in developing our drawing skills we need to learn to draw 2D and 3D shapes before going onto drawing other things.





Art Knowledge Questions // Term 1

Week Set: 	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none">1. Read, cover, write, check terms 1-5.2. What is a creature?3. What is a character?4. Give 2 reasons why we study art.5. Collect 2-4 images of animals to make into hybrids. Bring in printed images or email to your teacher to print. You could also bring in images from a magazine.	
Homework 2		<ol style="list-style-type: none">1. Read, cover, write, check terms 6- 10.2. Name 3 mythological creatures?3. Find out 5 pieces of information about one mythical creature.4. What is a hybrid creature?5. What do you need to remember when drawing with pencil?	
Homework 3		<ol style="list-style-type: none">1. Read, cover, write, check terms 11-152. What do you need to remember when shading with pencil.3. Draw a tonal scale with 5 tones.4. Practise blending from dark to light and light to dark.5. Write a description of a made-up creature combining 3 or more animals. Use descriptive words to help the reader imagine what the creature looks like	



1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.



Task: Create a mind map that represents you just like this example.

This should include your likes, hobbies and any facts about you!

Use images, colour, keywords & key phrases