



Year 7 | Term 5 | 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	15/04/2024
Week A	22/04/2024
Week B	29/04/2024
Week A	06/05/2024
Week B	13/05/2024
Week A	20/05/2024

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 - 31	Week A
History	32 - 34	Week B
Geography	35 – 37	Week B
RE	38 – 39	Week B
French / Spanish	40-51	Week B
Music	52-53	Week B
PSHE	54	Set Termly



We all make exceptional things happen everyday

Academically | Professionally | Socially | Personally | Within the Community

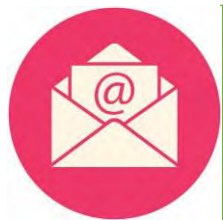


Need help with Homework?



- 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	Usurped	If you say that someone usurps a job, role, title, or position, they take it from someone when they have no right to do this.	11	Rebellion 	A rebellion is a violent organized action by a large group of people who are trying to change their country's political system.
2	Colonialism	Colonialism is the practice by which a powerful country directly controls less powerful countries and uses their resources to increase its own power and wealth.	12	Patriarchy 	Patriarchy is a system in which men have all or most of the power and importance in a society or group.
3	Prose 	Prose is ordinary written language, in contrast to poetry.	13	Supernatural 	Supernatural creatures, forces, and events are believed by some people to exist or happen, although they are impossible according to scientific laws.
4	Comic relief 	A comic interlude, or comic element, in a tragedy	14	Native 	Your native country or area is the country or area where you were born and brought up.
5	Ambiguous 	If you describe something as ambiguous, you mean that it is unclear or confusing because it can be understood in more than one way.	15	Authority 	Authority is the right to command and control other people.
6	Enchantment 	If you say that something has enchantment, you mean that it makes you feel great delight or pleasure. Your enchantment with something is the fact of your feeling great delight and pleasure because of it.	16	Vengeance	Vengeance is the act of killing, injuring, or harming someone because they have harmed you.
7	Betrayal 	A betrayal is an action which betrays someone or something, or the fact of being betrayed.	17	Exile	If someone is living in exile, they are living in a foreign country because they cannot live in their own country, usually for political reasons.
8	Liberty 	Liberty is the freedom to live your life in the way that you want, without interference from other people or the authorities.	18	Magus 	An astrologer, sorcerer, or magician of ancient times
9	Savage 	Someone or something that is savage is extremely cruel, violent, and uncontrolled.	19	Ancestry	Your ancestry is the fact that you are descended from certain people.
10	Obedience 	The act or an instance of obeying; dutiful or submissive behaviour	20	Heritage 	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.

Key character	Biography	Key character quotation
Prospero 	<p>The play's protagonist and father of Miranda. Twelve years before the events of the play, Prospero was the Duke of Milan. His brother, Antonio, with Alonso, King of Naples, usurped him, forcing him to escape in a boat with his daughter.</p>	<p><i>"My high charms work, And these, mine enemies, are all knit up In their distractions. They now are in my power."</i></p>
Miranda 	<p>The daughter of Prospero, Miranda was brought to the island at an early age and has never seen any men other than her father and Caliban. Because she has been away from the world for so long, Miranda's ideas of other people tend to be childishly positive. She is compassionate and loyal to her father.</p>	<p><i>If by your art, my dearest father, you have Put the wild waters in this roar, allay them.</i></p>
Ariel 	<p>Prospero's spirit helper. Often called 'he' his gender and physical form are ambiguous. Rescued by Prospero from a long imprisonment by the witch Sycorax, Ariel is Prospero's servant until Prospero decides to release him. He is mischievous, able to travel the length of the island at will.</p>	<p><i>All hail, great master! Grave sir, hail! I come. To answer thy best pleasure, be 't to fly, To swim, to dive into the fire, to ride. On the curled cloud.</i></p>
Caliban 	<p>Another of Prospero's servants. Caliban, the son of the witch Sycorax, welcomed Prospero to the island. Caliban believes that the island rightfully belongs to him and has been stolen by Prospero.</p>	<p><i>"I loved thee, And showed thee all the qualities o'th' isle, the fresh springs, brine-pits, barren place and fertile"</i></p>



Biography of Shakespeare

William Shakespeare was born in 1564 in Stratford-upon-Avon, England.

He became one of the greatest playwrights and poets in history, writing renowned works such as "Romeo and Juliet," "Hamlet," and "Macbeth."

Shakespeare's plays explore themes of love, power, and tragedy, and his poetic language continues to influence literature and theater today.

He died in 1616, leaving behind a legacy that has shaped the world of literature for centuries.



Context

Themes

Famous storm

Shakespeare's portrayal of the catastrophic storm that opens the play probably comes from reports of a real shipwreck which occurred in Bermuda in 1609. The Tempest directly references Bermuda in Act 1, Scene 2, when Ariel says Prospero asked him to make a storm



**Colonialism/
period of
discovery**

Shakespeare was inspired by Michel de Montaigne's "Of the Cannibals!" Gonzalo's speech in Act 2 envisions how he would rule the island – by rejecting the usual rules of civilized society, and instead copying "primitive" society.



**Shakespeare's
final play**

The imagery of Prospero throwing down his staff has been interpreted as Shakespeare giving up his craft at the end of his career.



**Forgiveness and
repentance**


Antonio, Prospero's brother, wronged Prospero by dethroning and banishing some twelve years ago. Antonio was supported by Alonso and Sebastian. These three characters get punished.

**The difficulty of
distinguishing "man"
from "monster"**

The identity of Caliban remains ambiguous in this play. Sometime he is addressed as monster and in some places he is called man.


**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 vocabulary 1-5, this can be found on page 6. 2. Write the definition of usurped in your own words. 3. Use one of the vocabulary words to describe how society was structured in Elizabethan England. 4. Pick one of the themes and summarise it in your own words. 5. Look at the key quote from Prospero, what does this suggest about his abilities?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 6-10, this can be found on page 6. 2. Use one of the vocabulary words to write a prediction about Caliban. 3. Re-write the definition of ambiguous in your own words. 4. Whose daughter is Miranda? Why doesn't she know anything about her heritage? 5. Write 2 sentences summarising where Shakespeare was born and what the impact of his work has been.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 11-15, this can be found on page 6. 2. Use vocabulary 17 to explain what happens to Magwitch in Great Expectations 3. What is a magus? Write out a definition in your own words. 4. Who is Ariel? What is his purpose in the play? 5. Give 1 prediction about how you expect Caliban to behave

**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 vocabulary 16-20, this can be found on page 6. 2. Write out the definition of 'vengeance in your own words. 3. Use vocabulary 20 to write a sentence about yourself. 4. What does the key Miranda quote suggest about her as a character? 5. Copy and complete: Prospero is the protagonist which means...
Homework 5 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 2,4,6,8,10, this can be found on page 6. 2. Write out the definition of authority in your own words. 3. Use the word authority to write a sentence about Prospero. 4. Copy and complete: Comic relief in a play is when.... 5. What types of characters can cast 'enchantments'?
Homework 6 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look cover write check vocabulary 1,3,5,7,9, this can be found on page 6. 2. What is the difference between prose and poetry? 3. Write out the definition of obedience in your own words. 4. What is the ending of the play supposed to be symbolic of in Shakespeare's life? 5. The Tempest directly references which famous storm.

1

Y7 Knowledge Organiser: Maths Term 5

- Length:** the distance from one point to another
- Mass:** a measure of how much matter is in an object.
- Capacity:** the amount an object can contain (normally liquids)
- Volume:** the amount of 3-dimensional space an object takes up (units of length cubed)
- Convert:** to change a value or expression from one value to another.
- Imperial:** an old system of weights and measures not using the metric system. Some imperial units are still used in everyday life – eg: miles, pints, feet and inches.
- Metric:** a system of measuring that replaced the imperial system – This is a decimal system of measurement.
- Proportion:** values of two items that increase in the same ratio

Linear:

1cm = 10mm
 1m = 1,000mm
 1m = 100cm
 1km = 1,000m

Mass:

1cg = 10mg
 1g = 100cg
 1g = 1,000mg
 1kg = 1,000g

Capacity:

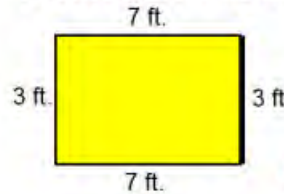
1cl = 10ml 1l = 1,000ml

6

Perimeter and Area

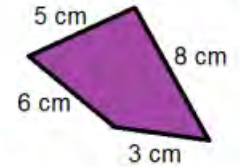
Perimeter

Perimeter: This is the total distance around the outside of the shape.



$7 + 3 + 7 + 3 = 20$
 The perimeter is 20 feet.

We must remember to include all of the sides.



$5 + 8 + 3 + 6 = 22$
 The perimeter is 22 cm.

Area

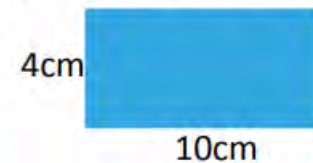
Area: This is the space that a 2D shape takes up.

Squares and rectangles:

The formula is the same for both shapes: **A = Length x Width**



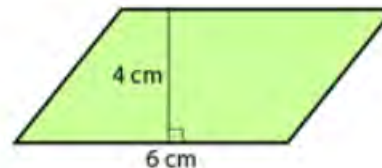
$A = 3 \times 3$
 $= 9\text{cm}^2$



$A = 10 \times 4$
 $= 40\text{cm}^2$

Parallelograms:

The formula is similar to a rectangle but instead of width we use the height. **A = Length x Height**

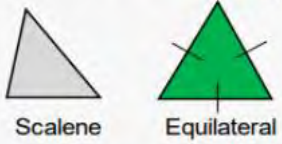


$A = 6 \times 4$
 $= 24\text{cm}^2$

Sometimes the length is referred to as the base.

Triangles

a plane figure with three straight sides and three angles

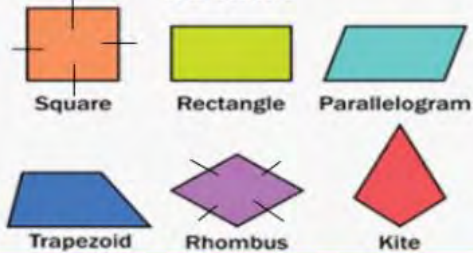


Three angles always add up to **180°**

Area
 $\frac{b \times h}{2}$

Quadrilaterals

a four-sided polygon, having four edges and four corners



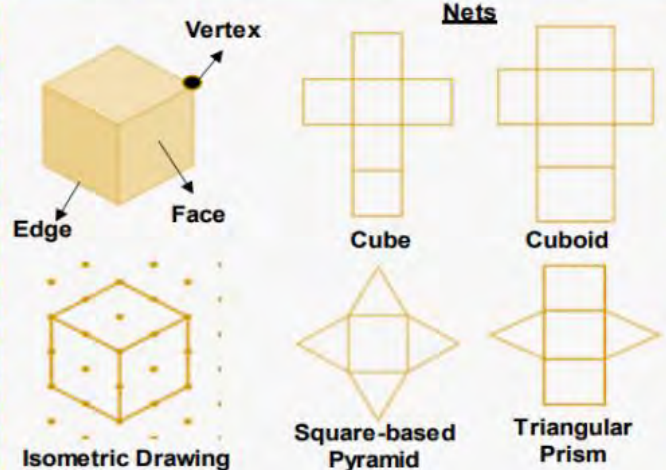
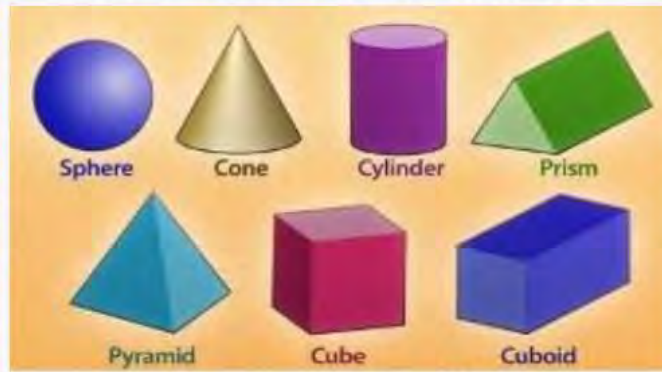
Four angles always add up to **360°**

Area of a Rectangle = **Base** × **Height**

Area of a trapezium = $\frac{(a+b)h}{2}$

3D Shapes

3D (three-dimensional) **shapes** are solid **shapes** that have three dimensions including length, depth and width



Lines of Symmetry

We say there is symmetry when the exact reflection or mirror image of a line, shape or object gets created



KEY VOCABULARY

Word	Definition
Parallel	Lines that never meet
Perpendicular	Lines that intercept at a right angle 90°
Line of Symmetry	Line dividing the shape into two halves that match exactly the same
Rotational Symmetry	When a shape can be rotated and still looks exactly the same
Perimeter	Distance around the outside of the shape
Area	Space inside the flat surface
Vertices	Corners of a 3D shape
Edges	Lines joining two vertices of a 3D shape
Faces	Flat surfaces of a 3D shapes
Net	Is what a 3D shape looks like when it is opened out flat

polygon

- a plane shape having three or more straight sides.
- polygons may be regular with all sides and angles equal, or irregular with varying side and angle sizes.

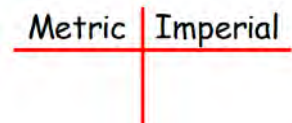





Instructions:

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**"

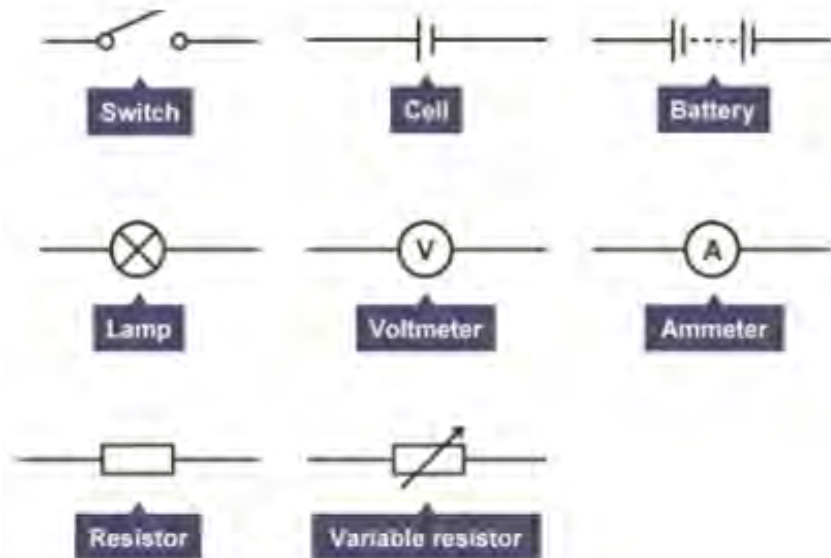
"The website is <https://vle.mathswatch.co.uk/vle/>, student usernames are their school email address and the password is always *bristol*"

Homework	Due	Task:
Homework 1 <input type="checkbox"/> Complete?		Units of measure Learn the vocabulary: Draw a table in your homework book and list all the units of length you know under Metric or Imperial
		
Homework 2 <input type="checkbox"/> Complete?		Quadrilaterals Make a poster/ Draw a diagram to help you to learn the names of the quadrilaterals. Ext: can you explain the difference between a Rhombus and a parallelogram?
Homework 3 <input type="checkbox"/> Complete?		Triangles Learn the three main types of Triangle Ext: Investigate if it is possible for a triangle to be isosceles and right angled? Isosceles and Obtuse?
Homework 4 <input type="checkbox"/> Complete?		Lines of Symmetry and Rotational Symmetry Learn the rule for Regular shapes and symmetry. Ext: Name a shape with 4 lines of symmetry Name a shape with 0 lines of symmetry but rotational symmetry order 2
Homework 5 <input type="checkbox"/> Complete?		Draw diagrams to help you to learn about parallel and perpendicular lines
Homework 6 <input type="checkbox"/> Completed?		Perimeter and Area For the following rectangle show how to find the area and the perimeter – be careful to use the correct units 5cm  (20mm)



	Key Term	Definition
1	Current	Current is the flow of electrons through a wire and can be measured using an ammeter.
2	Potential difference	Potential difference/voltage is the 'push' given from the cell in the circuit.
3	Series circuit	A circuit where one component follows directly from another, with no junctions.
4	Conductor	Materials that lets electricity pass through easily
5	Insulator	A materials that does not allow electricity to pass through.

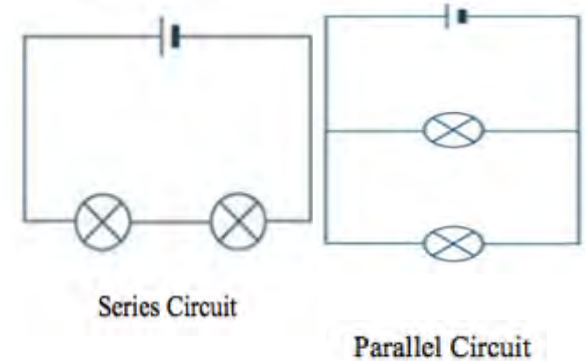
Circuit symbols



Electricity generation



Fossil fuel are **burnt** to release thermal energy. This heats up water turning it from a liquid to a gas, we call steam. The steam causes the **turbines** to turn/spin. The turbine turns the generator which **generates electricity**.



Current (amps)



In a series circuit, the **same amount** of current flows through all the components. In parallel circuits, the circuit **splits the current flow**.

Potential difference (volts)

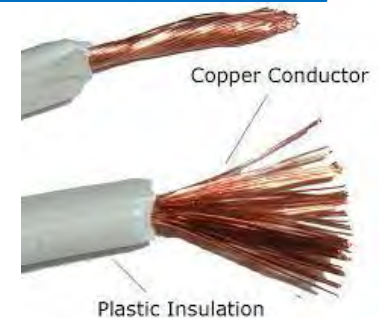


In a series circuit, the voltage across the circuit is the **sum of the voltages** across each component. In a parallel circuit, the voltage across each of the components is the **same**.

$$V = I \times R$$

potential difference = current \times resistance

- V in volts, V
- I in amps, A
- R in ohms, Ω



Insulators

have such high resistance that virtually no current flows through them

Conductors

Have low electrical resistance and insulators have high electrical resistance.

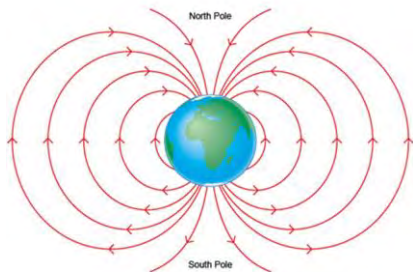


<Magnetism> Knowledge Organiser | Read, Cover, Write and Check

	Key Term	Definition
1	Attract	A type of force that causes objects to come together.
2	Repel	A type of force that causes objects to move apart.
3	Magnetic	A force that causes objects to attract or repel one another.
4	Magnetic field	The region around a magnet where a force may be felt.
5	Non-contact force	A force which acts on an object without physically coming in contact with it.

The Earth behaves as if it contains a giant magnet. It produces a magnetic field in which the field lines are **most concentrated at the poles**.

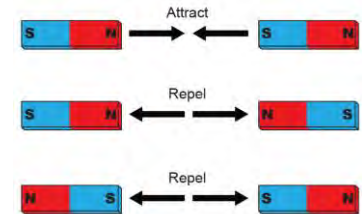
This magnetic field can be detected using magnetic materials or magnets.



Most materials are not **magnetic**, but some are. A magnetic material can be magnetized or will be attracted to a magnet.

A bar magnet is a **permanent magnet**. This means that its magnetism is there all the time and cannot be turned on or off. A bar magnet has two magnetic poles:

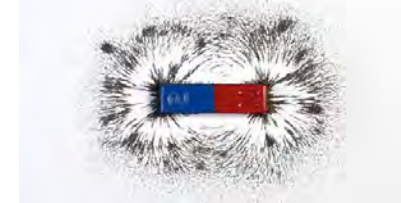
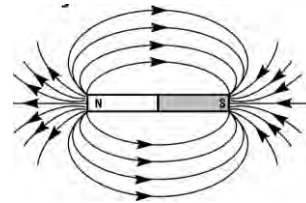
- **north pole** (or north-seeking pole)
- **south pole** (or south-seeking pole)



Opposite poles **attract**, like poles **repel**.

A magnet creates a **magnetic field** around it. You cannot see a magnetic field, but you can observe its effects.

A magnetic field is an **invisible force field** created by a magnet which exists all around it. The force is a **non-contact force** because the magnet and the material do not have to touch each other.



Iron filings can be used to show the shape of a magnetic field.

A **compass** is a **magnetic needle** mounted on a pivot (so it can turn freely).

It can be used to help people find their way because the needle always points towards Earth's Geographical North Pole (which is actually the south of earth's magnet).





	Key Term	Definition
1	Independent variable	In an experiment, this is the thing that you change on purpose.
2	Dependent variable	In an experiment, this is the thing that you record.
3	Control variable	All of the things that you keep the same.
4	Equipment	Tools and measuring devices needed for science experiments.
5	Repeat	Doing something multiple times.

Repeats

In a science investigation, we repeat the experiment three times and calculate the average (mean).

	Throw 1	Throw 2	Throw 3
Distance (m)	11	12	10



To calculate the mean, you add together all of the numbers and then divide by the number of repeats.

E.g. $11 + 12 + 10 = 33$ metres

$33 \div 3 = 11$ metres

Planning an Investigation

!
Don't
Care.
Everything's
Rubbish



I
Independent
Dependent
Control
Equipment
Repeats

I apologise that this is quite negative, but this memorable mnemonic allows us to remember how to plan an investigation!

EXAMPLE

A student is investigating how changing the mass of a ball affects how far the ball can be thrown.

Independent Variable

The student will be changing the mass of the ball.

Dependent Variable

The student will be recording the distance the ball is thrown.

Control Variables

The student will need to keep the following things the same:

- Person throwing the ball
- Size/shape of the ball
- Wind speed and direction





Equipment

The student will need an electronic balance to measure the mass of the balls and a tape measure to measure the distance of the each throw.





Repeat

For each different mass of ball, repeat the throw three times and then calculate the mean (see left for more details).



Week Set: 	Due 		Completed 
Homework 1 Electricity 1	26.04.24	<ol style="list-style-type: none">1. Read, cover, check terms 1-5.2. Draw the circuit symbol for Ammeter.3. Define current.4. Define potential difference.5. Compare how current flows in series and parallel circuits.	
Homework 2 Electricity 2	03.05.24	<ol style="list-style-type: none">1. Read, cover, check terms 1-5.2. Draw the circuit symbol for voltmeter.3. Define resistance.4. Compare how potential difference flows in series and parallel circuits.5. Describe how electricity is generated using fossil fuels.	
Homework 3 Electricity 3	10.05.24	<ol style="list-style-type: none">1. Read, cover, check terms 1-5.2. Draw the circuit symbol for resistor.3. Write the equation to calculate voltage using current and resistance.4. Define a series circuit.5. describe the difference between insulators and conductors.	



Week Set: 	Due 	 Task: Please use this with your knowledge organiser and answer the questions in your homework book.	Completed 
Homework 4 Electricity 4	17.05.24	<ol style="list-style-type: none">1. Read, cover, check terms 1-5.2. Draw the circuit symbol for variable resistor.3. Define conductor and name an example.4. Define insulator and name one.5. Write the equation to calculate resistance using current and voltage.	
Homework 5 Magnetism	24/05/24	<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-5.2. Which poles of a magnet attract? Which poles of a magnet repel?3. Where are the magnetic field lines most concentrated on the Earth?4. Is a magnetic field a contact or a non-contact force? What could you use to show the shape of a magnetic force field?5. What is a compass and what can it be used for?	
Homework 6 Variables	07.06.24	<ol style="list-style-type: none">1. Read, cover, write and check key terms 1-5. A student is investigating how changing the amount of light a plant gets affects how tall the plant will grow.2. In the investigation above, identify: a) the independent variable b) The dependent variable3. In the investigation above, name three control variables.4. Name the equipment the student would need to do the experiment above.5. The student took three plant measurements of 11 cm, 12 cm and 13 cm. Calculate the mean plant height.	

Physical Components

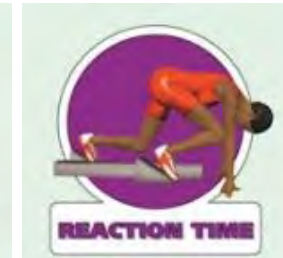
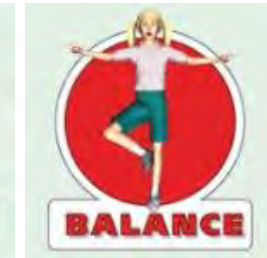
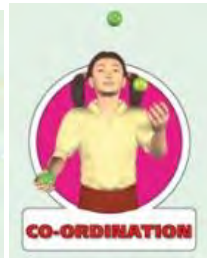
1. **Cardiovascular endurance** → The ability to transport oxygen to your working muscles for a long period of time
2. **Muscular endurance** → The ability to exercise your muscular system for a long period of time
3. **Muscular strength** → The maximum force that a muscle or muscle group can produce
4. **Flexibility** → The range of movement around a joint
5. **Speed** → Speed is the distance covered over time (meters per second)
6. **Body Composition** → The ratio of fat mass to fat free mass in the body

Skill Components

7. **Balance** → The ability to maintain a centre of mass above a base of support
8. **Coordination** → Being able to use two or more body parts at once to complete a motor task efficiently
9. **Reaction time** → The time taken to respond to a stimulus
10. **Power** → The combination of speed and strength
11. **Agility** → The ability to change direction at speed without losing balance

Note-


Cardiovascular endurance is also known as aerobic endurance.



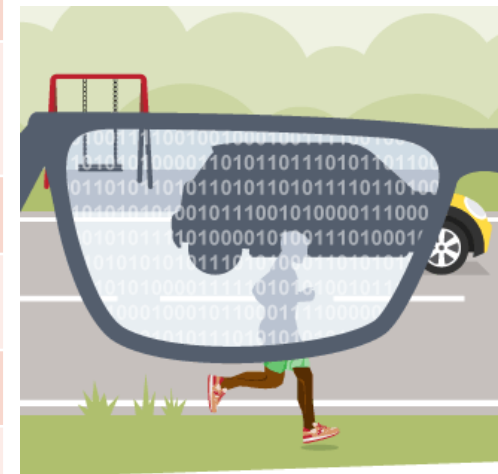
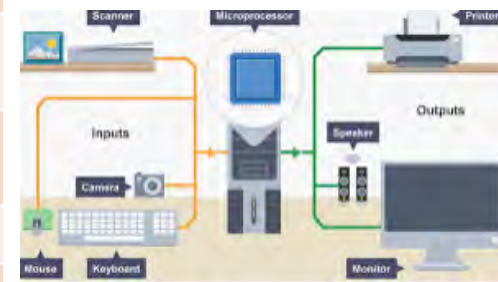


Instructions:

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

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions for 1-4 2. List the five physical component of fitness? 3. Provide a definition for Cardiovascular Endurance 4. Provide a definition for Muscular Endurance 5. In what sport is Muscular Strength important?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions for 5- 7 2. List the five skill component of fitness? 3. Provide a definition for Balance 4. Provide a definition for Coordination 5. In what sport is Reaction Times important?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write, check Key Words and definitions for 8 - 11 2. In what sport is Speed important? 3. In what sport is Flexibility important? 4. In what sport is Power important? 5. In what sport is Agility important?


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 (8 x 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. Flowcharts	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.





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

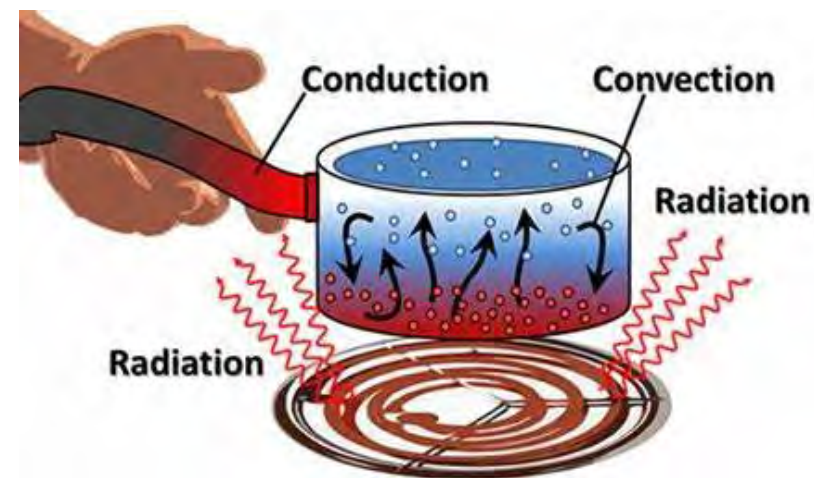
1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the **knowledge organiser on page 21 to help you answer the questions using full sentences.**
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key term and definition for 3 and 4, this can be found on page 28. 2. Explain the term 'binary'. 3. Convert the number 72 into 8-bit binary. 4. Convert the number 0010 0010 into denary. 5. Give another word for 'denary'.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the Key term and definition for 5-7 this can be found on page 28. 2. Explain what a "bit" is. 3. How many bytes are there in a kilobyte, and in a megabyte. 4. Convert the number 110 into 8-bit binary. 5. Convert the number 1110 1011 into denary.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, write, cover, check the key term and definition for 7-10. this can be found on page 28. 2) Explain what an input device is. 3) Explain what an input device is. 4) Explain the role of a CPU in a computer. 5) Explain the role of RAM in a computer.



Key word	Definition
1. Food hygiene	Actions put in place to keep foods safe from food poisoning bacteria.
2. Personal hygiene	Rules in place about how to act and dress to keep food safe from food poisoning.
3. Coagulation	The setting of protein foods caused by heat.
4. Heat transfer	The way in which heat moves from one place to another.
5. Conduction	Direct heat from the hob is transferred to the metal pan, which then heats the foods.
6. Convection	When heated the hot liquid/ air rises and then the cooler liquid drops back to the bottom to be heated again.
7. Radiation	Heat radiates down from a heat source to cook food.
8. Nutrients	Fat, protein, carbohydrates, vitamins and minerals needed by the body.
9. Nutrition	Eating all the nutrients required to be healthy.
10. Rubbing in	Using the heat and mechanical/physical action of your hands to rub fat into flour.
11. Shortening	Once a product has been rubbed in it stops the gluten particles in flour expanding and making foods crunchy.
12. Sensory analysis	Using our sense (taste, feel, vision, smell) to judge how acceptable a product is.
13. Descriptors	Words that accurately describe.


Food equipment you will use





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:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check key terms and definitions for 1-4. 2. List 2 personal hygiene rules. 3. Read the meaning and draw a picture to represent the meaning of radiation and conduction in cooking. 4. Look at the equipment labelled A-G you will use this term, find out their names and list them. 5. Look at the meaning of word 3 coagulation. Think back to when you made the omelette and describe or draw a diagram to show the changes in the egg from cracking to being cooked.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check key terms and definitions for 5-7. 2. Name 2 foods that have been cooked using conduction as a method of heat transfer. 3. List 4 knife safety rules that need to be followed. 4. Which foods should we eat less off according to the Eatwell guide and why do you think this might be? 5. At your age you are about to go through a continuous period of growth. This means you will need to eat a good range from the pink and blue sections of the Eatwell guide. List 3 foods you could have from each section.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 8-13. 2. Why is it important to cut ingredients to similar sizes when cooking? 3. What is sensory analysis and why is it used in the food industry? 4. How does shortening work? 5. Why is it important to use words/descriptors that describe instead of nice or nasty when completing a sensory analysis?



Keywords		Definitions
1	Woods: Hardwood	From Deciduous trees these are tight grained woods from trees that take hundreds of years to grow e.g. oak trees.
2	Softwood	From Coniferous trees, these woods have a looser grain and are from trees that grow faster and so are cheaper e.g. pine.
3	Manufactured Boards	Are produced by gluing timber (wood) layers or fibres together. They tend to be made using waste timber materials = support recycling e.g. plywood.
4	Deciduous	Tress that lose their leaves in winter.
5	Coniferous	Trees which keep their leaves in winter.
6	Plastics: Crude oil	Oil made from dead Sealife, which takes millions of years to form. This is used to make plastic.
7	Thermoforming	This is a type of plastic that can be heated up and shaped over and over again.
8	Thermosetting	This is a type of plastic that when shaped cannot be reshaped
9	Emissions	Gases released during manufacture of products e.g., carbon dioxide.
10	Metals: Ferrous	Metals that contain iron and are magnetic e.g. steel and iron. These rust.
11	Non-ferrous	Metals that do not contain Iron e.g. copper. They are not magnetic.
12	Alloy	A mix of 2 or more metals e.g. Brass a mix of copper and zinc.

• 'Thermoplastics' and 'Thermosetting plastics'

Thermoplastics/thermoforming plastics	Thermosets/thermosetting plastics
Acrylic (PMMA)	Epoxy Resin (ER)
High density polyethylene (HDPE)	Urea-formaldehyde UF)
Polyethylene terephthalate (PET)	Melamine-formaldehyde (MF)
High impact polystyrene (HIPS)	Phenol-formaldehyde (PF)
Polyvinyl chloride (PVC)	Polyester resin (PR)
Polypropylene (PP)	



Origins of metal



Metals are mined and extracted from ore (rocks and sediment) by heating.




Extreme heat from furnaces melts the metal out of the rock.



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 Woods <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for vocabulary 1-5 (Woods). This can be found on page 23 2. Explain what manufactured boards are made from. 3. Explain the difference between softwoods and hardwoods. 4. 4. Why might using softwoods have less of an environmental impact than hardwoods? 5. 5. Explain why finishes (paint/ varnish) are added to wood.
Homework 2 Plastics <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for vocabulary 6-9 (Plastics). This can be found on page 23 2. Explain the difference between thermoforming and thermosetting plastics. 3. Explain how plastic causes damage to the environment. 4. Write down 3 examples of thermoforming plastics. 5. Write down 3 examples of thermosetting plastics.
Homework 3 Metals <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, write, cover, check the key terms and definitions for 10-12. (Metals) This can be found on page 23 2. Explain the difference between ferrous and non-ferrous metals. 3. Explain where metal comes from. 4. Explain what a metal alloy is and give an example. 5. Looking at where metal comes from, what is the environmental impact of manufacturing metal?

This term for homework you will be looking at 'Artwork Analysis'.

In artist analysis we look directly at an artist's work and analyse what we see, know and think about the work.

Analyse To look at something in detail to explain and ask what it means.

Infer To understand and gather ideas from evidence- in this case the artwork.

This involves thinking about the formal elements of art- colour, shape, form, pattern, texture, composition and tone. As well as comparing what we see with what we know in order to think and explore elements further.

This will help develop your visual literacy skills and your ability to give opinions and back that with evidence.

Each week you will need to answer the questions and finish the sentence starters about the artwork then write this into your homework book.

You may need to do some additional research to help you find out the answers.

**Example**

The piece I am looking at is called 'Iqalutsiak' (Beautiful Fish). It was made in 2005. The artwork measures 66 x 81.3 cm.

I can see a large fish in the centre of the piece, it looks as if it is swimming because the tail is folded round above the head. I can see 4 lines coming from the side of the fish, ending in teardrop shapes. The colour of the fish is yellow, orange, black and green. The black is used on the outlines of the fish and to add detail such as the eyes.

The texture of the piece is mainly smooth, but I can see a dot type texture on the green parts of the fish and tail.

The artist used stone cut and stencil which is a type of printmaking which allows you to get nice smooth areas and sharp lines.

I think the work is about the fish and about Inuit culture, Inuit people eat fish as the main part of their diet and therefore spending time fishing is an important part of Inuit culture.

I like this piece because the artist has used harmonious colours of red and orange and blended smoothly between them. I also like the detail in the fish to show the fins, tail and eye. The position of the fish makes it look like it's alive which gives the piece a sense of energy which I find interesting.

1- The piece I am looking at is called..... (the artwork's name)

It was made in.....

The artwork measures..... by.....

2- **See**- Describe the piece of work, imagine you are describing it to someone who cannot see it.

You need to add a lot of detail.

Subject, Colour,

Composition, Shape/form,

Pattern, Texture,

Line, Tone,

I can see.....

3- **Know**- What material/ technique has the artist used?

.....(artist's name) works in

.....(art material),

One of the techniques they use is.....

4- **Think**- Make connections with what you know and consider context.

What do you think the work is about?

I think this work is about.....


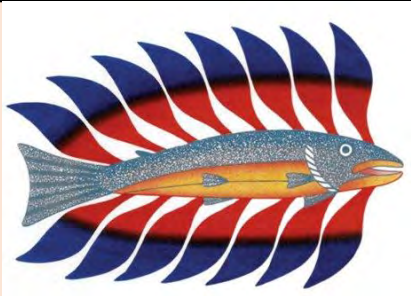


5- **Think**- What do you think about the work?

I like/dislike this piece because.....



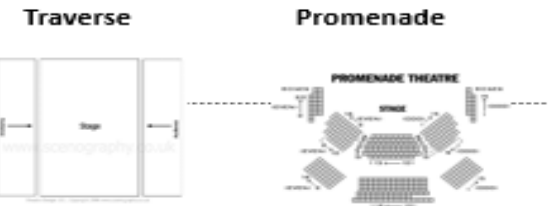
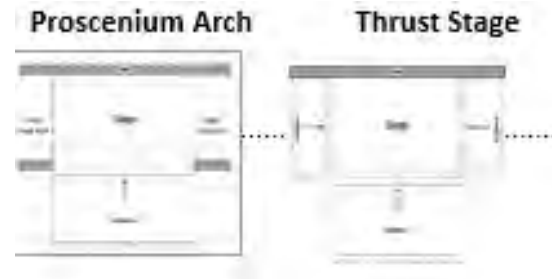
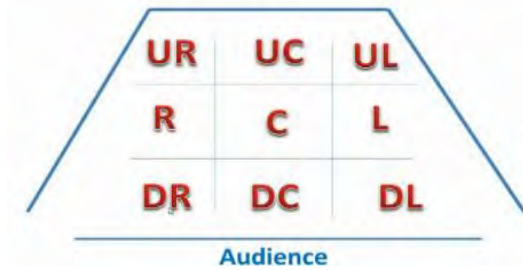
Instructions:

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.**

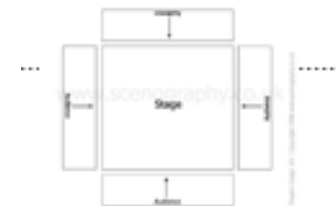
Homework	Due 	Task:
<p>Homework 1</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1- Complete a piece of writing analysing the artwork by Kenojuak Ashevak.</p> <p>Kenojuak Ashevak, <i>Luminous Char</i>, 2008. Stonecut, stencil, 51.1 × 63.8 cm overall</p> 
<p>Homework 2</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Complete a piece of writing analysing the artwork by Yellena James.</p> <p>Yellena James, <i>Thrive</i>, pen and ink on paper.</p> 
<p>Homework 3</p> <p><input type="checkbox"/></p> <p>Completed?</p>		<p>1.Complete a piece of writing analysing the artwork by Vincent Scarpace.</p> <p>Vincent Scarpace "Three in a Row, Three" (2010) Acrylic Paint on Canvas.</p> 



<i>Physical Skills</i>		<i>Description</i>
1	Gesture	A wave or a point
2	Mannerisms	Habits that a particular 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, tells the audience how they feel
6	Gait	The way a character walks e.g. narrow or wide
7	Posture	Are they standing tall and confident, or are they hunched
8	Eye Contact & Eye Line	Looking into another character's eyes. Where the character is looking.



Theatre in the Round



<i>Vocal Skills</i>		
9	Accent	shows where the character is from
10	Volume	How loudly or softly you speak
11	Diction/clarity	How clearly you speak
12	Tone	How the voice conveys emotion
13	Pitch	High or low voice
14	Pace	Speed of delivering dialogue
15	Pause	A gap in the dialogue (line) used for dramatic or comedic effect
16	Intonation	where the pitch goes up at the end of a sentence e.g. a question
17	Timing	considered carefully for effect
18	Emphasis	where a word or sound is exaggerated for effect



Techniques		
19	Stage Positions	This is the different parts of the stage. Stage Positions are always from the actor's point of view.
20	Staging	This is the different types of staging used for a performance.
21	Freeze-frame	This is a frozen picture which is used at the start/end of the scene or to show an important point of a performance. Freeze Frame can also be called a Still Image or Tableaux.
22	Step-out	This is when actor's step out of a still image and speak their character's thoughts to the audience whilst the rest of the characters are frozen.
23	Stock character	This is a stereotypical character we expect to see in a performance e.g. Hero, Heroine, villain etc.
24	Split-stage	This is where the stage is split in two to show a different location or time.
25	Thought Tracking	This is similar to stepping out, however the teacher selects which characters are going to voice their thoughts
26	Narration	This is where a narrator tells the audience what is happening in a scene or performance.

Genre		
27	Naturalistic	Realistic performance
28	Physical Theatre	Performance where the body is at the heart of the storytelling
29	Musical Theatre	Performance that involves singing, dancing and acting.
30	DocuDrama	A piece of theatre based on a real life event
31	Tragedy	A sad or shocking performance
32	Historical	A performance set in a particular time period




Drama// Knowledge Questions



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 27-29** 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?		<ol style="list-style-type: none"> 1. Write, Cover, Check key terms 1-8 2. What does using an Accent tell the audience about a character? 3. How can you use pitch to show a character is shocked? 4. Why is using a pause important for building tension in a scene? 5. Draw a square stage. Mark an X on Upstage Left.
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Write, Cover, Check key terms 27-32 2. Describe what a thought track is and how it is different to a step out. 3. Write down as many Stock Characters you will find in a pantomime as you can. 4. What skills makes a really successful Still Image? 5. Draw a square stage. Mark an X on Downstage Right.
Homework 3 <input type="checkbox"/> Completed?		Write, Cover, Check key terms 19-26 What is physical theatre? Why is physical theatre effective? How many sides do the audience sit around a Traverse stage? Draw a square stage. Mark an X on Upstage Centre



Subject: History// Knowledge Organiser // Term 5 – What changed in the Reformation?

Key terms for this unit

1. Catholic

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

2. Protestant

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

3. Reformation

The time period when the Church was divided between Catholic and Protestants, lasting about 200 years

4. Dissolution

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

5. Monasteries

A type of Catholic church where monks lived.

6. Heir

The person to take over. E.g The heir to the throne

7. Tudors and Stuarts

The monarchies (leading families in charge) during the Reformation

8. Church of England

The name Henry VIII gave the Protestant Church in England

9. Supreme Head of the Church of England

The name Henry VIII gave himself.

10. Pope

The head of the Catholic Church

Key people in this unit

Martin Luther

A German man who began the Protestant Reformation – he wrote his 95 thesis and translated the bible into German.

Henry VIII

King of England 1509-1547 and began the English Reformation

Catherine of Aragon

Catholic first wife of Henry VIII - divorced

Anne Boleyn

Protestant second wife of Henry VIII – Henry ordered her head to be cut.

Pope Clement VII

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



Source 1: Portrait of Henry VIII

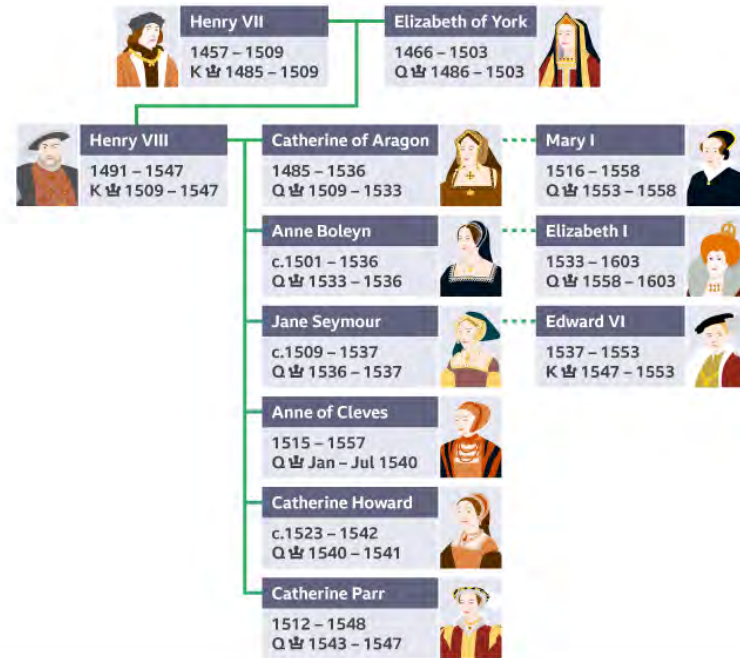


Source 3: A tug of war between Catholicism and Protestantism



Source 2: Edward VI and Henry


Tudor family tree





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 32-33** to help you answer the questions using full sentences.
2. Each task should take 20 minutes, Set a timer and **stop when the time runs out.**

Homework	Due 	Task:
Homework 1 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, Cover, Write, Check the key terms: 1, 4 and 8. 2) Who wrote 95 theses criticising the Catholic church? 3) What was the name of Henry VIII's first wife? 4) (Using the family tree) Who was her daughter? 5) Look at source 1, what words would you use to describe Henry VIII in this picture?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, Cover, Write, Check the key terms: 2, 3 and 5. 2) What religion did Henry VIII make England? 3) What title did Henry VIII give himself as the leader of the church? 4) (Using the family tree) Who was Edward VI's mum? 5) Look at source 2, why is Henry VIII pointing to Edward in this picture?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1) Look, Cover, Write, Check the keyterms: 6,7 and 10 2) What is the name of the Pope who did not allow Henry VIII to have a divorce? 3) (Using the family tree) What years was Henry VIII a king? 4) (Using the family tree) Who was Henry VIII's last wife? 5) Look at source 3, who do you think is playing tug of war in this image?

What is Permafrost?

The **Active Layer** is a thin layer of soil in which plants can grow. This soil **freezes in the winter** but **thaws in the summer**.



- The **Permafrost** is the layer **below the active layer** of permanently frozen ground.
- It is made of a combination of **soil, rocks and sand that are held together by ice**.
- Permafrost covers approximately **22.8 million square kilometers (94 UK's worth!)** in Earth's Northern Hemisphere.
- Permafrost thickness can range from **1 meter** to **more than 1,000 meters** (three times the size of the Eiffel tower).
- Near the surface, permafrost soils also **contain large quantities of organic carbon**

Keyword	Definition
1. Permafrost	<p>A layer of permanently frozen ground.</p>
2. Population distribution	<p>The spread of people in an area.</p>
3. Population Density 123,000	<p>The number of people on average in a given area (usually 1 square km).</p>
4. Sparsely	<p>Few people live there.</p>
5. Densely	<p>Lots of people live there.</p>
6. Economic Activity	<p>Something that makes money.</p>
7. Opportunity	<p>Something good – positive factors.</p>
8. Challenge	<p>Something bad – negative factors.</p>
9. Natural Resources	<p>Materials from the Earth that are used to support life and meet peoples needs.</p>
10. Abundance	<p>Having a large amount of something.</p>



1 – Oymyakon in the Siberian Tundra



2 – Tofalaria in the Southern Taiga



3 – Moscow in the west of Russia

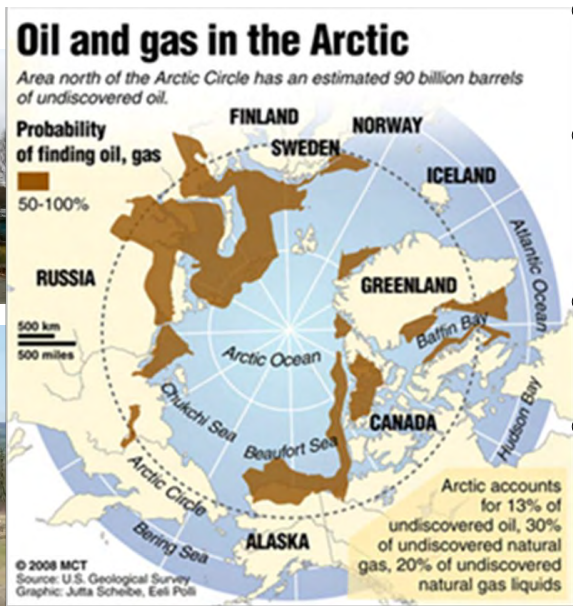


What are the impacts of thawing permafrost?

- Dangerous diseases that were once frozen could be released.
- Increases the chances of flooding.
- Releases a lot of CO2 and methane into the atmosphere.
- Roads built on permafrost are being damaged and are uneven.



Why did Russia plant their flag on the seabed of the north pole?




- The Arctic possesses massive oil and natural gas reserves.
- The seabed beneath the Arctic Ocean has around 90 billion barrels of oil!
- 1 barrel of oil can power a car for over 280 miles!
- Russia planted their flag on the seabed of the north pole on 2nd August 2007 to claim territory on the Arctic for its abundance in resources!



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 35 -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. Read, cover, write and check key term 1. 2. What is the active layer on top of permafrost? 3. How big can permafrost be? 4. Name two consequences of thawing permafrost. 5. Look at the pictures of the impacts of thawing permafrost – how will it impact people?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 2-5. 2. Looking at the population distribution map, in which direction are the most densely populated areas? 3. In which direction is Oymyakon in the Siberian Tundra located? 4. Out of the three places located on the map, where do the majority of people live? 5. Explain why they choose to live there instead of the other places.
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Read, cover, write and check key terms 6-10. 2. Name three countries found within the arctic circle. 3. Which two resources did Russia want to get from within the Arctic Circle? 4. Why do they want these two resources? 5. When did Russia plant its flag on the seabed of the north pole?



1. Caste System	A class structure that is determined by birth
2. Guru	Teacher
3. Guru Granth Sahib	Holy book of sikhism
4. Guru Nanak	The founder of sikhism
5. Hukam	Meaning the will or command of god
6. Kirat Karni:	Meaning to work honestly, live honestly, and practice honesty
7. Naam Japna	Meditating on god's name
8. Sikhism	A religion based on belief in a single god and on the teachings of guru nanak
9. Three foundations of Sikhism	Duties which all sikhs must carry out
10. Guru Gobind Singh	The last Guru

Sikh nature of God.
 Sikhs have many words to describe God. The name most widely used for God by Sikhs is Waheguru, which means 'wondrous enlightener'. Sikhs believe that there is only one God, who created everything.

Sikhs believe that Waheguru is:
The creator - The act of creating everything was God's will (Hukam).
Ineffable - Waheguru's essence cannot be adequately described in words.
Genderless - Waheguru is neither male nor female.
Eternal - Waheguru is outside time and space and beyond the cycle of birth and death.


Who was Guru Nanak?
 Guru Nanak founded Sikhism. He was born to a Hindu family over 500 years ago in the Punjab (an area that is now in Pakistan, but at the time, it was part of India). Throughout his life, Guru Nanak experienced key events that led him to:
 reject the caste system within Hinduism
 teach that everybody is equal through the belief in the oneness of humanity
 teach the three foundations of Sikhism.

Guru Granth Sahib
 The Guru Granth Sahib is a holy book of Sikhism. It's a collection of songs, poems, and prayers written by different Sikh gurus and other holy people. The book was edited by the fifth Sikh guru, Guru Arjan Dev. Sikhs believe that the book is the eternal living guru of the Sikhs. The Guru Granth Sahib has writings in different languages, such as Punjabi, Sanskrit, and Persian. The book teaches that there is only one God, and it's important to live a good life by doing good things.



**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 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 and check terms 1-3. 2. What is the kanga? Draw an image to represent this. 3. How do Sikhs describe God? 4. What is the name of the holy scripture in Sikhism? 5. How many k's are there altogether?
Homework 2 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 4-7. 2. List the 5 k's. 3. Describe the story of Guru Nanak. 4. How do Sikhs describe Waheguru. 5. Why are the 5k's important in Sikhism?
Homework 3 <input type="checkbox"/> Completed?		<ol style="list-style-type: none"> 1. Look, cover, write and check terms 8-10. 2. How is Sikhism a monotheistic religion? 3. What did Guru Nanak fight for? 4. Explain the meaning of Khalsa. 5. Draw the Sikh religious symbol.

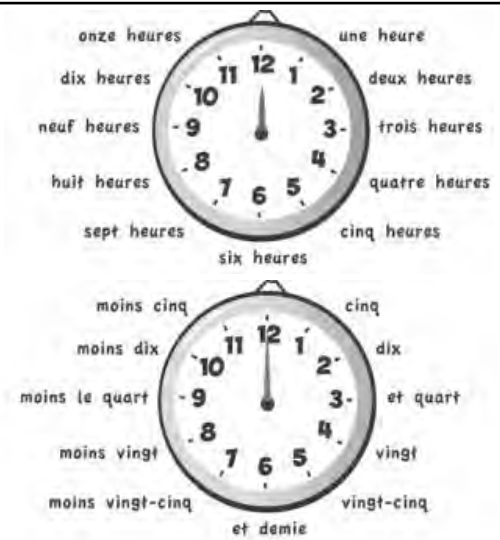


<u>Quelle est ta matière préférée?</u>	<u>What is your favourite subject?</u>
L'anglais	English
L'espagnol	Spanish
Le français	French
Le théâtre	Drama
Le dessin	Art
Le sport / l'EPS	PE
L'informatique	Computer Science
L'éducation civique	PSHE
L'histoire	History
La musique	Music
La technologie	Technology
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).

7.4 Free time FRENCH



Cabot Learning Federation



Qu'est-ce que tu aimes faire?	What do you like to do?
Regarder la télévision	To watch TV
Écouter de la musique	To listen to music
Aller au cinéma	To go to the cinema
Lire un livre	To read a book
Faire du shopping	To go shopping
Aller au parc	To go to the park
Aller au gymnase	To go to the gym
Rencontrer des amis/copains	To meet up with friends
Jouer du piano	To play the piano
Visiter ma famille	To visit family
Aller en ville	To go to town
Faire de la cuisine	To cook
Chanter	To sing
Nager	To swim
Faire mes devoirs	To do my homework
Télécharger de la musique	To download music
Surfer sur Internet	To surf the Internet
Jouer aux jeux-vidéos	To play video games
Tchatter avec mes amis	To chat with my friends
Prendre des photos	To take photos
Regarder des vidéos marrantes	To watch funny videos
Envoyer des textos	To send texts
Acheter en ligne	To buy online
Regarder des clips YouTube	To watch YouTube videos
Écrire un email	To write an email
Utiliser mon portable	To use my mobile phone

Quel sport aimes-tu?	What sport do you like?
Jouer au foot	To play football
Jouer au rugby	To play rugby
Jouer au tennis	To play tennis
Jouer au golf	To play golf
Jouer au volley	To play volleyball
Jouer au basket	To play basketball
Faire du vélo	To do some cycling
Faire du ski	To do some skiing
Faire du patin à glace	To do some ice skating
Faire de la natation	To do some swimming
Faire de la gymnastique	To do some gymnastics
Faire de l'équitation	To do some horse-riding
Faire de l'athlétisme	To do some athletics

Qu'est-ce que tu aimes regarder?	What do you like to watch?
J'aime regarder	I like to watch
Les actualités	The news
Les comédies	Comedies
Les dessins animés	Cartoons
Les documentaires	Documentaries
Les émissions	Programmes
Les feuilletons	Soap operas
Les films d'amour	Romantic films
Les films d'action	Action films
Les films d'horreur	Horror films
Les films policiers	Detective films
Les jeux télévisés	Game shows
Les séries	Series

Quand ?	When?
Normalement	Normally
D'habitude	Usually
Tous les jours	Every day
Deux fois par semaine	Twice a week
De temps en temps	From time to time
Rarement	Rarely
Souvent	Often
Quelquefois / parfois	Sometimes

Quel temps fait-il?	What is the weather like?
Il fait beau	It is good weather
Il fait chaud	It is hot
Il fait froid	It is cold
Il fait 25 degrés	It is 25 degrees
Il fait mauvais	It is bad weather
Il pleut	It is raining
Il neige	It is snowing
Il y a du vent	It is windy
Il y a des nuages	There are clouds
Il y a des orages	There are storms
Il y a du brouillard	It is foggy
Il y a du soleil	It is sunny



Sports and other hobbies with opinions + infinitives including jouer and faire Weather.

Finir, jouer & vendre are regular verbs which follows the patterns below; which we have seen before. The verb "faire" is irregular but important, especially for this topic with sports.

Pronouns	Finir– to finish	Jouer – to play	Vendre– to sell
je (I)	Je finis– I finish	Je joue – I play	Je vends– I sell
tu (you)	Tu finis– you finish	Tu joues – you play	Tu vends– you sell
il (he), elle (she), on (we)	il/elle/on finit - He/she/we finishes	il/elle/on joue - He/she/we play	il/elle/on vend– he/she/we sell
nous (we)	Nous finissons– we finish	Nous jouons – we play	Nous vendons– we sell
vous (you) (pl. or formal)	Vous finissez– you finish (pl. or formal)	Vous jouez – you play (pl. or formal)	Vous vendez– you sell (pl. or formal)
ils/elles (they)	ils/ elles finissent– they finish	ils/ elles jouent – they play	ils/elles vendent– they sell

Faire – to do

Je fais - I do
 Tu fais – you do
 Il/elle/on fait – he/she does/we do
 Nous faisons –we do
 Vous faites – you (pl) do
 Ils/elles font – they do

Now you should be able to create some of your own questions using the question words below.

- Quand? – When?
- Qui? – Who?
- Où? – Where?
- Combien? – How many?
- Qu’est-ce que...? What?
- Comment? – How?
- Pourquoi? – Why?
- Que? – What?
- Quel(le)? – Which?

How to improve your writing?

When writing in French, you can make your sentences better by adding the following:


- Range of opinions and reasons
- Connectives to extend your sentences
- Qualifiers e.g. très, assez
- Comparisons

Rather than just using 'je', write verbs using other pronouns



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser**, use the knowledge organiser on page 40-43 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:								
<div data-bbox="109 611 153 658" style="border: 1px solid black; width: 20px; height: 20px; margin-left: 20px; margin-bottom: 5px;"></div> Completed?		<p>1. Follow the 'look, cover, write, check, repeat' method with the following vocabulary items: écouter, étudier, aller, jouer, tchatter</p> <p>2. Which of these is an example of an infinitive verb? J'étudie b. nous étudions c. étudier</p> <p>3. What is an infinitive verb? </p> <p>4. Match the French with the English</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">I listen</td> <td style="width: 50%;">- j'écoute</td> </tr> <tr> <td>He listens</td> <td>- ils écoutent</td> </tr> <tr> <td>We listen</td> <td>-il écoute</td> </tr> <tr> <td>They listen</td> <td>-nous écoutions</td> </tr> </table> <p>5 Using the verb endings on your knowledge organiser, translate into French:</p> <p>I chat = I study = You listen = We play = They visit =</p>	I listen	- j'écoute	He listens	- ils écoutent	We listen	-il écoute	They listen	-nous écoutions
I listen	- j'écoute									
He listens	- ils écoutent									
We listen	-il écoute									
They listen	-nous écoutions									
Homework 1										



Homework

2

Completed?

plus... que moins...que

Homework 3

Completed?

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

le foot, le basket, le vélo, la natation, l'équitation

2. What do these two verbs mean?

jouer = faire =

3. Which sports in activity 1 use jouer' and which use faire'? How did you know?

4. Fill the gap with the correct verb:

J'aime _____ au foot parce que c'est amusant. Je n'aime pas _____ du vélo parce que c'est difficile. Aussi j'adore _____ de la natation, mais je déteste _____ au basket.

5. Translate into French

I like to play basketball

I hate to do cycling

I love to do swimming

I don't like to play football

¿Cuál es tu asignatura favorita?	What is your favourite subject?
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

¿Qué Piensas?	What do you think?
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

¿Cómo es tu uniforme escolar?	What is your school uniform like?
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

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



¿Cómo es tu profe...?	What is your teacher like?
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)	Llevas – you wear
el (he), ella (she),	Lleva - He/she wears
nosotros (we)	Llevamos – we wear
vosotros (you) (pl. or formal)	Lleváis – you wear(pl. or formal)
Ellos/ellas (they)	Llevan – 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).

7.4 Free time SPANISH



Cabot Learning Federation



¿ Qué te gusta hacer?	What do you like to do?
Ver la televisión	To watch TV
Escuchar música	To listen to music
Ir al cine	To go to the cinema
Leer un libro	To read a book
Ir de compras	To go shopping
Ir al parque	To go to the park
Ir al gimnasio	To go to the gym
Ir al polideportivo	To go to the sports centre
Salir con mis amigos	To go out with my friends
Tocar el piano	To play the piano
Visitar mi familia	To visit family
Ir al centro	To go to town
Hacer la cocina	To cook
Cantar	To sing
Nadar	To swim
Hacer mis deberes	To do my homework
Descargar música	To download music
Navegar por Internet	To surf the Internet
Jugar a los videojuegos	To play video games
Chatear con mis amigos	To chat with my friends
Sacar fotos	To take photos
Ver los videos divertidos	To watch funny videos
Mandar mensajes	To send texts
Comprar en línea	To buy online
Ver los videos de youtube	To watch Youtube videos
Escribir un correo electrónico	To write an email
Usar mi móvil	To use my mobile phone

¿ Qué deporte te gusta?	What sport do you like?
Jugar al fútbol	To play football
Jugar al rugby	To play rugby
Jugar al tenis	To play tennis
Jugar al golf	To play golf
Jugar al voleibol	To play volleyball
Jugar al baloncesto	To play basketball
Hacer ciclismo	To do some cycling
Hacer esquí	To do some skiing
Hacer patinaje	To do some ice skating
Hacer natación	To do some swimming
Hacer gimnasia	To do some gymnastics
Hacer equitación	To do some horse-riding
Hacer atletismo	To do some athletics

¿ Qué te gusta ver?	What do you like to watch?
Me gusta ver	I like to watch
Las noticias	The news
Comedias	Comedies
Dibujos animados	Cartoons
Documentales	Documentaries
Programas	Programmes
Telenovelas	Soap operas
Películas románticas	Romantic films
Películas de acción	Action films
Películas de terror	Horror films
Películas policíacas	Detective films
Concursos	Game shows
Series	Series

¿Cúando?	When?
Normalmente	Normally
Generalmente	Generally
Todos los días	Every day
Dos veces a la semana	Twice a week
De vez en cuando	From time to time
Rara vez	Rarely
Cuando puedo	When I can
Jamás/nunca	Never
A veces	Sometimes

¿Qué tiempo hace?	What is the weather like?
Hace buen tiempo	It is good weather
Hace calor	It is hot
Hace sol	It is sunny
Hace frío	It is cold
Hace 25 grados	It is 25 degrees
Hace mal tiempo	It is bad weather
Llueve	It is raining
Nieva	It is snowing
Hay viento	It is windy
Hay nubes	There are clouds
Hay tormenta	There are storms



7.4 Spanish Free Time Knowledge Organiser

Sports and other hobbies with opinions + inf. including. jugar and hacer
Weather.

Llevar, vivir & comer are a regular verbs which follow the pattern below. The verbs “jugar” and “hacer” are irregular but important verbs, especially for this topic on sports.

Pronouns	Estudiar – to study	vivir– to live	comer– to eat
Yo (I)	Estudi o – I study	Viv o – I live	Com o – I eat
tú (you)	Estudi as – you study	Viv es – you live	Com es – you eat
el (he), ella (she),	Estudia a - He/she studies	Vive e - He/she lives	Come e – he/she eats
nosotros (we)	Estudi amos – we study	Viv imos – we live	Com emos – we eat
vosotros (you) (pl. or formal)	Estudi áis – you study (pl. or formal)	Viv ís – you live (pl. or formal)	Com éis – you eat (pl. or formal)
Ellos/ellas (they)	Estudi an – they study	Viv en – they live	Com en – they eat

Hacer– to do

Yo hago - I do
Tu haces – you do
Él/ella hace – he/she does
Nosotros hacemos –we do
Vosotros hacéis – you (pl) do
Ellos hacen – they do

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

Rather than just using ‘yo’, write verbs using other pronouns



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 46-49** 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: escuchar, estudiar, pasar, jugar, charlar</p> <p>2. Which of these is an example of an infinitive verb? a. Estudio b. Estudiamos c. Estudiar</p> <p>3. What is an infinitive verb? </p> <p>4. Match the Spanish with the English</p> <p>a. I listen - escucha b. He listens - escuchan c. We listen -escucho d. They listen -escuchamos</p> <p>5 Using the verb endings on your knowledge organiser, translate into Spanish:</p> <p>a. I chat = b. I study = c. You listen = d. We play = e. They spend (time) =</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: Amable, estricto, trabajador, sabio, enfadado</p> <p>2. Which of these are feminine adjectives? How did you know? a. estricta b. aburrido c. trabajador d. enfadada e. amable</p> <p>3. What is the difference between: 'más... que' and 'menos...que'</p> <p>4. What does this sentence mean? Mi profesor de matemáticas es más estricto que mi profesora de historia</p> <p>5. Write a sentence in Spanish to compare your teachers by filling in the gaps Mi profesor(a) de ___[SUBJECT]___ es más ___[ADJECTIVE]___ que mi profesor(a) de ___[SUBJECT]___ Mi profesor(a) de ___[SUBJECT]___ es menos ___[ADJECTIVE]___ que mi profesor(a) de ___[SUBJECT]___</p>



Homework 3

Completed?

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

fútbol, baloncesto, ciclismo, natación, voleibol

2. What do these two verbs mean?

jugar = hacer =

3. Which sports in activity 1 use 'jugar' and which use 'hacer'? How did you know?

4. Fill the gap with the correct verb:

Me gusta _____ al fútbol porque es muy divertido. No me gusta _____ ciclismo porque es difícil. También me encanta _____ natación, pero odio _____ al baloncesto.

5. Translate into Spanish

I like to play basketball

I hate to do cycling

I love to do swimming

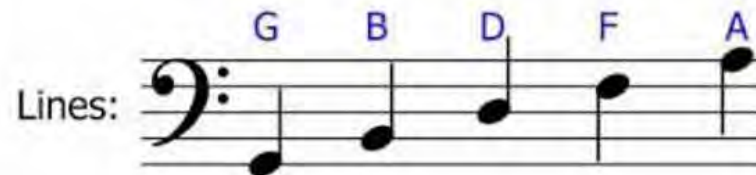
I don't like to play football



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

Notes **on the lines** are:

Notes **in the spaces** are:




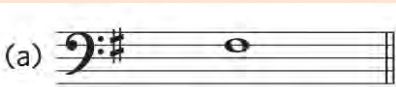
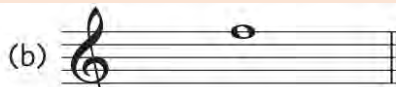







Note Pyramid

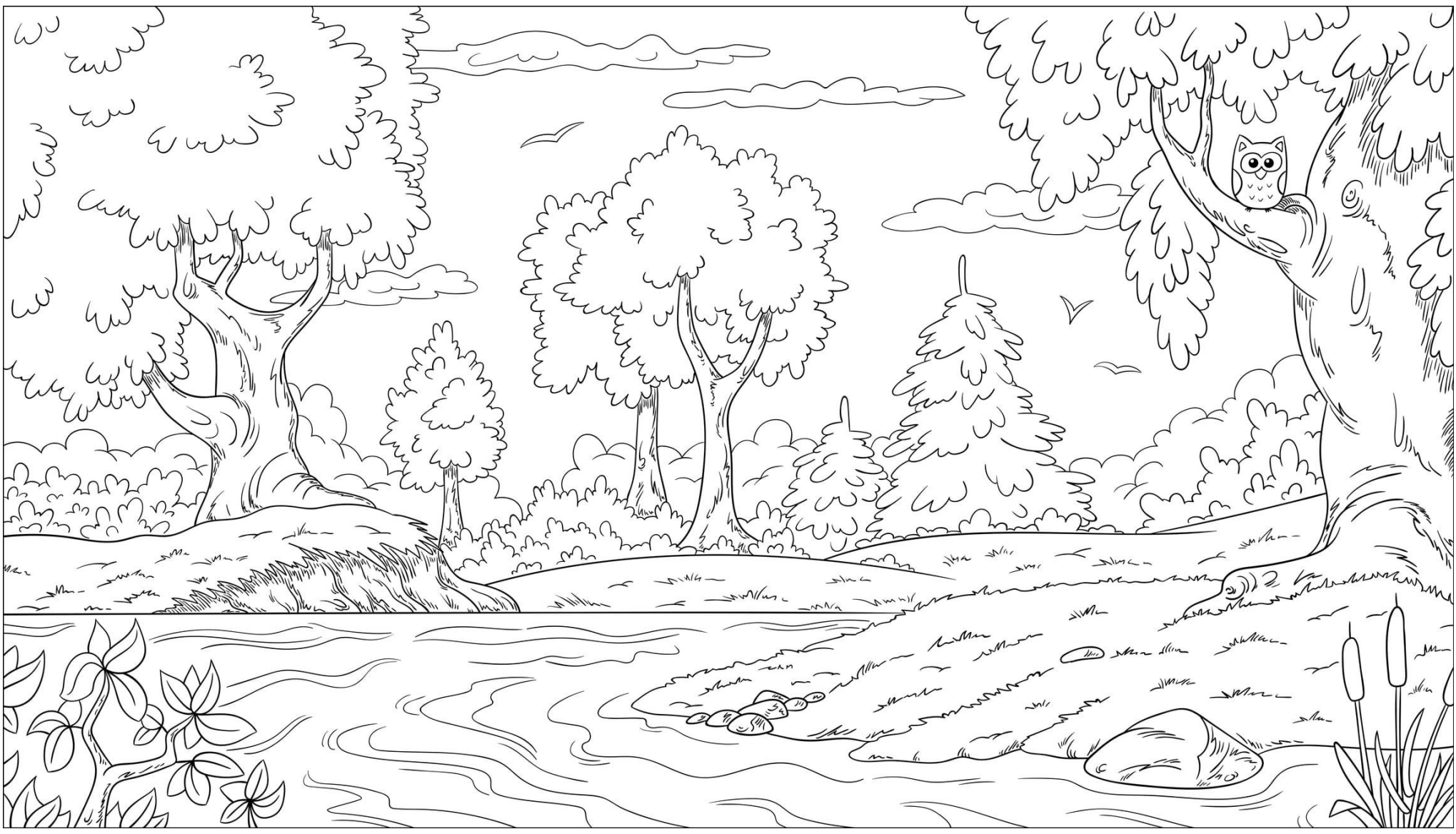
Name	Symbol	Rest Symbol	Value of each
Semibreve			4
Minim			2
Crotchet			1
Quaver			1/2
Semiquaver			1/4



Instructions:

1. For each homework, you will be asked to look at a **particular section of your Knowledge Organiser on page 52, 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?		<p>Choose the correct note for each question and write in your red book</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p>(a) </p> <p>F# <input type="checkbox"/> D# <input type="checkbox"/> G <input type="checkbox"/> E <input type="checkbox"/></p> </div> <div style="text-align: center;"> <p>(b) </p> <p>A <input type="checkbox"/> B <input type="checkbox"/> F <input type="checkbox"/> G <input type="checkbox"/></p> </div> <div style="text-align: center;"> <p>(c) </p> <p>E# <input type="checkbox"/> C# <input type="checkbox"/> D# <input type="checkbox"/> G# <input type="checkbox"/></p> </div> </div>
Homework 2 <input type="checkbox"/> Completed?		<p>Choose the correct number for each question and write in your red book</p> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <p>(a) How many quavers are there in a  ?</p> <p>(b) How many crotchets are there in a semibreve?</p> </div> <div style="width: 50%;"> <p>3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/></p> <p>2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 6 <input type="checkbox"/></p> </div> </div>
Homework 3 <input type="checkbox"/> Completed?		<p>Add the one missing bar-line to each of these five melodies.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>(a) </p> <p>(b) </p> <p>(c) </p> </div> <div style="width: 50%;"> <p>(d) </p> <p>(e) </p> </div> </div> <p style="text-align: right; margin-top: 20px;">Complete these on this sheet and bring to class.</p>



Mindfulness – Colour in the picture