



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	Set week Commencing	Due week commencing
Week B	06/01/25	19/01/25
Week A	12/01/25	26/01/25
Week B	19/01/25	02/02/25
Week A	26/01/25	09/02/25
Week B	02/02/25	23/02/25
Week A	09/02/25	02/03/25

Subject	Page	Homework set/checked on:
English	6-10	Friday
Maths	11-12	Monday
Science	13-18	Wednesday
French / Spanish	19-26	Week A
Tech/Computing	27-35	Week A
Art	36-37	Week A
Drama	38-39	Week A
History	40-41	Week B
Geography	42-44	Week B
RE	45-47	Week B
PE	48-49	Week B
Music	50	Week B



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.
- **3) Year Team:** Once you have contacted your teacher and tutor and still need help, then contact your Year team.

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



	Email		Email
English	hannah.powell-bond@clf.uk	History	Jenny.Chapman@clf.uk
Maths	David.Busby@clf.uk	Geography	emilia.fuorvito@clf.uk
Science	timothy.sperring@clf.uk	RE	emilia.fuorvito@clf.uk
PE	Victoria.Payton@clf.uk	French / Spanish	Laura.miles@clf.uk
Tech/Computing	Naomi.Soper@clf.uk Martin.Wignall@clf.uk	Music	drew.salida@clf.uk
Art	kealy.darby@clf.uk	PSHE	amelia.perry1@clf.uk
Drama	Joanne.Ayre@clf.uk	Year Team	BBAYear8team@clf.uk

How to complete my homework

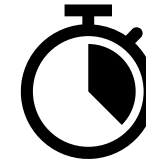
You will
need



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

13/09/2025

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	Supernatural 	Supernatural creatures, forces, and events are believed by some people to exist or happen, although they are impossible according to scientific laws.	11	Unreliable narrator	A storyteller who cannot be fully trusted and can often mislead the reader. They are often unreliable through circumstances, character flaws or psychological difficulties.
2	Ominous	If you describe something as ominous, you mean that it worries you because it makes you think that something unpleasant is going to happen.	12	Personification	Giving human qualities, such as feelings or actions to non-human things like objects or animals.
3	Foreboding 	Foreboding is a strong feeling that something terrible is going to happen.	13	Pathetic Fallacy	The presentation of inanimate objects in nature as possessing human feelings
4	Submissive 	If you are submissive, you obey someone without arguing.	14	Antagonist	An opponent or adversary, as in a contest, drama, sporting event, etc
5	Isolation 	Isolation is the state of feeling alone and without friends or help.	15	Climax 	The climax of something is the most exciting or important moment in it, usually near the end.
6	Tyrannical 	If you describe someone as tyrannical, you mean that they are severe or unfair towards the people that they have authority over.	16	Juxtaposition	The juxtaposition of two contrasting objects, images, or ideas is the fact that they are placed together or described together, so that the differences between them are emphasised.
7	Archetype 	An archetype is something that is considered to be a perfect or typical example of a particular kind of person or thing, because it has all their most important characteristics.	17	Motif/ Symbolism	Motif: motif is a theme or idea that is frequently repeated throughout a piece of literature or music. Symbolism: The use of an image to represent an idea.
8	Convention	In art, literature, or the theatre, a convention is a traditional method or style.	18	Revenge	The act of doing something to harm another because the person did something which harmed you.
9	Dominance	Having control, power or influence over others.	19	Enlightenment 	To enlighten someone means to give them more knowledge and greater understanding about something.
10	Foreshadow	Literary device which hints at future events in a story. Often used to create suspense or build anticipation.	20	Outsider	A character in a story who does not belong to a particular group or place and is therefore not accepted and is presented as different to the other characters.

**Gothic Novel: The Woman in Black by Susan Hill**

- On Christmas Eve Arthur Kipps' stepchildren invite him to tell a ghost story. He has one but is too disturbed to tell it, so he writes it down.
- In the story, a young Arthur Kipps is sent by his employer to settle the affairs of Mrs Alice Drablow, of Eel Marsh House. The house is cut off from the mainland at high tide. At her funeral, Arthur sees a sickly-looking young woman dressed in black. No one else sees her.
- Keckwick, the caretaker, drives Arthur to Eel Marsh House where he sees the woman again. He finds piles of Mrs Drablow's papers to sort and is haunted by the sound of a pony and trap.
- He stays overnight at the house and is persuaded by Samuel Daily, a local landowner, to take his dog, Spider, for company. The dog and Arthur are spooked by rumblings, cries and bumps in the night.
- A locked door becomes mysteriously unlocked and Arthur finds a nursery filled with toys and a rocking chair in motion.
- Samuel Daily rescues Arthur from the house and eventually tells him how a child dies by accident each time the woman in black is seen.
- Arthur returns to London with his fiancée Stella. They are soon married and have a child together.
- Arthur sees the Woman in Black again in London and moments later his wife and child die.

Key Themes

Supernatural

Isolation

Revenge

Fear

Memories

Context

Although Susan Hill wrote *The Woman in Black* in 1983, the novella is set in the Edwardian era.

- In Edwardian society, the ideal woman was one whose moral values were strong.
- It was not considered 'proper' for a woman to have a child outside of marriage.
- A woman who did so, risked being cut-off by her family.

**Characters****Arthur Kipps**

The protagonist. Initially confident and dismissive of the other character's fears. However, the events of the novel change his views and life forever.

Quotes

'I clung to the prosaic, the visible and tangible.'

Mr. Bentley

Kipps' employer from London. He sends Kipps to Crythin Gifford. He blames himself for what happens to Kipps.

'He had always blamed himself for what happened to me.'

Samuel Daily

A friendly, local landowner. He is a protective friend to Kipps. Offers to help Kipps and lends him his dog, Spider to keep him company.

'big man, with a beefy face and huge raw-looking hands.'

Mr. Jerome

Kipps' guide in Crythin Gifford. He is nervous and quiet and lives in fear of the Woman in Black but never reveals why. He often appears as a 'broken man'.

'I'm afraid I can't offer you help, Mr Kipps. Oh, no.'

Keckwick




Driver of the pony and trap. Takes Kipps to and from Eel Marsh House although he rarely speaks to him. One of the only other characters who will step foot near Eel Marsh House.

'For answer, he simply pulled on the pony's reins.'

The Woman in Black

A ghost filled with anger and vengeance. She is bitter about giving up her child.

'I shall kill us both before I let him go.'

Key Text	English – Gothic Fear and Foreboding ^{Context}	Key quotation
The Tell-Tale Heart 	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.	<i>'All in vain; because Death, in approaching him had stalked with his black shadow before him, and enveloped the victim.'</i>
The Werewolf	A short retelling of 'Little Red Riding Hood' with a dark twist. A young girl encounters a wolf on the way to her Grandmother's house in the forest. However, she injures the wolf before discovering something very different to the original fairytale.	<i>'When she heard that freezing howl of a wolf, she dropped her gifts, seized her knife and turned on the beast.'</i>
Frankenstein 	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.	<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>
Poetry: The Cold Earth Slept Below 	The poem begins with the speaker describing a walk he took on a chilly night. Everything seems completely empty of life as if the end times have come and the planet has been covered with darkness, death, and ice. The moon is going down as well, increasing the darkness with each passing second.	<i>'The breath of night like death did flow, Beneath the sinking moon.'</i>
Poetry: Spellbound	The poem explores a speaker who is trapped in a desolate, wintry landscape by a powerful 'spell'.	<i>'The night is darkening round me, The wild winds coldly blow; But a tyrant spell has bound me And I cannot, cannot go.'</i>

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.

**Instructions:**


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

Homework	Due	Task:
Homework 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. List three conventions of Gothic fiction. 3. Write a definition and example of 'pathetic fallacy'. This can be found on the key vocabulary list. 4. Copy out and annotate the lines from the poem Spellbound: <i>'The wild winds coldly blow; But a tyrant spell has bound me And I cannot, cannot go.'</i> Identify 2 poetic techniques used in this poem. Explain what they mean. 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. Read the definition for 'unreliable narrator' and explain what it means in your own words. 3. Read the summary of the 'Tell Tale Heart'. What is the narrator's motivation to kill the old man? Write one sentence. 4. List three things you may see in a Gothic text. 5. Thinking back to Animal Farm, which character could be described as a 'tyrant' and why?
Homework 3	<input type="checkbox"/> Completed?	<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 11-15 . This can be found on Page 6. 2. In your own words, explain the meaning of an 'Outsider' in Gothic fiction. 3. Read the summary of Frankenstein and explain why the monster seeks revenge. 4. Write a definition for personification and write 2 examples in your book. 5. Explain how Frankenstein's monster could be seen as the 'antagonist' of Frankenstein.



Instructions:

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


Homework	Due	Task: 
Homework 4	<input type="checkbox"/> Completed?	<ol style="list-style-type: none"> 1. Look cover write check the key vocabulary 16-20. This can be found on page 6. 2. Write out the definition of 'foreshadowing' in your own words. 3. Which two verbs in the quotation from The Tell Tale Heart suggest a sense of foreboding? 4. Explain how Gothic literature is different from horror stories. 5. Read the summary of 'The Werewolf'. Explain how the story differs from the original fairytale.
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 one 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. List three themes explored in 'The Woman in Black'.
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. Read the 'Context' box for 'The Woman in Black'. Summarise the ideas in your own words. 3. What similarities are there between Eel Marsh House and Miss Havisham's house in Great Expectations? 4. Read the definition of 'Pastiche'. Write one example of how The Woman in Black is an example of pastiche. 5. List three adjectives to describe Arthur Kipps.

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.

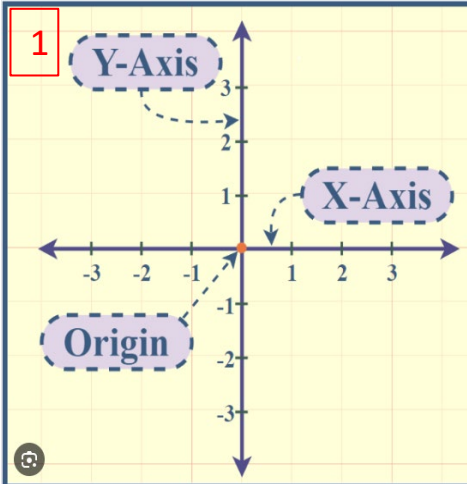
Perpendicular: A line that is at 90° to another line. They meet or  at a right angle.

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.

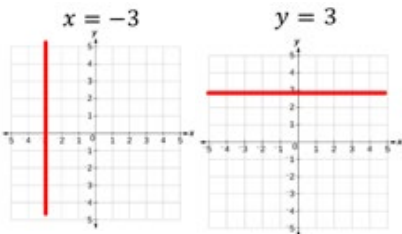
x	-3	-2	-1	0	1	2	3
y	-14	-10	-6	-2	2	6	10

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

4

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.

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

5

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

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

**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:
Axes 1 <input type="checkbox"/> Complete?		Ensure you know the x and y axes, the origin and you understand that all co-ordinates are written (x, y).
Lines 2 <input type="checkbox"/> Complete?		Construct a set of axes to draw and label the lines: $x = 5$, $y = -2$ and $y = x$ Ext: What are the co-ordinates of the three crossing points?
Lines 3 <input type="checkbox"/> Complete?		Make a table for x values -5 to 5 and list the co-ordinates for $y = 3x - 2$ "
Gradient and Y intercept 4 <input type="checkbox"/> Complete?		Learn the formula $y = mx + c$. Give the gradient and y intercept of the following: a) $y = 2x + 4$ b) $y = 5x - 3$ c) $y = x + 2$
Parallel lines 5 <input type="checkbox"/> Complete?		Write a sentence or two explaining how you can tell if two lines are parallel ... give examples.
Percentages 6 <input type="checkbox"/> Complete?		Learn the rules for finding simple percentages, 10%, 50%, 1%, 25%, 5% and 20%



	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 gender</p>	<p>height foot length</p>
<p>blood group ability to roll tongue</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, Small ears to reduce heat loss, Large paws to stop the bear sinking in the snow, Sharp teeth to eat prey easily.

5. Extinction

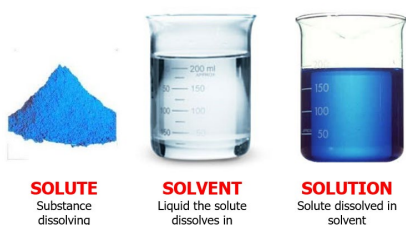
Organisms may become extinct due to environmental changes, destruction of habitats, disease or predators. Organisms can be prevented from going extinct by more conservation or the use of seed/tissue banks. Examples of animals that are now extinct are: dodo, woolly mammoth, dinosaurs.



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.

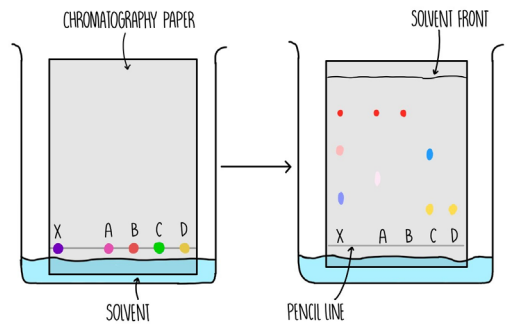
Heating and stirring speed up dissolving

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

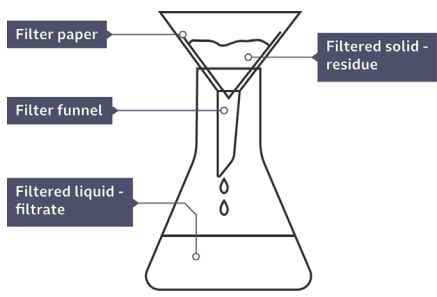


Key point: The starting line must be drawn in pencil so that it does not also dissolve in the solvent

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

To filter a substance you will need:

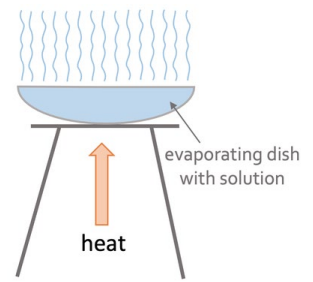
- **Filter paper** folded into a cone
- A **funnel** to hold the filter paper
- A **beaker** to collect the **filtrate** (the liquid which passes through the filter paper)



Crystallisation: used to produce solid crystals from a solution.

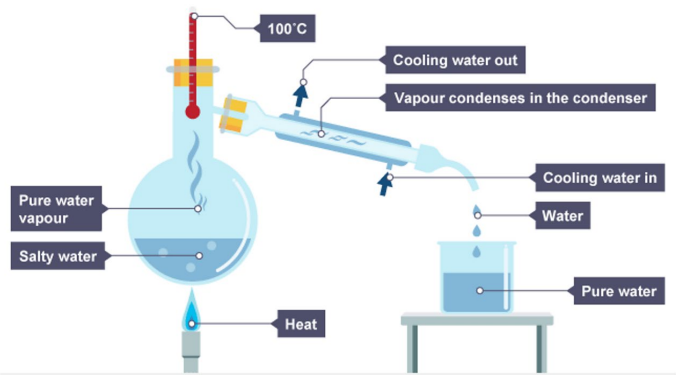
Method:

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:

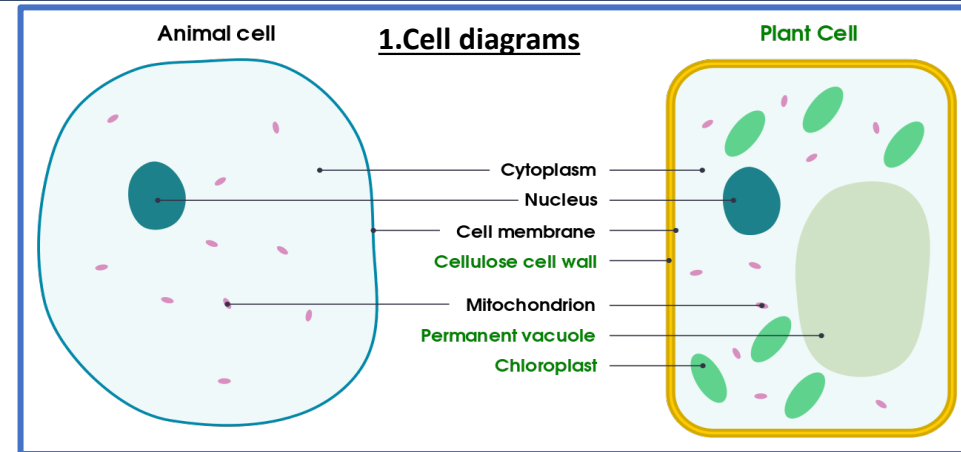
A separation technique which is used to separate a solvent from a mixture. The solvent is first evaporated (liquid to gas) as it is heated, and then condenses (gas to liquid) as it cools so that it can be collected.



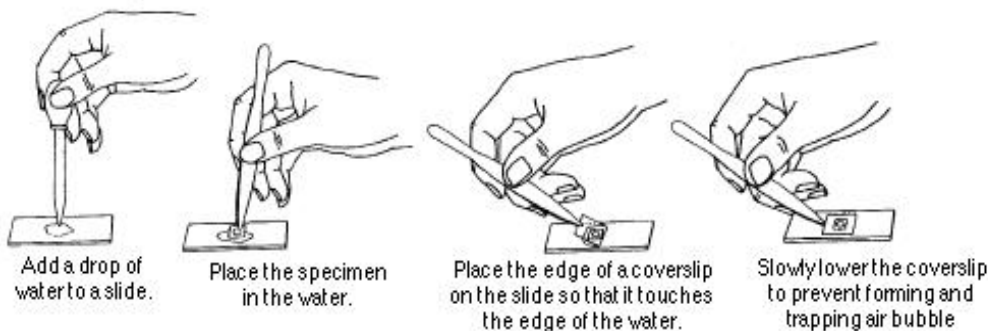
We can use distillation to produce pure water from dirty water to make it safe to drink.

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

	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)

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

Energy Stores

Methods of Heat Transfer


Heat Transfer

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


16

**Instructions:**

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





Homework	Due 	Task:
Homework 1 Variation and Evolution 1 <input type="checkbox"/> Completed?	14th January	<ol style="list-style-type: none"> Read, cover, write, check key terms 1-6. (Glossary box page 12) Name 4 things plants compete for. (Competition) Give two examples of continuous and discontinuous variation. (Variation) Name 3 reasons why a species may become extinct. (Extinction) Describe how a camel is adapted to live in a hot environment. (Adaptations)
Homework 2 Variation and Evolution 2 <input type="checkbox"/> Completed?	21st January	<ol style="list-style-type: none"> Name two things that both plants and animals compete for. (Competition) Name two ways that organisms can be prevented from becoming extinct. (Extinction) Give two examples of continuous data and two examples of discontinuous data. (Variation) Describe how the peppered moth has changed over time to become much darker. (Natural Selection/Evolution) Describe how a polar bear is adapted to live in a cold environment. (Adaptations)
Homework 3 Separating substances revision <input type="checkbox"/> Completed?	28th January	<ol style="list-style-type: none"> Read, cover, write, check key terms 1-6 (Glossary box page 14) Name and describe the separation technique which could be used to separate a solvent from a mixture (Distillation) Draw a labelled diagram to show the apparatus you would need to use to separate a solvent using distillation (Distillation) What do the spots tell you on a chromatogram? (Chromatography) 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</p> <p><input type="checkbox"/></p> <p>Completed?</p>	4th February	<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</p> <p><input type="checkbox"/></p> <p>Completed?</p>	11th February	<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)



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)

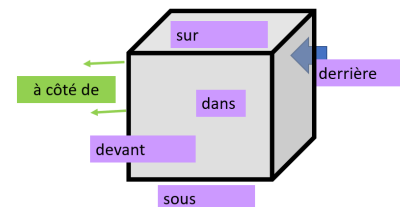
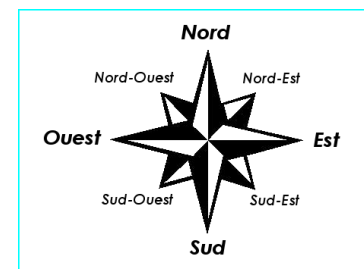
Décris où tu habites
Describe where you live

Dans ma maison  In my house	J'ai I have	un jardin (a garden) 
		un grenier (a loft) 
Dans mon appartement  In my flat	Je n'ai pas de I don't have	un bureau (an office/a study) 
		un garage (a garage) 
Au premier étage  On the first floor	Il y a There is	un salon (a lounge) 
		une entrée (a hallway) 
Au deuxième étage  On the second floor	Il n'y a pas de There isn't	une cuisine (a kitchen) 
		une chambre (a bedroom) 
Au rez-de-chaussée  On the ground floor		une salle à manger (a dining room) 
		une salle de bains (a bathroom) 
		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 jetée (pier) 			grand(e) (big)
J'aime I like	La piscine (swimming pool) 	car c'est because it is	assez quite	historique (historic)
Je n'aime pas I don't like	La patinoire (ice rink) 			tranquille (peaceful)
Je déteste I hate	La boulangerie (bakery) 	un peu a bit	trop too	touristique (touristy)
A mon avis In my opinion	La gare (routière) (station) 			industriel(le) (industrial)
Je pense que I think that	Le centre-ville (town centre) 			culturel(le) (cultural)
	Le musée (museum) 			important(e) (important)
	Le centre commercial (shopping centre) 			animé(e) (lively)
	Le supermarché (supermarket) 			bruyant(e) (noisy)
	Le stade (stadium) 			pollué(e) (polluted)
	Le parc d'attractions (theme park) 			moderne (modern)
	L'hôpital (hospital) 			joli(e) (pretty)
	Les monuments (monuments) 			
	Les magasins (shops) 			
	L'église (church) 			

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

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



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



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:**

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

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 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 Translate these sentences <ol style="list-style-type: none"> 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. Mark each of the words above with m. or f. depending on the gender of the word Draw a plan of your bedroom or your ideal bedroom and label as many items as possible.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 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 Look carefully at the words – some of them do not follow the usual rules for m. and f. - try to learn the exceptions. Translate these sentences <ol style="list-style-type: none"> J'aime aller au stade – j'adore le football Je n'aime pas aller au supermarché c'est ennuyeux J'adore aller à la piscine – j'adore faire de la natation Je déteste aller au musée ce n'est pas intéressant 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.

**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**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

<p>Homework 3</p> <p><input type="checkbox"/> Completed?</p>	<ol style="list-style-type: none">1. Follow the look 'look, cover, check, repeat' method with the following vocabulary items Petit(e), grand, historique, tranquille, industriel(le), culturel(le)2. Why do some of the above words change? (petit(e), industriel(le), culturel(le))3. Finish these sentences with an appropriate adjective<ol style="list-style-type: none">a. J'adore le musée car c'est...b. J'aime le stade car c'est...c. Je n'aime pas le musée car c'est...d. Je déteste le parc d'attractions car c'est...4. Write a sentence to give an opinion about a place in town with a suitable adjective.5. Draw your ideal town and label each place in French.
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¿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 un apartamento (in a flat)	en la costa (on the coast)
		en la ciudad (in the city/town)
		en las afueras (in the suburbs)
		en un pueblo (in a village)

Donde vives Describe where you live

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

OPINION

Prefiero
I prefer
Me encanta
I love
Me gusta
I like
No me gusta
I don't like
Odio
I hate

En mi opinion
In my opinion
Pienso que
I think that

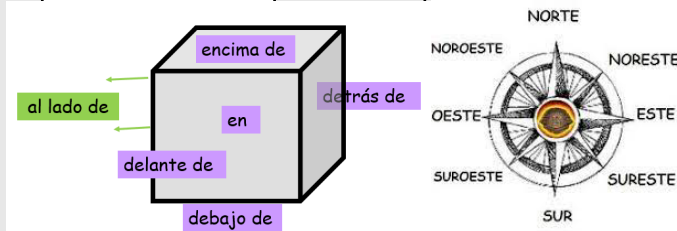
NOUN

la playa (the beach)
la piscina (the swimming pool)
la pista de hielo (the ice rink)
la mezquita (the mosque)
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)
el supermercado (the supermarket)
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)

ADJECTIVES

porque es because it is
ya que es because it is
muy very
bastante quite
un poco a bit
demasiado too
Pequeño/a (small)
Grande (big)
Histórico/a (historic)
Tranquilo/a (quiet)
Turístico/a (touristy)
Industrial ()
Cultural (cultural)
Importante
Animado/a (lively)
Ruidoso/a (noisy)
Contaminado/a (polluted)
Moderno/a
Bonito/a (pretty)

es it is
son they are





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:**



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

Homework		Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> Follow the 'look, cover, write, repeat' method with the following vocabulary items. Una lámpara, una cama, un armario, una silla, un despacho, una cómoda Translate these sentences <ol style="list-style-type: none"> 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. Mark each of the words above with m. or f. depending on the gender of the word Draw a plan of your bedroom or your ideal bedroom and label as many items as possible.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 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 Look carefully at the words – some of them do not follow the usual rules for m. and f. - try to learn the exceptions. Translate these sentences <ol style="list-style-type: none"> Me gusta ir al estadio – me encanta el fútbol. No me gusta ir al supermercado, es aburrido. Me encanta ir a la piscina – me encanta nadar. Odio ir al museo – no es interesante. 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.



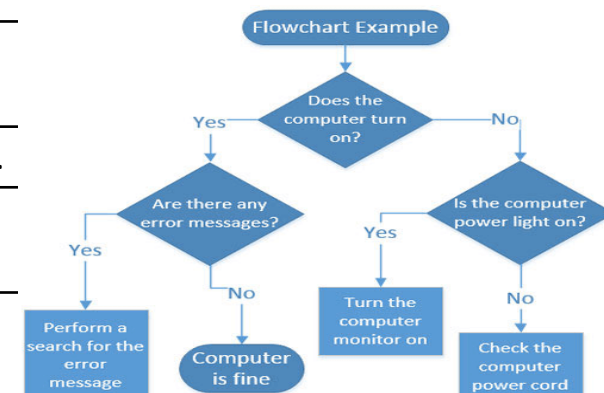
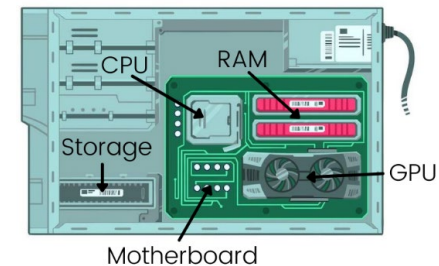
Instructions:

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

<p>Week Set:</p>	<p>Due </p>	<p>Task: Please use this with your knowledge organiser and answer the questions in your homework book. </p>
<p>Homework 3</p>		<ol style="list-style-type: none"> Follow the look 'look, cover, check, repeat' method with the following vocabulary items Pequeño, grande, historico, tranquilo, industrial, turistico Why do some of the above words change? (pequeño(a), turistico(a)) Finish these sentences with an appropriate adjective Me encanata el museo porque es ... Me gusta el estadio porque es... No me gusta el museo porque es... Odio el parque de atracciones porque es... Write a sentence to give an opinion about a place in town with a suitable adjective. Draw your ideal town and label each place in Spanish.

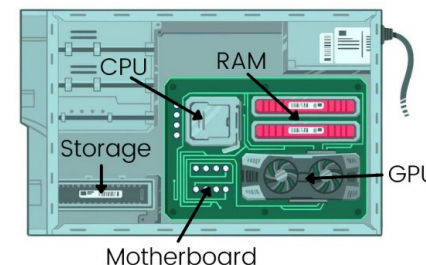


Key vocabulary	Definition
1. Network	Two or more connected devices that can share data, peripheral devices such as printers and an internet connection.
2. WAN	Wide Area Network: A network over a large geographical area e.g. the internet.
3. LAN	Local Area Network - network in a small geographical area e.g. an office/school
4. Router	A device which forwards data packets to the appropriate parts of a computer network (packet switching) allowing communication of data across the internet.
5. Switch	A "Smart" device which forwards data to a specific device on a network.
6. Malware	Malicious software created to damage or gain illegal access to computer systems examples are worms, viruses and trojans.
7. Encryption	Encoding data – often used when logging onto websites – personal data is scrambled and therefore cant be stolen.
8. Numbering systems	Binary (Base 2 0's & 1s) Denary (Base 10 0,1,2,3,4,5,6,7,8,9).
9. Character sets	The complete set of characters a computer can understand (ASCII – English language; Unicode – Any language).
10. CPU	The central processing unit which carries out the instructions for a computer.
11. Number of cores	Computers can have single, dual, quad or octo cores. Each core can carry out 1 instruction at a time.
12. Clock speed	How fast the CPU carries out one complete cycle of the fetch execute cycle measured in GHZ (billion instructions per second).

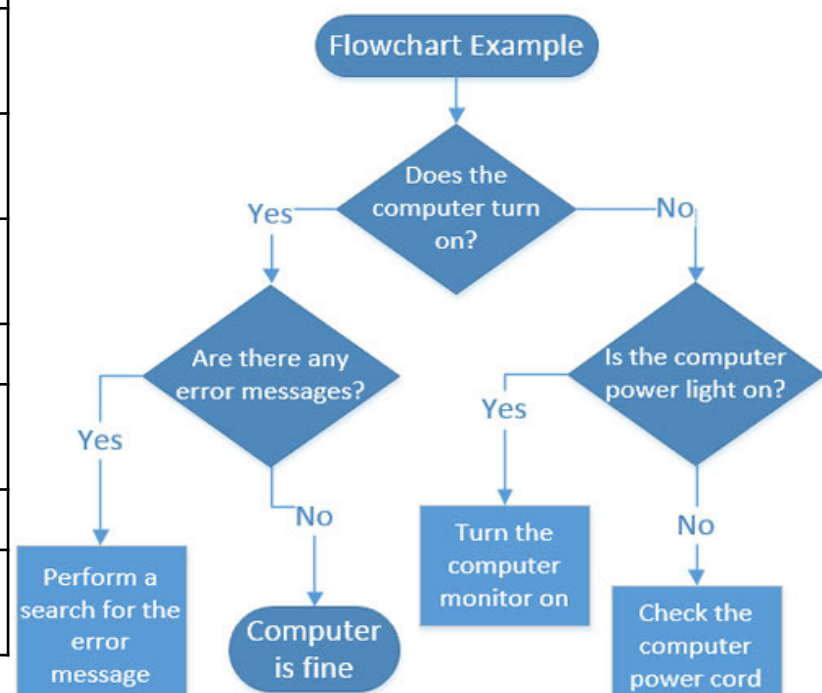




Key vocabulary	Definition
13. Primary storage	The name given to RAM (Random Access Memory) – temporary storage of data and programs in use. Volatile.
14. Secondary storage	Main storage of programs and files. Permanent storage. Non-volatile.
15. Flowcharts	Show the general flow of an algorithm without going into lots of detail.
16. Sequence	The specific order in which instructions are performed in an algorithm. This is a way of programming instructions.
17. Selection	Allows for more than one path through an algorithm (IF and ELSE). This is a way of programming instructions.
18. Iteration	The process of repeating steps (WHILE and FOR). This is a way of programming instructions.
19. String	A programming term used to describe a collection of characters.
20. Integer	A programming term used to describe whole numbers.
21. Real (or Float)	A programming term used to describe decimal numbers.



Motherboard





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

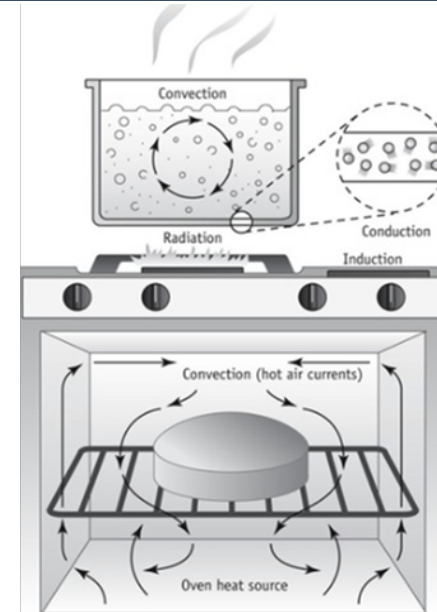
For each homework, you will be asked to look at a **particular section of your Knowledge Organiser to help you answer the questions using full sentences**. Each task should take 20 minutes, Set a timer and **stop when the time runs out**.

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-5. 2. Name a 'peripheral device' on a network. 3. Name 2 ways you can connect to a network. 4. A sentence each for 2 advantages of networks . 5. A sentence each for 2 disadvantages of networks.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 6-7. 2. Name the malicious code that looks like a trusted file. 3. Explain what a virus does. 4. When should encryption be used on the internet? 5. Explain one advantage of using wired connection over wireless connection
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 8-9. 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?



Important vocabulary

Key word	Meaning
1. Aeration / aerate	Adding air to foods to make them rise e.g., baking powder releases Co2 bubbles.
2. Chemical raising agent	Baking powder, self-raising flour or bicarbonate of soda. These release carbon dioxide when mixed with liquids to aerate products.
3. Coagulation	The setting of protein foods caused by heat e.g. eggs set when cooked.
4. Gelatinisation	When a starchy food swells when heated and then absorbs/ thickens e.g. flour thickens a white sauce. Potatoes, pasta and rice swell and soften when cooked.
5. Heat transfer	The way in which heat moves from one place to another.
6. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
7. 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.
8. Radiation	Heat radiates down from a heat source to cook food e.g. grilling burgers.
9. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
10. Descriptors	Words that accurately describe.
11. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
12. Nutrition	Eating all the nutrients required to be healthy.
13. Versatile food	Can be used to make lots of different food products e.g., sugar, flour, eggs and water.
14. Cross contamination	When food poisoning bacteria, chemicals or objects get into/onto foods from another place.



COLOUR CODED CUTTING BOARDS
Minimise 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.

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



Homework	Due	Task:
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 1-4. 2. What is sensory analysis and why is it used in the food industry? 3. Why is it important to use words/ descriptors that actually describe instead of nice or nasty when completing a sensory analysis? 4. Give 3 examples of foods that gelatinise (gelatinisation). 5. White sauce is used as a base to make lots of dishes. Name 3 dishes made that contain a white sauce.
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, write, cover, check vocabulary 5-8. 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 4</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<ol style="list-style-type: none"> 1.Look, write, cover, check vocabulary 15-20. 2.What is the difference between the meaning of nutrition and nutrients? 3.Why is it important to have protein, calcium and vitamin D as a teenager? 4.Using colour coded chopping boards can help to prevent cross contamination. Use the image to create a list of food examples for each colour e.g. cooked meat = ham, chorizo, salami etc... 5.List 2 other ways that cross contamination can be avoided when cooking.

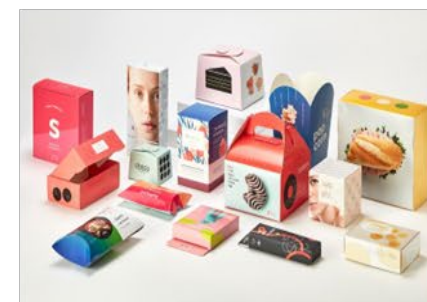
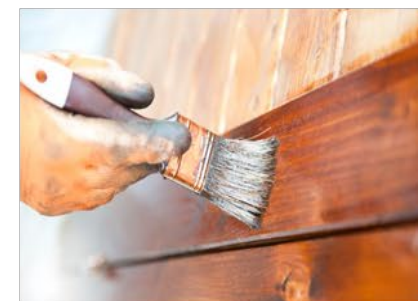


Textiles

Key word	Meaning
1. Fabric scissors	These are used to cut fabric, but must not be used on paper or card
2. Pins	These are used to hold fabric in place while you are sewing
3. Iron/Ironing board	Irons are used to remove creases from fabrics and the board is used to lay the fabric onto.
4. Applique	This process involves stitching a small piece of fabric onto a larger one to make a pattern or design.
5. Natural fibres	These come from animals, insects or plants. They are all biodegradable and therefore sustainable although making them uses energy
6. Man-made fibres	These are made from synthetic sources such as oil or coal, or from naturally sourced materials which undergo a chemical process

Product design

7. Coniferous	The name given for softwood trees, that are evergreen and keep their leaves all year round
8. Deciduous	The name given for hardwood trees, that lose their leaves during winter
9. Biodegradable	This means when a material will naturally break down into the environment (e.g orange peel)
10. Varnish	This is a liquid that is applied to wood to improve its appearance and to protect the wood from water, damp or chemicals
11. Laser cutter	This is a machine that is used for cutting out shapes or engraving using a hot laser. This is programmed on a computer and can be used on materials such as card, wood, plastic or even metal
12. Packaging	Products are sold in packaging (usually card or plastic) to protect the product, to inform the use of what is inside, and to entice the user into buying the product






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

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

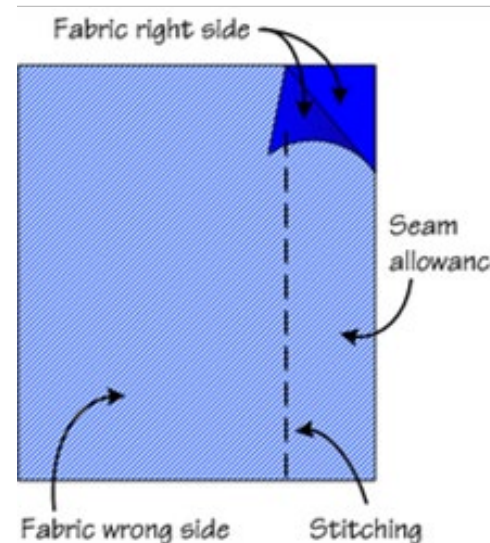
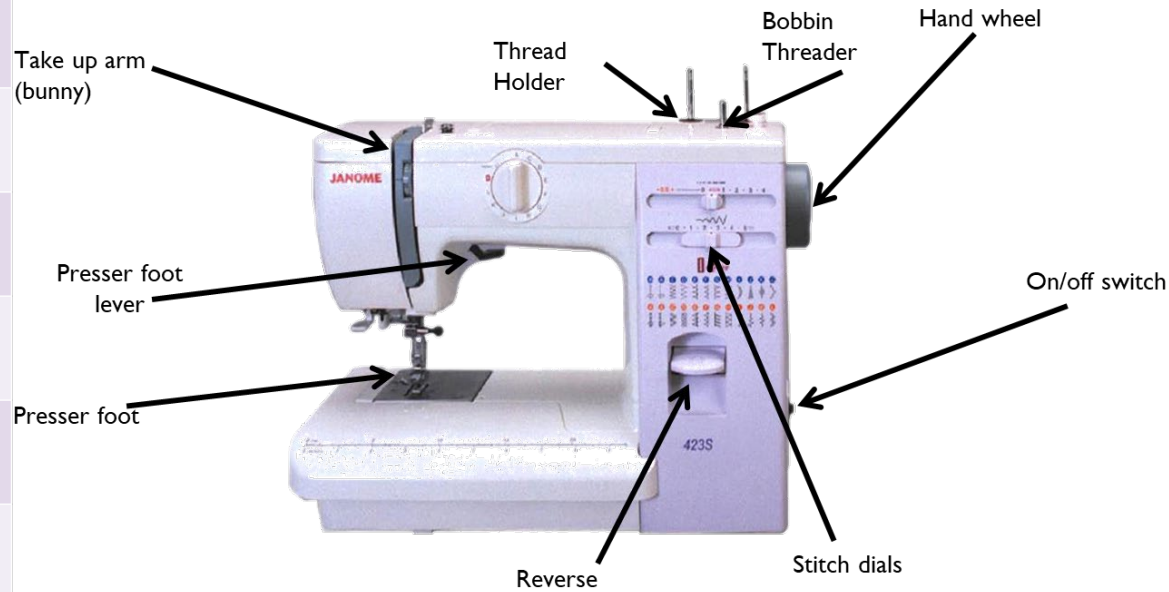


Homework	Due 	Task:
Homework 2 <input data-bbox="103 549 155 592" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 4-6. 2. Describe what is meant by applique. 3. Describe what natural fibres are and give 3 example 4. Describe what synthetic fibres are and give 3 examples 5. Write 5 health and safety rules for using the sewing machine
Homework 3 <input data-bbox="103 935 155 978" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 10-12. 2. Write down the 8 areas of ACCESS FM. 3. Write 5 health and safety rules when in the DT workshop 4. Name 4 types of timber. 5. Explain why wood is a sustainable material.
Homework 4 <input data-bbox="103 1235 155 1278" type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check vocabulary 7-9 2. What are the main differences between coniferous and deciduous trees? 3. Describe the properties of softwood trees and give 3 examples. 4. Describe the properties of hardwood trees and give 3 examples. 5. Is plastic biodegradable? What impact does this have on the environment?



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.

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check 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.



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.
<p>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.</p>	

Watercolour Paint	<p>Blending- The technique of moving between different colours in watercolour.</p> <p>Wet on wet- Applying paint onto wet paper.</p> <p>Colour wash- Applying a light layer of colour as a base before adding more detail.</p> <p>Wet on dry- Applying paint onto dry paper.</p>
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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.

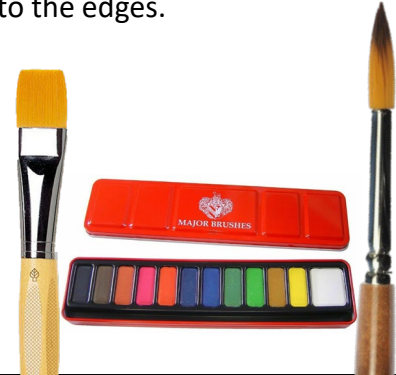
Use paints as they are supposed to be used.

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 Red Purple- Yellow	



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.** 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. Read, cover, write, check terms 1-3. 2. Why do we look at artists work? 3. Why is important for us to design the art we make? 4. Look online to find cartoon facial features. Practise drawing 5 into your homework book. 5. Optional- Create a drawing of your own character using illustration.
Homework 2 <input type="checkbox"/> Completed?		1. Read, cover, write, check terms 4-6. 2. What do you need to remember when using watercolour paint? 3. How do you make a colour darker when painting? 4. How do you make a colour lighter when painting? 5. Collect 2-4 images which could inspire backgrounds for your painting. Think about your character and where you might find them. You can bring in the images or draw them into your homework book.
Homework 3 <input type="checkbox"/> Completed?		1. Read, cover, write, check terms 7 and 8. 2. What do you like about using watercolour paint? 3. What do you dislike about using watercolour paint? 4. What is the subject of this artwork by Dixon Does Doodles? 5. What do you like or dislike about the piece?



Picture A



Year 8 Drama – Block 6-Scripted Extracts including Shakespeare

Developing your knowledge, skills and understanding of scripts including Shakespeare.

Exposure to different forms of plays including Shakespearean texts or scenes and Shakespearean language.

Physical Skills

1	Gesture	A hand action e.g. a wave or a point
2	Mannerisms	The habits a character has
3	Body Language	Closed or open to show emotion
4	Facial Expressions	Showing and emotion with the face
5	Proxemics	The distance between two characters, which tells the audience how they feel about each other
6	Gait	The way the character walks
7	Posture	Are they standing tall and confident, or are they hunched
8	Eye Contact Eye line	Looking into the eyes of another character Where are they looking with their eyes e.g. the floor
9	Status	The power dynamic or social hierarchy
10	Subtext	The meaning beneath the words (what is revealed about the character by the way they say the dialogue.)
11	Blocking	Where the characters are standing on stage

Vocal Skills


12	Accent	shows where the character is from
13	Volume	How loudly or softly you speak
14	Diction	informal / slang the way in which you pronounce words clearly
15	Tone	How the voice conveys emotion
16	Pitch	High or low voice
17	Pace	Speed of delivering dialogue
18	Pause	A gap in the words or between lines used for a particular effect
19	Intonation	Where the pitch goes up and down e.g. rising intonation the end of a sentence to show a question
20	Timing	When the actor says the line e.g. interrupting or comic timing
21	Emphasis	where a word or sound is exaggerated for effect

Elements of play texts

	Language	context
	plot	climax
	themes	tension
	atmosphere	pace
	characters	interpretation
	Key Words	Definition
22	Scene	A section of a play/act
23	Stage directions	The instructions for the actor in the script
24	Playwright	The person who wrote the script
25	Dialogue	Speech
26	Monologue	A paragraph, scene or play with one character
27	Duologue	A scene or play between two people
28	Script	Written dialogue
29	Audience	Spectators of theatre
30	Character	A person who you play in role
31	Rehearsal	Practicing a scene/performance
32	Subtext	The meaning beneath the words
33	Status	The power dynamic or social hierarchy

**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 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. Look, Write, Cover , Check key terms 1-5 2. Write down 1 fact you know about the playwright, Shakespeare. 3. What is a main theme in Romeo and Juliet? 4. What does the word 'Thou' mean in Shakespearean language? 5. Describe an RP accent.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, Write, Cover, Check key terms 6-11 2. Where was Shakespeare born? 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. What 4 key ingredients do you need to consider when modernising a play? 5. Describe how your group adapted the script to change and modernise it.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1.Look, Write, Cover, Check key terms 12-16 2. What is a duologue? 3.What are the plays Bouncer and Shakers about? 4.How would the playwright, John Godber, want these plays to be performed? 5.What is multi-role?



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**



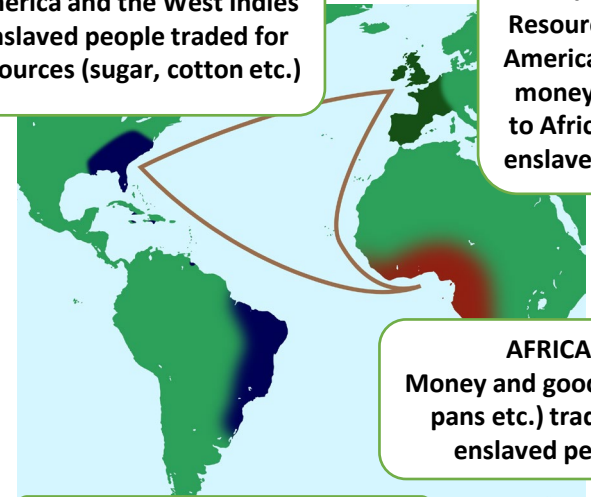
Toussaint Louverture
(1743-1803)
One of the leaders of the **Haitian Revolution**- he helped liberate (free) Haiti



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:**

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		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?



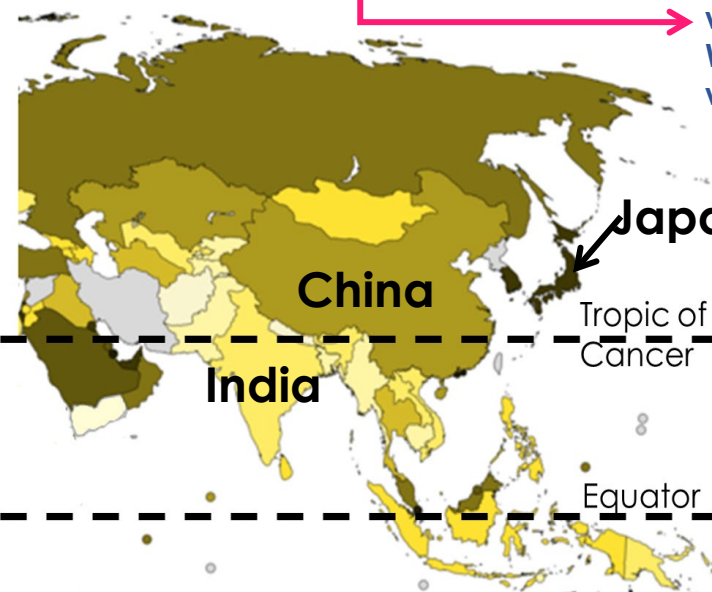
Asia is located to the **east of Europe** and **northeast of Africa**.

The **tropic of cancer** and **equator** go through Asia.

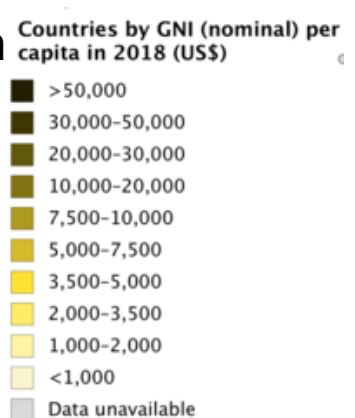
The **Indian Ocean** is found **south**, and the **Pacific Ocean** is found to the **east**.

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.



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.



Primary – collecting raw materials



Secondary – making products



Tertiary – providing a service



Has rapid development only provided opportunities?

Opportunities 😊

- China has an estimated spending power of **\$135 billion**.
- Workers paying **taxes** to the government contributes to the **multiplier effect**.
- Increased **transport links** so it is easier to get around the country.
- Corporations such as **Pepsi and Motorola** are attracted to the area, **creating more jobs**.


Challenges 😞

- Workers often work long hours up to **16 hours a day, six days a week** for **little pay**.
- Workers **fall asleep** at their desks and are at risk of being **electrocuted** – they are stuck as their **ID cards are taken away**.
- Healthcare is expensive**, and up to **500 million** Chinese people can't afford it.
- Gridlock** and **factories** contribute to more **air pollution**.



Instructions:

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

Homework	Due 	Task:
<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....

Christian Theology & Practices

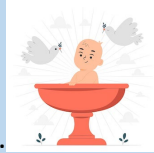


Baptism

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.



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.

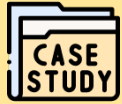
Maundy Thursday - Last meal with disciples and washed their feet, some priests do this now. Good Friday - death on the cross, mourning.

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

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

Role of the Church

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



Local Church

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.



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:





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




Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		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?		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?		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?







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:**


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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check 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?
Homework 2 <input type="checkbox"/> Completed?		<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?
Homework 3 <input type="checkbox"/> Completed?		<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?

**Instructions:**

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



Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Log on to www.teachinggadget.com on your computer, tablet or phone and type in the following username and password combination: Username: BBA Password: music123 2. Click on 'My Assignments and select your class 3. Complete the assignments set for your class for this week

Which lesson is my homework due?

Due dates for week A subjects

Week	Subjects	Hwk 1 due week commencing 26/01/25	Hwk 2 due week commencing 09/02/25	Hwk 3 due week commencing 02/03/25
A	French/ Spanish	my homework is due on _____	my homework is due on _____	
A	Tech/ computing	my homework is due on _____		
A	Art			
A	Drama			

Subject	Homework set/checked on:
English	Friday
Maths	Monday
Science	Wednesday

Due dates for week B subjects

Week	Subjects	Hwk 1 due week commencing 19/01/25	Hwk 2 due week commencing 02/02/25	Hwk 3 due week commencing 23/02/25
B	History			
B	Geography			
B	RE			
B	PE			
B	Music			