



Year 8 | Term 3 | Homework



Homework Schedule

Your homework will consist of:

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



When is Week A/Week B?

	Week Commencing
Week B	01/01/2024
Week A	08/01/2024
Week B	15/01/2024
Week A	22/01/2024
Week B	29/01/2024
Week A	05/02/2024

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



Need help with Homework?



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

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



	Email		Email
English	Ali.Griffiths@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	Joe.Rogers@clf.uk	RE	rizwana.hussain@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	rizwana.hussain@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAYear8team@clf.uk

How to complete my homework

You will
need



Homework book



Green and Red Pen



Optional: Timer: Set
for 20 minutes

Instructions: How to complete my homework

1. For each homework you will be asked to look at a particular section of your Knowledge Organiser. Set a timer for **20 minutes**.



2. **Read** a small section of the Knowledge Organiser, your teacher will tell you the key term numbers to learn for your homework.



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



4. **Write:** In your red homework book, Write what you can remember. This should include both the Key term and definition.



5. **Check:** Check the Knowledge Organiser to see if you got the key term and definitions correct. Correct any mistakes using a green pen

6. **Complete** the other knowledge questions. Please stop if you run out of time.

How to present my homework book

1. Title with the **Subject name and due date**

13/09/2023

Science H/W – Due 15/09/2023

1. **Base:** A substance with a PH **between 8-14**

Alkali: A water soluble **soluble base**.

2. **Look, cover, write & check** the **key terms and definitions** identified by your teacher. Try your best.

2. PH1 is the strongest acid




3. Indicators help us categorise substances such as alkaline, acids or **neutral**.

3. Answer the questions, **using full sentences**. Self-correcting using a **green pen**.

Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables. 5 to 15 minutes practice a day, Ask your Maths teacher or tutor if you require a new log in.	To help you remember write down your: Username: Password:





Key Text	Context	Key quotation
<p>The Woman in Black</p> 	<p>The Woman in Black is a ghost story by Susan Hill, in which Arthur Kipps relates his haunting experiences at Eel Marsh House.</p> <p>The tale begins on Christmas Eve, when Arthur's step-children invite him to tell a ghost story. Arthur is too disturbed by his memories to share his story aloud, so he writes it down..</p>	<p><i>"But for today I had had enough. Enough of solitude and no sound save the water and the moaning wind and the melancholy calls of the birds."</i></p>
<p>The Tell-Tale Heart</p> 	<p>An unnamed narrator opens the story by addressing the reader and claiming that he is nervous but not mad. He says that he is going to tell a story in which he will defend his sanity yet confess to having killed an old man. His motivation was neither passion nor desire for money, but rather a fear of the man's pale blue eye.</p>	<p><i>All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim.</i></p>
<p>The Red Room</p> 	<p>In "The Red Room," an unnamed narrator goes to Lorraine Castle to stay in the Red Room. He does not believe the room is haunted. However, when he is in the room, the candles and fire inexplicably go out, and he panics and knocks himself out.</p>	<p><i>"I can assure you," said I, "that it will take a very tangible ghost to frighten me." And I stood up before the fire with my glass in my hand</i></p>
<p>Frankenstein</p> 	<p>Frankenstein tells the story of gifted scientist Victor Frankenstein who succeeds in giving life to a being of his own creation. However, this is not the perfect specimen he imagines that it will be, but rather a hideous creature who is rejected by Victor and mankind in general. The Monster seeks its revenge through murder and terror.</p>	<p><i>"How can I describe my emotions at this catastrophe, or how delineate the wretch whom with such infinite pains and care I had endeavoured to form? His limbs were in proportion, and I had selected his features as beautiful.</i></p>

History of Gothic Literature



Gothic literature is a genre of writing that is characterised by the inclusion of dark, supernatural elements, both in terms of occurrences and the setting of the piece. Unlike horror stories, Gothic stories tend to create an atmosphere of tension and suspense for the reader.

Gothic literature is a genre of fiction which first became popular during the 18th century. The first work to ever outright call itself "Gothic" was "The Castle of Otranto" by Horace Walpole. During the printing of the second edition, a subtitle was added below the title saying, "A Gothic Story." This novel contains a number of gothic conventions, from it being set in a castle to the interference of the supernatural.




Conventions found in most Gothic literature

Techniques	
<p>Symbolism The use of an image to represent an idea</p>	<p>Pathetic fallacy The idea that the weather reflects emotions</p>
<p>Motif A repeated image in a text</p>	<p>Imagery Words or phrases create pictures in the imagination</p>
<p>Personification Inanimate object described as having human characteristics</p>	<p>Juxtaposition Opposite ideas placed side-by-side</p>




**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 6 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 1-5. This can be found on page 6. 2. Write a descriptive sentence using pathetic fallacy to describe an ominous walk home from school. 3. Re-write the definition of an archetype in your own words. This can be found on page 6. 4. Copy out and annotate the key quote on page 7 from The Woman in Black. Which words suggest that the protagonist is frightened and unnerved by what he sees? 5. Summarise the history of Gothic Literature in your own words.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 6-10 This can be found on page 6. 2. Using page 8 look at the conventions found in most Gothic Literature. Were any of these in The Tempest? Explain which ones and why 3. What is a juxtaposition? 4. Use 2 pieces of vocabulary to describe the pigs on Animal Farm. 5. Explain how Caliban in The Tempest was an atavistic character.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check key vocabulary 11-15. This can be found on page 6. 2. Summarise the plot of The Woman in Black in your own words. This can be found on page 7 3. Copy out and annotate the key quote from The Tell-Tale Heart on page 7. Which words suggest that the narrator is a paranoid character? 4. Write a few sentences describing an abandoned setting using one of the Gothic conventions and 2 pieces of vocabulary.

**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 6** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 4 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 16-20. This can be found on page 6. 2. Write out the definition of 'intensify' in your own words. 3. Explain how Frankenstein's monster could be seen as the antagonist of Frankenstein. 4. Which two verbs in the quotation from The Tell Tale Heart suggest a sense of foreboding. 5. Explain how Gothic literature is different from horror stories.
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 1,3,5,7,9 This can be found on page 6. 2. Use two pieces of vocabulary to summarise the story of Frankenstein. 3. Pick a Gothic Convention and explain an example of it in a story that you have read so far. 4. What is symbolism? What was the windmill symbolic of in Animal Farm? 5. What is a juxtaposition? Explain in your own words.
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 2,4,6,8,10 This can be found on page 6. 2. Pick two vocabulary words from page 6 and write a short summary of the story of The Red Room. 3. Which phrase in The Red Room quotation suggest that the narrator was naïve? 4. What similarities are there between Eel Marsh House and Miss Havisham's house in Great Expectations. 5. Why might a Gothic story have a subterranean setting?

Key Terms:

Axes: A fixed reference line on a grid to help show the position of coordinates.

Gradient: How steep a graph is at any point.

Y Intercept: Where the graph cuts through the y axis.

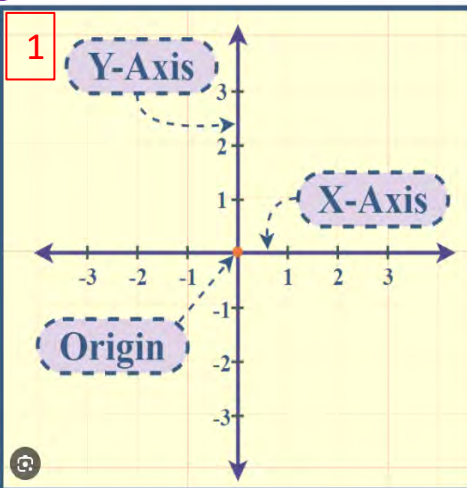
Perpendicular: A line that is at 90° to another line. They meet or cross at a right angle.

Parallel: Lines that are the same distance apart. They never cross.

Equation: A mathematical statement containing an equals sign.

Substitute: When a letter is replaced by a number.

Reciprocal: This is found by doing 1 divided by the number.



Plotting Straight Line Graphs

To plot a straight line graph, you may be given a table or you may need to draw one.

Example: Plot the graph of $y = 4x - 2$ for the values of x from -3 to 3.

1) Draw a table of values if you have not been given one.

x	-3	-2	-1	0	1	2	3
y							

2) Substitute in your x values to $y = 4x - 2$, this will give the corresponding y values.

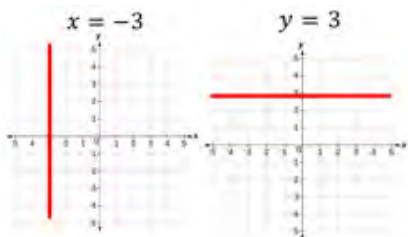
x	-3	-2	-1	0	1	2	3
y	-14	-10	-6	-2	2	6	10

3) Plot the points on the graph.

E.g. (-3, -14), (-2, -10), (-1, -6), (0, -2), etc

From Y7: Identifying and naming horizontal, vertical and diagonal lines

2



Identifying the gradient and intercept

The equations of all straight lines can be written in the form:

$$y = mx + c$$

Gradient - The number in front of the x. This tells us how steep the line is.

Intercept - The number on its own. Shows where the line cuts the y axis.

4

5

Parallel lines: The gradient of parallel lines is the same, this is why they never meet.

$$y = 2x + 1 \quad y = 2x - 4 \quad y = 2x$$

The gradients are all 2 here so they are all parallel.

6

Finding Simple Percentages

10% - divide by 10

50% - divide by 2

25% - divide by 4

1% - divide by 100

5% find 10% then half

20% find 10% then double



	Key Term	Definition
1	Variation	Differences in characteristics within a species.
2	Biodiversity	The variety of difference species living in an area.
3	Natural Selection	Process by which organisms with the characteristics most suited for the environment survive and reproduce, passing on their genes to their offspring.
4	Evolution	The process by which living things gradually change over time.
5	Extinction	When no more organisms of that species are left in the world.

4. Natural Selection/Evolution

There is variation in a population. The organisms better adapted are more likely to survive and reproduce passing on their genes to offspring. This happens over many generations until the whole population have changed.

The peppered moth is an example of this:

They used to be lighter until soot made trees darker, the darker moths were less likely to be seen and eaten.



1. Competition

Plants	Animals
Water	Water
Space	Space (habitat)
Light	Food
Minerals	Mates

2. Variation

Discontinuous – Categories

Continuous – Any value within a range

discontinuous variation	continuous variation
<p>eye colour</p> <p>gender</p> <p>blood group</p> <p>ability to roll tongue</p>	<p>height</p> <p>foot length</p> <p>hand span</p>

3. Adaptations

Camel Adaptations:

- Thick eyebrows
- Closing nostrils
- Thick fur
- Well camouflaged
- Wide feet
- Hairy ears
- Long eyelashes
- Hump

Polar Bear Adaptations:

- Thick white fur to help keep the bear warm and for camouflage
- Thick layer of fat to help insulate for warmth
- Large paws to stop the bear sinking in the snow
- Small ears to reduce heat loss
- Sharp teeth to eat prey easily

5. Extinction

Organisms may become extinct due to environmental changes, destruction of habitats, disease or predators.

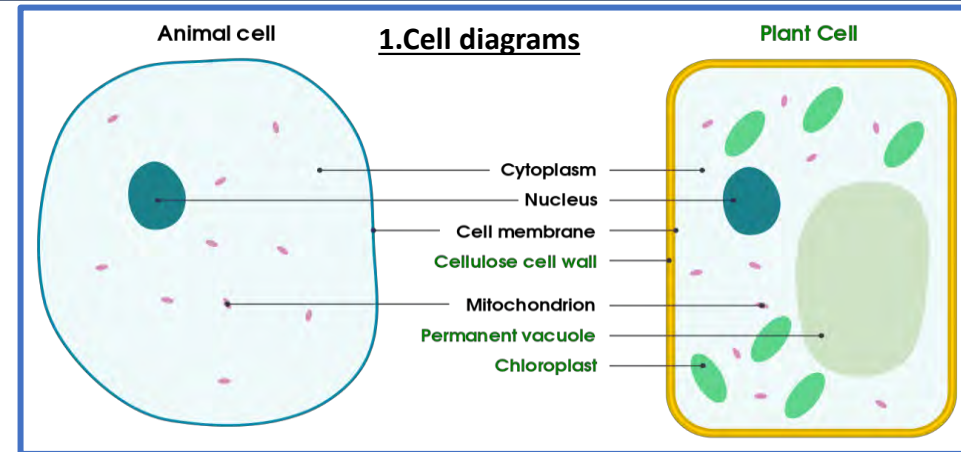
Organisms can be prevented from going extinct by more conservation or the use of seed/tissue banks.

Examples of animals that are now extinct are: dodo, woolly mammoth, dinosaurs.

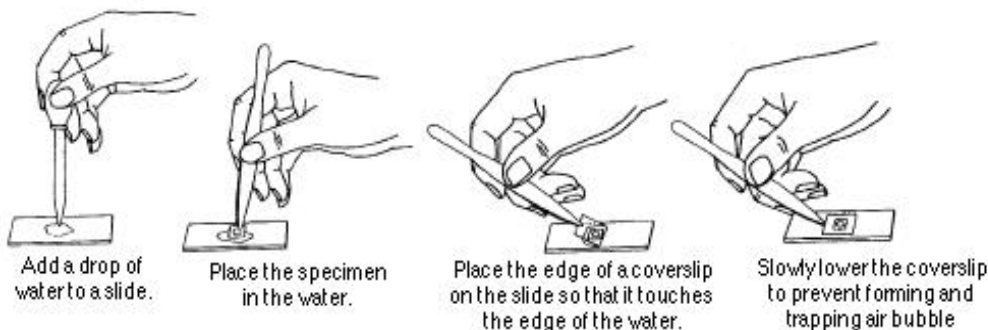




	Key Term	Definition
1	Cell membrane	The cell component which controls the movement of substances into and out of the cell
2	Cell wall	The plant cell component which surrounds the cell, providing support
3	Nucleus	Where all the genetic information is stored in the cell
4	Cytoplasm	A 'jelly-like' substance found in cells, where all the chemical reactions take place
5	Mitochondria	The cell organelle where aerobic respiration takes place
6	Ribosome	The cell organelle responsible for making proteins



2. Microscopes - Preparing a microscope slide



3. Microscopes - equation and key terms

Microscopes are used to **magnify** objects that we are unable to see with our eyes.

Magnification is a measure of how much 'bigger' an image is compared to the original object

Total magnification = Eye piece lens x objective lens

4. Microscopes – how to use.



Part of microscope	Description
Eye piece lens	The lens closest to your eye. Typically, a magnification of x10
Objective lenses	Three lenses of different magnification used to see the image more clearly
Diaphragm	Controls the amount of light onto the microscope slide
Fine focusing knob	Makes small adjustments to the stage so the image is sharp and clear
Coarse focusing knob	Makes large adjustments to the stage so you can see the image more clearly

	Key Term	Definition
1	Energy Store	Something such as food or a hot object that allows you to account for the energy at the start and end of an energy transfer.
2	Kinetic	Energy stored in a moving object
3	Conduction	The transfer of heat by collisions of particles through a substance.
4	Convection	When particles with a lot of heat energy in a liquid or gas move and take the place of particles with less heat energy (moving from a hotter area to cooler area).
5	Radiation	Type of heat transfer that does not involve particles.

Power Calculations

Power (W) = Energy (J) / Time (s)

Heat and Temperature

Heat

The heat **energy** from the stove burner warms up the water.

Temperature

The thermometer **measures** the temperature of the water.

Boiling water = 212°F (100°C)

1. **Heat** is the amount of energy in total stored by all the particles in a substance.
2. **Temperature** is a measure of the average amount of energy each particle has.

Energy Stores

elastic potential

magnetic

electrostatic

thermal

gravitational potential

kinetic

chemical

energy stores

Methods of Heat Transfer

Heat Transfer

1. **Conduction** is the transfer of heat between adjacent molecules (in solids)
2. **Convection** is the movement of hot molecules to cooler areas (in liquids and gases)
3. **Radiation** is the emission of heat energy as electromagnetic waves

sciencenotes.org

A mixture is made of two or more different substances that are not chemically bonded together. There are different ways to separate mixtures. The method chosen depends on the type of mixture.

	Key Term	Definition
1	Chromatography	A technique used to separate mixtures of liquids that are soluble in the same solvent
2	Dissolving	The mixing of a substance (the solute) with a liquid (the solvent) to make a solution
3	Evaporation	The change of state from a liquid to a gas
4	Soluble	A substance that can dissolve in a certain solvent
5	Insoluble	A substance that cannot dissolve in a certain solvent
6	Thermometer	Apparatus used to measure the temperature of a substance

Dissolving:



A solution is made when a solute dissolves in a solvent. Solutions are **mixtures**. If a substance can dissolve into a solvent, it is **soluble**. For example, salt dissolves in water to make salt water. If it cannot dissolve, it is **insoluble**. For example, sand is insoluble in water.

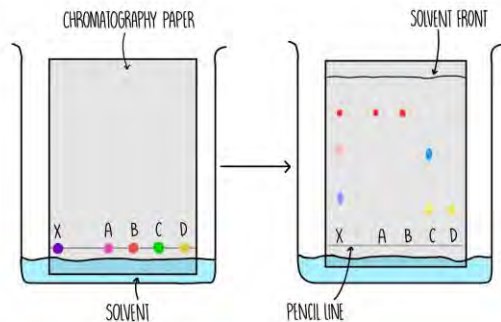
Heating and stirring speed up dissolving

Chromatography: is used to separate a mixture of coloured compounds, for example – inks, dyes and plant pigments.

A **chromatogram** is a piece of paper showing the results after the chromatography has occurred.

On a chromatogram:

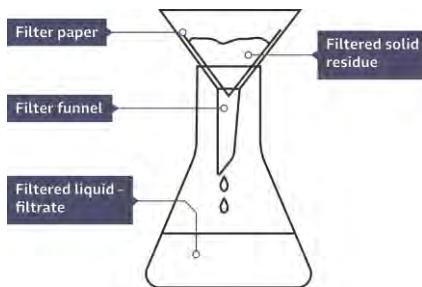
- One spot** means the substance is pure
- Two or more spots** means the substance is impure



Key point: The starting line must be drawn in pencil so that it does not also dissolve in the solvent

Filtration: is used to separate an insoluble solid from a pure liquid or solution.

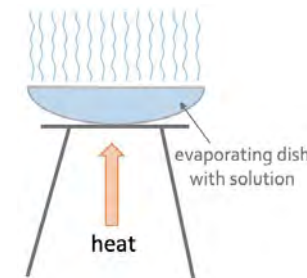
To filter a substance you will need:
Filter paper folded into a cone
A funnel to hold the filter paper
A beaker to collect the **filtrate** (the liquid which passes through the filter paper)



Crystallisation: used to produce solid crystals from a solution.

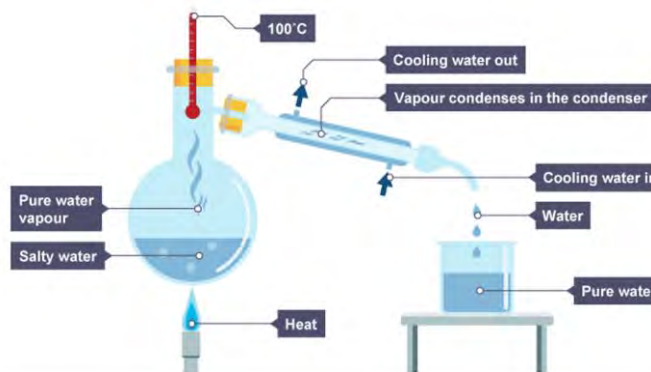
Method:

1. A solution is placed in an evaporating basin and heated with a Bunsen burner
2. Water evaporates from the solution and solid crystals begin to form around the edge of the basin
3. Leave the solution in a warm place for the crystals to form



Distillation:

A separation technique which is used to separate a solvent from a mixture. The solvent is first evaporated (liquid to gas) as it is heated, and then condenses (gas to liquid) as it cools so that it can be collected.




We can use distillation to produce pure water from dirty water to make it safe to drink.

Distillation can also be used to separate a mixture of two liquids which have different boiling points.




Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 12-15** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1 Variation and Evolution 1 (Page 12)</p> <input data-bbox="111 629 157 679" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6. (Glossary box page 12) 2. Name 4 things plants compete for. (Competition) 3. Give two examples of continuous and discontinuous variation. (Variation) 4. Name 3 reasons why a species may become extinct. (Extinction) 5. Describe how a camel is adapted to live in a hot environment. (Adaptations)
<p>Homework 2 Variation and Evolution 2 (Page 12)</p> <input data-bbox="111 929 157 979" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Name two things that both plants and animals compete for. (Competition) 2. Name two ways that organisms can be prevented from becoming extinct. (Extinction) 3. Give two examples of continuous data and two examples of discontinuous data. (Variation) 4. Describe how the peppered moth has changed over time to become much darker. (Natural Selection/Evolution) 5. Describe how a polar bear is adapted to live in a cold environment. (Adaptations)
<p>Homework 3 Separating substances revision (Page 13)</p> <input data-bbox="111 1315 157 1365" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms 1-6 (Glossary box page 14) 2. Name and describe the separation technique which could be used to separate a solvent from a mixture (Distillation) 3. Draw a labelled diagram to show the apparatus you would need to use to separate a solvent using distillation (Distillation) 4. What do the spots tell you on a chromatogram? (Chromatography) 5. Accidentally a bag of sand and salt were mixed together. Write a method that you could use to separate sand and salt from each other? Include a diagram. (Filtration and crystallisation)



Homework	 Due	Task:
<p>Homework 4 Cells Revision (Page 14)</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-6 (glossary box page 14)2. Name three organelles found in plant cells that are not found in animal cells (Cell diagrams).3. State the equation used to calculate total magnification when using a microscope (Microscopes – equation and key terms).4. A microscope has an eye piece lens with a x5 magnification and objective lens with x10 magnification. Calculate the total magnification of the microscope (Microscopes – equation and key terms).5. Write a method outlining how you would prepare a microscope slide to view a specimen under the microscope (Microscopes – how to use).
<p>Homework 5 Energy and Heat transfer revision (Page 15)</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none">1. Read, cover, write, check key terms 1-5 (glossary box page 15)2. Explain the difference between temperature and heat (Heat and Temperature)3. Which has more energy, a bowl of hot soup, or a room temperature swimming pool? (Energy Stores)4. Calculate, using the power equation (Power Equation)<ol style="list-style-type: none">A) The energy used by a 200W device over 120 secondsB) The time that 4000J of energy can run a 50W device for5. Which method of heat transfer is used when boiling an egg? How do you know? (Methods of Heat Transfer)

Year 8 Unit 1 – Migration Moments

Key Term	Definition
1. Empire	Where one country rules over another.
2. Economic	The financial impact of enslavement.
3. Legacy	How are the legacies of enslavement are still visible in society and Bristol in particular
4. Abolition	The action of abolishing a system, practice, or institution
5. Plantation	The places where enslaved people were forced to work to produce tradable goods
6. Emancipation	Freedom from enslavement
7. Human Rights	The basic rights and freedoms that belong to humans
8. Underground Railroad System	The system used to help enslaved people escape from the Southern states in America to the free states
9. Resistance	To resist your treatment (Active/Passive)
10. Revolt	To take violent action against an establishment
11. Legislation	An act or law
12. Impact	A marked effect or influence.

Key people for this unit



Harriet Tubman (1822-1913)
Helped to free at least 70 enslaved people, using the Underground Railroad System

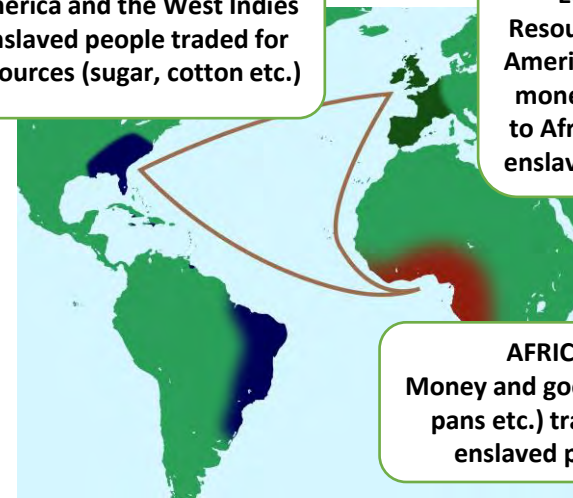


Toussaint Louverture (1743-1803)
One of the leaders of the Haitian Revolution- he helped liberate (free) Haiti



Samuel Sharpe (1804-1832)
An enslaved Jamaican, who led the Jamaican Rebellion- helping to abolish the trading of enslaved people

America and the West Indies
Enslaved people traded for resources (sugar, cotton etc.)



Europe
Resources from America sold for money to take to Africa to buy enslaved people

AFRICA
Money and goods (arms, pans etc.) traded for enslaved people

Triangular Trade System

Impacts

Human Impact

The human cost of the Transatlantic Trade - its effect on people and the human experience

Economic Impact

The monetary (money) impact of the Transatlantic Trade - how did it effect the wealth of countries and people?


Global Impact

How the Transatlantic Trade created and increased global links. The link between the Transatlantic Trade and the Empire.



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 19** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		1. Look, Cover, Write and Check the key terms and definitions for 1, 2 and 3 on page 19 . 2. What does the term 'Empire' mean? 3. Why do you think people wanted to create 'empires'? 4. What is an economic impact? 5. Who is Samuel Sharpe and what did he do?
Homework 2 <input type="checkbox"/> Completed?		1. Look, Cover, Write and Check the key terms and definitions for 4, 5 and 6 on page 19 . 2. What does the term 'Resistance' mean? 3. How might people have resisted enslavement? 4. What is a 'human impact' of the Transatlantic trade? 5. Who is Harriet Tubman and what did she do? 6. Who is Toussaint Louverture and what did he do?
Homework 3 <input type="checkbox"/> Completed?		1. Look, Cover, Write and Check the key terms and definitions for 7, 8 and 9 on page 19 . 2. What does the term 'abolition mean'? 3. What is a global impact? 4. Who is Toussaint Louverture and what did he do? 5. How is Bristol connected to the Transatlantic Trade?

8.3 Will Asia ever be on top - China

Where is Asia?



Asia is located to the east of Europe and northeast of Africa.

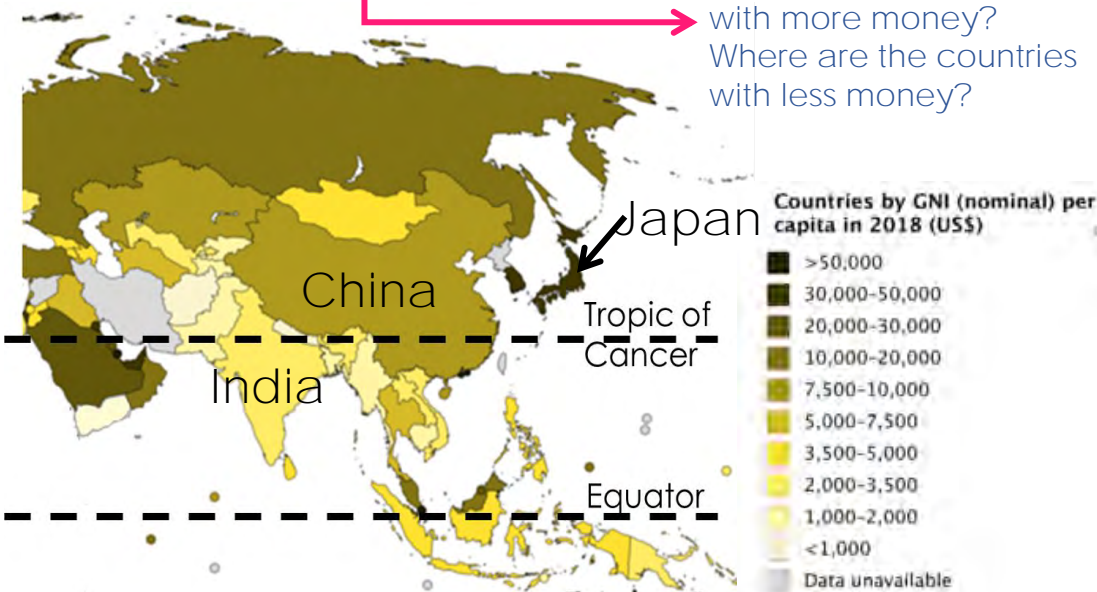
The tropic of cancer and equator go through Asia.

The Indian Ocean is found south, and the Pacific Ocean is found to the east.

There are 48 countries in Asia!

How is wealth distributed in Asia?

Where are the countries with more money?
Where are the countries with less money?



Key Word	Definition
1. Development	Positive change over time.
2. Development indicators	A numerical figure that identifies a level of development e.g. Gross Domestic Product (GDP).
3. NEE – Newly Emerging Economy	A country that has begun to get richer and is developing rapidly.
4. HDI – Human Development Index	A method of measuring development using income, life expectancy and education.
5. GNI (Gross National Income) per capita	The amount of money a country makes in a year divided by its population.
6. Primary sector	Includes jobs in which people extract Raw materials.
7. Secondary Sector	Includes jobs in which people make products out of raw materials.
8. Tertiary Sector	Includes jobs in which people provide a service to others.
9. Manufacturing	Making of a product, usually in a factory.
10. TNC – Transnational Corporation	A company that locates in multiple countries.
11. Globalisation	The connection of different parts of the world resulting in the expansion of international, cultural and economic and political activities.

How has China developed so rapidly?

In 1970, China was generally **poor** and mostly **rural**. 30% were living in **poverty**.



In 1978, farmers were allowed to **start selling crops** and **trade** began allowing people to make an income.

In 1980, four **economic zones** were created to **encourage foreign investment**. TNC's were offered tax reductions.



Foreign companies started to take an interest in China, with its **'Open door Policy'** allowing **TNC's to set up** in the country and there was lots of **foreign direct investment (FDI)**.

Factories were set up, taking advantage of cheap labour, lifting **500 million people out of poverty**.



In 2001, China joined the **World Trade Organisation** to attract even more business.



What is industry like in China?

Primary – collecting raw materials



Secondary – making products



Tertiary – providing a service




Has rapid development only provided opportunities?

Opportunities 😊	Challenges 😞
<ul style="list-style-type: none"> China has an estimated spending power of \$135 billion. 	<ul style="list-style-type: none"> Workers often work long hours up to 16 hours a day, six days a week for little pay.
<ul style="list-style-type: none"> Workers paying taxes to the government contributes to the multiplier effect. 	<ul style="list-style-type: none"> Workers fall asleep at their desks and are at risk of being electrocuted – they are stuck as their ID cards are taken away.
<ul style="list-style-type: none"> Increased transport links so it is easier to get around the country. 	<ul style="list-style-type: none"> Healthcare is expensive, and up to 500 million Chinese people can't afford it.
<ul style="list-style-type: none"> Corporations such as Pepsi and Motorola are attracted to the area, creating more jobs. 	<ul style="list-style-type: none"> Gridlock and factories contribute to more air pollution.



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the [knowledge organiser on page 21-22](#) to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover write check key terms and definitions for 1,2,3,5 on page 21 2. Where are the Indian and Pacific oceans located around Asia? 3. Which two lines of latitude go through Asia? 4. Which country has the largest GNI in Asia? How much is it? 5. Describe the difference between China's Wealth and India's wealth.
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 6, 7, 8, 9 on page 21 2. Describe what life was like in China in 1970. 3. What happened in 1980 in China? 4. Give two examples of TNC's in China. 5. How did encouraging foreign investment help the people of China?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, Cover, write check the key terms and definitions for 10-11 on page 21. 2. Give two examples of jobs within the primary industry. 3. What is the difference between jobs in the secondary and tertiary sectors? 4. Give one economic (money) opportunity of rapid development in China. 5. Complete the sentence: Rapid development hasn't always provided opportunities for China because....

Key Term

- Agape** - Unconditional love for God and mankind.
- Baptism** - Christian sacrament representing entrance into the Christian faith.
- Worship** - showing adoration and dedication to God.
- Eucharist** - Christian sacrament that uses bread and wine to re-enact the Last supper
- Evangelism** - Spreading the Christian message through preaching the Christian Gospels.
- Gospels** - An account of the life of Jesus Christ, meaning 'good news'.
- Inter-faith Dialogue** - Different religions coming together to discuss matters.
- Mission** - A calling where an individual or group go out and spread the word of God.
- Pilgrimage** - A special religious journey to a holy site. Also, an act of worship.

Baptism

Believers are washed with water to remove sin and become part of the church community

Infant's Baptism

Promises made on child's behalf by godparents and parents. Welcomes them into the church and washes away original sin. Cross is drawn on their head with oil, the child is dressed in white and a Paschal candle is lit.

Believers Baptism

An adult has chosen for themselves to follow Christianity and they are fully immersed into water to represent cleansing sin and rising you to a new life with Christ.



All pupils must be taught RE by law. 1/3 of state schools are faith schools,



Eucharist (Mass or Holy Communion)

Re-enactment of the Last Supper, the priest blesses bread and wine to represent Jesus giving his body and blood for humanities salvation - Liturgical worship.



Sacraments

There are 7:
 Baptism
 Eucharist
 Confirmation
 Reconciliation
 Anointing of the Sick
 Marriage
 Holy Orders.



Key Festivals

Christmas

Celebration of the birth of Jesus, where God became human, with a period called advent that begins 4 Sundays before. Seen as a time of peace + goodwill.

Christians celebrate it with nativities, Christingle services to show Jesus as the light of the world, carol concerts, exchanging cards, decorating houses, family meals and exchanging gifts



Easter

Lent: Starts on Ash Wednesday, black ash cross on forehead, give up things. Day before, Shrove Tuesday, use up foods. 40 days (Jesus fasted in the desert and devil tempted him).

Holy Week: Palm Sunday - arrival in Jerusalem, palm leaf crosses exchanged.

Maundy Thursday - Last meal with disciples and washed their feet, some priests do this now.

Good Friday - death on the cross, mourning.

Easter Sunday: Day of Jesus' resurrection, remembrance and celebration services, cards and Easter eggs are given.



Case Study - Trussell Trust Foodbank

Set up in 1997 to help those in need, based upon the Parable of the Sheep and Goats, working to end poverty.

Case Study - Street Pastors

Original aim was to challenge gang culture. They support vulnerable people; listen to people's problems, give guidance and discourage anti-social behaviour.



Role of the Church

In 2011 59% identified as Christian; decrease of 4 million since 2001. Other religions/no religion saw an increase.

The Worldwide Church

Church Growth: Up to 2.5 billion Christians worldwide. Books translated into 123 languages.

Mission: Calling of a group or individual to spread their faith; through preaching, or humanitarian work.

Evangelism: Many Christians are evangelical, they believe it is important to spread the 'good news' of Christianity with others so that they might be saved.

Christian Charities **Tearfund**

In 1968 there was a famine in Nigeria and Churches in the UK wanted to help, set up Tearfund. They continue to raise money in the UK so they can work with churches around the world. Work in 50 countries, and with 90,522 churches worldwide and have helped tens of millions of people out of poverty.



Christian Aid

Official relief and development agency for 41 church denominations in the UK. Started in 1945, aim to encourage sustainable development, stop poverty and provide emergency relief.



RECONCILIATION AND PERSECUTION

WORKING FOR RECONCILIATION

Church has a role to restore relationships with God, within the Church there are denominational conflicts.

Case Study - The Ecumenical Movement Bring together different denominations to promote unity and cooperation e.g. sharing church buildings.



CHRISTIANITY AND PERSECUTION

Persistently cruel treatment, due to belief. Christians become martyrs for dying for their faith e.g. Jesus.


Case Study - Christian Freedom International (CFI)

Focuses on the quote 'Remember those who are mistreated.' Helps persecuted Christians with basic supplies, field hospitals and schools in refugee camps.



**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 24-25** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check the key terms and definitions for 1-3. This can be found on page 24 2. What is the difference between infant's baptism and believer's baptism 3. List 3 of the seven sacraments 4. Draw a picture from your knowledge organiser that represents baptism. 5. What is the eucharist?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, Check the key terms and definitions 4-7. This can be found on page 24 2. Why do you think charity might be so important in Christianity? What do street pastors do? 3. Describe what a pilgrimage is 4. Draw a picture that represents Easter and describe how it is celebrated. 5. Draw a picture that represents Christmas and describe how it is celebrated.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Cover, Write, check the key terms and definitions 8-9. This can be found on page 24 2. Describe what Tearfund do. 3. What event does Christmas celebrate? 4. Which day of Easter do you think is the most important? 5. What does the ecumenical movement do?




Your music teacher will set you the homework in class.

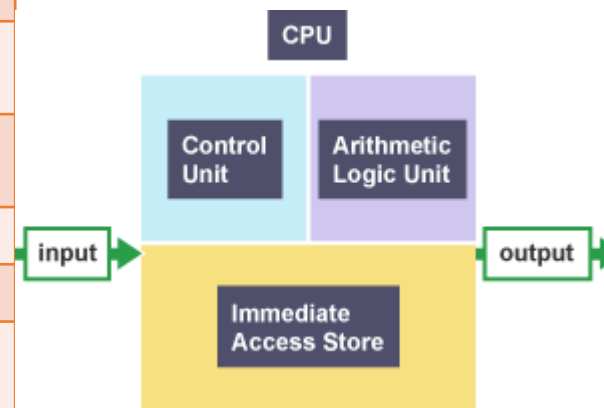
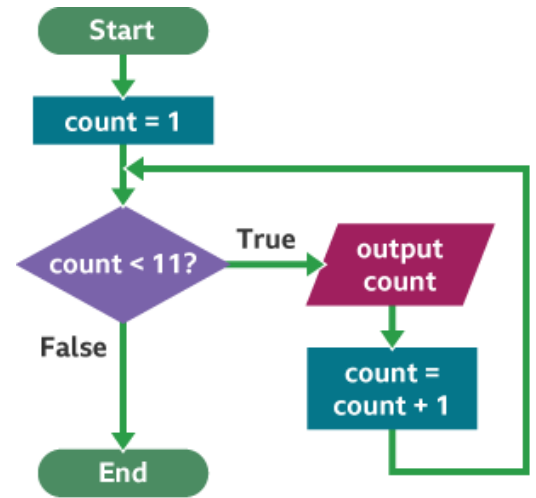


Instructions:

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		1. Your music teacher will set you the homework in class.
Homework 2 <input type="checkbox"/> Completed?		1. Your music teacher will set you the homework in class.
Homework 3 <input type="checkbox"/> Completed?		1. Your music teacher will set you the homework in class.


Key Term	Definition
1. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
2. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
3. CPU	The central processing unit which carries out the instructions for a computer.
4. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
5. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).
6. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
7. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
8. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
9. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
10. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
11. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
12. String	A programming term used to describe a collection of characters.
13. Integer	A programming term used to describe whole numbers.
14. Real (or Float)	A programming term used to describe decimal numbers.





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

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 29 to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 3 <input type="checkbox"/> Completed?		1.Look, write, cover, check the key terms and definitions for 8-9. This can be found on page 29 2.Why is binary known as a ‘base 2 ‘ numbering system 3.Convert 38 denary to binary. 4.Why is ASCII no longer appropriate for modern computers? 5.Why is Unicode a more appropriate character set for modern computers?
Homework 2 <input type="checkbox"/> Completed?		1.Look, write, cover, check the key terms and definitions for 10-14. This can be found on page 29 2.What does CPU stand for and what does it do? 3.Why is RAM known as ‘volatile’? 4.What is the purpose of secondary storage ?
Homework 3 <input type="checkbox"/> Completed?		1. Look, write, cover, check the key terms and definitions vocabulary 15-21. This can be found on page 29 2. Draw the flow charts symbol for ‘start’, input/output, decision and process. 3. Give an appropriate variable name if you were storing a value of how old someone was. 4. Find the error in this code : name=input(“What is your name) 5. Find the error in this code: number=input(“Enter a number”)



Key terms	Definitions
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. Heat transfer	The way in which heat moves from one place to another.
8. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
9. 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.
10. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
11. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
12. Descriptors	Words that accurately describe.
13. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
14. Nutrition	Eating all the nutrients required to be healthy.
15. Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
16. 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

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.



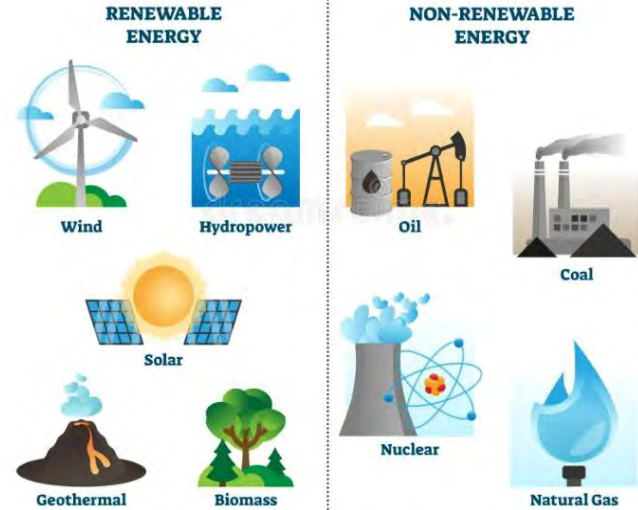
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 31 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 7-10. This can be found on page 31 2. Name 2 foods can be cooked using conduction as a method of heat transfer. 3. Name 2 foods can be cooked using convection as a method of heat transfer. 4. Name 2 foods can be cooked using radiation as a method of heat transfer. 5. Why do we need to pre-heat ovens and grills before using them?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 11-16. This can be found on page 31 2. What is the difference between the meaning of nutrition and nutrients? 3. Why is it important to have protein, calcium and vitamin D as a teenager? 4. Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = ham, chorizo, salami etc... 5. List 2 other ways that cross contamination can be avoided when cooking.
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions 1-4 (food poisoning names). This can be found on page 31 2. Which of the food poisoning bacteria is found on staff. 3. Which of the food poisoning bacteria is found in unwashed vegetables? 4. Name 2 food poisoning bacteria that can be found in meat. 5. If a food business does not follow health and hygiene rules customers can get food poisoning or have allergic reactions. Give an example of how this could happen <i>e.g. a customer has brought a burger from a local takeaway they get (name the food poisoning) because when cooking the burger, the staff (what did they do wrong?)</i>

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

ENERGY SOURCES



KEY TERMS

Types of plastics

Thermosetting

Plastics **cannot be reheated** and **reshaped** due to a chemical reaction that occurs when they are first manufactured.

- Initially **set by heat**
- Cannot be **reshaped once set**
- Extremely **strong and durable**
- CANT** be recycled

Thermoforming

Plastics **can be reheated** and therefore **reshaped**.


- Soften** when heated
- Can be **reshaped**
- More commonly used **in school**
- CAN** be recycled

Think of the word "set" what does it mean?
(Put something in a set position)



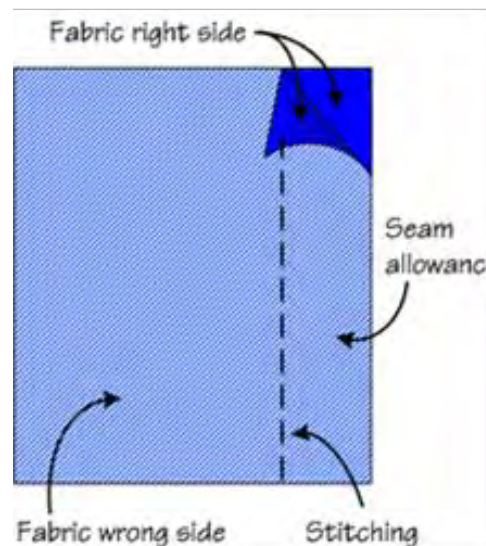
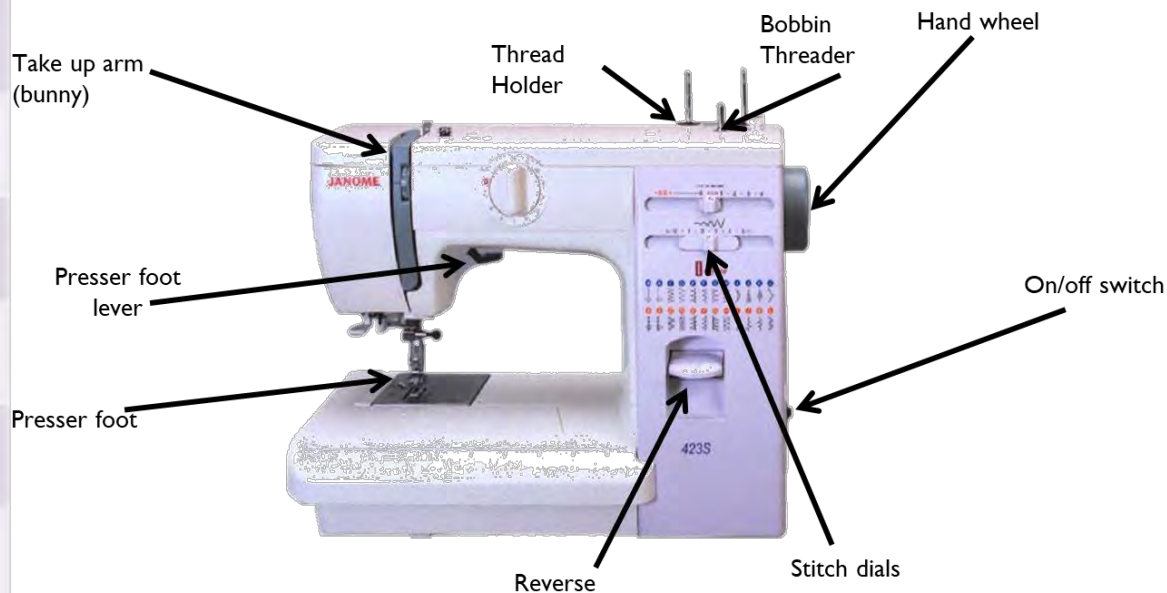
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 33** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 3-5. This can be found on page 33 2. What are the 3 fossil fuels. 3. What are the disadvantages of using fossil fuels. 4. Name 4 types of renewable energy. 5. Describe an advantage and a disadvantage of renewable energy.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 6-8. This can be found on page 33 2. Explain the difference between thermoforming and thermosetting plastics. 3. Give 3 examples of thermoforming plastics. 4. Give 3 examples of thermosetting plastics. 5. What are the environmental impacts of using plastic?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 9-12. This can be found on page 33 2. Explain how a client profile helps to design products. 3. Explain the process of soldering a component to a circuit board. 4. Name 4 components that you can find on your circuit. 5. Write down 2 health and safety rules when soldering.

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**



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

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 35** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

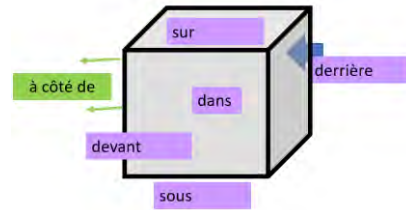
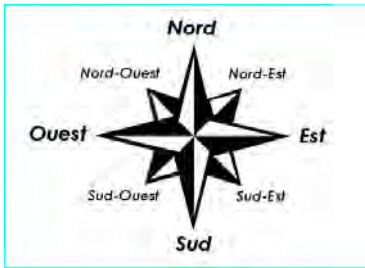
Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 7-9. This can be found on page 35 2. Explain why a tape measure is used in Textiles and not a ruler 3. Explain 2 uses of an iron in Textiles 4. Explain why you only use fabric scissors to cut fabric and not paper. 5. List 5 parts of the sewing machine
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 10-12. This can be found on page 35 2. What is thread used for in Textiles? 3. List 2 other names you may have heard your Teacher call the quick unpick by 4. Explain why a quick unpick is useful 5. Explain why we usually match the bobbin thread to the top thread
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. What is seam allowance? 2. Explain why seam allowance is important 3. What is the standard seam allowance measurement? 4. Where do you line your fabric up when sewing a 1.5cm seam allowance? 5. Explain what happens when you forget to put your presser foot down when sewing.

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)		assez (quite)	grand(e) (big)
J'aime (I like)	La boulangerie (bakery)	car c'est (because it is)	un peu (a bit)	historique (historic)
Je n'aime pas (I don't like)	Le centre-ville (town centre)		trop (too)	tranquille (peaceful)
Je déteste (I hate)	Le musée (museum)			touristique (touristy)
A mon avis (In my opinion)	Le parc d'attractions (theme park)			industriel(le) (industrial)
Je pense que (I think that)	L'hôpital (hospital)			culturel(le) (cultural)
	Les monuments (monuments)			important(e) (important)
	Les magasins (shops)			animé(e) (lively)
	L'église (church)			bruyant(e) (noisy)
				pollué(e) (polluted)
				moderne (modern)
				joli(e) (pretty)

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)



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

	Aller – to go
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





Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 37-38** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items une lampe, un lit, une armoire, une chaise, un bureau, une commode 2. Translate these sentences <ol style="list-style-type: none"> a) In my bedroom there is a bed and a chest of drawers b) In my bedroom I have a desk and a chair c) I have a wardrobe and a bed in my bedroom d) There is a desk and a lamp in my bedroom. 3. Mark each of the words above with m. or f. depending on the gender of the word 4. Draw a plan of your bedroom or your ideal bedroom and label as many items as possible.
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items Le centre-ville, le musée, le centre commercial, le stade, la piscine, la gare, le supermarché 2. Look carefully at the words – some of them do not follow the usual rules for m. and f. - try to learn the exceptions. 3. Translate these sentences <ol style="list-style-type: none"> a. J'aime aller au stade – j'adore le football b. Je n'aime pas aller au supermarché c'est ennuyeux c. J'adore aller à la piscine – j'adore faire de la natation d. Je déteste aller au musée ce n'est pas intéressant 4. Draw symbols to represent each of the words you have learnt and label them in French or draw a town plan and label the places in French.



My home! Year 8 - 8.6 Spanish

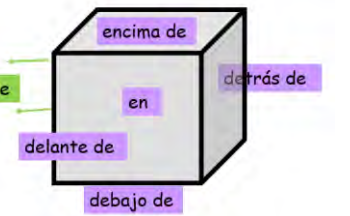
¿Dónde vives? (Where do you live?)

Vivo ... (I live)	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 un pueblo (in a village)	en el norte (in the north)
		en el sur (in the south)
		en el oeste (in the west)
		en el este (in the east)

OPINION	NOUN
Prefiero I prefer	la playa (the beach)
Me encanta I love	la piscina (the swimming pool)
Me gusta I like	la pista de hielo (the ice rink)
No me gusta I don't like	la mezquita (the mosque)
Odio I hate	la iglesia (the church)
	la librería (the library)
	el centro (the town centre)
	el cine (the cinema)
	el museo (the museum)
	el teatro (the theatre)
	el centro comercial (the shopping centre)
	el polideportivo (the leisure centre)
	el mercado (the market)
En mi opinion In my opinion	el supermercado (the supermarket)
Pienso que I think that	el estadio (the stadium)
	el parque de atracciones (the theme park)
	el hospital (the hospital)
	los monumentos (the monuments)
	las tiendas (the shops)
	los restaurantes (the restaurants)
	la oficina de turismo (the tourist office)

JUSTIFICATION	INTENSIFIERS
porque es because it is	muy very
ya que es because it is	bastante quite
	un poco a bit
	demasiado too
es it is	
son they are	

ADJECTIVES
Pequeño/a (small)
Grande (big)
Histórico/a (historic)
Tranquilo/a (peaceful)
Turístico/a (touristy)
Industrial (industrial)
Cultural (cultural)
Importante (important)
Animado/a (lively)
Ruidoso/a (noisy)
Contaminado/a (polluted)
Moderno/a (modern)
Bonito/a (pretty)



Describe donde vives
Describe where you live

En mi casa In my house	tengo I have	un jardín (a garden)
		una buardilla (a loft)
		un despacho (an office/a study)
En mi apartamento In my flat	no tengo I don't have	un garaje (a garage)
		un salón (a lounge)
		una entrada (a hallway)
En el primer piso On the first floor	hay There is	una cocina (a kitchen)
		un dormitorio (a bedroom)
		un comedor (a dining room)
En el segundo piso On the second floor	no hay There isn't	un baño (a bathroom)
		una terraza (a terrace)
En la planta baja On the ground floor		unos aseos (some toilets)
		el dormitorio de mis padres (my parent's bedroom)

¿Qué hay en tu habitación?
(What is there in your bedroom?)

Una cama (a bed)
Una pared (a wall)
Un escritorio (a desk)
Un ordenador (a computer)
Un armario (a wardrobe)
una alfombra (a carpet)
Una estantería (a shelf/shelves)
Una lámpara (a lamp)
Una puerta (a door)
Una silla (a chair)
Una ventana (a window)
Una cómoda (a chest of drawers)
unos poster (some posters)

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

	Ir – to go
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

**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 40-41** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework		Task:
Homework 1 <input data-bbox="113 649 155 692" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, repeat' method with the following vocabulary items. Una lámpara, una cama, un armario, una silla, un despacho, una comoda 2. Translate these sentences In my bedroom there is a bed and a chest of drawers In my bedroom I have a desk and a chair I have a wardrobe and a bed in my bedroom There is a desk and a lamp in my bedroom. 3. Mark each of the words above with m. or f. depending on the gender of the word 4. Draw a plan of your bedroom or your ideal bedroom and label as many items as possible.
Homework 2 <input data-bbox="113 1135 155 1178" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items el centro, el museo, el centro comercial, el estadio, la piscina, el cine, el supermercado 2. Look carefully at the words – some of them do not follow the usual rules for m. and f. - try to learn the exceptions. 3. Translate these sentences <ol style="list-style-type: none"> a) Me gusta ir al estadio – me encanta el fútbol. b) No me gusta ir al supermercado, es aburrido. c) Me encanta ir a la piscina – me encanta nadar. 4. Odio ir al museo – no es interesante. 5. Draw symbols to represent each of the words you have learnt and label them in Spanish or draw a town plan and label the places in Spanish.



The benefits of exercise

Physical Effects Immediate	
1	Increased heart rate.
2	Increased breathing rate and depth.
3	Skin becomes red as blood comes to the surface.
4	Skin becomes sweaty to lower your body temperature.
5	Lactic acid is produced causing muscular pain.
6	Activation of serotonin - which makes you feel good.

Physical Effects Long Term	
7	Lower resting heart rate
8	Lower breathing rate
9	Bigger and Stronger muscles (Hypertrophy)
10	Reduce risk of chronic illnesses such as type 2 diabetes and heart disease


Mental Effects	
11	Reduces Stress
12	Makes you feel good. It releases the feel good hormone Serotonin.
13	Increases Confidence

Social Effects	
14	Make Friends. If you exercise with a group, you'll develop greater empathy and social skills and gain new social outlets.
15	Teamwork Skills. Allows your members to work together to achieve a common goal, such as improving as a team or winning a game.
16	Communication Skills. It makes you talk to and listen to others.
17	Leadership Skills. You have to do your part to achieve the goal and work with others.



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 43 to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, cover, write, check the key words 1-6 2.Describe one long term physical effect of exercise? 3.Describe a physical immediate effect of exercise on the body? 4.Describe one mental effect of exercise? 5.Describe one social effect of exercise?
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, cover, write, check the key words 7-10 2.Identify one positive long term of the benefits of exercise socially? 3.Describe one immediate effect that exercise has on your skin? 4.Describe one immediate effect that exercise has on your breathing? 5.Describe one immediate effect that exercise has on you heart rate?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, cover, write, check the key words 11-13 2.What does serotonin do? 3.Name a chronic illness where the risks might be reduced by long term effects of exercise? 4.Describe the effects long term physically of exercise on your heart rate? 5.Identify a skill you will learn from participating in physical exercise?



1- Composition	Composition is the arrangement of elements within a work of art. Such as the objects or colours.
2- Subject	This is what the artist presents in the artwork. It could be what you see in the piece or what the work is about.
3- Narrative	Narrative is the story within a piece of art, this could be decided by the artist when the art was being made or decided by people who look at the work.
4- Inspiration	Someone or something that gives you ideas for doing something.
5- Design	A plan or drawing produced to show the look and function or workings of a building, garment, or other object before it is made.
6- Enlarge	To make something bigger. Such as enlarging a small image to make it larger.
7- Thumbnail Sketch	A thumbnail sketch is a small sketch or drawing which explores ideas for a piece of art.
8- Design Brief	A written description which explains guidelines for a project, design or artwork.

Why do we look at artists work?
 To find inspiration.
 To research and understand the past, techniques, knowledge and culture.
 To help us to create an original artwork.

How do you describe and give opinions about an artist's work?
 Remember to look carefully at the artwork, describe what you see and what you like or dislike about it.
 Comment on the formal elements- line, tone, texture, pattern, shape, composition, form.
 I like/dislike this piece because.....

Watercolour Paint	Blending- The technique of moving between different colours in watercolour. Wet on wet- Applying paint onto wet paper. Colour wash- Applying a light layer of colour as a base before adding more detail. Wet on dry- Applying paint onto dry paper.
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Things to remember when using watercolour paint.

Use a range of tones by adding darker areas then adding water to blend to lighter areas.
 Try not to press too hard with the brush.
 Use careful paintbrush control to work neatly to the edges.
 Wear an apron
 Mix in water to make paint lighter.
 Don't add too much water.
 Use the right size brush for the area.
 Use paints as they are supposed to be used.
 Take your time to get it right.
 Keep it even and in one direction
 Activate the colour with water.
 Mix colours carefully.




Colour Mixing with Paint		
How do you make a colour lighter?	To make a colour lighter you add white. These are called tints.	
How do you make a colour darker?	To make a colour darker you add the colour opposite it on the colour wheel. Orange- Blue Green- Red Purple- Yellow	



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 43 to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 1-3. 2. Why do we look at artists work? 3. Why is it important for us to design the art we make? 4. Look online to find a cartoon facial features. Practise drawing 5 into your homework book.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 4-6. 2. How do you make a colour darker when painting? 3. How do you make a colour lighter when painting? 4. Research an artist of your choice, write down their name and 5 facts 5. Why do you like/dislike the artist.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write check the key terms and definitions for 7-8. 2. What do you like about using watercolour paint? 3. What do you dislike about watercolour paint? 4. What is the subject of this artwork Dixon does doodle- Picture A? 5. What do you like/dislike about the artist.



Picture A



Key Skills




	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
21	Audience	Spectators
22	Character	A person who you play in role
23	Rehearsal	Practicing a scene/performance

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



Instructions:

1. Set a timer for 20 minutes. Please stop if you run out of time.
2. For each homework, you will be asked to look at a particular section of your Knowledge Organiser.
3. Please use your knowledge organiser on page 47 to help you answer the questions, using full sentences

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Who was Shakespeare? 2. Name a Shakespeare play. 3. Write down a Shakespearean insult 4. How is a script different to a novel? 5. What are stage directions in a script?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Name 3 physical skills that an actor must use to show a character on stage 2. What does status mean? 3. What is blocking? 4. Name 3 vocal skills that an actor must use to show character on stage 5. What does using an accent tell the audience about your character?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Draw where you would stand if you were upstage left on stage 2. What does a focused rehearsal look like? 3. What makes a successful freeze frame? 4. How can you show a low-status character using physical skills? 5. What is received pronunciation?