



Year 7 | Term 4 | 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 A	19/02/2024
Week A	26/02/2024
Week B	04/03/2024
Week A	11/03/2024
Week B	18/03/2024
Week A	25/03/2024

Subject	Page	Homework is set on:
English	6 - 10	Tuesday
Maths	11 - 13	Friday
Science	14 - 18	Friday
PE	19- 20	Week A
Tech/Computing	21 - 26	Week A
Art	27 - 28	Week A
Drama	29 - 30	Week A
History	31 - 32	Week B
Geography	33 – 35	Week B
RE	36 – 37	Week B
French / Spanish	38-45	Week B
Music	46-47	Week B
PSHE	48	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 Rhiannon.Woods@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	BBAYear7team@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.**

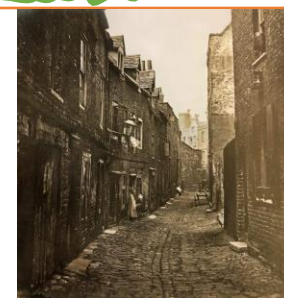
Subject	Additional Tasks	
English	You should read for 15 minutes a day and record this in your reading log provided by your English teacher.	
Maths	<p>TT Rockstars: Times Tables Rock Stars is a fun and challenging programme designed to help you master the times tables.</p> <p>5 to 15 minutes practice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





Key word	Definition	Key Word	Definition
1 Protagonist 	A protagonist in a play, novel, or real event is one of the main people in it.	11 Victim 	A victim is someone who has been hurt or killed.
2 Benefactor 	A benefactor is a person who helps a person or organization by giving them money.	12 Morality 	Morality is the belief that some behaviour is right and acceptable and that other behaviour is wrong.
3 Tyrannical 	If you describe a government or organization as tyrannical, you mean that it acts without considering the wishes of its people and treats them cruelly or unfairly.	13 Hierarchy 	A hierarchy is a system of organizing people into different ranks or levels of importance, for example in society or in a company.
4 Deceptive 	If something is deceptive, it encourages you to believe something which is not true.	14 Identity 	Your identity is who you are.
5 Penned 	Often a metaphor for being trapped. A pen is also a small area with a fence round it in which farm animals are kept for a short time.	15 Heritage 	A country's heritage is all the qualities, traditions, or features of life there that have continued over many years and have been passed on from one generation to another.
6 Dilapidated 	A building that is dilapidated is old and in a generally bad condition.	16 Poverty 	Poverty is the state of being extremely poor.
7 Audacious 	Someone who is audacious takes risks in order to achieve something.	17 Justice 	Justice is fairness in the way that people are treated.
8 Disparaging 	If you are disparaging about someone or something you say things which show that you do not have a good opinion of them.	18 Retribution 	Retribution is punishment for a crime, especially punishment which is carried out by someone other than the official authorities.
9 Haughty 	You use haughty to describe someone's behaviour that seems to be very proud and to think that they are better than other people.	19 Bildungsroman 	A novel concerned with a person's formative years and development
10 Penitent 	Someone who is penitent is very sorry for something wrong that they have done, and regrets their actions.	20 Malevolent 	A malevolent person deliberately tries to cause harm or evil.

Key character	Biography	Key character quotation
Pip Pirrip 	An orphan who serves as an apprentice to his gentle uncle, the blacksmith, Joe Gargery. When he unexpectedly comes into a fortune he grows haughty and extravagant in pursuit of a genteel life. Great Expectations is a book about the life of Pip.	<i>I took the opportunity of being alone in the courtyard to look at my coarse hands and my common boots. They had never troubled me before, but they troubled me now, as vulgar appendages.</i>
Joe Gargery 	Joe is the father figure for Pip. Married to Pip's harsh sister. Joe has no formal education but has a deep sense of justice and fairness. He acts lovingly to Pip even when Pip is sometimes ungrateful.	<i>It ain't that I am proud, but that I want to be right, as you shall never see me no more in these clothes. I'm wrong in these clothes.</i>
Estella 	The adopted daughter of Miss Havisham, Estella is proud, refined, beautiful and cold. Raised by Miss Havisham to be cold-hearted and unable to love.	<i>Though she called me 'boy' so often, and with a carelessness that was far from complimentary, she was about my own age. She seemed much older than I....and a queen.</i>
Miss Havisham 	The wealthy daughter of a brewer, Miss Havisham was abandoned by her fiancé on her wedding day. She preserves herself and her house as if it were her wedding day. She is manipulative and bitter and until the end of the novel is unable to recognise anyone's pain but her own.	<i>"Look at me" said Miss Havisham. "You are not afraid of a woman who has never seen the sun since you were born?"</i>



Biography of Charles Dickens

- His father was kind a likeable but was useless with budgeting his wages, he ended up going to debtors prison.
- Dickens was a famous author when he was alive; many Victorians couldn't wait to read what he wrote next.
- He lived during the Victorian period which was a time of great social change such as the Industrial Revolution and the growing divide between the rich and the poor.
- During his life many people were moving to London in search of jobs and a better life.
- What was expected of upper-class Victorians was very strict, manners and certain behaviour in social situations was expected.



Themes

**Ambition and self-improvement**

The theme of *Great Expectations* is quite simple: affection, loyalty, and conscience are more important than social advancement, wealth, and class.

Social Class

Dickens explores the class system of Victorian England, ranging from the most wretched criminals (Magwitch) to the poor peasants of the marsh country (Joe and Biddy) to the middle class (Pumblechook) to the very rich (Miss Havisham).

Crime, guilt and innocence

The theme of crime, guilt, and innocence is explored throughout the novel largely through the characters of the convicts and the criminal lawyer Jaggers.

Education

Education allows for personal growth in the novel. Joe and Biddy show how education can be a good thing. Pip receives an education that allows him to advance into a new social position, but Pip's education improves his mind without supporting the growth of his character.

Family

Although Pip and Estella both grow up as orphans, family is an important theme in the novel. Pip grows up with love and support from Joe, but fails to see the value of the unconditional love Joe gives him. He eventually makes up with Joe after understanding his errors. Estella is exposed to damaging values from her adopted mother, Miss Havisham, and gradually learns from experience what it means to care about someone.

Techniques

**Metaphor:**

A comparison between two things where one thing is identified as something else E.g. 'The moon is a ghostly galleon'

Personification:

Where an inanimate object is described as having human characteristics E.g. The trees danced in the breeze

Symbolism:

Where an image represents an idea E.g. the dawn of a new day represents hope

Imperative verbs:

Words which are used to issue commands

Reading Terms

**Inference:**

An inference that comes from identifying clues in a text

**Deduction:**

An understanding based on clues in a text

**Connotation:**

An idea or meaning suggested by a word. Sometimes there may be several connotations to a word


Prediction:

Clues in the text suggest a possible ending or next step




**Instructions:**

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on pages 6-8 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 1-5 on page 6 2. Who is the protagonist in Great Expectations? 3. Explain how Great Expectations is a bildungsroman 4. Who was the most malevolent character in Trash in your opinion? 5. Which words in the Estella key character quotation suggest she believes she is superior to Pip, you can use the notes on page 7 to help you.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 6-10 on page 6 2. Copy and complete: Dickens was a famous author when he was alive so lots of people would have.... 3. How were upper-class Victorians expected to behave? 4. What are connotations? 5. Give 2 connotations of the word 'deceptive'.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 11-15 on page 6 2. Copy and complete: Although Joe has no formal education, he still has a sense of _____ and _____. 3. Which words in the Miss Havisham key quotation suggest she is frightening to look at? 4. What is an imperative verb? 5. How did the convict use imperative verbs at the very start of Great Expectations? What was he trying to convince to do?

**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 6-8** 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 terms and definitions for 16-20 on page 6 2. Write out the definition of retribution in your own words. 3. Which character in Great Expectations is Pip's benefactor? Why is this surprising to the reader? 4. Give one example of when Estella's behaviour could be described as 'haughty'. 5. Explain why Charles Dickens may have had empathy for poor Victorians.
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 1,3,5,7,9 on page 6 2. Does Pip expect to come into a fortune? What happens when he does get some money? 3. Explain what social class is in your own words. 4. Give 2 examples from Great Expectations of how Pip is embarrassed of his own family. 5. Copy and complete: The plot of Great Expectations is deceptive because most readers assume that Miss Havisham is Pip's benefactor but it is in fact
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check the key terms and definitions for 2,4,6,8,10 on page 6 2. Write out the definition of retribution in your own words. 3. Which characters demonstrate why education can be a good thing? 4. Which character is mostly linked to the theme of crime, guilt and innocence? 5. Copy and complete: Miss Havisham adopts Estella and trains her to...



Comparing decimals: It is important when comparing decimals to compare each digit which is in the same place value. For example, compare the tenths with each other because they are in the same place.



1

Compare the tenths – 3 is less than 6 so we know that 2.37 must be smaller than 2.62.

Ordering decimals: When ordering decimals it is important to ensure that all of the decimals have the same number of digits.

For example:
0.3, 0.43, 0.03, 0.043 would become 0.300, 0.430, 0.030, 0.043

It is then easy to order them: 0.03, 0.043, 0.3, 0.43

You must only use the additional zeros to help you order the decimals, they must be written as they were in the question as your answer.

Key Terms:

3

- Ratio:** Relationship between two or more numbers.
- Part:** This is the numeric value '1' of, would be equivalent to.
- Simplify:** Divide all parts of a ratio by the same number.
- Equivalent:** Equal in value.
- Convert:** Change from one form to another.
- Scale:** The ratio of the length in a drawing to the length of the real thing.
- Proportion:** A name we give to a statement that two ratios are equal.

Writing a Ratio

Ratio: This is the relationship between two or more numbers and each number is separate by a colon.

4



The ratio of footballs to rugby balls: 1:4

The ratio of rugby balls to footballs: 4:1

Football is mentioned first so that is why the 1 comes before 4.

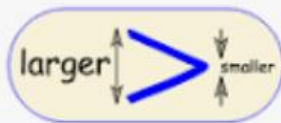
Rugby is mentioned first so that is why the 4 comes before 1.

As fractions: If we wanted to represent the ratio as fractions then:

$$1 : 4 \\ = \frac{1}{5} : \frac{4}{5}$$

The denominator comes from adding the two parts of the ratio together.

Equality and Inequality



2

$=$ equal $>$ greater than \geq greater than or equal
 \neq not equal $<$ less than \leq less than or equal



Simplifying a ratio

You must make sure that your ratio has been simplified fully by finding the highest common factor.

$$\begin{array}{l} \text{Simplify } 12 : 20 \\ \div 4 \\ = 3 : 5 \end{array}$$

This could have been done in two steps by dividing by 2 and then by 2 again.

$$\begin{array}{l} \text{Simplify } 60 : 40 : 100 \\ \div 10 \\ = 6 : 4 : 10 \\ \div 2 \\ = 3 : 2 : 5 \end{array}$$

This could have been done in one step by dividing by 20.

Sharing in a ratio

Sharing in a ratio: To share in a ratio we can use bar modelling to visualise the steps.

Add the parts of the ratio together.

Share £45 in the ratio 2:7.

$$2 + 7 = 9 \text{ parts}$$

Divide the total by the number of parts.

$$45 \div 9 = 5$$

$$\begin{array}{l} 2 : 7 \\ \times \\ \hline \end{array}$$

Multiply each part of the ratio by the value of one part,

$$= \text{£}10 : \text{£}35$$

$$\begin{array}{r} 2 : 7 \\ \begin{array}{|c|c|} \hline 5 & 5 \\ \hline 5 & 5 \\ \hline \end{array} \\ = 10 \quad 5 \\ \begin{array}{|c|} \hline 5 \\ \hline 5 \\ \hline 5 \\ \hline \end{array} \\ = 35 \end{array}$$

Sharing ratio when given one part:

Joy and Martin share money in the ratio 2:5. Martin gets £18 more than Joy. How much do they each get?

$$5 - 2 = 3 \text{ parts difference}$$

$$18 \div 3 = 6$$

$$\begin{array}{l} 2 : 5 \\ \times \\ \hline \end{array}$$

$$= \text{£}12 : \text{£}30$$

Find how many parts difference there are and then divide.

$$\begin{array}{r} 2 : 5 \\ \begin{array}{|c|c|} \hline 6 & 6 \\ \hline 6 & 6 \\ \hline \end{array} \\ \begin{array}{|c|} \hline 6 \\ \hline 6 \\ \hline 6 \\ \hline \end{array} \\ = 12 \quad = 30 \end{array}$$

TOP TIP

When you are sharing in a ratio you need to read the question carefully to make sure that you know if the amount that you are given in the **whole**, **a part** or the **difference**



Instructions:

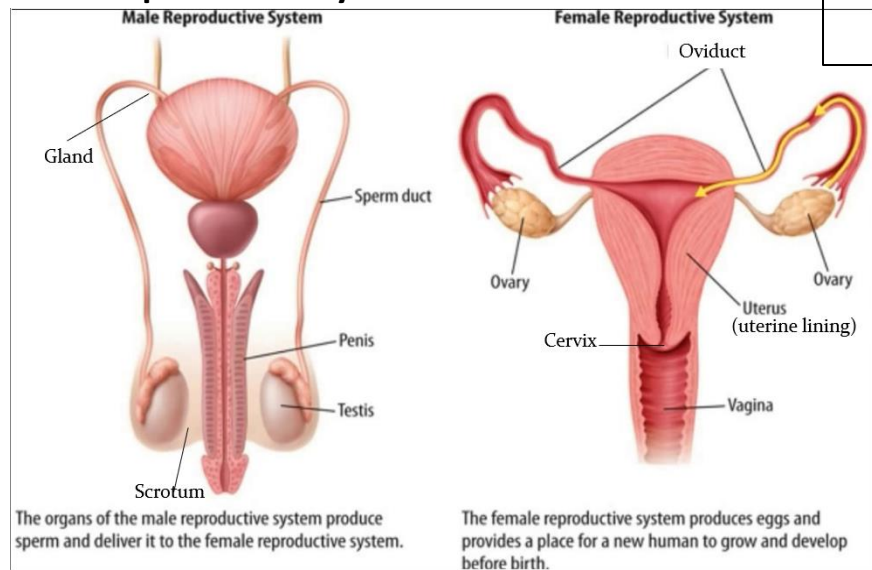
1. In addition, students will receive online homework via the Mathswatch website **every Friday**. This **needs to be completed alongside the knowledge questions and times tables practice"**

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

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Complete?		1. Show that you understand the decimal system. How many tenths are in the number 35.432? How many hundredths? What does the digit 3 represent? 2. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"
Homework 2 <input type="checkbox"/> Complete?		1. Make a poster/ Draw a diagram to help you to learn all the inequality symbols and their meanings. 2. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"
Homework 3 <input type="checkbox"/> Complete?		1. Learn the vocabulary for Ratio (Look Cover Write Check) 2. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"
Homework 4 <input type="checkbox"/> Complete?		1. Write a paragraph explaining the difference between Ratio and Proportion 2. Ext. If an amount is shared in the ratio 7:4 what fraction represents the smaller part? 3. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"
Homework 5 <input type="checkbox"/> Complete?		1. Show that you understand how ratio is simplified using the HCF. 2. Ext. simplify the following ratio 0.25 : 0.5 3. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"
Homework 6 <input type="checkbox"/> Completed?		1. Write notes in your HW book to demonstrate your understanding of the difference between sharing an amount 3 : 5 when a) the whole amount is £80 b) when the largest share is £80 2. Complete the online homework via Mathwatch. This needs to be completed alongside the knowledge questions and times tables practice"

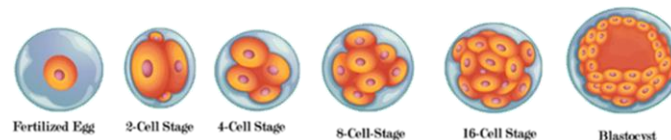
	Key Term	Definition
1	Chromosomes	Long strand of DNA, which contains many genes
2	DNA	Chemical that contains all the genetic information needed to make an organism
3	Fertilisation	The process where the nucleus of a sperm and egg cell join together
4	Embryo	A ball of cells that forms when a fertilised egg cell divides
5	Reproduction	The production of offspring by sexual or asexual processes

1. Reproductive systems



2. Fertilisation

- **Fertilisation** is when the egg cell nucleus and sperm cell nucleus combine, this happens inside the woman's oviduct.
- The fertilised egg cell implants into the woman's uterus lining and the cell begins dividing. The dividing cells are known as the embryo.
- The embryo will travel to the uterus and implant if the environment is hospitable.
- After the implantation, the woman is said to be pregnant.

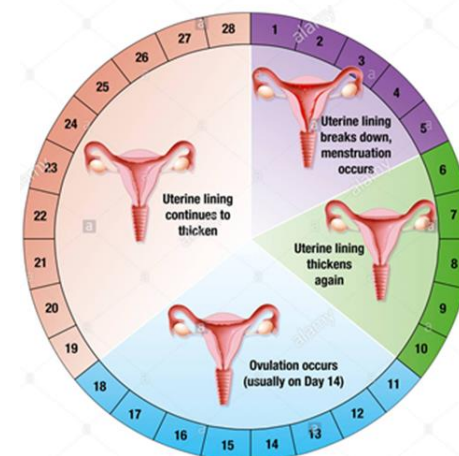


3. Birth

- **Childbirth** is divided into a series of stages called labour.
- Pre-labour is when the contractions begin.
- Dilation is when the mother's water breaks and the cervix dilates.
- Birth is when the cervix is fully widened, the mother pushes and the baby comes out of the vaginal opening.
- The final stage of birth is called the delivery of the placenta. The umbilical cord is clamped and cut and the placenta is pushed out of the uterus.

4. Menstrual cycle

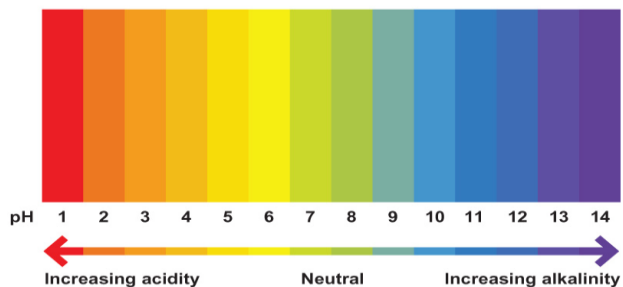
- Day 1 – blood from the uterus lining leaves the body through the vagina.
- Day 5 – bleeding stops. The lining of the uterus begins to re-grow and an egg matures.
- Day 14 – an egg cell is released from one of the ovaries. This is called ovulation.
- Day 16 onwards – the egg travels to the uterus. The uterus lining continues to thicken.



	Key Term	Definition
1	Indicator	A substance that changes colour in the presence of an acid or a base
2	pH scale	A scale used to measure how acidic or basic a solution is
3	Neutralisation reaction	A chemical reaction between an acid and a base that produces a solution with a pH of 7
4	Acid	A substance which has a pH below 7
5	Base	A substance which neutralises an acid, with a pH above 7

1. The pH scale

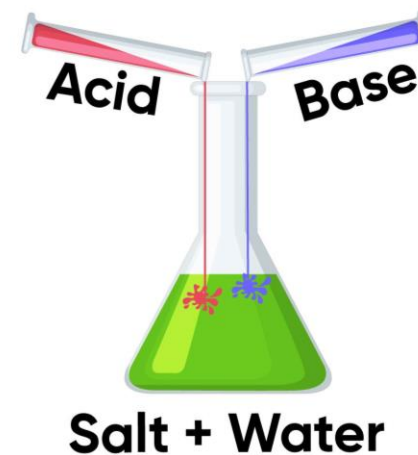
- Shows how acidic a substance is
- The pH scale runs from 0 (very acidic) through 7 (neutral) to 14 (very alkaline)
- pH can be measured either by (i) using an **indicator**, and comparing the colour to a chart or (ii) using a **pH probe** which gives a numerical value



- The colours above show the colours that Universal Indicator would turn in solutions with each of the pH values shown e.g. a solution with a pH of 7 would turn green

2. Neutralisation reactions

- Neutralisation reactions happen when we add an acid to a base
- Any substance that will neutralise an acid is called a base
- When an acid and a base react together, a salt + water are always produced
- We can show this reaction using a word equation:



3. Naming salts

- The name of the salt produced depends on the acid and base that were used.
- The first part of the name of the salt** comes from the **metal** in the base used e.g. **magnesium** oxide
- The second part of the name of the salt comes from the acid. The table shows the names of the salts formed from three common acids.

Acid	Salt formed
Hydrochloric acid	-chloride
Nitric acid	-nitrate
Sulfuric acid	-sulfate

Examples:

- Sodium** hydroxide + **hydrochloric acid** \rightarrow **Sodium chloride** + Water
- Iron** oxide + **sulfuric acid** \rightarrow **Iron sulfate** + water
- Copper** oxide + **nitric acid** \rightarrow **Copper nitrate** + Water

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

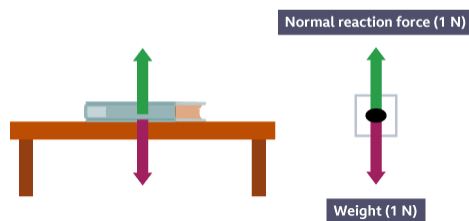
- A force is a push or a pull that acts on an object due to the interaction with another object.
- Force is measured in newtons (N).
- Forces are divided into contact forces and non-contact forces.

Contact forces	Non-contact forces
Contact forces act between two objects that are physically touching.	Non-contact forces act between two objects that are not physically touching.
Examples: <ul style="list-style-type: none"> • Air resistance • Water resistance • Friction • Upthrust • Thrust • Reaction force 	Examples: <ul style="list-style-type: none"> • Magnetic force • Electrostatic force • Gravitational force

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

Force diagrams

- Many forces act on an object at one time.
 - The size and direction of these forces determines the movement of the object
- A book resting on a table

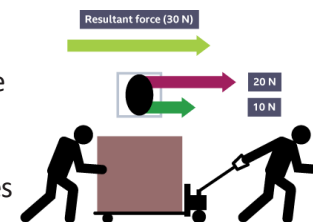


Key points:

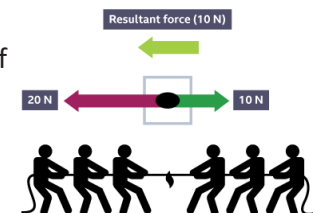
1. Draw the arrows with a pencil and ruler
2. Draw the arrows from the centre of the object pointing outwards
3. Label the arrow with the name of the force and size (Newtons)

Balanced and Unbalanced forces

- If the forces acting on an object in different directions are the same size – they are **balanced**
- If the forces acting on an object in different directions are different sizes – they are **unbalanced**
- The resultant force is the **overall force** acting on the object.
- Always state the **size and direction** of the resultant force
- If the forces acting in opposite directions are the same size, the resultant force will be **ON (zero)**.



Forces acting in the **same direction** – add the forces to find the resultant force
 E.g. 20 N + 10 N = 30 N to the right




Forces acting in a **different direction** – subtract the forces to find the resultant force
 E.g. 20 N - 10 N = 10 N to the left




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 14-16 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 Reproduction 1 (Page 14) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms and definitions for 1-5, this can be found on page 14 2. List the parts of the male reproductive system. (1. Reproductive systems) 3. List the parts of the female reproductive system. (1. Reproductive systems) 4. Where does the embryo implant? (2. Fertilisation) 5. Describe the process of fertilisation. (2. Fertilisation)
<p>Homework 2 Reproduction 2 (Page 14) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Copy and complete the sentence: 'Childbirth is divided into a series of stages called the stages of'. (3. Birth) 2. Identify the 4 main stages of labour. (3. Birth) 3. What happens during the delivery of the placenta? (3. Birth) 4. How many days is the menstrual cycle? (4. Menstrual cycle) 5. Describe the main stages of the menstrual cycle. (4. Menstrual cycle)
<p>Homework 3 Energy and heat transfer 1 (Page 15) <input type="checkbox"/> Completed?</p>		<ol style="list-style-type: none"> 1. Read, cover, write, check key terms and definitions for 1-5, this can be found on page 15. 2. Name two ways that the pH of a solution can be measured (1. the pH scale) 3. What is the value of the most acidic solution on the pH scale? (1. the pH scale) 4. Describe what you would see if you added a few drops of universal indicator to a neutral solution (2. Neutralisation reactions) 5. Write a word equation to show the reaction between sodium hydroxide and sulfuric acid (3. Naming salts)



Homework	Due 	Task:
Homework 4 Acid Reaction 2 (Page 16) <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Read, cover, write, check key terms and definition for 1-5, this can be found on page 16.2. Which piece of apparatus can be used to measure the pH of a solution which gives a numerical value? (1. the pH scale)3. What is the value of a neutral solution on the pH scale? (1. the pH scale)4. Name the two products always produced in a neutralisation reaction (2. Neutralisation reactions)5. Write a word equation for the reaction between iron oxide and nitric acid (3. Naming salts)
Homework 5 Forces Revision (Page 15) <input type="checkbox"/> Completed?		<ol style="list-style-type: none">1. Read, cover, write, check key terms and definitions for 1-6, this can be found on page 15.2. How do you represent a larger force in a force diagram?3. What is the difference between mass and weight?4. What is the resultant force in a tug of war if one team is pulling to the left with 100 N and the other team is pulling to the right with 75 N?5. Draw a labelled forcediagram to represent a boat sailing on water. The boat has the following forces acting on it: 100 N thrust – 50 N air resistance – 50 N water resistance – 200 N upthrust – 200 N weight.
Homework 6 Particle Revision (Page 15) <input type="checkbox"/> Completed?		No homework this week due to the bank holiday on Friday.



1. Leaders in sport: Someone who has influence in helping others to achieve their goals.

Types of Leaders in sport

2. Captains who motivate and set a good example by performing reliably under pressure and encouraging their team-mates. In some sports they change tactics during play.

3.Coaches who analyse individual and team performance. They plan training programmes to improve fitness, technique and skill and decide the strategies to be used in competition

4. Referees and umpires make sure that the **rules** of a game are followed. It is the rules (or laws) that make the sport what it is and help to keep all players safe.




Attributes of a leader		
Communication – Verbal and Non-verbal	Speaking Gestures Body language Eye contact	
Understanding of how skills are learnt	Knowledge of how we learn as people and how to break a skill down	
Organisation of equipment	Understanding how to best use equipment efficiently	
Knowledge of the activity area	Sound expertise in the area they are leading in	
Demonstration of skills	Can model how skills are performed to an expert level	





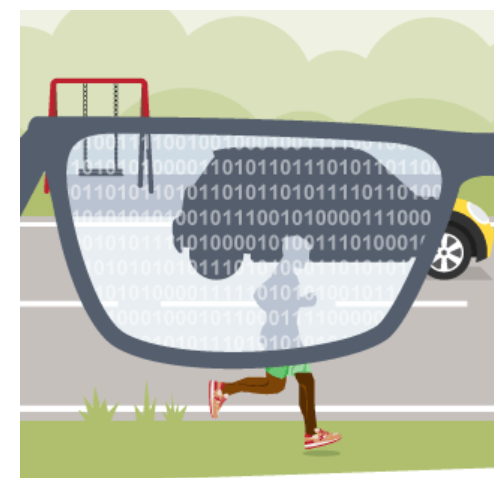
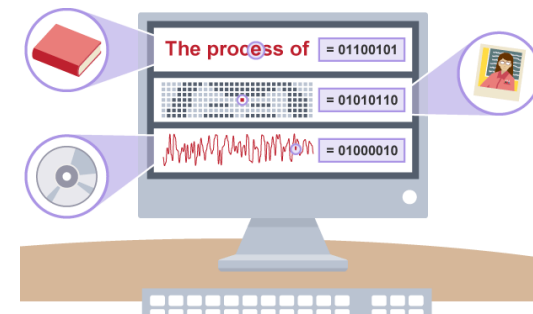
Instructions:

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		Task:
Homework 1 <input type="checkbox"/> Completed?		1.Look, cover, write, check Key Words for 1 and 2 2. Identify a type of leader? 3. List an attribute a leader needs? 4. Give an example of verbal and non-verbal communication? 5. Give an example of who enforces the rules in a sporting fixture?
Homework 2 <input type="checkbox"/> Completed?		1. Look, cover, write, check Key Words for 3 & 4 2. Identify a leader that would be with the team during performance? 3. Describe an attribute needed to be a coach? 4. How would organising equipment be important to be a leader? 5. How would demonstration help the learning of participants?
Homework 3 <input type="checkbox"/> Completed?		1. Look, cover, write, check Key Words for 1 - 4 2. Given an example of a leader you admirer in sport 3. Describe an attribute needed to be a captain? 4. Describe an attribute needed to be a referee or umpire? 5. What knowledge would you gain from analysing a performance?



Key Term	Definition
1. Hackers	A hacker is someone who breaks into computer systems, accounts, or networks.
2. The Cloud	The cloud is a way of storing and accessing data and programs over the internet. Rather than store files and running applications on your own device, a powerful computer elsewhere in the world does these tasks for you.
3. Binary	Binary is a base-2 number system that represents numbers using only two digits: 0 and 1.
4. Denary	Denary is a base-10 number system, which means that it uses 10 digits to represent numbers: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.
5. Bits	Bit is short for binary digit. A bit is the smallest unit of information in a computer and can be either 0 or 1.
6. Byte	A byte is a unit of information that consists of eight bits (8x 0s or 1s)
7. Character Sets	A character set is a complete collection of characters used in computers, phones, printers and more to represent text, numbers, and other symbols.
7. Input/Output Devices	Input/output devices are used to allow a computer to interact with the user and the outside world. Input devices are used to enter data into the computer, while output devices are used to display data from the computer.
8. Central Processing Unit	A central processing unit (CPU) carrying out instructions.
9. Random Access Memory	RAM is used to store data and instructions that are currently being used by the computer and is volatile (temporary).
10. Storage Devices	Where programs and files are saved on a computer system.
11 Flowchart	A flowchart is a diagram that shows the steps involved in a process. It is a graphical representation of an algorithm. Flowcharts are used to map out and design computer programs, and to identify potential problems.
12. Algorithms	An algorithm is a step-by-step procedure for solving a problem. It is a sequence of instructions that tells a computer what to do. Algorithms are used in programming and artificial intelligence (AI).



How computers see the world


Symbol	Name	Function
	Start/end	An oval represents a start or end point
	Arrows	A line is a connector that shows relationships between the representative shapes
	Input/Output	A parallelogram represents input or output
	Process	A rectangle represents a process
	Decision	A diamond indicates a decision

Flowcharts



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 21 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, write, cover, check the key term and definition for 7-10. This can be found on page 21. 2) Give examples of 3 input devices 3) Give examples of 3 output devices 4) What does CPU stand for 5) Give examples of storage devices
Homework 2 <input type="checkbox"/> Completed?		1. Look, write, cover, check the Key term and definition for 11-12. This can be found on page 21. 2. Explain what a 'flowchart is' 3. Explain why flowcharts are used 4. Draw the flow chart symbol for input/output 5. Draw the flow chart symbol for decision
Homework 3 <input type="checkbox"/> Completed?		1) Look, write, cover, check the key term and definition for 3-7 this can be found on page 21. 2) Recap: Write a denary number and its 8 bit binary number. 3) Recap: Write a binary number and its 8 bit denary number. (different from above) 4) How many bits in a byte? 5) How many bits in a nibble? 6) Name two different character sets.



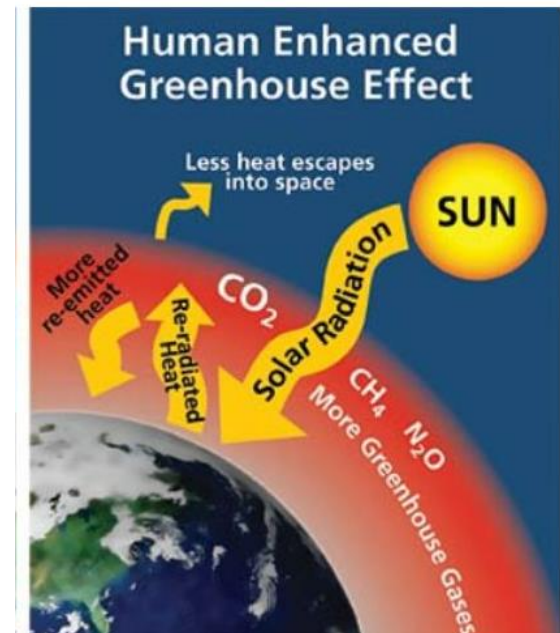
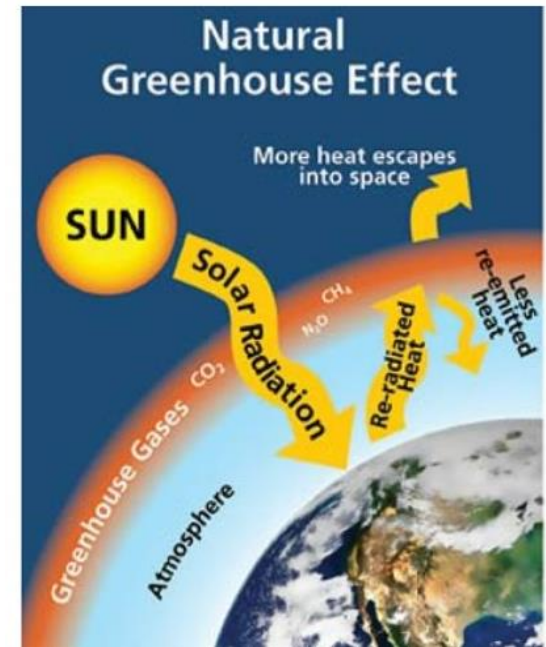
Key word	Definition
1. Hidden sugars	Foods that contain sugars where you might not expect them to be e.g. breakfast cereals, ready meals etc...
2. Excessive	In amounts which are considered too large.
3. Consumer	User
4. Consumption	Using/ eating.
5. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
6. Nutrition	Eating all the nutrients required to be healthy.
7. Food miles	How far a food has travelled from where it was grown/ reared to your plate.
8. Global Warming	Increasing temperature of the planet due to carbon emissions produced by the energy required to make and transport products.
9. Seasonality	When a food is harvested or at its peak. Different foods are in season at different times of year.

Reading food labels



Why do we need to watch how much we eat of these four nutrients? (This includes, Sugars, fats, saturates and salts)


- We need **some fats** in our diet, but too much can lead to excessive energy intake and weight gain.
- Saturated fat has been linked to build up of cholesterol and coronary heart disease.
- We need some salt in our diets to hold water in our blood. However too much means we hold too much water leading to high blood pressure and potentially stroke.
- Too much sugar has been linked to developing Diabetes type 2 as well as weight gain.





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 23 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.**

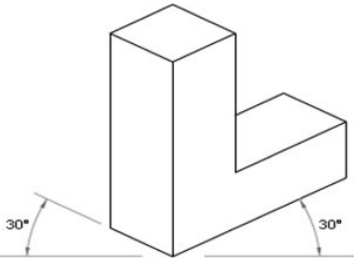
Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 1-4. 2. Explain the meaning of the term hidden sugars and give two examples of foods containing hidden sugars. 3. Using the key words 3 & 4 on page 30, explain how the meanings of the words consumer and consumption similar? 4. Explain how excessive consumption (eating lots) of foods high in fat, sugar or salt can affect health. 5. Give three examples of how you could swap a sugar snack for a healthier snack.
<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 5-9. 2. Explain the meaning of food miles. 3. Give an example of 3 foods and their food miles into the UK. 4. Give an example of 2 foods that are grown in autumn. 5. Give one benefits of reducing food miles to the environment?
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>Your teacher will set an end of topic knowledge test for you on SMHW. If you need a paper copy, please let them know and they can print one for you</p>



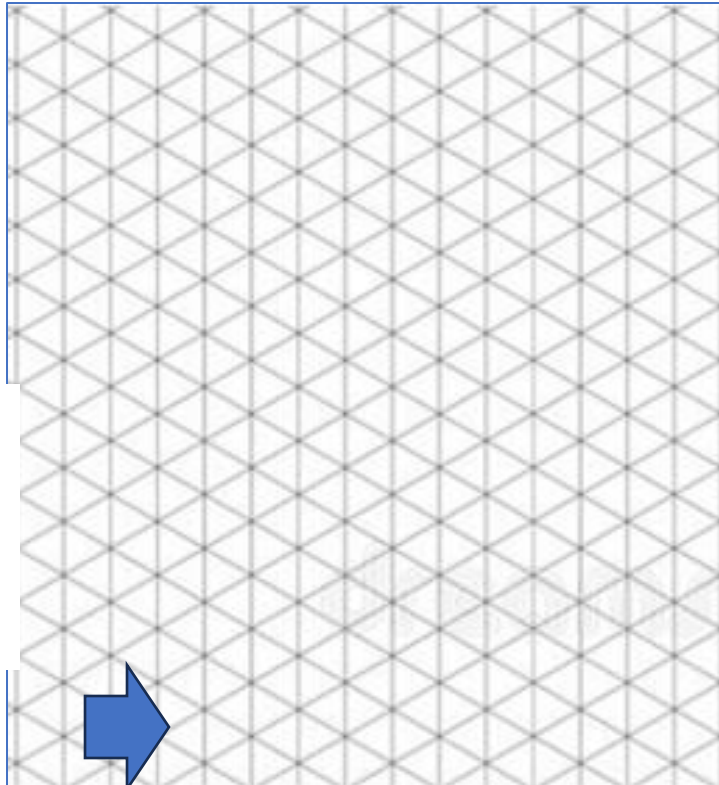
Keywords		Definitions
1	Plastics: Crude oil	Oil made from dead Sealife, which takes millions of years to form.
2	Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
3	Thermosetting	This is a type of plastic that when shaped cannot be reshaped
4	Emissions	Gases released during manufacture of products e.g., carbon dioxide.
5	Drawing Isometric	This is a type of 3D sketching technique that we use in DT

Isometric Drawing

Isometric drawing is made up of a series of parallel vertical lines and parallel 30 degree lines. There are no horizontal.



Homework 1 Question 5: Complete your isometric drawing here.





Packaging material	Advantages	Disadvantages
Board e.g. cardboard 	Cheap, light , reasonably strong (depending on thickness), can be printed on, stacked and recyclable.	Not airtight, not waterproof, tears easily if soaked in liquid.
Plastic 	Durable/strong, reusable, waterproof, moulds easily, can be printed on, light, cheap.	Some types cannot be recycled or heated. Environmental impact (a by-product of oil production).
Glass 	Waterproof, strong, See through, luxury.	Heavy, fragile- breaks into dangerous pieces , expensive.
Metal 	Light weight, recyclable- depending on metal used, durable/ strong, waterproof, can be printed on.	Expensive , cannot be used in the microwave, conducts heat. Environmental impact – mined from earth's resources.






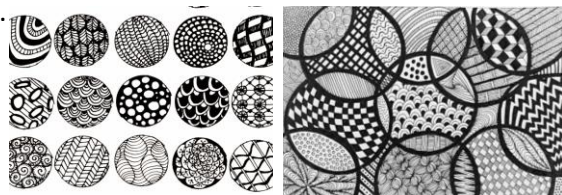


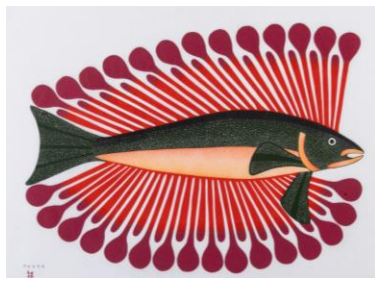
Instructions: You are on a rotation with Technology. If you are unsure, please speak to your teacher.

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 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 Plastics and <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key term and definitions for 1-5 2. Explain the difference between thermoforming and thermosetting plastics. 3. Explain how plastic causes damage to the environment. 4. What is isometric drawing? 5. Draw an isometric L-shape in your book or on the page with the triangles printed on.
Homework 2 Packaging <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Give an example of packaging made using board (card) and list 2 advantages and 2 disadvantage to using it. 2. Give an example of packaging made using plastic and list 2 advantages and 2 disadvantage to using it. 3. Give an example of packaging made using glass and list 2 advantages and 2 disadvantage to using it. 4. Give an example of packaging made using metal and list 2 advantages and 2 disadvantage to using it. 5. Using your knowledge of packaging material from questions 1-4 select and explain which material would be best to package boiled sweets. 
Homework 3 Metals <input type="checkbox"/> Completed?		Your teacher will set an end of topic knowledge test for you on SMHW. If you need a paper copy, please let them know and they can print 1 for you.



<p>1- Pattern</p> 	<p>Pattern in art means a repeated decorative design, made from a mixture of shapes, lines or marks.</p>
<p>2- Motif</p> 	<p>Patterns are made from motifs. A motif is an individual element of a pattern which can be repeated or rotated to create a pattern</p>
<p>3- Organic</p> 	<p>Of, relating to, or derived from living organisms. Forms which look natural, they are irregular and unpredictable</p>
<p>4- Geometric</p> 	<p>Using simple shapes such as circles, triangles and lines in a decorative object.</p>
<p>Zentangle</p> 	<p>Zen Doodling (aka zentangles) is a style of doodling/drawing that allows someone to create intricate designs by completing small areas of patterns.</p> 



Inuit Art

Inuit are Indigenous people of the Arctic. The Inuit people live in Alaska, Canada, Siberia, and Greenland, with most of them inhabiting northern Canada.

The Inuit people make different types and forms of art, including sculpture, block printing, relief printing, carving, and others. Inuit people often make art about their lives, traditions and their environment.

The arts are a vital element of Inuit culture and traditions. Cape Dorset in Nunavut is known as the "Capital of Inuit Art" and 1 out of 5 workers here are employed in the arts.



Kenojuak Ashevak

Kenojuak Ashevak was one of the most important Inuit artists. She was the first female artist to work in the studio in Cape Dorset.

Her work often features—an animal, bird, fish or human—positioned in the centre of the paper without the context of landscape or narrative (story telling) devices.



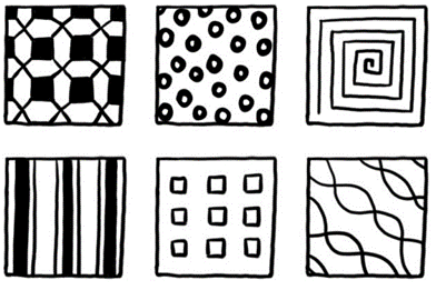
Her work is colourful and bold and although it is quite realistic, there is also an abstract element to it. She draws from nature but stylises with her imagination. For example, the fins or feathers are often exaggerated, and colours are brighter.





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 27 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. Read cover write check terms the key terms and definitions for 1-4 2. Give 3 examples of patterns, such as stripe. 3. Draw a zen doodle inspired by the images on the knowledge organiser or internet. <p>Example of task</p> 
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Draw 5 different patterns, these could be observed from around your home or Images you find online. 2. Which pattern do you like best? Why? 3. Read the information about Inuit art. 4. Write a sentence about Inuit art. 
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read the information about Kenojuak Ashevak. 2. Write a description of one of the pieces. In this piece I can see..... 3. Write an opinion about her work. I like/dislike her work because..... 4. If you had to make a piece of art about animals found in England, which animal would you choose?



Key Word-Physical and Vocal Skills


1	Body Language	How a person used their body to communicate how they are feeling.
2	Gait	How narrow or wide a person's stance (legs and shoulders) is to show their level of confidence i.e. the more confident a person is the wider gait they tend to have).
3	Gesture	Hand or head movement to back up dialogue or to be used instead of dialogue e.g. thumbs up to say that something is good.
4	Mannerism	Idiosyncrasies and habits that are particular to us. We might fiddle with our hair or shift our weight from one foot to the other. It's important that you're able to remove any habits of your own that might interfere with characterisation.
5	Energy	The term 'energy' in drama is used to describe how an actor uses movement, gestures, gait and posture to show the type energy their character has.=
6	Body tension	How relaxed or tensed an actor's muscles are
7	Posture	How tall a person stands or sits e.g. hunching or standing tall with their head held high.
8	Eye contact & focus	The state in which two people are aware of looking into one another's eyes. Or where the eyes are focused.
9	Use of space	The way the actor moves around the performance space

10	Status	The importance of a character compared to the other characters on stage
11	Facial Expression	How a person uses the muscles in their face to show how they are feeling e.g. frowning to show that they are sad.
12	Volume	This is how loud or quiet a performer speaks. This can range from a Stage whisper to shouting really loud. The way in which an actor uses volumes helps show the audience what mood the character is in as well as what the situation is.
13	Pitch	How high or low
14	Pause	A moment of silence or stillness used for effect
15	Pace	Speed of delivering lines/dialogue
16	Diction	Diction is how clearly you speak.
17	Tone	This is how an actor speaks to show what mood their character is in e.g. Happy, sad, angry etc.



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 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 1 <input type="checkbox"/> Completed?		1.Look, write, cover, check the key terms and definitions for 1-5 . 2.What is a genre of theatre? 3.Write down 3 essential ingredients used in a Pantomime 4.Describe what a stock character is. 5. Why is it important to exaggerate your acting when performing pantomime?
Homework 2 <input type="checkbox"/> Completed?		1. Look, Write, Cover, Check the key terms and definitions for 6-12 2. What does it mean to 'block a scene?' 3. Draw a square box (This is the stage) Mark the following stage positions in the box with an X and label them: Centre Stage, Stage Right, Stage Left, Upstage and Downstage. 4. Why is it important to use triangles and diagonals when blocking a scene? 5. What does the term Status mean and how can you show status on stage?
Homework 3 <input type="checkbox"/> Completed?		1.Look,Write,Cover,Check the key terms and definitions for 13-19 2.What does a focused rehearsal look like? 3.How could the story of Cinderella be modernised? What things can be changed? 4.Write down the 7 essential ingredients for a pantomime. 5.What are the benefits of a scripted performance in comparison to a devised performance?

1st century5th century11th
century15th
century20th
century**Key people in this unit****1. Martin Luther**

A German man who began the Protestant Reformation – he wrote his 97 thesis

2. Henry VIII

King of England 1509-1547 and began the English Reformation and went on to have 6 wives. He wanted a male heir to the throne.

3. Catherine of Aragon

Catholic first wife of Henry VIII – divorced

4. Anne Boleyn

Protestant second wife of Henry VIII – beheaded

5. Pope Clement VII

Leader of the Catholic church who refused to grant Henry VIII a divorce

Key terms for this unit**6. Catholic**

The older form of Christianity where the pope was the head of the church

11. Protestant

The protest church. It was a type of Christianity but different from Catholicism

7. Reformation

The time period when the Church was divided between Catholic and Protestants, lasting about 200 years across different parts of Europe.

12. dissolution

Ending or dismissing. The Reformation led to the dissolution of the monasteries

8. Monasteries

A type of Catholic church where monks lived. Henry dissolved them to take away the Catholic Church's power in England

13. corruption

What the Catholic church were accused of. It means that

9. Heir

The person to take over eg. The heir to the throne

14. divorce

What Henry wanted to do with his first wife but the pope would not agree

10. Tudors and Stuarts


The monarchies during the Reformation

15. Supreme Head of the Church of England

The name Henry VIII gave himself

**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 32** 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.**

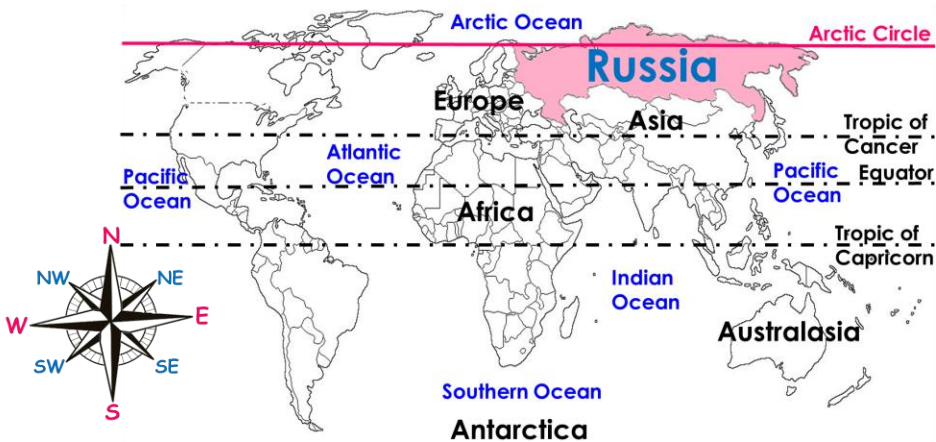
Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		1. Look, cover, write, check the key terms and definitions for 1-5 , 2. Using full sentences, explain what was the Reformation? 3. Using full sentences, explain when was the Reformation? 4. The Reformation just happened in England? (Write: True or False) 5. What was the name of the person who began the Protestant Reformation?
Homework 2 <input type="checkbox"/> Completed?		1. Look, cover, write, check the key terms and definitions for 6-10 , 2. Who was King Henry VIII? 3. How many wives did Henry VIII have? 4. What does the word 'divorce' mean? 5. Why did Henry want to divorce Catherine of Aragon?
Homework 3 <input type="checkbox"/> Completed?		1. Look, cover, write, check the key terms and definitions for 11-15 2. Who said Henry could not divorce his wife? (BONUS: why was that?) 3. What was the name of the church Henry set up? 4. What did Henry dissolve after he changed religions? 5. Why did Henry dissolve



7.4 Is the geography of Russia a benefit or a curse?

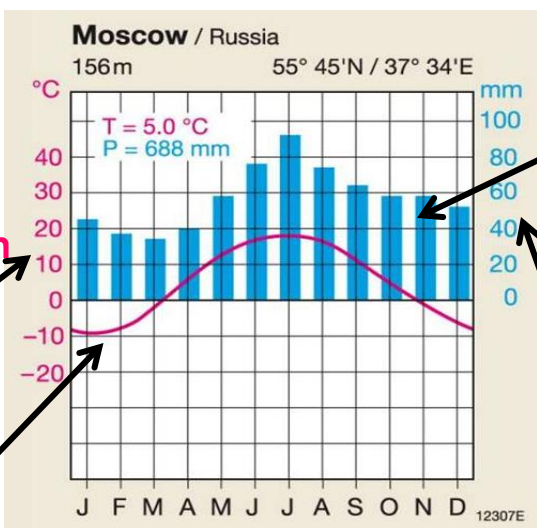
Where is Russia?

benefit or a curse?



- Russia covers **two continents!** Europe and Asia!
- It covers **11 different time zones!**
- It is **70 times** the size of the **UK!**

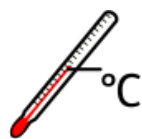
How can we present Russia's climate?



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



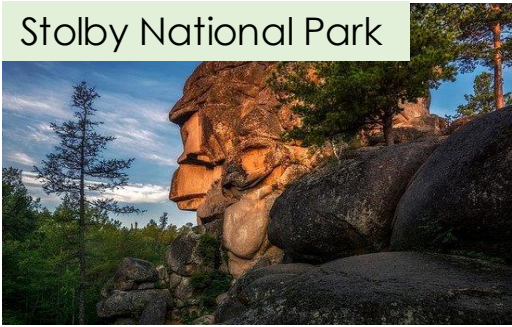
The **line graph** shows the **average temperature** of the area within that month.



Keyword	Definition
1. Eurasia	A term used to describe the combined continental landmass of Europe and Asia.
2. Arctic Circle	A line of latitude at 66 degrees north of the equator.
3. Biome	A large community of plants and animal found in a major habitat such as the rainforest.
4. Climate	The average weather conditions over a long period of time.
5. Climate Graph	A graph showing the temperature and rainfall for a location over a year.
6. Vegetation	Plants.
7. Range	The difference between the highest and lowest value.
8. Nature Reserve	An area of land managed to protect its physical features.
9. Biodiversity	The number of different plant and animal species in an area
10. Adaptation	How plants and animals have changed to survive in a particular environment.
11. Tundra	A huge treeless area of land in the Arctic where layers of soil and rock are permanently frozen.

Russia's diverse landscapes

Stolby National Park



Ural Mountains



Lake Baikal



Kamchatka Peninsula



Russia's Tundra Biome

The Tundra biome has very harsh conditions. The plants and animals need to survive the following conditions:

- ☉ Very cold temperatures up to **-50°C**
- ☉ Very **low rainfall** – often **less than 400mm a year**.
- ☉ **Strong winds**.
- ☉ A **short growing season** caused by long winters and short summers.
- ☉ A **thin layer of soil** in which to grow as most of the soil and rock remains frozen all year.
- ☉ Ground can become **waterlogged** when the top layer of soil thaws.



Therefore, animals and plants need to adapt to these conditions!

- ☉ It is low-lying. The snow in winter provides insulation.
- ☉ The seeds scatter in the wind.
- ☉ It grows in a short amount of time.



Cotton Grass

- ☉ Have small waxy needle leaves to reduce water loss.
- ☉ Can grow underwater to protect from cold winds.
- ☉ Traps dust in the air and use it as a source of nutrients.

Arctic Moss



Snowy Owl

- ☉ Has big eyes and excellent night vision.
- ☉ Can rotate necks up to 270°.
- ☉ Huge wingspan (4-5 feet).
- ☉ Thick fur coat and layer of fat.
- ☉ Thick furry tail which wraps around them.
- ☉ Good sense of hearing.
- ☉ Fur coat is white in the winter and thin. Dark grey and brown in the summer.




Arctic Fox





Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on pages 33 -34** 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 and check key terms 1-3. 2.Which two continents does Russia cover? 3.In which direction is Africa from Russia? 4.Which oceans surround Russia? 5.Write a two-sentence description of Russia's place in the world.
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, cover, write and check key terms 4-7. 2.Which parts of the climate graph show precipitation and which part shows temperature? 3.Looking at the climate graph on your knowledge organiser, which month has the highest precipitation and how much was it? 4.Using the climate graph on your knowledge organiser, work out the range in precipitation. 5.Describe the landscape of two of Russia's diverse landscapes.
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, cover, write and check key terms 8-11. 2.Describe the conditions found in the tundra biome. 3.Why is cotton grass low lying? 4.Why does Arctic Moss need small waxy needle leaves? 5.Describe the adaptations of one animal in the tundra.

**NEED TO KNOW WORDS**

Key Term	Defintions
1. Allah	'the God' - the one and only God in Islam
2. Muhammad (pbuh)	A religious, social, and political leader and the founder of Islam.
3. Islam	a monotheistic faith regarded as revealed through Muhammad (pbuh) as the Prophet of Allah.
4. Qur'an	the Islamic sacred book, believed to be the word of God
5. Jannah	"paradise, garden", is the final abode of the righteous
6. Jahannam	the place of punishment for unbelievers and other evildoers in the afterlife
7. Predestination	The belief that Allah knows your fate, but we still have free will to reach that end
8. Sunnah	the traditions and practices of the Islamic prophet Muhammad (pbuh)

Who was the Prophet Muhammad (pbuh)?

The Prophet Muhammad (pbuh) was a merchant born in the city of Mecca. Muhammad (pbuh) was respected as he was a wise and fair businessman. Tradition says Muhammad (pbuh) escaped the busy city during the month of Ramadan and went to the mountains by himself to think. Muslims believe Allah chose Muhammad (pbuh) to be his Prophet because he was a fair and wise man and because he was concerned for the people.

Muhammad (pbuh) as the Seal of the Prophets

Muhammad is the final prophet in Islam, known as the 'Seal of the Prophets'. This means that Muslims regard Muhammad (pbuh) as Allah's final messenger. The Qur'an is formed from the revelations Muhammad (pbuh) received from God through the Angel Jibril. Muslims do not believe that Muhammad (pbuh) was in any way divine, and this is confirmed in the Qur'an, which states: Muhammad (pbuh) is no more than a messenger (Surah 3:144).

Islamic nature of God.

Muslims believe that Allah is One God, indivisible and absolute; nothing comes close to Him as the ultimate source of power and creation. He is totally supreme. There is nothing that can be likened to Him. He is beyond human understanding.

Declaration of Faith

I bear witness that there is no god besides Allah

and I bear witness that Muhammad is His servant and messenger.


[Sahih Muslim Book 9, Hadith 50; Sunan Nasai Vol. 1, Book 1, Hadith 148]

Role of the Qur'an

The word Qur'an means 'recitation' and Muslims believe that the Qur'an is the direct word of Allah revealed to Muhammad (pbuh) by the Angel Jibril. Due to this, it is completely different to any other book. It contains teachings and guidance for Muslims on how to live their lives.

**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 36** 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. Define Allah. 3. Describe two Muslim beliefs about the nature of Allah. 4. Who was the prophet Muhammad (pbuh)? 5. Where was the prophet Muhammad (pbuh) born?
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. Describe the character of Prophet Muhammad (pbuh). 3. Describe a story if the Prophet Muhammad (pbuh). 4. What does the title 'seal of the prophets' mean? 5. What does the Surah 3:144 teach about the prophet's (pbuh) role in the revelation of the Qur'an?
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 did Prophet Muhammad (pbuh) do during the month of Ramadan? 3. What is the belief in Predestination? 4. If you had to give 4 actions that would help someone lead a good life, what would they be? 5. What two points are mentioned in the Islamic Declaration of Faith?

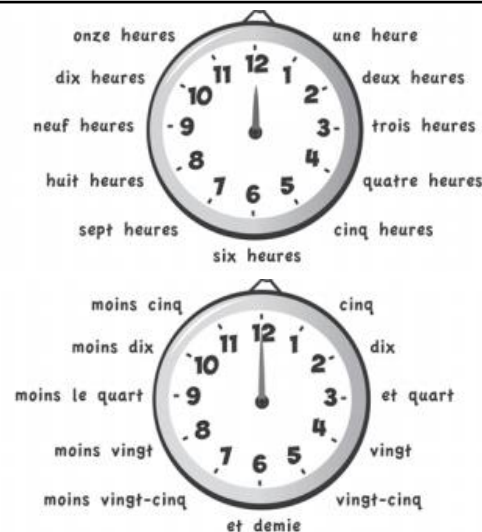


<u>Quelle est ta matière préférée?</u>	<u>What is your favourite subject?</u>
L'anglais	English
L'espagnol	Spanish
Le français	French
Le théâtre	Drama
Le dessin	Art
Le sport / l'EPS	PE
L'informatique	Computer Science
L'éducation civique	PSHE
L'histoire	History
La musique	Music
La technologie	Technology
La géographie	Geography
La religion	RE
Les mathématiques	Maths
Les sciences	Science
Les sciences humaines	Humanities

<u>Que penses-tu?</u>	<u>What do you think?</u>
C'est	It is
Ce n'est pas	It isn't
Créatif	Creative
Intéressant	Interesting
Pratique	Practical
Utile	Useful
(in)confortable	(un)comfortable
Cher	Expensive
Bon marché	Cheap
À la mode	Fashionable
Démodé	Unfashionable
Sale	Dirty
Propre	Clean
Moche	Ugly

<u>Comment est ton uniforme?</u>	<u>What is your school uniform like?</u>
Je porte ...	I wear..
Une veste	Blazer
Un pull	Jumper
Une chemise	Shirt
Un T-shirt	T-shirt
Un pantalon	Trousers
Une cravate	Tie
Une jupe	Skirt
Des chaussettes	Socks
Des chaussures	Shoes
Des collants	Tights

<u>Verbes au collège</u>	<u>Verbs at school</u>
Étudier	To study
Écouter	To listen
Bavarder	To chat
Travailler	To work
Passer	To spend
Jouer	To play
Se reposer	To rest
Se relaxer	To relax



<u>Comment est ton prof ?</u>	<u>What is your teacher like?</u>
Gentil (-le)	Kind
Agréable	Pleasant
Ennuyeux (-se)	Boring
Organisé (e)	Organised
Content (e)	Happy
Difficile	Difficult
Facile	Easy
Amusant (e)	Fun
Coléreux (-se)	Angry
Strict (e)	Strict
Grincheux (-se)	Grumpy
Fort (e)	Strong
Joli (e)	Handsome/ pretty
Horrible	Awful
Fascinant(e)	Exciting
Jeune	Young
Mature	Mature
Petit(e)	Small
Grand (e)	Tall
Parfait(e)	Perfect
Rapide	Fast
Riche	Rich
Bruyant(e)	Noisy
Sage	Wise
Sérieux(-se)	Serious
Timide	Shy
Travailleur(-se)	Hard working
Triste	Sad
Âgé(e)	Old



Porter is a regular verb which follows the pattern below. The verb “**aller**” is irregular but an important verb.

Pronouns	Porter – to wear
Je (I)	Je port e – I wear
Tu (you)	Tu port es – you wear
il (he), elle (she)	il /elle port e - He/she wears
Nous (we)	Nous port ons – we wear
Vous (you) (pl. or formal)	Vous port ez – you wear(pl. or formal)
ils /elles (they)	ils/elles port ent – they wear

Aller – to go

Je vais - I go
 Tu vas – you go
 il /elle va– he/she goes
 Nous allons –we go
 Vous allez – you (pl) go
 ils/elles vont–they go

Comparisons

Plus...que - more...than

Paul est **plus** sérieux **que** Thomas

Moins...que - less ...than

Thomas est **moins** sérieux **que** Paul

Aussi...que - as...as

Paul est **aussi** sérieux **que** Jacques

Superlative

Le / la plus – the most Julie est la plus intelligente


Le / la moins – the least Marie est la moins intelligente

- **Opinion phrases** help to make our work more interesting – have a look at 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).
- **Time phrases** help to make our work more detailed by telling us when things happen - have a look at your vocabulary list e.g. **normalement** (normally), **rarement** (rarely), **deux fois par semaine** (twice a week).



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 38-39 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:
<div style="text-align: center; margin-bottom: 20px;"><input type="checkbox"/></div> Completed?		<p>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items:</p> <ul style="list-style-type: none"> • anglais, dessin, informatique, français, technologie, EPS <p>2. Say whether the nouns above are masculine or feminine? Are any plural? How did you know?</p> <p>3. Are these French adjectives positive or negative? Write P or N.</p> <ul style="list-style-type: none"> • -intéressant • utile- ennuyeux • Difficile • Passionnant • facile <p>4. Translate these opinions into English:</p> <ol style="list-style-type: none"> a. J'aime le français parce que c'est utile. b. Je n'aime pas l'informatique parce que c'est difficile . c. Je déteste l'anglais parce que c'est ennuyeux. d. J'adore l'EPS parce que c'est passionnant. <p>5. Write x1 positive and x1 negative opinion about your school subjects in French</p>
Homework 1		



Homework

2

Completed?

Follow the 'look, cover, write, check, repeat' method with the following vocabulary items:

- étudier, écouter, bavarder, travailler, jouer, se relaxer

2. What is an infinitive verb?

3. If étudier means 'to study', how would you say 'I study' in French?

4. Match the French time with the equivalent time.

- | | |
|-------------------------------|--------|
| -a neuf heures | -12:00 |
| -a trois heures et demie | -09:00 |
| -a dix heures et quart | -10:15 |
| -a deux heures moins le quart | -15:30 |
| -a midi | -13:45 |

5. Read the text and answer the questions

Je m'appelle Julie. J'étudie l'anglais à neuf heures. J'aime l'anglais parce que c'est intéressant. J'étudie la technologie à dix heures et quart. Je déteste la technologie parce que c'est ennuyeux. A deux heures et quart j'étudie les maths. J'adore les maths parce que c'est utile.

- a) *-What time does Julie study English?*
- b) *-What is her opinion of English?*
- c) *-What subject does she study at 10:15?*
- d) *-Why does she hate technology?*
-Why does she love maths?

Homework 3

Completed?

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

une veste, un pull, une chemise, un pantalon, une cravate, une jupe

2. Which of these sentences is correct in French, explain your answer.

A – je porte un bleu pantalon B – je porte un pantalon bleu

3 Match the French comparisons to the English:

- Plus ... que - as ...as
- Moins que - the most
- Assez... que - more ... than
- Le plus - the least
- Le moins - less ... than

4 Translate the following three sentences into English:

- A Le pull est plus confortable que la veste
- B La cravate est moins pratique la chemise.
- C J'adore mon uniforme parce que c'est la plus utile!

5 Write three of your own sentences in French, describing your uniform. Bonus points if you can include opinions and comparisons.

<u>¿Cuál es tu asignatura favorita?</u>	<u>What is your favourite subject?</u>
El inglés	English
El español	Spanish
El francés	French
El teatro	Drama
El dibujo	Art
El deporte	PE
La informática	Computer Science
La música	Music
La tecnología	Technology
La geografía	Geography
La historia	History
La religión	RE
La educación personal y social	PSHE
Las matemáticas	Maths
Las ciencias	Science
Las humanidades	Humanities

<u>¿Qué Piensas?</u>	<u>What do you think?</u>
Es	It is
No es	It isn't
Interesante	Interesting
Práctico	Practical
Útil	Useful
Fácil	Easy
Difícil	Difficult
Aburrido	Boring
Emocionante	Exciting
(in)cómodo	(un) comfortable
Caro	Expensive
Barato	Cheap
De moda	Fashionable
Pasado de moda	Unfashionable

No tengo...=I don't have... When we use this phrase there is no un/una e.g. No tengo boli

<u>¿Cómo es tu uniforme escolar?</u>	<u>What is your school uniform like?</u>
Llevo...	I wear..
Una chaqueta	Blazer
Un jersey	Jumper
Una camisa	Shirt
Una camiseta	T-shirt
Una corbata	Tie
Una falda	Skirt
Unos calcetines	Socks
Unos pantalones	Trousers
Unos zapatos	Shoes
Unas medias	Tights

<u>Verbos en el colegio</u>	<u>Verbs at school</u>
Estudiar	To study
Escuchar	To listen
Charlar	To chat
Trabajar	To work
Pasar	To spend
Jugar	To play
Descansar	To rest
Relajar	To relax



<u>¿Cómo es tu profe...?</u>	<u>What is your teacher like?</u>
Amable	Kind
Agradable	Pleasant
Aburrido/a	Boring
Asqueroso/a	Disgusting
Cómodo/a	Comfortable
Contento/a	Happy
Difícil	Difficult
Divertido/a	Fun
Enfadado/a	Angry
Estricto /a	Strict
Feo/a	Ugly
Fuerte	Strong
Grande	big
Guapo/a	Handsome
Horrible	Awful
Emocionante	Exciting
Joven	Young
Limpio/a	Clean
Maduro/a	Mature
Pequeño/a	Small
Perfecto/a	Perfect
Rápido/a	Fast
Rico/a	Rich
Ruidoso/a	Noisy
Sabio/a	Wise
Serio/a	Serious
Sucio/a	Dirty
Tímido/a	Shy
Trabajador/a	Hard working
Triste	Sad
Viejo/a	old



Llevar is a regular verbs which follow the pattern below. The verbs “jugar” is irregular but an important verb.

Pronouns	llevar – to wear
Yo (I)	Llevo – I wear
tú (you)	Lle vas – you wear
el (he), ella (she),	Lle va - He/she wears
nosotros (we)	Lle va mos – we wear
vosotros (you) (pl. or formal)	Lle va ís – you wear(pl. or formal)
Ellos/ellas (they)	Lle van – they wear

Jugar– to play

Yo juego- I play
 Tu juegas – you play
 Él/ella juega – he/she plays
 Nosotros jugamos –we play
 Vosotros jugáis – you (pl) play
 Ellos/ellas juegan – they play

Comparisons

más	- more	Juán es más interesante que Pablo
menos	- less	Pablo es menos interesante que Juan
tan...como	- as...as	Pablo es tan interesante como Juan

Superlative


El/la más	– the most	Juan es el más inteligente
El/la menos	– the least	María es la menos simpática

- **Opinion phrases** help to make our 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).
- **Time phrases** help to make our work more detailed by telling us when things happen have a look at the list on your vocabulary list e.g. Normalmente (normally), raramente (rarely), dos veces a la semana (twice a week).



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on pages 42-43 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>		<p>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: inglés, dibujo, informática, matemáticas, tecnología, deporte</p> <p>2. Say whether the nouns above are masculine or feminine? Are any plural? How did you know?</p> <p>3. Are these Spanish adjectives positive or negative? Write P or N. -Interesante - útil - aburrido - difícil - emocionante - fácil</p> <p>4. Translate these opinions into English:</p> <p>A. Me gusta el español porque es útil B. No me gusta la informática porque es difícil C. Odio el inglés porque es aburrido D. Me encanta el deporte porque es emocionante</p> <p>5. Write x1 positive and x1 negative opinion about your school subjects in Spanish</p>
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. Follow the ‘look, cover, write, check, repeat’ method with the following vocabulary items: una chaqueta, un jersey, una camisa, unos pantalones, una corbata, una falda</p> <p>2. Which of these sentences is correct in Spanish, explain your answer. A – llevo un azul jersey B – llevo un jersey azul</p> <p>3 Match the Spanish comparisons to the English:</p> <p>más ... que - as ...as Menos...que - the most tan... como - more ... than Lo más - the least Lo menos - less ... than</p> <p>4 Translate the following three sentences into English:</p> <p>A El jersey es más cómodo que la chaqueta B La corbata es menos práctica que la camisa C Me encanta mi uniforme porque es lo más útil</p> <p>5 Write three of your own sentences in Spanish, describing your uniform. Bonus points if you can include opinions and comparisons.</p>



Homework 3

Completed?

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

una chaqueta, un jersey, una camisa, unos pantalones, una corbata, una falda

2. Which of these sentences is correct in Spanish, explain your answer.

A – llevo un azul jersey B – llevo un jersey azul

3 Match the Spanish comparisons to the English:

más ... que - as ...as

Menos...que - the most

tan... como - more ... than

Lo más - the least

Lo menos - less ... than

4 Translate the following three sentences into English:

A El jersey es más cómodo que la chaqueta

B La corbata es menos práctica que la camisa

C Me encanta mi uniforme porque es lo más útil

5 Write three of your own sentences in Spanish, describing your uniform. Bonus points if you can include opinions and comparisons.

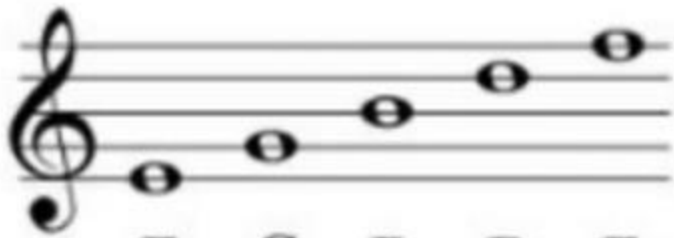


Reading Music



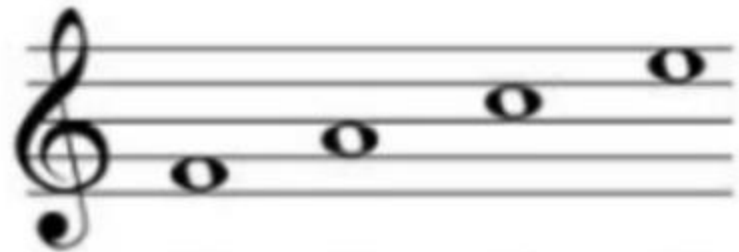
C D E F G A B C D E F G A

Notes **on the lines** are:



E G B D F

Notes **in the spaces** are:







F A C E



Instructions:

1. For each homework, you will be asked to look at a particular section of your Knowledge Organiser on page 46, 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>		<p>1. In your homework books, write out the letter names of these notes in order. There are 15 notes in total.</p> 
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. In your homework books, write out the letter names of these notes in order. There are 15 notes in total.</p> 
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1. In your homework books, write out the letter names of these notes in order. There are 15 notes in total.</p> 



Write your personal worries inside the bag and possible resilience strategies around the outside.

