



# Year 8 | Term 2 | Homework



## Homework Schedule

### Your homework will consist of:

Knowledge Organiser with **five questions** this should take between 20-30 minutes.  
TT Rockstars and Reading for 15 minutes

### When is Week A/Week B?

	Week Commencing
Week B	30/10/2023
Week A	06/11/2023
Week B	13/11/2023
Week A	20/11/2023
Week B	27/11/2023
Week A	04/12/2023

Subject	Homework is set on:
English	Tuesday
Maths	Friday
Science	Tuesday
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



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



# 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.



## How to complete my homework:



**Read:** Read a small section of the Knowledge Organiser, your teacher will tell you the key term number to learn.



**Cover:** Cover up the information so you are unable to read/see it.



**Write:** Write what you can remember into your homework booklet.



**Check:** What you have written down 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.

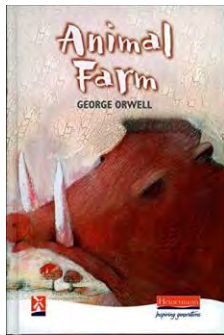


## I need help with my homework

**1) Class Teacher:** 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.



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 names '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 <b>Communist</b> 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	<b>Narrator</b>	A person who narrates something, especially a character who recounts the events of a novel.
2	<b>Denouement</b>	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	<b>Crisis/ Climax</b>	The most intense, exciting, or important point of something; the culmination.
4	<b>Perspective</b>	A particular attitude towards or way of regarding something; a point of view. Different depending on the person who is viewing/ telling something.
5	<b>Setting</b>	The place or type of surroundings where something is positioned or where an event takes place.
6	<b>Tension</b>	Mental or emotional strain.



## Important Vocabulary

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



## English Knowledge Questions // Term 2



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.

Homework:	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> <li>1. Look, cover, write, <b>check vocabulary 8-12</b></li> <li>2. Explain what the character of Mr Jones is a symbol of?</li> <li>3. What do the pigs use to control the less educated animals?</li> <li>4. Copy and complete this sentence: The rebellion spreads because...</li> <li>5. Explain how theme number 3 links to the book Great Expectations and the character of Pip</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>vocabulary 2,4,6,8,10</b></li> <li>2. How did the perspective of the novel Trash change in each chapter? 3. Make a prediction about the climax of Animal Farm.</li> <li>3. What do you think will happen?</li> <li>4. Pick an appropriate piece of vocabulary from the list and copy and complete this sentence: The man lost his _____ after committing a crime.</li> <li>5. Which character do you think was the most easily manipulated? Explain why.</li> </ol>	
Homework 3		<ol style="list-style-type: none"> <li>1. Look, cover, write check <b>vocabulary 1,3,5,7,9</b></li> <li>2. How did Orwell build tension before the battle of the Cowshed?</li> <li>3. Copy and complete this sentence: The man was _____ from the country due to his beliefs.</li> <li>4. What do the humans try to negotiate with the animals on Animal Farm?</li> <li>5. Copy and complete this sentence: In the denouement of The Tempest Prospero speaks directly to the audience and tells them...</li> </ol>	



## English Knowledge Questions // Term 2

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.

	 Due	Task:	Completed 
Homework 4		<ol style="list-style-type: none"> <li>1. Look, cover, write check <b>vocabulary 5-11</b></li> <li>2. How do the animals use the figure of Snowball in the same way that they did with Mr Jones? What emotion do the pigs use to control the other animals?</li> <li>3. Copy and complete the sentence: Napoleon is a _____ leader who uses _____ and _____ to get the animals to follow him.</li> <li>4. Write a sentence using <b>vocabulary 2</b></li> <li>5. Copy and complete this sentence: The woman _____ some produce for her farm stall.</li> </ol>	
Homework 5		<ol style="list-style-type: none"> <li>1. Look, cover, write check vocabulary 4-10</li> <li>2. What does Squealer use to control the animals? Who does he work for?</li> <li>3. Re-write plot 4 in your own words explaining what Napoleon blames on Snowball.</li> <li>4. Write a sentence explaining what George Orwell wanted to warn the reader about when writing Animal Farm</li> <li>5. How do the pigs use pride and ceremony to maintain control of the other animals?</li> </ol>	
Homework 6		<ol style="list-style-type: none"> <li>1. Look, cover, write check vocabulary 1-7</li> <li>2. Copy and complete this sentence: A maxim is....</li> <li>3. Copy and complete this sentence: The pigs call the other animals _____ so that they can....</li> <li>4. As a character who do you think Boxer is supposed to represent in normal society?</li> <li>5. Orwell wrote the book to chart the corruption of what ideal?</li> </ol>	



From Y7 you will need to know

**Key Terms:**

1

**Formula:** expresses the relationship between two or more unknown values

**Expression:** A sentence in algebra that does NOT have an equals sign

**Identity:** One side is the equivalent to the other side

**Substitution:** Replace the letter with a given value

**Like terms:** Variables that are the same are 'like'

**Expand:** Single brackets – each term inside the bracket is multiplied by the term outside the bracket.

Double brackets – each term in the first bracket is multiplied by all the terms in the second bracket.

**Factorise:** Putting an expression back into brackets

Solving Equations:

**Key Terms:**

**Solve:** Find a numerical value that satisfies the equation

3

**Inverse operation:** The operation that reverses the effect of another operation e.g. subtraction in the inverse of addition

2 Solving Equations

Unknown on one side

Solve  $2x + 1 = 9$

$-1$   $-1$   
 $2x = 8$   
 $\div 2$   $\div 2$   
 $x = 4$

Solve  $3(y - 7) = 9$

$3y - 21 = 9$   
 $+21$   $+21$   
 $3y = 30$   
 $\div 3$   $\div 3$   
 $y = 10$

You can check your answers by substituting your answer back into the question

4

Unknowns on both side

Solve  $2d - 7 = 5d - 10$

Start by subtracting the smallest amount of the variable from both sides  
 $-2d$   $-2d$   
 $-7 = 3d - 10$   
 $+10$   $+10$   
 $3 = 3d$   
 $\div 3$   $\div 3$   
 $d = 1$

Solve  $3(2t + 4) = 2(2 - t)$

$6t + 12 = 4 - 2t$   
 $+2t$   $+2t$   
 $8t + 12 = 4$   
 $-12$   $-12$   
 $8t = -8$   
 $\div 8$   $\div 8$   
 $t = -1$

Understand that equations are a 'balance'

Solving Equations

Remember that both sides of your equation must **always** balance.



That is, if you do something to one side, you **must** also do it to the other.

Set up equations from word problems

Jenny, Kenny, and Penny together have 51 marbles. Kenny has double as many marbles as Jenny has, and Penny has 12. How many does Jenny have?

Set up an equation then solve

Jenny's + Kenny's + Penny's = 51  
 $n + 2n + 12 = 51$   
 $3n + 12 = 51$   
 $-12$   $-12$   
 $3n = 39$   
 $\div 3$   $\div 3$   
 $n = 13$

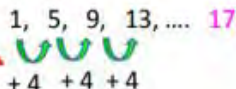


**What you need to know:**

Finding the next term - numbers

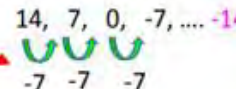
When you need to find the next term in the sequence you need to work out what the general rule for the sequence is.

The rule is add 4 because the difference between each number is 4.



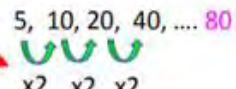
17 is the next number because  $13 + 4 = 17$ .

The rule is subtract 7 because the difference between each number is 7.



-14 is the next number because  $-7 - 7 = -14$ .

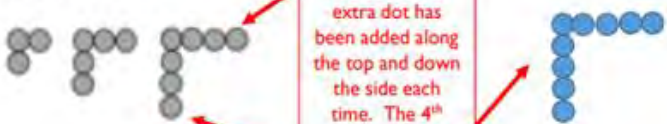
The rule is multiply by 2 because the numbers are doubling.



80 is the next number because  $40 \times 2 = 80$

Finding the next term - diagrams

This is very similar to continuing a sequence of numbers, we just need to work out what has changed to get from one diagram to the next.



We can see an extra dot has been added along the top and down the side each time. The 4<sup>th</sup> pattern would look like this.

Generating a sequence

nth term =  $3n - 1$

Substitute 1, 2 & 3 where n is in the nth term to get the first 3 numbers in the sequence.

n	$3n - 1$
1	$3 \times 1 - 1 = 2$
2	$3 \times 2 - 1 = 5$
3	$3 \times 3 - 1 = 8$

To get the 10<sup>th</sup> term:  
 $3 \times 10 - 1 = 29$ .

Sequence = 2, 5, 8, ...

Key Terms:

**Term:** Each value in a sequence is called a term.

**Rule:** The value that a sequence increases or decreases by.

**Sequence:** A number or picture pattern with a specific rule.

**Linear sequence:** A sequence that increases or decreases by the same number between each term.

**Nth term:** A rule which allows you to calculate the term that is in the nth position of the sequence. Also known as the 'position to term' rule.

**Generate:** When we substitute values into the nth term to calculate the original sequence.

Finding the nth term

The nth term is the general rule for a sequence. We can use the nth term to then calculate any term in the sequence.

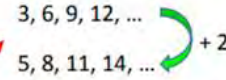
Here is a sequence: 5, 8, 11, 14, ...

Find the difference between the numbers.



This means that the nth term starts with 3n and we need to look at the 3 times table.

Remember to calculate how we get from the times table to the original sequence.



The nth term is  $3n + 2$ .

6

Special sequences

Sometimes sequences do not increase or decrease by a consistent number. These can be quadratic sequences which include an  $n^2$  term or they can be other special sequences some of which are shown below,

Triangular numbers



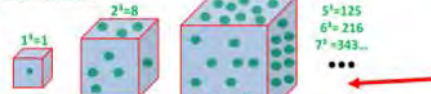
To get from one term to the next you can see that the difference increases by 1 more each time so 2, 3, 4, 5 etc.

These are the square numbers written as a sequence so  $1 \times 1$ ,  $2 \times 2$ ,  $3 \times 3$  etc...

Square numbers



Cube numbers

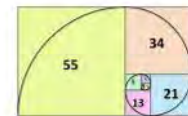


These are the cube numbers written as a sequence so  $1 \times 1 \times 1$ ,  $2 \times 2 \times 2$ ,  $3 \times 3 \times 3$  etc...

The Fibonacci Sequence

1+1=2	13+21=34
1+2=3	21+34=55
2+3=5	34+55=89
3+5=8	55+89=144
5+8=13	89+144=233
8+13=21	144+233=377



The Fibonacci sequence is when we add the second number in the sum to the answer to get the next term.





# Maths Knowledge Questions // Term 1

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

	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> <li>1. Revise the vocabulary for Algebra (Look Cover Write Check)</li> <li>2. Ext. Be prepared to explain the difference between an expression and an equation</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1. Learn the vocabulary that you will be using in class. (Look Cover Write Check)</li> </ol> <p>           1) <math>8x = 64</math>                      3) <math>x + 7 = 14</math>                      5) <math>2x + 4 = 10</math>            2) <math>4x = 60</math>                         4) <math>x - 5 = 15</math>                      6) <math>2x - 4 = 10</math> </p>	
Homework 3		<ol style="list-style-type: none"> <li>1. Write a clear set of instructions for solving equations on both sides.</li> <li>2. Use the following equation as your example:     <math>6x - 3 = 2x + 13</math></li> </ol>	
Homework 4		<ol style="list-style-type: none"> <li>1. Learn the vocabulary that you will be using in class. (Look Cover Write Check)</li> </ol>	
Homework 5		<ol style="list-style-type: none"> <li>1. Make your own poster – with diagrams – to help you to learn the special sequences: square numbers, triangle numbers, Fibonacci numbers</li> </ol>	
Homework 6		<ol style="list-style-type: none"> <li>1. Use your Knowledge Organiser to help you to prepare for the end of unit assessment.</li> </ol>	

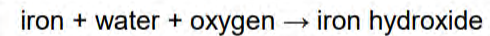


# Subject: Science Knowledge Organiser // <Chemical Reactions 2>

	Key Term	Definition
1	<b>Endothermic</b>	A chemical reaction absorbing energy from the surroundings
2	<b>Exothermic</b>	A chemical reaction releasing energy to the surroundings
3	<b>Rust</b>	Formed when oxygen and water react with iron.
4	<b>Corrosion</b>	A process occurring when a metal continues to oxidise and becomes weaker over time
5	<b>Degrees Celsius (°C)</b>	Units of temperature

## Rusting

The oxidation of iron is called rusting. This process destroys iron structures because rust is weak and crumbly. Rusting only happens with substances that contain iron. Water and oxygen must be present for iron to rust. The scientific name for rust is called iron hydroxide.



Coating the iron with paint or plastic acts as a barrier to oxygen and water to stop it rusting.

**Rust is a reddish-brownish colour**



## Endothermic and Exothermic reactions

When a chemical reaction occurs, energy is either transferred to or from the surroundings. This causes a change in temperature.

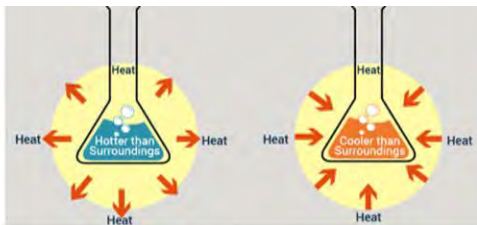
**Exo = outside**

So heat is transferred **out** to the surroundings

**Endo = inside**

So heat is transferred **from** the surroundings

**Feels hotter**



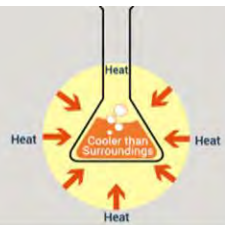
Temperature **increase** of the surroundings

**Firework**



A firework going off is an example of an exothermic reaction

**Feels colder**



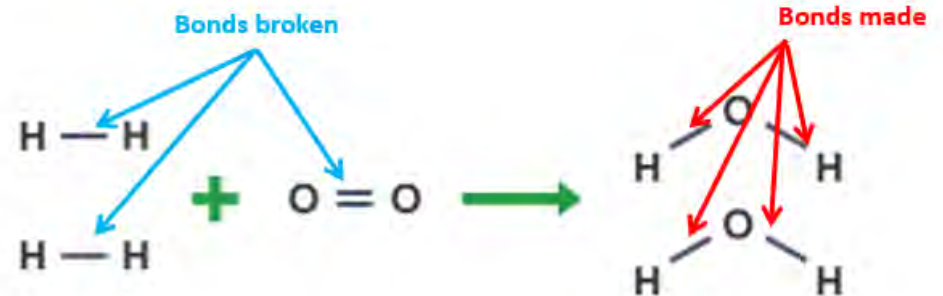
Temperature **decrease** of the surroundings

**Sports injury pack**



A sports injury ice pack is an example of an endothermic reaction

Breaking chemical bonds requires energy. This means energy is transferred from the surroundings. Bond breaking is **endothermic**. Making chemical bonds releases energy. This means energy is transferred to the surroundings. Bond making is **exothermic**.



Bond breaking > Bond making

Endothermic

Bond making > bond breaking

Exothermic



# Subject: Science// <Respiration and Gas exchange 1> Knowledge Organiser

	Key Term	Definition
1	<b>Mitochondria</b>	An organelle in plant and animal cells where aerobic respiration occurs
2	<b>Aerobic respiration</b>	The breakdown of glucose to release energy, using oxygen
3	<b>Anaerobic respiration</b>	The breakdown of glucose to release energy, without oxygen
4	<b>Absorption</b>	The process of absorbing/taking in a substance, such as food or oxygen going into the blood
5	<b>Fermentation</b>	A chemical process by which bacteria and yeast break down molecules such as glucose anaerobically

**Respiration** is the process by which our cells release energy from glucose

**Key point: Respiration and breathing are not the same thing!**

There are two types of respiration. The two types of respiration that occur depend on the amount of oxygen available.

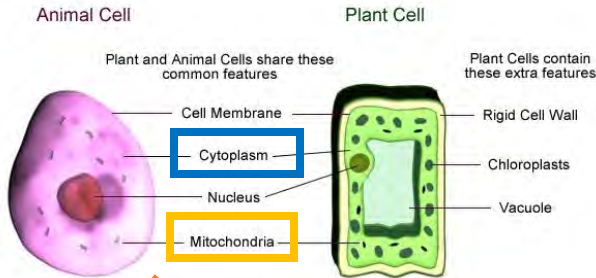
## Aerobic and Anaerobic Respiration

Both aerobic and anaerobic respiration involve chemical reactions which take place in the cell. Both release the energy that the cell needs

However – there are some differences. The two processes are compared in the table below

	Aerobic	Anaerobic
Where does it happen?	Mitochondria	Cytoplasm
Oxygen required?	Lots	Little/None
Reactants	Glucose + Oxygen	Glucose
Products	Carbon dioxide + Water (+energy)	In animals: Lactic acid (+energy) In plants: Ethanol (+energy)
Energy released	Lots	Little

## Mitochondria



Mitochondria are tiny organelles found in the cytoplasm of both plant and animal cells.

Mitochondria are the sites of aerobic respiration. The cytoplasm is the site of anaerobic respiration in cells.

Humans use aerobic respiration unless they are short of oxygen, when they switch to anaerobic respiration.

Anaerobic respiration releases less energy than aerobic respiration, but it happens more quickly.

**Lactic acid** that is produced builds up in muscles causing **cramp**. To recover, you breathe deeply and quickly. This is called '**oxygen debt**'. Lactic acid reacts with oxygen to form carbon dioxide and water.



## Word equations:

<b>Aerobic Respiration</b>	Glucose + Oxygen → Carbon dioxide + Water (+ energy)
<b>Anaerobic Respiration (animals)</b>	Glucose → Lactic acid (+energy)
<b>Anaerobic Respiration (plants) - fermentation</b>	Glucose → Ethanol + carbon dioxide (+energy)

**Fermentation** – some bacteria and fungi such as yeast carry out anaerobic respiration called fermentation. Yeast undergo fermentation when bread and beer are made. Ethanol is the alcohol produced. This is evaporated away when the bread is baked. Carbon dioxide gas is trapped in bread making bread rise,, and gives beer its bubbles.

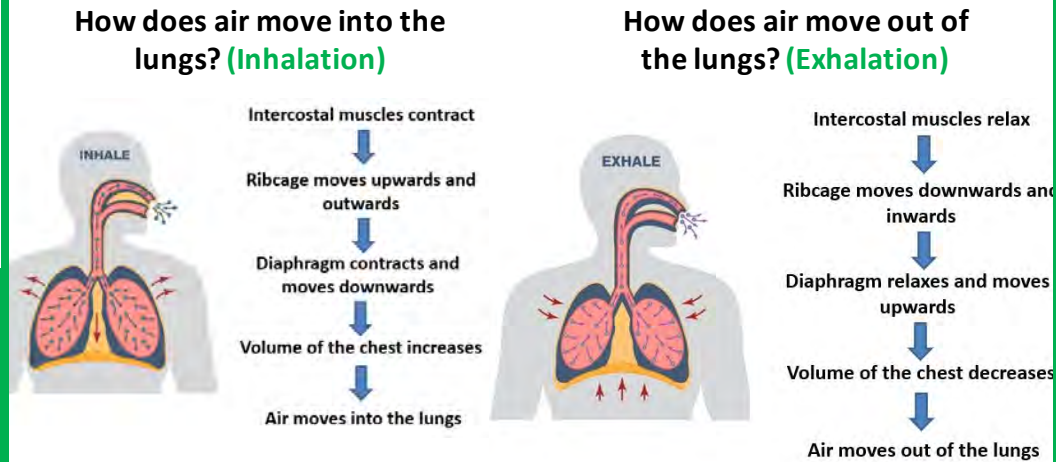


# Subject: Science// < Respiration and Gas exchange 2 > Knowledge Organiser



	Key Term	Definition
1	<b>Diffusion</b>	The movement of substances from a high concentration to low concentration
2	<b>Inhalation</b>	Breathing in
3	<b>Exhalation</b>	Breathing out
4	<b>Respiratory system</b>	The group of tissues and organs that help you to breathe
5	<b>Alveoli</b>	The air sacs in the lungs where gas exchange takes place

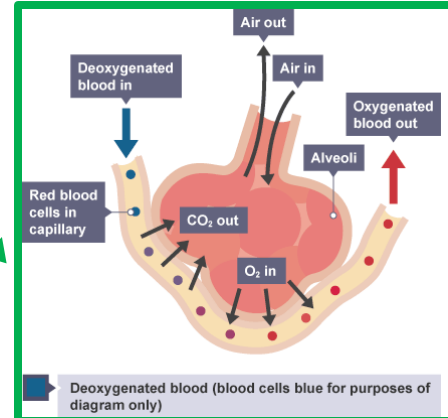
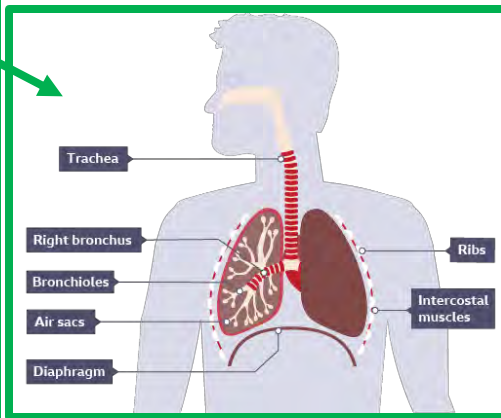
**Breathing:** the physical process whereby air moves into (inhalation) and out of (exhalation) the lungs. **Breathing is the same as 'ventilation' but is not the same as 'respiration'.**



## Respiratory system and gas exchange

Gas exchange is the process by which oxygen enters the blood and travels to cells for respiration. Carbon dioxide is a waste product of respiration and needs to be moved out of the blood.

Structure	Function
Trachea	The windpipe. Lined with rings of cartilage which keeps it open at all times
Bronchus	Trachea splits into left and right bronchus leading to the lungs
Bronchiole	Each bronchus splits into thousands of smaller tubes called bronchioles which take air deeper into the lungs.
Alveoli	Tiny air sacs at the end of the bronchioles. Where gas exchange occurs. We have millions of alveoli in our lungs which provide a large surface area for respiration to occur. The walls of the alveoli are very thin so that the diffusion of gases is fast and there is a good blood supply provided by capillaries so that gases can be transported efficiently into and out of the bloodstream.
Intercostal muscle	Muscles between the ribs. These contract and relax when a person breathes
Diaphragm	A dome-shaped flat sheet of muscle under the lungs. Contracts and relaxes with the intercostal muscles during breathing.



**Alveoli** are tiny air sacs in the lungs where gas is exchanged during breathing. Within the human lungs the alveoli provide an efficient exchange surface adapted for gas exchange. This involves the 'swapping' of gasses **by diffusion**.  
**Absorbing oxygen**, which is needed for respiration, into the blood from the air.  
**Removing carbon dioxide**, which is produced by respiration, from the blood into the lungs and then the air.



# Science // <Waves 1> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	<b>Transverse wave</b>	Vibrations are at right angles (perpendicular to) the direction the wave is travelling
2	<b>Longitudinal wave</b>	A wave where vibrations are in the same direction as the direction the wave moves
3	<b>Refraction</b>	The change in direction of a light ray or wave as a result of its change in speed
4	<b>Frequency</b>	The number of complete waves or vibrations produced in one second (measured in Hertz)
5	<b>Amplitude</b>	The distance from the middle to the top or bottom of a wave
6	<b>Transverse wave</b>	Vibrations are at right angles (perpendicular to) the direction the wave is travelling

## Waves:

Waves carry energy from one place to another  
They do not transfer matter (particles)  
There are two types of waves (1) transverse (2) longitudinal

## Transverse waves

Particles vibrate at right angles (perpendicular) to the direction that the wave is moving in.

This can be demonstrated using a rope. As the rope is shaken, the rope moves up and down at right angles to the direction of the energy transfer (left to right)

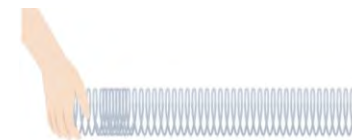


Examples: water waves, light waves, microwaves, radio waves, ultraviolet radiation

## Longitudinal waves

Particles vibrate in parallel with the direction of energy transfer. The particles move back and forth and return to their rest position.

This can be demonstrated using a slinky. The individual coils of the slinky move backwards and forwards and return to their rest position. However none of the coils move along the length of the slinky.



Examples: sound waves, seismic-P waves produced by Earthquakes

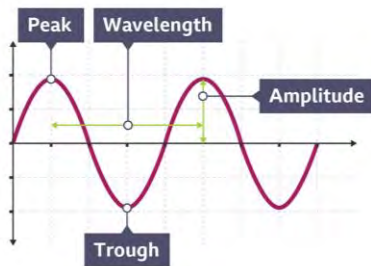
## Describing transverse waves

**Peak** – the highest point of a transverse wave, like the highest point of a mountain.

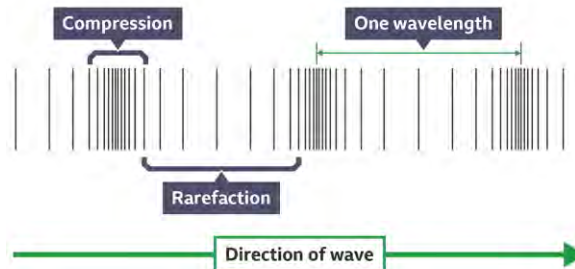
**Trough** – the lowest point of a transverse wave is called a trough

**Amplitude** – the distance from a peak or a trough, to the rest

**Wavelength** – The distance from one peak to the next peak is called the wavelength. The wavelength of a wave could also be measured from one trough to the next trough, or from any point on the wave to the same point on the next cycle of the wave.



## Describing longitudinal waves



**Compression** – a region of high pressure, where the particles are closer together than normal.

**Rarefaction** – a region of low pressure, where the particles are further apart than normal.

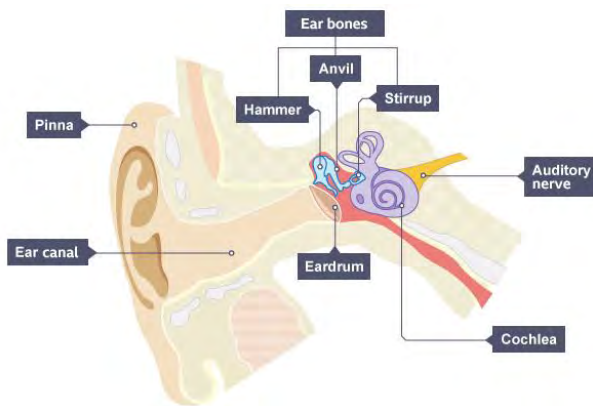
**Key point:** The frequency of a wave is the number of vibrations in one second. The units are Hertz (Hz). E.g. 50 Hz = 50 vibrations per second



	Key Term	Definition
1	<b>Auditory canal</b>	The passage in the ear from the outer ear to the eardrum
2	<b>Auditory nerve</b>	An electrical signal travels along the auditory nerve to the brain
3	<b>Cochlea</b>	Snail-shaped tube in the inner ear with sensory cells that detect sound
4	<b>Ultrasound</b>	Sound at a frequency greater than 20,000 Hz
5	<b>Infrasound</b>	Sound below a frequency of 20 Hz

## Hearing

We hear sounds because our ears turn vibrations from the air into signals that are sent to our brain.



1. The pinna is the visible portion of the outer ear which collects the sound
2. Air particles inside the ear canal vibrate and hit the ear drum
3. The ear drum vibrates and passes the vibrations to the small inner ear bones
4. These vibrations hit the cochlea which turns them into an electrical signal sent to the brain via the auditory nerve.
5. When the signal reaches our brain, it turns the signal into a sound that we hear

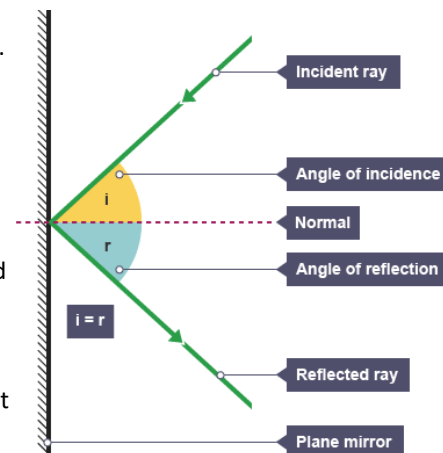
## Reflection

When light hits a mirror, it reflects from the surface of the mirror. The angle at which light is reflected depends on the angle it hits the mirror

A ray diagram can be used to show the path of the light rays. Reflective surface of the mirror is represented by a vertical line, with // lines used to represent the non-reflective side. The dashed line drawn at 90° to the surface of the mirror is called the **normal**. This is an imaginary line used to measure the angles of incidence and reflection.

**Angle of incidence (i)**, the angle between the normal and incident ray.

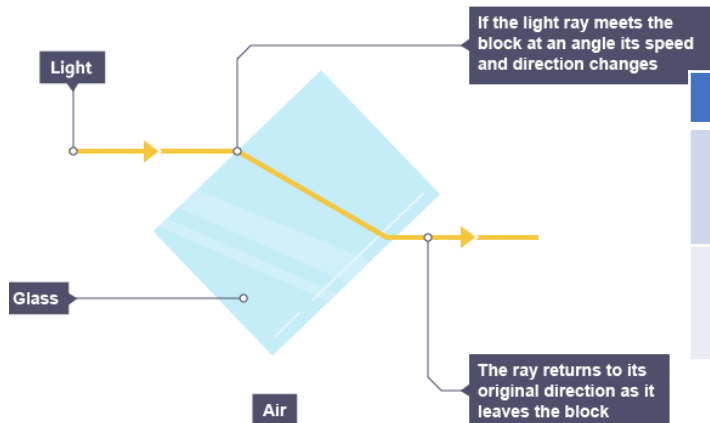
**Angle of reflection (r)** is the angle between the normal and reflected ray.



## Refraction

Light waves change speed when they pass across a boundary e.g. air and water, or air and glass.

When a wave changes speed, it also changes direction. This is called refraction



	Speed	Direction
If the density increases (e.g. air to glass)	Slows down	Towards the normal
If the density decreases (e.g. glass to air)	Speeds up	Away from the normal

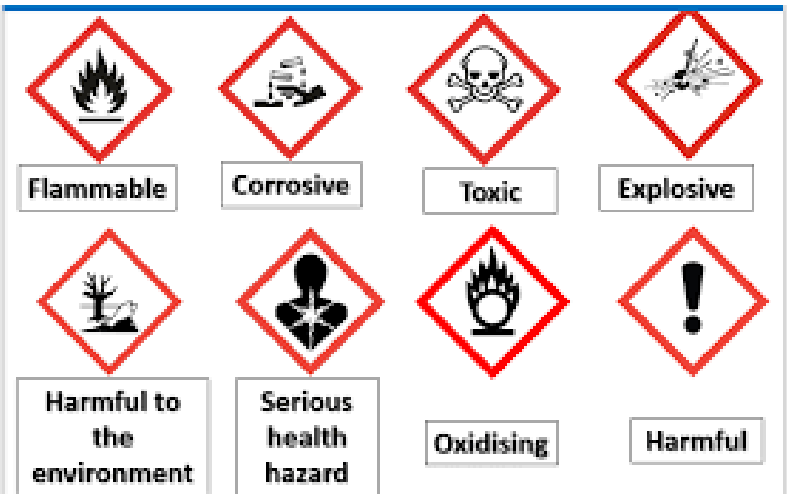
We can investigate the relationship between the angle of incidence and angle of refraction using a ray box and plastic box



	Key Term	Definition
1	Hazard	A potential source of harm
2	Bunsen burner	Apparatus used to heat substances in the lab
3	Flammable	Something that catches fire easily
4	Corrosive	A substance that will dissolve or burn materials, including the skin
5	Irritant	Substances which cause irritation to the skin
6	Toxic	A substance which can be poisonous and possibly deadly.

A **hazard** is something that can cause harm. A **risk** is a chance that a hazard will cause anybody harm.

The type of harm that could be caused is often shown using a hazard symbol. **Hazard symbols** can also be seen on items in the home.

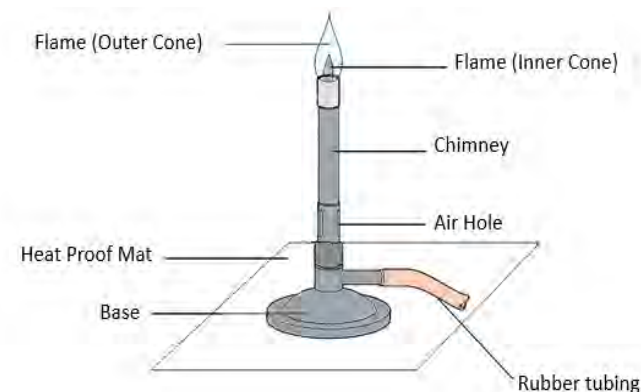


**Bunsen burners** are used to heat substances in the lab.

When you light a Bunsen burner, the flame will be yellow. This is called the **safety flame** because you can see it.

You can change the colour of the flame by **opening and closing the air hole**. This changes the amount of **oxygen** that enters the Bunsen burner.

A **combustion** reaction takes place when the Bunsen burner is lit.



### How to work safely using a Bunsen burner:

1. Make sure there are no breaks or holes in the gas hose.
2. Follow lab rules: safety goggles, tie hair back, tuck in your tie.
3. Put the Bunsen burner on a heat-resistant mat, making sure it isn't near the edge of the bench.
4. Turn the collar to ensure the air hole of the Bunsen burner is closed when turning it on and off.
5. Hold a lit splint 1-2 cm above the top of the barrel of the burner.
6. Extinguish the splint and place it on the heat-resistant mat.




	Air hole open	Air hole half-open	Air hole closed
Type of Flame	Roaring	Blue	Orange (safety)
When is it used?	Heating things quickly	Heating things slowly	When not being used but we want to leave it on
Amount of air	A lot	Some	Little
Amount of heat	700°C	500°C	300°C





## Science Knowledge Questions // Term 2




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.

	Due 		Task:	Completed 
<b>Homework 1</b> Chemical reactions 3			<ol style="list-style-type: none"> <li>1. Read, cover, write, check <b>key terms 1-5</b></li> <li>2. Which type of reaction (exothermic or endothermic) releases energy to the surroundings, causing the surroundings to get hotter?</li> <li>3. A chemical reaction occurred between two substances. The starting temperature was 23°C and the final temperature was 15°C. Was the reaction endothermic or exothermic? Explain your answer.</li> <li>4. What is the scientific name for rust ?</li> <li>5. Why is it incorrect to say that 'if copper reacts with oxygen and water, rust will form'</li> </ol>	
<b>Homework 2</b> Respiration 1			<ol style="list-style-type: none"> <li>1. Read, cover, write, check <b>key terms 1-5</b></li> <li>2. Name the organelle where aerobic respiration happens</li> <li>3. Write the word equation for aerobic respiration</li> <li>4. Which type of respiration is likely to occur during a 100 metre sprint? Explain your answer.</li> <li>5. The process of making bread requires the fermentation of glucose by yeast. Explain why bread rises and does not contain alcohol.</li> </ol>	
<b>Homework 3</b> Respiration 2			<ol style="list-style-type: none"> <li>1. Read, cover, write, check <b>key terms 1-5</b></li> <li>2. State the difference between 'breathing' and 'respiration'</li> <li>3. Describe the processes in order by which air moves into the lungs</li> <li>4. Why is it necessary for gas exchange to occur?</li> <li>5. State three ways in which the alveoli are adapted for gas exchange.</li> </ol>	



# Science Knowledge Questions // Term 2

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.

	 Due	 Task	 Completed
<b>Homework 4</b> Waves 1		<ol style="list-style-type: none"> <li>1. Read, cover, write, check <b>key terms 1-5</b></li> <li>2. What type of waves are sound waves?</li> <li>3. What is the difference between a transverse and longitudinal wave?</li> <li>4. Draw a sketch of a transverse wave and label the: peak, trough, amplitude and wavelength.</li> <li>5. What is the frequency of a wave which makes 35 vibrations per second?</li> </ol>	
<b>Homework 5</b> Waves 2		<ol style="list-style-type: none"> <li>1. Read, cover, write, <b>check key terms 1-5</b></li> <li>2. What is the name given to the imaginary line which is at 90° to a boundary e.g. a mirror or plastic block</li> <li>3. Why does refraction happen?</li> <li>4. Sketch a simple diagram to show how reflection happens? Label the normal, incident ray, reflected ray, angle of incidence and angle of reflection?</li> <li>5. Describe the steps that occur which cause us to hear sound from the point where vibrations are collected by the pinna?</li> </ol>	
<b>Homework 6</b> Hazards and Bunsen burners.		<ol style="list-style-type: none"> <li>1. Read, cover, write, check <b>key terms 1-6</b></li> <li>2. How do you change the colour and temperature of the flame on a Bunsen burner?</li> <li>3. Which flame on the Bunsen burner is the hottest flame, and what is this used for?</li> <li>4. Describe the difference between a hazard and a risk</li> <li>5. Look at the list of safety measures that people should take when working with a Bunsen burner. Choose one that you think is the most important and justify (give reasons) for your answer</li> </ol>	



# Subject: History // Year 8 Term 2– Migration Moments

The first settlers, hunter gathers begin to arrive, during the Stone Age

800,000 BC

The **Romans** arrive and rule until they leave in 410AD

43 AD

Vikings begin to raid and settle, mainly in the North of England

793 AD

All Jews in Britain are expelled (forced to leave the country)

1290

Large amounts of Irish and **Jewish migration** to the UK

1800s

Large number of Indian, Pakistani and Bangladeshi immigrants arrive

1960s

B.C. – Before Christ

B.C.E. – Before Common Era

5,000 BC

The Bronze Age when people began to settle

c.450 AD

The Angles and Saxons arrive from Denmark and Northern Germany

1066

The **Normans** conquer England following the Battle of Hastings

1570S

**French Huguenots** (Protestants) flee France to come to England

1948

The ship the **SS Empire Windrush** brings a wave of black migrants from the Caribbean

1800s- present

**Somali migrants** first begin to arrive at the end of the 19<sup>th</sup> century.

A.D. – Anno Domini

C.E. – Common Era

Key Term	Definition
1. Migration	The movement of people from one place to another.
2. Persecution	To treat someone differently, often badly, for who they are or what they believe in.
3. Antisemitism	A hatred or dislike of Jewish people.
4. Pogrom	A violent riot aimed at the massacre or expulsion of a group, particularly one aimed at Jews.
5. Deported	To be forcibly removed from a country.
6. Nationality	Nationality is when people belong to a particular country and are required to follow the laws of that country.
7. Refugee	A displaced person who has been forced to cross national boundaries and who cannot safely return home.
8. Infer	To learn or to work out something.
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 different place.

## Why did they migrate to Britain?



### Jewish Migrants

- They began to be persecuted in Russia.
- They experienced Pogroms in Russia after the Russian leader (Tsar) was killed.
- In the 1840s they were given protection in England under new laws. This was called Jewish Emancipation.
- Jewish people were allowed to be politicians in Britain.



### The Windrush Generation

- Many of the Windrush Generation fought for Britain in WWII.
- They were invited to come to Britain after the war to help with rebuilding the country.
- The British Nationality Act meant they had equal rights to other citizens of Britain, for example, they had the right to access the NHS.



### Somali Migrants

- In the 1950s, many Somali people moved to Britain to work in the steel industry.
- Some moved to Britain to get an English education.
- During WW2, Somali soldiers came to Britain as part of the Royal Navy. After the war, many stayed in search for employment.
- In 1991 a war broke out in Somalia, some Somali people moved to Britain to escape the conflict.

## How did each group impact Britain?



Source 1: A map of an area in London called Whitechapel. The blue area shows where Jewish people lived.

### Jewish Migrants

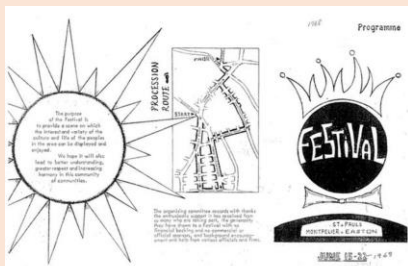
- The Jewish migrants developed left-wing political ideas in Britain, especially socialism.
- They introduced innovative machines to enable textiles to be made more quickly and efficiently.
- A number of large English supermarkets were set up by Eastern European Jews including Tesco and M&S.
- Many worked in 'sweatshops', small workshops, often making textiles.
- British people often saw Jewish people as outsiders, and they faced discrimination due to their different culture and religious beliefs.



Source 2: A poster from the Second World War.

### Windrush Generation

- Many of the Windrush Generation travelled to Britain to help rebuild after the war. They worked for the NHS, in London Transport and as builders.
- The Windrush Generation brought with them new music styles and instruments such as the steel drums.
- Many individuals from the Windrush Generation have become famous for their contributions to British society such as, Sam King MBE who created the Britain's first black newspaper and helped to organise events to celebrate diversity such as the first Notting Hill Carnival in 1964.
- The Windrush Generation faced a lot of discrimination when they arrived in Britain. In Bristol they often found it hard to rent property, get jobs and were not allowed in certain places due to the colour of their skin.



Source 3: A Poster from the First St Paul's Carnival

The poster says, "The purpose of the Festival is to ... lead to better understanding, greater respect and increasing harmony in this community of **communities**".



### Somali Migrants

- There are roughly 20,000 Somalis in Bristol today.
- Somali is the 3<sup>rd</sup> most spoken language in the city.
- The first Bristol Somali Festival took place in 2015. It was created to celebrate the Somali community and to introduce other Bristolians to their culture.
- Many Somali people continue to face discrimination in Bristol and across Britain, however events like the Somali Festival work to use education to try to put a stop to this.



## History Knowledge Questions // Term 2

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.

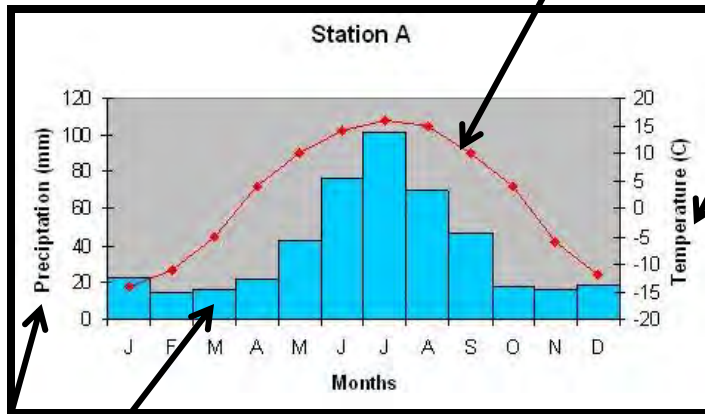
Set:	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"> <li>1.Look, Cover, Write and Check terms: <b>1, 5 and 7.</b></li> <li>2.In what year were Jewish people expelled from Britain? (Challenge: What century was this in?)</li> <li>3.Where were Jewish migrants being persecuted?</li> <li>4.Why do you think Jewish people chose Britain as a country to migrate to?</li> <li>5.What can we infer from Source 1 about the areas that Jewish people lived in in London? (Hint: do you think they mixed with other groups of people?).</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1.Look, Cover, Write and Check terms: <b>2, 4 and 10.</b></li> <li>2.When did the Empire Windrush bring people from the Caribbean to Britain? (Challenge: What century was this in?)</li> <li>3.Give 2 reasons why the people of the Windrush Generation moved to Britain?</li> <li>4.What can we infer (learn) from Source 2 about how the Windrush Generation helped Britain?</li> <li>5.How else did the Windrush Generation impact Britain (Give 3 examples)?</li> </ol>	
Homework 3		<ol style="list-style-type: none"> <li>1.Look, Cover, Write and Check terms: <b>3, 6 and 9.</b></li> <li>2.When did Somali migrants begin to move to Britain? (Challenge: What century was this?)</li> <li>3.What does the word Nationality mean?</li> <li>4.Give 2 examples of how Somali migrants have impacted Bristol.</li> <li>5.Why are festivals like the Notting Hill Carnival, St Paul's Carnival and the Bristol Somali Festival so important?</li> </ol>	



# 8.2 Are Africa's landscapes more than just 'The Lion King'?

## Climate Graphs

The line graph shows the average temperature of the area within that month.



The bar chart shows how much precipitation (snow, sleet, hail and rain) that occurs in each month.

## How do we describe graphs?

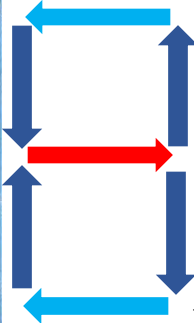
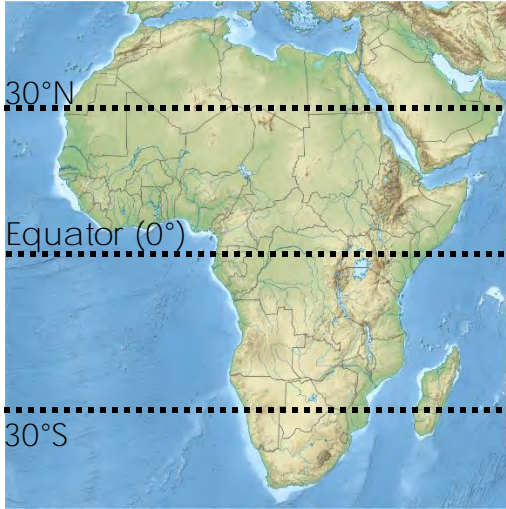
**T** - trend - can you spot a trend?

**E** - evidence - Give an example! This could be an average, range, min/ max value.

**A** - anomaly - is there any data that does not fit the trend?

Key Word	Definition
1. Biome	A large region of Earth that has a certain climate and certain types of animal and plant species.
2. Ecosystems	An ecosystem is a community of animals, plants and non-living things and their shared environment.
3. Weather	A description of the day-to-day conditions of the atmosphere.
4. Climate	The average weather over a long period of time, usually 30 years.
5. High Pressure	Air cools and sinks. As the air sinks it evaporates, creating cloudless skies.
6. Low Pressure	The sun's energy causes evaporation. This warm, hot air rises at the equator to condense and create clouds.
7. Global Atmospheric Circulation	The movement of air around the earth to maintain and balance the temperature.
8. Tourism	People travelling for pleasure. It is the business of encouraging and supporting tourists.
9. Mass Tourism	Large scale tourist activities, usually involving 'resorts' and tens of thousands of people.
10. Ecotourism	The idea of visiting an area and leaving no impact, or a positive impact on the people and environment.
11. Multiplier Effect	Where an increase in spending produces an increase in national income and consumption greater than the initial amount spent.

# Why does biome climate vary?



The air moves outwards, cools down, **sinks** and **evaporates**. This is called **high pressure**.

Warm, hot air at the equator **rises** and condenses to **create clouds**. This is called **low pressure**.

The air moves outwards, cools down, **sinks** and **evaporates**. This is called **high pressure**.



## Okavango River Delta

Home to one of the largest concentrations of wildlife in Africa. The area is really popular with both **boat** and **regular safaris**.

The **Salt Pans** in Botswana are one of the **largest salt pans** in the world.



The **Central Kalahari Game Reserve** is larger than the Netherlands, and is the **second largest game reserve** in the world.

This is called the Hadley cell!

## Tourism in Botswana




	Positives 😊	Negatives 😞
Social	<ul style="list-style-type: none"> <li>- It provides <b>26,000 jobs</b>.</li> <li>- Improves standard of living in Botswana.</li> </ul>	<ul style="list-style-type: none"> <li>- National parks often <b>force locals</b> out of their homes and grazing land.</li> <li>- <b>Mass tourism</b> leads to <b>overcrowding</b>.</li> </ul>
Economic	<ul style="list-style-type: none"> <li>- Tourism accounts for <b>3.8%</b> of their GDP.</li> <li>- Money goes to improve <b>infrastructure</b> e.g. <b>roads and schools</b></li> </ul>	<ul style="list-style-type: none"> <li>- Jobs in the tourist sector can be <b>low paid, low skilled</b> and <b>seasonal</b>.</li> <li>- Most of the money goes to the government or leaks abroad.</li> </ul>
Environmental	<ul style="list-style-type: none"> <li>- Ecotourism is very small scales minimising the environmental impact.</li> <li>- Ecotourism <b>builds environmental awareness</b> and <b>supports local communities</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- Hot air balloon safaris and minibuses cause <b>distress to wildlife</b>.</li> <li>- Mini bus drivers often take short cuts = soil erosion.</li> </ul>





# Geography Knowledge Questions // Term 2

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"> <li>1. Look, cover, write, check key <b>Words 1, 2 and 3</b></li> <li>2. How is temperature shown on a climate graph?</li> <li>3. Look at the climate graph. Which month had the highest precipitation (rainfall)?</li> <li>4. What happens to the air at the equator in the atmospheric circulation model?</li> <li>5. Complete this sentence. Sinking air at 30°N and 30°S of the equator creates .....</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1. Look, cover, write, check key <b>words 5,6 and 7</b></li> <li>2. How is precipitation shown on a climate graph?</li> <li>3. Complete this sentence. Rising air at the equator creates .....</li> <li>4. What are three areas that tourists visit in Botswana?</li> <li>5. What is a popular activity in the Okavango River Delta?</li> </ol>	
Homework 3		<ol style="list-style-type: none"> <li>1. Look, cover, write, check <b>keywords 8,10 and 11</b></li> <li>2. How many jobs in Botswana has tourism created?</li> <li>3. What is the problem with the jobs created by tourism in Botswana?</li> <li>4. Complete this sentence. One negative of tourism in Botswana is?</li> <li>5. Complete this sentence. One positive of tourism in Botswana is?</li> </ol>	





## Judaism Theology & Practices

### Key terms:

1. **Monotheism** – the belief in one God.
2. **Synagogue**- Jewish place of worship
3. **Jews** – followers of the religion of Judaism.
4. **Hebrews** – the first followers of Judaism and Abraham.
5. **10 Commandments** – rules given to Moses from God for humans to live by.
6. **Passover** – a Jewish festival celebrating the freedom of the Hebrews.
7. **Torah**: Jewish holy scripture/scroll - laws, it is used in synagogue services and is kept in the Ark at the synagogue.
8. **Nevi'im**: Book of Prophets.
9. **Ketuvim**: Book of writings
10. **Shabbat**: Judaism's day of rest on the seventh day of the week

### Torah

The Torah is a set of 5 books which are in the Hebrew Bible, the Jewish Holy Book.

- Torah in Hebrew means, instruction, direction or teachings.
- This is a way in which God has shared how he would like people to live.
- The first of the 5 books is Genesis, **meaning 'the start', and it includes the stories of Adam and Eve, Noah, and Abraham.**
- The second book is Exodus, **meaning 'to leave', and it includes the story of Moses.**
- The Torah shows his covenant (special promise with God and the Jewish people.)

### Covenant

Covenant means a special agreement between God and his followers.

- The first covenant was made with Noah, when God agreed never to flood the Earth again.
- The next covenant was made with Abraham, who was promised a large family and to be taken care of as long as he did as God asked and spread the message of God.
- The next covenant came with Moses. God freed the Hebrews from Egypt and then gave them 10 Commandments to live by in return.

### Public Acts of Worship

Prayer can take place at the synagogue.

**Shabbat Services:** Friday evening-Saturday evening, Amidah is said at the Synagogue as it needs a Minyan (10 men) present to be said, whole Jewish family is expected to attend.

**Daily Prayers:** Jewish people can pray at home but need a Minyan present to pray at the synagogue. Jews must pray 3 times a day, prayers said in Hebrew if Orthodox services.

SOWA: "Morning, noon & night I will cry out to the Lord" (Shema)

### Synagogue

This is the Jewish place of worship & reminds Jews of the Temple in Jerusalem.

**Orthodox Synagogue:** Men & women sit separately, seating on 3 sides faces the Bimah, Men lead all of the services.

**Reform Synagogue:** Men & women sit together, women can read the Torah, women may wear a Tallit.

SOWA: "A multitude of people is a king's glory" (Proverbs)

### Features of the Synagogue:

**Ark:** Where the Torah is kept,

**Ner Tamid:** Everlasting light showing Almighty is present.

**Menorah:** 7 branched candle stick.

**Bimah:** Where the Torah is read from.

**Yad:** Reading stick.



**Brit Milah**

**Male Circumcision**

**What is it about?**

- The Covenant made with Abraham that all Jewish boys will be circumcised at 8 days old.

**What do they do?**

- Mohel carries out the ceremony.
- Baby boy is held by Grandfather.
- Baby given a Jewish name.

**Why is it important?**

- It allows them to keep the promise that Almighty & Abraham made that boys would be circumcised as a way of showing that they are Jewish.
- It is also a time for celebration of new life and continuation of the Jewish faith.

**SOWA:** "Abraham circumcised Isaac at 8 days old as God had commanded him" (Genesis)

**Circumcision**



**Bar Mitzvah**

**Jewish coming of age ceremony.**

**What is it about?**

- The Jewish boy becoming a Man.

**What do they do?**

- Read a verse in Hebrew from the Torah.
- Form part of a Minyan for synagogue services.
- Wear the Tefillin containing the Shema.

**Why is it important?**

- It allows the boy to take responsibility for his actions.
- It allows the boy to take part in synagogue services.
- It allows the boy to make up part of a Minyan so that worship can take place at the synagogue.
- It is also a time for celebration of new life and continuation of the Jewish faith.

**SOWA:** "As soon as he becomes of age he brings him to the synagogue" (Midrah Hashkem)



**Yom Kippur**

**Day of Atonement**

**What is it about?**

- Asking forgiveness from Almighty for their wrongdoing.

**What do they do?**

- Ask Almighty for forgiveness.
- Almighty decides their fate.
- Fast for 25 hours.
- Cancel any promises to the Almighty that they can't keep.

**Why is it important?**

- It allows them to repair their relationship with each other & Almighty.

**SOWA:** "There will be a rest day for you... you shall do no work" (Leviticus)



**Rosh Hashanah**

**Jewish New Year**

**What are they remembering?**

- Jewish people are remembering the story of Creation.

**What do they do?**

- It is celebrated over 2 days.
- They reflect on their behaviour & make peace with Almighty.
- Visit the synagogue
- Shofar horn is blown 100 times

**Why is it important?**

- It allows them to reflect on the year before judgement is finalised on Yom Kippur.




**SOWA:** "Present a food offering to the Lord."







## RE Knowledge Questions // Term 2



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"><li>1.Look, cover, write and check <b>terms 1-3.</b></li><li>2.List 5 features of the Torah.</li><li>3.What is the meaning of covenant and why is it important to Jews?</li><li>4.How do Jews worship at home?</li><li>5.Who is an important person in Judaism? Write down important fact about them.</li></ol>	
Homework 2		<ol style="list-style-type: none"><li>1.Look, cover, write and check <b>terms 4-6.</b></li><li>2.What is Brit Milah?</li><li>3.List two things that happen at a Brit Milah.</li><li>4.What is a Bar Mitzvah?</li><li>5.List two things that happen at a Bar Mitzvah?</li></ol>	
Homework 3		<ol style="list-style-type: none"><li>1.Look, cover, write and check <b>terms 7-10.</b></li><li>2.What is Yom Kippur about?</li><li>3.What is Rosh Hashanah?</li><li>4.List two things that happens at Rosh Hashanah.</li><li>5.Why do you think celebrating festivals are important in Judaism?</li></ol>	



1 **Minim:** 2 beat note 

2 **Crotchet:** 1 beat  note

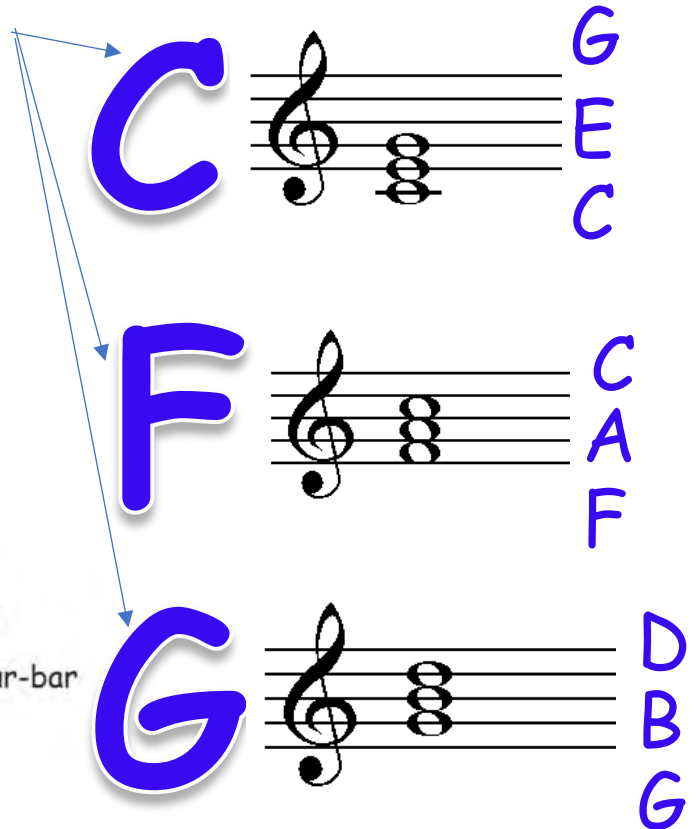
3 **Quaver:** 1/2 beat note 1 quaver:  2 quavers: 

4 **Semiquaver:** 1/4 beat note 1 semiquaver: 4  semiquavers: 

5 **Typical Blues instruments:** piano, acoustic/electric guitar, vocals, clarinet, double bass

6 **AAB lyrics:** "A" refers to the first and second four-bar verse, and "B" is the third four-bar verse.

Chords used in a 12 bar blues in C major



The diagram illustrates the three primary chords used in a 12-bar blues in C major: C major, F major, and G major. Each chord is shown with its name in a large blue font, a musical staff with a treble clef and a chord symbol, and a vertical list of its constituent notes in blue.



- C major:** C, E, G
- F major:** C, A, F
- G major:** B, D, G





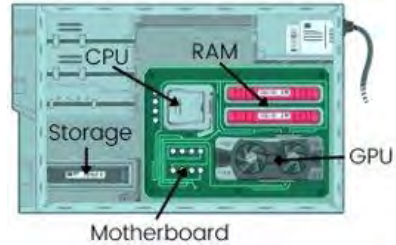
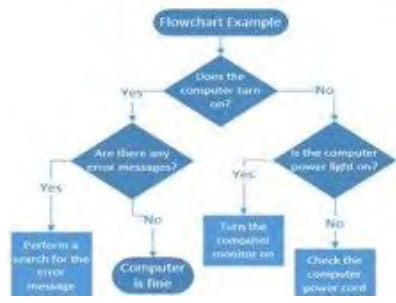
## Music Knowledge Questions // Term 2

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.

	Due 	Task:	Completed 
Homework 1		<ol style="list-style-type: none"><li>1. Look, cover, write and check the <b>key terms 1-4</b>.</li><li>2. Write out and practice drawing the symbols for all the notes explained in question one.</li><li>3. Write a rhythm that lasts for four beats and uses a combination of notes drawn above.</li><li>4. Write down the notes used to make up a:  C chord  F chord  G chord</li></ol>	
Homework 2		<ol style="list-style-type: none"><li>1. Look, cover, write and check <b>terms 5-6</b></li><li>2. What family of instruments does the clarinet belong to?</li><li>3. What family of instruments does the piano belong to?</li><li>4. Research and name an influential double bass player and describe the style of music they play</li><li>5. Research and name an influential guitar player and describe the style of music they play</li></ol>	
Homework 3		<ol style="list-style-type: none"><li>1. Recap and explain in your own words the meaning of AAB lyrics</li><li>2. Think about a topic that you feel strongly about and write it down. This could be something that you are not happy about, that you are angry about or that you are excited about.</li><li>3. Give a go at writing an AAB verse about this topic.</li></ol> <p>Extension: Write more than one verse about your chosen topic.</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. <b>Volatile.</b>
14. Secondary storage	Main storage of programs and files. Permanent storage. <b>Non-volatile.</b>
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 2

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 (Homework 4)		<ol style="list-style-type: none"><li>1. Look, write, cover, check vocabulary <b>10-14</b>.</li><li>2. What does CPU stand for and what does it do?</li><li>3. Why is RAM known as 'volatile'?</li><li>4. What is the purpose of secondary storage ?</li></ol>	
Homework 1		<ol style="list-style-type: none"><li>1. Look, write, cover, check <b>vocabulary 1-5</b>.</li><li>2. Name a 'peripheral device' on a network.</li><li>3. Name 2 ways you can connect to a network.</li><li>4. A sentence each for 2 advantages of networks .</li><li>5. A sentence each for 2 disadvantages of networks.</li></ol>	
Homework 2		<ol style="list-style-type: none"><li>1. Look, write, cover, check <b>vocabulary 6-7</b>.</li><li>2. Name the malicious code that looks like a trusted file.</li><li>3. Explain what a virus does.</li><li>4. When should encryption be used on the internet?</li><li>5. Explain one advantage of using wired connection over wireless connection.</li></ol>	

**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. 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.
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**

©NACCO

**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 2

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	Completed 
Homework 4		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary <b>15-20</b>.</li> <li>2. What is the difference between the meaning of nutrition and nutrients?</li> <li>3. Why is it important to have protein, calcium and vitamin D as a teenager?</li> <li>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...</li> <li>5. List 2 other ways that cross contamination can be avoided when cooking.</li> </ol>	
Homework 1		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 1-6.</li> <li>2. List 3 personal hygiene rules with reasons for them.</li> <li>3. List 4 ways in which eggs can be cooked.</li> <li>4. Why do we call eggs a versatile ingredient?</li> <li>5. In week 1 you make hokey pokey (honeycomb) explain or draw a diagram to explain what happened and why when you added the bicarbonate of soda.</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1. Look, write, cover, check vocabulary 7-10.</li> <li>2. What is sensory analysis and why is it used in the food industry?</li> <li>3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis?</li> <li>4. Give 3 examples of foods that gelatinise (gelatinisation).</li> <li>5. White sauce is used as a base to make lots of dishes. Name 3 dishes made that contain a white sauce.</li> </ol>	



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**

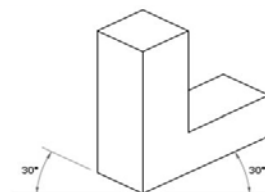
**E** is for **Environment**

**S** is for **Size**

**S** is for **Safety**

**F** is for **Function**



**M** is for **Material**





## Product Design Knowledge Questions // Term 2

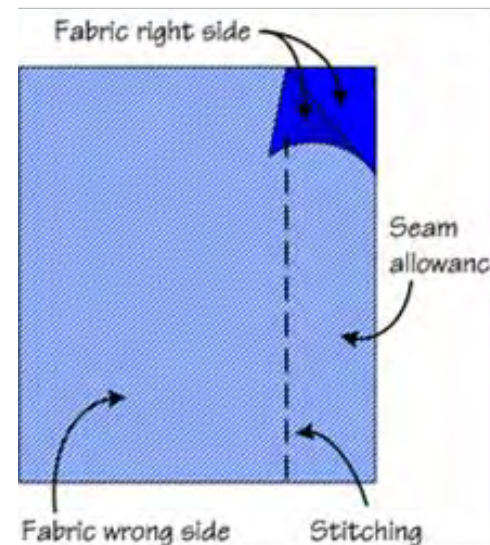
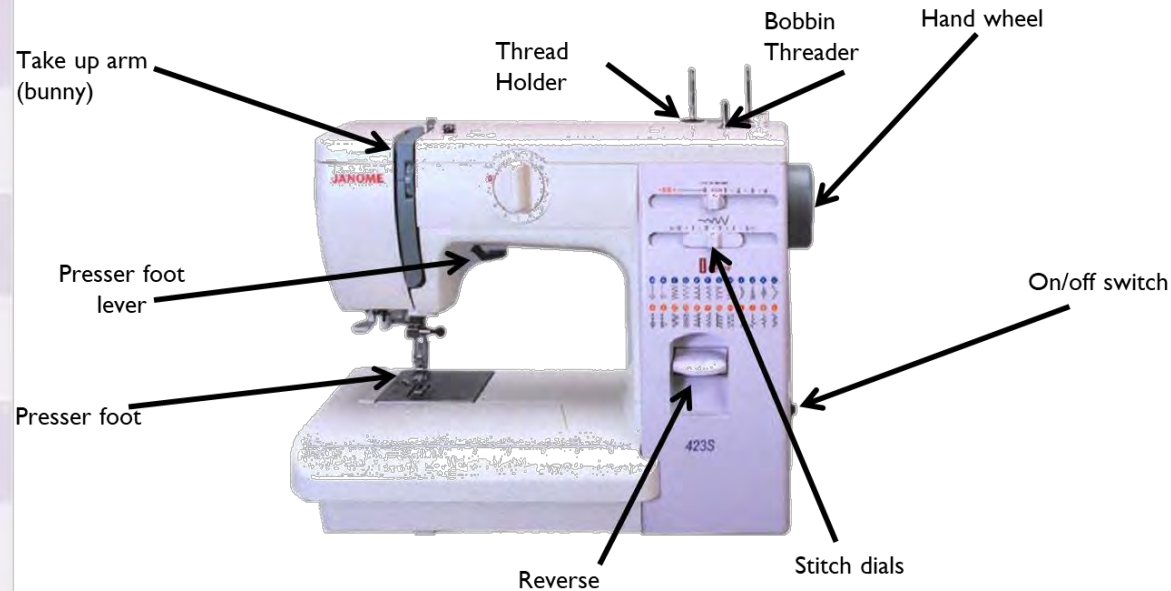
1. Your class teacher will direct you on the homework and the date due, this will be recorded on Show My Homework
2. Please use this with your knowledge organiser and answer the questions in your red homework book.

	Due 	Task	Completed 
Homework 4		<ol style="list-style-type: none"> <li>1. Look, write, cover, check <b>vocabulary 10-12.</b></li> <li>2. Explain the difference between thermoforming and thermosetting plastics</li> <li>3. Give 3 examples of thermoforming plastics</li> <li>4. Give 3 examples of thermosetting plastics</li> <li>5. What are the environmental impacts of using plastic?</li> </ol>	
Homework 1		<ol style="list-style-type: none"> <li>1. Look, write, cover, check <b>vocabulary 1-3.</b></li> <li>2. Explain what product analysis is and why we do it.</li> <li>3. Write down each area of ACCESS FM and its definition.</li> <li>4. What does recycle mean?</li> <li>5. Write 5 health and safety rules when in the workshop</li> </ol>	
Homework 2		<ol style="list-style-type: none"> <li>1. Look, write, cover, check <b>vocabulary 4-6.</b></li> <li>2. Explain what isometric is and draw 3 different shapes in isometric</li> <li>3. Add colour neatly to each shape and add shadows to each one.</li> <li>4. Evaluate what is good and what could be improved</li> </ol>	



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





- **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 2

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.

	Due 	Task:	Completed 
Homework 4		<ol style="list-style-type: none"><li>1. Look, write, cover, check <b>vocabulary 10-12.</b></li><li>2. What is thread used for in Textiles?</li><li>3. List 2 other names you may have heard your Teacher call the quick unpick by</li><li>4. Explain why a quick unpick is useful</li><li>5. Explain why we usually match the bobbin thread to the top thread</li></ol>	
Homework 1		<ol style="list-style-type: none"><li>1. Look, write, cover, check <b>vocabulary 1-3.</b></li><li>2. Explain why you only use fabric scissors to cut fabric and not paper.</li><li>3. Explain why you use pins to secure something in place when sewing.</li><li>4. Explain the job of the bobbin case</li><li>5. Write 5 health and safety rules for using the iron</li></ol>	
Homework 2		<ol style="list-style-type: none"><li>1. Look, write, cover, check <b>vocabulary 4-6.</b></li><li>2. Explain why you use tailors chalk to mark fabric instead pens.</li><li>3. Explain why you use an ironing board when ironing fabric and not just a table.</li><li>4. Draw a diagram of a needle with thread through the eye of the needle</li></ol>	



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)		un peu a bit	savoureux/euse (tasty)
	le lait (milk)			sain/e (healthy)
le café (coffee)	horrible (horrible)			
J'aime I like	le thé (tea)		trop too	terrible (awful)
	le coca (coke)			doux/douce (sweet)
Je n'aime pas I don't like	le sucre (sugar)			aigre (sour)
	le jambon (ham)			dégoûtant/e (disgusting)
Je déteste I hate	(hot chocolate)	épice/e (spicy)		
	la pomme (apple)	salé (salty)		
À mon avis In my opinion	la viande (meat)	gras/se (fatty)		
	la confiture (jam)	bon/bonne pour la santé (good for your health)		
	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



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



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





## 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
<b>je</b>	<b>-e</b>	<b>-is</b>	<b>-s</b>
<b>tu</b>	<b>-es</b>	<b>-is</b>	<b>-s</b>
<b>il / elle/ on</b>	<b>-e</b>	<b>-it</b>	<b>/</b>
<b>nous</b>	<b>-ons</b>	<b>-issons</b>	<b>-ons</b>
<b>vous</b>	<b>-ez</b>	<b>-issez</b>	<b>-ez</b>
<b>ils/elles</b>	<b>-ent</b>	<b>-issent</b>	<b>-ent</b>

## 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.

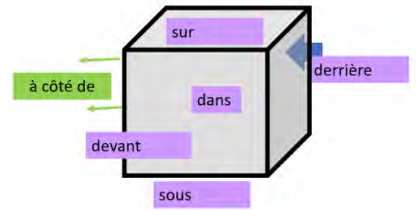
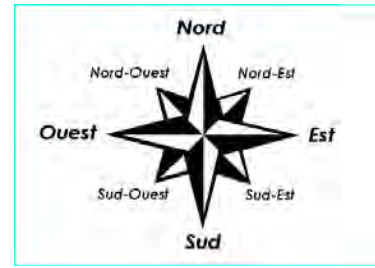
Words come before the noun	masculine (sing.)	feminine (sing.)	feminine singular (vowel)	masculine plural	feminine plural
some	<b>du</b>	<b>de la</b>	<b>de l'</b>	<b>des</b>	<b>des</b>

Où habites-tu? (Where do you live?)		
J'habite (I live)	dans une maison (in a house)	à la campagne (in the countryside)
		à la montagne (in the mountains)
dans un appartement (in a flat)	au bord de la mer (by the sea)	en ville (in the city/town)
		en banlieue (in the suburbs)
		dans un village (in a village)

Décris où tu habites Describe where you live		
Dans ma maison In my house	J'ai I have	un jardin (a garden)
		un grenier (a loft)
		un bureau (an office/a study)
Dans mon appartement In my flat	Je n'ai pas de I don't have	un garage (a garage)
		un salon (a lounge)
		une entrée (a hallway)
Au premier étage On the first floor	Il y a There is	une cuisine (a kitchen)
		une chambre (a bedroom)
Au deuxième étage On the second floor	Il n'y a pas de There isn't	une salle à manger (a dining room)
		une salle de bains (a bathroom)
Au rez-de-chaussée On the ground floor		une terrasse (a terrace)
		des toilettes (some toilets)
		la chambre de mes parents (my parents' bedroom)

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
Je préfère I prefer	La plage (beach)	parce que c'est because it is	très very	petit(e) (small)
J'adore I love	La piscine (swimming pool)			grand(e) (big)
J'aime I like	La patinoire (ice rink)	car c'est because it is	assez quite	historique (historic)
Je n'aime pas I don't like	La boucherie (butcher)			tranquille (peaceful)
Je déteste I hate	La boulangerie (bakery)	un peu a bit	trop too	touristique (touristy)
A mon avis In my opinion	La gare (routière) (station)			(industriel)
Je pense que I think that	La librairie (book shop)			culturel(le) (cultural)
	Le centre-ville (town centre)			important(e) (important)
	Le musée (museum)			animé(e) (lively)
	Le centre commercial (shopping centre)			bruyant(e) (noisy)
	Le supermarché (supermarket)			pollué(e) (polluted)
	Le stade (stadium)			moderne (modern)
	Le parc d'attractions (theme park)			joli(e) (pretty)
	L'hôpital (hospital)			
	Les monuments (monuments)			
	Les magasins (shops)			
	L'église (church)			

Qu'est-ce qu'il y a dans ta chambre ? (What is there in your bedroom?)
Un lit (a bed)
Un mur (a wall)
Un bureau (a desk)
Un ordinateur (a computer)
Une armoire (a wardrobe)
De la moquette (some carpet)
Une étagère (a shelf/shelves)
Une lampe (a lamp)
Une porte (a door)
Une chaise (a chair)
Une fenêtre (a window)
Une commode (a chest of drawers)
Des posters (some posters)



Un ordinateur est **sur** le bureau (a computer is on the desk)





## 8.6 My home French Vocab List

### Où habites-tu? (Where do you live?)

<b>J'habite</b> (I live)	<b>dans une maison</b> (in a house)		<b>à la campagne</b> (in the countryside)	
			<b>à la montagne</b> (in the mountains)	
	<b>dans un appartement</b> (in a flat)		<b>au bord de la mer</b> (by the sea)	
			<b>en ville</b> (in the city/town)	
			<b>en banlieue</b> (in the suburbs)	
	<b>dans un village</b> (in a village)			

OPINION	NOUN	JUSTIFICATION	INTENSIFIERS	ADJECTIVES
<b>Je préfère</b> I prefer	<b>La plage</b> (beach)	<b>parce que c'est</b> because it is	<b>très</b> very	<b>petit(e)</b> (small)
<b>J'adore</b> I love	<b>La jetée</b> (pier)			<b>grand(e)</b> (big)
<b>J'aime</b> I like	<b>La piscine</b> (swimming pool)	<b>car c'est</b> because it is	<b>assez</b> quite	<b>historique</b> (historic)
<b>Je n'aime pas</b> I don't like	<b>La patinoire</b> (ice rink)			<b>tranquille</b> (peaceful)
<b>Je déteste</b> I hate	<b>La boulangerie</b> (bakery)	<b>A mon avis</b> In my opinion	<b>un peu</b> a bit	<b>touristique</b> (touristy)
<b>A mon avis</b> In my opinion	<b>La gare ( routièr e)</b> (station)			<b>industriel(le)</b> (industrial)
<b>Je pense que</b> I think that	<b>La librairie</b> (book shop)	<b>Je pense que</b> I think that	<b>trop</b> too	<b>culturel(le)</b> (cultural)
	<b>Le centre-ville</b> (town centre)			<b>important(e)</b> (important)
	<b>Le musée</b> (museum)			<b>animé(e)</b> (lively)
	<b>Le centre commercial</b> (shopping centre)			<b>bruyant(e)</b> (noisy)
	<b>Le supermarché</b> (supermarket)			<b>pollué(e)</b> (polluted)
	<b>Le stade</b> (stadium)			<b>moderne</b> (modern)
	<b>Le parc d'attractions</b> (theme park)			<b>joli(e)</b> (pretty)
	<b>L'hôpital</b> (hospital)			
	<b>Les monuments</b> (monuments)			
	<b>Les magasins</b> (shops)			
	<b>L'église</b> (church)			

### Décris où tu habites

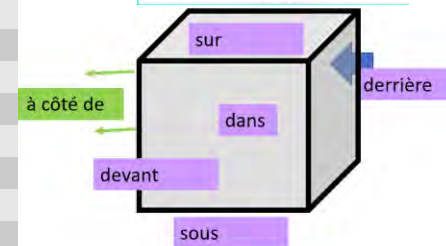
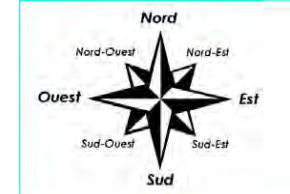
Describe where you live

<b>Dans ma maison</b> In my house		<b>J'ai</b> I have	un jardin (a garden)
			un grenier (a loft)
			un bureau (an office/a study)
<b>Dans mon appartement</b> In my flat		<b>Je n'ai pas de</b> I don't have	un garage (a garage)
			un salon (a lounge)
			une entrée (a hallway)
<b>Au premier étage</b> On the first floor		<b>Il y a</b> There is	une cuisine (a kitchen)
			une chambre (a bedroom)
<b>Au deuxième étage</b> On the second floor			une salle à manger (a dining room)
			une salle de bains (a bathroom)
<b>Au rez-de-chaussée</b> On the ground floor		<b>Il n'y a pas de</b> There isn't	une terrasse (a terrace)
			des toilettes (some toilets)
			la chambre de mes parents (my parents' bedroom)

### Qu'est-ce qu'il y a dans ta chambre? (What is there in your bedroom?)

<b>Un lit</b> (a bed)
<b>Un mur</b> (a wall)
<b>Un bureau</b> (a desk)
<b>Un ordinateur</b> (a computer)
<b>Une armoire</b> (a wardrobe)
<b>De la moquette</b> (some carpet)
<b>Une étagère</b> (a shelf/shelves)
<b>Une lampe</b> (a lamp)
<b>Une porte</b> (a door)
<b>Une chaise</b> (a chair)
<b>Une fenêtre</b> (a window)
<b>Une commode</b> (a chest of drawers)
<b>Des posters</b> (some posters)

dans le (in the)



Un ordinateur est **sur** le bureau  
(a computer is on the desk)

**Opinion starters:**

Je pense que I think that  
 Je crois que I believe that  
 À mon avis In my opinion  
 Pour moi For me  
 Il me semble It seems to me

Je pense que Bristol est historique - I think that Bristol is historic  
 Je crois que Londres est assez industriel – I think that London is quite industrial  
 Je préfère Bath parce que c’est moins touristique que Liverpool – I prefer Bath because it is less touristy than Liverpool.

**Phrases that use infinitives.**

An infinitive is the basic form of the verb. In English it starts with to\_ to run, to jump, to swim.

In French the verb ends in -er , -ir, -re  
 e.g. I like to run – J’aime courir.

On peut – One can  
 Je vais - I am going to  
 J’aime - I like } **These are followed by an infinitive.**

On peut **aller** au centre-ville – One can go to the city centre.  
 Je vais **manger** dans un restaurant – I am going to eat in a restaurant.  
 J’aime **jouer** dans le parc - I like to play football in the park

	<b>Aller – to go</b>
I	Je vais – I go / I am going
you	Tu vas – You go / you are going
he/she/it	Il/elle/on va – he goes / he is going
we	Nous allons – we go / we are going
you (pl)	Vous allez – you (pl) go / are going
they	Ils/elles vont – they go / are going



**Il y a (there is) and il n’y a pas de (there is not)** – these phrases are very important to allow us to say what is in our town or city. Remember! When using il n’ y a pas, we use a ‘de’, but no article e.g. **Il y a un parc but il n’y a pas de parc**



It is important to use the correct **article** in front of a noun. This will depend on if we want to say ‘a’ (indefinite article) or ‘the’ (definite article), and also in French if the noun is **masculine, feminine, singular or plural.**

Articles	A/some	The
Masculine	Un	Le
Feminine	Une	La
Plural	Des	Les



## French Knowledge Questions // Term 2



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.

	Due 	Task	Completed 
Homework 1		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>Les épinards, les pommes de terre, les œufs, l'eau, les légumes, la nourriture.</b> 2. Translate these sentences: <ul style="list-style-type: none"> <li>○ I hate spinach</li> <li>○ I like water</li> <li>○ I love vegetables</li> <li>○ I do not like eggs</li> </ul> 3. Which two from the above are singular and which are plural 4. Write one sentence to say what you like to eat/ drink and one to say what you do not like to eat/ drink in French. 5. Draw a plate to represent the following meal: <b>Pour le dîner je mange le poisson avec le brocoli et le chou-fleur et pour boire, je bois du coca</b>	
Homework 2		1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>Une maison, un appartement, le nord, le sud, l'est, l'ouest</b> 2. How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words <ul style="list-style-type: none"> <li>○ Montagne</li> <li>○ Ville</li> <li>○ Appartement</li> <li>○ Campagne</li> </ul> <b>3. Do you know of any exceptions ?? Words that don't follow this rule?</b> 4. Do you know what the questions mean in question 2? Translate these sentences: <ul style="list-style-type: none"> <li>○ J'habite en ville</li> <li>○ J'habite à la campagne</li> <li>○ J'habite à la montagne</li> <li>○ J'habite au bord de la mer</li> </ul> 5. Draw the following words: une maison, un appartement, un jardin, une piscine	



## French Knowledge Questions // Term 2

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.

	Due 	Task	Completed 
Homework 3		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>le garage, le salon, la cuisine, la terrasse, l'entrée</b></p> <p>2. Are these words singular or plural? Les toilettes La chambre Mes parents Ma sœur</p> <p>3. Do you know what the words mean in question two?</p> <p>4. Translate these sentences: <b>Il y a un jardin et une terrasse</b> <b>Il n'y a pas de garage</b> <b>Il y a une cuisine</b> <b>Il n'y a pas de salle à manger</b></p> <p>5. Draw your ideal house and label each room in French.</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)
Me encanta(n) I love		el queso (cheese)	porque son because they are	bastante quite	sano (healthy)
		la mantequilla (butter)			malsano (unhealthy)
Me gusta(n) I like		la leche (milk)		un poco a bit	terrible (awful)
		el café (coffee)			asqueroso (disgusting)
No me gusta(n) I don't like		el té (tea)		demasiado too	picante (spicy)
		la cola (Coke)			dulce (sweet)
Odio I hate		el azúcar (sugar)			amargo (bitter)
		el jamón (ham)			salado (salty)
En mi opinión In my opinion		el chocolate caliente (hot chocolate)			grasiento (greasy)
		la manzana (apple)			bueno para la salud (good for your health)
Pienso que I think that		la carne (meat)			malo para la salud (bad for your health)
		la mermelada (jam)			
		el helado (ice-cream)			
		las judías verdes (green beans)			
		las verduras (vegetables)			
		las patatas fritas (chips)			
		las papas (crisps)			
		las espinacas (spinach)			

REMEMBER TO MAKE THE ADJECTIVES AGREE WITH THE NOUN -o/-a/-os/-as

¿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



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



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





## 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  
menos - less

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

### Superlative

El /la más – the most  
El /la menos – the least

El queso es **el más** rico  
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).



My home!
Year 8 - 8.6
Spanish

Table with 3 columns: ¿Dónde vives? (Where do you live?), Vivo ... (I live), and locations: en una casa (in a house), en el campo (in the countryside), en las montañas (in the mountains), en la costa (on the coast), en la ciudad (in the city/town), en las afueras (in the suburbs), en un apartamento (in a flat), en el norte (in the north), en el sur (in the south), en el oeste (in the west), en el este (in the east).

Table with 2 columns: OPINION and NOUN. Includes phrases like 'Prefiero', 'Me encanta', 'Me gusta', 'No me gusta', 'Odio' and nouns like 'la playa', 'la piscina', 'la pista de hielo', etc.

Table with 2 columns: JUSTIFICATION and INTENSIFIERS. Includes 'porque es', 'ya que es', 'muy', 'bastante', 'un poco', 'demasiado'.

Table with 1 column: ADJECTIVES. Includes 'Pequeño/a (small)', 'Grande (big)', 'Histórico/a (historic)', etc.

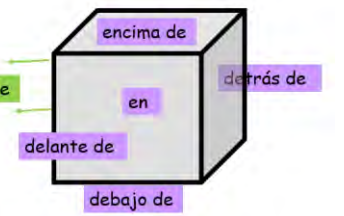


Table with 3 columns: Describe donde vives (Describe where you live), tengo/no tengo/hay/no hay, and room descriptions: un jardin (a garden), una buardilla (a loft), un despacho (an office/a study), etc.

Table with 2 columns: ¿Qué hay en tu habitación? (What is there in your bedroom?) and furniture items: Una cama (a bed), Una pared (a wall), Un escritorio (a desk), etc.

Un ordenador esta encima de una mesa (a computer is on the table)



Opinion starters:

Pienso que	I think that
Creo que	I believe that
En mi opinión	In my opinion
Para mí	For me
Me parece que	It seems to me
Encuentro	I find

Pienso que Bristol es histórico - I think that Bristol is historic  
Encuentro Londres bastante industrial – I find London quite industrial.

Prefiero Bath porque es menos turístico que Liverpool – I prefer Bath because it is less touristy than Liverpool.

Phrases that use **infinitives**.

An infinitive is the basic form of the verb. In English it starts with to\_ to run, to jump, to swim.

In Spanish the verb ends in –ar, -er , -ir.

e.g. I like to run – Me gusta correr.

Se puede	– One can
Voy a	- I am going to
Me gusta	- I like

} **These are followed by an infinitive.**

Se puede ir al centro – One can go to the city centre.

Voy a comer en un restaurante – I am going to eat in a restaurant.

Me gusta jugar al fútbol en el parque - I like to play football in the park

	<b>Ir – to go</b>
I	Voy – I go / I am going
you	Vas – You go / you are going
he/she/it	Va – he goes / he is going
we	Vamos – we go / we are going
you (pl)	Vais – you (pl) go / are going
they	Van – they go / are going



**Hay (there is) and no hay (there is not)** – these phrases are very important to allow us to say what is in our town or city. Remember! When using no hay there is no un/una e.g. **Hay un** parque but **no hay** parque

It is important to use the correct **article** in front of a noun. This will depend on if we want to say ‘a’ (indefinite article) or ‘the’ (definite article), and also in Spanish if the noun is **masculine, feminine, singular or plural**.



Articles	A/some	The
Masculine	Un	El
Feminine	Una	La
Masc Plural	Unos	Los
Fem Plurl	Unas	Las





# Spanish Knowledge Questions // Term 2




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.

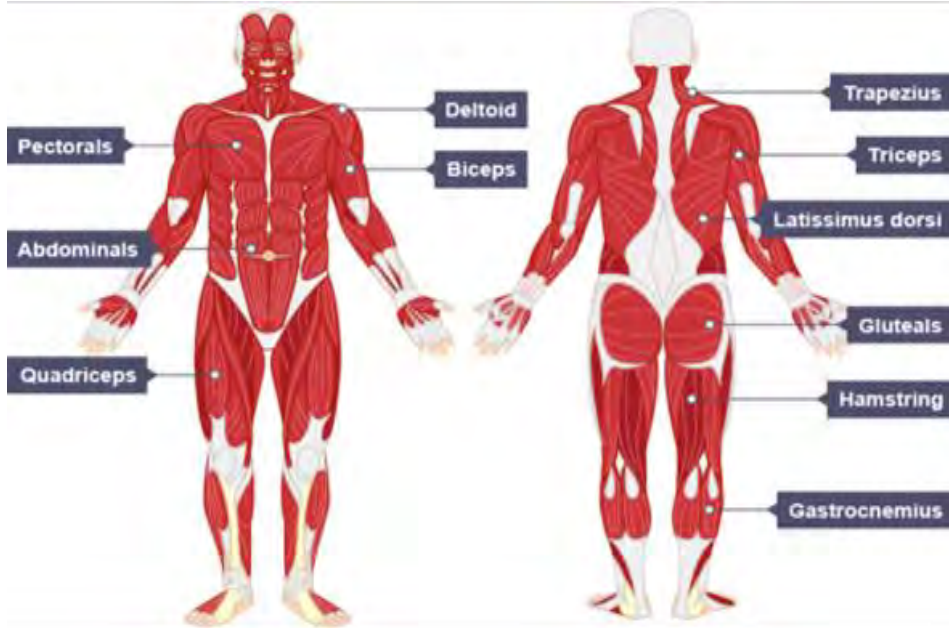
	 Due	Task	 Completed
Homework 1		1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>Las espinacas, las papas, los huevos, el agua, las verduras, la comida</b> 2 Translate these sentences: <b>I hate spinach</b> <b>I like water</b> <b>I love vegetables</b> <b>I do not like eggs</b> 3 Which two from the above are singular and which are plural? (Did you remember to change the opinion me gusta/me gustan?) 4 Write one sentence to say what you like to eat/ drink and one to say what you do not like to eat/ drink in Spanish. 5 Draw a plate to represent the following meal: <b>Para comer, como pescado con brócolo y coliflor y para beber, bebo cola.</b>	
Homework 2		1 Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: <b>Una casa, un apartamento, el norte, el sur, el oeste, el este</b> 2 How do you know if a word is masculine. feminine or plural? Note m, f or pl. by these words <b>Casa</b> <b>Costa</b> <b>Ciudad</b> <b>Pueblo</b> <b>montaña</b> 3 Do you know what the questions mean in question 2? 4 Translate these sentences: <b>Vivo en el campo</b> <b>Vivo en la ciudad</b> <b>Vivo en las montañas</b> <b>Vivo en las afueras.</b> 5 Draw the following words: <b>casa, apartamento, jardín, playa, piscina</b>	



## Spanish Knowledge Questions // Term 2

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: <b>Garaje, salón, cocina, terraza, oficina, pasillo</b></p> <p>2 Are these words singular or plural? <b>Los baños</b> <b>Un cuarto de baño</b> <b>Un dormitorio</b> <b>las afueras</b></p> <p>3 How do you know what the words mean in question two?</p> <p>4 Translate these sentences: <b>Hay un jardín y una terraza</b> <b>No hay un garaje</b> <b>Hay una cocina</b> <b>No hay un comedor</b></p> <p>5 Draw your ideal house and label each room in Spanish.</p>	






	Joint action	Description	An example of a sporting movement
1	Flexion	Decreasing the angle at the joint.	The upward phase of a bicep curl.
2	Extension	Increasing the angle at the joint.	Your elbow when throwing a shotput.
3	Adduction	Limb moves towards the mid-line of the body.	Swimming – end of a breaststroke when legs & arms come back together
4	Abduction	Limb moves away from the mid-line of the body.	Jumping Jacks – when arms & legs are moved out to the side.
5	Rotation	A circular movement around a fixed joint.	At the shoulder when playing a forehand topspin shot in tennis.
6	Circumduction	When the limb moves in a circle.	At the shoulder when bowling in cricket.
7	Dorsi Flexion	Bending the foot up towards the shin.	Lifting you foot when running or juggling a football.
8	Plantar Flexion	Bending the foot downward towards the ground.	Pointing your toes in gymnastics or when you push off and jump into the air.

Muscle	Stretch	Biceps	
Triceps		Deltoids	
Hamstring		Abdominals	
Pectorals		Gastrocnemius	
Quadriceps		Latissimus Dorsi	
Gluteus Maximus			



## PE Knowledge Questions // Term 2

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"><li>1.Look, cover, write, check <b>Key Words 1-3</b></li><li>2.What is flexion?</li><li>3.Where are your triceps?</li><li>4.Pointing your toe in gymnastics is an example of what type of movement?</li><li>5.Where are your quadriceps located?</li></ol>	
Homework 2		<ol style="list-style-type: none"><li>1.Look, cover, write, check <b>Key Words 4- 6</b></li><li>2.What is extension?</li><li>3.Where are your biceps?</li><li>4.Give an example of flexion in sport</li><li>5.Give an example of rotation in sport</li></ol>	
Homework 3		<ol style="list-style-type: none"><li>1.Look, cover, write, check <b>Key Words 7 – 8</b></li><li>2.Where are your hamstrings?</li><li>3.What muscles are located in your stomach area?</li><li>4.What movement occurs in the shoulder when you swim using front crawl</li><li>5.Give an example of circumduction</li></ol>	



## Key Skills



1	<b>Pitch</b>	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	<b>Accent</b>	This informs the audience what country you are from e.g. England.
3	<b>Diction</b>	This is how clearly you speak using enunciation and pronunciation.
4	<b>Volume</b>	This is how loud you speak, this could be from a stage whisper to shouting.
5	<b>Emphasis</b>	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	<b>Intonation</b>	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	<b>Projection</b>	This is speaking with strength. Opening your mouth wider creates a bigger projection.
8	<b>Dialect</b>	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	<b>Tone</b>	This is showing the mood that your character is feeling e.g. happy, sad, excited, frustrated etc.
10	<b>Received Pronunciation</b>	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	<b>Cockney</b>	This is speaking with an East End (London) dialect.
12	<b>Enunciation</b>	This is how well a performer speaks e.g. good enunciation means sounding out every letter in every word.
13	<b>Pronunciation</b>	This is the accent or mood you speak a line of dialogue with e.g. speaking English with a French accent.
14	<b>Pace</b>	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.

	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



## Drama Knowledge Questions // Term 2

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.

	Due 	Task	Completed 
<b>Homework 1</b>		Give the definition of the following key words: <ol style="list-style-type: none"><li>1. Pitch</li><li>2. Tone</li><li>3. Pace</li><li>4. Accent</li><li>5. Projection</li></ol>	
<b>Homework 2</b>		Give the definition of the following key words: <ol style="list-style-type: none"><li>1. Emphasis</li><li>2. Diction</li><li>3. Pronunciation</li><li>4. Intonation</li><li>5. Enunciation</li></ol>	
<b>Homework 3</b>		Give the definition of the following key words: <ol style="list-style-type: none"><li>1. Performance</li><li>2. Scene</li><li>3. Character</li><li>4. Rehearsal</li><li>5. Duologue</li></ol>	



<b>1- Primary Colours</b>	These are colours, which cannot be made from any other colour.
<b>2- Secondary Colours</b>	If you mix equal amounts of the primary colours, you get the Secondary colours - Purple, Green and Orange.
<b>Mixing colours from the primary colours</b>	Yellow + Blue = Green      Blue + Red = Purple Red + Yellow = Orange      Red + Yellow + Blue = Brown/Black
<b>3- Warm colours</b>	Warm colours are often said to be hues from red through yellow, browns and tans included;
<b>4- Cold Colours</b>	cool colours are often said to be the hues from blue green through blue violet, most greys included.
<b>5- Complementary Colours</b>	A complementary colour is the colour which is opposite on the colour wheel.
<b>6- Harmonious colour</b>	A harmonious colour is a colour, which is next to the colour on the colour wheel.

<b>7- Watercolour Paint</b>	This is a popular paint for it's translucent colours. Pigments are water based and mixed with gum Arabic as a binder. It is common to layer several washes to gain a deeper, richer look. Watercolours come in blocks and tubes.
<b>8- Collage</b>	Photomontage is a combination of several photos joined together for artistic effect or to show more of the subject than can be shown in a single artwork.
<b>9- Mono-print</b>	The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals.
To create a trace mono-print you roll a thin layer of ink onto a surface. Then place paper and a printed image on top, after taping the paper down you draw onto the papers surface. When complete you peel up the paper to reveal the print.	

Buff Monster






Tim Burton



Clare Youngs





<b>Week Set:</b> 	<b>Due</b> 	<b>Task:</b>	<b>Completed</b> 
<b>Homework 1</b>		<ol style="list-style-type: none"><li>1. Read, cover, write <b>check terms 1-3</b></li><li>2. Choose a piece of art by Buff Monster, find out the name of the piece. Write a description of the piece.</li><li>3. What is mono-printing?</li><li>4. What is texture?</li><li>5. Draw 5 examples of texture using mark making.</li></ol>	
<b>Homework 2</b>		<ol style="list-style-type: none"><li>1. Read, cover, write <b>check terms 4-6.</b></li><li>2. Choose an illustration by Tim Burton, find out the name of the piece. Write a description of the piece.</li><li>3. What is collage?</li><li>4. What are the warm colours?</li><li>5. What the warm colours remind you of?</li></ol>	
<b>Homework 3</b>		<ol style="list-style-type: none"><li>1. Read, cover, write <b>check terms 7-9.</b></li><li>2. Choose a piece of art by Clare Youngs, find out the name of the piece. Write a description of the piece.</li><li>3. What do you need to remember when using watercolour?</li><li>4. What are the cold colours?</li><li>5. What do the cold colours remind you of?</li></ol>	





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.

# WHAT IS PSHE

PSHE stands for Personal Social Health and Economic Education  
This includes:

**Create a poster about PSHE.**

You can use the information on the left to help you as well as your own research.

**Remember use:**

- key words
- Images
- Your opinions about certain topics

## Health and Wellbeing

Keeping my body healthy  
Keeping my mind healthy  
How I grow and change  
Staying safe

## Relationships

The family and special people  
Friendships  
Dealing with unkind behaviours  
Safe and healthy relationship  
Respect

## Living in the Wider World

Risk and Responsibilities  
Communities and groups we belong to  
Using the internet  
Staying safe online  
The environment  
Jobs

